



EDMONTON PUBLIC SCHOOLS

# Student Rights and Responsibilities 2023–2024

## **Soraya Hafez School**

980 McConachie Blvd NW, Edmonton, AB T5Y 3N3

Phone: 587-489-4728

Email: [sorayahafez@epsb.ca](mailto:sorayahafez@epsb.ca)

Website: [sorayahafez.epsb.ca](http://sorayahafez.epsb.ca)

Principal: David Sloan


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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 Soraya Hafez School we believe:

We believe that within our school community:

- Students have a right to learn in a safe, positive, productive environment where they feel valued and experience success. Students have a responsibility to contribute positively to such an environment.
- Students are capable of behaving appropriately and can learn to be accountable for their own actions and behaviour. We also recognize that individuals will make mistakes.
- Students respond positively to structure, routine, guidance, consistency and encouragement.
- Parents share the responsibility for the development of student self-discipline and for the encouragement and reinforcement of appropriate behaviour.
- The ultimate goal for our Student Conduct and Behaviour Plan is to promote self-discipline, self-confidence, restoration, and a sense of security. Promoting a school atmosphere that promotes the development of character and citizenship is a priority at Soraya Hafez School. We will accomplish this through the strong communication, lessons taught in class, student assemblies (post COVID) and weekly student video announcements.



## 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](#).

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

At Soraya Hafez School students are responsible for:

- Attending regularly, being punctual, and being prepared for classes, listening, following instructions and making a conscientious effort to do their best.
- Accepting responsibility for their actions.
- Acting in a safe and socially appropriate manner if able.
- Requesting assistance when needed.
- Showing respect for self, others, authority and property by:
  - being polite and courteous
  - contributing to an environment free of discrimination ➤ avoiding the use of profane language or inappropriate gesture
  - treating all school property (walls, desks, etc.) with dignity, care, and respect ➤ using appropriate language
  - remembering to walk inside the school
  - removing hats inside the school (if not related)
  - removing outside shoes at the door and placing them neatly on the boot racks
  - playing only in supervised areas and staying away from out of bounds areas
  - walking bikes on school grounds
  - playing safely on the playground equipment
  - respecting the School Technology User Agreement
  - refraining from activities such as play fighting, wrestling, pushing, throwing snowball or rocks.
  - leaving potentially dangerous items at home such as sharp objects, toy guns, and matches.

## Student Behaviour Expectations

To ensure that Soraya Hafez 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.

**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.

**In addition to the Division expectations outlined above, students at Soraya Hafez School are expected to:**

1. Show consideration, courtesy and respect to others and their property.
2. Use proper language and gestures. Profane language or inappropriate gestures are not acceptable at Soraya Hafez School.
3. Use school and play equipment properly. Play safe games.
4. Play only in designated areas – not in parking lot, on the front lawn, or on bike racks (unless assigned during COVID-19).



5. Enter school only when permission is given. Assemble properly and punctually when the bell rings. 6. Use only your assigned exit/entrance doors.

## 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

## 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.

**In support of positive student conduct and behaviour at Soraya Hafez School:**

- Consequences are clearly communicated placing ownership for appropriate behaviour on the student.
- Appropriate behaviour is modeled and taught as needed.
- Appropriate behaviour is recognized and reinforced through such things as individual verbal comments, positive referrals, notes and phone calls home.
- Students are involved in decision-making and goal setting.
- Consequences for misbehaviour reflect the age and our knowledge of the individual student. The student's dignity is always left intact.
- Students, all staff and parents, work as a team and share responsibility for student discipline.

- Preventative and proactive measures are promoted by:
  - o providing a strong academic program with an emphasis on student achievement and success
  - o ensuring a positive feeling tone in classrooms, around the school and on the playground by treating everyone with dignity and respect
  - o providing opportunities for school activities such as choir, clubs, safety patrols, theme days, student leadership, video announcements, display of student work, and other leadership opportunities.

#### Classroom rules at Soraya Hafez School:

Each classroom/cohort develops rules for appropriate conduct and behaviour. Rules and consequences are frequently reviewed with students, placing the ownership for appropriate behaviour on the student.

Misbehaviour in the classroom is best handled by the teacher. Sometimes a specific behaviour plan is developed which identifies goals, positive feedback, and consequences. Other times teachers also need to involve the principal and parents to work out a particular plan of action acceptable to all parties.

