

Student Rights and Responsibilities 2023–2024

Dr. Anne Anderson High 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

Dr. Anne Anderson High School is located on Treaty 6 territory, a traditional meeting ground, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge the past, present and future generation of these Nations who help us steward this land, as well as honour and celebrate this place. As long as the sun shines, the grass grows and the river flows, we will actively learn about and honour this land, these Nations, and our school namesake - Dr. Anne Anderson.

At Dr. Anne Anderson High School, we believe all members of our school contribute to a welcoming, caring, respectful and safe learning and working environment that respects diversity, commits to anti-racism education, and fosters a sense of belonging.

In an effort to support students to become positive, productive students within and out of our school walls, we focus on competencies which students need to develop over time and through a set of related curricular outcomes and life experiences. A *competency* is an interrelated set of attitudes, skills and knowledge that is drawn upon and applied to a particular context for successful learning and living. Competencies include: critical thinking, problem solving, managing information, creativity and innovation, communication, collaboration, cultural and global citizenship, and personal growth and well-being.

Our approach to learning focuses on the provision of rigorous programming, ensuring authenticity in experience, fostering community connections, and having a future focus to ensure students are prepared to work, learn and live in an ever-changing world. Our school culture is vibrant and predicated on building relationships, fostering well being, and developing competencies to ensure the holistic development of students.

Our school is named after Dr. Anne Anderson – a dedicated author and teacher who was instrumental in preserving the Cree language and promoting Métis heritage in Alberta and Canada. With a profound appreciation for education, Dr. Anne (as she was fondly called) was especially known for the kindness and compassion she showed all of her students. She often spoke about the need to respect all cultures and learn from one another. These values will be integral as we develop a vision and culture for our school.

This Rights and Responsibilities document provides students and parents with expectations for how to be successful and safe at Dr. Anne Anderson High School and Community Centre. Our faculty believe in mentoring student behaviour by teaching responsibility and creating a caring school community. We seek to ensure a safe, positive, respectful, and productive school climate and culture, where diversity is viewed as a strength, critical life competencies are fostered, and high expectations are set for academic achievement and behaviour. Should students make an inappropriate choice, we support learning through a mistake and repairing harm caused.

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 Dr. Anne Anderson High School, everyone in our school community has the right to learn and work in an environment that is welcoming, inclusive, safe, healthy and focused on learning and success. Our students have the right to be treated with dignity, respect and fairness by other students and faculty. In order to preserve these rights, students must also be aware of their individual responsibilities.

RIGHTS

All members of Dr. Anne Anderson High School have the fundamental right to:

- Be treated with dignity, respect and fairness
- Learn
- Hear and be heard
- A safe and clean learning environment

RESPONSIBILITIES

Students are responsible for ensuring that their conduct contributes to a welcoming, inclusive, safe and healthy learning environment that respects diversity and fosters a sense of belonging. Students take responsibility for their behaviour, whether or not it occurs within the school building, during the school day or by electronic means. At Dr. Anne Anderson High School, students show respect to others and take responsibility for their own actions, and how their actions affect others.

It is expected that all Dr. Anne Anderson High School students will contribute to personal success and a healthy learning environment by:

- Recognizing and respecting the right of all students to learn and teachers to teach; including showing respect to teachers, peers, school personnel and visitors at all times;
- Adhering to all health risk mitigation strategies and protocols;
- Attending, being punctual, and arriving prepared for all classes;
- Demonstrating strong work habits and positive attitude;
- Completing all classes to the best of their ability, including completing assignments and homework;
- Keeping halls clear and quiet during class time;
- Upholding our dress code;
- Respecting school property and the property of others;
- Keeping our school clean;
- Abiding by all safety regulations related to fire alarms, lockdown and other safety procedures and equipment;
- Refraining from smoking cannabis or tobacco including e-cigarettes and vaporizers, consuming alcohol, or being under the influence of cannabis and/or any illegal substance;
- Using all school and personal technology in an appropriate and respectful manner;
- Demonstrating academic integrity by following our *Academic Honesty Policy* as outlined in our annual *Dr. Anne Anderson High School Student Handbook*.
- Serving as positive ambassadors of our school when accessing the Dr. Anne Anderson Community Centre.

Student Behaviour Expectations

To ensure that Dr. Anne Anderson High 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

Attendance information/updates:

Daily summaries of student attendance are available on SchoolZone and upon request by phoning or emailing the school. Students are responsible for all course material missed while absent for any reason.

Why is regular attendance important?

Regular attendance in class is one of the most important contributing factors to student learning. Responsibility for regular attendance rests with students and parents. All absences or tardiness from class will be recorded by the teacher.

Completion of assignments: Students are expected to complete all of their assignments on time and write examinations on the day that they are scheduled.

