

307 STUDENT CONDUCT

Beliefs

The Maskwacis Education Schools Commission (MESC) follows cultural and traditional teachings of the Maskwacis Cree, in particular Wahkohtowin. Wahkohtowin is the belief that all things are related and connected, that all of existence has spirit and that living in a good way requires us to maintain good relationships with each other and other aspects of existence. We recognize that respect for mother earth, elders, youth, and the Treaties are paramount to planning ahead and making decisions for future generations.

The MESC believes that all members of the school community have a responsibility to ensure that students and staff are provided with a welcoming, caring, respectful, safe learning and working environment that respects diversity and fosters a sense of belonging.

Procedures

1. The purpose of the Student Code of Conduct is to ensure an effective teaching and learning environment where students can reach their learning potentials and where they are prepared to become responsible, respectful and contributing members of Maskwacis.
2. The rights of all students and staff members are protected by the Alberta Human Rights Act from discrimination due to race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, place of origin, marital status, source of income, family status, sexual orientation or ancestry.
3. Welcoming, caring, respectful, safe, learning and working environments operate with good discipline in order to:
 - 3.1. Develop students' knowledge, attitudes, and skills that will assist them in conducting themselves according to appropriate standards of behaviour,
 - 3.2. Provide classroom conditions which contribute to effective teaching and learning, and protect the health and safety needs, and
 - 3.3. Help students to become the best that they can be.
4. Students will:
 - 4.1. Attend school regularly and punctually;

- 4.2. Be ready to learn and actively engage in and diligently pursue their education;
 - 4.3. Ensure that their conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
 - 4.4. Respect the rights of others in the school;
 - 4.5. Refrain from, report and not tolerate bullying or bullying behaviour directed towards others in the school, whether or not it occurs within the school building, during the school day or by electronic means;
 - 4.6. Refrain from willfully disrupting or interfering with the learning of others;
 - 4.7. Refrain from engaging in abusive, disrespectful behaviours toward others, whether through personal interactions, electronic means or through social media activities;
 - 4.8. Refrain from causing damage or harm to persons or property;
 - 4.9. Refrain from engaging in behaviours outside of the school property or school day that negatively impact the school or individuals in the school;
 - 4.10. Refrain from illegal activities such as possession of illegal substances, possession or use of weapons, and theft;
 - 4.11. Comply with the rules of the school and the policies of the Board;
 - 4.12. Be accountable to their teachers and other school staff for the student's conduct; and
 - 4.13. Positively contribute to the student's school and community.
5. Parents help students meet the Student Code of Conduct when they:
 - 5.1. Take an active role in the child's educational success, including assisting the child in complying with the Student Code of Conduct;
 - 5.2. Ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment; and
 - 5.3. Encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school.
6. Principals will:
 - 6.1. Maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the Board;
 - 6.2. Ensure that students have opportunities to contribute positively to their school and community through activities such as mentoring, leadership and volunteerism;
 - 6.3. Address unacceptable behaviour in a manner that takes into account the student's age, maturity and individual circumstance;
 - 6.4. Provide support for students impacted by inappropriate behaviour as well as for students who engage in inappropriate behaviour; and

6.5. Address unacceptable behaviours as guided by Administrative Procedure 311: Student Discipline.

7. Teachers will:

- 7.1. Create and maintain a welcoming, caring, respectful and safe, learning environment that respects diversity and fosters a sense of belonging;
- 7.2. Create effective classroom routines and employ a variety of management strategies that are in keeping with the situation, and ensure minimal disruptions to students' learning;
- 7.3. Establish professional relationships with students, parents and colleagues that are characterized by dignity, mutual respect, trust and harmony.
- 7.4. Be prepared to openly receive all reports of bullying, ask appropriate questions to determine the facts and respond accordingly.
- 7.5. Maintain, under the direction of the principal, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved
- 7.6. by the Board.

Reference
Alberta Human Rights Act