



THRIVE ELEMENTARY

Thrive Charter School
Policy Handbook

Table of Contents

Table of Contents	1
Board Governance	4
#100 Board Foundational Statements	4
#101 Policy Development	7
#102 Role of the Board and Board Member Conduct.....	9
#103 Board Accountability.....	11
#104 Committees of the Board.....	12
#105 Comments and Presentations to the Board.....	15
#106 Student Appeals to the Board.....	17
#107 Role of the School Council	18
#108 Public Disclosure and Expenses	19
#109 Board Communications	20
#110 Minutes and Records	23
School Operations.....	24
#200 Emergency Circumstances – Inclement Weather.....	24
#201 Information Technology Use.....	26
Schedule A- Computer Use Agreement- Students.....	28
Schedule B- Computer Use Agreement- Staff.....	30
#202 Severe Allergy Policy.....	32
#203 Working Alone.....	34
#204 Volunteers	36
Appendix A: Volunteer Registration and Confidentiality Undertaking.....	38
#205 Drug and Alcohol Policy.....	40

#206 Emergency Closure.....	42
#207 Purchasing.....	43
#208 Sexual Orientation, Gender Identity, and Gender Expression.....	45
#210 Welcoming, Caring, Respectful, and Safe Learning and Working Environments...	48
#211 Video Monitoring.....	52
#212 Controversial Issues.....	55
#213 Copyright and Intellectual Property.....	57
#214 Access to Information Act (ATIA) and Protection of Privacy Act (POPA).....	59
#215 In-Person Learning.....	62
#217 School Year and School Day.....	64
#218 Transportation Services.....	66
#220 Learning Commons and Classroom Resources.....	68
Personnel and Employee Relations.....	71
#300 Recruitment and Selection of Staff and Contractors.....	71
#301 Role of Superintendent.....	72
#302 Role of Principal.....	75
#303 Role of Teachers.....	79
#304 Teacher Growth, Supervision and Evaluation.....	81
#305 Role of Secretary Treasurer.....	84
#306 Appeal Process for Employees.....	86
#307 Performance Evaluation.....	87
#308 Professional Learning and Professional Development.....	88
#311 Professional Code of Conduct.....	91
#312 Support Staff Code of Conduct.....	94

#313 Staff Leaves and Absences.....	96
#314 Public Interest Disclosure (Whistleblower Protection).....	97
#315 Employee Recognition.....	101
#317 Recruitment and Selection of Personnel and Contractors	103
Student.....	104
#401 Identification and Admissions.....	104
#402 Thrive Time Field Trips and Extra-Curricular Activity	107
#403 Students Leaving School Property.....	109
#405 Medication.....	110
Appendix 405A.....	113
Appendix 405B.....	115
#406 Students Records.....	117
#407 Field Trips.....	121
#409 Child Protection.....	129
Staff, Contractor, Volunteer	132
Schedule C- Responsible Technology Use Agreement	132

Board Governance

#100 Board Foundational Statements

POLICY STATEMENT

The Board recognizes the importance of its foundational statements in building a strong school. As such, the Board's foundational statements will be used as the foundation for influencing or determining all school policies, administrative procedures, and decisions.

Philosophical Focus

Our philosophy dictates an approach to education that integrates academic knowledge (mind), the skills to transfer and apply that knowledge (heart), and a set of lifelong learning skills that enable students to be innovators and agents of their own success (future).

Vision

An accessible and equitable education ecosystem that eliminates opportunity gaps, empowers students to realize their extraordinary potential and gives rise to positive multigenerational change.

Mission

Our purpose guides our work. We are fiercely committed to creating a learning environment that is accessible and facilitates deep engagement. To this end, we will:

- Champion eager minds, unlocking each student's inherent potential for high achievement.
- Empower every student with the skills, knowledge, experiences, and confidence they need to pursue relentlessly bold futures.
- Nurture belonging by building meaningful connections in the classroom, the school, at home and in the community.
- Overcome the barriers, labels and biases that undermine aspirations and well-being.
- Elevate each student through integrated academic, individual, and family-focused supports and services that are proactive and guided by a deep understanding of each unique individual.

- Embrace a future-focused mindset, working intentionally to map out pathways that inspire and challenge us and building innovation, iteration and continuous improvement into all facets of our school community: our learning, teaching and leadership practices; our curricula; and our school structures and operations.

Guiding Principles

Rooted in research, our educational philosophy elucidates the guiding principles that serve as the foundation for our charter school. It encompasses the body of knowledge and understanding of education that we call upon to build and align our work, both in terms of our conceptualization and our practice. These principles direct and focus the vision and mission for the school and provide the touchstone for defining and refining our culture and practice. Reflecting our belief in the valuable role of each member of our learning community – including students, educators, leaders, families, partners and service providers -- our principles guide the work of each and every individual and group in our sphere.

- We see the limitless human potential in every student and are unwavering in our belief that all students can reach great heights given the appropriate mix of challenges and supports that serve their individual learning profile.
- We are deliberate in our pedagogical choices and practice, drawing on the science of learning and development to inform our work.
- We embrace a research focus, promoting a culture of active research in our classrooms and pursuing innovative research projects with post-secondary institutions.
- We place high value on exemplary teaching and are committed to sustained, meaningful and structured professional learning that furthers Thrive Student engagement and outcomes.
- We aim to be innovators and educational thought leaders and work proactively to engage with the wider educational community and share best practices for teaching and fostering student engagement.
- We foster well-being and belonging by facilitating strong and intentional school-home connections and offer holistic and synergistic support to students and their families.
- We value personal relationships, connection and understanding. We are attentive to each interaction and commit to identifying and disrupting inequitable practices and bias.

- We cultivate confidence, self-efficacy, and a dedication to continuous improvement in all aspects of our work, especially in our students as learners, in our practice as educators, in our systems as school leaders and in our community.
- We acknowledge the many barriers to access and strive to eliminate them.
- We embrace the many opportunities for students to learn and grow outside our school walls and outside the core school day and appreciate this continuum of learning.
- We embrace our role as potential catalysts of positive multigenerational change and recognize the responsibilities that accompany this role.

References:

Thrive Elementary Charter School Charter

The Education Act (Alberta)

Approved: September 1, 2023

Review Date: 2026

Board of Governance

#101 Policy Development

POLICY STATEMENT

The Board of THRIVE Charter School Society is responsible for the development of policy to provide effective parameters and procedures to guide the governance and administration of THRIVE Charter School (the "School"). In fulfilling its responsibility, the Board is directed by the following:

Board policies shall be consistent with the Charter, relevant legislation, and Alberta Education policies.

All references in Board policies shall be read with such changes in number and gender as may be appropriate according to whether the reference is to male or female person.

Policies shall contain a broad, general statement of policy and specific relevant guidelines. Guidelines shall reflect an appropriate balance between the responsibility of the Board to develop a framework to guide and support and the responsibility of the Board to allow the Superintendent to exercise their professional expertise.

Policy development or amendment may be initiated by the Board, administration, Alberta Education, or by legislation.

The process for developing or amending policies shall be determined by the Board and may include participation of stakeholders where appropriate.

Policies and amendments shall be approved by the Board and shall specify the policy code, approval date, and where appropriate, the amendment date. Approved policies shall be maintained in a Policy Manual.

Where appropriate, the Board will develop and include forms as appendices to a policy. Such forms shall be maintained in the Policy Manual.

The Board shall review policies on a periodic basis.

The Superintendent is responsible for the implementation of appropriate administrative procedures which are guided by Board policy.

References:

The Education Act (Alberta)

Approved: September 1, 2023

Review Date: 2026

Board of Governance

#102 Role of the Board and Board Member Conduct

POLICY STATEMENT

The Board of The THRIVE Charter School Society will function as the governing Board of the School. The Board shall provide overall direction and leadership for the School. Board members shall conduct themselves in an ethical and responsible manner.

Guidelines

The Board is responsible for:

- Ensuring that the practices of the School and the Board are consistent with applicable legislation, the Charter, Board policies, and contractual obligations.
- Developing policies.
- Developing Bylaws of The THRIVE Charter School Society.
- Appointing and evaluating a Superintendent as the Chief Education Officer of the School.
- Appointing a Secretary Treasurer as the Chief Financial Officer of the School.
- In conjunction with the Superintendent, appointing a Principal of the School.
- Directing and monitoring the finances of the School including approving the annual budget and audited financial statements.
- Evaluating the levels of satisfaction held by students, parents, and staff.
- Establishing Board committees.

Board members shall:

- Be aware of their legal and fiduciary responsibilities.
- Be informed about current issues and participate actively in decision making.
- Act in the best interest of the school community.
- Abide by and support all decisions of the board.
- Declare conflicts of interest and excuse themselves from Board deliberations.
- Be aware that communication of Board decisions is the responsibility of the Chair.
- Maintain the confidentiality of the business of the Board.
- Act in a respectful and responsible manner when dealing with the school community.

References:

The Education Act (Alberta)

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Review Date: 2026

Board of Governance

#103 Board Accountability

POLICY STATEMENT

The Board is responsible for implementing the Charter goals and is accountable to the Minister of Education, students, parents, staff, and the public.

Guidelines

The Board is accountable through the following:

- Developing and implementing an Annual Education Plan (AEP) to achieve the goals set out in the Charter and to fulfill provincial requirements.
- Developing an Annual Education Results Report that provides information to the school community on progress towards achieving the goals set out in the AEP.
- Developing and implementing a budget for the operations of the school.
- Ensuring an annual audit of the financial operations.
- Conducting annual surveys of the students, parents, and staff to receive feedback regarding the educational programs.
- Operating within the terms of the contracts and agreements.
- Communicating Charter successes to the public.
- External evaluations conducted by The Minister of Education.

References:

The Education Act (Alberta)

Approved: September 1, 2023

Review Date: 2026

Board Governance

#104 Committees of the Board

POLICY STATEMENT

The Board shall establish committees to assist in carrying out its responsibilities.

Guidelines

1. Committees and their terms of reference shall be established by Board motion.
2. Committees shall be advisory only and shall not speak or act on behalf of the Board except when given such authority by Board motion for a specific and time-limited purpose.
3. The Board chair is an ex-officio member of all board committees and is eligible to vote.
4. Each committee shall be chaired by a Board member who is appointed by Board motion. It shall be the responsibility of the committee Chair to provide recommendations to the Board as they deem advisable or as requested by the Board.
5. Membership in Board committees shall be established at the first meeting of the Board of Directors following the appointment of directors in the fall of each year, or on other occasions as deemed appropriate by the board.
6. With the exception of the Audit Committee and Public Relations Committee as outlined herein, only a THRIVE Charter School Society member in good standing is eligible to be approved by the Board to serve as a member of those committees identified by the board.
7. The standing committees shall be as follows:
 - a. **The Audit Committee will:**

- i. Be comprised of at least five individuals, with membership limited as follows:
 - The Board treasurer.
 - At least one member of the business community who is not a director.
 - Two or more members of the Board of Directors.
- ii. Be chaired by the Board Treasurer.
- iii. Recommend external auditors to the Board of Directors.
- iv. Review the annual financial statements and report to the Board of Directors.
- v. Attend to other matters as the Board may determine from time to time.

b. The Policies, Guidelines and Bylaws Committee will:

- i. In response to requests from Alberta Education, The Board, Board committees or administration, develop and review policies, guidelines, and bylaws.
- ii. Solicit input on draft policies from stakeholders when appropriate.
- iii. Maintain the Board Policy Manual.

c. The Personnel Committee will:

- i. Be limited to members of the Board of Directors.
- ii. Be chaired by the Board Chair.
- iii. Meet with the Superintendent to coordinate/identify personnel matters.
- iv. Establish salaries, benefits and other requirements for staff.
- v. Review the Superintendent and Secretary Treasurer's remuneration on an annual basis.
- vi. Review and confirm contractual requirements of new employees.
- vii. Chair selection panels as may be required to hire employees/contractors.
- viii. Complete a performance evaluation of the Superintendent for recommendation to the Board.

d. The Survey Committee will:

- i. limited to members of the Board of Directors.

- ii. Develop, in conjunction with the Principal, an annual survey of the parents, staff members, and students compile the completed surveys and provide the data to the Principal.
- iii. Communicate to the parents a summary of the survey results.

e. The Public Relations Committee will:

- i. Seek to develop relationships with the community at large, including with government.
- ii. Invite representation on the committee from the School Council.

The Board may, by Board motion, establish ad hoc committees as required.

The Chair may, from time to time, convene the Board as a Committee of the Whole.

References:

The Education Act (Alberta)

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Review Date: 2026

Board Governance

#105 Comments and Presentations to the Board

POLICY STATEMENT

The Board provides opportunity for Thrive Charter School Society members and the public to make presentations to the Board.

Guidelines

1. General Comments on an Educational Issue at a Board Meeting

- a. A member of the public may address the Board on any educational issue. Public comments will be heard prior to adjournment.
- b. The comments of an individual shall not exceed three minutes in length. The total duration of the comments from the Public portion of the agenda shall not exceed fifteen minutes. Exceptions to the time limit may be made by majority vote of the Board.
- c. If a member of the public wishes to address the Board, the individual shall register with the school office by noon of the day preceding the meeting, with precedence being given to individuals who have not addressed a public board meeting in the previous three months.
- d. Speakers shall address their comments to the Board Chair.
- e. Attacks on the personal character or performance of any individual, or disruptive remarks shall be ruled out of order and persistence in such remarks shall cause the individual to be excluded from the meeting room. The Board Chair will determine the appropriateness and acceptability of comments. The decision of the Chair is final.
- f. The Chair shall thank the speaker, but no comments or questions by the Chair or by any directors are permitted.

2. Informal Comments on Specific Board Agenda Items

- a. During the course of a Board meeting, a member of the public may request of the Board Chair the privilege of speaking to an item before the meeting. The Board Chair, on recognition of the request, shall take one of the following courses of action:
 - i. Permit the member of the public to speak immediately.
 - ii. Grant the person the right to speak at a later time during the meeting.

- iii. Ask the person to submit their questions or observations in writing for inclusion in the agenda of a subsequent meeting of the Board.
 - iv. Deny the request.
- b. A Director may request the Board Chair to hear from a member of the public, in attendance at the meeting, who may have information pertinent to the item under consideration by the Board.
- c. Members of the public shall confine their comments to a maximum of three minutes and shall address their comments to the Board Chair.
- d. The total duration for public comment on a specific agenda item shall not exceed fifteen minutes. Exceptions to the time limit may be made by majority vote of the Board.
- e. Attacks on the personal character or performance of any individual, or disruptive remarks, shall be ruled out of order and persistence in such remarks shall cause the individual to be excluded from the meeting room. The Board Chair will determine the appropriateness and acceptability of comments. The decision of the Chair is final.

3. Formal Presentations to the Board of Directors

- a. Requests to make formal presentations to the Board shall be in writing to the Board Chair a minimum of 14 days prior to the next regular Board meeting. The request shall include a summary of the presentation and an estimate of the time required to make the presentation.
- b. The Board Chair shall determine whether the presentation will be permitted and whether the presentation should be held in public or in closed session. Considerations shall include, but not be limited to, whether Board policy has been followed and the potential to prejudice the Board's ability to hear an appeal.
- c. The Board Chair shall notify the requestor a minimum of 7 days in advance of the next regular Board meeting regarding the placement of the presentation on the agenda and the time allotted for the presentation.
- d. If the requestor is seeking a decision of the Board, that decision shall be communicated in writing to the individual who requested the presentation in a timely manner.

References:

The Education Act (Alberta)

Approved: September 1, 2023

Review Date: 2026

Board of Governance

#106 Student Appeals to the Board

POLICY STATEMENT

The Board shall hear appeals regarding matters specified in the *Education Act*.

Guidelines

1. The Board shall hear appeals of a decision of an employee or a contractor of the Board that significantly affects the education of a student.
2. An appeal may be brought by the parent of the student.
3. Appeals to the Board will only be considered if the following procedures have been complied with:
 - a. The issue or concern shall first be raised with the teacher making the decision.
 - b. If either party is not satisfied with the decision, the issue or concern shall be raised with the Principal. The Principal shall make a decision and communicate the decision in a timely manner.
 - c. If any of the parties remain dissatisfied with the decision, the decision may be appealed in writing to the Superintendent. The Superintendent shall make a decision and communicate the decision in a timely manner.
 - d. If any of the parties are not satisfied with the decision of the Superintendent, the decision may, subject to the provisions of the *Education Act*, be appealed in writing to the Board.
4. An appeal shall be heard in camera at a Board meeting. The Board's decision will be communicated in writing to all parties in a timely manner.

References:

The Education Act (Alberta)

Approved: September 1, 2023

Review Date: 2026

Board Governance

#107 Role of the School Council

POLICY STATEMENT

A School Council shall be established in accordance with the Education Act. Through the council, the school community has an opportunity to advise and consult with the Principal or Board on matters set out in the School Act and the School Councils Regulation.

Guidelines

1. The School Council's establishment will be in accordance with the School Councils Regulation.
2. School Council membership will be in accordance with the School Councils Regulation.
3. The Board will provide the School Council with the opportunity to provide advice on the following matters:
 - a. Foundational Statements.
 - b. Policies.
 - c. Annual Education Plan and Annual Education Results Report.
 - d. Thrive Elementary School Budget.
4. The Board may invite the School Council to provide advice on the before and after school program, if in the opinion of the Chair, that this advice may support or improve programming.
5. The School Council will provide a written report to the Board by September 30 of each school year that outlines the previous year's work completed by the School Council.

References:

The Education Act (Alberta)

Approved: September 1, 2023

Review Date: 2026

Board Governance

#108 Public Disclosure and Expenses

POLICY STATEMENT

The Board shall hear appeals regarding matters specified in the *Education Act*.

