

### STUDENT CODE OF CONDUCT

Consistent with the emphasis on Character Education at Mother Earth Children’s Charter School, the MECCS Board endorses a set of desirable personal and interpersonal character traits that incorporate universal values common to all religions and ethnic-cultural groups, including respect, integrity, empathy, compassion, independence, cooperation, responsibility and self-control.

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*. Students are to foster a sense of belonging amongst all students.

The school will support students in establishing voluntary student organizations, or to lead an activity intended to promote welcoming, caring, respectful and safe learning environments that respect diversity and foster a sense of belonging as per section 16.1 of the *School Act*. This includes an organization or activity that promotes equality and non-discrimination with respect to, without limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, including but not limited to organizations such as Gay-Straight Alliances, diversity clubs, anti-racism clubs, peer support groups/networks and anti-bullying clubs.

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.

#### Specifically

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 Charter Board to provide education programs and other services;
  - 1.4 Comply with all applicable federal, provincial and municipal laws, and the rules of MECCS;
  - 1.5 Account to their teachers for their conduct;
  - 1.6 Attend at their 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 Take appropriate measures to help those in need; and
  - 1.11 Demonstrate honesty and integrity.

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2. Students are accountable for demonstrating respect for:
  - 2.1 Authority;
  - 2.2 Others and their property;
  - 2.3 School property, equipment and textbooks; and
  - 2.4 Differences in ethnicity, race, religion, gender and sexual orientation.
3. Students are prohibited from engaging in unacceptable behaviour, whether it occurs within the campus building, during the school hours, 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 MECCS property, or in a vehicle on MECCS 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;
- 3.8 Theft, including identity theft;
- 3.9 Assault;
- 3.10 Willful damage to MECCS or others' property;
- 3.11 Use, possession of, distribution of, or active contact with, or collection of money for illicit drugs, alcohol, or inhalants on MECCS property or in the context of any school-related activity;
- 3.12 Attending at school or any school-related activity under the influence of illicit drugs, alcohol or inhalants;
- 3.13 Personal or sexual harassment;
- 3.14 Hazing, initiation activities; the formation or the operation of sororities, fraternities, gangs and secret organizations;
- 3.15 Extortion;
- 3.16 Disruptive behaviour, willful disobedience or defiance of authority;
- 3.17 Interfering with the orderly conduct of classes or the campus;
- 3.18 Tampering with fire alarms and safety equipment;
- 3.19 Criminal activity;
- 3.20 Contravention of the MECCS Code of Conduct;
- 3.21 Workplace violence;
- 3.22 Bullying, including cyber-bullying; and

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- 3.23 Inappropriate information technology/social media 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 The impact of proposed action on the student's future behaviour;
  - 5.6 The student's learning needs; and
  - 5.7 Any other information considered appropriate or relevant.
  - 5.8 All threat making behaviour by a student(s) shall be reported to the Principal who will activate the Violent/Treat/Risk Assessment (VTRA) protocol for the initial response.
  - 5.9 Once the VTRA team has been activated, interviews may be held with students, the threat maker(s), parents and staff to determine the level of risk and develop an appropriate response to the incident.
  - 5.10 Intervention plans will be developed and shared with parents, staff, Board and students as required and as appropriate.
- 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 Use of reasonable force as required by way of correction to restrain a student from carrying out a violent or destructive act that could harm the student or others;
  - 6.5 Alternative interventions such as community conferencing or other forms of restorative justice;
  - 6.6 Corrective student transfer;
  - 6.7 Suspension; and

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6.8 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.

Legal Reference: Section 12, 18, 20, 24, 25, 45, 45.1, 50, 60, 61, 105, 113 School Act  
Alberta Human Rights Act  
Canadian Charter of Rights and Freedoms  
Criminal Code

Adopted: March 2016

Amended:

Due for Review: March 2021