

School Operations

Administrative Procedure #210 A Safe and Caring Environment that Fosters and Maintains Respectful and Responsible Behaviours

1. Purpose

1. This administrative procedure outlines the processes by which Thrive Elementary Charter School implements Policy #210, ensuring the creation and maintenance of a safe and caring environment that fosters and maintains respectful and responsible behaviours at school and school related activities.

This procedure establishes behaviour expectations and accountability; reporting and investigation processes; progressive discipline and restorative practices; mandatory reporting obligations; comprehensive emergency response protocols consistent with Alberta school authority standards; and documentation and annual review requirements.

This procedure operates in alignment with Administrative Procedure #200 Occupational Health and Safety; Administrative Procedure #203 Working Alone; Administrative Procedure #206 Emergency Closure; the Education Act; and the Occupational Health and Safety Act, Regulation and Code.

2. Roles and Responsibilities

2.1. Principal

- 2.1.1. The Principal shall lead the development and annual review of the Student Code of Conduct and ensure it is in alignment with the school's charter, government legislation and regulation; establish clear communication protocols; ensure annual staff training; oversee investigation and resolution of reported incidents; ensure emergency response procedures are current and aligned with local emergency services; maintain documentation of drills and corrective actions; and serve as Incident Lead unless law enforcement assumes command.
- 2.1.2. Ensure that the Student Code of Conduct is reviewed annually and addresses all provincial requirements that address violence, preventing violence

2.2. Staff

- 2.2.1. Staff shall model positive behaviours; intervene and report unsafe conduct; apply progressive discipline; follow emergency procedures; call 911 if imminent risk exists; participate in required drills and training; and fulfill mandatory reporting obligations.

2.3. Students

2.3.1. Students shall demonstrate behaviour consistent with school expectations; refrain from engaging in violence; assist in the prevention of violence through safe and appropriate actions, including reporting concerns or unsafe conduct to a staff member; and follow staff direction during emergencies.

2.3.2. Students are not expected to intervene physically in a violent or potentially violent incident or take any action that could place their own safety or the safety of others at risk.

2.4. Parents/Guardians

2.4.1. Parents/Guardians shall support school expectations, engage respectfully with staff, and follow emergency and reunification procedures. Parents must also ensure that their conduct contributes a safe and caring environment that fosters and maintains respectful and responsible behaviours at school and on school related activities.

2.4.2. Support their child in ensuring the child does not engage in violence and reinforce their child's role in preventing violence in schools.

2.5. Reporting and Responding to Incidents

2.5.1. Reporting Procedures

Reports of unacceptable behaviour may be made in person, in writing, using the Incident Reporting Form (Appendix A), or anonymously. Reports must be forwarded to the Principal or designate within one school day.

2.5.2. Investigation Process

The Principal or designate will initiate investigation within 24 hours where reasonably possible; ensure documentation is timely and respectful of privacy; provide opportunity for all parties to share their perspective; and determine appropriate interventions or consequences.

2.5.3. Interventions and Consequences

Responses shall follow progressive discipline principles; consider student age and circumstances; incorporate restorative practices where appropriate; and provide behavioural and other supports.

2.5.4. Supports

Students impacted by misconduct will be offered counselling or required supports. Students engaging in inappropriate behaviour will receive behavioural intervention as necessary.

