

# Student Rights and Responsibilities 2018–2019

## **Malmo**

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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 is entitled to a welcoming, inclusive, safe and healthy learning environment that supports high-quality learning, respects diversity, and nurtures a sense of belonging and a positive sense of self.

As a District, we have established clear behaviour expectations for all students, from Kindergarten to Grade 12. The expectations are outlined in the District'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, our expectations for student conduct, and the potential responses when students demonstrate unacceptable behaviour.

Parental involvement in public education plays a vital role in promoting positive student behaviour. We are pleased that our ongoing partnership with families continues to make a difference for our schools and students.

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.



Michelle Draper  
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 Board Policy [HG.BP—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
- helping them to attend school regularly and to develop the skills required to meet the school's expectations
- encouraging and modelling collaborative, positive and respectful relationships with others in the school community
- working collaboratively with the school to resolve student conduct issues
- reporting to the school any circumstances which may impact student safety

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

- contribute to the development of a welcoming, caring, respectful and safe learning environment
- 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 responsible 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 and safe learning environment that respects diversity 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 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 Malmö we celebrate diversity and inspire students to be successful learners through high quality English and Arabic learning opportunities in engaging work environments, helping them become responsible global citizens.

We believe all students can thrive and be successful in an environment that is kind, respectful and safe. We are committed to ensuring Malmö is a welcoming, caring, respectful and safe learning environment for all students. Malmö is a school for everybody and is a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging.

At Malmö, we will treat each other as we would like to be treated ourselves. Our goal is to help students become positive, productive citizens within and outside our school walls. Although staff focus on the positive, there are times when students will make inappropriate choices. When this happens, we will work with the student to help them learn from their mistake and repair any harm caused.

This Rights and Responsibilities document provides students and parents with expectations for how to be successful and safe at Malmö. We seek to ensure a safe, positive, respectful, and productive school climate and culture, where high expectations are set for academic achievement and behaviour.

## Rights and Responsibilities

Our school District 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.

All members of the Edmonton Public Schools community, including students, parents, staff and Trustees have a role and a shared responsibility to create and support welcoming, caring, respectful and safe learning environments.

Students and parents have a right to be informed about District 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.

All members of our school community are expected to respect diversity and refrain from demonstrating any form of 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.

These rights and responsibilities are communicated in the *Alberta Human Rights Act* and the *School Act* and are reinforced in District policies and regulations including [AE.BP—Welcoming, Inclusive, Safe and Healthy Learning and Working Environments](#), [HG.BP—Student Behaviour and Conduct](#), HG.AR—Student Behaviour and Conduct (live link will be added upon approval of revised regulation), and [HFA.AR—Sexual Orientation and Gender Identity](#) which are available to the public.

At Malmö, everyone in our school community has the right to learn and work in an environment that is respectful, safe, healthy and focused on learning and success. To help everyone be successful, students at Malmö are kind and respectful to each other, to their teachers, staff and visitors to the school. Every student has the right to belong, to be respected, and to learn and feel safe in a welcoming community of learners.

## Student Behaviour Expectations

To ensure that Malmö is a positive learning environment for everyone, all students are expected to comply with expectations set by our school District, as well as school rules which are in place for the benefit of all members of our school community

### GENERAL SCHOOL EXPECTATIONS

In order to promote a positive learning environment all students need to:

1. Focus on their learning and be prepared
2. Respect themselves and others
3. Respect all property
4. Think safety and act safely

Through Board Policy HG.BP—Student Behaviour and Conduct, the Board expects that students behave in accordance with Section 12 of the *School Act*. Section 12 states that students will conduct themselves so as to reasonably comply with the following Code of Conduct:

- be diligent in pursuing the student's studies;
- attend school regularly and punctually;
- co-operate fully with everyone authorized by the Board to provide education programs and other services;
- comply with rules of the school;
- account to the student's teachers for the student's conduct;
- respect the rights of others;
- ensure the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- 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; 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; and

- 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.

**Student Dress Code**

At Edmonton Public Schools, students are expected to dress in a manner that reflects a positive sense of self within a welcoming, 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.

Dress code expectations will be implemented in a manner that empowers students to make decisions that promote a positive sense of self and contribute to a respectful learning environment.

**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 *School 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

## Unacceptable Behaviour

Any behaviour 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. Edmonton Public Schools' policy on student behaviour and conduct outlines the following:

Students are accountable for their behaviour whether or not it occurs on school property or within the school day. When behaviour that occurs off school property, or outside of regular school hours, threatens the safety or well-being of individuals within the school community or disrupts the learning environment, school administrators may apply consequences for the behaviour.

Examples of unacceptable behaviour include, but are not limited to:

1. behaviours that interfere with the learning of others and/or the school environment
2. behaviours that create unsafe conditions
3. acts of bullying, harassment, threats, or intimidations whether it be in person, indirectly, or by electronic means
4. physical violence
5. retribution against any person who has intervened to prevent or report bullying or any other incident or safety concern
6. possession, use or distribution of substances restricted by federal, provincial, municipal, District or school authorities
7. any illegal activity such as:
  - a. possession, use or distribution of illegal substances
  - b. possession of a weapon or use of a weapon (or replica) to threaten, intimidate or harm others
  - c. possession, use, display, or distribution of offensive messages, videos or images
  - d. theft or possession of stolen property
8. any breach of rules and expectations established by District administrative regulations or a school-based code of conduct
9. failure to comply with Section 12 of the *School Act*.



