



EDMONTON PUBLIC SCHOOLS

Student Rights and Responsibilities 2023–2024

Dr. Donald Massey School

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Updated: November 1, 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

Dr. Donald Massey's VISION is: **HIGH LEVELS OF LEARNING FOR ALL**

At Dr. Donald Massey School, we ensure all our students achieve the high levels of learning required for success in school and in life. Our learning environment is grounded in a culture of collaboration. We value classrooms which are diverse in worldview, culture, language and interests. We build strong relationships between students, staff, families and the community. We are committed to:

- Providing engaging and interesting learning experiences that spark curiosity and passion as students move towards the learning destination
- Implementing research-based, high impact instructional approaches that motivate and inspire all students to be actively engaged in their own learning
- Growing in our teaching practices, adapting to the diverse needs of our students as we prepare them for the future
- Building a community that encourages students to welcome and support each other in a safe atmosphere that promotes risk-taking

We also believe:

- that ALL students can learn and are committed to implementing high quality instruction practices while fostering growth mindsets to ensure optimal levels of student success.
- that students have a right to learn in a safe, positive, productive environment where everyone feels welcomed, respected and valued. Parents, students and staff share the collective responsibility to ensure a caring, inclusive community exists at Dr. Donald Massey and is one that does not tolerate racism or discrimination.
- in the importance of students demonstrating positive and productive citizenship both at school and in their community. In times when students make inappropriate choices, we believe in the importance of students owning their actions and being held accountable for them. We are committed to helping them learn from mistakes and implementing restorative practices to repair any harm caused by their actions.

We are committed to demonstrating the qualities of what it means to be a Maverick:

- **visionary**
- **true hearted and authentic**
- **risk taker**
- **have strong convictions**
- **innovative**
- **influential**



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.

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.

At Dr. Donald Massey 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.

Student Rights and Responsibilities:

I have a **right** to feel safe, comfortable and cared for at school. It is my **responsibility** to act safely and to treat others in a safe, comfortable, and caring way. It is my **responsibility** to treat others equally and foster a sense of belonging for everyone.

I have a **right** to be treated with dignity and respect in my school. It is my **responsibility** to treat others with polite and respectful consideration. I will not laugh at, tease, or put down other students, staff or adults.

I have a **right** to learn and grow. It is my **responsibility** to contribute positively and productively to the learning environment. I will be diligent in my studies, listen to all staff, and fully cooperate and participate. I will refrain from behaviours that distract, disrupt or take away from the learning of others.

To advocate for my **rights** and the **rights** of all students, I will find my voice, report concerns and misconduct, and ask for help. To live up to my **responsibilities**, I will follow the rules, acknowledge my mistakes, and repair any harm I cause.

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Anti-Racism and Equity

All members of the Edmonton Public Schools community:

- have the right to learn and work in an environment that:
 - o is free of discrimination, prejudice, and racism
 - o recognizes diversity as a strength
 - o supports each individual to be included and feel represented in their greater school community, and
- have the responsibility to:
 - o demonstrate respect for diverse cultural perspectives, traditions, languages, beliefs and values
 - o learn and work together as a part of the broader school community to end racism and discrimination
 - o 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](#).

Student Behaviour Expectations

To ensure that Dr. Donald Massey 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.

The actions of students at Dr. Donald Massey are guided by Section 31 of the Education Act. These responsibilities are posted in each classroom. To be more specific:

1. Be Punctual

- be proactive and arrive at school on time
- if late, check in at the office
- transition between classes quietly and quickly

2. Be Ready to Learn

- complete assignments and use class time wisely

Student Responsibilities

Education Act
Section 31

A student as a partner in education, has the responsibility to :

☐ attend school regularly and be on time



☐ be ready to learn and actively engage in learning



☐ help make sure DDM is a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging



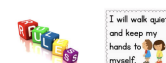
☐ respect the rights of others



☐ not bully others in school, during the school day or by using technology



☐ follow the rules of the school



- have all necessary materials on hand
- be organized and ready to begin work
- assume responsibility for incomplete or missed work Actively participate in all learning activities and always give it your best
- engage in learning through active participation, dialogue and questions
- actively participate in group discussions and projects

3. Contribute to DDM being a welcoming, caring, respectful and safe learning environment that supports diversity and fosters a sense of belonging

- Attire
 - choose clothing that is respectful, fosters a sense of belonging and welcoming safe space for all
 - dress appropriately for the weather and outdoor breaks
- During drop off/pick up
 - dismount from bicycles, skateboards, rollerblades etc. and walk with these items on school property (helmets must be worn when using these items)
 - be safe, cooperative and respectful while travelling to and from school on yellow buses
 - refrain from using the school drive through between 8:15 - 8:45 am as well as between 3:00 - 3:45 pm.
- At recess:
 - be kind to others, include them in play, share and wait their turn (during recess)
 - avoid play fighting, rough play, pushing and shoving etc., and the use of inappropriate language
 - play only in permitted areas

4. Respect the Rights of Others

- behave in a respectful and courteous manner
- respect others and their property
- respect yourself and your property

5. Not Bully

- commit to actions that ensure the safety of all at all times, both on and off school premises, during school hours or after school. These actions include Interactions that occur face to face or electronically (online, via cellphone, via messaging or social media, etc.)

