



EDMONTON PUBLIC SCHOOLS

Student Rights and Responsibilities

2025-2026

Steinhauer School

10717 - 32 A Ave NW, Edmonton, AB T6J 4A6

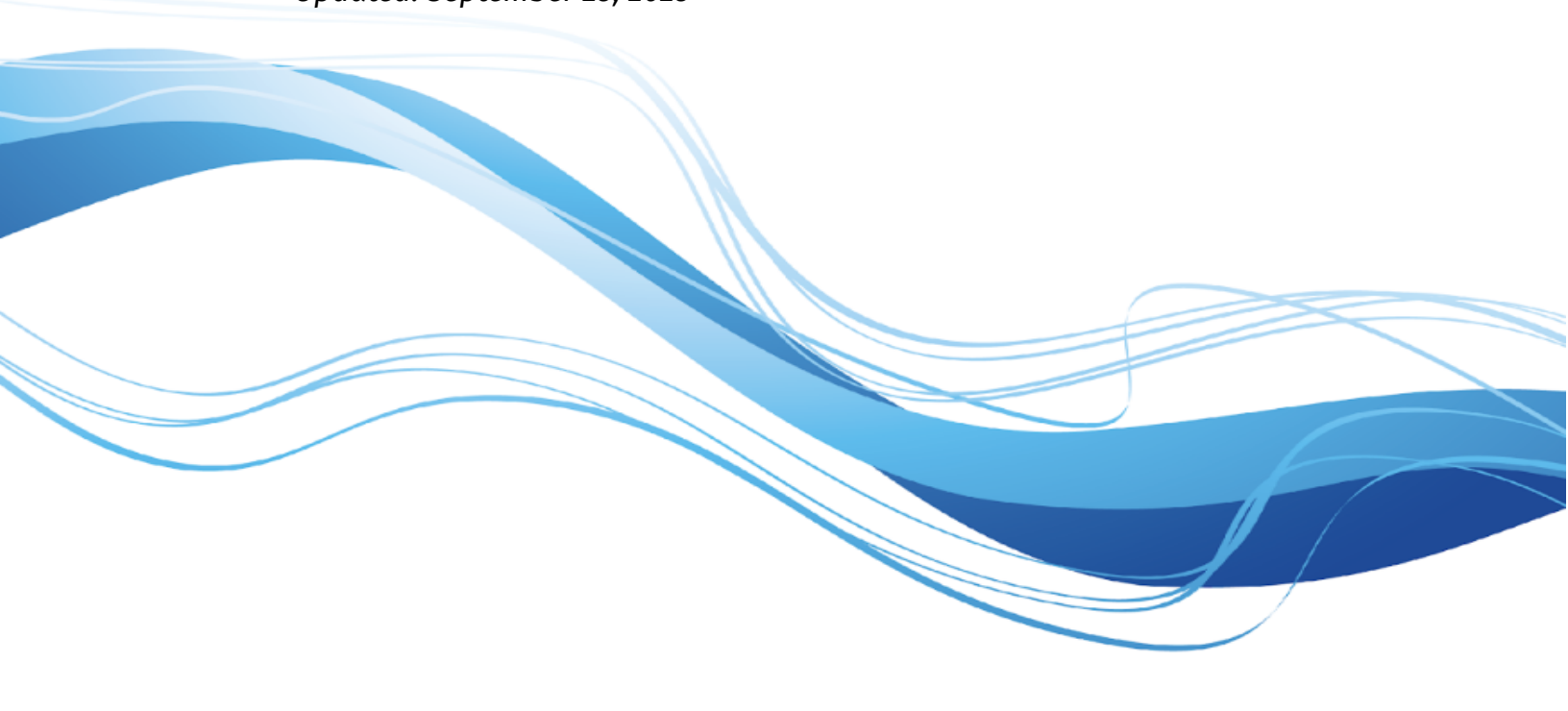
Phone: 780-437-1080

Email: steinhauer@epsb.ca

Website: steinhauer.epsb.ca

Principal: Lori Price-Wagner

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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.



Ron Thompson
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 Steinhauer School we believe:

Through diverse and meaningful learning experiences, opportunities for leadership, and a warm, welcoming culture, we empower each child to become a responsible learner, confident leader, and compassionate citizen.

At Steinhauer School, we are united in our commitment to provide a caring, respectful, and safe learning environment that values diversity and fosters a strong sense of belonging. Our goal is to nurture student leadership, responsibility, and accountability. We recognize that this is a shared responsibility among students, staff, parents, and the community, and we value open and respectful communication.

We are committed to addressing inappropriate behaviours with responses that are timely, thoughtful, and restorative. Above all, our priority is to ensure that every student feels safe and that our school remains a place where learning can flourish.

This *Rights and Responsibilities* document outlines expectations that help students succeed and stay safe at Steinhauer School. Together, we strive to maintain a positive, respectful, and productive school climate where high expectations for both academic achievement and behaviour are supported.

We believe that all students can thrive when they learn in an environment that is kind, respectful, and safe. Our goal is for every student to feel a genuine sense of belonging and to grow in empathy and compassion for others.

