



School Profile and Mission:

École Secondaire Highwood High School, located in High River, welcomes students in grades 9-12 from the communities of High River, Cayley, Blackie and the MD of Foothills with a student population of 550. Highwood provides students with engaging educational experiences featuring a full range of academic and complementary courses. Our strength is our size; this allows us to personalize our instruction to meet the needs for each of our learners. At Highwood our enthusiasm and excitement for learning is enormous. We achieve through ambition and aspiration. We aim to achieve high standards by thinking, acting and dreaming large. Our school is a caring, positive and supportive environment that empowers everyone to do their best and be involved, where individuals are compelled to step forward and not back when things need to be done. There is heart and soul in everything that goes on at our school and it is the students, staff, parents and community that nurtures this. Our school has a family-like atmosphere and is a place that cares. By caring we preserve and respect the traditions of our school while pursuing growth, change and improvement. It is important to learn from the past, live in the present and plan for the future. We are dedicated and committed to achieving excellence and demonstrate this in our words and actions. There is a climate of high expectations and success for all.

“It is Always a Great Day to be a Mustang” and Mustangs Athletics

Highwood students are very proud of their school! They take great pride in being Mustangs and proudly wear the school colours. All of our students are *Highwood Ambassadors*. They are leaders and exhibit the qualities, characteristics and behaviours of responsible learners and school spirit promoters. We have many reasons for being proud of our students and we celebrate them at every opportunity. Having students actively participating in school events, activities, and sports builds school spirit and pride. These team-building activities energize and engage our students to always do their best and represent themselves and their school in a big way. Highwood Mustangs Always Exhibit: P (passion), R (respect), I (integrity), D (determination), E (excellence). Highwood students participate in High School Athletic Association sponsored activities. These activities include football, volleyball, basketball, rugby, cross-country, badminton, golf, and track and field. You will be informed of dates, times and location of team tryouts through our website / newsletter. You should contact a member of the P.E. Department for complete details regarding a specific sport or event.

School Culture

Highwood High School embraces a student focused education.

Our vision is one of a positive student focused school community that is recognized for:

- the quality of its instruction
- the quality of its staff
- the quality of its graduates

The school we envision:

- creates enthusiasm for active learning and teaching
- nurtures pride in student accomplishments
- involves students, parents and community members meaningfully in the learning process
- promotes the acceptance of the diverse school community members
- offers choice to truly embrace a student focused education provides experiences that cultivate the values and attitudes essential for turning learning into a fulfilling life
- inspires commitment to community service
- fosters a strong sense of community

Learning Community

A positive school is operated by positive influences within the school. Our positive influences include engaged students, dedicated school and Foothills School Division staff, supportive parents, committed school council, active and involved community, visionary Board of Trustees and Alberta Education. We value and highlight the contributions of each member of our learning community. We are all advocates for Highwood High School, the Division and the Education System as a whole. Our Learning Community understands and supports Foothills School Division's vision of leading and supporting learning. Our common goal is to achieve high levels of learning for all students. The more we care to change something for the better, the more obligated we are to do whatever we can to make that happen.

Staff

Our strength is our size; this allows us to personalize our instruction to meet the needs for each of our learners. At Highwood our enthusiasm and excitement for learning is enormous. We achieve through ambition and aspiration. We aim to achieve high standards by thinking, acting and dreaming large. Our school is a caring, positive and supportive environment that empowers everyone to do their best and be involved, where individuals are compelled to step forward and not back when things need to be done. There is heart and soul in everything that goes on at our school and it is the students, staff, parents and community that nurtures this. Our school has a family-like atmosphere and is a place that cares. By caring we preserve and respect the traditions of our school while pursuing growth, change and improvement. We are dedicated and committed to achieving excellence and there is a climate of high expectations and success for all. Teachers work with students in identifying who they are as learners and how they learn best. We are developing characteristics and competencies of successful learners including work habits, confidence, independence & leadership, digital citizenship, respect / collaboration / communication, and citizenship / growth and well-being. Highwood Staff are dedicated and committed to improving student learning and demonstrate this in their words and actions.

School Council

"School Councils are collective associations of parents, teachers, principals, staff, student and community representatives who seek to work together to promote the well-being and effectiveness of the entire school community and thereby to enhance student learning. A school council is a means to facilitate cooperation among all the concerned participants in the local school." (School Councils Handbook 1999) School Councils can

enhance student learning by engaging parents, staff and community members to advise the parents and community members to work together with the school to support and enhance student learning. Parents are welcome and encouraged to be involved, attend meetings and participate in school council activities.

