



EDMONTON PUBLIC SCHOOLS

# Student Rights and Responsibilities

2024–2025

***Edmonton Christian Northeast 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.



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 Edmonton Christian Northeast 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:** Accept Christ's Invitation to Live for Renewal

**Mission:** Responding to God's grace, ECS challenges students, through Christ-centred education, to actively play their role in God's story.

**Theme:** Play your role in God's story

**Scripture:** Matthew 22:37-40; John 3:16-17

**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 shapes students' 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](#).

## Student Behaviour Expectations

To ensure that Edmonton Christian Northeast 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**

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.

## **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;
- Limited access to social media may be permitted, 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, students and parents at Edmonton Christian Northeast School are expected to adhere to the Edmonton Society for Christian Education's Role of Students and Role of Parents found in the ESCE Handbook:**

It is the role of **students** to:

- be committed to the Vision, Mission, Core Values and program of the school
- participate respectfully and fully in the school's integral Christian program, which includes devotions, bible classes, religious studies, and service
- respect fellow students, school personnel, school property, and constantly challenge themselves to make choices that reflect a Christ-like behaviour
- pray for other students at the school 1
- with the gifts God has given, take responsibility for their own learning, i.e. complete assignments, be on time, etc., with the understanding that the school is a community of grace ready to support and encourage them
- follow the school's rules and understand that discipline, encouragement, and correction are used to restore rather than punish

It is the role of **parents/guardians** to:

- be committed to the Vision, Mission, Core Values and program of the school
- support the school through prayer, encouragement, involvement, and attendance at school and Society functions
- model a Christ-like attitude in communication and interaction with school personnel and other parents
- encourage their children to participate fully and respectfully in the school's integral Christian program, which includes devotions, bible classes, religious studies, and service
- support and reinforce the school's expectations
- provide a home environment that supports the Christian school program

## 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

**In addition to the Division and provincial expectations outlined above, students at Edmonton Christian Northeast School are expected to adhere to the Edmonton Society for Christian Education’s [Restorative Discipline Policy](#):**

Reconciliation is at the heart of God’s redemptive activity. It’s about God “making peace” with and between human beings. Reconciliation is the work of God’s grace whereby estranged relationships are mended. Christians have been entrusted with the message of reconciliation and humans are bearers of the message. Shalom is another theme in Scripture. It describes a state of goodness where all is right, just, truthful, whole, complete and harmonious.

The Bible gives us the vision for how society should operate in a post-fall world. It seems to describe the world where reconciliation, community building, and shalom are the norm.

Discipline means to teach or to train. The goal is to have students become responsible for their own behaviour. Restorative practices encompass a spectrum of restorative approaches that provide the framework for dialogues that are designed to build community, put right what has been made wrong, and honour the worth of all human beings, regardless of who they are or what they do. Restorative practices encourage accountability, but accountability that emphasizes empathy and repair of harm. Restorative discipline encourages accountability through a collaborative, community owned process. Restorative practice promotes values and principles that use inclusive, collaborative approaches for being in community. These approaches validate the experiences and needs of everyone within the community, particularly those who have been marginalized, oppressed, or harmed. These approaches allow us to act and respond in ways that are healing rather than alienating or coercive.

Restorative practice respects each other’s humanness. It isn’t about social control (controlling behaviour) it is about social engagement (relationships). There are high expectations for being human as well as plenty of support for being human.

To that end, discipline at ECS shall be restorative by nature, and therefore about repairing relationships. Discord is not only a breaking of the school rules but also seen as a violation of people. Justice identifies needs and obligations so that things can be made right, through a process that encourages dialogue and involves both the harmed and harmer. So we ask the questions:

- Who has been hurt?
- What are their needs?
- Whose obligations are they?
- What are the causes?
- Who has a stake in this?
- What can be done to make things right and whose responsibility is it?
  - restorative discipline hold students accountable
  - things are done with students and not to them

In restorative discipline:

- An understanding is fostered by asking questions
- The student is required to do the work
- Most of the time people are brought together
- Work is focussed on repairing the harm
- Apologies and consequences are often a part of it
- The needs of the victim are attended to
- The disciplinarian takes on the role of facilitator rather than imposer of rules or problem solver.
- Consequences are imposed, not punishment – there is a difference – a consequence is usually a natural or related result and puts the responsibility on the offender

Goals of restorative discipline

- To understand the harm and develop empathy for both the harmed and the harmer
- To listen and respond to the needs of the person harmed and the person who harmed
- To encourage accountability and responsibility through personal reflection within a collaborative planning process
- To re-integrate the harmer (and, if necessary, the harmed) into the community as valuable, contributing members.
- To create caring climates to support healthy communities.
- To change the system when it contributes to the harm

Guidelines

To make sure that restorative practices become the norm of at ECS we will have to:

- communicate the vision
- remove the obstacles and empower action (it will take financial resources)
- provide proper training
- help staff to understand the processes available that make up the continuum of Restorative Practices

(see [ESCE Key Documents and Policies](#) for further information)

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.



[epsb.ca](https://www.epsb.ca)