Can I leave early for a family vacation or extend a family holiday?

Students who are requesting permission for early/extended holiday leave must do so in writing and submit their request to their Assistant Principal. Students are responsible for all learning that is missed while they are absent (teachers are not responsible for individualized instruction due to absences). Students who are leaving prior to final exams may forfeit their chance to write their exams and demonstrate their best learning. Students will receive a final mark based on their marks prior to the start of their leave combined with the teacher's professional judgment.

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.

At Dr. Anne Anderson High School, students are expected to dress in an appropriate manner for a learning environment. Clothing which covers the chest, back and midriff, as well as undergarments, is considered most appropriate. Clothing should be long enough for coverage while sitting and standing. Footwear must be worn at all times. Students are encouraged to choose clothing that prepares them for the future and projects healthy and inclusive student role models.

Student Conduct Expectations at Dr. Anne Anderson High School:

Detailed information about student conduct expectations may be found in the *Dr. Anne Anderson High School Student Handbook* (2023-24) that is posted to School Zone. The *Dr. Anne Anderson Student Handbook* contains specific expectations related to:

- student conduct
- attendance and lates
- dress code

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.

We appreciate the value placed on individual and collective responsibility to ensure the well-being of others in our school and greater community.

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 Dr. Anne Anderson High School are expected to be:

Literate

- evaluate the validity of materials accessed on the internet since the information may be inaccurate, incomplete, or even intentionally misleading.
- conduct themselves mindfully, exercising good judgment.
- select the right tool for the current digital task, and be aware of purpose and audience.

Ethical and Respectful Communicators

- use digital etiquette in communications.

- capture photos/audio/video of any others (on any device, school or personal) only with prior permission provided by the subject(s) of the photo/audio/video.
- refrain from recording Google Meets.

Legal

- comply with the policies and rules pertaining to the use of technology which the school has established or may establish in the future, such as those in this document, classroom rules (such as for use of mobile devices) and division-wide rules on the epsb.ca website.
- honor copyright, including citing sources, avoiding plagiarism, and avoiding illegal downloads of any type of content (games, software, music, movies, or other files). Legal downloads approved by a teacher are permissible.
- honor each person's right to privacy, and the responsibilities of FOIP when it comes to capturing and/or sharing information about another individual (at school or within our Community Centre).
- understand that school staff and District Technology have access to web pages visited and files created on the network and in GSuite. This information may be monitored and viewed by teachers or other Division personnel when warranted.

Healthy

- mindfully manage the time and purposes of use of devices with respect for personal health.
- sanitize personal devices before/after use.

Purposeful, Mindful of the Educational Task at Hand

- use technology for educational purposes, unless granted permission by a teacher; and then only use the technology within the parameters or guidelines established.

Respectful and Protective of Property

- take full responsibility for, and respectfully use, the technology available at school. Use proper care if transporting, handling or operating any electronic device (e.g. Chromebook, laptop, computer, iPad or other tablet, smartphone, camera, etc.) while in school, whether it belongs to the school, another student, or yourself.
- respect the network and avoid the downloading of large files (e.g. smartphone OS updates).

Technology access can be revoked at any time at the Principal's discretion.

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.

Photos:

Students are not permitted to take and/or post photos of other students or faculty without consent.

Students are not permitted to take photos of City of Edmonton patrons or staff within the Dr. Anne Anderson Community Centre.

Smoking/vaping on Division school grounds:

All Edmonton Public Schools' grounds, including parking lots and playing fields, are smoke-free areas. This applies to, but is not limited to, tobacco, tobacco-like products and cannabis (including cigarettes, e-cigarettes and vaporizers) and ensures that school buildings or property are not used to enable a practice that is injurious to the health and well-being of students or staff. Provincial law prohibits anyone under the age of 18 from smoking/vaping in a public place.

Academic Honesty:

Dr. Anne Anderson High School believes that academic honesty is a key component of a healthy, positive school culture, and as such, provides students and parents with clear guidance as to what may constitute

malpractice and the procedure when an incident is reported. Students are instructed about Academic Honesty as good academic practice when they enter Dr. Anne Anderson High School as grade 10 students and on an ongoing basis. We understand that students feel a lot of pressure to meet high achievement goals, and together with parents we want to help students to achieve these goals in an honest manner where they authentically engage in the learning process.

Academic Misconduct is the use of the ideas, words, structures, and/or any other type of work of another individual without proper citation or acknowledgement. Students also participate in academic misconduct when they share work with another student or use their own work for more than one assignment. When students photograph and distribute images of assessment and evaluation products, they are engaging in academic misconduct. Students should always discuss how to avoid plagiarism and academic misconduct with their teacher if they are concerned. When in doubt, students should ask their teachers for clarification. Students are taught the importance of acknowledging the words and ideas of others through both formal and informal instruction in proper citation practice throughout their high school career.