Safety Procedures and Emergency School Closures

The safety of all students and staff of Highwood is of great importance. We have established appropriate safety measures for the various situations that may occur and affect our students, staff and school visitors. To ensure everyone's safety, we need to be prepared should an emergency occur. Safety drills occur regularly throughout the school year. Fire drills occur 6 times a year and lock down drills occur twice a year. These drills are important to reinforce the skills needed to carry out the emergency procedures that are in place. All schools within the Foothills School Division have appropriate safety measures in place for various emergency situations. Announcements regarding emergency school closures or buses that have been cancelled, sent home early, or delayed until a storm abates, will be carried over the EAGLE 101.9 and 1140, usually by 6:30 am. Additional information regarding school closures and bussing changes can be found on the division's website <http://www.fsd38.ab.ca> and Twitter @fsd38. Principals and teachers shall provide a safe school environment and maintain order and discipline among students while they are in school and on school grounds. There may be situations where searches of persons, or personal property may be required to ensure safety of all students. Before conducting a search, there must be reasonable grounds that inappropriate student conduct has been committed; school rules or administrative procedures have been inappropriately breached; materials are visually offensive, illegal or restricted. Students' consent to search for persons or personal property shall be sought and students shall be in attendance during the search, whenever possible. A student refusing searches of person or property shall be detained until students' parents/guardians or the police are contacted. Searches will be conducted in a sensitive manner with the minimum amount of intrusion whenever possible.

Attendance / Lates

All students are expected to be in school and to attend all classes each day. A student may only be excused when their absence is defined as excusable by the School Act (medical reasons, etc.). Attendance and punctuality is one of the most important parts of student success and achievement at school. If students are leaving early from school for any reason or have made other home time arrangements (pick up, transportation), parents must contact the office and their bus driver. A student's progress can be severely affected by poor attendance and punctuality. Any pattern of absences or being late may put a student at risk of not achieving curricular outcomes or successfully completing courses. In an effort to better inform you of your child's daily attendance, an automated call will be sent to parents of students whose attendance is unexcused in any of their courses. Calls will happen mid-day for morning class attendance and end of the day for afternoon class attendance. It is very important that parents acknowledge they have received the call, as the system will continue to attempt making contact until attendance is verified by the parent. We ask that parents call 403-652-5500 or email the attendance line (hhsattendance@fsd38.ab.ca) regarding any absences or appointments as soon as possible but at least before 8:30 am on the day of the absence to avoid receiving a call for unexcused absences. As well, parents can access their child's attendance live at any time during the day through their Maplewood login. Please remind your child to sign in at the office when entering or leaving the building during scheduled class time. If you are concerned about an absence, your child's overall attendance record or would like to discuss further impact of attendance on your child's progress/success, please contact your individual child's teacher directly (lastnamefirstinitial@fsd38.ab.ca). Thank you for supporting your child's academic achievement through regular and consistent attendance and punctuality.

Note: While the school recognizes the value of travel experiences, we recommend parents schedule extended trips during the school holiday periods and not during instructional days or exam periods. If a student is going

to be absent for extended periods of time, parents should be in contact with the school office regarding details of the absence, as well as, teachers to ensure students have what they need to keep on track with their learning while gone. Students and parents need to consult with teachers regarding missed work prior to the absence, so that the negative impact of extended absences can be minimized. All students are expected to write final exams as scheduled.

Smoke, Alcohol and Drug Free Environment

All School Division property shall be alcohol, drug and smoke free. Being a smoke free environment includes **all** tobacco products including smoking tobacco, chewing tobacco and e-tobacco products (including vaping, etc). All School Division property (including buildings, vehicles and outdoor spaces) shall be smoke-free, as well as, all school-sponsored activities. Tobacco products are not allowed by students, staff, volunteers, parents or community members at any school or division sponsored events. Possession and/or use of alcohol or illicit drugs on school property and at authorized student activities is prohibited. Persons under the influence of alcohol or illicit drugs are prohibited from being on school property or participating in school or student related activities. Attending school or a school activity under the influence of drugs or alcohol, being in part of a group affiliated with, or in the possession and the use of alcohol or drugs or drug paraphernalia at school or during school time is prohibited. Students who violate this will face severe disciplinary action, which may result in either a suspension or a recommendation for expulsion from school. Depending on the circumstances, the RCMP may be involved.

Cell Phones & Personal Technology Devices at School

Cell phones must be kept in lockers or not brought to school at all. If there is a need to access a student device for surveys or other large-scale access to online resources (such as Physical Education module selection), we will communicate this ahead of time. Students can also access Chromebooks to do these activities as well. Students who do keep their cell phones in their lockers will be able to access them before and after school, at break, and lunch. Students should not be visiting their lockers otherwise during class time.

