



EDMONTON PUBLIC SCHOOLS

Student Rights and Responsibilities 2023–2024

Queen Elizabeth High School

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Our Commitment to High Quality Learning Environments

At Edmonton Public Schools, we are deeply committed to the success and well-being of our students. Each student deserves a welcoming, inclusive, safe and healthy learning environment that supports their learning, respects diversity, and nurtures a sense of belonging.

As a Division, we have established clear behaviour expectations for all students, from Kindergarten to Grade 12. The expectations are outlined in the Board's [Student Behaviour and Conduct Policy](#) which was developed in consultation with students, parents, staff and community members. The policy outlines the rights and responsibilities of students and our expectations for student conduct, and the potential responses when students demonstrate unacceptable behaviour.

The role of parents and families in their child's education plays a vital role in promoting positive student behaviour. Partnerships with families continue to make a difference for our students and staff. By working together, we will ensure our students learn the importance of good character and conduct, and our schools will remain safe and secure places to learn and thrive.



Trisha Estabrooks
Board Chair

Student Success and Safety—Our Highest Priorities

It is our shared responsibility to ensure that each student can learn and realize their potential within a safe and caring learning environment. In addition to teaching the necessary learning outcomes, our schools are places where students can develop the character and skills needed to become responsible, respectful, compassionate and successful citizens.

School staff use the *Education Act*, S.A. 2012, c.E-03, Board Policy [HG.BP—Student Behaviour and Conduct](#) and Administrative Regulation [HG.AR—Student Behaviour and Conduct](#) as the basis for creating this **Student Rights and Responsibilities** document. This document is designed to communicate expectations, and balances the overarching rights and responsibilities that are communicated in our policy with the unique context of each school. The expectations and processes outlined in this document are implemented by principals in collaboration with school staff, parents and local communities.

Ensuring each student can thrive in a safe, productive and welcoming learning environment is essential to our work in improving student achievement and high school completion rates. By working together to promote positive attitudes and responsible, respectful behaviour in our schools, we believe students will receive the greatest benefit during their educational journey.



Darrel Robertson
Superintendent of Schools

Supporting Student Success

Members of the Edmonton Public Schools community, including students, parents, staff and trustees, have a shared responsibility to help students be successful in school. Safety and well-being is fundamental to our students thriving as learners, and experiencing success and fulfillment both at school and in their lives. This *Student Rights and Responsibilities* document has been created to communicate clear expectations for how our students are expected to behave in order to ensure they become the best students and citizens they can be.

Parents support their child's success and positive behaviour by:

- taking an active role in their child's personal and academic success
- reviewing expectations outlined in this document with their child and helping them develop the skills required to meet the school's expectations
- helping them to attend school regularly and punctually
- encouraging and modelling collaborative, positive and respectful relationships with others in the school community
- contributing to a welcoming, caring, respectful, and safe learning environment
- reporting to the school any circumstances which may impact student safety

Students are responsible for their behaviour and effort, and are expected to:

- contribute a welcoming, caring, inclusive, respectful and safe learning environment that commits to anti-racism and equity
- learn, practice and demonstrate positive personal and interpersonal skills and attributes
- use their abilities and talents to gain maximum learning benefit from their school experience
- attend school regularly and punctually
- be accountable for behaviour which impacts others in the school, whether or not the behaviour occurs within the school building or during the school day or by electronic means

School staff will help your child succeed by:

- providing a welcoming, caring, respectful, inclusive and safe learning environment that respects diversity, commits to anti-racism and equity, and fosters a sense of belonging
- ensuring that students and parents understand the school's expectations for student behaviour
- establishing supports and processes at the school to proactively guide positive student behaviour
- helping students develop and practice the skills and attributes to meet these expectations
- working with students, parents and other school staff to address behaviour concerns, including implementing appropriate responses to address inappropriate student behaviour

To support a shared understanding of the language and intent of this document, refer to the [glossary](#) for a definition of terms.

Our Belief and Commitment

At Queen Elizabeth we believe:

- That our school has a role to play as a community hub, contributing to our larger community's sense of wellness, by helping our students develop their voices in service to their families and larger community.
- We have a responsibility to provide a welcoming, caring, respectful, inclusive and safe learning environment that respects diversity, commits to anti-racism and equity, and fosters a sense of belonging. A strong positive learning environment is critical for students to experience success.
- That in partnership, staff, students, parents and guardians are responsible and accountable for creating and maintaining a strong, vibrant, diverse and kind community.
- Staff believe in mentoring student behaviour by teaching responsibility and creating a caring school community. In a positive way, we attempt to help students who behave inappropriately to repair the harm they have caused to individuals and to the school community.

