



# Student Rights and Responsibilities

2024–2025

Meadowlark Christian School

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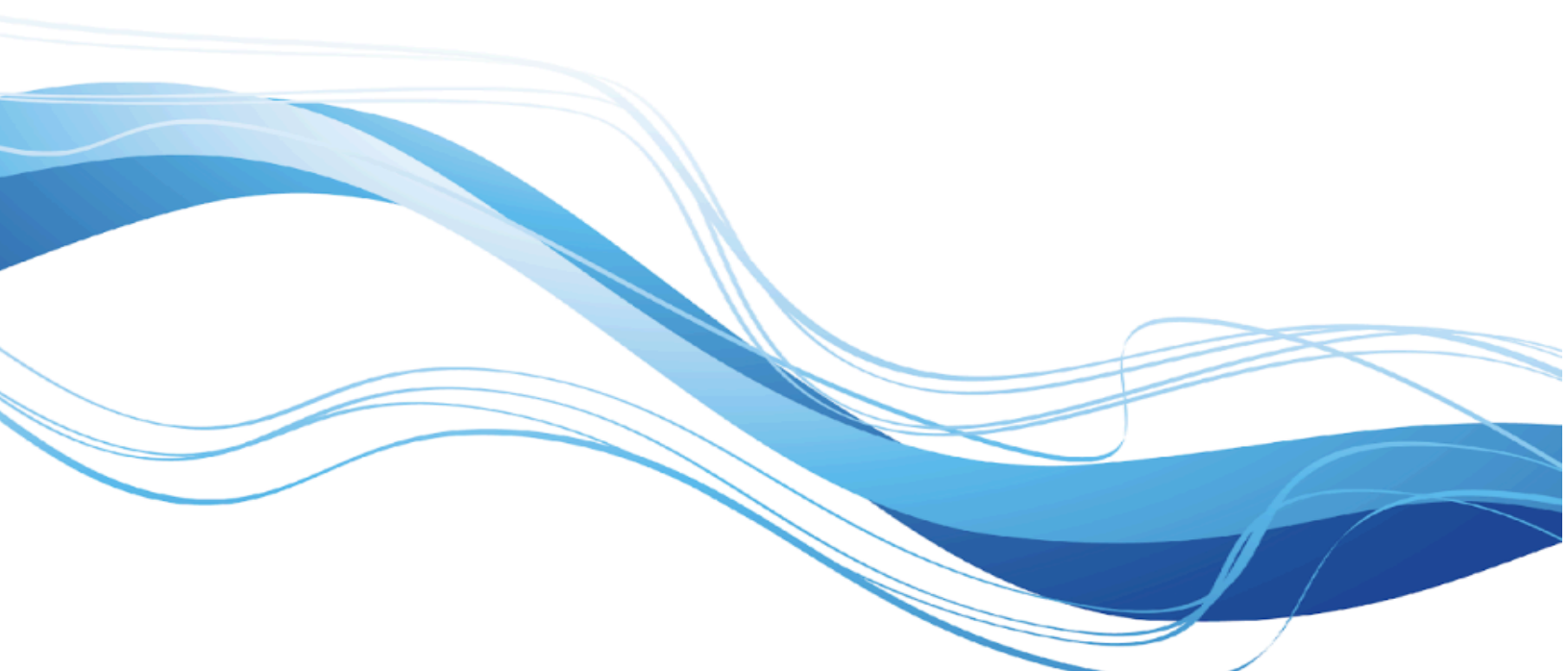
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## Our Commitment to High Quality Learning Environments

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.



Julie Kusiek  
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 expectations set out by the school, the Division, and the Province.
- helping them to attend school regularly and punctually
- encouraging and modeling 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
- talking with their child(ren) about the potential risks and benefits of technology, responsible internet and social media use (including online profiles, group chats, and chats on gaming consoles), and the importance of respecting privacy and protecting personal information in age-appropriate ways.

### Students are responsible for their behaviour and effort, and are expected to:

- contribute to 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 Meadowlark Christian School we believe in:

- providing a welcoming, caring, respectful and safe learning environment for our students
- the diversity of the members of our school community
- supporting students in making positive decisions about their behaviour and ways of solving conflict
- supporting students in learning from their mistakes and in repairing harm where appropriate
- working with parents to find solutions to challenges with behaviour
- working to support the positive development of students so that they become contributing members of society

At Meadowlark Christian School 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

At Meadowlark Christian School Parents support their child's success and positive behaviour by:

- taking an active role in their child's personal, spiritual, 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 modeling 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

At Meadowlark Christian School 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

## Our Belief and Commitment

### At Meadowlark Christian School we believe:

The Community Christian Education Program is an alternative program for children K-9. Founded on the Christian worldview of *love your God and love your neighbor as yourself*, this program seeks to teach students how to live and embrace their Christian faith in the context of their local and broader community.

