EDMONTON PUBLIC SCHOOLS

Student Rights and Responsibilities

2026-2027

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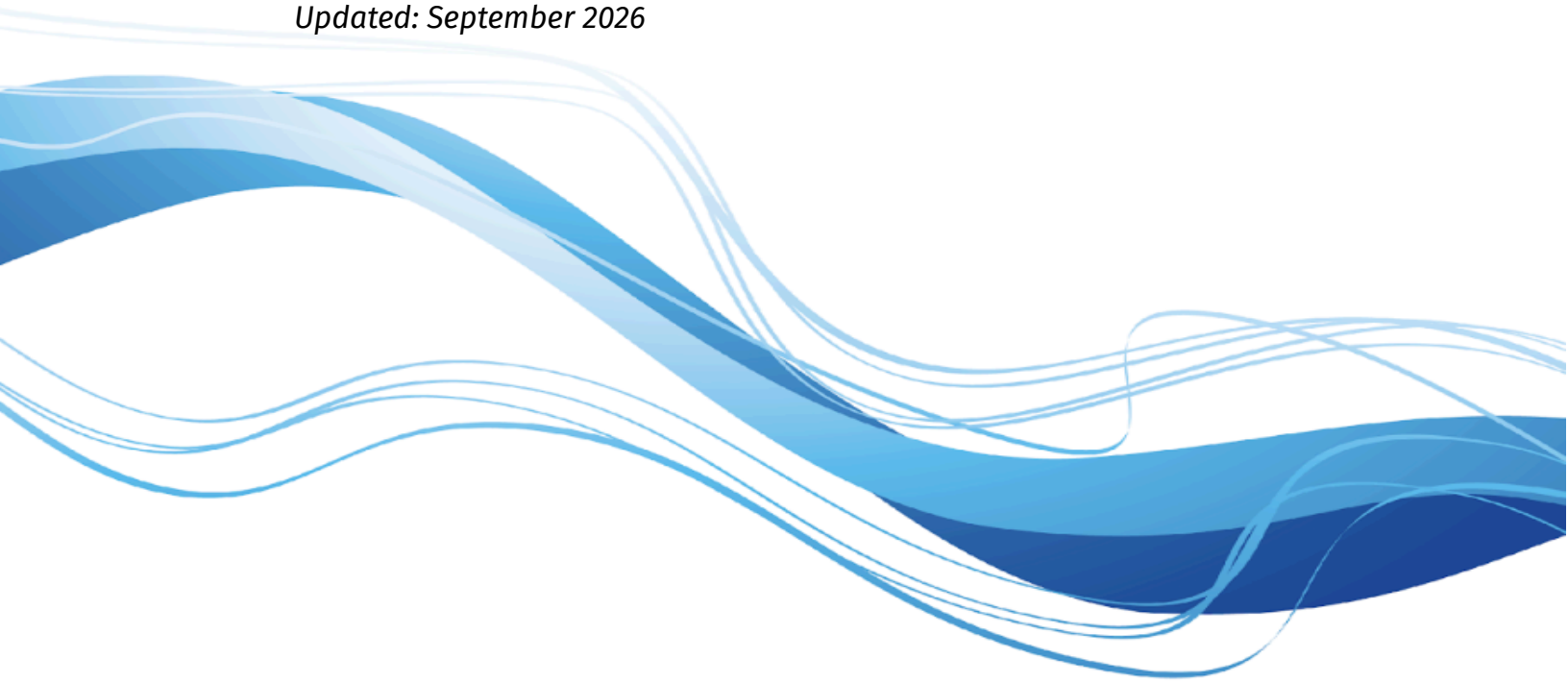

Our Commitment to High Quality Learning Environments

At Edmonton Public, we are deeply committed to the well-being and success of students. Each student deserves a caring, 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, responsibilities, and expectations of students, and the potential responses when students demonstrate inappropriate behaviour.

The role of families in their child's education is a vital one in promoting positive student behaviour. Partnerships with families continue to make a difference for students and staff. By working together, we can ensure high quality learning environments where students can grow and thrive.

Saadiq Sumar, 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, innovative and caring 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.

Ron Thompson, 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 expectations set out by the school, the Division, and the Province.
- helping them to attend school regularly and punctually
- encouraging and modeling collaborative, positive and respectful relationships with others in the school community
- contributing to a caring, respectful, and safe learning environment
- reporting to the school any circumstances which may impact student safety
- talking with their child(ren) about the potential risks and benefits of technology, responsible internet and social media use (including online profiles, group chats, and chats on gaming consoles), and the importance of respecting privacy and protecting personal information in age-appropriate ways.