Misconduct generally falls into one of the following categories:

- **Plagiarism** – the representation, intentionally or unwittingly, of the ideas, words, or work of another source without proper, clear, and explicit acknowledgement. It is regarded as an academic crime in any academic institution and may result in severe consequences. Plagiarism is deliberate literary and intellectual theft. It is a form of cheating.
- **Collusion** – supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.
- **Duplication of Work** – the presentation of the same work for different components and/or diploma requirements.
- **Misconduct during an examination:** including, but not limited to, the possession of unauthorized materials.
- **Disclosing information or receiving information:** disclosing or receiving information from another student regarding the content of an exam. (Advanced Placement students receive specific information about exam security from teachers and our Department Head of Advanced Placement.)

Teachers are directed by board policy and the Education Act to establish assessment that is both reliable and valid ([HG.AR Student Behaviour and Conduct](#)). Reliable results are repeatable over time and valid results are results that reflect the intended assessment outcomes of the measure. Academic misconduct can also include conduct during examinations or disclosing or receiving information from another student regarding the content of an exam.

Policy statement regarding the use of Chat GPT and other Generative AI tool

With the emergence of generative AI tools such as ChatGPT, students are now wondering under what circumstances the use of such tools might be allowed in their classes. It is important to always check with your teacher before using these tools and to declare that they have been used. Furthermore, Chat GPT or other Generative AI cannot be used for any assessed student work unless the use of it has been explicitly approved by the teacher. It is the students responsibility to ask their teacher if they are unsure and to get approval to avoid academic misconduct.

Academic honesty is an integral part of school culture. This is promoted every day at Dr. Anne Anderson through formal instruction in proper citation and referencing practices - across all courses.

Formative assessment provides diagnostic information about student achievement as they learn new material; formative assessments will not be used in the calculation of a student's final grade in the course. This is where teachers assist students in understanding the importance of proper citation and referencing. All students are instructed in the basics of correct referencing and acknowledgement of the words and ideas of others in their schoolwork. This is then reinforced by all subject teachers with regard to citation methods in their area.

Student responsibilities:

- familiarize themselves with Dr. Anne Anderson's Academic Honesty Policy
- acknowledge all sources in all academic work appropriately
- ensure all assignments are original work
- conduct themselves with academic integrity in all courses - whether face-to-face or online

Parent responsibilities:

- familiarize themselves with Dr. Anne Anderson's Academic Honesty Policy
- encourage and support students in setting and maintaining integrity in their academic work
- contact school with questions, clarification or concerns

Teacher responsibilities:

- provide instruction to students on correct academic practice as it pertains to their subject area including:
 - study skills
 - writing skills (i.e., paraphrasing)
 - research skills
 - citation methodology
 - ethical digital citizenship

School responsibilities:

- provide an academic honesty policy for all students, staff, and parents to consult
- review the academic honesty policy annually
- provide professional development for teachers in the area of academic honesty including:
 - what constitutes malpractice
 - correct referencing
 - procedures in cases of suspected malpractice

If malpractice is suspected, the teacher should:

1. Carefully verify with reference to:
 - a. knowledge of student's usual style or "voice"
 - b. electronic support using turnitin.com or other Google checks
 - c. interviewing the student
2. If malpractice is verified, the student shall be given opportunity to resubmit, or complete an alternate assessment. If the teacher cannot reach a satisfactory resolution with the student then referral to assistant principal and possible involvement of parents/guardians is appropriate.
3. Student will complete the Academic Integrity assignment
 - a. The Academic Integrity assignment will direct the student to research definitions of plagiarism/cheating from different post secondary institutions, and consequences for

offenses. Student will also spend time reflecting on how they will move forward to ensure academic honesty in the future.

4. Upon resolution, the teacher will make a note of the incident in the school record system (Log Entry on PowerTeacher/School).
5. For second offenses:
 - a. The teacher will bring the incident forward to school administration.
 - b. Student will receive a zero (0) on the assessment.
 - c. Parent/Guardian will be contacted.
6. For further offenses, the student will continue to receive a zero (0) for assessments, parents/guardians will be contacted, and further action may be taken.

Other questions:

What is "common knowledge" and does it need to be cited?

Common knowledge is considered to be facts that can be found in a variety of sources and is known by many people. This does not need to be cited, but if in doubt consult your teacher.

What is the difference between collaboration and collusion?

Collaboration is when you are working together on a project with the full knowledge and permission of the teacher. Collusion is when you allow your work to be copied and submitted for assessment without the knowledge or permission of the teacher. Collusion also occurs when a parent (or other) completes work.