Guidelines

1. The Board shall hear appeals of a decision of an employee or a contractor of the Board that significantly affects the education of a student.
2. An appeal may be brought by the parent of the student.
3. Appeals to the Board will only be considered if the following procedures have been complied with:
 - a. The issue or concern shall first be raised with the teacher making the decision.
 - b. If either party is not satisfied with the decision, the issue or concern shall be raised with the Principal. The Principal shall make a decision and communicate the decision in a timely manner.
 - c. If any of the parties remain dissatisfied with the decision, the decision may be appealed in writing to the Superintendent. The Superintendent shall make a decision and communicate the decision in a timely manner.
 - d. If any of the parties are not satisfied with the decision of the Superintendent, the decision may, subject to the provisions of the *Education Act*, be appealed in writing to the Board.
4. An appeal shall be heard in camera at a Board meeting. The Board's decision will be communicated in writing to all parties in a timely manner.

References:

The Education Act (Alberta)

Alberta Education Funding Manual

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Board of Governance

#109 Board Communications

POLICY STATEMENT

The Board's Communication Protocols for its Board of Directors supports the transparency of practices, expectations and roles within the framework established by the vision, mission, values and School Charter established by the board.

Background

Communications and engagement with stakeholders and the community is a primary goal of the Thrive Charter School Society. The following protocols recognize the importance of clear engagement and communication through the correct channels.

This policy serves the purpose for:

1. Providing a framework that outlines who should communicate with whom, when they should do so, and the scope of communication with attention to potential conflict of interest and confidentiality.
2. Ensuring clear and consistent protocols for all Directors to prevent any miscommunication or damage to stakeholders' and Directors' confidence.
3. Responding to requests for information or reporting.

Board communications are:

1. Communicated through the Board Chair, unless otherwise delegated.
2. Communications focuses on issues within the scope or authority of the Board.
3. Communications are considerate of the Board's responsibility to the public.
4. Communications are consistently aligned with Thrive Charter School Society policies and procedures.
5. Communications are considerate of confidentiality obligations.

Guidelines

1. **Formal Board Communications**
 - a. All media requests should be directed to the Board Chair or the school's designated media representative as appointed.

- b. The Board Chair, or delegate(s), communicates on behalf of, and represents Thrive Charter School Society.
- c. The Board Chair communicates on behalf of and represents the Board of Directors.
- d. Individual members of the Board of Directors refer all enquiries to the Board Chair and Superintendent. This applies to event invitations, media, public, management, staff and other stakeholder requests and communications.

2. Informal Board Communications

- a. Individual Directors will inevitably and legitimately have informal communications with stakeholders, including staff, parents/guardians, and other stakeholders. In all these instances, it is incumbent upon Directors to be explicitly clear that they are communicating in a personal capacity and not in a Board capacity.
- b. If specific operational issues arise, it is appropriate for the Director to direct the individual to the appropriate communication channels.

3. Media Relations

- a. In the interest of keeping Directors aware of issues, the Board Chair and Superintendent will share relevant media and other emerging communications issues or requests.
- b. In instances where the issues are high profile or contentious, the Board Chair and/or Superintendent will ensure that Directors receive key messages in a timely manner.
- c. Directors will refer any requests for media interviews to the Board Chair and Superintendent.
- d. Media requests for information may require a timely response and will be handled on a priority basis.
- e. The Board Chair and Superintendent may be required to respond during a crisis situation.

4. Social Media

- a. Social Media refers to online tools that provide individual users and/or organizations with the ability to create and share content with online communities. This could include, but is not limited to Facebook, Twitter, video/photo sharing sites such as Instagram, YouTube, blogs, etc.

- b. The Superintendent will ensure that the use of social media on behalf of Thrive Charter School will reflect the principles outlined in this policy and in accordance with the Thrive Charter School foundational statements.

5. Considerations for Board and Staff Communications

- a. Communication between the Board and staff should be carried out with recognition of the distinct reporting relationship.
- b. Staff may be requested to present to the Board.
- c. Staff are encouraged to attend Board Meetings.

6. Stakeholder Engagement

- a. The Board may wish to engage with students, parents, staff and or community members for the purpose of planning, reporting and school improvement.

References:

The Education Act (Alberta)

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Review Date: 2026

Board of Governance

#110 Minutes and Records

POLICY STATEMENT

The Board will maintain accurate records of all proceedings of the Board and Board committee meetings required by the Education Act.

Background

Boards are required to maintain records of all proceedings of Board meetings and Board Committee meetings including agenda and minutes. In addition, the approved budget, by-laws, legal agreements, accounts and financial statements are available to School employees and members on the Thrive Charter School web page.

Guidelines

Responsibilities will be shared among several groups or organizations.

1. The following records and documents will be made available on the school's website:
 - a. The approved agendas and minutes of public Board meetings.
 - b. Record of proceedings of all Board committee meetings.
 - c. The annual budget approved by the Board.
 - d. Audited financial statements for the previous year's operations.
2. The Secretary-Treasurer is responsible for responding to requests from school employees or members for public documents and records. The following records and documents are available to school employees or Thrive Charter School Society members by contacting the Secretary-Treasurer.
 - a. All legal agreements entered into by the Board (exclusive of student or employee records or contracts).
3. The Secretary-Treasurer or their designate is responsible for the maintenance of Board and Board Committee recorded minutes and records.

References:

The Education Act (Alberta)

Approved: September 1, 2023

Review Date: 2026

School Operations

#200 Emergency Circumstances – Inclement Weather

POLICY STATEMENT

The Board is responsible for ensuring that the school shall remain open to students during the times and dates established by the Board. The Board is also responsible to take appropriate action to respond to unusual or emergency circumstances which may affect the safety and well-being of students, employees, contractors and all other present in the school.

Guidelines

I. Inclement Weather

- a. Suspension of school bus services is the responsibility of the transportation service provider in accordance with its policies and procedures.
- b. When school bus services are suspended by the transportation service provider, the school shall remain open to students who attend school.
- c. When the school is open, staff members shall ensure that students present are provided with supervision and instruction in accordance with the school's approved program. The Principal shall establish guidelines pertaining to the appropriate use of instruction time.
- d. The Principal shall ensure that parents/guardians and staff members are informed as soon as possible about the suspension of transportation services. The Principal will also notify the Superintendent when all buses are cancelled for more than one day.
- e. Where transportation services are suspended, all staff members are expected to make reasonable efforts to be at the school, even where such efforts may result in the staff member arriving later than the usual start time. The staff member is expected to notify the Principal as soon as possible of the likelihood of the staff member being late and to discuss the suitability of continued efforts by the staff member to attend at the school.
- f. Where a staff member has made reasonable effort but is unable to travel from his or her normal place of residence to the school due to impassable public roads, the staff member shall promptly notify the Principal.

References:

The Education Act (Alberta)

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Review Date: 2026

School Operations

#201 Information Technology Use

POLICY STATEMENT

The Board supports the responsible and appropriate use of computers, computer networks, e-mail, the Internet, and other forms of information technology to provide enhanced learning opportunities and for business activities in the operation of the school.

Guidelines

1. The purpose of providing access to the school's information technology is to promote excellence in education by:
 - a. increasing the availability of information technology resources;
 - b. facilitating communication in support of research and education;
 - and
 - c. providing opportunities to develop computer literacy skills.
2. This policy applies to every user of the school's information technology including, but not limited to, board members, employees, contractors, students, school council members, parents and volunteers.
3. Access to the school's information technology must be authorized. Every user must agree to abide by the terms and conditions of acceptable use as set out in the school's Computer Use Agreement, attached as appendices "A" and "B". The Principal, in consultation with the Superintendent, may determine which student grade levels are appropriate to sign this form.
4. Failure to sign the Computer Use Agreement will result in a failure to obtain or loss of access to the school's information technology.

5. The Principal shall determine what constitutes acceptable use of the school's information technology and inform the Superintendent of decisions in this regard.
6. The Board shall determine what constitutes acceptable use of the school's information technology relative to board members.
7. Unacceptable use of the school's information technology may result in a loss of access for the user and other disciplinary options provided within school or Board policy and the *Education Act*.
8. Limited personal use of the school's information technology is permitted for authorized persons where it does not interfere with or conflict with its use for work purposes or an employee's obligation to their work roles.
9. All use of the school's information technology is subject to monitoring and search by persons authorized by the Board when it is required for operational needs or where there are reasonable grounds to suspect misuse or noncompliance with this policy.

References:

The Education Act (Alberta)

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Review Date: 2026

Thrive Elementary Charter School
Computer Use Agreement

Schedule A- Computer Use Agreement- Students

Student's Section:

I understand that use of the school's computer equipment, network, e-mail and Internet services is a privilege, not a right. Further, I understand that the school provides these computer-based services for my use for purposes only relating to my school programs. I agree to respect the following commitments:

1. I will comply with the written and/or verbal instructions directed to me by my teachers or the Principal.
2. I will use appropriate language that is respectful, fair and not malicious.
3. I will not harm or attempt to harm any person.
4. I will maintain my account passwords as confidential, and I will not use other persons passwords or accounts.
5. I will not access, create, post or send any inappropriate material or information including threatening or obscene information or messages or any other material that is likely to humiliate or offend.
6. I will not give out information about myself or other people, such as my password, name, address, telephone number, age, gender or photograph.
7. I will not use the computer for financial or commercial gain.
8. I will not spread computer viruses intentionally or access or make changes to systems or files that are not mine (i.e. hacking), nor will I send unsolicited bulk information (SPAM).
9. I will not use free/anonymous e-mail accounts (such as Hotmail) using the school's network or equipment.
10. I will not violate copyright laws or load unauthorized software on the network.
11. I will not download games, large files or pictures or use chat rooms without permission.
12. I will not make any attempt to harm or destroy data of another user or damage any computer or network hardware.
13. I understand that if I do not respect these rules I may lose my computer privileges and/or face other disciplinary actions.

Student's Name

(print): _____

Student's Signature: _____ Date: _____

Parent / Guardian's Section:

Please read the following and provide name and signature as indicated:

1. I have read and understand the above user commitments and give my permission for my child to access computer-based services at Thrive Elementary Charter School.
2. I accept responsibility for the actions of my child while he/she uses the school's computer network and equipment and I will convey to my child appropriate standards for selecting, sharing and/or exploring information and media.
3. I understand that my child's access to the school's computer network and equipment may be denied/revoked if my child fails to comply with this agreement.
4. I will not hold the school responsible for my child's access of materials acquired through the school's network/Internet connection or other use of Information and Communication Technology (ICT), given reasonable precautions by school personnel to supervise student use of computer/Internet equipment.
5. I understand that this document is in effect from the first day of my child's attending Thrive Elementary Charter School to my child's last day of attendance, a period which may span multiple years, and it is not necessary to complete this form on an annual basis.

Parent/Guardian Name(print): _____

Parent/Guardian Signature: _____ Date: _____

Thrive Elementary Charter School Policy #201, Information Technologies Use, Schedule "A"

Thrive Elementary Charter School
Computer Use Agreement

Schedule B- Computer Use Agreement- Staff

User of Thrive Elementary Charter School Information Technology:

I understand that use of the school's computer equipment, network, e-mail and Internet services is a privilege, not a right. Further, I understand that the school provides these computer-based services for my use for purposes only relating to school programs. I agree to respect the following commitments:

- a) I will comply with the written and/or verbal instructions directed to me by teachers or Administration.
- b) I will use appropriate language that is respectful, fair and not malicious.
- c) I will not harm or attempt to harm any person.
- d) I will maintain my account passwords as confidential, and I will not use other persons passwords or accounts.
- e) I will not access, create, post or send any inappropriate material or information including threatening or obscene information or messages or any other material that is likely to humiliate or offend.
- f) I will not post, publish, circulate or distribute personal information about myself or other persons unless they have complied with the requirements of the *Freedom of Information and Protection of Privacy Act*.
- g) I will not use the computer for financial or commercial gain.
- h) I will not spread computer viruses intentionally or access or make changes to systems or files that are not mine (i.e. hacking), nor will I send unsolicited bulk information (SPAM).
- i) I will not use free/anonymous e-mail accounts (such as Hotmail) using the school's network or equipment.
- j) I will not violate copyright laws or load unauthorized software on the network.
- k) I will not download games, large files or pictures or use chat rooms without permission.

- l) I will not make any attempt to harm or destroy data of another user or damage any computer or network hardware.
- m) I understand that if I do not respect these rules, I may lose my computer privileges and/or face other disciplinary actions.

Name (print): _____
Signature: _____
Date: _____

Thrive Elementary Charter School Policy #201, Information Technologies Use, Schedule "B"

School Operations

#202 Severe Allergy Policy

POLICY STATEMENT

The Board recognizes the dangers faced by students and staff at risk of severe allergic reactions. The Board cannot guarantee an allergen free environment. The Board will take reasonable steps to ensure a safe environment for students and staff with severe allergies, recognizing that this responsibility is shared among the individual, parents, the school system, and health care providers.

Definition

Anaphylactic reactions are those severe allergy reactions that are life threatening and require immediate medical attention.

Guidelines

1. The Board shall ensure that:
 - a) Communication plans for supporting strategies are in place to reduce the risk of a student having a severe allergic reaction. These include:
 - i) information on severe allergic reactions is provided to students, parents, staff, and other members of the school community;
 - ii) Parents of children with severe allergic reactions will identify their children and specific food allergens to the Principal and bus driver and ensure their child(ren) wear an allergy alert bracelet;
 - iii) Principal communicates reminders to staff, parents and students regarding problematic foods and any restrictions related to these foods; and
 - iv) Parent provided food for special occasions must include the full list of ingredients.
 - b) School procedures are developed for identifying individuals at risk of severe allergic reactions including:
 - i) Ensuring that, upon enrollment, parents and students are asked to supply information on life-threatening allergies;
 - ii) notification of staff and bus drivers who work closely with children at risk of severe allergic reactions;

- iii) maintaining a file for each student with severe allergies including current treatment, copy of any prescriptions related to the allergy, instructions from health professionals and a current emergency list;
 - iv) treatment protocol for the child in the event of an anaphylactic reaction and location of storage of epi-pens or other treatment medication;
 - v) accessing permission to post and or distribute photographs and medical information of children at risk of a severe allergic reaction in key locations such as classroom, staff room and other areas as needed;
 - vi) protocol for training staff to recognize the signs of anaphylactic shock.
- c) Emergency response plans are developed for each individual identified at risk of severe allergic reactions. The plan will be developed in cooperation with parents, students, the student's physician and other staff who work closely with the individual;
 - d) Ensuring all staff and others who work closely with the individual at risk of severe allergic reactions receive annual training in the recognition of severe allergic reactions, the use of injectors and the specific emergency response plan.
 - e) Ensuring that the school has a minimum of one epinephrine auto-injector is located in the school office and is replaced upon use or prior to its expiration date.

References:

The Education Act (Alberta)

Protection of Students with Life-Threatening Allergies Act, 2019

Approved: September 1, 2023

Review Date: 2026

School Operations

#203 Working Alone

POLICY STATEMENT

The Board of Thrive Elementary Charter School is dedicated to providing a safe work environment and limiting the risk of harm to any employee or contractor as a result of working alone. To the greatest extent possible, the Board wishes to limit the hazards which may be associated with working alone. Whenever possible, the Board will take reasonable steps to ensure that employees or contractors are not required to work alone, however, this may not always be possible due to operational requirements, the need to respond to emergent situations, or other unforeseen circumstances. The Board recognizes that, due to the nature of work in schools, some of its employees or contractors may choose to work outside regular school hours and may, in fact, be alone at such times.

Definition

The working alone requirements in Part 28 of Alberta's Occupational Health and Safety Code apply when both of the following conditions are met:

- a. Workers are working by themselves.
- b. Assistance is not readily available to the worker if there is an injury, illness or emergency.

Guidelines

1. To protect the safety of employees or contractors required to work alone, or who have chosen to work alone, the Board directs the Principal to:
 - a. Assess hazards in the workplace relative to working alone. This process will be done with the input of staff and contractors and will assess past and current hazards.
 - b. Take corrective actions or measures to minimize the hazards associated with working alone and to help prevent incidents from occurring.
 - c. Train and educate staff and contractors relative to the operation of policies and procedures to minimize hazards.

- d. Investigate reported incidents and follow through with measures that will prevent the incident from occurring again.
 - e. Periodically monitor the safety measures to determine their effectiveness and appropriateness.
 - f. Maintain appropriate forms for assessing hazards, training, investigation of incidents, and the evaluation and monitoring of safety measures.
2. Any employee or contractor who is required to work alone, or who has chosen to work alone, will have access to a cell phone, or other suitable communication device, so that they can easily contact someone in the case of an emergency.
3. The individual will have conducted a hazard assessment and established controls to mitigate or address the issues.
4. The employee must contact an administrator or other trusted individual when they enter and leave the school building outside of school hours and on weekends.
5. Employees must have taken the following courses on Public School Works:
 - a. Working Alone
 - b. Slips, Trips and Falls
 - c. Reporting a Hazard
 - d. Occupational Health and Safety Employee Orientation
6. The Employee is to limit their activities to those that are safe. They will refrain from using ladders, lifting heavy items, or using dangerous equipment or dangerous chemicals.

References:

The Education Act (Alberta)

Occupational Health and Safety (OHS) working alone requirements

Working alone: OHS information for employers and workers

Approved: September 1, 2023

Review Date: 2026

School Operations

#204 Volunteers

POLICY STATEMENT

The Board values the contributions of volunteers in enhancing learning opportunities for students while recognizing its responsibilities to provide a safe and caring environment for staff and students.

Guidelines

1. A volunteer is a person who assists the school or students in curricular or extra-curricular activities, not including employees of the Society, guest speakers or presenters, or special visitors to the school. Volunteers are held to a standard of care requiring that they act in the best interests of the school and all the students.
2. The principal and staff are encouraged to consider positive and appropriate ways in which volunteers can enhance student learning experiences at school and on field trips.
3. The principal is responsible for:
 - a. approving all volunteer positions in the school;
 - b. developing school procedures and expectations regarding volunteers;
 - c. providing volunteers with copies of school volunteer procedures and expectations; and
 - d. reviewing and monitoring volunteers.
4. The principal shall ensure that prior to volunteering, all applicants complete, on an annual basis, a Volunteer Registration and Confidentiality Undertaking ("Undertaking") and a Criminal Record and Child Intervention Check Declaration ("Declaration"), attached to but not forming part of this policy.
5. If a Declaration indicates that a record exists, the principal shall ensure that the applicant provides a Criminal Records Check and a Child Intervention Check both issued within 30 days of the date of the Declaration.

