

Student Rights and Responsibilities 2020–2021

Montrose School

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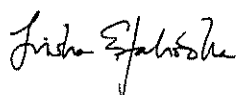
Our Commitment to High Quality Learning Environments

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

As a Division, we have established clear behaviour expectations for all students, from Kindergarten to Grade 12. The expectations are outlined in the Division'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, our expectations for student conduct, and the potential responses when students demonstrate unacceptable behaviour.

Parental involvement in public education plays a vital role in promoting positive student behaviour. We are pleased that our ongoing partnership with families continues to make a difference for our schools and students.

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 Board Policy HG.BP—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
- helping them to attend school regularly and to develop the skills required to meet the school's expectations
- encouraging and modelling collaborative, positive and respectful relationships with others in the school community
- working collaboratively with the school to resolve student conduct issues
- reporting to the school any circumstances which may impact student safety

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

- contribute to the development of a welcoming, caring, respectful and safe learning environment
- 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 responsible 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 and safe learning environment that respects diversity 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 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 Montrose School we believe:

We believe that all students have the right to learn. It is our aim to establish and maintain a positive school climate in which:

- Each student feels safe, happy, and important without disruptive behaviour impinging upon the rights of others
- Appropriate behaviour is consistently encouraged and complimented so as to increase student self esteem and reward self control
- Frequent communication exists between the staff and parents so as to encourage and provide the opportunity for active and constructive parental involvement in the education of their child
- There is a collaborative effort to learn and a feeling of mutual respect among staff, students, and parents

Our goal at Montrose is to encourage and reinforce appropriate behaviour. While the ultimate responsibility lies with the student, the home and school alike must share the responsibility for acceptable conduct, and by working together, we can better ensure positive student behavior.

At Montrose 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

Our school may be somewhat different than any other. We work with students who may have learning and developmental differences related to stressful life experiences. We are creating a school environment that is sensitive to the outcomes of the students' experiences.

A Trauma Sensitive School environment is one which is based on research supporting the following information:

1. High levels of stress during childhood can have negative long term consequences.
2. When a child's stress management systems are turned on for long periods of time, this raises the likelihood that the brain will later mistakenly respond in a fight-or-flight mode to day to day, non-life-threatening events.
3. When a child's brain is in fight-or-flight mode, learning cannot take place and behaviour mistakes are common.
4. Strategies to move the brain out of the fight-or-flight mode can be learned. These include intentional calming, changing self-talk, and finding 'brain tricks' to turn on the pre-frontal cortex, or the 'thinking' part of the brain.

Our Students are viewed as ***resilient***, as they are attending school and engaging in learning despite stressful circumstances. Montrose staff members aim to make the students' time spent with us, a very positive and a growth promoting experience.

Trauma Sensitive School settings support the learning of students impacted by the trauma experience, by intentionally helping them to: develop healthy relationships; learn to regulate their own emotions, attention, focus and behaviour; become academically successful; and maintain a healthy lifestyle.

Trauma Sensitive School Settings use a flexible framework to create the following characteristics:

1. All staff within the school work together to develop common universal strategies to support the creation of a **safe environment** for all students. This includes social, emotional, academic and physical safety.
2. All staff have a well-developed understanding of both the **effects of childhood trauma** AND their ability to support the student in **moderating those effects**.
3. Students receive **direct instruction** in addition to multiple opportunities to **practice skill development in the areas of relationship development, emotional regulation, and modulating or regulating the state of arousal**,
4. Students receive enhanced opportunities to experience **connection** to the school community.
5. School planning and operations are guided by the need to support extraordinary and changing student needs.

Parents and community are invited to be involved.

Rights and Responsibilities

Our school 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.

All members of the Edmonton Public Schools community, including students, parents, staff and Trustees have a role and a shared responsibility to create and support welcoming, caring, respectful and safe learning environments.

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.

All members of our school community are expected to respect diversity and refrain from demonstrating any form of 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.

