

Heritage Heights School Code of Conduct

Being a Husky Means Being a Leader

Heritage Heights School is a safe, caring and inclusive learning environment. By promoting respectful relationships, responsible citizenship, and personal 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. Modeling expectations and guiding students through the Circle of Courage framework will support and guide disciplinary actions.

Heritage Heights School Code of Conduct is aligned with all expectations outlined in FSD Administrative Procedure 350.

HERITAGE HEIGHTS POSITIVE BEHAVIOURS FOR LEARNING

AS A HUSKY I WILL STRIVE TO LIVE BY:

- Leadership = We share our voice, are responsible for ourselves and our actions, and take care of our school and while respecting each other.
- Integrity = We do the right thing, at the right time for the right reasons.
- Excellence = We strive for our personal best, set targets, and seek balance through participation.

As HUSKIES we demonstrate RESPECT for: <ul style="list-style-type: none"> ➤ ourselves by giving best effort during all school-based activities; ➤ others by treating one another with dignity and respect. We will seek first to understand, then to be understood; and ➤ 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"> • Speak respectfully to all. • Be polite, kind and compassionate of others. • Keep my hands and feet to myself. 	<ul style="list-style-type: none"> • Walk quietly and directly to where I am going. 	<ul style="list-style-type: none"> • Walk safely coming in from outside. 	<ul style="list-style-type: none"> • Be on time with required materials and supplies. 	<ul style="list-style-type: none"> • Choose an appropriate sitting partner.

<ul style="list-style-type: none"> • Ensure cell phones are off and away inside the school unless used in learning (as determined by the teacher). 	<ul style="list-style-type: none"> • Respect the working spaces of others by keeping out voices low. • Place my belongings where they belong. 	<ul style="list-style-type: none"> • Be aware of others. Be in control of my backpack and me. • Play safe on equipment. • Think and use win-win to solve conflicts. • Dress appropriately for the weather. 	<ul style="list-style-type: none"> • Show respect during O' Canada or other announcements. • Remove my hat at the request of a teacher or when appropriate. • Respect personal space/items of others. • Keep my space clean. Use garbage and recycle. 	<ul style="list-style-type: none"> • Sit criss-cross or with knees up. • Listen to the speaker. • Reflect on lessons learned.
<p>Teachers model high expectations through visibility, consistency, and protecting instructional time.</p>				

Student Responsibilities

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.
- Using all technology for learning purposes.
- Responsible digital citizenship (including social media).
- Informing a trusted adult in a timely manner about incidents of bullying, harassment, intimidation, or other safety concerns about the school.

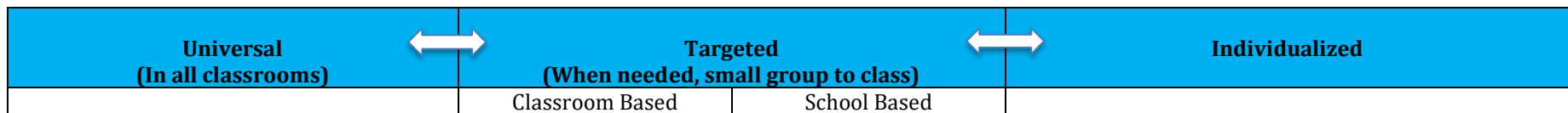
Unacceptable behaviour includes (but is not limited to):

- Refusal to abide by Heritage Heights Positive Behaviours for Learning (see above).
- 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, 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.

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Heritage Heights: Support for ALL Learners Continuum



<p>Character Education (Circle of Courage Framework)</p> <p>SEL: Social-Emotional Learning (see CASEL)</p> <p>Zones of Regulation & Toolbox</p> <p>Building Positive relationships</p> <p>HHts Common Language and Expectations</p> <p>Classroom Circles</p> <p>Attendance Monitoring</p> <p>Community Resource Board</p> <p>HH Student Survey (gr K-9) - Tell Them From Me (gr 4-9) - Student Orientation to School Questionnaire (gr 4-9)</p> <p>PSSST World (Promoting Safer Schools Together) online anonymous reporting tool</p>	<p>Leadership Integrity Excellence instruction.</p> <p>Circle of Courage Framework discussions</p> <p>Classroom Restorative Circles</p> <p>SEL (Mind Up, Mindfulness, Social Stories)</p> <p>Differentiation using UDL Principles (Universal Design for Learning)</p> <p>Review of Code of Conduct.</p> <p>Classroom commitments</p>	<p>Collaborative Response Team Meetings</p> <p>Small Group SEL Instruction (Friendship groups, resolving conflict) FSLC</p> <p>Learning Team Meetings (with parents)</p> <p>PALS (Elementary Playground Activity Leaders in Schools)</p> <p>Classroom Educational Assistant temporary scheduling for support.</p>	<p>FSLC (Family School Liaison Counselor) Individualized Counseling</p> <p>Social Stories</p> <p>Behaviour Support Plans</p> <p>School Linked Teams</p> <p>Admin Learning Support Team Meetings (Admin, Learning Coach, FSLC)</p> <p>VTRA (Violence, Threat, Risk Assessment)</p> <p>Community Resources (FSD, RCMP)</p>
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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.

