

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.
- Reference and adherence to **Use of Mobile Devices in Schools** in Appendix D.
- 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 Behaviour 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.
- Implementation and observance of Appendix D, **Use of Mobile Devices in Schools**.

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*.
 - Be aware of, and support, the expectations from the school regarding Appendix D, **Use of Mobile Devices in Schools**.
- 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](#)

[Ministerial Order #014/2024 – Standards for the Use of Personal Mobile Devices and Social Media in Schools](#)

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 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.

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.

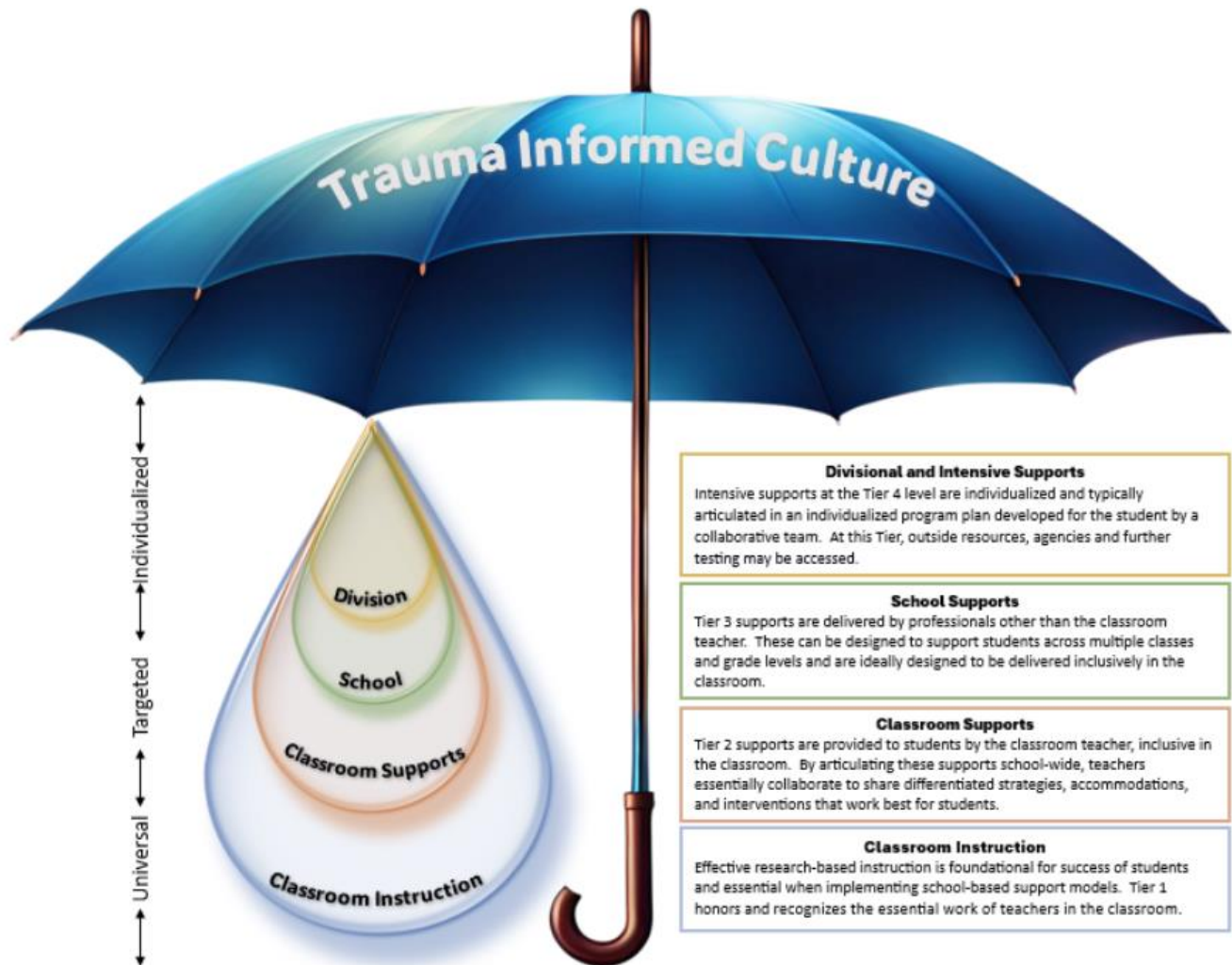
Dress Code:

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 – Use of Mobile Devices in Schools

Research is clear that cell phones distract from learning and create other issues we must attend to at the school level (gaming, bullying, theft, damage, and other inappropriate uses). Alberta Education has passed a Ministerial Order #014/2024 – Standards for the Use of Personal Mobile Devices and Social Media in Schools that regulates the use of mobile devices in schools, and this Appendix is **following this Ministerial Order**.