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

- contribute to a safe and caring environment that fosters and maintains respectful and responsible behaviours
- 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 an inclusive learning environment that commits to safety, caring and respect for all
- 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 LaPerle School we believe:

At LaPerle we believe: All students, staff, parents, and community members are invested in creating a sense of belonging and acceptance by engaging in meaningful relationships. We value diversity and are committed to developing a learning environment focused on empowering all individuals to reach their full potential. Through positive and productive dialogue, we are dedicated to do what is best for all children. As a collaborative inclusive community, we provide students with a variety of rich educational experiences and strive to Unlock COURAGE, Learn Through CONNECTION and Show COMPASSION daily together.

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 a safe and caring environment that fosters and maintains respectful and responsible behaviours. Students must also refrain from engaging in, and assist in the prevention of, violence.

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.

Students are responsible for the care and security of all personal belongings brought to school. The Division is not responsible for the loss, damage, or theft of personal items. In the event of an accidental injury resulting in broken eyeglasses or prosthetic appliances, families may be eligible for limited reimbursement through the Blanket Student Accident Insurance Plan, provided a school incident report is completed. The Division's Student Accident Plan administrative regulation can be found HERE.

All members of the Edmonton Public Schools community:

- have the right to learn and work in an environment that:
  - is free of discrimination, prejudice, racism and violence
  - 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, discrimination or violence.

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.

At LaPerle, everyone in our school community has the right to learn and work in an environment that is respectful, safe, and healthy and with a focus on learning and success. In order to preserve these rights, students must also be aware of their individual responsibilities.

● Students must put their best effort forward and be responsible for their learning

● School attendance is important to achieve academic growth and success

● Students should work cooperatively with staff and students in the classroom

● Students must be respectful of others' rights and show tolerance and acceptance

● Students must show that they are welcoming, caring and respectful and contribute to a positive and safe learning environment

- Students must work to eliminate and deal with any signs of bullying
- Students will contribute to the school community in a positive and productive way

Student Behaviour Expectations

To ensure that LaPerle 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 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,
- refrain from engaging in, assist in the prevention and reporting of, violence without putting the student's own safety or well-being at risk,
- 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 (which includes artificial intelligence) appropriately and ethically, and in alignment with teacher, school, Division and provincial expectations.
- demonstrate academic integrity in all schoolwork. Generative AI tools (such as text, image, or code generators) may only be used when explicitly authorized by a teacher for a specific assignment. Submitting AI-generated content as one's own original work, or using AI on assessments without teacher approval, constitutes academic dishonesty. When AI use is permitted, students must transparently cite and disclose how the tool was used.
- 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 caring, 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 welcome attire are durags, turbans, hijabs and burkas.

Student safety and well-being 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 support the health and well-being 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.

In addition to the Division expectations outlined above, students at LaPerle are expected to:

- ensure their words and actions contribute to a welcoming, caring, respectful and safe learning environment
- follow all school drop off/pick up and entry/exit procedures
- take care of school property and equipment
- acknowledge and respect other people's personal boundaries as well as the role consent plays in interactions

- respect the rights of others including ideas, feelings, body and space
- move safely inside and outside the classroom
- speak in a tone and volume that is appropriate and respectful

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 supporting a respectful, inclusive, and safe learning and working environment.

Technology refers to any hardware, applications (which may include artificial intelligence), networking and communications equipment used in the Division, including those that are personally owned. Division technology is intended for educational purposes and cannot be used for purposes that are illegal, unethical, disrespectful, hateful, inappropriate, or that cause harm.

Student Use of Personal Mobile Devices and Social Media

To maximize student engagement in learning, support student mental health, reduce opportunities for cyberbullying, and mitigate the negative impacts of excessive exposure to social media, the Government of Alberta has established standards restricting student use of personal mobile devices and access to social media.

At a minimum:

- Students will be required to have devices powered off and stored out of sight during instructional time.
- Students will not be able to access social media platforms on Division networks and devices.

Personal mobile devices include smartphones, cellphones, smart watches, tablets and laptops. Students are expected to respect and abide by classroom, school, Division and provincial expectations for the use of personal mobile devices and social media.

Read more about the province's standards.

In support of the provincial standards, EPSB filters social media sites so students are not able to access them using the school's network. If a student chooses to access social media sites using their own cellular data, families need to be aware that additional data charges may incur. The social media sites that are currently restricted for student access include, but are not limited to; Facebook, Instagram, Tik Tok, SnapChat, X (Twitter), Be Real, Discord, Threads, WeChat, and Pinterest.

A school authority is required to allow for the following limited use exceptions:

- Limited use of personal mobile devices must be permitted, as determined by a principal or equivalent, for health or medical reasons or to support special learning needs;
    - In Edmonton Public Schools these requests would be supported by a student's medical management plan (MMP) or a student's Individual Program Plan (IPP);

- Limited use of personal mobile devices may be permitted for educational or other purposes, as determined by a principal or equivalent;
- Limited access to social media may be permitted, as determined by a principal or equivalent.

To access any of these exemptions, parents must first speak to school administration for potential authorized access.

