

Heritage Heights School Code of Conduct

Being a Husky Means Being a Leader

Heritage Heights School is a safe, caring and welcoming learning environment. By promoting respect, responsible citizenship, and academic excellence we will ensure a positive school climate and sense of belonging for all. Our vision: Excellence, Integrity, Leadership will guide our actions every day. As a Leader in Me school, we will demonstrate the 7 habits of highly effective people.

Heritage Heights School Code of Conduct is aligned with all expectations outlined in FSD Administrative Procedure 350. This Student Code of Conduct is intended to establish and maintain an appropriate balance between individual and collective rights, freedoms, and responsibilities in the school community. Our purpose is to promote student learning, growth and understanding as well as ensure that students possess a strong connection to our school.

At Heritage Heights School, we have a steadfast commitment to developing a positive sense of belonging for all individuals. As such, discrimination (as set out in Section 4 of the Alberta Rights Act (AHRA)) on the basis of an individual's race, colour, ancestry, place of origin, religious beliefs, gender (including pregnancy, sexual harassment, and gender identity), physical disability, mental disability, marital status, family status, source of income, or sexual orientation is prohibited.

HERITAGE HEIGHTS POSITIVE BEHAVIOURS FOR LEARNING

*What does it mean to demonstrate HUSKY PRIDE?
As a Leader I will:*

All members of our learning community are expected to:

- demonstrate respect for self by giving best effort during all school-based activities;
- demonstrate respect for others by treating one another with dignity and respect. We will seek first to understand, then to be understood; and
- demonstrate respect for property by caring for the school and property of others.

<u>All Areas</u> (Inside and Playground)	<u>Common Areas</u> (Hallways, Boot Rooms, Foyer, etc.)	<u>Outside Areas</u> (Playground, Bus loop, Entrances, etc.)	<u>Teaching Areas</u> (Classroom, Learning Commons, Music room, etc.)	<u>Assemblies & Events</u> (Gym)
<ul style="list-style-type: none"> - Use proactive language. Be polite. Manners matter. - Keep my hands and feet to myself. - Cell phones/IPods/ electronics. Off and away unless used in learning (as determined by the teacher). 	<ul style="list-style-type: none"> -Walk quietly. - Remove my hat. 	<ul style="list-style-type: none"> - Walk safely coming from outside. - Be aware of others. Be in control of my backpack and me. - Play safe on equipment. 	<ul style="list-style-type: none"> - Be on time with required materials and supplies. - Stand at attention for O'Canada. - Remove my hat. - Respect personal space/items of others - Keep my space clean. Use garbage cans and recycle bins. 	<ul style="list-style-type: none"> - Choose an appropriate sitting partner. - Sit criss-cross or with knees up. - Talk in a respectful volume when waiting for the assembly to begin. - Listen to the speaker.

Teachers model high expectations through visibility, consistency, and protecting instructional time.

Students

Students have a responsibility to respect the rights and dignity of others and to become actively involved in their own learning and growth.

Acceptable behaviour for students includes (but is not limited to):

- Demonstrating behaviours that positively contribute to the school community
- Following school expectations on any school-based activity outside of school and/or school hours including on school bus.
- Informing a trusted adult in a timely manner about incidents of bullying, harassment, intimidation or other safety concerns about the school.

Unacceptable behaviour includes (but is not limited to):

- Refusal to abide by Heritage Heights Common Expectations;
- Behaviours that interfere with the learning of others and/or the school environment or that create unsafe conditions;
- Any behaviour that discriminates based on age, national or ethnic origin, religion, gender, sexual orientation, disability, race and/or sources of income or family status;
- Any bullying behaviour (physical, verbal, social, cyber) that intentionally hurts (physically, socially, or emotionally) another person. Bullying is defined as a repeated and hostile or demeaning behaviour intended to cause harm, fear or distress, including psychological harm or harm to a person's reputation. It often involves an imbalance of social or physical power;
- Acts of violence, physical aggression or threatening behaviour;
- Retribution against any person in the school who has intervened to prevent or report bullying, harassment, or stop an incident that might cause harm to others;
- Illegal activity such as: possession or use of weapons, possession or use of alcohol, use of tobacco products (including chewing tobacco and e-tobacco products such as vaping, etc.), drugs or other forms of intoxicants on school property or at any other school related activity (i.e. athletics, field trips)
- Theft or damage of property.

Consequences to Unacceptable Behaviour:

Expected behaviours as identified in Heritage Heights Positive Behaviours for Learning will be encouraged and supported through the practices identified in the Progressive Discipline Continuum as noted below. Staff will address unacceptable behaviour we are aware of. We are committed to supporting students impacted by unacceptable behaviour as well as supporting those students who engage in unacceptable behaviour. Two guiding principles will apply to all consequences:

1. Discipline means to teach;
2. Consequences take into consideration age, maturity, and individual circumstances.

Progressive Discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student

behaviour and builds upon strategies that promote both positive student behaviours and positive school climate.

Heritage Heights: Progressive Discipline Continuum

Universal	Targeted		Individualized
	Classroom Based	School Based	
Character Education (Leader in Me)	Embedding 7 Habits/common language in classroom instruction	Learning Support Team Meetings	FSLC Individualized Counseling
Social-Emotional Learning/ 5 Competencies		Small Group SEL Instruction	Social Stories
Zones of Regulation & Toolbox	Classroom Circles	Learning Team Meetings (w Parents)	Mentorship
Positive Relationships	SEL (Mind Up, The Problem Solver programs)		Behaviour Support Plans
HH Common Expectations	Differentiation using UDL	PALS (elementary)	School Linked Teams
Classroom Circles			Admin Learning Support Team Meetings with Learning Coach & FSLC
UDL Principles	Behavioural Expectations (Classroom Mission Statements)		VTRA
Common Language			
Attendance Monitoring			
Community Resource Board			

Appropriate school response to Tier 1 student behaviours (those behaviours that are responded to by the teacher witnessing the behaviour/reported to by student):

- Verbal reminders/cues/redirection
- Model expected behaviour
- Re-teach the expected behaviour
- Offer choices and consequences of the choices
- Time out

Appropriate school response to Tier 2 student behaviours (those behaviours that are repetitive and responded to by the teacher/may involve administration):

- Home contact
- Peer mentoring/support
- Parent meeting
- Detention

Appropriate school response to Tier 3 student behaviours (those behaviours that are referred to the administration) include strategies listed for Tier 1&2 behaviours, plus:

- Natural consequences
- Student incident & 7 Habits Reflection
- Restitution
- Loss of privileges
- Monitor behaviour
- Restorative justice
- Restricted access to facilities/activities/resources (i.e. technology)
- Behaviour contract
- Behaviour support plan
- Referral to FSLC and/or Division Office personnel
- RCMP involvement
- VTRA (Violence, Threat, Risk Assessment)
- In-school suspension; Out-of-school suspension (or combination thereof)

Staff

Under the leadership of the Principal, staff is responsible for:

- Establishing a positive school climate that is welcoming, caring, respectful and safe
- Encourage, model and reinforce acceptable behaviour
- Using and modeling the language of 7 Habits of Highly Effective People

Parents/Guardians

Parents/guardians are partners in respect to their child's education. They have a responsibility to take an active role in their child's education success and will support their child in complying with their responsibilities as students. Parents/guardians are responsible for:

- Ensuring their child attends regularly and punctually
- Encouraging and fostering positive and respectful relationships with teachers, administration and other school staff
- Being aware of, and support, the behavioural expectations from the School Code of Conduct
- Communicating and collaborating in a timely manner with school staff about any concerns regarding the School Code of Conduct.