

# Student Rights and Responsibilities 2023–2024

## **Florence Hallock 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 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 Florence Hallock School, we believe:**

Through respect for ourselves and others, we create a friendly, safe and welcoming school environment. Florence Hallock School is committed to ensuring that our working and learning environment fosters positive relationships. We will do this by building, maintaining and restoring connections with one another.

At Florence Hallock School, we believe it is important that we all become part of a healthy and supportive community. If a community member causes harm to another, they must learn to take responsibility for their actions and strive to repair the harm. This enables everyone to learn from mistakes and move forward in a positive manner. This is the cornerstone of Restorative Discipline practices.

Florence Hallock School staff believe that all children need clear, consistent expectations and structure in order to develop responsibility for their own behaviour and learning:

- We expect students to behave in an appropriate manner which does not interfere with the rights of others.
- We believe that all students have the right to learn in a safe, positive environment.
- We believe that the above can be accomplished by establishing a strong relationship with the home and providing the child with a warm, caring, safe environment to learn.

### **General expectations for learning and behaviour**

We believe that students perform better when they know what is expected of them. Our school-wide Behaviour Plan has been developed by the school staff and is communicated to students by teachers in the classroom. In addition, classroom agreements are developed by classrooms. They are reviewed periodically or when the need arises.



## 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](#).

At Florence Hallock 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.

Florence Hallock students have the responsibility to:

- accept their own and others' strengths and challenges
- celebrate success
- see mistakes not as failure, but as an essential part of the learning process
- be accountable for their conduct and the development of positive relationships with others
- include others
- think outside themselves by demonstrating empathy and forgiveness towards others
- take risks in their learning
- stand up for others
- assume their rightful responsibilities as learners

## Student Behaviour Expectations

To ensure that Florence Hallock School is a positive learning environment for everyone, all students are expected to comply with expectations set by our school Division, as well as school rules which are in place for the benefit of all members of our school community. These expectations apply to all students in the school community, including while learning and engaging with others both in-person and online.

Board Policy [HG.BP – Student Behaviour and Conduct](#) and Administrative Regulation [HG.AR – Student Behaviour and Conduct](#) outline that students are expected to behave in accordance with section 31 of the *Education Act* which states that, a student, as a partner in education, has the responsibility to:

- attend school regularly and punctually,
- be ready to learn and actively engage in and diligently pursue the student's education,
- ensure the student's conduct contributes to a welcoming, caring, respectful and safe learning, environment that respects diversity and fosters a sense of belonging,
- respect the rights of others in the school,
- refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means,
- comply with rules of the school and the policies of the Board,
- cooperate fully with everyone authorized by the Board to provide education programs and other services,
- be accountable to the student's teachers and other school staff for the student's conduct, and
- positively contribute to the student's school and community.

Furthermore, students are expected to:

- resolve conflict or seek assistance to resolve conflict in a peaceful, safe, and non-threatening manner that is conducive to learning and growth. Strategies for addressing conflict between students may include counselling, mediation, or forms of restorative practice.
- use school and personal technology appropriately and ethically
- ensure that they conduct themselves with academic integrity and refrain from and report all incidents of academic misconduct including, but not limited to, cheating and plagiarizing.

**Regular Attendance – It’s the Law**

Regular attendance is strongly linked to student academic success and a student’s sense of belonging at school. The *Education Act* reminds parents and students that students are expected to attend school and be punctual every day. Students are only considered to be excused from attending school if they must be away due to:

- sickness or other unavoidable cause
- the day being recognized as a religious holiday by the religious denomination that the child belongs to
- suspension or expulsion
- an exemption from compulsory attendance granted by the Board for a defined period of time

**Expectations for Student Attire**

At Edmonton Public Schools, students are expected to dress in a manner that reflects a welcoming, respectful, inclusive, safe and healthy learning environment. School expectations for student attire take into account a student’s right to fairness, dignity and respect, and will not discriminate against students based on race, gender, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, socio-economic status, or body type. Some examples of this are durags, turbans, hijabs and burkas.

