

Student Rights and Responsibilities 2023–2024

Westminster School

13712 104 Avenue NW, Edmonton, AB T5N 0W4

Phone: 780 452 4343

Email: westminster@epsb.ca

Website: westminster.epsb.ca

Principal: J.P. Cooper

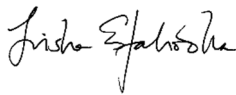
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Our Commitment to High Quality Learning Environments

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 Westminster, we envision a holistic approach to education. Combining academics, arts, athletics and real life experiences, we seek to create equal opportunities for all of our students. Every student has a voice. Every student has a unique story to tell.

We foster a safe, equitable atmosphere for students to learn, grow and discover more about themselves. We strive to ensure students graduate from Westminster with an excellent education, but also as well-rounded compassionate, and community-focused humans.

We are a safe place to discover your purpose. We are something for everyone.

At the core of Westminster is the IB Learner Profile. We facilitate a welcoming, caring, respectful, inclusive and safe learning environment where all Westminster student can be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-Minded
- Caring
- Risk-Takers
- Balanced
- Reflective



Westminster School International Baccalaureate Middle Years Programme Learner Profile

The International Baccalaureate (IB) Learner Profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them. In using the IB Learner Profile, we aim to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Regardless of our students' strengths and challenges, we believe the IB Learner Profile is applicable to all of our students.

Westminster Junior High School's Equity Statement

The Education Act sets out the legal parameters that govern the education of students in Alberta. In the act, it states that students, staff and parents are partners in education. It further states, that as partners we are all responsible to ensure a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging and a positive sense of self.

Westminster Junior High School will foster an educational community in which every individual has the right to learn in an environment that is free from racism, hatred and bigotry. Achieving equity in our educational community requires that we explicitly oppose discrimination in all forms. We acknowledge that by not actively challenging discrimination, including racism we allow for discrimination and racism to continue and perpetuate itself. By creating and maintaining a learning community that challenges racist, colonial and discriminatory ideologies while at the same time enhancing racial diversity in all areas, we can strive towards establishing equitable and safe learning environments where everyone can feel empowered.

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.

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](#).

The IB Learner Profile aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-Minded
- Caring
- Risk Takers
- Balanced
- Reflective



8 Principles of a Westminster Warrior

As learners in the International Baccalaureate Middle Years Programme, we use the IB Learner Profile to support the development of the whole child and expect our Warriors to reflect on the 8 Principles of a Westminster Warrior in their daily actions:

- Resilient and Respectful;
- Inclusive and Integrous;
- Committed and Compassionate;
- Honest and Just



Student Behaviour Expectations

To ensure that Westminster 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 Dress Expectations at Westminster School

In alignment with our beliefs, we undertook a process to engage our students in identifying what was important to them about dress expectations. What we have learned from our students was that they care about their learning environment and want their school culture to be welcoming, safe, caring, and inclusive so that all students strive for high levels of success. At Westminster School, it is an expectation that students come "dressed for work."

- Students must wear:
 - shirt;
 - a bottom (pants/sweatpants/shorts/skirt/dress/leggings) and;
 - shoes (activity specific requirements are supported - i.e. sports).

- Students may wear:
 - midriff baring shirts;
 - pyjamas;
 - ripped jeans with underwear covered;
 - tank tops including spaghetti straps, halter tops, and strapless tops;
 - athletic attire;
 - clothing with commercial or athletic logos provided they do not violate “cannot wear” items, and
 - religious headgear.
- Students cannot wear:
 - clothing with violent images or language
 - images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same;
 - hate speech, profanity or pornography; ○ images or language that do not support a welcoming, safe, caring and inclusive environment;
 - visible underwear (visible waistbands or straps on undergarments are permitted);
 - bathing suits (activity specific requirements are supported – i.e. swimming in PE) If a student fails to meet the dress expectations at Westminster School, we will work with each student individually, in a private and respectful conversation that supports a welcoming, safe, caring and inclusive learning community.

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.

In addition to the Division expectations outlined above, students at Westminster School have the right to learn in a safe, clean and sanitized environment. To support this, our students are expected to:

- Conduct themselves in accordance with the expectations of maintaining safe learning environment of all which includes:
 - Wearing a mask when appropriate
 - Following the expectations of the Government of Alberta Guidance for Respiratory Illness Prevention and Management in Schools

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

Westminster Student Code of Conduct

Edmonton Public School Students adhere to the Student Behaviour and Conduct regulatory policies, of HG.BP and HG.AR. These policies are used as a framework in guiding the development of the Westminster Junior High Student Code of Conduct Policy.

As a community, we believe that all students have a right to learn. We believe all members of the learning community contribute to a safe and caring environment. In order to achieve maximum success at Westminster Junior High we ask that students familiarize themselves with the following expectations for student learning and student behavior. Section 31 of the Education Act states that students will conduct themselves as a partner in education and have the responsibility to:

STUDENT RESPONSIBILITIES

- attend school regularly and punctually
- be ready to learn, actively engage in, and diligently pursue the education
- ensure that 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
- adhere with the rules of the school and the policies of the board
- co-operate with everyone authorized by the board to provide education programs and other services, and be accountable to teachers and other school staff (ie. supply teachers, educational assistants, guests).
- positively contribute to the school and community.
- to approach work with academic integrity by submitting only human-created original work, acknowledging sources, and conducting themselves ethically in the completion of assessments and examinations.