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.

Children and students may not access social media on school networks or on school devices.

Beginning September 1, 2024, in all Foothills School Division schools:

Definitions:

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, as well as associated accessories including earbuds, headphones, and microphones.

Instructional time is 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.

Non instructional time is lunch, recess as well as the time before and after school.

Procedures:

ECS, Kindergarten to Grade 6:

- Mobile and smart devices must be powered off and not used during instructional time and non-instructional time.

Exemptions:

- Exemptions for mobile and smart device use for students during instructional time include only:
 - Students who require the use of these devices for documented medical purposes.
 - School staff and administration will work with students and families to ensure students with complex needs have access to appropriate, recommended assistive technology that is compliant with expectations as outlined by Alberta Education.
- Families can work with school staff and administration to assure requisite exemptions are in place.

Social Media:

- Social media access will be blocked for students on all FSD routers.

Consequences:

Schools with existing continua of consequences that were in place before the implementation of the Ministerial Order #014/2024 – Standards for the Use of Personal Mobile Devices and Social Media in Schools can continue to use their continuum of consequences moving forward. These consequences need to be communicated clearly to all students, staff and parents before the school year begins. These continua also need to be posted on the school's website.

School staffs are asked to follow the following progressive discipline framework for enforcing the use mobile and smart devices in schools. These consequences need to be communicated clearly to all students, staff and parents before the school year begins. These consequences also need to be posted on the school's website:

- On a first 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. The teacher will make both parents and administration aware of this third incidence.
 - Administration will call parents and communicate the Division's policy for non use of mobile and smart devices during instructional and non instructional time at the school for students in ECS, K to grade 6.
 - Administration will meet with the student and communicate the Division's policy for non use of mobile and smart devices during instructional and non instructional time at the school for students in ECS, K to grade 6.
- Further incidences of a use of mobile and smart devices during instructional time will result and school consequences will apply progressively. Parents will be made aware.
- Students who refuse to hand their mobile and smart device during any incidence will be reported to administration and school consequences will apply progressively.
- 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.

Grade 7 to 12:**During Instructional Time:**

- Mobile and smart devices must be powered off and not used during instructional time.
- Mobile and smart devices must be powered off and not on the student's person during instructional time, this includes all spaces on school premises.
- Mobile and smart devices will be powered off and put away according to the school's specific mobile and smart devices protocol for storage of these devices during instructional time. This includes stored in backpacks or stored in lockers.
- Students may only use mobile and smart devices during instructional time when the teacher gives explicit direction for their use as part of learning.

During Non-Instructional Time:

- Mobile and smart devices may be powered on and used by students during breaks from instructional time.

Exemptions:

- Exemptions for mobile and smart device use for students during instructional time include only:
 - Students who require the use of these devices for documented medical purposes.
 - School staff and administration will work with students and families to ensure students with complex needs have access to appropriate, recommended assistive technology that is compliant with expectations as outlined by Alberta Education.
- Families can work with school staff and administration to assure requisite exemptions are in place.

Social Media:

- Social media access will be blocked for students on all FSD routers.

Communication:

- 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 in the school offices.
- Parents who need to urgently contact their child during instructional time can call the school office.

Consequences:

Schools with existing continua of consequences that were in place before the implementation of the Ministerial Order #014/2024 – Standards for the Use of Personal Mobile Devices and Social Media in Schools can continue to use their continuum of consequences moving forward. These consequences need to be communicated clearly to all students, staff and parents before the school year begins. These consequences need to be posted on the school's website.

School staffs are asked to follow the following progressive discipline framework for enforcing the use mobile and smart devices in schools. These consequences need to be communicated clearly to all students, staff and parents before the school year begins. These continua also need to be posted on the school's website:

- 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 as per the school's protocol for device storage.
 - 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 as per the school's protocol for device storage. 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 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.