

Authority: Footprints for Learning Society

School: FOOTPRINTS FOR LEARNING CHARTER ACADEMY

Last Updated: July 17, 2024

HOLISTIC AUTHENTIC PURPOSE DRIVEN ENTREPRENEURIAL GLOBAL

STUDENT CODE OF CONDUCT AND DRESS POLICY

CODE OF CONDUCT

OVERVIEW

FLCA endorses a set of desirable personal and interpersonal character traits and presentation that incorporate universal values common to all religions and ethnic-cultural groups, including respect, integrity, empathy, compassion, independence, cooperation, responsibility and self-control. FLCA affirms the rights of each student enrolled in a school operated by the Board as provided for in the Alberta Human Rights Act and the Charter of Rights and Freedoms. Students are expected to learn, practice and develop such personal and interpersonal character traits and to contribute to the development of welcoming, caring, respectful and safe learning environments. Students are further expected to respect diversity and refrain from demonstrating any form of discrimination as set out in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Students are to foster a sense of belonging amongst all students. Within the aforementioned context, students are expected to pursue academic and cultural studies to maximize their individual potential in becoming self-reliant, responsive and contributing members of society.

Procedures

1. In displaying acceptable behaviour, students are expected to:
 - 1.1 use their abilities and talents to gain maximum learning benefits from their school experiences;
 - 1.2 contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living;
 - 1.3 co-operate fully with everyone authorized by the Board to provide education programs and other services;
 - 1.4 comply with all applicable Federal, Provincial and Municipal Laws, and the rules of Footprints for Learning Charter Academy and the school;
 - 1.5 account to their teachers for their conduct;
 - 1.6 attend school regularly and punctually;

- 1.7 use non-violent means to resolve conflict;
- 1.8 treat all other students and staff with dignity, respect and fairness at all times;
- 1.9 contribute to a learning environment that is free from physical, emotional, and social abuse;
- 1.10 refrain from, report and not tolerate bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means;
- 1.11 take appropriate measures to help those in need; and
- 1.12 demonstrate honesty and integrity.

2. Students are accountable for demonstrating respect for:

- 2.1 authority;
- 2.2 others and their property;
- 2.3 school property, equipment and resources; and
- 2.4 differences in ethnicity, race, religion, gender and sexual orientation.

3. Students are prohibited from engaging in unacceptable behaviour, whether or not it occurs within the school building, on school grounds, off school grounds on an approved school related activity, on the school bus, during the school day or by electronic means. Examples of such behaviours include, but are not limited to:

- 3.1 use, possession of, sale, distribution of or active contact with, a weapon on a student's person, in a student's locker or desk, on school property, or in a vehicle on school property used by a student or occupied by a student as a passenger;
- 3.2 threats;
- 3.3 conduct which endangers others;
- 3.4 encouraging conduct which endangers or may endanger others;
- 3.5 encouraging unacceptable conduct;
- 3.6 use or display of improper, obscene or abusive language;
- 3.7 distribution or display of offensive messages or pictures (inclusive of clothing);
- 3.8 theft, including identity theft;
- 3.9 assault;
- 3.10 wilful damage to school or others' property;
- 3.11 disruptive behaviour, wilful disobedience or defiance of authority;
- 3.12 interfering with the orderly conduct of classes or the school;
- 3.13 tampering with fire alarms and safety equipment;
- 3.14 contravention of the school's code of conduct in regards to conservative attire in a presentation of readiness to learn;
- 3.15 bullying, including cyber-bullying; and

3.16 inappropriate information technology use.

4. Unacceptable student behaviour:

4.1 may be grounds for disciplinary action; and

4.2 provides an opportunity for critical learning in the areas of:

4.2.1 personal accountability and responsibility;

4.2.2 the development of empathy;

4.2.3 conflict resolution;

4.2.4 communication; and

4.2.5 social skills development.

5. When responding to unacceptable student behaviour, the following are to be considered:

5.1 the effect of the student's behaviour upon other students, the staff, the school, and the community;

5.2 the nature of the action or incident that calls for disciplinary or alternative measures;

5.3 the student's previous conduct and previous interventions;

5.4 the student's age, maturity and abilities;

5.5 supports, whether they be academic or social emotional, required for the student demonstrating inappropriate behaviour as well as supports for the students impacted by the inappropriate behaviour;

5.6 the impact of proposed action on the student's future behaviour;

5.7 the student's learning needs; and

5.8 any other information considered appropriate or relevant.

6. The consequences of unacceptable behaviour may be:

6.1 assignment of a student whose behaviour is unacceptable, disruptive or destructive to an alternate supervised location;

6.2 short term removal of privileges;

6.3 detention;

6.4 alternative interventions such as community conferencing or other forms of restorative justice;

6.5 suspension; and

6.6 recommendation for expulsion.

7. Students will contribute, to the greatest extent possible, to a learning environment that is well ordered, peaceful, safe, non-threatening, and conducive to learning and optimal growth.

DRESS CODE

Purpose: The primary goal of our school dress code is to create a safe and respectful learning environment where students can focus on their education without distractions. This dress code aims to promote modesty, decency, and inclusivity.

General Guidelines:

1. **Modesty:** Clothing should be modest and should not reveal cleavage, bare midriffs, or excessive skin.
2. **Shorts and Skirts:** Shorts and skirts should be of an appropriate length, meaning they must extend to at least mid-thigh. No booty shorts or excessively short skirts are allowed.
3. **Logos and Symbols:** Clothing with inappropriate, offensive, or controversial logos, symbols, or text is not permitted. This includes clothing that promotes violence, drugs, alcohol, or discrimination.
4. **Footwear:** Closed-toe shoes are required for safety and hygiene reasons.
5. **Hats and Headgear:** Hats and other headgear should be removed when inside school buildings, except for religious or medical reasons.

Enforcement:

1. School staff will address dress code violations in a respectful and supportive manner.
2. Students found in violation of the dress code will be asked to change into more appropriate clothing if necessary. If they have no available clothing to change into, an FLCA shirt and/or shorts will be provided for the remainder of the day.
3. Repeated dress code violations may result in disciplinary actions, which may include parent/guardian notification and further action.

Exceptions:

1. Exceptions to the dress code may be made for medical or religious reasons. Such exceptions should be determined on an individual basis, with the school administration.
2. Special dress code guidelines may apply for certain school events, such as formal dances or spirit days, as communicated by the school administration.

By adhering to this dress code, students and their families contribute to the creation of a positive and respectful school environment that is conducive to learning and personal growth.

References:

- Education Act Sections 8, 11, 31, 32, 33, 35.1, 36, 37, 52, 53, 196, 197, 222, 257
- Alberta Human Rights Act
- Canadian Charter of Rights and Freedoms
- Criminal Code of Canada