UNACCEPTABLE BEHAVIOURS

- behaviours that create unsafe conditions including 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 or any other incident or safety concern
- possession, use or distribution of substances restricted by federal, provincial, municipal, or school division authorities
- possession of a weapon or use of a weapon (or replica) with the intent to threaten, intimidate or harm others
- production, modification, possession or distribution of messages, videos or images of another person, school property, or the school logo without consent
- theft or possession of stolen property
- use of cell phones, cellular-enabled smartwatches and earbud-style headphones in any learning space, bathroom and changeroom
- any breach of rules and expectations established by Division administrative regulations
- failure to comply with the Education Act.

CELL PHONES AND WIRELESS EARBUDS

- The use of cell phones and wireless headphones is not permitted during instructional times and transitions between classes. Cell phones are not permitted in the bathrooms or changing rooms of Westminster School at any time. In the event that a student must contact a parent or guardian, they are to check in with the office and then either use the school phone or use the designated cell phone usage area (Student Common Area). In the event a student uses a smartwatch as a cell phone (ie. text-messaging, engaging in social media activities), the smartwatch will be treated as a cell phone. Parents or guardians who need to contact their child are asked to phone the school's main office at 780-452-4343. If your child needs to carry a cell phone for a medical reason such as diabetes, please contact the school to set up a medical management plan.

CONSENT TO BE RECORDED

- A student of Westminster School may not take a picture or make a recording of another student or staff member without that person's consent.

WESTMINSTER ENERGY DRINK POLICY

- Westminster School values the health and well-being of our students. Edmonton Public School Division Priority Three (Promote a comprehensive approach to student and staff well-being and mental health), highlights the importance of student and staff wellness. As a school, we aim to promote healthy lifestyles and a positive learning environment. The school community believes that the consumption of energy drinks prevents this from happening. Students will not be permitted to bring energy drinks or other high-sugar drinks (slurpees) into the school. If students bring energy drinks to school, the drinks will be confiscated and stored by the office until the end of the day. If students are found with an open energy drink, staff will request that the drink be disposed of.

LATES

- It is the expectation that all students arrive on time and be prepared for class with the appropriate resources.

RACISM, SEXISM AND HATE

- The Westminster School Learning Community has zero (0%) tolerance for racism, hatred and sexism. It is unacceptable to make the learning environment unsafe for others emotionally or physically by words or actions. It is the expectation that all students report acts of racism, sexism, hatred and violence (physical and emotional) to a school staff member to be followed up.

OUTCOMES

- If a student violates any of the expectations described above, engages in any action that interferes with the orderly conduct of the school, and/or engages in any action that jeopardizes the physical or emotional well-being of students and/or staff, the outcomes will be based on the context of the situation. Outcomes may include a combination of the following: a conversation with a teacher, a conversation with administration, a restorative practice, a phone call home, mandatory attendance in the detention room (Fridays from 3:00 p.m. to 4:00 p.m.), suspension and/or recommendation for expulsion from Westminster School.

Unacceptable Behaviour

Any behaviour, whether or not it occurs on school property, or within the school day, which disrupts the educational atmosphere of the school or which interferes with the rights of others to learn, to be respected or to feel safe is unacceptable.

As outlined in Board Policy [HG.BP – Student Behaviour and Conduct](#) and Administrative Regulation [HG.AR – Student Behaviour and Conduct](#) and supported by the *Education Act*, unacceptable behaviour includes, but is not limited to:

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

Bullying and Conflict

Bullying is defined in the *Education Act* as repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation. Bullying also includes the distribution of an intimate image of another person knowing that the person depicted in the image did not consent to the distribution, or being reckless as to whether or not that person consented to the distribution.

Bullying can take different forms:

- physical (e.g., pushing, hitting)
- verbal (e.g., name-calling, threats)
- social (e.g., exclusion, rumours)
- electronic (e.g., using technology to harass or threaten)

Conflict occurs when there is a breakdown in relationships between individuals that results from a disagreement or misunderstanding. While conflicts may require adult intervention, they are considered to be a natural part of how students learn to navigate relationships.

All students are expected to refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means. Students are also expected to resolve conflict or seek assistance to resolve conflict in a peaceful, safe, and non-threatening manner that is conducive to learning and growth. School staff can help address conflict between students using strategies that may include counselling, mediation, consequences and/or forms of restorative practice.

School Responses to Unacceptable Behaviour

Our Division acknowledges the importance of responsive discipline which involves a continuum of interventions that aim to build a sense of community in schools, facilitate healthy relationships, support behavioural changes, repair harm, and hold students accountable.

Edmonton Public Schools' Board Policy [HG.BP – Student Behaviour and Conduct](#) and Administrative Regulation [HG.AR – Student Behaviour and Conduct](#) outline the following:

Unacceptable behaviour may be grounds for disciplinary action which provides the student with an opportunity for critical learning and reflection in the areas of personal accountability and responsibility, the development of empathy, as well as communication, conflict resolution, and social skills development.

The specific circumstances of the situation and of the student are taken into account when determining appropriate responses to unacceptable behaviour.

When a student engages in unacceptable behaviour, consequences and responses may include, but are not limited to:

- temporary assignment of a student to an alternate supervised area within the school
- temporary assignment of a student to an alternate learning location
- short term removal of privileges
- interventions such as positive behaviour supports, contracts, counselling, restorative practices
- replacement or reimbursement for loss of, or damage to property
- in-school or out-of-school suspension
- referral to Attendance Board
- recommendation for expulsion

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 Westminster 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.

When a student has engaged in unacceptable behaviour, we will utilize proactive, responsive and restorative strategies that incorporate the tenants of the IB Learner Profile and the 8 Principles of the Westminster Warrior.

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.

Centre for Education
One Kingsway NW
Edmonton AB T5H 4G9

T 780-429-8000

F 780-429-8318

E info@epsb.ca



EDMONTON PUBLIC SCHOOLS

epsb.ca