

Student Rights and Responsibilities 2023–2024

Inglewood School

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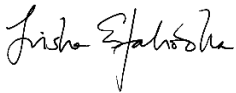
Updated: September 28, 2023

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 Inglewood School we believe:

At Inglewood School we believe in providing a safe, welcoming, and inclusive learning environment where every student is supported in striving to reach full potential in their social, emotional, and academic lives. We are student-centered and believe that every child is an individual who develops in a unique way. We actively engage our diverse community of learners on their journey of continuous growth, to become global citizens and leaders in our changing world. Our school community respects diversity, commits to anti-racism and equity, and fosters a sense of belonging.

Education requires a cooperative and collaborative team effort involving students, staff, parents and community.

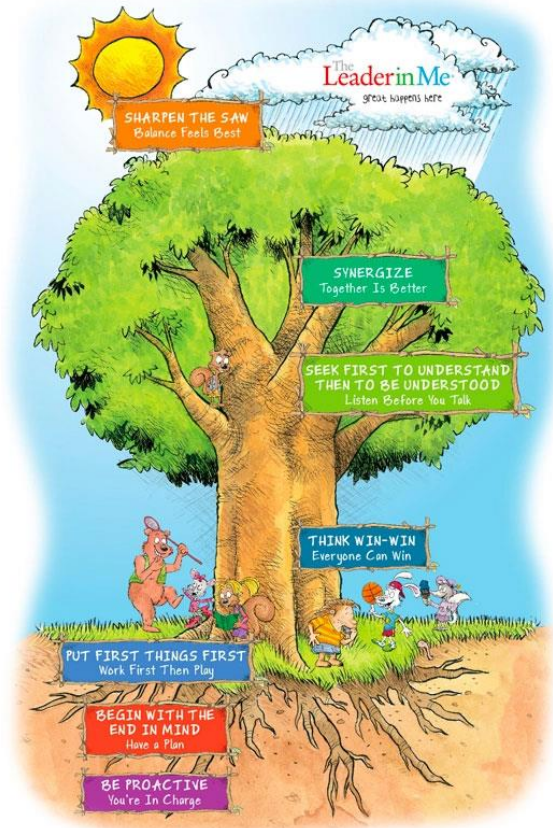
At Inglewood School we believe:

- all children have the right to develop to their full potential and, in doing so, become productive members of society
- every child is a special student who develops at their own rate and learns in their own unique way
- in maintaining a respectful learning and working environment conducive to learning

The Circle of Celebration assembly, held each month, recognizes students' personal growth and achievement in character development and lifelong skills. Focusing on The 7 Habits teaches skills so students become responsible citizens.

The 7 Habits that we focus on are:

1. Be proactive
2. Begin with the end in mind
3. Put first things first
4. Think win-win
5. Seek first to understand, then to be understood
6. Synergize
7. Sharpen the Saw



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](#).

Every student at Inglewood School has the right to belong, to be respected, and to feel safe in a welcoming community of learners. Statements used by students include:

I have the right to...

- learn and grow. It is my responsibility to be prepared for class and listen to instructions.
- work quietly, raise my hand if I have a question or concern, and to complete my assignments.
- cooperate, participate and do my best.
- to hear and be heard. It is my responsibility not to interrupt others when they are speaking.
- be treated with dignity and respect in the school. It is my responsibility to treat others with honor and polite consideration. I will not laugh at, tease, or put down other people.

Student Behaviour Expectations

To ensure that Inglewood School 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.

Students at Inglewood School are expected to:

- Do their best in schoolwork and contribute to an environment that makes it possible for classmates to do the same.
- Demonstrate respect and kindness with one another every day and follow the 7 Habits.
- Resolve conflict or get help in peaceful and safe ways using the 7 Habits.
- Take good care of the school building and its grounds, materials and equipment.
- Show respect for all others regardless of beliefs or differences.
- Walk in a quiet and safe manner while inside the school.
- Wear only CLEAN/DRY FOOTWEAR inside the school.
- Use the ENTRANCE/EXIT DOORS as assigned.
- Remove all hats to work comfortably in the classroom/school and so others can have unobstructed views of the lesson/teacher.
- PLAY on school grounds in designated areas for safety and security.
- Comply with Division policies relating to smoking, alcohol, cannabis and inhalants.
- Be proactive and attend EVERY CLASS, EVERY DAY, ON TIME, when healthy.

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

In addition to the Division expectations outlined above, students at Inglewood are expected to sign the **Responsible Use of Technology Agreement**. This declaration must be reviewed by both the student and their parent/guardian in order for any student to use any technology in school. In the RUTA document, Technology refers to computer, network, or internet access with any electronic device.

Cell Phones

Some of our students bring a cell phone to school on a daily basis however, the cell phone must be kept in the backpack at all times during school hours. We know that the cell phone is an important way for parents to ensure safety and communicate with their child, who may be going to and from school on their own, therefore the phone is to be used during those times when off of the school property.

- We are fortunate to have a large number of Chromebooks available for our students to use when Internet access is required. This also ensures the student will be accessing the Division's secure wireless network.
- If a student's cell phone is out and/or on during class time, it will be kept in a secure location, until the end of the day. If it is repeatedly visible and in use, then a parent/guardian will be contacted to come and pick it up from the school.