At Queen Elizabeth we are:

- One of two schools in Alberta designated as a UNESCO (United Nations Educational, Scientific and Cultural Organization) School. Students are empowered to take on active roles locally and globally to resolve global challenges and contribute to a more peaceful, inclusive and sustainable world.
- As a UNESCO school, learning is emphasized through four pillars:
 - Learning to Know
 - Learning to Do
 - Learning to Be
 - Learning to Live Together Sustainably
- Committed to exploring what it means to be a Queen Elizabeth Knight through acts of Dedication, Pride and Discipline and Service to our school and greater community.



Rights and

Our school Division recognizes the responsibilities:

Responsibilities

following fundamental rights and

All students have the right to be treated with dignity, respect and fairness by other staff and students.

Students, parents, staff and trustees have a shared responsibility to create and support welcoming, caring, respectful, inclusive and safe learning environments.

All members of our school community are expected to respect diversity and not engage in any form of bullying, harassment, threats, intimidation or discrimination on the basis of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

Students and parents have a right to be informed about Division and school expectations for student behaviour. To support this right, all schools' Student Rights and Responsibilities documents will be posted on SchoolZone and on school websites.

Anti-Racism and Equity

All members of the Edmonton Public School Schools community:

- have the right to learn and work in an environment that:
 - is free from discrimination, prejudice and racism
 - recognizes diversity as a strength
 - supports each individual to be included and feel represented in their greater school community, and
- have the responsibility to:
 - demonstrate respect for diverse cultural perspectives, traditions, languages, beliefs and values
 - learn and work together as a part of the broader school community to end racism and discrimination
 - report, not participate in, and not tolerate acts of racism or discrimination

These rights and responsibilities are communicated in the *Alberta Human Rights Act* and the *Education Act* and are reinforced in Division policies and regulations which are publicly available and include [AE.BP—Welcoming, Inclusive, Safe and Healthy Learning and Working Environments](#), [HG.BP—Student Behaviour and Conduct](#), [HG.AR—Student Behaviour and Conduct](#), [HFA.AR—Sexual Orientation and Gender Identity](#) and [HAAB.BP – Anti-Racism and Equity](#).

Rights:

At Queen Elizabeth High School everyone in our school community has the right to learn and work in an environment that is respectful, safe, healthy and focused on learning and success. Students and staff have the right to be treated with dignity, respect and fairness by other students and staff. Students and staff have a right to their own personal space.

In order to preserve these rights, Queen Elizabeth High School students must also be aware of their individual responsibilities:

Responsibilities:

- Students are responsible for ensuring that their conduct contributes to a welcoming, respectful, safe and focused learning environment that respects personal space, diversity and grows a positive school climate
- attending regularly, being punctual, and being prepared for classes
- taking responsibility for their behaviour, whether or not it occurs within the school building, during the school day or by electronic means outside of school hours.
- listening, following instructions and making a conscientious effort to do their best
- accepting responsibility for their actions acting in a safe and socially appropriate manner at all times
- requesting assistance when needed
- showing respect for self, others, authority and property by: being polite and courteous
- contributing to an environment free of discrimination
- avoiding the use of profane language or inappropriate gestures
- treating all school property (walls, desks, etc.) with dignity, care, and respect
- remembering to walk and to speak quietly when in the school

Queen Elizabeth High School is the cornerstone of our North Central Community and it is essential that we act as good stewards of our neighbourhood and value our partnerships with all businesses in our community.

Wear your student identification and school colors with pride, as you are always a representation of who we are and what we stand for.

Student Behaviour Expectations

To ensure that Queen Elizabeth is a positive learning environment for everyone, all students are expected to comply with expectations set by our school Division and mandated by the *Education Act*, as well as school rules which are in place for the benefit of all members of our school community. These expectations apply to all students in the school community, including while learning and engaging with others both in-person and online.