The use of personal technology devices (tablets, computers) at school for learning purposes is acceptable, but bringing personal devices to school for personal purposes and use is discouraged. These devices are permitted for personal uses during non-instructional times. This includes morning prior to the start of classes, during lunch and after school. Students may use their devices during class time, for learning purposes only, and as directed by the teacher. Use of this technology for learning purposes will be at the discretion of individual teachers and the administration of the school. Devices not being used appropriately or for intended purposes may be taken by the teacher or the administration and will be returned to the student/parent at discretion of the teacher/administration. Students who have been using devices inappropriately, may not be permitted to have the device at school and a parent conference may be required to retrieve the device and further disciplinary consequences be taken. Possession of personal technology devices by a student at school is a privilege and students are expected to follow personal technology device etiquette at all times.

Personal technology device etiquette means displaying courtesy, consideration and respect for others when using these devices. Recording of events in class is not permitted unless consent is provided by the teacher. These devices may not be used for purposes which are found to be disruptive to the school environment. Students should not use these devices to record private, embarrassing or inappropriate conversations, behaviours or incidents such as violence, vandalism, fighting, bullying, pranks (real or staged). Students should not distribute these images among students through phones or posting on the internet. Sending of text messages that contain obscene language and/or threats is bullying and will be taken very seriously. Students

receiving such text messages should ensure they keep the message and bring the matter to the attention of administration. Inappropriate personal technology device activities, include but are not limited to communication that contains inappropriate content, profanity, intimidation or threat to others, cheating and other forms of academic dishonesty, taking or showing inappropriate photos/video, communicating with groups or individuals in a manner that causes a disruption of the school environment and/or refusal to relinquish a device to persons of authority upon request will be taken very seriously and disciplinary action taken.

Foothills School Division provides technology resources that support learning for students and staff or supports administrative operations. Network resources refer to all resources on the network of Foothills School Division. This includes, but is not limited to, internet access, email accounts, installed software, personal file storage and all hardware attached to the network. Networked technology is infused in the daily lives of students and its use as responsible citizens is reinforced.

On-Line Privacy Tips for Students and Parents

The Office of the Privacy Commissioner of Canada stresses the importance of students and parents understanding their online footprints. Following are safety tips and for more information go to <http://youthprivacy.ca>.

- a. Think before you click
 1. Remember that everything you post can be permanent
 2. Remember that things you post may not be private
 3. Know who your friends are
 4. Set your privacy settings
 5. Don't tell people where you are when you're online
 6. Don't share your passwords
 7. Tell an adult if someone is being mean to you online
 8. Tell an adult if you are worried about something you see online
 9. Protect your privacy, and the privacy of others

Transportation: Bussing, Student Vehicles, Parking & Driving

The purpose of the school bus is to transport students safely to and from school. Students, parents and Foothills School Division have specific roles and responsibilities regarding transportation. Behaviour expectations are consistent with those expected at school and consequences for poor behavior are the same. Parental responsibilities include ensuring students arrive on time at the bus stop, students are dressed appropriately, students behave appropriately and drivers are contacted if students are not going to be on the bus. The board is not required to transport students involved in other activities. Parents of students who are enrolled in programs that require special equipment, tools or instruments are ultimately responsible for the transportation of these items. Large items cannot protrude into the aisles or above the seats. Anything students are carrying must be held on the students' lap or rest on the floor between the student's legs.

Driving a vehicle to school is a privilege. Students park their vehicles on the school grounds at their own risk. The school parking lot is for student arrival and departure only. There is no loitering or gathering in the school parking lot. Students may use their vehicles for the purpose of transportation to and from school, and on school property provided consideration is given to the following:

- Vehicles must not be used in a manner causing disturbance for example; speeding, stunting, parking in a manner that disrupts other parking.
- Vehicles should not be used for recreational purposes on school property at any time.

- Students parking in staff or visitor assigned spaces will be towed and *all* costs of towing will be borne by the student.

Students will be asked to leave the school parking lot and may lose the privilege of parking on School/FSD property if they do not follow any of the expectations outlined above.

Vandalism, Destruction, Theft of School or Personal Property and Searches

Vandalism of school property and theft of personal or Division property from schools, buildings or vehicles is against the law and unacceptable. Consequences will include action under a school behaviour's plan, and may include restitution and referral to the RCMP. Students/Parents will be responsible for the amount of the restitution determined by the School Division. The amount charged will equal the actual cost of repairing or replacing damaged property. Restitution will be paid to the School Division. Where criminal charges are involved, restitution may be determined by the courts. There may be situations in which principals or teachers will be required to undertake searches of students or their personal property, including electronics. In such circumstances, the Division requires school officials to follow the procedures outlined in Administrative Procedure 353. Highwood is not responsible for lost, damaged or stolen property. Students are responsible for their own belongings and should keep their valuables secure at all times. A student who brings a personal technology device or any other valuable personal item to school shall do so at their own risk.

