

Administrative Procedure 350

Please review [Policy 14 – A Place for All](#) as additional background and support for this Administrative Procedure.

RESPECT FOR ALL - STUDENT CODE OF CONDUCT

Background

As members of the Foothills School Division (FSD) community, each of us is expected to consistently foster a welcoming, caring, respectful, and safe environment that prioritizes respect and acceptance for diversity. This environment provides each learner with relevant and engaging learning opportunities as well as appropriate and timely support for each person to feel valued and to be successful at FSD. Our collective responsibility is to foster a [Place for All](#).

To achieve our Vision, Mission, and Organizational Purpose, each student holds a responsibility and role to play in contributing to, enhancing, and promoting a place for all in all FSD schools and facilities, and when representing the school or school division on field trips or other school related activities. This also includes student conduct on Foothills School Division Transportation Services.

The *Student Code of Conduct* draws upon a research-based framework of *Positive Behavior Support*. This anchor provides wiser practice for student conduct and the supports available to support students in the school context.

Purpose

This *Student Code of Conduct* helps and guides students to:

- Maintain appropriate behaviours and provide a balance between individual and collective rights, freedoms, and responsibilities in the school community.
- Promote student learning, growth, and understanding.
- Assure that students possess a strong connection to their schools.
- Learn how to address issues of dispute and conflict, develop empathy, and become positive citizens.
- Contribute actively to welcoming, caring, respectful, and safe learning environments focussed on each learner's success.

The *Student Code of Conduct* establishes:

- Positive student behavioural expectations
- Possible consequences and interventions for student behaviour and conduct not aligned with these positive expectations.

The *Student Code of Conduct* applies:

- Whether inside and outside of the school building or school day if the conduct negatively affects a member of the school community or interferes with the culture of learning in the school environment.

The *Student Code of Conduct* includes:

- Supports to be provided for any students who are impacted by inappropriate behaviour.
- Supports for students who engage in inappropriate behaviour.

Division Student Code of Conduct

In accordance with the *Education Act* **students** are expected to conduct themselves in accordance with the Division and School *Student Code of Conduct*.

The Education Act states an expectation of positive student behaviours. These include (but are not limited to):

- Being respectful to oneself and to all members of the school community.
- Assuring that individual conduct contributes to a sense of belonging for all.
- Refraining from all bullying, harassment, or discrimination towards others including violence, retribution, threats, theft, vandalism, and illegal activities.
No student shall bring weapons, replicas of weapons, or items that can be used as weapons to the school.
- Using language and words that do not include profanity, cursing or abusive language.
- No student shall use, consume, possess, distribute, sell or be under the influence of illegal and/or illicit, restricted substances (e.g., cigarettes, vaping, alcohol, drugs, marijuana, other).
- Reporting acts of bullying, harassment, or discrimination in a safe and timely manner to an adult in the school or parent who will then contact the school.
- Engaging actively and positively and not interfering with learning and school activities.
- Attending school regularly and punctually.
- Cooperating in a reciprocal respectful way with staff and other students.
- Knowing and complying with school rules.
- Being responsible and accountable for individual choices and behaviours.

Possible consequences, interventions and supports for conduct that does not align with positive student behaviours will follow a progressive discipline approach and include (but are not limited to):

- Parent/Guardian/Caregiver phone calls, meetings, requests to pick student up as soon as possible.
- Referrals to specialized, school based, division based, or community-based supports (i.e., Principal and FSD Family School Liaison Counselor).
- Detentions, in school and out of school suspensions.
- Additional learning assignments (e.g., research on long terms effects of bullying on the brain).
- Restorative justice practices.
- Student expulsion (as per clauses in the *Education Act*).
- Violence Threat Risk Assessments (VTRA)
- Student attendance plans
- Behavioural Support Plans
- It is important to note:
 - Parents will be notified of interventions and/or consequences related to major/severe behaviors for your child.
 - Parents cannot be notified of any details about any interventions and/or consequences for any student except for their own child.
 - The use of corporal punishment is strictly prohibited.
 - Physically restraining a student shall only be used if a student is a danger to themselves or others (each school assures that some members on staff have up to date Non-Violent Crisis Intervention (NVCi) training)
 - Consequences must consider the student's age, maturity and/or individual circumstances (e.g., student needs and complexities including physical, behavioural, communicational, cognitive, mental health, trauma, past interventions trialed, and accommodations/supports).