These rights and responsibilities are communicated in the *Alberta Human Rights Act* and the *Education Act* and are reinforced in Division policies and regulations including AE.BP—Welcoming, Inclusive, Safe and Healthy Learning and Working Environments, HG.BP—Student Behaviour and Conduct, HG.AR—Student Behaviour and Conduct, and HFA.AR—Sexual Orientation and Gender Identity which are available to the public.

At Montrose 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. In order to preserve these rights, students must also be aware of their individual responsibilities.

Students shall be responsible and accountable for their behaviour and conduct:

- while involved in school-sponsored or related activities
- while on school property
- during any recess or lunch periods on or off school property
- while traveling to and from school.

Student Behaviour Expectations

To ensure that Montrose 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.

MONTROSE SCHOOL EXPECTATIONS

1. We will always try our best to bring pride to ourselves, school, and community.
2. We will keep our hands, feet, and bodies to ourselves.
3. We will listen and follow directions the first time.
4. We will make choices that contribute to a safe and caring school, classroom and community; and accept responsibility for our actions/choices.
5. We will respect everyone's right to learn and our school environment.

Board Policy HG.BP – Student Behaviour and Conduct outlines 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,
- co-operate 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.

Student Dress Code

At Edmonton Public Schools, students are expected to dress in a manner that reflects a positive sense of self within a welcoming, 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.

Dress code expectations will be implemented in a manner that empowers students to make decisions that promote a positive sense of self and contribute to a respectful learning environment.

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

Student responsibilities in relation to COVID-19

The Division's first priority is always to ensure the safety and wellbeing of students and staff.

Effective August 4, 2020, and until further notice from the Superintendent of Schools, all students (Grades 4-12), staff, parents and visitors who are physically, psychologically and developmentally able to are expected to wear a non-medical mask, which fully covers the nose, mouth and chin) upon entering, and while inside, any school or Division-owned building, and while riding on any Division yellow bus.

K-3 students who are physically, psychologically and developmentally able to wear a mask are asked to do so.

This expectation does not apply:

- to persons unable to wear a mask due to a physical, psychological or developmental limitation, or protected ground under the *Alberta Human Rights Act*;
- to persons consuming food or drink in designated areas
- when, as directed by the classroom teacher for certain activities, to not wear a mask and the students are able to physically distance
- to staff who are working alone in their classroom or office, and custodial staff who are working after school hours.

Unacceptable Behaviour

Any behaviour 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. Edmonton Public Schools' policy on student behaviour and conduct outlines the following:

Students are accountable for their behaviour whether or not it occurs on school property or within the school day. When behaviour that occurs off school property, or outside of regular school hours, threatens the safety or well-being of individuals within the school community or disrupts the learning environment, school administrators may apply consequences for the behaviour.

Examples of unacceptable behaviour include, but are not limited to:

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

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

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:

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 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 Montrose School, when problems occur between students, we follow a problem solving process that helps students develop communication and reflective strategies that assist them in dealing with similar situations in the future. Our problem solving process is linked to our literacy focus and involves students in completing organizers and writing apology letters, when necessary, with teacher/administrator assistance. The goal is to provide students with positive, life-long strategies that help them solve problems or issues now and in the future. A restorative approach is also embedded in this process.

The majority of Montrose students make good choices on a daily basis. Failure to make good choices for behaviour and conduct shall result in some or all of the following consequences:

- problem solving, monitoring or reviewing behaviour expectation with student and reprimand;
- parental involvement;
- referral to attendance board;
- temporary removal of privileges;
- detention of student;
- temporary exclusion of student from class;

- in-school suspension;
- out-of-school suspension;
- community conference/restorative practices;
- behaviour contract with student and/or positive goal setting plans
- community service in school during break times
- restitution for property damage to an individual or board;
- assessment of student to develop appropriate programming;
- involvement of police; and
- expulsion from a school or all district schools.