Pursuant to the *Education Act*, 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
  - use artificial intelligence tools transparently, responsibly, and only for authorized educational purposes.
  - ensure that submitted work reflects personal effort and understanding, properly acknowledging any assistance or media generated by AI platforms.
- **Be safe and secure**
  - protect passwords and personal information of self and others including photos, name, age, address and other contact information
  - protect personal privacy by never entering confidential, private, or personally identifiable information (such as full names, student numbers, addresses, or photos) of oneself or others into public AI software or chat models.
  - 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
  - refrain from participating in online bullying and/or violence, and report any awareness of dangerous online behavior
  - 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
  - do not use AI tools to create, alter, or share synthetic media (such as "deepfakes," altered photos, cloned voices, or manipulated videos) that depict students or staff without explicit consent.
  - students are responsible for the care and security of personal mobile devices brought to school.
  - should school staff take possession of a student's personal device, staff will ensure that student devices in staff's possession are stored securely.

- the Division will not be responsible for any issues related to the safety, security, loss, repair, or replacement of students' personal devices, even if these devices are confiscated as part of disciplinary actions. This means that if a device is lost, damaged, or stolen while in the school's possession, the school will not cover any related costs or damages.

In addition to the Division and provincial expectations outlined above, students at LaPerle are expected to:

Store cell-phones in their backpacks during class time, either turned off or on silent. Students can also give their cell-phone to the teacher or the office staff if they feel that would be a safer option. Students will not use cell phones while outside on the school grounds during recess or lunch. The school will not be responsible for damage or loss of these personal devices. Students will not be allowed to use their cell phones at any time during the school day. If a child needs to call home they need to notify their teacher and the school office staff will call their parent.

In addition to the Division expectations outlined above, students at LaPerle are expected to respectfully use technology and all devices for educational purposes only. All websites, social platforms and devices will be used in a responsible, ethical and legal manner. Any infractions to the use of technology may result in loss of use and/or access to technology. Parents and/or guardians will be notified.

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 intimidation, whether it be in person, indirectly, or by electronic means
- physical violence
- retribution against any person who has intervened to prevent or report bullying, violence, or any other 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 government orders, Division administrative regulations or school-based code of conduct
- misrepresenting AI-generated content as original student work (academic misconduct).
- creating, generating, or distributing AI-manipulated images, audio, or video (deepfakes) to impersonate, demean, intimidate, or harass any member of the school community.

- inputting confidential school data, personal identification, or intellectual property into unauthorized third-party AI platforms.
- 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 including access to technology
- 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

At LaPerle, 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. We recognize that each situation will present with unique circumstances. Efforts to understand the behavioral incident will require gathering information, conversation and open communication with all stakeholders. As a school staff we will work constructively to address these types of concerns in a timely appropriate manner. Some guiding factors staff and administration may use when making decisions regarding responses to behaviours include:

• Progressive responses to unacceptable behaviour include a range of strategies such as appropriate consequences, intervention and support, restorative practice, and threat-risk assessments. Processes for documentation and record keeping of student behaviour and conduct, ensuring interventions and supports are in place for all students.

• Consequences for unacceptable behaviour are instructive in nature, logically connected and proportional to the behaviour, and escalate in relation to the severity and frequency of the offense.

• All unacceptable behaviour responses will take into account the student's age, maturity and individual circumstances.

At LaPerle, we believe in implementing a restorative practice in which both the victim and the individuals demonstrating the behaviour are able to express themselves in a meaningful and productive way. It is our goal to allow students to learn from these behaviours and establish a plan to rectify their actions and be able to move forward from the incident in a positive manner. As partners in learning, we will include all stakeholders in the steps towards any subsequent follow up and support. At LaPerle we use a tiered approach to supporting and responding to unacceptable behaviours:

Tier 1 Responses: These responses will generally occur within the context of the classroom and involve the support of the classroom teacher and other classroom staff. These responses may include positive proactive strategies such as proximity, verbal and visual cues, reminders of classroom and common area expectations, positive reinforcements and support of peers.

Tier 2 Responses: These responses involve the support of the classroom teacher and other staff members. Responses to Tier 2 behaviours may include proximity, verbal countdowns/warnings, temporary relocation within the classroom, working time in another classroom, walking with supervisors at recess, private conversations, and role playing. A phone call or message home may be included as a response depending on the severity and frequency of the unacceptable behaviour.

Tier 3 Responses: These responses require more support than that of just the classroom teacher and may include other staff members and depending on the severity or frequency of unacceptable behaviour, administration/office involvement. Responses may include temporary restriction of privileges, walking with a supervisor at recess, restorative justice strategies, time outs or calming time in another room or area of the school and a phone call or message home.

Tier 4 Responses: These responses require greater support and will involve administration and the family. Responses may include, Specialized Learning Service referrals to consultants and specialists, meeting with parents and other stakeholders, IBSP's (Individual Behaviour Plans), loss of privileges for an extended period of time or permanently, in or out of school suspensions.

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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