3. Emergency Escalation

- 3.1. If there is imminent risk to life or safety, staff shall call 911 immediately. The Principal or designate shall be notified as soon as possible, and the Superintendent shall be informed. Calling emergency services does not require prior administrative approval in urgent circumstances.
4. **Emergency Response Protocols – Thrive Elementary Crisis Management Plan is located in the school.**
5. **Off-Site Students (Field Trips, Transportation, Outdoor Learning)**
 - 5.1. The principal will be advised of any accidents, problems, unusual incidents or weather-related concerns that may occur during the field trip. Also, parent(s) or guardian(s) will be contacted if health issues, injuries or student conduct are a concern with their child.
 - 5.2. When an emergency occurs while students are off-site, supervising staff shall call 911 if required, proceed to a safe location, notify the Principal, and not return until authorized. If the school enters Lockdown or Hold and Secure while students are off-site, students shall remain at their current safe location until the All Clear is issued.
6. **Family Reunification**
 - 6.1. Parents should know that the school's emergency planning and response process places a high degree of importance on reunifying parents and students as quickly, safely, and efficiently as possible. Once the school has met the first priorities of safely evacuating children and ensuring student accountability systems are fully operational, locations of parent reunification points will be provided in coordination with law enforcement and rescue personnel managing the incident.
 - 6.2. The reunification process is designed to meet the specific needs of the school, staff, students, and parents in a way that will ensure well-planned, organized, and efficient reunification of parents and children. A designated location is established for parents to reunite with their children following an emergency. This may be the school or another location in cases where the school building was evacuated. At the reunification site, school administrators and staff are to account for ALL students. Certain emergency situations may not allow for parents to gain immediate access to their children. Law enforcement and fire rescue responders may limit the number of persons within the affected area as they manage the emergency.
 - 6.3. Students are released only to authorized individuals listed on school documents/PowerSchool. Identification may be required. Sources where parents may expect to learn information about the locations of reunification points include:
7. **All involved staff must clearly know and understand their roles in the reunification process:**
 - 7.1. Secure all exterior doors and assign staff to monitor access points

- 7.2. Assign staff to monitor on-site traffic control. It is extremely important that the main access area to the school and fire lanes are always clear.
- 7.3. Assemble an organized parent/guardian receiving team to receive and direct parents/guardians when they arrive. Consideration should be given to setting up parent/guardian check-in tables.
- 7.4. Assign staff to ask for proper identification to verify that the individual is authorized to pick up the identified student(s).
- 7.5. Ensure that authorized persons follow sign-out procedures.

8. What should parents do in the event of an emergency?

- 8.1. The most helpful parental responses to a school emergency are to remain calm and wait for accurate information to be sent to the number listed on your child's emergency contact.

9. Additional key points for parents:

- 9.1. Remain calm, follow procedures, and cooperate with school and public safety officials.
- 9.2. Remain close to the phone listed as your emergency contact number.
- 9.3. Understand that emergency pickup procedures are different than routine pickup procedures. You may be required to pick up your child at the school or at a designated family reunification site.
- 9.4. Follow emergency procedures. If you are asked to pick up your child, you will be asked to follow the check out procedures established for emergencies.
- 9.5. The reunification system was developed to ensure the safety of all students and it is vital that the procedure be followed.
- 9.6. Remain in designated areas at the family reunification site.
- 9.7. Be patient!
- 9.8. If normal dismissal procedures cannot occur, the school shall activate a controlled reunification process. A designated reunification site may be established. Students shall only be released to authorized individuals listed in school records. Government-issued identification shall be verified, and student release shall be documented. Clear instructions shall be communicated to families.

Documentation and Records

1. All reports and outcomes must be documented using the Incident Reporting Form (Appendix A) and stored securely in the student records system. The school shall maintain drill logs, emergency plan review records, infrastructure review documentation, and corrective action tracking.