The program is designed to nurture excellent character, leadership, academic and spiritual outcomes in students through the use of faith-based resources, value-rich role modeling by staff and parent partnership. Students are encouraged to actively demonstrate these outcomes through leadership opportunities in their school, community service options in their neighborhood and extracurricular involvement.

### At Meadowlark Christian students will strive to:

- be committed to the vision, mission, values and program of the school
- participate respectfully and fully in the school's integral Christian program, which includes devotions, bible study, and service
- respect fellow students, school personnel, school property and make choices that reflect Christ-like behaviour
- pray for other students, staff, school community members
- take responsibility for their own learning, with the gifts God has given them
- act with the understanding that the school is a community of grace, ready to support and encourage them
- follow the school's rules as described in the Student Rights and Responsibilities document
- understand that discipline, encouragement, corrections and restorative circles are used to support them

**Vision:** Love God Love others

### **Mission:**

It is the Mission of Meadowlark Christian School that we are a caring community, committed to developing excellence in:

#### *Living in Christ*

We believe that a personal relationship with God through Jesus Christ gives us access to the source of all wisdom and truth. We live out our lives by striving to model Christ in all we do.

#### *LEARNING through academics*

We believe in equipping and inspiring students to pursue a journey of life-long learning. We partner with parents in encouraging students to achieve success in their academic and

spiritual lives.

LOVING *with strength of Character*

We believe that we have a responsibility to build a strong community of outward focused individuals with an inner strength of character.

LEADING *by serving other*

We believe servant leadership is modelled perfectly in the life of Jesus Christ. We encourage each other to follow Christ's example of leading by serving others.

**Theme:** Love God Love others

*"Love the Lord your God with all your heart and with all your soul and with all your mind; and love your neighbor as yourself." Luke 10:27*

**Teaching for Transformation:** Tft integrates the Alberta curriculum in the Christian worldview and consists of three core components: Storyline, Throughlines, and Foundational Learning Experiences (FLEx). The Tft Framework provides students an opportunity to further develop their identity, both as a learner and as a disciple of Jesus.

## 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](#).

Meadowlark Christian School is committed to provide an environment respectful, inclusive, safe, healthy that is focused on learning and success. Everyone in our school community has the right to learn and work in a safe and caring environment that promotes acceptance, dignity and belonging amongst its students, staff and greater community. Students must be provided with opportunities to develop the skills and attitudes necessary to meet the challenges of the future and become responsible and productive citizens. Any behavior that disrupts or

detracts from the learning climate of the school is unacceptable and infringes upon the rights of others. In order to preserve these rights, students must also be aware of their individual responsibilities.

Everyone at Meadowlark Christian School has the right to follow Biblical concepts regarding behaviour and apply them in their every day interactions.

<b>1. I have been given the right to choose to become a <i>Christian</i> (John 1:12), because of God's love, grace and desire for connection.</b>
<i>It is my responsibility to love others (neighbors) as myself, by endeavoring to extend love, grace and connection to them.</i>
<b>2. I have a right to an education.</b>
<i>It is my responsibility to listen, to learn, to practice, to complete school assignments, and to graciously accept remedial assistance when necessary. I will not disturb, disrupt, or interfere with the instruction of my teachers and/or the learning of fellow classmates.</i>
<b>3. I have a right to be treated with dignity and respect in school.</b>
<i>It is my responsibility to be kind, compassionate, tenderhearted and forgiving (Eph. 4:31-32). I will not laugh at, tease, or put down other students, staff, or adults.</i>
<b>4. I have a right to hear and be heard in this school.</b>
<i>It is my responsibility to help maintain a calm and peaceful school. I will not interrupt, shout, or make loud noises when others are speaking.</i>
<b>5. I have a right to be safe and secure in school.</b>
<i>It is my responsibility not to threaten, push, pinch, hit, kick, spit at, or hurt the bones, skin or feelings of others.</i>
<b>6. I have a right to free expression in learning about myself and others.</b>
<i>It is my responsibility to learn about myself and others in this school. I am free to express my feelings and opinions as long as I am not rude, or disrespectful, or disturb the order of the school and/or personal or public property, or infringe on the rights of another person in the school.</i>
<b>7. I have a right to be myself in school.</b>
<i>It is my responsibility to respect others as individuals and not to treat them unfairly because of a disability, or of their weight, height, gender, age, color, sexual orientation, gender identity, religion, or because they think and act differently than I do.</i>

**8. I have a right to privacy and to my own personal space.**

*It is my responsibility to respect the personal property of others and to accept their right to privacy.  
It is my responsibility to be a respectful and polite digital citizen while online.*

