

# Student Rights and Responsibilities 2023–2024

## **Strathcona High School**

10450 72 Ave, Edmonton, AB T6E 0Z6

Phone: 780-439-3957

Email: [strathcona@epsb.ca](mailto:strathcona@epsb.ca)

Website: [Strathcona.epsb.ca](https://strathcona.epsb.ca)

Principal: Hans Van Ginhoven

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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 Strathcona High School we believe:

- in providing exceptional opportunities for all students by fostering a vibrant community built on learning, ownership, respect, determination and social responsibility
- that students and parents are partners in their learning and contributing members of the school community
- that together, students and staff are responsible for creating and maintaining a safe environment that respects diversity, grows a positive school climate and enhances a culture of excellence across all areas



**Strathcona  
High School**

**Our Vision:** Strathcona High School is a vibrant community that is rooted in academics and dedicated to providing exceptional opportunities for all students. We strive to develop thoughtful learners and dynamic leaders who are prepared to embrace challenges and make meaningful contributions to society. Honouring tradition, we embrace our motto *“as one who serves.”*

### **LORDS CODE OF CONDUCT (*Ut Qui Ministrat - As One Who Serves*)**

#### **Learning**

- Place a high value on learning
- Take pride in your work
- Strengthen your analytical and creative thinking skills
- Develop an interest in a wide range of topics
- Work collaboratively with teachers and students in the classroom
- Use effective learning strategies in the classroom

#### **Ownership**

- Set goals for success
- Attend all classes on time and prepared to learn
- Complete assignments on time
- Carry student ID at all times

#### **Respect**

- Treat others the way you would expect them to treat you
- Speak respectfully and avoid inappropriate language
- Follow school policies published in the Student Rights and Responsibilities
- Respect school traditions

#### **Determination**

- Get involved and do your best in school activities
- Ask teachers for assistance when needed
- Complete all courses for which you are registered

#### **Social Responsibility**

- Lead by example
- Serve your school community
- Promote respect for the school and environment
- Be respectful and responsible when using social media

## Rights and Responsibilities

Our Division recognizes the following fundamental rights and responsibilities:

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 Schools community:

- have the right to learn and work in an environment that:
  - is free of 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 Strathcona High School, everyone in our school community has the right to learn and work in an environment that is welcoming, respectful, safe 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, 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, and enhances a culture of excellence across all areas.
- Students take responsibility for their behavior, whether or not it occurs within the school building, during or outside of the school day or by electronic means.
- Students demonstrate academic integrity at all times, will complete exams on their scheduled dates and will observe Strathcona's Exam Procedures Policy.
- Students will be familiar with and will make decisions in alignment with The LORDS Code of Conduct.

Strathcona's Anti-Racism Education and Action Plan acknowledges that systemic racism and discrimination has perpetuated oppression for generations. This is unacceptable in our society. At Strathcona High School we denounce racism in all its forms. We are committed to listening and learning, to providing a safe space for our students and families of all backgrounds, and to take meaningful action which is necessary in building an anti-racist community. We commit to make this critical work a priority and give it the time and attention required.

We therefore commit to:

- 1 - Administrator Education and Leadership Development
- 2 - Professional development
- 3 - Providing a safe mechanism and place for students to access support
- 4 - Gathering student voice
- 5 - Enhancing our partnerships with our diverse families and community
- 6 - Formalized response to incidences of racism and discrimination
- 7 – Clear, on-going communication with all stakeholders

## Student Behaviour Expectations

To ensure that Strathcona High School is a positive learning environment for everyone, all students are expected to comply with expectations set by our school Division, 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 Strathcona High School are expected to observe the following:***

- *Student behavior is guided by The LORDS Code of Conduct.*
- *Carrying school ID is essential for security, accessing school resources and for ID during exam rooms.*
- *Students are expected to complete all exams on their scheduled dates and to adhere to Strathcona's Exam Writing Policy. (Note: final exam are required exams which may not be written early.)*
- *Students are not permitted to use, be in possession, or under the influence of tobacco, vaporizers, legal or illegal drugs on school property.*
- *Weapons of any kind are not permitted on school property.*
- *Gambling and skateboarding may not take place on school property.*
- *Students may not visit other schools unless for a specific authorized reason*
- *Refrain from harassment of any kind (verbal, physical, via social media)*
- *Students **with spares**, who remain on campus, must report to designated areas including the library, cafeteria, or Student Services*



## 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 forms:

- 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 intervention, 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 Strathcona High School we are committed to ensuring that our school is a safe and productive learning environment. It is important to note that staff / Administration will respond to any behavior that interferes with the productive learning environment of the school or disrupts the safety and/or security of school operations. 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.

When a student demonstrates unacceptable behavior, Strathcona High School staff, under direction of the principal, will address this behavior and respond with potential consequences. Note that the response/consequence will take into account individual circumstances, will be proportional to the behavior and may escalate in relation to the severity and frequency of the offense.

- Where the behavior occurs within the classroom setting, the teacher will address the situation directly with the student and determine a course of action (refer to above consequences). The teacher may also inform parents via a phone call, email or request for meeting.
- Where the classroom behavior escalates, is repetitive or is not resolved with initial intervention by the teacher, the student will be referred to an Administrator. Administration will also become directly involved for most incidents of unacceptable behavior that occur outside of the classroom.
- Administration will begin an investigation which may include but are not limited to:
  - conversation(s) with student, teacher, other individuals involved / impacted by the behavior
  - search of student property which could include: clothing, backpack/bags, locker, cell phone and /or vehicle
  - request for student(s) to provide a written statement of events

- When the investigation concludes, consequence(s) will be relayed to the student (refer to above list of consequences). Where deemed necessary, parents will be informed of the events that took place including the unacceptable behavior and its impact on the school and others. Consequences and/or interventions for their child will be communicated.
- In cases where behavior has escalated to a point that threatens the safety and security of Strathcona students and staff, District Support Services within Edmonton Public Schools will be contacted with an expulsion recommendation.

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.