Drills

1. The school shall conduct a minimum of six fire drills annually (3 in the fall, 3 in the spring), two lockdown drills (including at least one unannounced), and one on-alert drill, in addition to any drills required by regulation. Drills shall be age-appropriate, trauma-informed, documented, and include corrective action tracking.
2. Fire drills
 - a. Unexpected fire drills shall be held at varied times of day and at unevenly spaced intervals throughout the school year, beginning during the first couple of weeks of school in September
 - b. Fire drills shall be held at least 3 times in each of the fall and spring school terms
 - c. A record of fire drill dates and times will be logged
 - d. Staff and students shall become familiar with at least two exits in the event one exit becomes inaccessible
 - e. Staff shall know the location of fire alarm stations in the school and be familiar with their operation
 - f. Staff shall know the location of fire extinguishers and be familiar with their use
3. Lockdown drills
 - a. Lockdown drills will be planned and carried out in accordance with Thrive's emergency plan and in a manner that is sensitive to our elementary school aged students involved.
 - b. A minimum of two lockdown drills per year.
 - c. Record dates and times of each lockdown drills.
 - d. Communicate with parents that a lockdown drill has been performed.
4. Annual Review and Communication
 - a. The Principal will coordinate an annual review of the Student Code of Conduct and this administrative procedure. Updated documents will be submitted to the Superintendent and Board.
 - b. The Student Code of Conduct will be provided annually to all staff, students and parents/guardians and will be made publicly available on the school website.
 - c. Relevant policies and administrative procedures will be communicated at the beginning of each school year and as required throughout the year.

Mandatory Reporting of Abuse or Neglect

1. All staff members are legally obligated to report suspected child abuse, neglect, or any situation where a child may require intervention directly to Alberta Children's Services at 1-800-387-KIDS (5437). Informing a supervisor does not fulfill this requirement. After making the report, staff should notify the Principal unless doing so would place the child at further

risk. The school will maintain only the date and time of the report. Annual training shall reinforce these responsibilities.

ADMINISTRATIVE PROCEDURE #210A

Safe and Caring Learning Environments: Objectivity, Impartiality and Diverse Viewpoints

1. Purpose

Administrative Procedure #210A provides administrative direction to address government legislative requirements emanating from “An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act” (2026). This AP addresses requirements set out in legislation to ensure a safe and caring environment that fosters and maintains respectful and responsible behaviours.

This administrative procedure is to be read in conjunction with Administrative Procedure #210 and the Thrive Student Code of Conduct.

2. Roles and Responsibilities

2.1. Principal

- 2.1.1. Ensure all teachers and support staff are aware of legislative requirements set out in the “An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act (2026).
- 2.1.2. Review teacher planning and lesson materials in accordance with the regular supervision of teachers.
- 2.1.3. Ensure that staff are not compelled to participate or express statements on conscientious, political, social, or ideological beliefs.

2.2. Teachers

- 2.2.1. Teacher planning takes into account legislative changes that ensure the following:
 - 2.2.1.1. Impartial education programming.
 - 2.2.1.2. Refrain from promoting, advocating for, or taking a position on political, social, or ideological matters in the delivery of education programming, while addressing such matters objectively and impartially where they appropriately arise within curriculum.
 - 2.2.1.3. Ensure courses, programs of study and instructional materials encourage a range of perspectives.
 - 2.2.1.4. Provides for meaningful parental involvement in their child’s learning and non-instructional school activities.
 - 2.2.1.5. Ensure a focus on academic rigor.

2.3. Parents

- 2.3.1. Engage in their child’s learning and non-instructional school activities where appropriate.

School Operations

Appendix A: Incident Reporting Form

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

Section 1: Reporter Information

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

Name of Person Reporting: _____

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

Contact Information (phone/email): _____

Date of Report: _____

Is this report anonymous? ☐ Yes ☐ No

Section 2: Incident Details

Date(s) of Incident: _____

Time of Incident (if known): _____

Location of Incident: _____

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

Type of Incident (check all that apply):

☐ Bullying ☐ Harassment ☐ Discrimination ☐ Violence ☐ Sexual Harassment

☐ Other: _____

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

Section 3: Individuals Involved

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

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

Were there any witnesses? ☐ Yes ☐ No

If yes, please list: _____

Section 4: Immediate Response

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

If yes, to whom? _____

Immediate actions taken (if any): _____

Section 5: Reporter's Request (optional)

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

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

Date received by Principal/Designate: _____

Investigation initiated: _____ Completed: _____

Summary of actions taken: _____

Supports provided: _____

Outcome: _____

Principal/Designate Signature: _____ Date: _____

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