6. The principal shall ensure that any volunteer assisting as a supervisor on an extended field trip, as defined in Board policy, shall complete, on an annual basis, an Undertaking, a Criminal Records Check and a Child Intervention Check both issued within 30 days of the date of the Undertaking.
7. If the result of a Criminal Records Check or a Child Intervention Check indicates that a record exists, the principal shall review the applicant's suitability based on the following factors:
 - a. type of record;
 - b. age of the record; and
 - c. type of volunteer work for which the applicant is being considered.
8. The principal may deny or revoke approval for a volunteer to assist the school. The principal shall provide the applicant with written notice of the denial or revocation.
9. If the principal denies or revokes an applicant the opportunity to volunteer, the individual may appeal that decision to the Superintendent, whose decision is final.
10. The principal shall inform each applicant approved to assist as a volunteer.

References:

The Education Act (Alberta)

Approved: September 1, 2023

Review Date: 2026

School Operations

Appendix A: Volunteer Registration and Confidentiality
Undertaking

Thrive Charter Elementary School

VOLUNTEER REGISTRATION AND CONFIDENTIALITY UNDERTAKING

Information Disclosure

Information collected shall remain in the school, and is collected and retained in accordance with the *Freedom of Information and Protection of Privacy Act*. The information will be used solely to determine your suitability as a volunteer for Thrive Charter Elementary School and to allow staff members to contact you. Only the principal or people designated by the principal will have access to the information.

Name of applicant: _____

Mailing address: _____

Home phone: _____ Business or Cellular phone: _____

I, _____, agree to act as a volunteer with Thrive Charter Elementary School with the understanding that:

I shall keep confidential all personal and confidential information which I may access or become aware of in the course of my service;

I shall not disclose any such information to any individual without authorization from an appropriate official of Thrive Charter Elementary School;

I shall not collect any personal information from individuals without being expressly authorized to do in advance by an appropriate official of Thrive Charter Elementary School;

Any records created by me in the course of my volunteer service are the property of Thrive Charter Elementary School; and

I shall relinquish to Thrive Charter Elementary School all control to any such records immediately upon completion of my service or when directed by an official of Thrive Charter Elementary School to do so.

Applicant's Signature: _____

Date: _____

Criminal Record And Child Welfare Record Declaration

1. Have you ever been charged or convicted of an offence under the *Criminal Code, Narcotic Control Act, Controlled drugs and Substances Act, Food and Drugs Act, or the Firearms Act of Canada*, or the criminal laws of this or any other country? (Individuals who have been granted pardons are not required to respond "Yes" to this question.)

Yes _____ No _____

2. Have you ever been the subject of an investigation or order under the *Child Welfare Act or Child, Youth, and Family Enhancement Act*, or equivalent legislation in any other province or country?

Yes _____ No _____

3. I agree to notify the Principal if, during the course of the year, my circumstances change requiring a new Declaration to be signed.

Thrive Charter Elementary School requires that you provide a Criminal Records Check and Child Intervention Check. Based on the results, the principal may approve or deny your volunteer application. You may appeal this decision to the Superintendent. The result of this decision is final.

Applicant's Signature: _____

Date: _____

Principal's Signature: _____

Date: _____

(Indicates approval as per Thrive Charter School Board Policy)

School Operations

#205 Drug and Alcohol Policy

POLICY STATEMENT

The Board believes that in the presence of students the consumption of alcohol, tobacco, or cannabis products in schools or at school-sanctioned student functions is inappropriate. This includes, but is not limited to vaporizers, oils, edibles, snuff, e-cigarettes, hookahs, and other related devices/products.

Guidelines

1. Alcohol

- a. The possession and/or consumption of alcohol is prohibited at:
 - i. District facilities which are used for the accommodation of students,
 - ii. All student functions held at a Thrive Elementary or sponsored by the Thrive Elementary Charter School or Board.
- b. Adult possession of sealed alcohol is permitted as part of a personal gift for an adult or as a donation to a District-sponsored fundraiser. In these situations, alcohol should be handled in a discreet manner.

2. Tobacco and Tobacco-Like Products

- a. The consumption of tobacco or tobacco-like products is prohibited on and in school property or at District-sponsored events.
- b. Adult possession of tobacco and tobacco-like products should not be visible or interfere with the operations of the learning and working environment.
- c. Traditional use of tobacco for ceremonial purposes is permitted on District property or at District functions.

3. Cannabis

- a. The possession and/or consumption of cannabis is prohibited on and in District property or at District functions.
- b. Notwithstanding the above, the possession and/or consumption of cannabis may be permitted for medical accommodations only when prior approval has been obtained for students.

References:

The Education Act (Alberta)

Approved: September 1, 2023

Review Date: 2026

School Operations

#206 Emergency Closure

BACKGROUND

The Board is responsible for ensuring that the school shall remain open to students during the times and dates established by the Board. Administration, within the context of applicable Board policies, is responsible for taking appropriate action to respond to unusual or emergency circumstances which may affect the safety and well-being of students, employees, contractors and all other present in the school.

PROCEDURES

1. An administrative procedure shall be developed to identify the roles and responsibilities of staff, parents and the transportation contractor in the event of an emergency closure.
2. Communicate the issue and rationale for closing the school on a temporary basis to the Board Vice-Chair.
3. Notify facilities if it is an issue with the facility.
4. A decision to close the school shall normally be made by the superintendent in consultation with the principal.
5. School closure means the school facility is closed to students and staff.
6. Communication to the transportation contractor and to parents will occur at the earliest possible time following the event that is leading to the emergency closure of the school.
7. Processes shall be developed to ensure that adequate supervision is in place for the care of students who arrive or are in attendance when the school is closed.
8. Staff will be paid whenever the school is closed and personal or sick leave will be waived.
9. Normally, a decision to close the school shall be made prior to the time students are being transported to school. In extraordinary circumstances, the school may be closed prior to regular dismissal time.

References:

The Education Act (Alberta)

Approved: September 1, 2025

Review Date: 2028

School Operations

#207 Purchasing

POLICY STATEMENT

The Board of Directors recognizes its responsibility to use public funds effectively and efficiently in order to provide the best possible education for its students. The Board will therefore ensure that goods and services are obtained in a responsible, cost-effective manner in accordance with competitive public sector purchasing practices.

The Board authorizes the Secretary-Treasurer or designate to purchase the most appropriate goods and services for the purposes envisaged, based on the quality, cost and availability of a particular good or service.

The Superintendent is responsible to develop procedures necessary to ensure that:

- a. All purchases have been authorized by the Board of Directors by virtue of its approval of the annual budget or by special Board resolution.
- b. As a general rule, vendors are selected in a competitive manner, while also giving consideration to the administrative effort and cost associated with a particular purchase.
- c. Situations when sole-sourcing is permitted are as follows:
 - i. Where it can be demonstrated that only one supplier can meet the requirements of a procurement.
 - ii. Where an unforeseeable situation of urgency exists and the services, or the goods or services in respect to construction, could not be obtained by means of open procurement procedures.
 - iii. When the acquisition is of a confidential or privileged nature and disclosure through an open bidding process could reasonably be expected to compromise confidentiality of services provided by lawyers and notaries.
 - iv. In the absence of a receipt of any bids in response to a call for tenders
- d. Economies of scale are achieved by purchasing in bulk quantities whenever possible.

- e. There is compliance with applicable federal and provincial legislation (e.g. Agreement on Interprovincial Trade, New West Partnership Trade Agreement).
- f. Members of staff are not motivated by personal benefit or gain when making purchases on behalf of Thrive Charter School Society.
- g. All purchases are recorded in accordance with Canadian public sector accounting standards.

The authority delegated to the Secretary-Treasurer notwithstanding, the following purchases and contracts shall be approved by the Board of Directors:

- a. Goods, services, or construction projects with an aggregate value that is at or above the level of planning materiality, as contemplated by the auditors of The Thrive Charter School Society or as identified below in the absence of a recommendation from the Society's auditor.

Goods or services \$75,000 or greater	Public tenders	Board of Directors
Construction projects \$75,000 to \$199,999	Written quotes required (minimum of three; rationale to be documented if fewer than three quotes obtained)	Board of Directors
Construction projects \$200,000 or greater	Public tenders	Board of Directors

References:

The Education Act (Alberta)

Approved: September 1, 2023

Review Date: 2026

School Operations

#208 Sexual Orientation, Gender Identity, and Gender Expression

POLICY STATEMENT

The Board of Directors acknowledges its responsibility in creating, maintaining, and ensuring welcoming, caring, respectful and safe environments for each enrolled student, every employed staff member, families, and all other members of the school community.

All members of the school community have the right to learn and work in an environment free of discrimination, prejudice, and harassment. This right is guaranteed under the Canadian Charter of Rights and Freedoms, Alberta Human Rights Act, Education Amendment Act (Bill 27) and Alberta Education Act. These rights shall be supported and enforced so that all members (staff and students) of the school community may work together in an atmosphere of mutual respect and appreciation for individual differences.

Guidelines

All members of the school community with diverse sexual orientations, gender identities and gender expressions have the right to: be treated with respect, to be open about who they are, and to privacy and confidentiality. The Board expects all members of this diverse community to be welcomed, respected, accepted, and supported in every school. The Board will not tolerate harassment, bullying, intimidation, or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity, or gender expression.

Support for Student Organizations:

1. If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall:
 - a. Immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and;

- b. Subject to subsection (e), within a reasonable time from the date that the principal receives the request designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.
 - c. The students may select a respectful and inclusive name for the organization or activity, including the name “gay-straight alliance” or “queer-straight alliance”, after consulting with the principal.
 - d. For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes “gay-straight alliance” or “queer-straight alliance.”
 - e. The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in section (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.
2. Assure that the principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred in section 35.1(1) of the Education Act:
 - a. Is limited to the fact of the establishment of the organization or the holding of the activity, and
 - b. Is otherwise consistent with the usual practices relating to notifications of other student organizations and activities.

Student Name and Pronoun Use

3. For students under the age of 16, parental consent is required before a student may be referred to by a name or pronoun that differs from their legal name or biological sex (Education Amendment Act).
4. No staff member shall use a student's new preferred name or pronouns until the student's parent has been notified and consent has been obtained, as required under Section 33.2(3) of the Education Act (as amended by Bill 27)
5. In circumstances where a student expresses that disclosure of their request to parents may place them at risk or harm, the school shall ensure the student meets with a qualified counsellor before any notification is made.

6. Staff will receive training on how to handle such requests with discretion, sensitivity and adherence to privacy legislation.

Instructional Materials

7. Instructional materials and external presenters addressing gender identity, sexual orientation, or human sexuality must be approved by the Minister of Education before being used, in accordance with Section 18.1.
 - a. Adherence to the Freedom of Information and Protection of Privacy Act
8. Boards, Charter Schools and Regional authorities are public bodies under the Freedom of Information and Protection of Privacy Act and are bound by the provisions of that Act.

References:

The Education Act (Alberta)
Education Amendment Act (Bill 27)
Access to Information Act
Protection of Privacy Act
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
Policy 210
Policy 212

Approved: September 1, 2025

Review Date: 2028

School Operations

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

POLICY STATEMENT

The Board of Directors of Thrive Elementary Charter School Society is committed to ensuring that every student and staff member experiences a welcoming, caring, respectful, and safe learning and working environment. This environment shall promote a sense of belonging, nurture positive self-worth, respect diversity, and support the social, emotional, physical, and academic well-being of all individuals.

In accordance with Sections 33 and 35.1 of the Education Act, this policy affirms that:

- All students and staff are entitled to work and learn in an environment free from discrimination, harassment, bullying, sexual harassment, or violence.
- The Board upholds the rights expressed in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms for every student enrolled and staff member employed by the School Society.
- The Board recognizes the importance of collaborative partnerships among students, staff, parents, and the community to maintain a culture of dignity, empathy, and safety.

Scope

This policy applies to all members of the school community and addresses conduct that occurs:

- Within the school building or on school property;
- During school hours or at school-related events;
- While traveling on school-provided transportation;
- Through electronic or digital communication (e.g., email, social media, messaging platforms), whether on or off school property.

Definitions

Bullying: Repeated and hostile or demeaning behaviour by an individual in the school community intended to cause harm, fear, or distress to one or more individuals, including psychological harm or damage to reputation.

Harassment: Unwelcome verbal or physical conduct, often related to a protected ground under human rights legislation. Harassment may be ongoing or consist of a single severe act, especially when there is a power imbalance.

Sexual Harassment: Unwelcome conduct of a sexual nature, including advances, comments, jokes, gestures, or physical contact, that the perpetrator knows or ought reasonably to know is unwelcome.

Discrimination: Unjust or prejudicial treatment based on race, religious beliefs, colour, gender, gender identity, gender expression, physical or mental disability, age, ancestry, place of origin, marital or family status, source of income, or sexual orientation.

Violence: The actual, attempted, or threatened use of physical force or conduct likely to cause injury or damage to a person or property, including threats, physical assault, or actions that induce fear.

Responsibilities

Board of Directors:

- Ensures this policy and the accompanying Student Code of Conduct comply with the Education Act, are reviewed annually, and are publicly posted.

Superintendent:

- Develops and implements administrative procedures that support this policy.
- Ensures staff training and communication related to the policy and conduct expectations.

School Principal:

- Develops, implements, and annually reviews the Student Code of Conduct in alignment with Section 35.1 of the Education Act.
- Ensures mechanisms are in place for timely, confidential reporting, and appropriate resolution of violations.

Students:

- Contribute to a safe, inclusive, and respectful school environment.
- Refrain from and report bullying and inappropriate behaviour.
- Respect the rights and dignity of others.

Parents and Guardians:

- Support the educational success of their child(ren).
- Collaborate respectfully with staff.
- Conduct themselves in a manner that contributes to a welcoming, caring, respectful, and safe school environment.

Implementation Requirements

The Student Code of Conduct shall:

1. Clearly state the purpose, focused on building a welcoming, caring, respectful, and safe learning environment.
2. Define acceptable and unacceptable behaviour, applicable to in-school and out-of-school contexts, including electronic means.
3. Describe progressive discipline and consequences for unacceptable behaviour, tailored to the student's age, maturity, and circumstances.
4. Ensure supports are provided for both:
 - a. Students impacted by inappropriate behaviour.
 - b. Students who engage in inappropriate behaviour.

Mandatory Reporting of Abuse or Neglect

All school personnel have a legal and ethical duty to report suspected child abuse, neglect, or any situation where a child may be in need of intervention.

In accordance with the Child, Youth and Family Enhancement Act (Section 4), any person who has reasonable grounds to believe a child needs intervention must report the concern directly to Children's Services at 1-800-387-KIDS (5437).

This duty to report is individual, non-delegable, and must be acted on immediately.

Reporting to a supervisor or principal does not fulfill the legal requirement to report to Children's Services.

Once a report is made, the principal should be informed unless doing so would place the child at further risk.

No detailed records of the disclosure or suspicion are to be stored in student files; only the date and confirmation that a report was made may be documented for administrative awareness.

Annual Review and Public Posting

This policy and the Student Code of Conduct will be reviewed by the Board annually. Following Board confirmation, both documents will be posted or re-posted on the school's website and made available to all members of the school community.

Effective Date: September 1, 2025 (Amended)

Review Cycle: Annual

Last Reviewed: January 2025 Amended August 2025

References:

The Education Act (Alberta)

Approved: September 1, 2023

Reviewed: September 1, 2025

Review Date: 2026

School Operations

#211 Video Monitoring

POLICY STATEMENT

Video surveillance systems may only be used where conventional measures for achieving law enforcement or public safety objectives, such as increased staff supervision or security guard patrol are substantially less effective or are not feasible, and the benefits of video surveillance substantially outweigh the reduction of privacy inherent in collecting personal information using a video surveillance system.

Background

In accordance with the Access to Information Act (ATIA) and Protection of Privacy Act (POPA), only personal information collected by a video surveillance system to support the safety of staff, and students and the security of schools and facilities may be used. This includes use in an investigation that could possibly lead to disciplinary (both student and staff), legal, legislative or law enforcement purposes; enforcement of administrative regulations; or for a consistent purpose; or in accordance with a court order.

"The purpose of this Policy is to clearly communicate the purposes for and uses of video surveillance at or within Thrive Elementary School (the "School"), and of video and audio surveillance on its school buses."

Guidelines

A. Rationale Required to Request Video Surveillance Systems

1. To request approval for the installation, replacement or expansion of a video surveillance system, a principal, transportation manager, or a senior administrator shall submit a written rationale to the Superintendent including but not limited to:
 - a. verifiable, specific reports of incidents of crime, vandalism or safety and security concerns
 - b. examples of other measures of deterrence or detection that have been used or considered, and the reasons why those measures

are less effective or not effective for the concern being addressed

- c. results of consultation with staff regarding the necessity of the proposed video surveillance system in the school or facility
- d. the identification of the location(s) of the proposed video surveillance camera(s) to provide viable measures of deterrence or detection
- e. plans for the design and operation of the proposed video surveillance system that minimize intrusion on personal privacy.

B. Installation of Video Surveillance Systems and Retention of Records

1. Any video surveillance system connecting to the network must meet Thrive Elementary School's information technology standards as identified by the Superintendent.
2. Video surveillance cameras must not be used to monitor areas where individuals have a reasonable expectation of privacy including, but not limited to, change rooms and washrooms.

C. Information shall be retained for up to 60 days. Authorized Access to Video Surveillance Systems

1. Physical access to the digital video recorder is restricted to the principal, superintendent, secretary-treasurer, or a senior administrator. The video surveillance system recordings may only be reviewed by the principal, superintendent, secretary-treasurer, or a senior administrator when a specific incident or event occurs that requires an investigation.
2. There must be at least two authorized personnel present while reviewing.
3. Examples of circumstances that would merit a review of video surveillance recordings include, but are not limited to:
 - a. incidents of safety and security that have been reported or observed
 - b. for disciplinary, legal or legislative purposes
 - c. for a law enforcement matter.
4. Video surveillance system recordings can be shared with law enforcement if the school is presented with a warrant, or if the school

has experienced vandalism, break-in, or other situation it is investigating.

