



ACADEMICS
ATHLETICS
CHARACTER

Edge School Student Code of Conduct

Updated June 8, 2018

Purpose

In keeping with its mission and Alberta legislation, and its Safe and Caring Policy, the Edge School is committed to:

- Providing all students with a welcoming, caring, respectful, and safe learning environment;
- Establishing a reasonable and caring balance between individual and collective rights, freedoms and responsibilities within the school community;

Expected Conduct

Consistent with Section 13 of the School Act, each student is responsible for acting positively in support of a welcoming and caring learning environment by:

- Acting at all times in keeping with the vision and mission of the school;
- Respecting oneself and the rights of others in the school;
- Conducting oneself in a manner that contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- Refraining from and refusing to tolerate any form of bullying (including electronic) whether in or outside of the school or school hours;
- Informing a responsible, trusted and caring adult in a timely manner of incidents of bullying, harassment, intimidation or other unwelcoming or uncaring acts;
- Attending school regularly and punctually;
- Diligently and actively being prepared to learn and actively pursue learning;
- Being accountable for individual behaviours to teachers and school staff;
- Cooperating with school staff to make the school a positive learning environment for all; and,
- Following the Mountaineer Code.

Unacceptable Conduct

Behaviors (including those that are electronic in nature) that may negatively affect a member of the Edge School community or the school's learning environment, whether inside or outside of the school or school hours, include (but are not limited to):

- *Discrimination.* In keeping with the *Alberta Human Rights Act*, no student or person may discriminate against a student on the basis of an individual student's race, colour, ancestry, place of origin, religious beliefs, gender (including pregnancy, sexual harassment, and gender identity or gender expression) physical disability, mental disability, marital status, family status, source of income or sexual orientation.
- *Acts of bullying, harassment or intimidation.* As defined by the School Act, Section 1.1(b.1) bullying is defined as the "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 more individuals in the school community, including psychological harm or harm to an individual's reputation.
- Physical violence.



- *Acts of retribution* against an individual who has intervened to prevent bullying or informed about bullying or other unacceptable behavior.
- Use or possession of vape, tobacco, alcohol or drug products.
- *Illegal activities* including those involving illegal or restricted substances, possession or use or threat of use of weapons, and theft or damage to property.

Consequences

Students must conduct themselves in a manner that is consistent with the ‘Expected Conduct’ outlined above. The school will investigate each instance of unacceptable conduct and pursue disciplinary action in a matter consistent with the principles of fundamental justice and the school’s student discipline policy. Consequences will take account of the student’s age, maturity and individual circumstances. In certain circumstances, an individual found to have engaged in unacceptable conduct may be subject to possible suspension or expulsion.

Remediation and Support

In order to foster a positive learning environment, Edge School will engage in reasonable and caring efforts to support both the individual(s) who may have been the subject of unacceptable behaviour(s) and to support perpetrators of unacceptable conduct (to help improve their conduct).

Supportive actions may include, but are not limited to:

- Mentoring of individual students by older students;
- More focused attention to individual students;
- Regular follow-up meetings of specific teachers with individual students;
- Student Peer Support Groups, including GSA’s as appropriate;
- Counselling;
- Restorative justice