Lost and Found

Students and parents are encouraged to check for lost items regularly. Money, jewelry and smaller items are turned in to the office. Larger articles are set outside the main office or in Center Court. Check with the school secretary or the custodians for lost materials. Students are responsible for their possessions and are advised they must keep their **lockers in the hallways locked at all times**. Valuables may be turned in to the office or the P.E. instructor for safekeeping. **The school cannot be responsible** for students losing items that are left in unlocked lockers or were not turned in at the office for safekeeping. **We ask that students DO NOT leave valuables in the PE change rooms.** At each break in the school year (Christmas, Spring and Summer), all unclaimed lost and found articles are donated to local charities.

Student Lockers

Wherever feasible, students are to be provided with a lock and locker wherein articles can be kept for safekeeping. All locks must be provided through the school. School administration reserves the right to enter a locker at any time for reasons related to student safety or suspected violation of Administrative Procedure 350 – Management of Student Behaviour, without advance notice to the student. Administration of the school shall be entitled to terminate any agreement for the use of a locker by a student at any time, and for any reason that the School Administration considers reasonable. At the beginning of the first semester, all students will be assigned lockers. School issued locks will be placed on lockers. If a student loses a lock or shares the combination with other students, the lock will be replaced at no extra charge **one time only**. Highwood High School will not be responsible for lost or stolen items. A record of student's locker assignments is kept in the school office and any changes must go through the office. These lockers are the property of Highwood High School and, as such, periodic inspection may take place. As all the lockers are the property of the school, we expect the students not to deface or to damage them in any manner. If this occurs, students may be assessed a monetary sum for cleaning or repair or be required to clean the lockers.

Field Trips

At any school activity, students are representing our school and their participation is governed under the school policies and guidelines in terms of acceptable conduct. These events are a privilege, not a right, and the school

discipline cycle will be enforced. You are reminded that school discipline policies are in effect at any school-sponsored activity, regardless of whether or not it takes place on Highwood' property. For individual field trips, Division Informed Consent/Permission Forms must be completed for students to participate. On a yearly basis, **walking field trip forms** will be sent home to be completed, returned to school and kept on file. These forms need to be completed for students to leave campus for short field trips close to school in any class, PE activities at the recreation centre/ice or curling rink and for photography/film studies. These walking field trips are outside of our school boundaries, but within walking distance of the school. These field trips will be done during the time span of one or two classes. These field trips are part of the regular learning within the context of a number of classes or simply occasional excursions in other classes. These trips are intended to enhance learning opportunities and experiences for students.

Visitors and Volunteers

Our school extends an invitation to our parents and community members to play a role in helping to create and sustain a learning community. Our learning community includes not only students and staff, but also visitors and volunteers drawn from parents, community members and local businesses. One of the main characteristics of effective schools is the significant involvement and active support of parents and the community. Students in schools with high levels of parent support and involvement do better academically, personally and socially. As a volunteer, you can help to make a positive difference. Ensuring a safe, caring and inclusive environment for students is of primary concern and the Principal is responsible for approving, supervising and communicating with volunteers, as well as, establishing roles and responsibilities of volunteers within the school. Volunteers are required to complete an Application Form, a Criminal Record Check with the Vulnerable Sector Check completed, a Confidentiality Agreement and potentially the Respect in School/Sport program. Visitors to the school must check in at the office and wear a visitor/volunteer name-tag while on campus. They are required to sign in at the office on their arrival and sign out when they leave.

Final Examinations

Examination Policy: All students are expected to complete a formal examination/assessment at the end of each semester. All classes are expected to have a final assessment. Final examinations must be written at the scheduled times. Students who miss a final examination for reasons other than illness or bereavement will need to meet with the teacher and administrator to decide on an alternative final evaluation or assessment. When the reason for absence from examinations is illness or bereavement, a final mark based on the term's work may be assigned or an alternate writing time may be scheduled depending upon the circumstances. A medical certificate or other verification may be requested. Teachers will only reschedule missed in class examinations in cases where an absence is verified by a parent. Decisions on re-scheduling of examinations (other than a final examination), and the mark penalty for examinations missed for unexplained reasons are at the discretion of the instructor.

Cheating on Examinations & Assignments: If there are strong reasons to suspect that a student cheated on an exam or assignment, that student will meet with the teacher and parent. Consequences for this action and an alternative means of assessment will be decided upon.

Appeal Procedures: If a student is not satisfied with a report card mark or a final mark, (s) he should:

- Consult with the teacher.
- If that is not resolved, a meeting with the principal is recommended. This must be done first in writing within five school days of the receipt of the written appeal.

- If not satisfied with the result of this appeal, an appeal can then be made in writing to the FSD Superintendent.
- If still unsatisfied, an appeal in writing can be made to the School Board.

Diploma Appeals: If a student wishes to appeal a Grade 12 Diploma Exam, they may do so by:

- requesting in writing to the Director of Student Evaluation Branch for the exam to be re-scored;
- re- writing the examination at a later date.

