

Student Rights and Responsibilities 2019–2020

Lillian Osborne 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 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.



Trisha Estabrooks
Board Chair

Student Success and Safety—Our Highest Priorities

It is our shared responsibility to ensure that each student can learn and realize their potential within a safe and caring learning environment. In addition to teaching the necessary learning outcomes, our schools are places where students can develop the character and skills needed to become responsible, respectful, compassionate and successful citizens.

School staff use 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 Lillian Osborne we believe:

Lillian Osborne High School is committed to providing a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

- Lillian Osborne High School operates within a character education and restorative justice framework. This involves a set of shared principles that includes, but is not limited to: kindness, respect, responsibility, fairness, honesty and integrity.
- At Lillian Osborne, we will treat each other as we would like to be treated ourselves. Our goal is to help students become positive, productive citizens

District Vision:

Success, one student at a time.

District Mission:

We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, families, staff and community.

District Core Values:

Supporting the Vision, Mission and Priorities are the District's core values of accountability, collaboration, equity and integrity.

Lillian Osborne Mission Statement:

"Inspiring our students through meaningful learning opportunities that nurture passion, resilience, community, and character"

Character Education Program:

Our Grade 10 cohort will participate in a Character Education Leadership program.

- Research has shown that students who have a positive connection to school through caring teachers, and are engaged at school, perform better academically and socially.
- This course will include assignments, speakers, seminars, and projects based on the principles of character education. The Character Education program is focused on a strength-based model and the mission is to support student development by examining their core values, nurturing greater self-expectation, and inspiring improved performance.
- The intended goal of this program is to increase student resilience and positive decision making capacity through the lens of character education.

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 *Education 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](#), and [HFA.AR—Sexual Orientation and Gender Identity](#) which are available to the public.

Student Behaviour Expectations

To ensure that Lillian Osborne 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.

Board Policy HG.BP – Student Behaviour and Conduct outlines 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,
- co-operate fully with everyone authorized by the Board to provide education programs and other services,
- be accountable to the student's teachers and other school staff for the student's conduct, and
- positively contribute to the student's school and community.

Furthermore, students are expected to:

- resolve conflict or seek assistance to resolve conflict in a peaceful, safe, and non-threatening manner that is conducive to learning and growth. Strategies for addressing conflict between students may include counselling, mediation, or forms of restorative practice;
- use school and personal technology appropriately and ethically; 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 *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 of the child
- suspension or expulsion
- an exemption from compulsory attendance granted by the Board for a defined period of time

It is expected that all Lillian Osborne students will contribute to their personal success and a superb learning environment by:

- showing respect to teachers, peers, school personnel and visitors at all times;
- attending, being punctual, and arriving prepared for all classes;
- demonstrating strong work habits, completing assignments and homework;
- completing all classes to the best of their ability;
- keeping halls clear and quiet during class time;
- respecting school property and the property of others;
- abiding by all safety regulations related to evacuations, lockdowns and other safety procedures;
- refraining from smoking (including vaping/e-cigarettes), or being under the influence or possession of alcohol, cannabis, illegal drugs, and/or drug paraphernalia;
- using prescription medication only as directed by a physician;
- using all school and personal technology in an appropriate and respectful manner. This includes, but is not limited to, refraining from being on your phone during instructional time unless authorized by the teacher; and/or using technology to "bully" or post derogatory statements/inappropriate pictures of students or staff via text or any social media platform that is deemed as hurtful to others;
- dressing for success, including removing all hats and hoods while inside our building;
- refraining from participating in any form of plagiarism or cheating; and
- not visiting other schools or having friends visit Lillian Osborne during school hours.

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 *Education Act*, Section 31.

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.

Responsible Use of Technology at Lillian Osborne School

Each student and their parent/guardian should review this declaration before using any school or personal technology in school. In this document, “technology” refers to computer, network, or Internet access on any electronic device, **including devices owned by the student**.

Student Responsibilities

As a student at Lillian Osborne School, having access to technology to support learning can be immensely valuable. To best make use of the tools available to you, the classroom must be a place where technology is always used safely and responsibly--where technology is never used in any way that negatively affects any students or other persons.

In my use of technology at Lillian Osborne School, I will:

- **BE SAFE AND SECURE**

- I will use a good password (such as short phrase with a number replacing a letter), and keep it private. A Student Network Logon ID and password have been provided to you by the District. The ID remains the same from year-to-year, school-to-school (f.lastname), and the password can be changed by students or teachers.
- I will always log out of the computer when finished using it, or when moving out of sight of it. I understand that any actions done on a computer when I am logged in are directly traceable to me.
- I will protect the personal information of myself and others, including name, age, address or phone number.
- I will only use my own Edmonton Public Schools account on school devices. If I notice another student or teacher has not logged out of a device I am using, I will notify them (if possible) and log them out.
- I understand that the District (EPS District Technology) uses a content filter on its Internet access, yet it is *possible* that I may encounter inappropriate images or text. If this happens, I will inform my teacher immediately.

- **BE LITERATE**

- Information located on the Internet may be inaccurate, incomplete, or even intentionally misleading. I will evaluate the validity of materials accessed.
- Just as with actions in everyday life, when using technology I will need conduct myself mindfully, exercising good judgment.
- I will select the right tool for the current digital task, aware of purpose and audience.

- **COMMUNICATE APPROPRIATELY AND POLITELY**

- I will use digital etiquette in communications.
- Regarding capturing photos/audio/video: I will ONLY capture photos/audio/video of any others (on any device, school or personal) ONLY with prior permission provided by the subject(s) of the photo/audio/video. School administration may search any device with a camera or other input device if they feel school rules have been violated.

- **BE LEGAL**

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

- **BE PURPOSEFUL, MINDFUL OF THE EDUCATIONAL TASK AT HAND**

- While in class, I will only use technology for educational purposes, unless I have been granted permission by a teacher; and then only use the technology within the parameters or guidelines established by the teacher.

- **RESPECT AND PROTECT PROPERTY**

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

I understand that technology access can be revoked at any time at the principal's discretion.

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.

As Lillian Osborne High School operates within a character education and restorative justice framework, unacceptable behaviour may also result in the following interventions:

- problem solving with a teacher and/or administration, success coach, school resource officer, counselor;
- phone calls home, parent conference, circle of support meeting;
- exclusion from class, loss of privileges, detention, suspension, community service, removal from a course;
- referrals for addictions support, grief counseling, peer to peer student support, tutorials for academic support, safe space classroom (mental health support), and/or to external agencies (ie. Attendance Board, Social Services. YMCA alternative suspension program, Alberta Health Services)

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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