5. In emergent situations where the issue is time-sensitive, the Board Chair or designate can suspend this policy.

D. Right Of Access Under The *FOIP Act*

1. An individual whose personal information has been collected and recorded by a video surveillance system may request access to their own personal information in accordance with the *FOIP Act*.
2. Any individual may request access to a video surveillance system recording or an extracted recording in accordance with the *FOIP Act*.
3. In the event of a lockdown procedure, the principal, superintendent, transportation manager, or a senior administrator, or the person responsible for a school or facility, or law enforcement officials may have real time video surveillance access to the video surveillance system. Such access to real time video surveillance through the video surveillance system software shall be secured by username and password and shall only be used during a lockdown procedure.

E. Real Time Monitoring of Video Surveillance System

1. Active surveillance of the entrances, other exterior and interior hallways/common areas is in place in order to ensure the safety of our students as there are not more effective or less obtrusive means of accomplishing the same level of safety and deterrence goals.

References:

The Education Act (Alberta)

Access to Information Act

Protection of Privacy Act

Approved: September 1, 2024

Review Date: 2027

School Operations

#212 Controversial Issues

POLICY STATEMENT

The Board approves the exploration of controversial issues in its classrooms in a structured way to develop students' capacities to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view, and to reach sound judgments.

The Board further acknowledges that certain Programs of Studies and certain topics arising from discussion may be construed as controversial issues.

Definition

Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. The Alberta Human Rights Act identifies these issues as religion, religious themes, human sexuality and sexual orientation. Instructional resources or content dealing primarily and explicitly with gender identity, sexual orientation, or human sexuality shall not be used unless they have been approved by the Minister of Education, in accordance with Section 18.1 of the Education Act as amended by Bill 27.

Expectations

The Superintendent shall ensure that the Principal is aware of controversial issue legislation (e.g. Education Amendment Act) and has made all staff aware of these requirements pertaining to controversial issues.

Administration will develop and implement appropriate procedures to address controversial issues in the classroom.

The principal shall work with school staff to appropriately identify potential issues and/ or curricular content that may be controversial and implement the procedures developed.

The school and teachers will ensure that all provincial requirements are addressed. If parental notification and consent are required by legislation, regulation, or the principal believes that the parent should be informed, it will be

completed to comply with the legislated requirements. As an example, instructional resources or content dealing primarily and explicitly with gender identity, sexual orientation, or human sexuality shall not be used unless they have been approved by the Minister of Education (Section 18.1).

References:

The Education Act (Alberta)

Guide to Education

Approved: September 1, 2024

Review Date: 2027

School Operations

#213 Copyright and Intellectual Property

Background

Creator of Materials and Resources is any person who develops digital In order to ensure that students will benefit from enhanced delivery of teaching and learning, there will be a requirement by the school to retain both the resources that are developed by teachers and support staff for programs offered to students and teachers in the schools, as well as the rights for the utilization and modification of such resources. To equip teachers and support staff to utilize technology in teaching and learning, the school has sponsored a variety of programs to make technology available to teachers and support staff. As a result of these opportunities, teachers and support staff have gained expertise in the use of computer software to create teaching and learning applications.

Definitions

Creator of Materials and Resources is any person who develops digital templates or other digital media related to an educational program.

Educational Materials and Resources includes all computer and multimedia applications, programs, templates, etc., designed to operate on a computer or multimedia hardware, that are capable of being used in a teaching and learning environment.

Procedures

1. All educational materials and resources created by employees during the course of their duties with the Board shall be released by the creator to the Board for unlimited use, modification, duplication and distribution within the Board.
2. All staff members shall be asked to declare all educational materials and resources as being the property of the Board and as being subject to all laws pertaining to intellectual property and copyright as of the date of the adoption of this Administrative Procedure by the Board.
3. All materials and resources created or modified while the creator is in the employ of the Board shall be subject to this Administrative Procedure.

4. All new materials and resources shall be submitted to the Secretary-Treasurer for identification.
5. Credit to creators of the materials and resources shall be given on the materials and resources. However, this does not in any way mean that copyright protection is not being given first and foremost to the owner (the Board).
 - a. a. The credit frame shall contain the statement, "This material is the property of the Thrive Charter Elementary School. This material may be released for unlimited use solely within the school and shall not be copied, distributed or used in any form whatsoever without the written permission of the Board. The creator of educational materials and resources shall not receive any remuneration from the Board other than contracted salary for the creation of educational resources."
 - b. b. All computer software packages and multimedia materials used in the process of creating educational materials and resources are subject to copyright laws regarding the use of these materials, the networking of technology and licensing agreements. All teacher created materials and resources is to be in compliance with such laws and agreements.

References:

The Education Act (Alberta)

Copyright Act

Copyright Matters!

Copyright Decision Tool

Copyright Modernization Act

Council of Ministers of Education (CMEC)

Copyright Consortium Guidelines

Approved: September 1, 2024

Review Date: 2027

School Operations

#214 Access to Information Act (ATIA) and Protection of Privacy Act (POPA)

POLICY STATEMENT

Thrive Elementary Charter School Society is committed to ensuring that information is managed in a transparent, responsible, and privacy-protective manner. As a public body under Alberta's Access to Information Act (ATIA) and Protection of Privacy Act (POPA), the Society recognizes its dual responsibility to support public access to information while safeguarding the personal information of students, families, employees, volunteers, and community members.

The Society values open, accountable governance and believes that access to information strengthens public trust and reinforces the principles of the Thrive Concept Model and the Thrive Student Model. The protection of privacy is essential to fostering safe, respectful, and student-centred learning environments. The Society will collect, use, disclose, retain, and secure personal information in accordance with ATIA, POPA, the Education Act, and all applicable regulations.

This policy reflects the Society's commitment to good governance, legal compliance, and the thoughtful stewardship of information in support of the success and well-being of all members of the Thrive community.

Definitions

Access Request: A request made under the Access to Information Act (ATIA) for access to records held by the Society.

Personal Information: Recorded information about an identifiable individual, as defined under POPA.

Privacy Management Program: A coordinated set of policies, procedures, and controls required under POPA.

Record: Any form of recorded information created, received, or maintained by the Society.

Student Record: Information maintained in accordance with the Student Record Regulation (AR 97/2019).

ATIA–POPA Coordinator: The individual designated to coordinate access and privacy compliance.

Guidelines

Board Responsibilities

- Ensure governance decisions align with ATIA, POPA, and related legislation.
- Approve and review Policy 214 regularly.
- Ensure adequate resources for privacy and information governance.
- Receive reports on access requests, breaches, and compliance.
- Promote transparent governance and public accountability.
- Consider privacy impacts when evaluating systems and partnerships.
- Support a culture of privacy awareness and responsible information handling.
- Ensure privacy-by-design principles are used in new initiatives.

Superintendent Responsibilities

- Establish administrative procedures that ensure compliance with ATIA and POPA.
- Oversee the Privacy Management Program.
- Ensure privacy impact assessments are completed when required.
- Ensure development of procedures for access requests and breach response.
- Ensure digital tools meet POPA requirements.
- Designate an ATIA–POPA Coordinator.
- Monitor compliance and take corrective action when needed.

Employees, Contractors, and Volunteers

- Handle personal information responsibly and follow procedures.
- Use information only for authorized purposes.
- Secure personal information and records appropriately.
- Use only approved platforms for storing information.
- Report suspected or actual breaches immediately.
- Maintain confidentiality in all interactions involving personal information.

References:

Access to Information Act (ATIA)

Protection of Privacy Act (POPA)

The Education Act (Alberta)

Charter Schools Regulation (AR 118/1995)

Student Record Regulation (AR 97/2019)

Policy 210 – Student Records

Policy 226 – Personal Mobile Device and Technology Use

Policy 314 – Student Safety and Well-Being

Policy 402 – Staffing and Background Checks

Administrative Procedure 214 – Access to Information and Privacy Protection

Approved: January 2026

Review Date: September, 2028

School Operations

#215 In-Person Learning

POLICY STATEMENT

The Board directs the Superintendent to ensure that in-person learning options are available to Thrive Charter School students unless directed otherwise through Ministerial Order, Regulation, or other means instituted by the Government of Alberta. The Board further recognizes that there may be a need to move to at-home learning due to health and / or other reason for limited periods of time.

Background

The In-person Learning Regulation 13/2025 requires schools to provide in-person learning options for students. This regulation was instituted in response to COVID-19 Pandemic school closures and provides direction about the required in-person learning option that must be available for students unless directed otherwise through the Public Health Act, Emergency Management Act or Ministerial Order.

The Board supports in-person learning as the Charter speaks to supporting the academic, social, emotional and physical needs of our students daily. The Board further recognizes that in-person learning is essential to overcoming many barriers that our students and families regularly face.

Procedures

1. The school shall only move to in-person learning in the case of emergencies and / or direction from Alberta Education or the Chief Medical Officer of Health.

2. Any and all recommended or directed health measures directed by the Chief Medical Officer of Health or directed by the Minister of Education shall be implemented.
 - a. In the instance that a recommended or directed action are applied to the body (e.g. vaccine), parental authorization is required if the student is under 16 years of age.

3. The Superintendent shall work with the school principal in supporting the Government of Alberta's in-person learning requirement.
4. The Superintendent shall develop an Administrative Procedure that outlines ongoing in-person learning requirements and when temporary at-home learning may be instituted as outlined in Regulation 13/2025.
 - a. The Administrative Procedure shall ensure continuity of courses from in-person learning to a shift to at-home learning.
 - b. The Administrative Procedure shall ensure that the at-home learning programming aligns with course offering offered during in-person learning.
 - c. The Administrative Procedure shall address the notification of parents regarding any partial or whole shift to at-home learning and the communication shall provide information regarding how it is to be implemented.
 - d. The Administrative Procedure will address how students who do not have computers will have access to online learning.
5. The Superintendent shall inform the Board and the Minister of Education immediately if it is determined that the school will move to at-home learning without an in-person learning option.
6. The Superintendent shall inform the Board and the Minister of Education immediately following reinstatement of in-person learning options.
7. The Superintendent shall annually review the In-Person Learning Administrative Procedure to ensure that it addresses Minister of Education requirements.

References:

The Education Act (Alberta)

Public Health Act

Emergency Management Act

Alberta Education Regulation 13/2025

Approved: September 1, 2025

Review Date: 2028

School Operations

#217 School Year and School Day

POLICY STATEMENT

The school year and school day provide time for student learning, quality instruction and to provide for planning for co-curricular and extra-curricular activities. The Board may establish a school year calendar for one, two or three years to facilitate long range planning for staff, students and parents. The Board may also consider alternate school year calendars.

Definitions

Instructional Day: shall refer to a day during the school year when students receive instruction.

Instructional Time: shall refer to time assigned to the instruction to students.

Non-instructional Day: shall refer to a day when school staff have duties assigned by the Board, but students do not attend.

Non-operational Day: shall refer to a day that students and staff do not attend, including but not limited to Fall, Winter, Spring and Summer Breaks and statutory holidays.

Operational Day: shall refer to a day on which teachers provide instruction and/or have other duties assigned by the Board (includes both instructional and non-instructional days).

Statutory Holiday: shall refer to any statutory holiday approved within the Province of Alberta.

School Calendar: shall refer to the organization of days, in a given academic year, including statutory holidays, instructional days, non-instructional days, non-operational days, and operational days.

Guidelines

1. The Board annually approves the school year calendar. Calendars for subsequent school years may be approved "in principle".
2. The superintendent will develop the school calendar and include all requirements set out in Alberta Education documents such as the Education Act, regulations and The Guide to Education.
3. The development of the school year calendar will include matching as closely as possible with neighbouring school authorities.

4. The principal will develop the “school day” and will ensure that all provincial and board requirements are met.
5. Thrive Time will operate on all school instructional days, unless operational reasons prevent Thrive Time from proceeding.

References:

The Education Act (Alberta)

Guide to Education

Approved: September 1, 2025

Review Date: 2026

School Operations

#218 Transportation Services

POLICY STATEMENT

The Board acknowledges its obligation to provide transportation services for eligible students residing within the defined attendance area, in accordance with the Education Act, the Student Transportation Regulation (Alberta Regulation 96/2019), and all other relevant legislation.

The Board believes that the responsibility for providing safe student transportation is shared by employees of the division, school bus contractors and their employees, parents/guardians and students.

Definitions

Eligible Student: A resident student is entitled to transportation if they live within the defined Thrive Zone Transportation Boundary as posted on the school website.

Attendance Area: The geographical boundary approved by the Board that determines eligibility for transportation services.

Board Expectations

Administrative Procedures

1. The Superintendent is responsible for developing the administrative procedure taking into account legislation, regulations and board policy.
2. The Principal will administer the administrative procedure.

Transportation Agreements

1. The Society may establish transportation service agreements with certified providers for daily transportation to and from school.
2. The school Principal may authorize transportation for school field trips or other school-related travel.
3. Procurement of transportation services will be completed in accordance with provincial legislation and procurement practices.

4. All transportation providers must indemnify and hold harmless the Society from any liabilities arising from service delivery.
5. Providers shall maintain required insurance and ensure drivers hold valid licenses, appropriate training, and completed criminal record and vulnerable sector checks.

Financial Management

1. The Society will not charge a transportation fee to families to recover transportation costs.
2. The Secretary-Treasurer is responsible for managing all transportation-related financial administration.

Eligible Students

1. All students who attend Thrive School and reside within the Thrive Charter School Society Schools attendance boundaries are eligible for no fee transportation services providing that they are at a Thrive School designated bus stop.
2. Students residing outside the attendance area may receive no-fee service only if parent transported to a stop within the attendance area.

Equity and Accessibility

1. Transportation will be provided equitably, including accommodations for students with disabilities or medical needs, in accordance with applicable legislation and individual education program plans (IPPs).

References:

The Education Act (Alberta)

Approved: September 1, 2025

Review Date: 2028

School Operations

#220 Learning Commons and Classroom Resources

POLICY STATEMENT

The Board believes that Learning Commons' resources are essential to supporting student learning outcomes and ensuring a welcoming, caring, respectful, safe and inclusive learning environment as required under Section 33 of the Education Act.

Resources shall:

1. Provide a wide selection of materials and formats at varying levels of difficulty.
2. Be reflective of diversity and multiple points of view.
3. Support the Board's Charter and associated Charter documents including the mission, vision, values and beliefs.
4. Comply with the requirements established in legislation, Ministerial Order #034/2025 or any other Government of Alberta requirements.

Purpose

This policy establishes direction and standardized expectations for the selection, reconsideration, de-selection, and review of school Learning Commons and classroom resources.

Guidelines:

The purpose of this policy is to provide direction and standardized procedures for the selection, reconsideration, and de-selection of school Learning Commons' resources at the school level. As such the following guidelines are established by the Board.

Responsibility

1. An administrative procedure will be developed outlining processes including the selection and de-selection of resources and materials.
2. The school will maintain and make available an up-to-date catalogue of all Learning Commons resources and selection/reconsideration criteria.
3. While the Principal is ultimately responsible for all materials used in the school, the selection and de-selection of Learning Commons' and

classroom resources and materials may be delegated to other teachers or staff members.

4. To address the requirements set out in Ministerial Order #034/2025, the school shall review all Learning Commons' and classroom materials to ensure that these resources and materials comply with the Ministerial Order.
5. The principal will put into place procedures for ensuring parental and guardian opportunities to review the resources and materials in the Learning Commons and school classrooms.
6. Resources and materials de-selected due to not meeting the threshold established in the Ministerial Order will be culled and reported to the Minister of Education.
7. Parents/guardians may request the principal to review a Learning Commons' or classroom resource if the parent believes the resource is in contravention of the Ministerial Order.
 - a. The Principal must acknowledge requests within five (5) school days and render a written decision within fifteen (15) school days, documenting the rationale and any action taken.

Selection and De-selection of Resources and Materials

1. The selection of Learning Commons' resources must align with the Board's Charter documents and provincial and federal requirements set out in legislation and regulations.
2. The selection of resources must be consistent with the professional responsibilities of teachers under Section 196 of the Education Act.
3. Learning Commons and classroom resources purchased and/or gifted are selected to support teaching, the curriculum and to enhance and extend student learning.
4. Learning Commons and classroom resources and materials should be reviewed annually to ensure that they remain consistent with the Board's Charter document and all provincial and federal legislation and requirements.
5. The Principal will maintain records of all reviews, de-selections, and reconsideration decisions for accountability and government reporting.
6. A list of de-selected resources that do not meet the criteria requirements established by the Ministerial Order #034/2025 shall be reported to the Minister of Education.

References:

Thrive Elementary Charter School Charter

The Education Act (Alberta)

Ministerial Order #034/2025

Policy 212 Controversial Issues

Approved: November 1, 2025

Review Date: 2026

Personnel and Employee Relations

#300 Recruitment and Selection of Staff and Contractors

POLICY STATEMENT

The Board understands and acknowledges the important relationship between the quality of its staff and the success of students at THRIVE Charter School. The Board shall employ staff members and engage contractors who are best qualified to meet the requirements of its charter and the educational needs of our students.

Guidelines

1. The recruitment, selection appointment and evaluation of the Superintendent shall be the responsibility of the Board.
2. The recruitment, selection and appointment of the Principal shall be the responsibility of the Board, in consultation with the Superintendent.
3. The Board shall appoint the Secretary Treasurer.
4. The recruitment and selection of all other positions shall be the responsibility of the Principal, in consultation with the Superintendent.
5. The Superintendent shall establish procedures for securing, at the time of hire, criminal records checks and Alberta Children's Services Intervention Record Checks for all employees and contractors.
6. At the discretion of the Superintendent, where information contained in a criminal records check or an Alberta Children's Services Intervention Record Check suggest conduct that brings into question the suitability of the individual, the employment or contract may be terminated.
7. All offers of employment or contract shall be made in accordance with the Education Act or other relevant legislation or regulations as well as with the contract models and procedures by the school.