**9. I have a right to assistance and support in learning self-control.**

*It is my responsibility to practice self-control and ask for assistance when necessary. I will expect to be corrected when I abuse the rights of others, as they shall be corrected if my rights are abused. No one will silently stand by and witness the violation of personal rights. I can expect that all these rights will be mine as long as I am fulfilling all my responsibilities.*

## Student Behaviour Expectations

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

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

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

Furthermore, students are expected to:

- resolve conflict or seek assistance to resolve conflict in a peaceful, safe, and non-threatening manner that is conducive to learning and growth. Strategies for addressing conflict between students may include counselling, mediation, or forms of restorative practice.
- use school and personal technology (which may include artificial intelligence) appropriately and ethically, and in alignment with teacher, school, Division and provincial expectations.
- 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 welcome attire are durags, turbans, hijabs and burkas.

Student safety and well-being 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 well-being 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.

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

- **put away electronic devices while in the school and on the school grounds unless teachers have specifically asked for students to use them for a learning activity**
- **leave valuables, cash, collectibles, toys and such at home**
- **dismount from bicycles, skateboards, rollerblades etc. and walk with these items on school property (helmets must be worn when using these items)**
- **be safe, cooperative and respectful while traveling to and from school on yellow buses**
- **remain at school at lunch unless arrangements have been made by parents to go home**
- **be cooperative and respectful with lunch supervisors**

**At recess, students are expected to:**

- **be kind to others, include them in play, share and wait their turn**
- **avoid play fighting, rough play, pushing and shoving etc., and the use of inappropriate language**
- **re-enter the school in a safe and orderly manner**
- **play only in permitted areas**
- **respect school property and equipment and the property of others.**
- **ensure their words and actions contribute to a welcoming, caring, respectful and safe learning environment;**
- **interact with guests and visitors to the school in a polite and positive manner;**

- follow all school drop-off/pick up and entry/exit procedures;
- follow the Responsible Use of Technology Agreement, including using school and personal technology in a manner that respects privacy (e.g. take photos or videos of others only with permission);
- respect school property and equipment; and
- acknowledge and respect other people's personal boundaries as well as the role that consent plays in interactions.

## 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 hardware, applications (which may include artificial intelligence), networking and communications equipment used in the Division, including those that are personally owned. Division technology is intended for educational purposes and cannot be used for purposes that are illegal, unethical, disrespectful, hateful, inappropriate, or that cause harm.

### 2024-2025 Update - Student Use of Personal Mobile Devices and Social Media

To maximize student engagement in learning, support student mental health, reduce opportunities for cyberbullying, and mitigate the negative impacts of excessive exposure to social media, the Government of Alberta has established standards restricting student use of personal mobile devices and access to social media.

At a minimum:

- Students will be required to have devices powered off and stored out of sight during instructional time.
- Students will not be able to access social media platforms on Division networks and devices.

Personal mobile devices include smartphones, cellphones, smart watches, tablets and laptops. Students are expected to respect and abide by classroom, school, Division and provincial expectations for the use of personal mobile devices and social media.

[Read more](#) about the province's standards.

In support of the newly established standards, EPSB filters social media sites so students are not able to access them using the school's network. If a student chooses to access social media sites using their own cellular data, families need to be aware that additional data charges may incur. The social media sites that are currently restricted for student access include, but are not limited to; Facebook, Instagram, Tik Tok, SnapChat, X (Twitter), Be Real, Discord, Threads, WeChat, and Pinterest.

A school authority is required to allow for the following limited use exceptions:

- Limited use of personal mobile devices must be permitted, as determined **by a principal or equivalent**, for health or medical reasons or to support special learning needs;
  - In Edmonton Public Schools these requests would be supported **by a student's medical management plan (MMP) or a student's Individual Program Plan (IPP)**;
- Limited use of personal mobile devices may be permitted for educational or other purposes, as determined by a **principal or equivalent**;

To access any of these exemptions, parents must first speak to school administration for potential authorized access.

Pursuant to the *Education Act*, 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
  - students are responsible for the care and security of personal mobile devices brought to school.
  - should school staff take possession of a student's personal device, staff will ensure that student devices in staff's possession are stored securely.
  - the Division will not be responsible for any issues related to the safety, security, loss, repair, or replacement of students' personal devices, even if these devices are confiscated as part of disciplinary actions. This means that if a device is lost, damaged, or stolen while in the school's possession, the school will not cover any related costs or damages.