What is cheating?

Cheating occurs when students obtain or attempt to obtain information from another student or unauthorized source, give or attempt to give information to another student, or use or attempt to use any unauthorized material. It is regarded as an academic crime in any academic institution and may result in severe consequences. Cheating can actually be viewed as the theft of a person's intellectual property and is unacceptable.

Note:

If the offense is committed in a course with specifically stated regulations regarding academic misconduct, such as Advanced Placement, the student may be removed from the program.

In universities and colleges, cheating and plagiarizing can result in expulsion from the institution permanently. At Dr. Anne Anderson, we use the following interventions to change behaviour:

- The classroom teacher will conference with the student about the incident and then notify the student's parents.
- The incident will be recorded in the student's school file.
- The student will receive no mark on the plagiarized or cheated assignment until replaced with new direct and reliable evidence.
- The incident may be referred to the administration and consequences may be issued to the student. Then, a Restorative Action Plan will be completed and monitored.
- Because cheating/plagiarism makes grades unreliable, the student may be withdrawn from the course.

Additional Information:

Detailed information about unacceptable student behaviour may be found in *Dr. Anne Anderson High School Student Handbook (2023-24)* that is posted to SchoolZone.

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

Video surveillance cameras are located throughout and outside the school and in the Dr. Anne Anderson Community Centre. The following signage is posted in our school: *PREMISES ARE MONITORED BY VIDEO SURVEILLANCE: The security cameras will be collecting personal information that is authorized pursuant to section 33(b) and (c) of the Freedom of Information and Protection of Privacy Act, as amended from time to time. If you have any questions regarding the collection and use of the video surveillance, you may contact Division Security at 780-429-8295. Personal information collected by the video surveillance system may be used and/or disclosed in an investigation that could possibly lead to disciplinary, legal, legislative or law enforcement purposes, for enforcement of Division administrative regulations, or for a consistent purpose, or in accordance with a court order.*

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 Dr. Anne Anderson High School, we are committed to ensuring that our school is a safe and productive learning environment. We operate within a character education and restorative justice framework that reflects progressive responses to unacceptable behaviour; however, where necessary, interventions, supports, or disciplinary action will be used to address unacceptable behaviour by students.

We believe in a restorative model, where a breach to the *Dr. Anne Anderson High School Student Rights and Responsibilities* policy is, in fact, a violation of the respectful relationships that we value in our community that is predicated on the value of *belonging*. Incidents of misconduct are handled with an emphasis on communicating and understanding the specific harm that was done and with restitution to those who have been harmed; in addition to learning from mistakes and prevention of future harm.

We endeavour to employ supports, interventions, and natural consequences that are logically connected and proportional to the behaviour. Failure to meet the aforementioned expectations (and as specifically outlined in the *Dr. Anne Anderson High School Student Handbook*) may result in any of the following interventions or consequences: problem solving/reprimand, temporary assignment of student to an alternate supervised space or learning location, student and parent conferences, loss of privileges (including participation in school events, field trips, extracurricular or athletics opportunities), extended learning opportunities assignment, community service, roundtable meeting, community conferencing, removal from a course, and referral to an internal support (including counselling, contracts, coach check-in meetings) or to an external agency (including the YMCA, AADAC, Child and Family Services, etc.). Replacement or reimbursement for loss of, or damage to property, may be required. In or out-of-school suspensions, Attendance Board referrals and recommendations for expulsion may also be applied in special circumstances. Restorative processes may be leveraged, draw upon a strengths-based approach, and include formal community conferences, classroom circles, support check-ins, or mini-conferences. Conduct supports, interventions and consequences are clearly communicated to students and parents/guardians; however, decision making related to consequences lies with the school administration.

At Dr. Anne Anderson High School, we endeavour to foster a sense of empathy and belonging with the personal and accountabilities to ensure well-being and safety.

Upholding Rights and Responsibilities

On SchoolZone under Forms, students and parents/guardians will be required to indicate having read, understood and willing to abide by/support these "Rights and Responsibilities."

Student Endorsement: Students need to indicate that they have read, are aware of, and will abide by the expectations outlined in the Student Rights and Responsibilities document. Students agree that if they fail to keep their commitment to doing those things listed above that they may be engaged in restorative work or subject to the outlined consequences.

Parent/Guardian Endorsement: Parents/Guardians need to review this document and discuss the importance of this agreement with their child. They will ensure their child is aware of the expectations and responsibilities associated with student conduct both on and off campus. They will ensure their child has been informed that the consequences of not upholding their responsibilities will result in their privileges being withdrawn, and that there may other disciplinary consequences if there has been a breach of school rules.

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.

