

Authority: FOOTPRINTS FOR LEARNING SOCIETY
School: FOOTPRINTS FOR LEARNING CHARTER ACADEMY
Last Updated: July 17, 2024

HOLISTIC AUTHENTIC PURPOSE DRIVEN ENTREPRENEURIAL GLOBAL

WELCOMING, SAFE, CARING, AND RESPECTFUL POLICY

PART I

Direction and References

Consistent with its Mission, Vision and Philosophy, the *Footprints for Learning Charter Academy Board* is committed to a welcoming, safe, caring, and respectful, learning and teaching environment for its students and staff that respects diversity and fosters a sense of belonging at the school.

All students and staff have the right to learn and work at FLCA in an environment free of discrimination, prejudice, and harassment.

Legal Reference

- Teaching Quality Standard
- Leadership Quality Standard
- *Education Act*, Sections 2, 16, 33(1)(d), 33(2), 35.1
- *Private Schools Regulation Section 13(4)*
- *Alberta Human Rights Act*;
- *Canadian Charter of Rights and Freedoms*;

PART II

Code of Student Conduct

This Code of Conduct is written in the context of the *Alberta Human Rights Act* and Alberta's *Education Act*. As legislatively mandated by section 33(3)(d)(i) of the *Education Act*, as amended from time to time. No other FLCA Code of Conduct will contradict this Policy. The Code of Conduct herein set out has the following purpose:

The purpose of a FLCA Student Code of Conduct with its focus on welcoming, caring, respectful and safe learning environments is to ensure Student well-being and to embrace its Vision on Global-mindedness and the Growth-mindset. In order to ensure that students conduct themselves in an appropriate manner at all times, the students attending FLCA shall be subject to this Code of Conduct.

Students shall conduct themselves so as to reasonably comply with the following Code of Conduct:

- i. be diligent in pursuing their studies;
- ii. attend school regularly and punctually;
- iii. cooperate fully with everyone authorized by the FLCA Board to provide education programs and other services;
- iv. comply with school rules;
- v. be accountable to their teachers for their conduct;
- vi. respect others;
- vii. contribute positively to the environment and culture of the School;
- viii. refrain from, report and not tolerate bullying behavior directed to others in the school.

PART III

Intolerant Behavior

The *Footprints for Learning Charter Academy Board* will not tolerate harassment, bullying, intimidation, or discrimination on the basis of a person's actual or perceived differences. *The Footprints for Learning Charter Academy Board* believes that all students have the right to:

- be treated fairly, equitably, and with dignity and respect;
- have their confidentiality protected and respected;
- self-identification and determination;
- freedom of conscience, expression, and association;
- be fully included and represented in an inclusive, positive, and respectful manner by all school personnel;
- have equitable access to the same supports, services, and protections provided to heterosexual students and their families;
- have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, prejudice, discrimination, intimidation, bullying, and/or violence; and
- have their unique identities, families, cultures, and communities included, valued and respected within the school environment.

PART IV

Towards Building and Maintaining a Welcoming, Safe, Caring, and Respectful Learning Environment

The *Footprints for Learning Charter Academy Board* is committed to implementing measures that will:

- define appropriate expectations, behaviors, language, and actions in order to prevent discrimination, prejudice, and harassment through greater awareness of, and responsiveness to, their harmful effects;
- ensure that all such discriminatory behaviors and complaints will be taken seriously, documented, and dealt with expeditiously and effectively through consistently applied policy and procedures;
- improve students' understanding of the individual lives of minorities, including sexual and gender minorities, and their families, cultures, and communities; and
- develop, implement, and evaluate inclusive educational strategies, professional development opportunities, and administrative guidelines to ensure that minorities including gender minorities and their families are treated with respect and dignity in all aspects of the school community in a manner consistent with the school's mission and vision.

PART V

Towards Building and Maintaining a Welcoming, Safe, Caring, and Respectful Learning Environment

Unacceptable behavior may be grounds for disciplinary action, up to and including student expulsion in accordance with School procedure and provides the student with an opportunity for critical learning and reflection in the areas of personal accountability and responsibility, the development of empathy, communication, conflict resolution, and social skills development.

In the assessment of the potential consequences of unacceptable behavior, the school shall also consider a student's age, maturity, individual circumstances, and frequency of the misconduct. In addition, the specific circumstances of the situation and of the student must be taken into account when determining appropriate responses to unacceptable behavior.

When a student engages in unacceptable behavior, consequences may include, but are not limited to:

- i. temporary assignment of a student to an alternate supervised area within the school;*
- ii. temporary assignment of a student to an alternate learning location;*
- iii. short term removal of privileges including removal from school-related extracurricular activities and/or groups;*

- iv. *interventions such as positive behavior supports, contracts, counseling, restorative practices;*
- v. *replacement or retribution for loss of or damage to property*
- vi. *in-school suspension*
- vii. *out-of school suspension*
- viii. *student expulsion*

PART VI

Additional Directions

FLCA will ensure that support is provided for students who are impacted by inappropriate behavior, as well as for students who engage in inappropriate behavior. Should one or more students attending a school operated by the Board request a staff member employed by the Board for support to establish a voluntary student organization, or to lead an activity (collectively the “Requested Activity”) intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall review all requests, collaborate on a design and present such to the Board of the “Requested Activity”.

- This Code of Conduct shall be made publicly available on the School website and shall be provided to all staff, students, and parents.
- This Code of Conduct shall be reviewed each school year.