Application forms for rewrites are available in the office and students will be notified, through the bulletin, of the deadlines for applications. A student's transcript will show the school awarded mark, the diploma exam mark and the blended mark.

Program & Placement

Promotions: Highwood High School follows the curriculum and program requirements as established by Alberta Education. For promotions in the Junior High Program, students will be guided by Foothills School Division Administrative Procedures.

Senior High School Promotion: Senior High School promotion is by subject as per Alberta Education Policy.

Withdrawal from School: If you plan to withdraw from school, please see the School Counsellor before doing so. Please hand in all texts, library books and clean out your locker. Full fees less ten percent for each month or to the nearest full month shall be refundable. No refunds after March 31 of any year or after four months have elapsed from a semester course.

Voluntary Withdrawal: A student may voluntarily withdraw from a course with approval of parents, teacher, school counsellor and Administration, except those students in grade 9. This will normally be possible only during the first two weeks of instruction in a course. Generally, Grade 10's should be carrying 40 credits per year. Grades 11's are encouraged to complete at least 35 credits per year. Students must be registered in a minimum of three courses each semester, to be considered a full-time student and eligible to participate in school events, activities and sports teams. If students in either grade drop below a 10 credit load, they may be advised to pursue other avenues in order to complete their education. In order to drop a course, students must see the school counsellor and administration.

Course Changes: Students are encouraged to choose their courses carefully during the registration process. Revisions may be made with a school counsellor during the last two weeks of June and the last week of August. After the first week of classes in September, students will not be allowed to drop courses.

Credits (Grade 10-12): Diplomas are issued to students obtaining a minimum of 100 credits in prescribed programs of high school instruction (see Counselling Department for details). Generally, each credit is equivalent to 25 hours of instruction. Most courses are offered for 3 or 5 credits. Students are required to attain a minimum of 50% to be awarded credits.

High School Diploma: To earn an Alberta High School Diploma, a student must earn a **minimum** of 100 credits, complete and meet the standards of the following courses:

- 15 credits in English (including 30-1 **or** English 30-2)
- 15 credits in Social Studies (including Social Studies 30-1 **or** 30-2)
- 10 credits in Mathematics (including 20-1, 20-2 **or** 20-3)

- 10 credits in Science (including Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20)
- 3 credits in Physical Education (PE 10)
- 3 credits Career and Life Management - CALM 20
- 10 credits from career and technology studies (CTS) or Fine Arts or Second Languages
- 10 credits in any 30-level courses in addition to English and Social Studies

NOTE: Students wishing to go on to post-secondary education should have a minimum of five Grade 12 academic subjects. Students are advised to meet with the counsellor to discuss specific post-secondary course/program requirements.

Grade 12 Valedictorian

Valedictorian is selected using the highest GPA according to Rutherford Scholarship Criteria. If a person declines, then the next highest GPA is selected.

Grade 12 Honours

Honours Criteria

Honours

Average 80-89.9% on Final School Based Mark

Criteria:

1. ELA 30-1 or ELA 30-2 or FLA 30-1 or FLA 30-2 (Minimum 70%)
2. 1 Other Grade 12 Academic course (Minimum 70%)
3. 3 Other Grade 12 Level Courses

Honours with Distinction

Average 90% and above on Final School Based Mark

Criteria:

1. ELA 30-1 or ELA 30-2 or FLA 30-1 or FLA 30-2 (Minimum 80%)
2. 2 Other Grade 12 Academic course (Minimum 80%)
3. 2 Other Grade 12 Level Courses

Welcoming, Safe, Caring, Inclusive and Respectful Learning Environments

The Board of Foothills School Division believes everyone in the school community shares in the responsibility of creating, maintaining and promoting a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. This means that each and every person, regardless of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation, has the relevant learning opportunities and appropriate supports needed to be successful in school.

FSD is committed to measures that:

1. Ensure the staff and students have welcoming, caring, respectful and safe learning environments that respect diversity and foster a sense of belonging.
2. Provide professional learning opportunities to build the capacity of staff to support diverse student populations.
3. Support students in establishing voluntary student organizations or to lead activities intended to promote welcoming, caring, respectful and safe learning environments that respect diversity and foster belonging.
4. Establish a Student Code of Conduct
5. Provide a continuum of support and services for all students.

6. Use a progressive discipline approach using proactive and preventative approaches.
7. Discriminatory behaviours and complaints are dealt with in a timely manner.
8. All students and staff have equitable access to support, services and protections.

Dress for Respect

Everyone is expected to dress in a manner that is appropriate to a school setting, learning environment and the weather conditions outside. Everyone should dress in a manner that shows respect and pride in oneself and the school, suits the weather conditions, and learning activities planned. Appropriate attire improves the learning environment, promotes positive behaviours, reduces discipline concerns, enhances school safety, promotes school spirit and develops confidence. Individuals who wear something considered not appropriate for a school setting, a certain activity or the weather conditions, will be asked to change, or a change of clothing will be provided.