## 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.

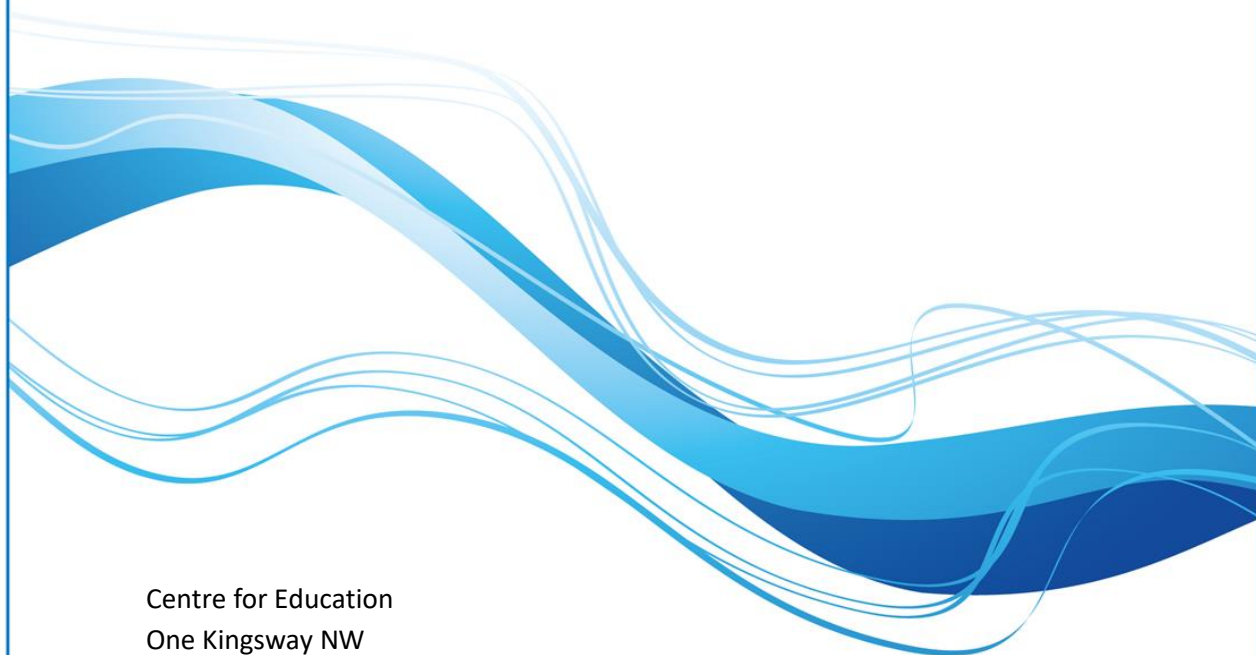
At Soraya Hafez School, we are committed to ensuring that our school is a safe and positive learning environment. Where necessary, interventions or disciplinary action may be used to address unacceptable behaviour by students. Our approach to student behaviour and conduct supports positive student choices and personal development by managing discipline through proactive, responsive and restorative strategies.

The consequence for misbehavior will depend upon the severity and the number of repetitions of the behavior. In addition, the student's age, maturity and individual circumstances will be considered. Major offences are serious breaches of discipline i.e. fighting, opposition to authority, throwing dangerous objects (rocks, snowballs, etc.), stealing, abusive gestures, vandalism, continuous disruptive behavior, prank fire alarms, misuse of technology, etc. These offences will be dealt with by employing the consequence steps listed below. There are progressive interventions which may be taken in order to move forward with major offences:

- Talk with the teacher and/or assistant principal/principal will document the misbehavior and phone home.  
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- Staying in during one or more recess break for further investigation and restorative practices such as apology notes, steps to change the actions involved.
- Talk with the teacher and/or assistant principal/principal who will document the misbehavior and phone home. Staying in during more than one recess break for further investigation and restorative practices such as apology notes, steps to change the actions involved.
- Assistant Principal/Principal will document the misbehavior and phone home. Half day IN-SCHOOL SUSPENSION.
- Assistant Principal/Principal will document the misbehavior and phone home. Full day IN-SCHOOL SUSPENSION.
- Assistant Principal/Principal will document the misbehavior and phone home. FIVE DAYS OF OUT-OF-SCHOOL SUSPENSION

PLEASE NOTE: The above interventions may vary depending upon the child and the offence. If a problem can be settled to everyone's satisfaction without the use of the above actions, the above steps might not be employed. Parents will be informed when major offences are committed. IN ADDITION, support is provided for students who are impacted by unacceptable behaviour as well as for students who engage in unacceptable behaviour. Parents of students who are impacted by unacceptable behaviour will be contacted. Where appropriate, parents are included in the discipline process, and informed of consequences and interventions for their child, with the understanding that school administration is responsible for final decisions.

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](mailto:info@epsb.ca)

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[epsb.ca](http://epsb.ca)