Student Code of Conduct
Tiers of Behavior and Response

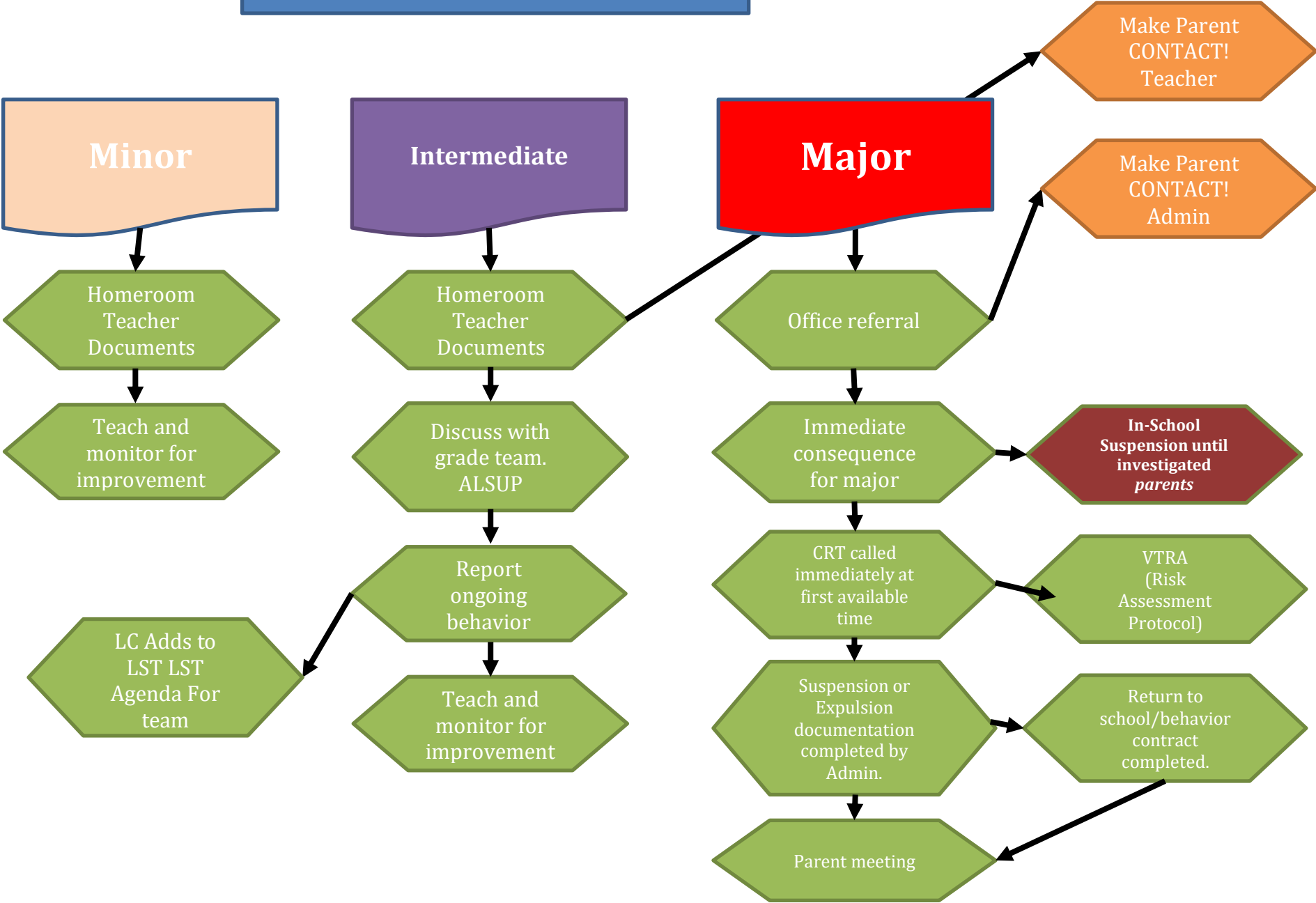
	Common Observed Behavior Infractions	Appropriate School Response	Documentation Requirements What and by who?
Tier 1	<ul style="list-style-type: none"> • Talking out of turn • Rude or disrespectful towards peers or adults • Incomplete assignments • Late or absent from class • Distracting use of technology/Cell phone use without permission • Distracting the learning of others • Cleanliness of school spaces litter 	Teacher Level <ul style="list-style-type: none"> ➤ Verbal reminders/cues/redirection ➤ Model expected behavior ➤ Re-teach the expected behavior ➤ Offer choices and consequences of the choices ➤ Time out/loss of recess breaks 	<p>Teacher documents date, frequency, and time of incidents.</p> <p>If observed by another teacher, that teacher reports to homeroom for documentation.</p>
Tier 2	<ul style="list-style-type: none"> • Repeated Tier 1 behaviors (3 in a week) • Swearing • Ongoing disrespectful behavior towards peer or adult • 3 or more incomplete assignments • Physical altercation or verbal abuse of another student or adult • Vandalism or destruction of school property 	Teacher & Grade Level Team and Athletic Director (when required) <ul style="list-style-type: none"> ➤ Home contact by a teacher ➤ Proactive discipline monitoring (ALSUP) ➤ Peer mentoring/support ➤ Parent meeting (if required after the call) ➤ Natural consequences (loss of student break time) ➤ Loss of privilege (learning spaces or extracurricular opportunities) ➤ Restitution/restorative conversations 	<p>Teacher documents, date, frequency, and time of incidents</p> <p>LC notified of a phone call or meeting via email.</p> <p>ALSUP completed for repetitive behavior infractions and submitted to LC.</p>