School Appearance

The staff, students and custodial staff at Highwood have an excellent reputation for keeping our school clean through attention to not littering the halls, not writing on the walls, and keeping the grounds free from wrappers and other unsightly garbage. Classes are part of an assigned school cleanup rotation. Please do your part.

Issues or Conflict Resolution

We are committed to the establishment of productive partnerships between parents and school staff in support of student learning. Staff, school and system administrators are expected to work effectively with parents to respond to expressed concerns and to deal with complaints in a fair, just and timely manner. If an issue or concern arises, it is expected that parents speak first with the staff member involved to try to resolve the problem and come to an understanding. If satisfactory resolution to the concern cannot be achieved, the next step is to discuss concerns with school administration. Advice and support will be given to ensure that the concerns of all parties are reviewed in an appropriate fashion and a resolution found.

Student Code of Conduct

Student Guide to Success:

- ✓ Be on time,
- ✓ Be here every day,
- ✓ Be prepared for your classes – books, texts, materials, gym strip, etc,
- ✓ Be engaged in the work you do – do all the work asked of you,
- ✓ Be prepared to do more work and learning if necessary,
- ✓ Be a positive advocate for your own learning,
- ✓ Be a positive influence in your class, your school and your community.

Highwood High School has a responsibility to ensure that students and staff are provided with welcoming, caring, respectful and safe learning environments that respect diversity and foster a sense of belonging and promote student wellbeing. Highwood High School works with families and community partners to provide safe, caring, respectful, and welcoming, inclusive and equitable learning experiences that engage students to achieve their full potential in an increasingly interdependent world. Highwood High School is committed to providing a safe learning and working environment free from bullying, harassment, discrimination, and violence. All those involved with Highwood High School including trustees, employees, students, parents, volunteers, and community members must share in the combined responsibility of promoting a safe and caring learning

environment, and eliminating bullying, discrimination, harassment, and violence. Investigation of allegations of such behaviours will be conducted in a timely and respectful manner.

This *School 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 their schools as welcoming, caring, respectful and safe places focused on their individual success. It will be reviewed annually and publicly available on the school's website. The *School Code of Conduct* establishes expectations, interventions and possible consequences for student behaviour. Students will be held accountable for unacceptable behaviour and conduct that occurs both inside and outside of the school building or school day, if the conduct negatively affects a member of the school or interferes with the school environment. Behavior may include use of electronic means (e.g. social media). Below are a list of statements that define the general expectations for conduct of all individuals that enter Highwood High School. There are unique roles, responsibilities, and expectations for Students, Staff, Parents, and Guests that will be discussed more specifically later in this document, but the following statements encapsulate the fundamental expectations for all individuals entering our learning community.

We focus on encouraging and promoting positive student behaviour through a variety of programs and strategies. Although the code of conduct will address issues such as consequences for unacceptable behaviour, the primary focus of the student code of conduct is to help students learn how to address issues of dispute, develop empathy and become good citizens both within and outside of the school community. Prevention programs, interventions, supports and consequences to address inappropriate behaviour are outlined in our progressive discipline continuum and the development of positive student behaviour is a shared responsibility between students, staff and parents.

Responsibilities of Students, Staff and Parents: While the above is a general code of conduct for all individuals that enter Highwood, the development of positive student behaviour is a shared responsibility between students, staff and parents. This section will better outline more specific roles of our various stakeholders.

1. Students

Students have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own academic learning and social growth. Students are valued and contributing members of their school community and accept the responsibility for their behaviour while at school, at school sponsored activities, or while engaging in other non-school activities that have a direct influence on maintaining a welcoming, caring, respectful, and safe learning environment in the school. While school staff are not able to control what students do outside of school, when the behaviour has an impact on the school environment, there may be consequences or interventions for inappropriate behaviour. In accordance with the *Education Act* students are expected to conduct themselves in accordance with the School Student Code of Conduct developed by school leadership, staff, students and community.

Students are expected to conduct themselves in accordance with the School Code of Conduct which includes (but not limited to):

1. Be ready to learn and actively engage in and diligently pursue your education
2. Attend school regularly and punctually
3. Cooperate with all school staff

4. Know and comply with the rules of the school
5. Be accountable to your teachers and other staff for your behaviours
6. Respect yourself and the rights of others in the school by demonstrating appreciation of diversity of all school members
7. Ensure your conduct contributes to a welcoming, caring, respectful inclusive and safe learning environment that fosters a sense of belonging
8. Refrain from, report and discourage bullying or bullying behaviour
9. Inform an adult you trust in a timely manner of incidents of bullying, harassment, intimidation or other safety concerns in the school
10. Always demonstrate behaviours that positively contribute to and honour your school and community

Education Act:

Student responsibilities

A student, as a partner in education, has the responsibility to

- (a) attend school regularly and punctually,
- (b) be ready to learn and actively engage in and diligently pursue the student's education,
- (c) ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
- (d) respect the rights of others in the school,
- (e) 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,
- (f) comply with the rules of the school and the policies of the board,
- (g) cooperate with everyone authorized by the board to provide education programs and other services,
- (h) be accountable to the student's teachers and other school staff for the student's conduct, and
- (i) positively contribute to the student's school and community.