References:

The Education Act (Alberta)

Approved: September 1, 2023

Review Date: 2026

Personnel and Employee Relations

#301 Role of Superintendent

POLICY STATEMENT

The Superintendent of Schools is the Chief Executive Officer of the school(s). The Superintendent reports directly to the Board and is accountable to the Board for the conduct and operation of the school(s). All Board authority delegated to the staff of the District is delegated through the Superintendent.

The Superintendent reports to the Thrive Elementary Charter Board.

Guidelines

1. In accordance with the *Education Act*, the Board is required to contract a Superintendent of Schools.
2. The Superintendent is responsible for:
 - a. Aligning the school operations to the Thrive Elementary School Charter, Vision, Mission and Values.
 - b. Ensuring the accommodation, safety and welfare of students in the school.
 - c. Ensuring students have the opportunity to meet the standards of education set by the Minister and the Charter.
 - d. Ensuring that the school is managed in a fiscally responsible manner.
 - e. Establishing and maintaining effective personnel-related practices in accordance with Board policies, the *Education Act*, other legislation or relevant regulations, agreements, contracts, and where appropriate, bringing forward to the Board those matters that are the sole responsibility of the Board for its determination.
 - f. Evaluating the Principal.
 - g. Providing leadership in the planning, development, implementation, and evaluation of Board policies.
 - h. Establishing and maintaining positive, professional working relations with the Board.
 - i. Ensuring compliance with all legal, Ministerial and Board mandates, policies and timelines.

- j. Facilitating the Three Year Education Plan process including the development of goals, budgets, facility and transportation plans and implementing plans as approved by the Board.
- k. Reporting regularly to the Board on results achieved.
- l. Developing and maintaining positive and effective communications and relationships among all education stakeholders and the community.
- m. Practicing leadership in a manner that is viewed positively and has the support of those with whom he or she works most directly in carrying out the directives of the Board and the Minister.

Specific Areas of Responsibility

1. Student Learning

- 1.1 Provides leadership in all matters relating to education in the District.
- 1.2 Implements directions established by the Minister.
- 1.3 Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and positive citizenship.
- 1.4 Reports annually on student results achieved.

2. Student Well-Being

- 2.1 Ensures that students are provided with a safe and caring environment that encourages respectful and responsible behaviour.

3. Fiscal Responsibility

- 3.1 Ensures the fiscal management of the District is in accordance with the terms or conditions of any funding received by the board under the Education Act or any other Act or regulation.
- 3.2 Ensures the District operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- 3.3 Prepares and presents the budget which reflects board priorities including strategic plan priorities.
- 3.4 Ensures the board has current and relevant financial information.

4. Personnel Management

- 4.1 Has overall authority and responsibility for all personnel-related matters, except the mandates for bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.

5. Policy/Administrative Procedures

- 5.1 Provides support to the board regarding the planning, development, implementation, and evaluation of Board policies.

5.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations, and procedures.

6. Superintendent/Board Relations

6.1 Respects and honours the board's role and responsibilities and facilitates the implementation of that role as defined in Board policy.

6.2 Provides the information and counsel which the board requires to perform its role.

6.3 Attends all Board meetings and makes recommendations on matters requiring board action by providing accurate information and reports as are needed to ensure the making of informed decisions.

7. Strategic Planning and Reporting

7.1 Leads the development and implementation of the strategic planning process.

7.2 Involves the Board appropriately and collaboratively in the development of the Board's Strategic Plan (board identification of priorities and key results, and final board approval of the plan).

7.3 Reports at least annually on results achieved.

References:

The Education Act (Alberta)

Superintendent Leadership Standard

Approved: September 1, 2023

Review Date: 2026

Personnel and Employee Relations

#302 Role of Principal

POLICY STATEMENT

The Board of the Thrive Elementary Charter School shall appoint a teacher to be Principal of Thrive Elementary Charter School.

The Principal is the educational and instructional leader of the school, in addition to facilitating the operations of the school in accordance with Thrive Elementary Charter School Society Charter and Bylaws, Thrive Elementary School policies and administrative procedures, Alberta Education Act, Alberta Education policy and regulations, and other applicable provincial and federal statutes.

The Principal is a visionary leader who strives to achieve the vision, mission and educational goals in supporting effective teaching and student learning.

The Principal will demonstrate leadership qualities as set out in board foundational documents, policy and the Alberta Education Leadership Quality Standard. Reports to the Superintendent.

1. Specifically, the Principal shall:

- a. Provide instructional leadership in the school.
- b. Provide a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- c. Ensure that the instruction provided by the teachers is consistent with the courses of study and educational programs prescribed, approved or authorized pursuant to the *Education Act* and the policies of the Board of Directors.
- d. Evaluate or provide for the evaluation of programs offered in the school.
- e. Ensure that students in the school have the opportunity to meet the standards of education set by the Minister and by the Board.
- f. Direct the management of the school.
- g. Maintain order and discipline in the school, on the school grounds and during activities sponsored or approved by the Board.

- h. Promote co-operation between the school and the community that it serves.
- i. Supervise the evaluation and advancement of students.
- j. Evaluate the teachers employed in the school.
- k. Carry out other duties as required under applicable legislation and regulation, the Minister of Education and the Thrive Elementary School Charter.
- l. Carry out other duties as assigned by the Superintendent.

In addition, the following responsibilities are assigned to the Principal:

2. Program Supervision and Development

- a. Determine present and future educational needs of the school and develop short and long range goals and plans to meet those needs.
- b. Planning for resourcing, scheduling and execution of curricular and extra-curricular activities.
- c. Advise teachers with respect to curriculum support materials and the programs of studies.
- d. Ensure that teachers develop course/unit plans, daily plans, and appropriate assessment procedures.
- e. Monitor and evaluate programs and recommend new programs for implementation.
- f. Develop and implement a system to develop and convey required plans and reports to Alberta Education, the Superintendent, the Board, the Thrive Elementary Charter School Council and parents.

3. Supervision and Evaluation of Teachers

- a. Chair the Selection Committee for the recruitment and selection of teachers.
- b. Deploy staff in an effective manner in accordance with the teachers' training and skills, students' needs and any related policies of the Board.
- c. Orient and onboard new staff and substitute staff.
- d. Consult with School staff on matters of interest and/or concern.
- e. Evaluate staff in accordance with the approved performance management policy.

- f. Provide pertinent information and feedback to the Superintendent in relation to continuing contracts, probationary contracts, and extensions of probationary contracts.
- g. Promote the professionalism and professional growth of staff members.
- h. Delegate to Thrive Elementary School staff, such duties as are essential to the effective operation of the school.

4. Supervision and Evaluation of Support Staff

- a. Chair the Selection Committee for the recruitment and selection of support staff.
- b. Develop job descriptions for all support staff and ensure employees are familiar with their roles and responsibilities.
- c. Evaluate support staff in accordance with approved performance management policy.
- d. Participate in the selection of personnel in accordance with approved policy.

5. Supervision of Students

- a. Ensure appropriate programs are established for students.
- b. Acquaint students with the School and the programs offered.
- c. Accept responsibility for implementation of all discipline within the School in accordance with Board policy.
- d. Ensure appropriate supervision of students at all times during school-sponsored activities, including but not limited to classroom instruction, playground activities, recess and noon hour periods, extra-curricular activities, and bus loading and unloading.
- e. Ensure student attendance and other records are maintained in accordance with Alberta Education requirements.
- f. Help foster positive relationships between the School and the Community

6. Supervision and Oversight of the Vice Principal or Teacher-In-Charge (if applicable)

- a. The responsibilities of the Vice Principal shall be defined by the Principal, in consultation with the Vice Principal, and shall include elements of the responsibilities of the Principal. Each year, the Principal shall review the role of the Vice Principal for the purpose of assigning responsibilities and expanding the experience of the Vice Principal, recognizing the need to use

- individual strengths appropriately so as to ensure the effective school administration.
- b. The Principal provides direction and support to Community Services for supporting student wrap around services.
 - c. In the absence of the Principal, the Vice Principal or Teacher-In-Charge is designated as the Acting Principal of the school.
 - d. Over time, it is envisaged that the Vice Principal will demonstrate the capabilities and competencies expected of a Principal.
 - e. The Vice Principal may assist the Principal in the supervision and evaluation of teachers, except when a teacher evaluation is undertaken because the Principal has reason to believe that the performance of the teacher may not be meeting the Teaching Quality Standard, in which case the evaluation must be undertaken solely by the Principal.
 - f. Teacher evaluation reports must bear the signature of the Principal. The Vice Principal's signature may be included if the Vice Principal has contributed to the process.

7. Supervision and Evaluation of the Principal

- a. Supervision of the Principal is aligned to their professional growth and in accordance with the Alberta Education Leadership Quality Standards.
- b. Principal performance evaluation is aligned with the Leadership Quality Standard and supportive of the THRIVE School Charter and Education Plan. The Superintendent will evaluate the performances of the Principal during their first year, and following their first year, at least once in each three-year period. If there are issues noted during the supervision process, an evaluation may be instituted by providing one week notice to the principal.

References:

The Education Act (Alberta)
Leadership Quality Standard

Approved: September 1, 2024

Review Date: 2027

Personnel and Employee Relations

#303 Role of Teachers

POLICY STATEMENT

Teachers have a foundational role in supporting the academic and social development of students. The role is guided and directed by the Alberta Education Act and the foundational Charter School Statements of Thrive Elementary School.

Reports to the Principal

The following further define the expectations for teachers at Thrive Elementary School:

1. It is the responsibility of the classroom teacher to provide competent instruction to students, and to teach the courses of study assigned to him or her by the Principal in the manner reflective of the school charter. The teacher is expected to keep a record of instruction that includes daily lesson plans as well as unit and year-plans.
2. The teacher is to develop and enhance positive interpersonal relationships with students based upon respect for the dignity of individuals, and to assist students in developing autonomy and acquiring ownership for their learning.
3. It is the responsibility of the teacher to maintain order and discipline among the students while they are in the school or on the school grounds, and while they are attending or participating in activities sponsored or approved by the Board. The teacher is responsible to follow policies established with the Principal regarding the handling of discipline problems and communication with the parents and the Principal with respect to these problems.
4. It is the responsibility of the teacher to maintain accurate records of student attendance and to assist in maintaining accurate student files.
5. The teacher will follow policies developed in conjunction with the Principal and the Board regarding appropriate student evaluation and regular communication of that evaluation to the students and parents. Teachers will use student evaluations as well as consultations with each student's parents to develop Individual Program Plans (IPP) for each student. Teachers will meet with students and parents on a regular basis to discuss

- the student's progress and adjust the Individual Education Plan as the student needs change.
6. The teacher will be expected to assist with lunchroom supervision as well as with before and after school supervision. Teachers will also be asked to assist with extra-curricular activities, especially lunchtime clubs.
 7. The teacher will work with the Principal to order appropriate materials and equipment for classroom use.
 8. Teachers will be asked to provide advice on selection of staff, budgeting, and evaluation policies.
 9. Each teacher is responsible to maintain a personal professional development plan and to work with the Principal in the planning and implementation of professional development activities.
 10. Teachers must attend any meeting of teachers that is called by or under the authority of the Board on a day other than a holiday. They must arrive at school a reasonable period of time before school commencement, remain on the premises as long as pupils under the teacher's charge are present, and notify the Principal of health concerns regarding the students and of damage to school property or hazards associated with the property.
 11. The teacher will, if requested participate in curriculum development, field testing of new curriculum, develop, field test and mark provincial achievement assessments. Furthermore, the teacher, from time to time, may be requested to supervise student teachers.

References:

The Education Act (Alberta)

Teacher Quality Standards

Approved: September 1, 2023

Review Date: 2026

Personnel and Employee Relations

#304 Teacher Growth, Supervision and Evaluation

POLICY STATEMENT

Teacher growth, supervision and evaluation processes at Thrive Elementary Charter School shall be designed to ensure that each teacher's actions, judgments and decisions are in the best educational interest of students/children and support optimum student learning in keeping with the Teaching Quality Standard and the Charter School goals.

Guidelines

1. The Superintendent, in consultation with the Principal, is responsible to ensure that effective procedures are established to support teacher growth, supervision and evaluation in accordance with the Charter School goals and all relevant Alberta Education policies, regulations and legislation.
2. The Principal is responsible for implementing those practices and administrative procedures that foster a framework for the Principal and teachers to work together so that all teachers provide students with instruction that meets Alberta Education's Teaching Quality Standard and any other requirements as set out from time to time by the Board in the Charter School goals, policy or by the Minister.
3. Each teacher is ultimately responsible to ensure that their instructional practices fully meet the requirements set out for teachers in the Alberta Education Act and in Alberta Education's Teaching Quality Standard or any other requirements as set out and revised from time to time by the Minister, as well as in any other pertinent Alberta legislation, the Charter School goals or policies of the Board.
4. Teacher evaluation will be conducted by the Principal in accordance with this Teacher Growth, Supervision and Evaluation policy and accompanying Administrative Procedures.
5. The Principal is expected to evaluate the performance of teachers under the terms of THRIVE Charter School Policy for Teacher Growth, Supervision and

Evaluation and its accompanying Administrative Procedures. The Principal will establish and implement procedures to evaluate the performance of non-teaching staff on an annual basis.

6. It is expected that teacher growth, supervision and evaluation policy will:
 - a. facilitate quality improvement through each teachers career-long professional growth
 - b. ensure that a quality education is being offered to all students
 - c. clearly communicate performance expectations
 - d. provide a basis for professional growth and development
 - e. acknowledge effective teaching/performance
 - f. assist teachers in the development of strategies/skills to support improved performance
 - i. Implements strategies and skill development that addresses the unique learning needs of the students
 - g. assess the quality of instruction
 - h. provide information to be employed in decisions regarding permanent certification, awarding of continuous contract, promotion, salary, dismissal and provision of reference
7. The teacher growth, supervision and evaluation process recognize the importance of the following attributes:
 - a. communication of clear goals, expectations and criteria for performance by evaluators is essential for effective teacher appraisal
 - b. the individual has personal responsibility and accountability for their own performance in addition to ensuring their professional growth plan meets requirements established by Alberta Education and by Thrive Elementary Charter School

- c. in order to be effective at assessment and at facilitating teacher growth, evaluators must possess a sound knowledge of what constitutes effective teaching
 - d. evaluators must possess the skills necessary to recognize, understand, and communicate what constitutes effective performance for each teacher
8. This policy does not restrict the following:
- a. The Principal from taking disciplinary or other action, as appropriate, where the Principal has reasonable grounds for believing that the actions or practices of a teacher endangers the safety of students, constitutes a neglect of duty, breach of trust or refusal to obey a lawful order of the school authority.
 - b. The Board or Superintendent from taking any action or exercising any right or power under the Education Act.

References:

The Education Act (Alberta)

Alberta Education Teacher Growth, Supervision and Evaluation Policy

Approved: September 1, 2023

Review Date: 2026

Personnel and Employee Relations

#305 Role of Secretary Treasurer

POLICY STATEMENT

In accordance with the requirements of the Education Act, the Board of Directors (the Board) will appoint a Secretary-Treasurer. Reporting directly to the Board, the Secretary-Treasurer is charged primarily with the responsibility of administering business services to and for the Board, in accordance with its approved policies, plans, and guidelines.

Guidelines

1. The duties of the Secretary Treasurer include the following:
 - a. Corporate Treasurer:
 - i. Ensure that the finances of the Thrive Elementary Charter School Society (the Society) and Thrive Elementary School (the School) are managed in an efficient and accurate manner in accordance with recognized accounting procedures.
 - ii. Ensure controls are established to maintain proper and adequate records of accounts for all revenues and disbursements as required by legislation and the Minister of Education.
 - iii. Direct the preparation of the annual draft proposed budget for the consideration of the Board.
 - iv. Administer the funds provided in the approved budget and provide periodic reports for the Board showing actual and budget amounts and, where necessary, financial projections.
 - v. Coordinate the preparation of the annual financial audit.
 - vi. Direct the preparation of all financial reports, statements and returns as required by legislation and the Minister of Education.
 - vii. Manage the investment of funds and allocation of donor funds.
 - viii. Act as signing officer for the Board.
 - b. Corporate Secretary:
 - i. Ensure proper completion of contracts, agreements, and partnerships with outside individuals, agencies, and corporations.

- ii. Assess and manage the risk to which the Board is exposed and ensure accuracy and currency of insurance coverage.
 - iii. Provide for the interpretation of legislation affecting the operation of the School, as directed by the Board or requested by the Superintendent.
 - iv. Assign to staff the recording and compilation of minutes for all regular and special meetings of the Society and the Board.
 - v. Assist committees of the Board, as required by Board policy and/or as requested by the Superintendent.
 - vi. Ensure the maintenance, access, and protection of records in accordance with the Freedom of Information and Protection of Privacy (FOIP) Act and Regulations.
 - vii. Represent the Board at meetings, as requested.
- c. Facility and Property Management:
- i. Oversee, in consultation with the Superintendent, the operation and maintenance of Board facilities.
 - ii. Develop, in consultation with the Superintendent, the annual Capital Plan.
 - iii. Ensure, in consultation with the Superintendent, compliance with the requirements of Occupational Health and Safety legislation.
- d. Human Resources Management:
- i. Direct the preparation and administration of the employee payroll and benefits program.
 - ii. Lead the negotiation of remuneration and benefits and the administration of applicable contract agreement provisions.
- e. Student Transportation:
- i. Develop and maintain arrangements for the transportation of students to and from the School.

References:

The Education Act (Alberta)

Approved: September 1, 2023

Review Date: 2026

Personnel and Employee Relations

#306 Appeal Process for Employees

POLICY STATEMENT

Guidelines

1. Any employee choosing to appeal a performance evaluation must make such an appeal in writing to the Principal (or to the Superintendent, in the case of the Principal or Secretary-Treasurer) within 30 days of the evaluation.
2. The Principal (or Superintendent) will provide a written response to the appeal within 14 days of receiving the appeal.
3. If the employee is dissatisfied with the Principal's response, he or she may appeal, in writing, to the Superintendent within 14 days of receiving the Principal's response.
4. The Superintendent will provide a written response to the appeal within 14 days of receiving the appeal. The Superintendent's decision is final.
5. If the employee is appealing a suspension or termination recommendation, the employee may appeal in writing, to the Thrive Charter School Society Board within 14 days of receiving the Superintendent's notice of suspension or termination.
6. The Board will deliberate the appeal at the next Board meeting. The Board will communicate a decision in writing to the employee within 14 days after the Board meeting.