Board Policy [HG.BP – Student Behaviour and Conduct](#) and Administrative Regulation [HG.AR – Student Behaviour and Conduct](#) outline that students are expected to behave in accordance with section 31 of the *Education Act* which states that, a student, as a partner in education, has the responsibility to:

- attend school regularly and punctually,
- be ready to learn and actively engage in and diligently pursue the student's education,
- ensure the student's conduct contributes to a welcoming, caring, respectful and safe learning, environment that respects diversity and fosters a sense of belonging,
- respect the rights of others in the school,
- refrain from, report and not tolerate bullying or 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,
- comply with rules of the school and the policies of the Board,
- cooperate fully with everyone authorized by the Board to provide education programs and other services,
- be accountable to the student's teachers and other school staff for the student's conduct, and
- positively contribute to the student's school and community.

Furthermore, students are expected to:

- resolve conflict or seek assistance to resolve conflict in a peaceful, safe, and non-threatening manner that is conducive to learning and growth. Strategies for addressing conflict between students may include counselling, mediation, or forms of restorative practice.
- use school and personal technology appropriately and ethically
- ensure that they conduct themselves with academic integrity and refrain from and report all incidents of academic misconduct including, but not limited to, cheating and plagiarizing.

Regular Attendance - It's the law

Regular attendance is strongly linked to student academic success and a student's sense of belonging at school. The *Education Act* reminds parents and students that students are expected to attend school and be punctual every day. Students are only considered to be excused from attending school if they must be away due to:

- sickness or other unavoidable cause
- the day being recognized as a religious holiday by the religious denomination that the child belongs to
- suspension or expulsion
- an exemption from compulsory attendance granted by the Board for a defined period of time

Expectations for Student Attire

At Edmonton Public Schools, students are expected to dress in a manner that reflects a welcoming, respectful, inclusive, safe and healthy learning environment. School expectations for student attire take into account a student's right to fairness, dignity and respect, and will not discriminate against students based on race, gender, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, socio-economic status, or body type. Some examples of this are durags, turbans, hijabs and burkas.

Student safety and wellbeing are our highest priorities. Students are also expected to refrain from wearing, carrying, or displaying any clothing or accessories which pose a safety hazard. Students are not permitted to wear lanyards around their neck.

Student Responsibilities in Relation to Public Health

The Division's first priority is always to ensure the health and wellbeing of students and staff. Students are expected to abide by protocols and expectations that are established at the school, Division, or provincial level for K-12 education, in relation to public health.

These expectations will be communicated to students, parents, and staff by the school administration in a timely manner, and may be updated over the course of the school year in relation to a public health concern as advised by Alberta Health Services.

In addition to the Division expectations outlined above, students at Queen Elizabeth High School are expected to observe the following:

Entering the School - We currently have two main entry points into Queen Elizabeth High School: the West side doors, near the gymnasium, and the main entrance on the North side of the school. These doors open a minimum of fifteen minutes before morning classes and will be opened over lunch and before afternoon classes. West side doors will close shortly after classes begin and students who arrive late are asked to proceed to the main doors at the front of the school (North side) where they will be buzzed in by our front office staff. Students are strictly forbidden from opening other school doors to allow others - even fellow students - to enter the building. This is a serious security breach. Students from other schools are not allowed on Queen Elizabeth School property during the school day.

Dismissal - After school, we expect all students to leave the building within fifteen minutes of the end of the school day, unless you have a prearranged commitment supervised by one of our staff members.

School ID Cards - We expect all students to have their school identification visible when entering the building and have it on their person - and visible, when practical - throughout the day. This is one means by which we strive to keep our site secure and ensure that we do not have anyone in the building who should not be there.

Spares - Students who have spares have a responsibility to move to a designated destination: outside of the school, the library, cafeteria or designated seating areas, prior to the next bell. Students with spares are not to be loitering in the hallways during class time as it can cause distraction to student learning within their classrooms. We encourage students with spares at the end of the day to leave campus to help reduce congestion at our busy end of the day.

Vaping, Smoking and use of Cannabis - Edmonton Public Schools maintains a smoke-free environment. Smoking and/or vaping is not permitted in the school or on the school grounds (parking lots and playing fields). Provincial law prohibits anyone under the age of 18 from smoking in a public place, accessing cigarettes including E-Cigarettes and vaporizers. E-Cigarettes and vaporizers are not permitted in the school or on school grounds. Students caught smoking or vaping may be fined and may be suspended.

Academic Integrity - Cheating is not acceptable. This includes plagiarism (copying someone else's work and passing it off as your own), copying, stealing tests or assignments, and getting answers for a test or assignment in advance. Cheating also includes giving answers or work to others to claim as their own. Students must do their own work and protect the intellectual property they create as well as the intellectual property of their teachers (not sharing items from previous years). If your child is suspected of plagiarism or cheating, school administration will meet with them and act in accordance with Administrative Regulation HG.AR – Student Behaviour and Conduct.