Examples of possible interventions or consequences as outlined in our Progressive Discipline Continuum that take into account student's age, maturity and individual circumstances include: social & emotional programming, behaviour & self-regulation strategies, restorative practices, collaborative problem solving, lagging skills assessments and strategic action plans, referrals for other supports and services, character education, coaching & counselling, student support groups/meetings, student/school/parent conferences, risk assessments and safety plans, mentorships, alternative learning spaces and modified lunches/breaks, loss of privileges, breaks & re-sets, detentions, suspensions or expulsions.

2. Staff: Supports, Interventions and Consequences

A continuum of supports addresses how Highwood High School creates a safe and caring environment and positive school climate in which structure, support and encouragement is provided to assist the student in understanding the importance of education, and developing a sense of self-discipline and responsibility while making a positive contribution to society. In creating a continuum of supports staff consider:

- 2.1 Using proactive and preventative approaches to reduce the occurrence of unacceptable behaviour and maintain environments that are welcoming, caring, respectful, safe and are conducive to

teaching and learning.

- 2.2 When responding to unacceptable behaviour, first consideration will be given to the safety and security of students, staff, and other members of the school community;
- 2.3 Students feel safe, important and trusted and have the opportunity to develop, assume and maintain responsibility and self-motivation;
- 2.4 There is a joint effort to learn and a feeling of mutual respect among staff, students and parents;
- 2.5 Appropriate behaviour is consistently encouraged and reinforced, thus increasing social emotional competencies including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making;
- 2.6 On-going and timely communication exists between staff and parents to encourage and provide the opportunity for active and constructive parental involvement in the education of their children.

A continuum of supports addresses how Highwood High School will support students impacted by inappropriate behavior and to those students who engage in inappropriate behavior. Support, not just consequences, will be provided to those students that engage in inappropriate behaviour as denoted by a Progressive Discipline Continuum including evidence-based practices such as mentoring, restorative processes, student advisories, peer support networks, regular check-ins with teachers or schools counsellors, counselling, re-sets, suspension and/or expulsion.

3. Parents

Parents are partners in respect to their child(ren)'s education. They have a responsibility to take an active role in their child(ren)'s educational success and will support their child(ren) in complying with their responsibilities as students. Parent conduct should contribute to a welcoming, caring, respectful and safe learning environment. Oilfields High School believes that the role of the parent with respect to education, will:

- 3.1 Encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school;
- 3.2 Ensure that the child attends regularly and is punctual;
- 3.3 Be aware of, and support, the expectations from the *School Code of Conduct*;
- 3.4 Communicate and collaborate with school staff about any concerns regarding *Code of Conduct*.

Education Act:

Parent responsibilities

A parent has the prior right to choose the kind of education that shall be provided to the parent's child, and as a partner in education, has the responsibility to

- (a) act as the primary guide and decision-maker with respect to the child's education,
- (b) take an active role in the child's educational success, including assisting the child in complying with section 31,
- (c) ensure that the child attends school regularly,
- (d) ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,
- (e) co-operate and collaborate with school staff to support the delivery of supports and services to the child,
- (f) encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school, and
- (g) engage in the child's school community

Progressive Discipline Continuum

MINOR Infractions: Behaviors that are not a safety risk to self or others, but demonstrate non-compliance to school code of conduct or classroom agreements. These behaviors may have some impact on student learning, and should be dealt with initially by the staff member who observes the behavior. On the school yard/premises this would be the supervisor, in the hallways this would be any staff that sees the behavior, and in the classroom this would be the teacher (may be supported by EA/YDC).

MODERATE Infractions: Behaviors that could lead to a safety risk to self or others, including physical, emotional, and psychological. These behaviors may have significant impact on the social-emotional well-being of others and/or student learning, and should be dealt with by the Support Team including as appropriate the teacher, EA, LC, FSLC, Counsellor, YDC, parents, admin. Consequences of unacceptable behavior will take into account the student's age, maturity, and/or individual circumstances. All worrisome behavior must be reported to the administration.

MAJOR Infractions: Behaviors that are deemed by staff to be harmful to self or others.

NOTE: All threatening and high-risk behavior must be documented and reported to administration. Administration will follow protocol to engage in threat assessments when necessary.