6. Follow school building regulations

- Smoking or vaping are not permitted in Edmonton Public School's facilities or on the grounds.
- Lunch Hour
 - In the interest of student safety, Dr. Donald Massey continues to implement a lunch break "closed campus" policy. This means that during the lunch break, students must remain on the school property. Students who live in immediate vicinity of the school and wish to return

home for lunch daily may do so. If this is the case, parents must complete the “Permission To Go Home For Lunch” exemption form. Students are expected to only go to their own homes and refrain from visiting stores or other students’ homes during the lunch time.

- label and keep track of your personal items (school supplies, clothing, etc.)
- leave valuables, cash, collectibles, toys and such at home
- use the assigned entrance to enter and exit the building
- remove outdoor footwear and hoods from heads upon entering the school
- Technology
 - leave all electronic devices other than laptops/chromebooks (including ear buds) in lockers during class time, or place them in the classroom cell phone locker upon arrival unless teachers have specifically asked for students to use them for a learning activity
 - follow the Responsible Use of Technology Agreement, including using school and personal technology in a manner that respects privacy (e.g. take photos or videos of others and post photos or videos on social media only with permission)

7. Cooperate Fully with the Adults in Charge

- be cooperative and respectful with all adults in charge. This includes lunch supervisors.

8. Be truthful and Own Your Actions

9. Do Positive Things

- throw garbage in the trash can and recyclable cans, bottles, juice boxes in the recycling bins
- be respectful of the school and its equipment

Academic Integrity: Cheating and Plagiarism

Cheating is not acceptable. This includes plagiarism, copying, stealing tests or assignments and getting answers for a test or assignment in advance. Cheating also includes giving answers or work to others to claim as their own. Students must do their own work and protect the intellectual property of teachers. Plagiarism is a deliberate act of literary theft. It is dishonest and demonstrates a lack of integrity. It occurs when a writer uses someone else's words or ideas without telling the reader. It is regarded as an academic crime in every educational institution and may result in severe consequences.

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

At Dr. Donald Massey, all students and parents are required to sign and return the age appropriate Responsible Use of Technology form to their child's homeroom teacher in September.

- [Responsible Use of Technology Agreement - Grades 1 - 3 \(2023-2024\)](#)
- [Responsible Use of Technology Agreement - Grades 4 - 6 \(2023-2024\)](#)
- [Responsible Use of Technology Agreement - JH \(2023-2024\)](#)

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

At Dr. Donald Massey, we are committed to ensuring that our school is a safe and productive learning environment. Staff are committed to managing discipline through a proactive, responsive and restorative approach. As a result, Dr. Donald Massey is committed to ensuring that we do all that we can to be proactive in helping students make good choices, be responsive when choices are made that impact others negatively and committed to engaging students in restorative practices that include reflecting on how the unacceptable behaviour affected themselves and others.

When unacceptable behaviour occurs:

- it is referred to the classroom teacher and other classroom staff for initial response and support if the matter is one that involves or impacts the classroom and/or others from the classroom. The matter is referred to administration for additional support if the unacceptable behaviour intensifies, becomes repetitive in nature, or impacts students beyond their own classroom and cannot be resolved with teacher support.
- it is referred to administration when gross misconduct occurs such that the safety of self or others is put at severe risk or the learning environment is highly impacted
- the care and safety of all is maintained

- action is taken to gain a clear understanding of what happened by engaging in conversation with parties involved, including those who witnessed the incident and those affected by the behaviours
- we work in partnership with parents, as deemed necessary, to address the behaviour and support the student in making better choices

If an investigative process results in consequences being issued, the following processes will be followed:

- Students will be requested to reflect on:
 - which student responsibilities their actions did not uphold
 - how their actions impacted themselves and others
 - what a meaningful consequence might be, given their choice of action and any prior
 - learning opportunities that may exist
 - what they might do to make things right and restore relationships
- Bullying behaviour will be addressed in a manner that:
 - distinguishes bullying from conflict (see definitions in previous section)
 - ensures school staff review all allegations of bullying
 - acknowledges that Dr. Donald Massey staff and parents may not always agree that a situation constitutes bullying, however school staff will work constructively to address the concern in an appropriate manner
- 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

Support is provided for students who are impacted by unacceptable behaviour as well as for students who engage in it. School staff will work collaboratively with students, staff and parents in determining what that support should look like and may include engaging students in restorative practices and mental health supports.

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.