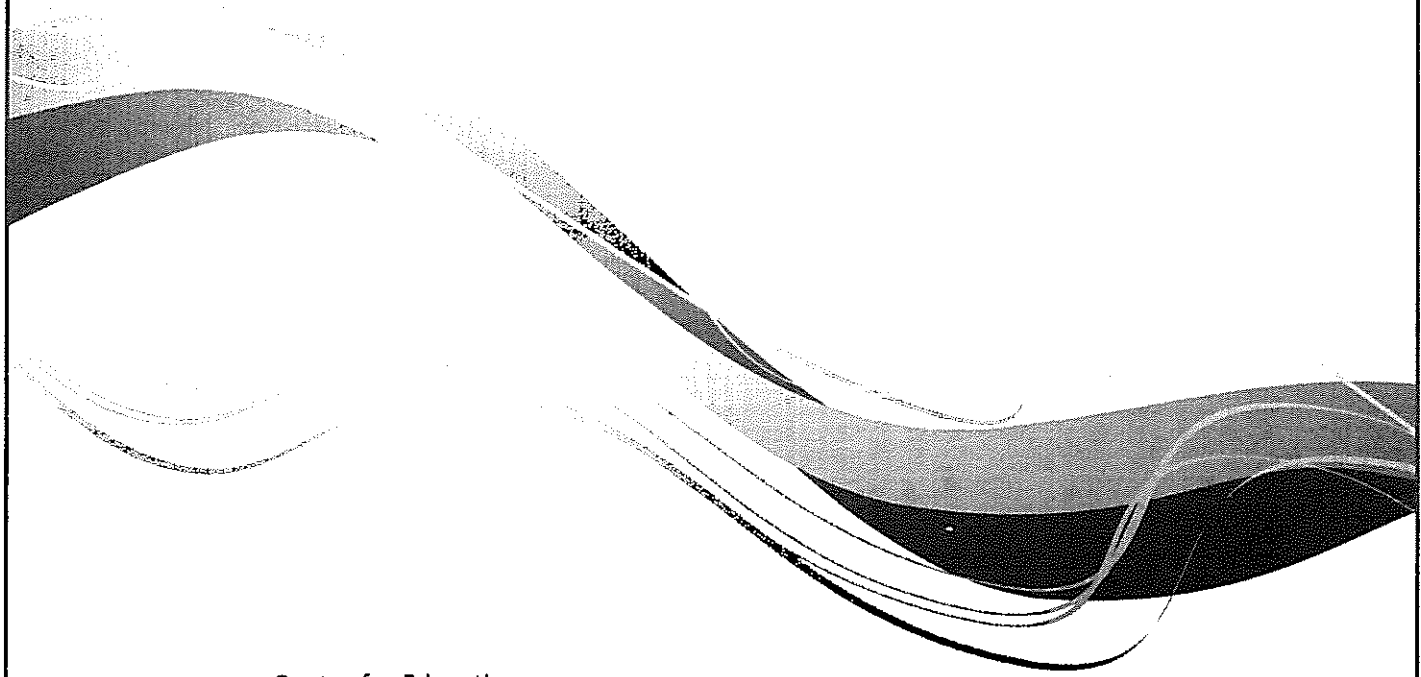
Serious Behaviour

There are certain serious behaviours that are unacceptable and will require more severe, or immediate consequences. Serious misbehaviours include:

- Behaviours which are injurious or potentially dangerous to self or others
- Willful disobedience, defiance or opposition to authority
- Abusive or profane language and/or gestures
- Continuous disruptive behaviour that interferes with another student's right to learn
- Willful destruction or defacing of school property
- Possession or use of any object considered to be a weapon

In some circumstances, due to the seriousness or frequency of misbehavior, a student may lose privileges, be given a time out or work detail on campus, an in-school suspension or an out of school suspension. Suspensions may be for one to five days. The duration of the suspension would depend on the severity of the behaviour and the student's previous behaviour record. **Parents/Caregivers will be informed should their child receive a suspension of school privileges.**

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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