Schools

Under the leadership of the school principal, schools will develop a *School Code of Conduct* that includes:

- Consideration of core values such as belonging, citizenship, diversity, fairness, and respect.
- A focus on encouraging and promoting positive student behaviour through the provision of strategies and programs to develop pro-social skills.
- Alignment with school's socio-emotional learning program and language.
- The development, review, and continuous enhancement and inclusion of a school Progressive Discipline Continuum.
- Reference to or inclusion of the Division Dress Code as defined in Appendix B – Definitions in this document.
 - School administration will collaborate with students, staff, and parents to inform the development of the school dress code.
- Reference and adherence to the **Division Student Code of Conduct**.
- Reference and adherence to the **Definitions** in Appendix B of this Administrative Procedure.
- Provisions to review the *School Code of Conduct*:
 - Before September 30 of each school year with all school staff.
 - Before September 30 of each school year with all students.
 - Before October 31 of each school year with School Council.
- Provisions to:
 - Make a copy of the *School Code of Conduct* available to all parents before September 30 of each school year.
 - Make the *School Code of Conduct* visible on the school's website before September 30 of each school year (when updated from the prior year).
 - Review and update (where needed) the *School Code of Conduct* with staff, students, and School Council annually in April.

Staff

Under the leadership of the principal, staff are responsible for establishing:

- A positive school climate in which structure, support, and encouragement is provided to assist the student in understanding and aligning behaviour with the *School Student Code of Conduct*.
- A school environment that encourages and reinforces positive student behaviours, thus increasing social-emotional competencies including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- Teaching of lagging skills as part of the *Positive Behavior Supports* framework to address personal growth and well-being competencies as outlined by Alberta Education.
- Responses to unacceptable behaviour that give first consideration to the safety and security of students, staff, and other members of the school community.
- Proactive and preventative approaches to reduce the occurrence of unacceptable behaviour and maintain environments that are conducive to teaching and learning.
- A joint effort to learn and a feeling of mutual respect among staff, students, and parents.
- On-going and timely communication between staff and parents to encourage and provide the opportunity for active and constructive parental involvement in the education of their children.

Parents/Guardians/Caregivers

Parents are partners in their child's education. They have a responsibility to take an active role in their child(ren)'s educational success and will support their child(ren) in complying with their responsibilities as students. Parent conduct should contribute to a welcoming, caring, respectful, and safe learning environment. Foothills School Division believes that the role of the parent with respect to education and as outlined in the Education Act, will:

- Encourage, foster, and advance collaborative, positive and respectful relationships with teachers, principals, other staff and professionals providing supports and services in the school.
- Assure that the child attends regularly and is punctual.
- Be aware of, and support, the expectations from the *School Code of Conduct*.
- Communicate and collaborate with school staff about any concerns regarding *Student Code of Conduct*.

Appendix A – Legislative Framework

Alberta law sets out responsibilities for all partners in the education system and society, including students, parents and caregivers, staff, and school divisions. The legislative framework is listed below:

[Alberta Education Act](#)

[Alberta Human Rights Act](#)

[Child, Youth and Family Enhancement Act](#)

[Abuse and Bullying](#)

[AP 311, Physical Restraint, Seclusion and Time Out](#)

Appendix B - Definitions

Respect:

To show regard or consideration for others.

Bullying:

Alberta's *Education Act* defines bullying as repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation. Bullying can take different forms and includes but is not limited to:

- Physical – pushing, hitting, other
- Verbal/written – name calling, threats, other
- Social/psychological – social exclusion, rumors, other
- Cyber/social media – using the computer, cell phone or other technology to harass, threaten, intimidate, demean, share images, other
- Actions or words that do not uphold a commitment to the Alberta Human Rights Act

Conflict:

Alberta's *Education Act* defines bullying as different from conflict. Conflict is defined as a disagreement or struggle over opposing beliefs, needs, feelings or actions and is a normal part of life. Students as well as adults can benefit from learning how to resolve conflict peacefully and recognizing the difference between a conflict and bullying.

Harassment:

Any conduct, comment, gesture, or physical contact that a reasonable person should know would be unwelcome, inappropriate, or otherwise offensive to an individual or group of individuals. It is not a relationship of mutual consent; it is any action that is unwelcome or intimidating and denies any individual dignity and respect. Excluded from the definition of harassment is any reasonable conduct of an employee in respect of the management and supervision of employees or students. Alberta law explicitly protects Albertans from discrimination for a wide variety of reasons under the Alberta *Human Rights Act*.

