

Westmount School Student Code of Conduct



Background

As members of Westmount School, 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. Our collective responsibility is to foster [A Place for All](#).

The Student Code of Conduct will be reviewed annually and publicly available on the school's website.

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 our Westmount School community.
- Promote student learning, growth, and understanding.
- Assure that students possess a strong connection to Westmount School.
- 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 focused 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 \(AP 350\)](#)

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

Responsibilities of Students, Staff and Parents: The development of positive student behaviour is a shared responsibility between students, staff, and parents. (*Education Act, Aug 2021*)

Students

Students have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own academic learning and social growth. Students are valued and contributing members of their school community who are responsible for their behaviour while at school, at school sponsored activities, or while engaging in other non-school activities.

Westmount School's core values are defined as Connect, Contribute, Take Ownership and Be Responsible. These values are celebrated and encouraged in our students at Westmount School.

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

- Attending school regularly and punctually and coming to class with needed supplies.
- Complying with general school rules including storing backpacks in lockers (Junior High) **fire inspection recommendation*
- Conducting oneself in a manner that contributes to a positive school environment and does not interfere with safety or learning.
- Being respectful to oneself and all members of the school community to contribute to a sense of belonging for all.
- Using language and words that do not include profanity, cursing, or abusive language.
- Being responsible and accountable for individual choices and behaviours.
- Using technology responsibly and following digital citizenship guidelines (*see #1 below for specifics*).
- Wearing appropriate school attire which in the professional judgement of staff does not detract from the learning environment (*see #2 below for specifics*).
- Refraining from all acts of bullying, harassment, or discrimination towards others including violence, retribution, threats, theft, vandalism, and illegal activities.
- Reporting acts of bullying, harassment, or discrimination in a safe and timely manner to an adult in the school or parent.
- Refraining from possession, consumption, distribution/selling, or be under the influence of illegal and/or illicit, restricted substances (e.g. cigarettes/e-cigarettes, vapes, alcohol, drugs, or other forms of intoxicants) on school property or at any other school related function (i.e. field trips).
- Refraining from bringing all weapons, replicas of weapons, or items that can be used as weapons to the school.

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

- Parent/Guardian/Caregiver phone calls, meetings, requests to pick student up
- Detentions/Time Out
- Additional learning assignments (e.g., research on long terms effects of bullying on the brain)
- Restorative justice practices
- Student attendance plans
- Behaviour Support Plans
- Referrals to specialized, school based, division based, or community-based supports
- Suspension or expulsion (*as per clauses in the Education Act*)

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).

1. Use of Mobile Devices in Schools/Responsible Use of Technology

Alberta Education has passed a Ministerial Order that regulates the use of mobile devices in schools beginning September 1, 2024. A School Authority is required to, at a minimum, limit the use of personal mobile devices and restrict access to social media as follows:

- *Children and students may not use personal mobile devices during instructional time. If children and students have personal mobile devices with them during instructional time, they are required to keep these devices powered off and stored out of view.*
- *And children and students may not access social media on school networks or on school devices.*

As well, Foothills School Division provides technology resources that support learning for students. Students accessing division owned computer networks via both personal and school-owned devices are bound by [AP 144 Responsible Use of Technology](#). Students agree to the conditions of use listed in *AP 144* each time they log onto the FSD Network using a school owned or personal device. Foothills School Division owns all network resources and has the right to monitor use of the network resources. All network resources are for educational use only and should be used responsibly. Students who discover material on the network that is inappropriate or makes them feel uncomfortable should report the material to a staff member. Students are responsible for the security of access (login and password) to their network resources.

Mobile and Smart Devices

- Kindergarten to Gr 6 students must have mobile and smart devices powered off and not used throughout the day (instructional and non-instructional time). Exemptions may be made for students requiring devices for medical purposes or if recommended as assistive technology that is compliant with expectations as outlined by Alberta Education.
- Junior High students must have mobile and smart devices powered off and not used during instructional time. Exemptions may be made for documented medical purposes or if recommended as assistive technology that is compliant with expectations as outlined by Alberta Education.
- Junior High students' mobile devices must be left in lockers during instructional time.
- Junior High students may only use mobile and smart devices during instructional time when the teacher gives explicit direction for their use as part of learning.
- Students needing to contact parents regarding an urgent matter during instructional time should talk with their teacher in order to use a phone designated for student use.
- Parents who need to urgently contact their child during instructional time can call the school office.
- Personal device/smart phone use is **strictly prohibited** in bathrooms and change rooms.
- Filming, taking pictures, or recording of any person or sharing pictures or videos of other students or staff on school grounds or during school-related activities is **strictly prohibited**.
- Students are responsible for the safekeeping of their personal device(s). The school assumes no liability for the loss or damage of personal student devices.
- Chromebooks must be signed out by students with each use, signed back in and plugged in for charging after use.
- Under **no** circumstances is eating or drinking while using a Chromebook allowed.

As per FSD's Critical Response Plan, in the event of an emergency students will **turn off** all mobile devices. Teachers should ensure students have all student devices turned off.

Mobile and Smart Device Consequences

- Consequences for misuse/breach of mobile and smart device expectations will include the following:
 - On a first incidence of the use of mobile and smart devices during instructional time in class the student will

be reminded and asked to power off and store the device in their locker.