References:

The Education Act (Alberta)

Approved: September 1, 2023

Review Date: 2026

Personnel and Employee Relations

#307 Performance Evaluation

POLICY STATEMENT

All employees will have their performance assessed and documented on regular basis.

- a. The Superintendent will establish and implement procedures to evaluate the performances of the Principal and Secretary-Treasurer at least once in each two-year period.
- b. The Principal will evaluate the performance of teachers under the terms of Policy #304 – Teacher Growth, Supervision and Evaluation and its accompanying Administrative Procedures.
- c. The Principal will establish and implement procedures to evaluate the performance of non-teaching staff on an annual basis.

References:

The Education Act (Alberta)

Approved: September 1, 2023

Review Date: 2027

Personnel and Employee Relations

#308 Professional Learning and Professional Development

POLICY STATEMENT

The Thrive Elementary Charter School Society supports professional learning and professional development for staff and Board members in order to maintain a highly skilled and knowledgeable workforce that supports student success.

The Board believes that investing in well-trained and current staff—including principals, teachers and support staff—enhances the quality of instruction and improves student outcomes.

Professional learning contributes to:

- improved instructional practice
- enhanced leadership capacity
- succession planning for leadership positions
- compliance with provincial professional standards and legislated training requirements

Professional learning opportunities supported under this policy will align with provincial professional standards including the:

- Teaching Quality Standard
- Leadership Quality Standard
- Superintendent Leadership Quality Standard

Professional learning categories

Professional learning opportunities supported under this policy may include two distinct categories:

1. Professional Development Activities

Professional development activities include conferences, workshops, seminars, short courses, and training sessions that support professional growth but do not result in a formal academic credential.

2. Graduate and Credential Programs

Graduate and credential programs include university coursework, graduate certificates, diplomas, master's degrees, doctoral programs, and leadership certification programs that lead to formal academic credentials.

Professional Learning Priorities

1. Professional learning opportunities supported by the Society must demonstrate benefit to:
 - a. the employee's role;
 - b. the operational needs of Thrive Elementary School; and
 - c. student learning and success.

1. The Board recognizes the importance of developing leadership capacity within the organization.

3. Priority may be given to professional learning opportunities that:
 - a. support leadership certification requirements;
 - b. strengthen instructional practice and student achievement;
 - c. address system priorities or emerging educational needs; and
 - d. support succession planning for school leadership positions.

Authority and Responsibility

1. The Board shall:
 - a. establish policy respecting professional learning and professional development;
 - b. approve budget allocations supporting professional development activities; and
 - c. support leadership development and succession planning within the organization.

2. The Superintendent shall:
 - a. develop and implement administrative procedures governing professional learning activities;
 - b. administer professional development and graduate program support in accordance with Board policy and approved budgets;
 - c. establish approval processes and funding guidelines; and
 - d. ensure professional learning opportunities align with organizational priorities and provincial professional standards.

Administrative Procedures

The Superintendent shall establish administrative procedures addressing:

- eligibility and approval processes for professional development activities
- travel and expense reimbursement guidelines
- support for university coursework and graduate programs
- financial limits and funding priorities
- return-of-service requirements where financial support is provided

References:

Education Act (Alberta)

Teaching Quality Standard

Leadership Quality Standard

Superintendent Leadership Quality Standard

Approved: September 1, 2023

Revised: April 28, 2026

Review Date: 2026

Personnel and Employee Relations

#311 Professional Code of Conduct

POLICY STATEMENT

1. The Board believes all teachers are responsible to act in the best interests of students, parents, visitors, and other employees of the Board.
2. The Board's code of professional conduct stipulates minimum standards of conduct but is not an exhaustive list of such standards.
3. Teachers should refer to the Teacher Quality Standard and Professional Practice Standards (Code of professional conduct for teachers and teacher leaders) as established by Alberta Education.

Professional Code of Conduct

In addition to the Code of professional conduct for teachers and teacher leaders, these additional standards apply.

1. In relation to all persons
 - b. The teacher behaves in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, color, gender, sexual orientation, physical characteristics, age, ancestry, or place of origin.
 - c. The teacher treats students, parents and visitors with dignity and respect and is considerate of their circumstances.
2. In relation to students
 - a. The teacher is responsible for assessing educational needs, prescribing and implementing instructional programs and evaluating the progress of students.
 - i. The teacher may not delegate these responsibilities to any person who is not a teacher.
 - c. The teacher may delegate specific and limited aspects of instructional activity to non-certificated personnel, provided that the teacher supervises and directs such activity.

- d. The teacher may not divulge information about a student received in confidence or in the course of professional duties except as required by law or where, in the judgment of the teacher, to do so is permitted by law and is in the best interest of the student. If the teacher is at all uncertain as to whether disclosure is advisable or permissible, the teacher should seek instructions from the Principal.
 - e. The teacher may not receive pay for tutoring a student attending the school.
 - f. The teacher may not take advantage of a professional position to profit from the sale of goods or services to or for students in the teacher's charge.
3. In relation to school authorities
- a. The teacher fulfills contractual obligations to the Board until released by mutual consent or according to law.
 - b. The teacher does not undermine the confidence that students and parents have in the integrity of the Board.
4. In relation to all employees
- a. The teacher does not undermine the confidence that students and parents have in the integrity of other employees of the Board.
 - b. The teacher criticizes the competence or reputation of another employee of the Board only in confidence to proper officials and after, where appropriate, the other employee has been informed of the criticism and in accordance with law.
 - c. The teacher does not take, because of animosity or for personal advantage, any steps to secure the dismissal of another employee of the Board.
5. In relation to colleagues
- a. The teacher, when making a report on the professional performance of another teacher, does so in good faith and, prior to submitting the report, provides the teacher with a copy of the report.
 - b. The administrator provides opportunities for teachers to express their opinions and to bring forth suggestions regarding the administration of the school.

References:

The Education Act (Alberta)
Teacher Quality Standard
Approved: September 1, 2023
Review Date: 2026

Personnel and Employee Relations

#312 Support Staff Code of Conduct

POLICY STATEMENT

1. The Board believes all support staff members are responsible to act in the best interests of students, parents, visitors, and other employees of the Board.
2. The Board's code of conduct stipulates minimum standards of conduct but is not an exhaustive list of such standards.

Guidelines

1. In relation to all persons
 - a. The staff member behaves in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, color, gender, sexual orientation, physical characteristics, age, ancestry, or place of origin.
 - b. The staff member treats students, parents or visitors with dignity and respect and is considerate of their circumstances.
2. In relation to students, parents and visitors
 - a. The staff member may not divulge information about a student, however gained, except as required by law or where, in the judgment of the staff member, to do so is permitted by law and is in the best interest of the student. If the staff member is at all uncertain as to whether disclosure is advisable or permissible, the staff member should seek instructions from the Principal.
3. In relation to school authorities
 - a. The staff member fulfills their contractual obligations to the Board until released by mutual consent or according to law.
 - b. The staff member does not undermine the confidence that the students and parents have in the integrity of the Board.

4. In relation to other employees

- a. The staff member does not undermine the confidence that the students and parents have in the integrity of other employees of the Board.
- b. The staff member criticizes the competence or reputation of another employee of the Board only in confidence to proper officials and after, where appropriate, the other employee has been informed of the criticism and in accordance with law.
- c. The staff member does not take, because of animosity or for personal advantage, any steps to secure the dismissal of another employee of the Board.

References:

The Education Act (Alberta)

Approved: September 1, 2023

Review Date: 2026

Personnel and Employee Relations

#313 Staff Leaves and Absences

POLICY STATEMENT

1. Written applications, including the proposed dates and a substantial rationale for the request, for each instance should be received by the Superintendent of Schools with as much lead time as possible.
2. At the time of submission of the request, the employee must inform the Principal of the nature and dates of the request.
3. The Superintendent will gather such information as he/she deems necessary to consider in developing a decision regarding approval or denial of the requested leave of absence.
4. The Superintendent will notify the employee and the Principal in writing of the decision on each application and will do so in a timely manner.
5. The Superintendent's decision may be appealed to the Board.

References:

The Education Act (Alberta)

Approved: September 1, 2023

Review Date: 2026

Personnel and Employee Relations

#314 Public Interest Disclosure (Whistleblower Protection)

POLICY STATEMENT

1. Application of this Procedure

- a. This procedure applies to “wrongdoings” in or relating to the Thrive Charter School Society that involve:
 - i. A contravention of an Act of Alberta or Canada or the Regulations related to those acts.
 - ii. An act or omission that creates:
 1. Substantial and specific danger to the life, health or safety of individuals other than a danger that is inherent in the performance of the duties of functions of an employee.
 2. A substantial and specific danger to the environment.
 3. Gross mismanagement, including an act or omission that is deliberate and that shows a reckless or willful disregard for the proper management of:
 - a. Public funds or a public asset.
 - b. The delivery of a public service, including the management or performance of:
 - i. A contract or arrangement identified or described in the regulations including the duties resulting from the contract or arrangement or any funds administered or provided under the contract or arrangement.
 - ii. The duties and powers resulting from an enactment identified or described in the regulations or any funds administered or provided as a result of the enactment.
 - c. Employees, by a pattern of behavior or conduct of a systemic nature that indicates a problem in the culture of the organization

relating to bullying harassment or intimidation.

4. Knowingly directing or counselling an individual to commit one of the wrongdoings listed above.
 - a. Day-to-day workplace issues that fall short of “wrongdoings” should be addressed through the use of existing Board policies and practices.

2. No Reprisals

- a. An employee who, in good faith, undertakes any of the following actions, will not be subject to actions or threats of dismissal, layoff, suspension, demotion, transfer, discontinuation or elimination of a job, change of job location, reduction in wages, change in hours of work, or reprimand, or any other measure that adversely affects the employee’s employment or working conditions.
 - i. Seeks advice about making a disclosure.
 - ii. Makes a disclosure.
 - iii. Co-operates in an investigation.
 - iv. Declines to participate in a wrongdoing.
- b. An employee may make a written complaint to the Public Interest Commissioner if the employee believes that a reprisal has been taken or directed against the employee. -Such a written complaint must, according to the Act, be made on the *Complaint of Reprisal Form*.
- c. Reasonable human resource management decisions made in good faith do not constitute a reprisal.

3. Disclosures

- a. Disclosures of wrongdoing must be made to the Superintendent-(the Designated Officer) in writing. -The form, *Public Interest Disclosure (Whistleblower Protection) Act Disclosure Form*, outlines the information required in a disclosure.
- b. In the event that disclosure to the Superintendent is not appropriate due to conflict of interest with respect to the nature of the disclosure or the person involved, disclosure may be made to the Chair of the Board of Directors.
- c. Disclosures of matters dealing with “imminent risk” (matters that require immediate attention as they post significant risk to public health or

safety, or a danger to the environment) must be made directly to the Public Interest Commissioner, who will then communicate with the appropriate authorities. -The employee must also disclose the wrongdoing to the Superintendent as soon as practicable thereafter.

- d. An employee considering making a disclosure may seek advice from the designated officer, chief officer, or the Public Interest Commissioner.
- e. Anonymous disclosures may be dealt with, but an investigation may be hampered by the request for anonymity.

4. Investigations

- a. Upon receiving a disclosure, the person receiving the disclosure shall determine whether or not an investigation is warranted.
- b. An investigation may involve both internal and external sources to assist in determining whether a wrongdoing has occurred and what corrective action may be appropriate.
- c. Confidentiality of the discloser of a wrongdoing shall be maintained to the extent possible consistent with the need to conduct an adequate investigation.
- d. Investigations shall be conducted in accordance with the principles of fairness and natural justice.

5. Timelines

- a. A disclosure of wrongdoing or complaint of reprisal shall be acknowledged not more than five (5) business days from the date on which the disclosure of wrongdoing or complaint of reprisal is received.
- b. The employee who submitted a disclosure of wrongdoing or complaint of reprisal shall be advised no more than ten (10) business days from the date on which the disclosure of wrongdoing or complaint of reprisal is received of whether an investigation will be made.
- c. An investigation must be concluded not more than 110 business days from the date on which the disclosure of wrongdoing or complaint of reprisal is received. The employee who submitted a disclosure of wrongdoing or complaint of reprisal shall be advised of the result of the investigation in writing.
- d. These timelines may be extended by up to thirty (30) days by the Superintendent, or for a longer period of time if approved by the Public Interest Commissioner.

6. Good Faith

- a. An employee who submits a disclosure of wrongdoing or complaint of reprisal must act in good faith.
- b. The submission of deliberately false or malicious allegations by an employee will form the grounds for disciplinary action up to and including termination of employment.

References:

The Education Act (Alberta)

Public Interest Disclosure (Whistleblower Protection) Act

Public Interest Disclosure (Whistleblower Protection) Regulation

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Review Date: 2026

Personnel and Employee Relations

#315 Employee Recognition

1. Service awards will be presented to employees at the completion of each five (5) year period of employment. Awards will be presented at a school assembly held in June, at the June regular meeting of the Board of Directors, or at another event of the Board's choosing.
2. Short term leaves such as sick leave, paternity leave, personal days, jury duty, and bereavement leave will be considered service for purposes of these procedures.
3. The following long-term leaves of absence will be considered service for purposes of these procedures:
 - a. Maternity leave of absence
 - b. Adoption leave of absence
 - c. Parental leave of absence
 - d. General leave of absence
 - e. Secondment
4. Extraordinary performance of an employee will be recognized with a Certificate of Recognition, to be presented at a Board meeting. Parameters of eligibility including the following:
 - a. An employee who makes an extraordinary contribution to the school.
 - b. An employee who attains an outstanding and unique achievement or develops a notable advancement in the field of education.
 - c. Employees who retire or resign after ten or more years of accumulated service to the Thrive Charter School Society will be honoured with the presentation of a gift. Such gifts shall have an approximate value of \$10.00 per year of service to the Thrive Charter School Society.
5. Other forms of employee recognition are at the sole discretion of the employer.

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Review Date: 2026

Personnel and Employee Relations

#317 Recruitment and Selection of Personnel and Contractors

POLICY STATEMENT

The Board understands and acknowledges the important relationship between the quality of its staff and the success of students at Thrive Elementary Charter School. The Board shall employ staff members and engage contractors who are best qualified to meet the requirements of its charter and the educational needs of our students.

Guidelines

1. The recruitment, selection, appointment and evaluation of the Superintendent shall be the responsibility of the Board,
2. The recruitment, selection and appointment of the Principal shall be the responsibility of the Board, in consultation with the Superintendent.
3. The recruitment and selection of all other positions shall be the responsibility of the Principal, in consultation with the Superintendent.
4. The Superintendent shall establish procedures for securing, at the time of hire, criminal records checks and Alberta Children's Services Intervention Record Checks for all employees and contractors.
5. At the discretion of the Superintendent, where information contained in a criminal records check or an Alberta Children's Services Intervention Record Check suggest conduct that brings into question the suitability of the individual, the employment or contract may be terminated.
6. All offers of employment or contract shall be made in accordance with the Education Act or other relevant legislation or regulations, as well as with the contract models and used for the school.

References:

The Education Act (Alberta)

Approved: September 1, 2023

Review Date: 2026

Student

#401 Identification and Admissions

POLICY STATEMENT

The focus of Thrive Elementary Charter School is to provide education for families from low socio-economic backgrounds. Identification and admissions procedures shall comply with provincial legislation, shall be in alignment with the Charter of Thrive Elementary School, shall be consistent with current research literature, shall be clearly communicated to parents of prospective students, and shall respect procedural fairness.

Data used to determine the admission of students for the program shall come from Federal and/or provincial sources. Subject to the availability of sufficient space in the school, admission will be offered to those students who, identified through the assessment process, most appropriate to the program described in the Charter.

All students who register with Thrive Charter School must complete a student registration form (online or in person) and provide all required documentation demonstrating that charter requirements are met. All students who register with Thrive Charter School will have a file established and it will be maintained in accordance with the Access to Information Act (ATIA) and Protection of Privacy Act (POPA).

Background

Thrive Charter School is a public charter school in Alberta. As required by legislation, Thrive Charter School accepts all students subject to the provisions of the Education Act and the Thrive Charter. The Charter expressly states that students from low-income families will be admitted providing that they meet the conditions established in the school's charter and there is enrolment space available.

As part of the registration process, parents or legal guardians will need to provide income verification including both of the following Canada Revenue Agency (CRA) documents:

- Most recent Notice of Assessment (NOA) for both you and your spouse/partner (if applicable)
- Most recent Canada Child Benefit (CCB) notice

If more students apply for admission than there is space available in the school, a lottery process will be instituted to select students. Upon selecting a child's name in the admission lottery, that child's siblings are granted first right of refusal providing enrollment space availability. If there is no space available, the student or students will be placed on the waiting list.

This process of admissions continues until all spaces are filled.

Definitions:

Income Thresholds

Thrive uses Low-Income Measure - After Tax (LIM-AT) plus 15 percent to determine eligibility. The LIM-AT is published each year by Statistics Canada to provide information on income inequality in Canada. The LIM-AT is calculated by looking at the income of Canadians who had less than half as much income as the median after-tax income across Canada. It considers how many people are in a household and what their income is after taxes. The Thrive income thresholds take the LIM-AT and add 15%. They are based on combined household income, which is the income of all adult members of a household.

For the purpose of admission to Thrive Elementary Charter School, the chart identifies income thresholds for admission purposes.

Student:

- a. An individual who is eligible to be enrolled in an Early Childhood Services (ECS/Kindergarten) program and meets Alberta Education funding requirements.
- b. An individual who is eligible to be enrolled in school (grade 1 or higher) in Alberta and meets Alberta Education funding requirements.