**Bullying and Conflict**

Bullying is defined in the *School 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

If students fail to meet classroom, school or District expectations, a range of responses or consequences may be put in place to address unacceptable behaviour. Edmonton Public Schools' policy outlines 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 may include, but are not limited to:

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

Students are expected to cooperate with investigations by school administration. When contemplating and conducting a reasonable search of student property (including electronic devices), school administration must balance a student's reduced expectation of privacy in relation to school matters, with the need to provide a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging for students and staff.

At Malmö we are committed to ensuring that our school is a safe and productive learning environment. WE create a positive learning environment and recognize and support positive behavior choices. Where necessary, interventions or disciplinary action may be used to address unacceptable behaviour by students.

### RECOGNITION OF APPROPRIATE BEHAVIOUR

At Malmö School, we recognize appropriate behaviour in many different ways including verbal praise, smiles, special privileges, stickers, special jobs, meetings with the principal, phone calls to parents or certificates.

### CLASSROOM EXPECTATIONS

Each classroom has a well-developed set of classroom behavioral expectations, which are consistent with school expectations. These expectations are communicated to parents, in written form, at the beginning of the school year.

## PLAYGROUND EXPECTATIONS

Students need to:

- Play safe games that will not harm or potentially endanger themselves or others.
- Respect the rights of participants in organized games and not disrupt the activity.
- Use school and playground equipment appropriately.
- Stay in the schoolyard at recess and lunchtime.
- Put all trash in the garbage cans.
- Return to the classroom promptly when the bell rings.

## CONSEQUENCES FOR BEHAVIOURS

Appropriate behaviours are modeled and positively reinforced by staff. To help bring about acceptable behaviour, a teacher might use private talks and problem-solving strategies with a student or groups of students. A teacher might also consult with other staff, parents, specialists or administration.

The staff at Malmö School will ensure that students receive assistance, encouragement and recognition for positive behaviour. Making good choices is a major focus at the school. Students will always be given the opportunity to explain their behaviour and actions in the context in which they occurred.

We treat our students positively and realize that very few students will require steps beyond those already mentioned. However, for the safety and well-being of all students, a consistent process has been developed to handle serious and/or recurring problems.

## MINOR IN-SCHOOL OFFENCES

Inappropriate behaviours are those that are not injurious to others, do not interfere with the learning of others and do not occur frequently. These may include running in the hallway, entering the school at inappropriate times or failure to complete homework assignments. A staff member will handle minor in-school offences on the spot. The student will be reminded of the appropriate behaviour and a logical consequence will be applied (i.e. going back and walking, staying in at recess to finish homework, etc). Parents will be contacted if the offence is one that is ongoing.

## MINOR PLAYGROUND OFFENCES

Inappropriate playground behaviours are those that are not injurious to others and do not occur frequently. These may include: not coming in when the bell rings, interfering in a game, etc. Students will have the chance to resolve the issue, if possible, during a recess period. If administrative intervention is required, the consequence could be that the student will miss the next recess period to resolve the issue.

## MAJOR IN-SCHOOL AND PLAYGROUND OFFENCES

Major offences are categorized as:

- conduct which interferes with or threatens the orderly functioning of the school or adversely affects the wellbeing of others or
- conduct injurious to the safety and/or dignity of others

Some examples of major offences are:

- continuous disruptive behaviour
- hitting, roughing, physical abuse
- continuous incidents of throwing objects such as rocks, sand, snowballs
- defiance of authority
- disrespectful/abusive language
- leaving the school/school grounds without permission
- misbehaviour in the lunchroom
- misbehaviour on the bus
- theft
- damage of property
- continuous teasing, bullying, and/or harassment that hurts or promotes anger, fear, or frustration
- possession of a dangerous weapon

When a major offence occurs, the student loses the privilege of being with his/her peers and must report to the school office to speak with the administrator. The staff member involved or the administrator will notify the parents either by telephone or through written communication. Students will also fill out a Behavior Reflection form. This form is restorative and reflective in nature and acts as a tool to resolve issues. It also acts as a tool for documentation and communication with parents.

Students involved in a major offence will also receive, at the discretion of the administrator, one or more of the following:

- temporary removal of privileges and/or
- an interval of exclusion from school activities and/or
- an in-school suspension to be served in the school office with formal documentation placed in the student's cumulative record or
- an out-of-school suspension with formal documentation placed in the student's cumulative record

When warranted, restitution for property damage to an individual or the school and/or police involvement will occur when warranted.

Students will be expected to keep up with any work they may miss during this exclusion period.

To live is to make choices. Part of the responsibility of an educator is to encourage children to make choices and to accept the resulting consequences. We believe that children learn how to make appropriate choices best when they have guidelines and boundaries to follow. Children need to be aware that every choice of action has a consequence – good or bad. Only by making choices for themselves and accepting responsibility for these choices can children learn and grow to be accountable adults.

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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