Student safety and wellbeing are our highest priorities. Students are also expected to refrain from wearing, carrying, or displaying any clothing or accessories which pose a safety hazard. Students are not permitted to wear lanyards around their neck.

**Student Responsibilities in Relation to Public Health**

The Division’s first priority is always to ensure the health and wellbeing of students and staff. Students are expected to abide by protocols and expectations that are established at the school, Division, or provincial level for K-12 education, in relation to public health.

These expectations will be communicated to students, parents, and staff by the school administration in a timely manner, and may be updated over the course of the school year in relation to a public health concern as advised by Alberta Health Services.

**Student Behaviour Expectations at Florence Hallock School:**

1. Be punctual:
  - arrive at school on time
  - make class changes quietly and quickly
2. Participate in all class activities to the best of one's abilities:
  - attend regularly and be on time for classes
  - complete individual classroom assignments
  - take part in group discussions and projects
  - attend field trips
3. Complete assignments:
  - have all necessary materials on hand
  - be organized and ready to begin work
  - complete assignments and use class time wisely
  - assume responsibility for incomplete or missed work
4. Behave in a respectful and courteous manner towards oneself, other children and all adults:
  - use acceptable language
  - respect the rights and property of others
5. Display appropriate self-control:
  - in the classroom
  - on the playground
  - during school assemblies and other functions
  - in common school areas
6. Follow school building regulations:
  - use the assigned doors to enter and exit the building
  - keep cell phones and other personal devices out of the classroom
  - remove outdoor footwear and hats upon entering the school
  - have one pair of labelled shoes for indoor and gym wear
  - dress appropriately for the weather and outdoor recess breaks
  - label and keep track of personal items (such as school supplies and clothing)

## 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 Florence Hallock are expected to adhere to the Technology Usage Agreement that is applicable to their grade level.

Technology Usage Agreements:

- [Kindergarten to Grade Four Students](#)
- [Grade Five to Grade Nine Students](#)

## 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 Florence Hallock 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 goal is to help students become positive, productive citizens within and outside of our school. There are times when students will make inappropriate choices. When a child does make an inappropriate choice, we will work with them to try to help them learn from the mistake and restore any harm that was caused.

A strong relationship between home and school is essential when dealing with student choices. In order for change to occur, the student needs to know that both the home and school are working together. When an inappropriate choice results in a consequence, it is important that the student understands why the resulting action is being taken and how the student can make the situation right.

### **Inappropriate Choices**

Dealing with minor forms of inappropriate choices will be addressed on an individual basis by restoring the relationship that was harmed.

Major forms of inappropriate choices are those for which the school and District has zero tolerance and will be dealt with appropriately.

Florence Hallock School Staff may:

- problem solve with all parties involved with the goal of restoring the relationship(s) and learning from the mistake
- remove privileges for short- and/or long-term durations
- make alternate learning arrangements in and out of school
- invite students and families to engage in a Community Conference to agree on how to solve the problem and repair harm
- require restitution for property damage to the school or individuals
- make referrals to other professionals, such as social workers, police officers, the Alberta Attendance Board and child welfare workers
- suspend a student from class or from attending the school
- automatically involve the Edmonton Police Service for any illegal activities
- recommend expulsion from the school

At any point in the process, school administrators may choose to apply any of the above consequences. Out-of-school suspensions will be used for serious offenses such as fighting, cheering on or observing a fight, uttering threats, possession and/or use of inhalants or drugs, online/technology misconduct, continuous disruptive behavior, assaults, possession and/or brandishing of a weapon (or replica).

When it is necessary to resort to a suspension, parent support to make this loss of school time meaningful is essential to the process. Completion of missed school work is the students' responsibility.

Due to the Freedom of Information and Privacy (FOIP) Act, any consequences enacted due to inappropriate behaviours are not public information and are shared only with the child's own parent/guardian.

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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