At Steinhauer School, all students follow the RRSPs:

- **Respect:** We show **respect** by treating others the way we would like to be treated. We respect school property, use polite language, and keep our voices at an appropriate level while on school grounds.
- **Responsibility:** We show **responsibility** by being accountable for our actions and choices. When we make a mistake, we own it and work to make things right. We try our best, make good decisions, and take care of our classroom and school spaces.
- **Safety:** We show **safety** by moving carefully in the hallways, keeping our hands and feet to ourselves, and making thoughtful, safe choices rather than reckless ones.
- **Pride:** We show **pride** in our school by being kind, telling the truth, and setting a positive example for others, especially younger students.

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 Steinhauer 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.

Student Behaviour Expectations at Steinhauer School:

At Steinhauer School, we believe every student is a leader—someone who chooses to do the right thing, even when no one is watching. Students are expected to demonstrate care and respect for one another, for all staff, for school property and materials, and for the learning environment.

Student Rights and Responsibilities:**I have the right to feel safe, comfortable, and cared for at school.**

It is my responsibility to act safely and to help create an environment where everyone feels safe, comfortable, and cared for. I will treat others equally and work to foster a sense of belonging for everyone.

I have the right to be treated with dignity and respect.

It is my responsibility to treat others with courtesy and consideration. I will not laugh at, tease, exclude, or put down any student, staff member, or adult.

I have the right to learn and grow.

It is my responsibility to contribute positively and productively to the learning environment. I will be diligent in my studies,

listen to and follow the directions of staff, and fully participate in learning. I will avoid behaviours that distract, disrupt, or interfere with the learning of others.

I have the right to be heard and supported when I have a concern.

It is my responsibility to speak up respectfully for myself and others, to report concerns or misconduct, and to ask for help when I need it. It is also my responsibility to follow school rules, accept the consequences of my actions, and take steps to repair any harm I may cause.

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 outlined above, students at Steinhauer School are expected to:

- Power off and store personal mobile devices—including smartphones, cellphones, smartwatches, tablets, and laptops—out of sight (e.g., in backpacks) during school hours.
- Refrain from accessing social media platforms while connected to Division networks or when using Division-owned devices.
- Follow all classroom, school, Division, and provincial expectations for the responsible use of technology and social media.
- Leave personal devices at school when on a field trip.
- Demonstrate proper care, handling, and security of both personal and Division-owned technology.
- Take full responsibility for the safety and security of any personal devices brought to school.

- Comply with staff directions if a device is confiscated; confiscated devices will be stored securely until they are returned.

Progressive Response for Inappropriate Use:

1. **First incident:** The student will be given a warning and asked to put the device away.
2. **Second incident:** The device will be confiscated, and the parent/guardian will be notified.
3. **Subsequent incidents:**
 - Students may also be required to turn in their device to the school office at the beginning of each school day and retrieve it at the end of the day for a designated period of time.
 - Parents/guardians may be required to come to the school to retrieve the device.

We ask that all families review the following [Technology Use Guidelines](#) together with their child.

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 Steinhauer 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.

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.

Strategies may include, but are not limited to:

- Conversations within the classroom, typically led by the classroom teacher or other classroom staff.
- Restorative conversations or peacemaking circles between students, facilitated by staff when appropriate.
- In situations involving serious concerns related to safety or repeated behaviours, the involvement of school administration (e.g., principal, assistant principal) for restorative conversations or meetings.
- Responses that consider the student's age, maturity, and individual circumstances when determining appropriate interventions or consequences.
- Confidentiality: responses to one student's behaviour will not be discussed with parents or guardians of another student.
- Parent involvement: where appropriate, parents/guardians are included in the process. They are informed of

interventions or consequences for their child, with the understanding that final decisions rest with school administration.

- Age-appropriate responses to unacceptable behaviour, which may include:
 - Walking with an adult during recess
 - Community service within the school or on school grounds
 - Spending recess indoors at the office area
 - Working on academic tasks in the office area or another classroom
 - In-school or out-of-school suspension

Progressive Response for Inappropriate Use of Technology

- **First incident:** The student will receive a warning and will be asked to put the device away.
- **Second incident:** The device will be confiscated, and the parent/guardian will be notified.
- **Subsequent incidents:**
 - Students may be required to turn in their device to the school office at the beginning of each school day and retrieve it at the end of the day for a designated period of time.
 - Parents/guardians may be required to come to the school to retrieve the device.
- **Serious breaches:** In cases of serious misuse of technology, students may lose the privilege of accessing personal or Division-owned technology for a period of time, as determined by school administration.

Students are also expected to use technology responsibly by:

- Seeking help from a teacher or trusted adult to make things right if they use technology inappropriately or make a mistake.
- Immediately stopping and informing a trusted adult if something happens online or through technology that does not seem right, is unsafe, or makes them feel uncomfortable.

We believe that strong, supportive relationships are key to student success. The classroom teacher is most often the first point of contact in addressing behaviour concerns.

Our approach begins with understanding: we seek to listen to the student's perspective in order to provide meaningful support and guidance. Staff and parents, working together when appropriate, play an important role in helping students grow into caring, ethical citizens.

Recognizing that every child and every situation is unique, our responses are individualized. Our goal is to foster a positive, respectful, and restorative school culture where all students can learn and thrive.

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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