Guidelines

1. Registered students whose parent(s) or guardian(s) has met the prerequisites shall be admitted to Thrive Charter School, subject to the availability of space,

on a first come, first-serve basis.

2. Notwithstanding, siblings of students already admitted will be given priority over those without siblings already admitted. They will, likewise, be admitted on a first come, first-serve basis.
3. Notwithstanding, students presently attending Thrive Elementary Charter School may be granted a leave of absence for a specified period of time. The decision to allow such a leave would be at the discretion of the Board and would be dependent upon the school's ability to adjust to the new circumstances.
4. When a student is accepted at Thrive Elementary Charter School, and if a family's income moves above the threshold identified in the definitions in following years, the child or children may remain at the school through grade 6.

References:

The Education Act (Alberta)

Charter School Regulations

Approved: September 1, 2023

Review Date: 2026

Student

#402 Thrive Time Field Trips and Extra-Curricular Activity

POLICY STATEMENT

The Board in its Charter documents supports students who “are eager to commit to the pursuit of academic excellence and contribute to a strong community of belonging” Furthermore, a strong focus of the board’s charter is the “school’s focus on student engagement.”

To fulfil the vision and mission of the charter the board is committed, and directs this responsibility of administering the program to the Principal, to provide Thrive Time, extra-curricular activities and field trips to augment the diverse educational programming offered to students during the school day.

Definitions:

Field Trips are a supervised, off-site educational activity organized by the school for its students. These trips typically involve visiting a location outside of the school grounds, such as a museum, historical site, or nature center, to provide students with hands-on learning experiences that complement the curriculum.

Extracurricular activities are activities, performed by students, that falls outside the realm of the normal curriculum of the school. Sport teams and fine arts activities are two examples of extra-curricular activities. These may be during the school day or after school.

Thrive Time is a school-initiated program and is the after school extra-curricular program. It runs from 3:00 pm to 5:45 pm on school operational days and provides experiential learning in athletics, music, sports, fine arts and STEM. This program is optional for families, but serves all students who attend the school if the parents are interested.

Guidelines:

1. The Board directs Superintendent, in consultation with the Principal to develop an administrative procedure for the implementation of Thrive Time, field trips and extra-curricular activities that fulfills the expectations identified within the charter and its associated documents. Note: Administrative Procedure 402 will

detail Thrive Time and extra-curricular activities requirements. Administrative Procedure 407 will detail Field Trip requirements.

2. The purpose and goals of the programming shall meet curricular requirements (field trips) and the board's desire to provide a diverse Thrive Time and extra-curricular program that encourages and supports broad student engagement
3. Providing a welcoming, safe, caring, respectful learning environment is expected. Students and staff participating in these programs shall exemplify these standards and emphasize the safety and well-being of students and staff, prohibiting harassment, abuse, or ridicule.
4. Supervision of the Thrive Time program, field trips, and extra-curricular activities must have a minimum of one certificated teacher at all times. Other supervisors, dependent upon the numbers of students, may have other non-certificated staff members and parents supporting the supervision of students. Staff members and parents who supervise activities have responsibility to ensure student safety, conduct, and adherence to the Student Code of Conduct.
5. To support the safety and well-being of students and staff, prohibiting harassment, abuse, or ridicule, all programs shall adhere to Policy 210 Welcoming, Caring, Respectful, and Safe Learning and Working Environments and the Student Code of Conduct to advise planning, implementation and evaluation of programs offered.
6. All programs should encourage student engagement, broad participation and ensure equitable access to all activities.
7. Information about field trips, extra-curricular activities, including schedules and purposes, will be communicated to parents and guardians. If Thrive Time involves taking students off-campus, this shall be communicated to parents and guardians along with any requisite permission form.

References:

The Education Act (Alberta)

Approved: September 1, 2025

Review Date: 2028

Student

#403 Students Leaving School Property

POLICY STATEMENT

Thrive Elementary School campus is a closed campus. Students are expected to stay at school for the duration of the day from bus arrival to bus pick-up. Students may only leave the school property if the parent/guardian or emergency contact informs the school in writing or in-person and the student is picked up in the manner communicated to the school principal. No student will be permitted to leave the campus unaccompanied by the parent or emergency contact.

Procedures

1. Students in grades kindergarten to grade 6 are expected to stay at school for the entire school day including all co-curricular and extra-curricular programming that is provided at the end of the school day. Parents will work with the school principal in the event that school programming and parent timelines do not align.
2. At recess and lunch time breaks, students will go to the playground or designated play areas with supervisors. Recesses, lunch in the school and lunch recess will be scheduled and take into consideration sufficient time for these activities to occur.
3. Adult supervision is provided for all recesses, lunch time and during the co-curricular and extra-curricular time period.
4. The principal shall develop and communicate the process parents are expected to use for informing their child's teacher and/or the principal if the child will be leaving the school property.

References:

The Education Act (Alberta)

Approved: September 1, 2023

Review Date: 2026

Student

#405 Medication

POLICY STATEMENT

The Board recognizes that some students must have prescribed medication during school hours requiring the cooperation of school staff. At all times, final responsibility for such medical treatment rests with the parents/guardians, or in the case of independent students, with the student.

Guidelines

1. Non-prescription drugs such as aspirins, cold remedies and inhalants shall not be administered to students without the permission of the parents/guardians.
2. Parents/guardians requesting the administration of prescription medication shall provide a written request and instructions using Medication Request form.
3. The Principal, in consultation with staff, shall make the decision whether to comply with a parents/guardians request to administer prescribed medication and/or personal care to a student.

Procedures

1. Where procedures beyond a written prescription are required, written instructions shall be received from the physician concerned.
2. When the Principal agrees to the parent/guardian request, he/she shall designate staff members, who mutually agree, to administer medication.
3. The Principal shall immediately notify the Board and parents/guardians if he/she disagrees with the request.
4. Any special equipment required to administer medication shall be the responsibility of the parents/guardian.
5. Signed medication/personal care forms and other related information shall be placed in the student record portfolio.

6. The Principal shall designate safe, limited access storage for medication supplies.

References:

The Education Act (Alberta)

Approved: September 1, 2023

Review Date: 2026

Student

Parent Permission to Administer Medication

Appendix 405A

Student Information

Student's name: _____

Birthdate: _____

Grade: _____ Teacher/Homeroom: _____

Student Home Address: _____

Contact Information

Mother Home:	Mother Work	Mother Cell:
Father Home:	Father Work:	Father Cell:

Medical Information

Medication (name):

Amount of medication sent to school:

Dosage to be given:

Frequency (specific time of day):

Duration (daily): From _____ To _____

Anticipated reaction (symptoms/side effects):

Emergency procedure in event of reaction:

Name/Phone # of attending physician in event of emergency:

Parent's Request and Approval

I hereby request and give my permission to the above school to administer medication (including EPI-Pen, transportation to the hospital, and medical treatment at hospital for life threatening allergies) prescribed on this form to my child. I agree to supply the medication *in its original container* which identifies the owner and contents, and understand that if my child requires an EPI-Pen in the event of an emergent reaction, I will provide my child with an EPI-Pen that can be carried with him/her at all times. I also understand that I will replenish needed medical supplies when necessary without contact by the school.

Signature of Parent/Guardian:

Date:

Student
Parent Permission to Administer Medication

Appendix 405B

Individual Emergency Plan

Student Name:

Grade:

Homeroom Teacher:

AHC#:

Guidelines

1. To provide a safe environment for all individuals with extreme, life-threatening allergies or medical conditions (ie. anaphylaxis or diabetes), parents/legal guardians need to identify at-risk students to the Principal.
2. Once identified, a record will be kept for each person at risk of life-threatening allergies or medical conditions.
3. Parents of students with anaphylaxis allergies are expected to provide and maintain a current epi-pen. These students are expected to wear their epi-pen on their person at all times.
4. Parents of students with diabetes are expected to provide and maintain a glucose monitor and strips as well as emergency snacks.

Statement of Diagnosis

I, _____, state that my child, _____ has the following extreme medical condition diagnosed by a doctor (checked below):

Anaphylaxis

Allergy to:

Diabetes

Other (please specify):

Current Treatment

Emergency Procedure

Emergency Contact Information

Contact Name:

Home# :

Cell #:

Doctor's Name:

Doctor's #:

Consent

I, _____, consent to allowing school personnel to action the emergency procedures I have provided to the Principal, which could involve contacting 911, with the understanding that ambulance and other fees will be my responsibility. I also commit to ensuring that emergency information is updated throughout the year as needed.

Parent Signature: _____ Date: _____

Student

#406 Students Records

POLICY STATEMENT

Thrive Elementary Charter School has the responsibility for maintaining appropriate records necessary for the education of students, for program placement and student educational history.

The Principal shall be responsible for ensuring that staff members follow the provisions of the Education Act, Alberta Education Regulation 97/2019 and this administrative procedure for student records held in the school.

A student record shall consist of all information that affects the decisions made about the education of the student that is collected or maintained by the school, regardless of the way it is maintained or stored. Such records shall be in accordance with current Regulations of Alberta Education.

Guidelines

1. The Principal shall:

- 1.1 Ensure that the Student Record for each student enrolled in the school is either created or obtained if a Student Record exists.
 - 1.2 Ensure that Student Records are secure and shall ensure that the contents of a Student Record are updated annually.
2. Information about students shall be in digital form in the school in the Student Record and electronically in databases accessible to the school.
3. Information on student records is to be treated as confidential by staff members. Student records shall be stored in such a manner that this confidentiality is maintained. Information on student records may be released to certified professionals who have a bona fide interest in furthering the education of the student. Parental approval is to be obtained in advance, wherever possible. All information in the Student Record may be disclosed only in accordance with the School Act, the Student Record Regulation, and the Freedom of Information and Protection of Privacy Act.

4. Student records containing the information referred to in section (2) of the AR 97/2019, shall be created and updated within PASI and all procedures for maintaining records and providing access to records must be maintained. Following a student's transfer, any hard copy or digital records should be disposed of in a manner that maintains the confidential nature of the information.
5. When a parent has reviewed the student record and finds information to be invalid or record keeping procedures unsatisfactory, he/she may appeal to the Superintendent and/or Board. If no satisfaction is received, a further appeal may be made to the Minister of Education.

Student Record Contents

A Student Record shall contain all information affecting the decisions made about the education of a student regardless of the way it is maintained or stored including:

1. Student's name as registered under the *Vital Statistics Act* or, if the student was born in a jurisdiction outside Alberta, the student's name as registered in that jurisdiction, and any other surnames by which the student is known. A copy of the information used to verify the student's legal identity shall be placed in the Student Record. A school may accept a copy of the student's birth certificate, if the student was born in Canada, or another official document acceptable to the board, if the student was born outside Canada.
2. Student identification number assigned to the student by the Minister of Education,
3. Name of the student's parent, addresses and telephone numbers of the student's parent, and copy of any separation agreement or court order defining access to a student and the student's information,
4. Birth date and sex, of the student, including a copy of the citizenship papers of the student and, if the student is not a Canadian citizen, the type of visa or other document pursuant to which the student is lawfully admitted to

- Canada for permanent or temporary residence, and the expiry date of that visa or other document,
5. Names of all schools attended by the student in Alberta and the dates of enrolment, if known,
 6. Annual summary or a summary at the end of each semester of the student's achievement or progress in the courses and programs in which the student is enrolled,
 7. Results obtained by the student on any diagnostic test, achievement test conducted by or on behalf of the province, and standardized test under any testing program administered by the board to all or a large portion of the students or to a specific grade level of students, the results of any application under any regulation required by Alberta Education for special provisions or directive.
 8. Annual summary of the student's school attendance,
 9. Information about any suspension of more than one day or expulsion relating to the student or the student's rights pursuant to the *Education Act*, which must be retained on the Student Record for a minimum period of one year following the date of the suspension or expulsion, and a maximum period of three years following the date of the suspension or expulsion after which the information must be removed from the student's record
 10. If the parent of the student is eligible to have the student taught in the French language pursuant to Section 23 of the *Canadian Charter of Rights and Freedoms*, a notation to indicate that and a notation to indicate whether the parent wishes to exercise that right.
 11. If an individualized program plan is specifically devised for a student, the current plan and any amendments to the plan must be placed on the Student Record of that student in addition to summaries of all the previous school years' individualized program plans.

References:

The Education Act (Alberta)

Approved: September 1, 2023

Review Date: 2026

Student

#407 Field Trips

POLICY STATEMENT

Definitions

1. A "field trip" is defined as a learning experience sponsored by the school that takes place away from school premises. Thrive School supports the following types of field trips as being of educational value to students:
 - a. "Curricular Field Trip": The field trip is an integral component of a course of study (e.g. Grade 6 Science field trip to the Telus World of Science).
 - b. "Co-Curricular Field Trip": The field trip is an extension of a course of study, but is not an integral component of the course.
 - c. "Extra-curricular Field Trip": The field trip is part of the extra-curricular program offered by the school (e.g. school volleyball team field trip to a tournament).
2. A "participant" is defined as a student, teacher, other staff member, or volunteer who takes part in a school field trip.

A. Approval Categories and Procedures

Approval procedures for each field trip are categorized according to the duration, destination and/or cost of the trip, as per the following:

1. **Category 1:** Local walking field trip for curricular or co-curricular programming. (E.g. Leaf walks in the immediate area of the school for Science and or Art) and will not exceed 2 hours.
 - a. The teacher shall submit a field trip proposal to the principal for approval at least two days prior to the event occurring.
2. The request for approval shall include detailed information regarding the following:
 - a. Purpose
 - b. Destination (walking route)
 - c. Educational value and curriculum relevance
 - d. Number of students
 - e. Itinerary
 - f. Supervision
 - g. Transportation – if applicable
 - h. Costs and funding arrangements

- i. Risks associated with the proposed field trip, particularly if the trip involves a degree of risk beyond that associated with normal day-to-day activities.
 - j. Alternative meaningful “in-school” learning activities shall be provided for students who do not participate in the field trip.
 - k. Field trip information forms shall be distributed to parents/guardians. Parents/guardians will also be notified at the start of the year that classrooms may go on walking field trips in the immediate area of the school for educational purposes.
 - l. Parents may opt their children out of the walking field trip.
3. **Category 2:** Field trips within Edmonton, and within a 100 km radius of Edmonton and area and the field trip not exceeding one school day. The Principal is authorized to approve field trips in this category, using the following procedures:
- a. The teacher shall submit a field trip proposal to the Principal at least one week prior to the anticipated departure date; although it is acknowledged that there may be a need for exceptions to this deadline, depending upon the circumstances.
 - b. The request for approval must be made prior to any communication home or collection of permission to participate forms being sent out to parents.
 - c. The request for approval shall include detailed information regarding the following:
 - i. Purpose
 - ii. Destination
 - iii. Educational value and curriculum relevance
 - iv. Number of students
 - v. Itinerary
 - vi. Supervision
 - vii. Transportation
 - viii. Costs and funding arrangements
 - ix. Risks associated with the proposed field trip, particularly if the trip involves a degree of risk beyond that associated with normal day-to-day activities.
 - x. Alternative meaningful “in-school” learning activities shall be provided for students who do not participate in the field trip.
 - xi. Field trip information forms shall be distributed to parents/guardians.

- xii. A signed parent/guardian field trip consent form must be received for each participating student.
4. **Category 3:** Field trips that involve destinations beyond 100 km of Edmonton. The Board of Directors must approve field trips in this category, using the following procedures:
- a. The Principal shall submit a field trip proposal to the Superintendent at least one month prior to the anticipated departure date, although it is acknowledged that there may be a need for exceptions to this deadline, depending upon the circumstances. The Principal shall also comply with the time guidelines in C.8 below.
 - b. The request for approval shall include detailed information regarding the following:
 - i. Purpose
 - ii. Destination
 - iii. Educational value and curriculum relevance
 - iv. Number of students
 - v. Itinerary
 - vi. Supervision
 - vii. Transportation
 - viii. Costs and funding arrangements
 - ix. Risks associated with the proposed field trip, particularly if the trip involves a degree of risk beyond that associated with normal day-to-day activities
 - c. Alternative meaningful “in-school” learning activities shall be provided for students who do not participate in the field trip.
 - d. Field trip information forms shall be distributed to parents/guardians.
 - e. A signed parent/guardian field trip consent form must be received for each participating student.

B. Cost of Field Trips/Accessibility to Students

- 1. All eligible students shall have opportunity to participate in curricular field trips (see A.1.a). For co-curricular and extra-curricular field trips, it may be necessary to implement a selection process to determine eligibility.
- 2. When selection of students is necessary, the criteria shall be:
 - a. Demonstrated responsibility.
 - b. Acceptable record of behaviour.

- c. Demonstrated commitment to preparation for the field trip.
3. Notwithstanding C.3 above, it is recognized that in the case of school teams and some clubs, selection based on ability may be necessary.
4. When selection of students is necessary, the teacher in charge of the field trip shall arrange for the selection, with the final responsibility resting with the Principal.
5. In most cases, the entire cost of a curricular field trip (see A.1.a) shall be borne by the school budget.
6. The costs of co-curricular field trips and extra-curricular field trips may be covered by the school budget, fund raising initiatives, donations, or any combination thereof.