- At the conclusion of instructional time the teacher will have a discussion with the student upon returning it.
- On a second incidence of the use of mobile and smart device during instructional time in class, the student will power off the device and be asked to place the device in a designated space on the teacher's desk until the conclusion of the instructional time period the student will be responsible to collect the device upon leaving class.
- On a third incidence of the use of mobile and smart devices during instructional time the student will be reminded and asked to power off and store the device in their locker. The teacher will make both parents and administration aware of this third incidence.
 - Administration will call parents and communicate that a fourth incidence will result in a mobile and smart device suspension of privilege during instructional and non instructional time at the school.
 - Administration will meet with the student and communicate that a fourth incidence will result in a mobile and smart device suspension of privilege during instructional and non instructional time at the school.
- Further incidences of a use of mobile and smart devices during instructional time will result in successive increases in time for the suspension of mobile and smart device privileges.
- Students who refuse to hand their mobile and smart device during any incidence will be reported to administration and a loss of mobile and smart device privileges will result.
- Other mobile and smart device use issues such as gaming, bullying, theft, damage, and other inappropriate uses conducted during instructional or non-instructional time will result in additional consequences that will follow our above outlined progressive discipline approach on Page 2 of this administrative procedure.
- FSD is not responsible for loss or stolen mobile devices at any point during the school day, whether the device is in the care of student or staff.
- [Administrative Procedure 144 Responsible Use of Technology](#) outlines that “when dealing with situations involving inappropriate use of network resources, school staff are to confiscate electronic devices as required. The division assumes no responsibility for the safety, security, loss, repair, or replacement of said devices and securely store confiscated devices taken.”
- Inappropriate use of network resources could include loss of network privileges, withdrawal from a course, suspension, and financial liability for damages. Administration will involve the Director of Learning Technologies in cases where investigation into stored digital information is required.

2. Dress Code

It is recognized that there is a diversity of opinion in society as to what constitutes suitable dress for school activities. Some current fashion may be inappropriate for the school setting, so students and parents are asked to use good judgement when choosing school attire.

Appropriate attire and grooming improve the learning environment, promotes positive behaviour, reduces discipline concerns, enhances school safety, promotes school spirit, and develop 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 expected to present themselves in a way that enhances the school's learning climate and respects the age range and diversity of our school community. 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 that detracts from the learning environment. Students not meeting the Dress Code will have a choice in changing into more appropriate attire, changing into a gym strip, or returning home to change into more suitable clothing.

The Dress Code is as follows:

- Appropriateness of attire for school
 - ✓ Shirt/Top must provide full coverage (no excess exposed skin)
 - ✓ Bottoms (pants, sweatpants, shorts, skirts, dresses, leggings) must provide full coverage (no excess exposed skin)
 - ✓ Footwear must be worn at all times
 - ✓ No underwear as outerwear

- ✓ No underwear showing
- Contributes to a safe, caring, respectful, and inclusive learning environment for oneself and others
 - ✓ No clothing portraying violent images or language
 - ✓ No images or language 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
 - ✓ Gym strip for PE (Junior High)
 - ✓ Proper running shoes for PE (All grades)
- Safety requirements for CTF Programs/Options/Labs
 - ✓ Appropriate clothing for activity (e.g. hair bands for Foods, no loose clothing near stoves/ovens/woodshop tools)
 - ✓ Closed toe footwear (e.g. no crocs in Foods/Woods)
 - ✓ Personal Protective Equipment (e.g. Safety glasses, aprons)
- Weather considerations (Daily recess, travel to/from school, fire drills, outdoor activities)
 - ✓ Appropriate footwear for weather
 - ✓ Appropriate coat/jacket for weather

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.
- 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.
- Online correspondence between staff and students must be related to course work, or school sanctioned clubs/activities. Division staff shall not initiate or accept electronic “friend” invitations from students unless the networking is part of an existing school course or school club structure and at least one (1) other staff member has administrative access to the electronic social media group.
- Teachers are required to support the process of signing in and out chrome books, as well as checking for damage.
- Music selection will be monitored by teachers if students are given permission to listen to music to ensure students are not listening to playlists that include profanity, cursing, or abusive language.
- Teachers will frequently review the personal device use policy for Westmount School and specific practices for individual classrooms.

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 *Student Code of Conduct including Dress Code and Personal Device Expectations*.
- Communicate and collaborate with school staff about any concerns regarding *Student Code of Conduct*.

- If you need to communicate with your child during school hours call or email the front office as student devices are expected to be in lockers during class time.

[Administrative Procedure 146 Social Media Code of Professional Conduct](#): states that “Foothills School Division does not have any jurisdiction over parents’ personal use of social media. It should be communicated to our community, however, that defamatory statements regarding Foothills School Division staff members or students within the context of school-related events or instruction, will be defined as harassment. Sanctions may include those delineated in the Division [Administrative Procedure 402 Protection of Staff](#) and [Administrative Procedure 403 Harassment, Prevention, Reporting and Investigation](#): a written warning, issue of trespassing notice, termination of volunteerism, and/or referral to appropriate authorities such as law enforcement.”

“The Division is committed to the establishment of productive partnerships between parents/guardians and school staff members in support of student learning. The Education Act clearly outlines responsibilities of students, parents, and employees of the Board in ensuring that each member of the school communities conduct contributes to a welcoming, caring, respectful and safe learning environment. It is recognized that concerns or complaints are best resolved as close to the source of the concern or complaint as possible beginning at the classroom and school level.”

See [Administrative Procedure 151: Parental/Guardian Complaints or Concerns & Dispute Resolution process](#) for more information.

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 hostile or demeaning behavior by an individual in the school community where the behavior 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 can include, 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.

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.

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.

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.

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.

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.

Instructional time: The time dedicated during the school day to teaching subject area and curricular content and that is supervised by a teacher or other member of the school staff team.

Mobile and smart devices: Include personal mobile devices that can be used to communicate with or access the internet, such as a cell phone, tablet, laptop, or smartwatch.

Non instructional time: Lunch, recess as well as the time before and after school.

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.

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 of 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.