Not Visiting Other Schools - Queen Elizabeth students are not permitted to visit other schools during the school day unless they have been given permission to do so by the principal. If they trespass at another school, they will be subject to discipline at Queen Elizabeth. Students are not to invite or encourage students from other schools, or outsiders of any kind, to visit Queen Elizabeth during the school day. Trespassing is a serious offense and trespassers may be fined. Students will be held responsible for the actions of anyone they invite into the school.

Student Driving and Parking - Queen Elizabeth students who drive to school are expected to demonstrate safe driving habits at all times. Excessive speeding, stunting, and illegal U turns are all acts of concern that compromise the safety of staff, student and community members. Students are not to park, loiter or drop individuals off in staff parking lots at any time. Only those with expressed permission from administration due to special circumstances may use Queen Elizabeth parking lots. Students who choose to park in our student parking area on the West Side of the school have a responsibility to treat the area respectfully, by driving responsibly, not loitering and not littering.

Local Businesses - We are in close proximity to a number of local businesses who serve our students during our fifty minute lunch period. We also have a lunch hour that coincides with that of O'Leary High School just down the road from us and these circumstances have led to some of our local businesses being overwhelmed at times. To help alleviate the pressure on our neighbourhood businesses, we ask students to do two things 1) Have your QE Identification visible when entering any of our local businesses. 2) Limit your time in and around the establishments **to a fifteen minute maximum**. School administration will strive to maintain a regular presence to encourage our students to be good citizens and respect local businesses. 3) Students of QE are not permitted to be in or around Toys'R'Us without expressed written consent from one of our administrators.

Responsible and Ethical Use of Technology

Our Division is committed to assisting students to become ethical, informed digital citizens. We strive to ensure that appropriate and responsible technology use supports high quality teaching and learning, while also ensuring a respectful, inclusive, and safe learning and working environment.

Technology refers to any computer, software, network, or internet access on any electronic device, including those owned by the student or the Division. Division technology is intended for educational purposes and cannot be used for purposes that are illegal, unethical, disrespectful, hateful, inappropriate, or that cause harm.

Students are accountable for their behaviour when using technology, including when a student's online behaviour outside of the school building or beyond the school day impacts others in the school community. A range of responses as outlined in [HG.BP – Student Behaviour and Conduct](#) and [HG.AR – Student Behaviour and Conduct](#), including loss of technology privileges, may be put in place to address unacceptable use of technology.

As digital citizens, students have the following responsibilities:

- **Demonstrate respect and integrity**
 - understand that expectations for conduct and academic integrity while online, including when using personal devices and outside of school hours, are consistent with school and Division expectations (for example, students should only join online classes in which they are enrolled)
 - use good judgment and participate appropriately in online environments such as meetings, chats, and other applications, and when posting or sharing digital content
 - communicate in a manner that is appropriate, respectful and inclusive at all times
- **Be safe and secure**
 - protect passwords and personal information of self and others including photos, name, age, address and other contact information
 - students must ensure they log in only to their assigned EPSB account, and log off devices and meetings when finished
 - obtain permission before downloading files, including games, music, and movies
 - report, and refrain from searching, viewing, downloading, or sharing, any illegal or inappropriate content
 - do not record or share any audio or video of in-person or online classrooms or other learning activities
 - obtain consent before photographing, recording, or sharing a photo or recording of another person
- **Respect and protect property**
 - demonstrate proper care and security of personal and Division technology
 - understand that students are responsible for the care and security of personal devices brought to school

Unacceptable Behaviour

Any behaviour, whether or not it occurs on school property, or within the school day, which disrupts the educational atmosphere of the school or which interferes with the rights of others to learn, to be respected or to feel safe is unacceptable.