Tier 3	<ul style="list-style-type: none"> • Repeated Tier 2 behaviors • Fights or bullying behavior • Drugs or alcohol-related • Weapons at school • Gang or group-initiated violence or exclusion • Intentional destruction of valuable property (bathroom, technology etc.) • Theft • Hazing • Cyberbullying or sharing inappropriately through social media channels (in or outside of school) 	<p>Office Intervention (first available administrator) and Collaborative Response Team (CRT - VP or P, Learning Coaches, FSLC, and homeroom teacher)</p> <ul style="list-style-type: none"> ➤ Student reflection writing prompt and problem-solving conversation. ➤ Suspensions (gradual increase) <ul style="list-style-type: none"> ○ One class ○ Half-day in-school ○ Out of school ○ Multiple days ➤ Expulsions ➤ Restorative justice ➤ Restricted access to facilities/activities/resources (i.e. technology) ➤ Behavior contract ➤ Behavior support plan ➤ Referral to FSLC (Family School Liaison Counselor) and/or Division Office personnel ➤ RCMP involvement ➤ VTRA (Violence, Threat, Risk Assessment) 	<p>Administration documents the date, frequency, and time of incidents.</p> <p>CRT will complete ALSUP for student in the meeting.</p> <p>Behavior plan created by CRT.</p>
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Notes:

- Documented repeated behaviors or Tier 3 behavior required for office referral.
- Recommend ALSUP as early as possible when dealing with potential repeated behaviors.
- Collaborative Response Team (CRT – Major incident or repeated behaviors) will be called immediately following a major incident or office referral and make occur after school hours.
- Collaborative Response Meeting (CRM – ongoing minor behaviors) will be held upon request including team members to help design for repeated minor infractions.
- Office space may be used as a “time out” location if you wish, however, please advise the office of the length of time and/or if a quick chat is required. **The office will only respond with disciplinary actions in the cases of Tier 3 actions in these cases.**

Adverse Behavior Flow Chart



Staff Responsibilities

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

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

Parents/Guardians' Responsibilities

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.

If you see something, say something. We will do something, TOGETHER.

DRESS FOR SUCCESS (Dress Code)

The dress code is aimed at establishing and maintaining reasonable standards of dress for all school activities. Good taste and judgment in the selection of clothing worn to school are expected. Styles in dress and grooming should be appropriate for the context of a school environment and support a safe, caring, welcoming, and respectful environment for all.

[FSD Code of Conduct States](#) that:

Appropriate attire and grooming improve the learning environment, promotes positive behaviour, reduce discipline concerns, enhance school safety, promote school spirit, and develop self-confidence. Dress and deportment affect how we relate to others and how others relate to us. Students are expected to be diligent and thoughtful in their efforts at being a learner and part of this is how students dress and behave. Students are required to dress appropriately for school. Students will not be allowed to attend class if, in the professional judgment of an adult, they choose a style of dress that detracts from the learning environment.

Our school supports students being dressed for success by considering a casual workplace attire that promotes diversity of expression, yet maintains dignity and respect to maintain a focused learning environment:

1. Clothing should not compromise modesty of any gender.
2. Clothing must not impede safety (for example, overly flowing clothing that can get caught on equipment) including being prepared for cold weather, and planned and unplanned school evacuations during inclement weather.
3. Clothing that exposes inappropriate areas shall not be worn. This includes undergarments, tight and revealing summer wear that exposes shoulders and midriff (muscle shirts and halter tops are examples). Skirts, dresses, and shorts need to reach at least the mid-thigh. Pants need to be pulled up so they cover undergarments.
4. Outdoor attire will be removed and kept in lockers during school hours. This includes hats, gloves, jackets, and coats.
5. Respectful use of spray cologne, perfume, and body spray deodorant. Many people are affected by allergies to these smells.
6. Clothing needs to be appropriate for classes where safety is an issue such as science labs and foods class.
7. Students in grades 6-9 must change for PE. School-issued PE gear is available for purchase or suitable clothing in consultation with your PE teacher must be brought from home.
8. Obscenity and violence are not tolerated in our school; therefore, clothing and personal belongings with obscene sayings are not acceptable such as: drug paraphernalia/sayings, violent scenes or inappropriate messages (i.e. beer logos, sexual or drug connotation, disrespectful messages)
9. Shoes must be worn at all times in case of an evacuation drill. Indoor shoes must be non-marking.
10. Hats may be worn in our hallways, however, will be removed in classrooms, learning commons or gym. Hoodies must be down while in the building.

Any inappropriately dressed students will be approached by a same-gender adult who will discuss their choices and come up with an appropriate solution.