**In addition to the Division and provincial expectations outlined above, students at Meadowlark Christian School are expected to:**

- follow classroom and school expectations during recess, breaks, lunch, afterschool
- keep devices off and in lockers or lock box during the school day.
- Follow the responsible Use of Technology agreement

**As digital citizens, students have the following responsibilities:**

- **Demonstrate respect and integrity**
  - to turn personal cell phones and devices off and store them in lockers during the school day, and in backpacks while entering and exiting the building.
  - 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 government orders, Division administrative regulations or 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 including access to technology
- interventions such as positive behaviour supports, contracts, counselling, restorative practices
- replacement or reimbursement for loss of, or damage to property
- in-school or out-of-school suspension
- referral to Attendance Board
- recommendation for expulsion

At Meadowlark Christian 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 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
- modified timetable/programming
- interventions such as positive behaviour supports, contracts, counselling, restorative practices
- replacement or reimbursement for loss of, or damage to property
- in-school or out-of-school suspension
- referral to Attendance Board
- recommendation for expulsion

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

We approach student behaviour and conduct in a way that supports positive student behaviour and personal development by managing discipline through proactive, responsive, and restorative strategies.

These strategies include, but are not limited to:

- conversation in the context of the classroom, that usually involve the classroom teacher or other classroom staff
- where appropriate, restorative conversations between students will be facilitated by staff · in more serious concerns that involve safety, or repeated concerns, administrative staff (e.g. principal, assistant principal, etc.) may be included for restorative conversations or meetings
- responses to student behaviours, including consequences or interventions, will take into account a student's age, maturity and individual circumstances
- the responses to behaviour of one student will not be discussed with a parent/family member of another child
- where appropriate, parents are included in the process of conversation and consequence, and will be informed of consequences and interventions for their child, with the understanding that
- school administration is responsible for final decisions
- age appropriate responses to unacceptable behaviour may include: recess spent walking outside with an adult, recess spent indoors at the office area, time spent working on academic tasks at the office area or in another classroom, in-school or out-of-school suspension
- processes are in place for documenting student reflection pages, as well as log entries, letters of suspension and formal communication with parents

Our goal is to support students to become positive, productive citizens within and outside of our school walls. Although staff focus on encouraging and celebrating the positive, there are times when students will make choices that are inappropriate or unsafe. When this happens, we will work with students, parents and families to respond to unacceptable behaviour in a way that helps students to learn from their mistakes, and to help all students continue to feel safe and respected at <School Name>.

At Meadowlark Christian 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.

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 Meadowlark Christian School we believe that God persists in character development through the exercised response of parents and the school. In this partnership, we work together to teach students to fix the words of the Lord in their hearts and minds, so that they will be with them wherever they go (Deut. 11:18-20). In this way we will let our light shine before others through every good action (Matthew 5:16).

By working together, we can ensure positive student conduct. Teachers and students will work collaboratively to develop a Classroom Code of Conduct outlining acceptable behavior with clearly defined, appropriate responses.

Expectations are designed to ensure the safety and welfare of the students, care of the facility, maximize learning, promote respect to self and others and ultimately respect for God's authority in our lives (Romans 13:1-5). Where necessary, interventions or disciplinary action may be used to address unacceptable student behaviour.

Our school wide approach to discipline focuses on supporting students as they work towards being living examples of Meadowlark Christian School's 4 Ls, *Learning, Living, Leading and Loving*. Through the Christian world view of *love your God and others as yourself*, it is our commitment to:

- help students identify the problem(s);
- help students solve their problem(s);
- leave students' dignity intact.

Staff in classrooms, hallways and while supervising, will respond to minor classroom infractions of the agreed upon code of conduct immediately to maintain a safe and caring learning environment. Anything that significantly and/or continually interferes with instruction or the learning environment will be referred to the office administration.

Each student is viewed as a unique individual and the school's response to behavioural situations will vary depending upon the individual student's circumstance. In addition to possible responses listed above, these additional actions may be taken by staff at Meadowlark Christian School:

Administration may dialogue with the student to identify the impacts of specific behaviours and determine how those behaviours reflect the values of the school mission.

Administration may meet with both the student and parents to identify a plan which develops positive behaviour that is targeted to the student's needs and aligned with the values of the school mission. A safe, quiet space for students may be created in another teacher's classroom where they can use self regulation strategies.

A behaviour plan may be created for a student that is monitored by administration.

A mentor teacher, or mentor teacher team, may be assigned to provide regular help to students

exhibiting ongoing behavioural, emotional or spiritual challenges.

Bullying behaviour will be addressed in a manner that:

- distinguishes bullying from conflict (see Definitions)
- ensures school staff review all reports of bullying
- acknowledges that MCS staff and parents may not always agree that a situation constitutes bullying, however school staff will work constructively to address the concern in an appropriate manner

Edmonton Public Schools is helping to shape the future in every one of our classrooms. We're focused on ensuring each student learns to their full potential and develops the ability, passion and imagination to pursue their dreams and contribute to their community.



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