As outlined in Board Policy [HG.BP – Student Behaviour and Conduct](#) and Administrative Regulation [HG.AR – Student Behaviour and Conduct](#) and supported by the *Education Act*, unacceptable behaviour includes, but is not limited to:

- behaviours that interfere with the learning of others and/or the school environment
- behaviours that create unsafe conditions
- acts of bullying, harassment, threats, or intimidations whether it be in person, indirectly, or by electronic means
- physical violence
- retribution against any person who has intervened to prevent or report bullying or any other incident or safety concern
- possession, use, or distribution of substances restricted by federal, provincial, municipal, Division or school authorities
- any illegal activity such as:
 - possession, use, or distribution of illegal substances
 - possession of a weapon or use of a weapon (or replica) to threaten, intimidate or harm others
 - possession, use, display, or distribution of offensive messages, videos or images
 - theft or possession of stolen property
- any breach of rules and expectations established by Division administrative regulations or a school-based code of conduct
- failure to comply with *Education Act*, section 31 regarding student responsibilities

Bullying and Conflict

Bullying is defined in the Education Act as 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 or more other individuals in the school community, including psychological harm or harm to an individual's reputation. Bullying also includes the distribution of an intimate image of another person knowing that the person depicted in the image did not consent to the distribution, or being reckless as to whether or not that person consented to the distribution.

Bullying can take different form:

- physical (e.g. pushing, hitting)
- verbal (e.g. name-calling, threats)
- social (e.g. exclusion, rumours)
- electronic (e.g. using technology to harass or threaten)

Conflict occurs when there is a breakdown in relationships between individuals that results from a disagreement or misunderstanding. While conflicts may require adult supervision, they are considered to be a natural part of how students learn to navigate relationships.

All students are expected to refrain from, report and not tolerate bullying or 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. Students are also expected to resolve conflict or seek assistance to resolve conflict in a peaceful, safe, and non-threatening manner that is conducive to learning and growth. School staff can help address conflict between students using strategies that may include counselling, mediation, consequences and/or forms of restorative practice.

School Responses to Unacceptable Behaviour

Our Division acknowledges the importance of responsive discipline which involves a continuum of interventions that aim to build a sense of community in schools, facilitate healthy relationships, support behavioural changes, repair harm, and hold students accountable.

Edmonton Public Schools' Board Policy [HG.BP – Student Behaviour and Conduct](#) and Administrative Regulation [HG.AR – Student Behaviour and Conduct](#) outline the following:

Unacceptable behaviour may be grounds for disciplinary action which provides the student with an opportunity for critical learning and reflection in the areas of personal accountability and responsibility, the development of empathy, as well as communication, conflict resolution, and social skills development.

The specific circumstances of the situation and of the student are taken into account when determining appropriate responses to unacceptable behaviour.

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

- temporary assignment of a student to an alternate supervised area within the school
- temporary assignment of a student to an alternate learning location
- short term removal of privileges
- interventions such as positive behaviour supports, contracts, counselling, restorative practices
- replacement or reimbursement for loss of, or damage to property
- in-school or out-of-school suspension
- referral to Attendance Board
- recommendation for expulsion

Students are expected to cooperate with investigations by school administration. When contemplating and conducting a reasonable search of student property (including electronic devices), school administration must balance a student's reduced expectation of privacy in relation to school matters, with the need to provide a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging for students and staff.

At Queen Elizabeth , we are committed to ensuring that our school is a safe and productive learning environment. Where necessary, interventions or disciplinary action may be used to address unacceptable behaviour by students. Where necessary, interventions or disciplinary action may be used to address unacceptable behavior by students. As much as possible, discipline is managed through proactive messaging and appropriately responsive strategies.

A recommendation for expulsion from Queen Elizabeth High School or the division is possible in response to any of the following infractions either through intentional or negligent conduct:

- Uttering threats and/or any level of fighting or assault;
- Being in possession of a weapon;
- Being involved in the possession of or sale of any illegal substance;
- Uttering false messages such as a bomb threat;
- Possession, use, display, or distribution of offensive messages, videos or images.
- Any other serious offense which threatens the safety or well-being of students or staff.

When students demonstrate poor judgment - both on small and large scales - our responses are governed by an abiding concern for that student as well as a commitment to our larger school wellness. These situations are often complex and multi-layered, and we strive to consider all factors in a reasoned and fair manner as we work to find a way forward for all parties. You can expect our administrators' work in these circumstances to be guided by care and compassion, even while we accept the responsibility in making some very difficult decisions on behalf of our entire school community.

It is important for all students and staff to remember that we are all representatives of Queen Elizabeth High School at all times, even when we are not on school grounds. Your behavior is a reflection not only on you, but on all of us and we firmly believe that all of our students and staff can represent the very best of what our community can be.

Edmonton Public Schools is helping to shape the future in every one of our classrooms. We're focused on ensuring each student learns to their full potential and develops the ability, passion and imagination to pursue their dreams and contribute to their community.