C. Supervision.

1. All field trips shall be under the direct supervision of a certificated teacher.
2. Supervisory personnel, including parents and other volunteers, are agents of the Board of Directors for the purpose of this policy.
3. The Principal is responsible for the level and quality of supervision on each field trip and is authorized to approve details regarding supervision, giving consideration to the following factors:
 - a. The number of participants.
 - b. The age, maturity and competency of the participants.
 - c. The distance involved.
 - d. The duration of the field trip.
 - e. The nature of the venue(s) being visited.
 - f. The type of vehicle(s) being used for transportation.
 - g. The nature of the activities to be undertaken and the risks associated with them.
 - h. The extent to which the teacher supervisor is familiar with the venue(s).
 - i. The supervision guidelines suggested in the publication, *Safety Guidelines for Physical Activity in Alberta Schools 2013* (and all subsequent versions) and *Safety Guidelines for Secondary Interschool Athletics in Alberta 2012* (and all subsequent versions).
 - j. Other factors which, in the judgment of the principal, are important to the successful and safe implementation of the field trip.
4. Additional adult supervision must be considered for field trips involving:

- a. Supervisors who are members of the same family.
 - b. Student participants of a single gender, where the designated adult supervisor is of the opposite gender.
5. Suggested supervision guidelines for many activities associated with school field trips are included in the publications, *Safety Guidelines for Physical Activity in Alberta Schools* and *Safety Guidelines for Secondary Interschool Athletics in Alberta*. The Principal shall give consideration to *Safety Guidelines ...* and to the factors listed in D.3 above in determining the most appropriate level of supervision for each field trip. In the event that supervision guidelines are not provided in *Safety Guidelines ...*, the Principal shall give consideration to the factors listed in D.3 above and to the following suggested guidelines in determining the most appropriate level of supervision for each field trip.
- a. A suggested guideline of supervision for field trips to destinations of 25 kilometers or less from the school is:
 - i. For students in kindergarten to grade five, one adult to ten students.
 - ii. For students in grades six to twelve, one adult to fifteen students.
 - b. A suggested guideline of supervision for field trips to destinations of more than 25 kilometers from the school is:
 - i. For students in kindergarten, one adult to five students.
 - ii. For students in grades one to three, one adult to eight students.
 - iii. For students in grades four to eight, one adult to ten students.
 - iv. For students in grades nine to twelve, one adult to fifteen students.
6. The Principal must be satisfied that teachers and/or supervisors have sufficient and appropriate qualifications to carry out specialized activities (e.g. canoeing, backpacking into remote wilderness areas, activities undertaken during subzero temperatures).
7. The Principal shall determine the extent to which it is necessary for field trip supervisory personnel to possess a basic, current knowledge of first aid, cardio-pulmonary resuscitation, and/or other emergency procedures.
8. A cell phone shall be taken on all field trips.

D. Parental Consent

1. Parents/guardians must be provided with written information regarding all field trips.
2. With the exceptions listed in (a) and (b) immediately below, parental consent must be received for each field trip on an individual trip basis. A single, overall parental consent may be obtained for the following types of multiple or serial field trips:
 - a. A series of walking/running trips within the immediate vicinity of the school (Category 1 Field Trips).
 - b. A series of field trips of the same nature (e.g. instructional swim program, series of swim lessons as part of a Physical Education course of study, basketball team schedule of games).
3. Special provision may be required when seeking consent from parents if language, literacy, or cultural barriers exist. The Principal is responsible to ensure that these special provisions are in place when needed.

E. School Absences

1. To the extent possible, field trips should be planned to occur at times that will not negatively affect the student's school program. It is recognized that some field trips may infringe upon the instructional time of other subject areas. In such instances, every effort must be made to have the student catch up on the classes that were missed. The teacher in charge of each field trip is responsible to advise, in advance, all other teachers whose students will be absent from class due to their participation in a field trip.

F. Safety

1. The primary references for safety expectations and precautions shall be *Safety Guidelines for Physical Activity in Alberta Schools 2013* (and all subsequent versions) and *Safety Guidelines for Secondary Interschool Athletics in Alberta 2012* (and all subsequent versions). In the case of a difference between guidelines set out in these publications and Board policy or other approved references, the guidelines that set out the most stringent expectations and precautions shall take precedence.
2. The teacher in charge of a field trip is responsible to carry a list of the following on each field trip:
 - a. Names of participants.

- b. Telephone contact numbers for participants.
- c. Medication and medical alert needs for participants, as needed.
- 3. The teacher in charge of the field trip is responsible for acquiring sufficient awareness of and information about each venue and about the activities to be undertaken during the field trip, so as to maximize the safety of all field trip participants.
- 4. The consumption of alcoholic beverages or illegal drugs by all participants, including staff members and volunteer supervisors, is prohibited during all field trips.
- 5. Following approval of a field trip, the approving authority (i.e. Principal and or Superintendent) is responsible to monitor the level of risk associated with the field trip and has the authority to cancel the field trip, either prior to or during its implementation, if in the judgment of the approving authority, it is unsafe to commence or continue the field trip. In the event that a field trip is cancelled under such circumstances, the school will not provide compensation or reimbursement to students, parents, or staff for costs associated with the field trip, unless the specific funds contributed by students, parents, or staff are available to the school.

G. Medical Coverage

- 1. All students participating in field trips must have health care coverage.

H. Emergency Planning/Responses

- 1. The teacher(s) responsible for planning and supervising a field trip shall ensure that, where necessary, a first aid kit is available for use in response to an emergency medical situation.
- 2. The Principal is responsible to determine the extent to which it is necessary for field trip supervisory personnel to possess a basic, current knowledge of first aid, cardio-pulmonary resuscitation, and/or other emergency procedures.
- 3. The teacher/supervisor in charge of a field trip is authorized to change field trip plans in the event of an emergency.
- 4. If a medical emergency occurs during a field trip, the teacher/supervisor shall:
 - a. Assess the situation and if injuries have occurred:
 - i. Attend to the immediate medical concerns.

- ii. Call or make arrangements to call for rescue, assistance or ambulance, as required.
 - b. Determine whether or not the trip will continue based upon all the circumstances.
 - c. Notify the Principal at the earliest opportunity if serious injuries have occurred, so that the Principal may inform the Superintendent and parents/guardians.
 - d. Complete an accident report within 24 hours of the incident.
5. All personnel involved in field trips shall be familiar with the doctrine of in loco parentis. It is acknowledged that protection from action is afforded to employees by the *Emergency Medical Aid Act* (Alberta).

I. Liability and Insurance

1. The Principal shall ensure that each proposed field trip is covered under policies of insurance held by the Thrive Charter School Society.
2. When private vehicles are used to provide transportation for field trips, the field trip organizer shall ensure that the owner is informed of the liability insurance coverage carried by the Thrive Charter School Society and the requirement that vehicles be adequately insured when used for conveying students on field trips.
3. When volunteer drivers are engaged in transporting others on field trips, a volunteer driver authorization form shall be completed and submitted to the Principal prior to the field trip.

J. Transportation

1. When vehicular transportation is required for field trips, public licensed carriers, including school buses, shall be used to the extent possible. Under special circumstances, and only with the authorization of the Principal, private vehicles may be used.
2. Fifteen passenger vans shall not be used to transport students.

Student

#409 Child Protection

POLICY STATEMENT

The Board of Directors believes that children have a right to be safe and adequately cared for at school, at home, and in the community. As such, the school has a responsibility to safeguard children from injury, abuse, and neglect and will work in cooperation with Alberta Child and Family Services authorities, law enforcement agencies, Alberta Health Services, and other individuals and agencies as needed in order to fulfill these responsibilities.

Definitions

1. "Physical injury": For the purposes of this policy, a child is physically injured if there is substantial and observable injury to any part of the child's body as a result of the non-accidental application of force or an agent to the child's body that is evidenced by a laceration, a contusion, an abrasion, a scar, a fracture or other bony injury, a dislocation, a sprain, hemorrhaging, the rupture of viscus, a burn, a scald, frostbite, the loss or alteration of consciousness or physiological functioning or the loss of hair or teeth.
2. "Sexual abuse": A child is sexually abused if the child is inappropriately exposed or subjected to sexual contact, activity or behaviour including prostitution related activities. Exposing children to child pornography or luring children through the Internet are forms of sexual abuse.
3. "Emotional injury": A child is emotionally injured if there is impairment of the child's mental or emotional functioning or development, and if there are reasonable and probable grounds to believe that the emotional injury is the result of:
 - Rejection.
 - Emotional, social, cognitive, or physiological neglect.
 - Deprivation of affection or cognitive stimulation.
 - Exposure to domestic violence or severe domestic disharmony.
 - Inappropriate criticism, threats, humiliation, accusations, or expectations of or toward the child.
 - The mental or emotional condition of the guardian of the child or of anyone living in the same residence as the child.
 - Chronic alcohol or drug abuse by the guardian or by anyone living in the same residence as the child.

4. "Neglect": A child is neglected if the guardian:
 - Is unable or unwilling to provide the child with the necessities of life.
 - Is unable or unwilling to obtain for the child, or to permit the child to receive, essential medical, surgical, or other remedial treatment that is necessary for the health or well-being of the child.
 - Is unable or unwilling to provide the child with adequate care of supervision.

Guidelines

1. The Superintendent of Schools or designate is responsible to ensure that all members of the school staff are aware of the obligations to report under the terms of the Child, Youth and Family Enhancement Act.
2. According to the Child, Youth and Family Enhancement Act, a child is in need of intervention if there are reasonable and probable grounds to believe that the survival, security or development of the child is endangered because of any of the following:
 - a. The child has been abandoned or lost.
 - b. The guardian of the child is dead, and the child has no other guardian.
 - c. The child is neglected by the guardian.
 - d. The child has been or there is substantial risk that the child will be physically injured or sexually abused by the guardian of the child.
 - e. The guardian of the child is unable or unwilling to protect the child from physical injury or sexual abuse.
 - f. The child has been emotionally injured by the guardian of the child.
 - g. The guardian of the child is unable or unwilling to protect the child from emotional injury.
 - h. The guardian of the child has subjected the child to or is unable or unwilling to protect the child from cruel and unusual treatment or punishment.
3. Legal Duty to Report
 - a. A staff member who has reasonable and probable grounds to believe that a child is in need of intervention shall immediately report the matter, either by telephone or "in person", to an intake worker with Alberta Child and Family Services.
 - i. The staff member shall prepare a written note at this time that includes:
 - The reasons giving rise to the report, including documentation of any relevant statements made by the child.

- The name of the staff member submitting the report.
 - The name of the intake worker receiving the report.
 - The time and date that the report was made.
- ii. The staff member's written note shall remain in the possession of the reporting staff member and shall be kept in a secure, confidential file.
- b. The staff member shall then immediately inform the school Principal of the report and the circumstances giving rise to it. In so doing, the staff member is to provide the Principal with a copy of the note referenced in 3.a.i above. No investigation is to be carried out by school personnel at this or any other time.
 - c. In the spirit of collaboration, the Principal is encouraged to follow up on the case by contacting Alberta Child and Family Services to obtain relevant information on the disposition of the case.
 - d. At the completion of the investigation and disposition of the case the staff member, school counsellor, and Principal shall meet to consider strategies that may be implemented to provide support and assistance to the child.

4. Personal Safety Instruction

- a. In accordance with the provisions of the *Program of Studies for Health and Life Skills (Kindergarten to grade 9)*, the school Principal shall ensure that personal safety instruction is provided to children and students enrolled at the school.
- b. The Principal is responsible to ensure that appropriate in-service training is provided for teachers offering personal safety instruction to children and students.
- c. In providing personal safety instruction to children and students, teachers shall use only those resources that have been authorized by Alberta Education for the provision of child personal safety instruction.

References:

The Education Act (Alberta)
 Child, Youth and Family Enhancement Act
 Freedom of Information and Protection of Privacy Act
 Student Record Regulation
 Responding to Child Abuse – A Handbook (October 2005)
 Student Record Regulation Information Bulletin 3.2.7

Approved: September 1, 2024

Review Date: 2027

Staff, Contractor, Volunteer
Computer Use Agreement

Schedule C- Responsible Technology Use Agreement

The information requested on this form is collected pursuant to the Education Act, Section 34 and in accordance with the Freedom of information and Protection of Privacy Act (FOIP). The information will be used to establish that the Account Holders have an understanding of the policy for Responsible Technology Use and have consented to the rules and precautions in place for such usage. If you have questions concerning the collection or use of this information, please contact your FOIP Coordinator at 780-416-2353.

Preamble

Thrive Charter Elementary School provides Internet and e-mail access to all staff and volunteers working with Thrive Elementary School such as Board of Directors and the School Council Executive. In the case of contractors, internet access is granted. The purpose of the internet and e-mail access is to facilitate communications in support of research and education by providing access to a variety of electronic resources and opportunities for collaborative work.

All users have access to Thrive Charter Elementary School IT resources (software, hardware, network, and internet), or their own personal electronic device for educational or business purposes. Usage of these services are tied to the user accounts issued to employees and are subject to limitations and requirements as laid out in this document. This agreement shall be reviewed and signed by staff, contractors, and volunteers upon commencement of employment, and/or as required by school or jurisdiction administration.

Account Holders and users are accountable for the content of all e-mail messages sent from their e-mail accounts, whether internal or external, and the content of all internet use. Messages and internet use relating to or in support of illegal activities will be reported to the authorities and will result in the loss of user and Account Holder privileges, and possible legal action.

The use of Thrive Elementary School technology including computers, network, and electronic mail (e-mail) is not private. Thrive Charter Elementary School, including IT personnel who maintain the system, have access to all email and internet use. Thrive Elementary Charter School reserves the right to access, audit and monitor use of all supplied technology resources for non-compliance to this agreement, without prior notice to the user.

Conditions For Use

To remain eligible as an Account Holder and user, the use of your account must be in support of, and consistent with: Federal and Provincial Law, Thrive Charter Elementary Charter School Society policies, Administrative Procedures, and the school's standards, guidelines and regulations including this document.

The responsible and appropriate use of Technology including the internet and e-mail is a responsibility of each Account Holder.

- Any unacceptable use, including the violation of the terms of this agreement, and any additional rules that Thrive Elementary Charter School may put in place regarding the use of the jurisdiction's system, will result in cancellation of the privilege of use of the school's systems for access to the Internet.
- Thrive Elementary Charter School may deny, revoke, suspend or close any holder account at any time based upon a determination of unacceptable use by an Account Holder or authorized user.

1 STAFF, CONTRACTOR, AND VOLUNTEER RESPONSIBLE TECHNOLOGY USE AGREEMENT (Spring, 2021)

- The determination as to whether an unacceptable use has occurred will be a decision solely within the discretion of the Superintendent or designate.

Thrive Elementary Charter School internet service can be used for personal communication provided:

- the use is consistent with the school's Administrative Procedures including those outlined in this document
- and providing it does not disrupt the carrying out of duties by the Account Holder or others.

Any external technology must comply with the school's Admin Procedures or any related technology guidelines and procedures. Some examples may include but are not limited to cell phones & external storage devices.

Responsible Use

- I will follow all school **jurisdiction** policies and administrative procedures regarding responsible use of technology.
- I will take full responsibility for, and respectfully use, all IT resources and equipment available to me.
- I will take responsibility for my actions when viewing and posting information and images online.
- I will treat others with respect and use appropriate language and images when communicating with others.
- I will only use IT resources and equipment for legal and appropriate activities.
- I will abide by copyright laws and use correct citation of my information sources.
- I will only use my own account and electronic data unless granted sharing permission by another user.
- I will use IT equipment, bandwidth, and file space responsibly.
- I will keep my password confidential.
- I understand I am responsible for any actions performed on the computer while I am logged on, therefore I will always log out when finished on the computer or when I am away from the workstation.
- When I am using my school account off-site (at home, or another location) or for personal purposes I understand that Thrive Charter Elementary Charter School Society policies, Administrative Procedures, and school standards, guidelines and regulations including this document still apply.

Safe Use

- I will keep my personal information secure
- I will help maintain a safe computing environment by reporting any inappropriate material, security, or network problems to a school administrator or system administrator.
- I understand the jurisdiction uses a web filter to safeguard staff from inappropriate content, but that it may not always be possible to block inappropriate content.
- I will not further distribute inappropriate content.

2 STAFF, CONTRACTOR, AND VOLUNTEER RESPONSIBLE TECHNOLOGY USE AGREEMENT (Spring, 2021)

Reliability

- I understand technicians do their best to ensure the availability and reliability of the school's IT resources; however, I also understand IT resources may be unavailable at times due to extenuating circumstances.
- I understand not all information on the Internet is true and accurate, therefore I will assess the information that I find.
- I understand Network Administrators may review files and communications to maintain integrity of the system and to ensure responsible use.

Personally-Owned Devices

Individuals may use their own personal electronic devices using the school's internet. When using a personal mobile device, all of the above conditions apply, in addition to the following:

- If I wish to access my school account on my phone or any other mobile device I am required to download the appropriate software on my personal mobile device.
- I realize that by registering/using my personal device on the school's internet, the device can be monitored and my computing activities can be traced back to me.
- I will ensure my personal device is equipped with current virus protection software if supported by the device.
- I will use my personal electronic device appropriately during instructional time. During non-instructional/non work times, staff may use their personal electronic devices providing that they adhere to the expectations of this agreement.
- I understand the security, care, connectivity, and maintenance of my device is my responsibility.
- I understand that Thrive Charter Elementary Charter School Society is not responsible for the loss, theft, or damage of my device.
- I understand technical support for my personal electronic devices is my responsibility.

Unacceptable Material

Users may encounter material of which the access or use, is unacceptable, such as hate literature, pornography and information related to immoral or illegal activities. It is the user's responsibility:

- not to initiate access to such material; and,
- to cease access to such material immediately upon discovery that access has been inadvertently gained to such material; and
- to report the inadvertent access, in writing, to their supervisor.

Thrive Charter Elementary Charter School Society shall not be liable for any decision by any service provider, or by the Society itself, to restrict access to, or to regulate access to, material on the Internet. It is also understood by the undersigned that the jurisdiction does not control material on the internet and the jurisdiction is therefore unable to control the content of data that a user may discover or encounter through the use of the Internet.

3 STAFF, CONTRACTOR, AND VOLUNTEER RESPONSIBLE TECHNOLOGY USE AGREEMENT (Spring, 2021)

Penalties for Improper Use

Any user violating these rules, applicable Provincial, Federal, Municipal or International laws or posted classroom, school and Division rules is subject to loss of internet privileges and any other jurisdiction disciplinary options up to and including dismissal.

STAFF/CONTRACTOR/VOLUNTEER AGREEMENT

I have read, understand, and will abide by the provisions and conditions of Thrive's Responsible Technology Use Agreement. I understand the inappropriate use of IT resources (equipment and/or the internet) may result in suspension, cancellation of access privileges, and/or disciplinary/legal action. By signing below, I accept the conditions of this agreement.

Name: _____

Signature: _____

Position: _____

Date: _____