At Inglewood School, we believe that technology can be a powerful tool to enhance learning, enabling students to access information and collaborate with others across the school, community and the internet. We believe that all students, staff and parents must be good digital citizens by following standards of acceptable use when using technology (software, hardware, internet) while enrolled at Inglewood 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

If students fail to meet classroom, school or Division expectations, a range of responses or consequences may be put in place to address unacceptable behaviour. Edmonton Public Schools' policy outlines the following:

Recess Learning Procedure

Those students who engage in behaviors that are considered to be unsafe or inappropriate will either be asked to walk with a supervisor outside at recess, or attend Recess Room in a classroom with a teacher. While in the Recess Room the student will be asked to complete a Student Reflection Sheet. The supervisor may guide conversation and learning about the behavior of concern, possible solutions/alternative behaviors/making it right and assign further time to reflect. In this restorative process and reflective conversation, students are guided to seek ways to make the situation right with peers or adults.

Continued, inappropriate behaviors in the classroom or during recess may result in the student being sent to the office to complete a Student Reflection Sheet with consequences to be determined. Parents may be contacted.

At all times, through our words and actions, it will be our intention to maintain the dignity of every child, every day. Ultimately our goal for behaviour is for students to learn from mistakes and make positive choices.

We understand that our students are still developing their identity, judgment, and ability to self-regulate. We will take a progressive approach to dealing with conduct and will give students coaching and support to help them make better choices.

Supporting Positive Student Conduct at Inglewood

Most behavior incidents that occur in and outside the classroom are minor. This behavior usually does not interfere with the learning of others or affect the safety and well-being of students and staff. We teach reflective conversation and learning strategies. We approach student behaviour and conduct in a way that supports positive student behaviour and personal development by managing discipline through proactive, responsive, and restorative strategies. These strategies include, but are not limited to:

- restorative conversations between students will be facilitated by staff
- in more serious concerns that involve safety, or repeated concerns, administrative staff may be included for restorative conversations or meetings
- responses to student behaviours will take into account a student's age, maturity and individual circumstances
- the responses to behaviour of one student will not be discussed with a parent/family member of another child
- where appropriate, parents are included in the process of conversation and consequence, and will be informed of consequences and interventions for their child, with the understanding that school administration is responsible for final decisions
- age appropriate responses to unacceptable behaviour may include: recess spent walking outside with an adult, recess spent indoors at the office area, working on academic tasks, in-school or out-of-school suspension
- processes are in place for documenting student reflection pages, as well as log entries, letters of suspension and formal communication with parents

Classroom Procedures are progressive in nature and usually follow a 3 Step Process

- **Step One:** A student who is disruptive may be directed to go to a Quiet Space in the classroom to reflect on their behavior. Afterwards the teacher and student have conversations about expectations and then the student can return to their work. The student may be asked to complete a Reflection Sheet from the teacher.
- **Step Two:** The same student can then be sent to an alternate classroom to complete a Student Reflection sheet from the Teacher and stay until assigned work has been completed. This may be done during class time or at recess, depending on the timing of the issue and when supervision is available. The student may return to their classroom when they are prepared to follow instructions and classroom expectations.
- **Step Three:** The office may guide the student who continues to be disruptive after steps one and two have been followed. This student may be asked to complete an Action Plan which will be sent home for a signature. They may remain in the office until the next timetable break. A meeting with the classroom teacher will take place to determine next steps towards restorative solutions.

Responses to unacceptable student behaviour at Inglewood may include, but are not limited to:

- re-directing a child's behaviour in an age-appropriate manner
- parent conference, circle of support meeting

- meeting outside of instructional time to engage in problem-solving conversations with the student(s) and parents/guardians
- engaging the student(s) in reflection, writing and conversation to make amends or repair harm
- implementing appropriate interventions such as a positive behaviour plans, classroom contracts and restorative practices
- replacement or restitution for loss of or damage to property
- in-school or out-of-school suspension
- modified timetable/programming
- Individual Behaviour Support Plan
- support from Specialized Learning Support Team

Consequences will aim to:

- take into account the student's age, maturity and individual circumstances
- be instructive in nature, meaningful and logical given the type of inappropriate behaviour
- escalate in relation to the severity and frequency of the offense
- involve parents in choosing a consequence that is both meaningful and effective with the understanding that school administration is responsible for final decisions made

Major forms of inappropriate choices are those in which the school will respond to in more detail. Some examples of major offenses are:

- open defiance to authority
- physical or emotional abuse of others
- abuse of property
- continuous disruptive behaviour
- possession of a weapon
- possession of drugs, alcohol, or inhalants

At Inglewood School 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.

Behavior Requiring Closer Behavior Interventions

In-school Suspension

Depending on the severity of the behaviour a student could be given temporary time out of the homeroom/classroom in an alternate supervised area of the school. This may not be an option if space is unavailable.

Out of School Suspensions

Other behaviors considered to seriously affect the safety and security of the student and/or others may result in an out of school suspension ranging from 1 - 5 days based on the severity of the behavior and at the discretion of school administration.

Severe behaviors that impact others may result in immediate consequences include such behaviors as, physical aggression toward staff and or students, disrespectful language including gestures towards staff or persistent defiance of authority and non-compliance with safety instructions.

Partnerships


At Inglewood , we are committed to removing barriers for families by building wrap-around support and services and continue to connect with community agencies that are dedicated to helping families and students find safety and success. When students and families encounter these barriers we want them to be supported, Inglewood School has connected with support agencies both within Edmonton Public Schools and the larger community.

We access the services of a Mental Health Therapist from MP Psychology, who visits the school each week to support students at the school's request. Family conversations with the classroom teacher may occur with a recommendation for a referral to be submitted. A parent/guardian consent form is required.

Referrals may be made for additional support in school (e.g. personal counselling, peer to peer student support, tutorials for academic support, safe space classroom /mental health support), and/or to external agencies (e.g. Attendance Board, Edmonton Police Service, Child and Family Services, Alberta Health Services etc.).

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.


Parents may be contacted and invited to come to the school to discuss areas of need and additional supports that may be required to help their child.



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.

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