Sexual Harassment:

Harassment also encompasses any unwanted sexual advances, requests for sexual favours, or other verbal or physical conduct of a sexual nature which:

- Implicitly or explicitly makes submission of such conduct a term and condition of an individual's learning environment;
- Affects access to learning;
- Affects access to school services or events;
- Creates a hostile or offensive environment which interferes with an individual's learning environment;
- Intimidates, embarrasses, coerces or humiliates an individual at school; or
- Arises out of a relationship which is not based on mutual consent.

Examples of conduct which would meet these descriptors include, but are not limited to the behaviours listed

herein:

- Verbal abuse or threats associated with behaviour of a sexual nature;
- Unwelcome remarks or jokes of a sexual nature;
- Unwelcome invitations or requests if a sexual nature;
- Staring, leering or inappropriate observation of an individual of a sexual nature;
- Displaying, sharing or posting pornographic, offensive or derogatory materials of a sexual nature online or in the learning environment;
- Unwelcome physical contact of a sexual nature;
- Exposing oneself sexually;
- Explicit or implicit demands of a sexual nature; and
- Any other behaviour, conduct or activity of a sexual nature which is unwelcome or uninvited.

Discrimination:

A distinction made based upon characteristics protected under the *Alberta Human Rights Act*, whether or not intentional, based on a characteristic or perceived characteristic referenced in the protected grounds that has the effect of imposing on an individual or group of individuals burdens, obligations or disadvantages that are not imposed on others, or of withholding or limiting access to opportunities, benefits and advantages available to other individuals in society.

Inclusion:

Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners. This is defined in Alberta’s Policy Document on Inclusive Education.

Equity:

Alberta’s *Human Rights Act* states that it is recognized in Alberta as a fundamental principle and as a matter of public policy that all persons are equal in dignity, rights, and responsibilities.

Diversity:

Alberta’s *Human Rights Act* states that in Alberta, as a fundamental principle and as a matter of public policy that all Albertans should share in an awareness and appreciation of the diverse racial and cultural composition of society and that the richness of life in Alberta is enhanced by sharing that diversity. The diverse racial and cultural composition of Alberta’s society and its importance is a fundamental principle and matter of public policy.

Physical Restraint:

Any method of using physical contact for restricting or immobilizing another person’s freedom of movement, physical activity, or normal access to their body. Physical restraint is not physical escort which may involve temporarily touching or holding of the hand, wrist arm, shoulder or back for the purpose of accompanying and inducing a student who is beginning to act out to walk to a safe location or temporary physical contact for purposes such as moving a student away from danger. Physical restraint does not include temporary physical contact for purposes such as moving a child away from danger, breaking up a fight or the prompting of a child/student when teaching a skill.

Dress Code:

It is recognized that there is a diversity of opinion in society as to what constitutes suitable dress for school activities. Appropriate attire and grooming improve the learning environment, promotes positive behaviour,

reduces discipline concerns, enhances school safety, promotes school spirit, and develops self-confidence. Dress and deportment affect how we relate to others and how others relate to us. Students are expected to be diligent and thoughtful in their efforts at being a learner and part of this is how students dress and behave. Students are required to follow standards of dress outlined in the *Dress Code*. Students will not be allowed to attend class if, in the professional judgment of an adult, they choose a style of dress which detracts from the learning environment. Students not meeting the *Dress Code* will have choice in changing into more appropriate attire, changing into a gym strip, or returning home to change into more suitable clothing. School administration is responsible for ensuring standards of dress and grooming in the *Dress Code* which will include:

- Appropriateness of attire for school
 - Shirt/Top
 - Bottoms: pants/sweatpants, shorts, skirts, dresses, leggings
 - Footwear
 - No underwear as outerwear or excess exposed skin
- Contributes to a safe, caring, respectful, and inclusive learning environment for oneself and others
 - No clothing portraying violent images or language
 - No images or languages depicting drugs or alcohol
 - No hate speech, profanity, or pornography
 - No images or language that creates a hostile or intimidating environment
- Does not portray discriminatory images, messaging, slogans in a manner which contravenes the Canadian Charter of Rights and Freedoms and/or the Alberta Human Rights Act
- Suitable for the learning activity
 - physical education
- Safety requirements
 - CTF/CTS programs
 - Labs
 - Protective clothing/footwear
- Weather conditions
 - outdoor activities
 - travel to and from school

Appendix C – Division Continuum of Supports

Appendix D – Progressive Discipline Continuum