Education Act

Student Discipline

Suspension

(1) A teacher or a principal may suspend a student in accordance with subsection (2) or (3) if in the opinion of the teacher or principal

- (a) the student has failed to comply with section 31,
- (b) the student has failed to comply with the code of conduct established under section 33(2),
- (c) the student's conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school, or
- (d) the student has distributed an intimate image of another person in the circumstances described in section 1(1.1).

(2) A teacher may suspend a student from one class period.

(3) A principal may suspend a student

- (a) from school,
- (b) from one or more class periods or courses,
- (c) from transportation provided under section 59, or
- (d) from any school-related activity.

(4) When a student is suspended under subsection (3), the principal shall

- (a) immediately inform the student's parent of the suspension,
- (b) report in writing to the student's parent all the circumstances respecting the suspension, and
- (c) provide an opportunity to meet with the student's parent, and the student if the student is 16 years of age or older, to discuss the suspension.

(5) A suspension may not exceed 5 school days, except in accordance with a recommendation for expulsion made by the principal under section 37.

Expulsion

If a student is suspended in accordance with section 36, the principal may recommend, prior to the end of the student's suspension, that the board expel the student if

- (a) the student has displayed an attitude of willful, blatant and repeated refusal to comply with section 31,
- (b) the student has displayed an attitude of willful, blatant and repeated refusal to comply with the code of conduct established under section 33(2),
- (c) the student's conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school, or
- (d) the student has distributed an intimate image of another person in the circumstances described in section 1(1.1).

(2) If the principal recommends expulsion under subsection (1), the principal shall

- (a) immediately inform the board of the recommendation for expulsion, and
- (b) report in writing to the board all the circumstances respecting the suspension and the principal's recommendation for expulsion, and the student remains suspended until the board has made a decision under subsection (4).

(3) The student and the student's parent may make representations to the board with respect to the principal's recommendation to expel the student.

(4) The board shall, within 10 school days after the initial date of the suspension, make a decision

- (a) to return the student to school, class, a course or courses, transportation provided under section 59 or a school-related activity, or
- (b) to expel the student.

(5) The board may expel a student under subsection (4) only if the principal has recommended that the board expel the student.

(6) If a student is expelled under this section, the expulsion takes effect immediately following the board's decision under subsection (4)(b).

(7) The board may establish rules or conditions for an expelled student respecting the circumstances in which the student may be enrolled in the same or a different education program.

(8) An expulsion or any rule or condition under subsection (7) may apply to a student beyond the school year in which the student was expelled.

(9) When a student is expelled under this section, the board shall immediately notify, in writing, the student's parent, and the student if the student is 16 years of age or older,

- (a) of the expulsion and any rules or conditions that apply to the student, and
- (b) of the right to request a review under section 43.

(10) When a student is expelled under this section, the board shall

- (a) ensure that the student is provided with a supervised education program consistent with the requirements of this Act and the regulations,

(b) ensure that the student is provided with supports and services in accordance with section 33(1)(e), and (c) make all reasonable efforts to ensure the attendance of the student in accordance with section 7.

Glossary

Respect: To show regard or consideration for others.

Harassment: Any behavior that in effect or intent disparages, humiliates, or harms another person or class of persons. It is behaviour that denies dignity and respect, and is demeaning and/or humiliating to another person or class of persons. Harassment may include, but is not limited to, references related to age, national or ethnic origin, religion, gender, sexual orientation, disability, race and/or sources of income or family status. Sexual harassment is any unwelcome behavior that is sexual in nature. Such behavior may directly or indirectly affect or threaten to affect in an adverse manner a student's well-being and/or learning environment. The behavior does not need to be intended as harassing to be considered as personal harassment. It is sufficient that one knows, or ought reasonably to know, that his/her behaviour is offensive and unwelcome. Harassment is not a relationship of mutual consent. It is any action including, but not limited to verbal, physical, written and cyber messaging that is unwelcome or intimidating and denies individual dignity and respect.

Discrimination: The denial of individual rights and freedoms in a manner which contravenes the *Canadian Charter of Rights and Freedoms* and/or the *Alberta Human Rights Act (AHRA)*. Discrimination on the basis of race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, creed, sexual orientation, and citizenship is prohibited.

Bullying: According to Alberta Education (2016) bullying is 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.

Bullying behaviours are a form of aggression and can be:

- Physical – For example: poking, elbowing, hitting
- Verbal – For example: name calling, insults, racist, sexist or homophobic comments, put-downs or threats
- Social – For example: gossiping, spreading rumours, excluding someone from the group, isolating, ganging up
- Cyber – For example: social or verbal bullying through the use of email, text messages or social media.

References

School Act, Alberta Education (June 2015).

Welcoming, caring, respectful and safe learning environments. Developing an Effective Code of Conduct (2015); The Society for Safe and Caring Schools and Communities (ASBA)

Nova Scotia Provincial School Code of Conduct (2015)

Ontario Ministry of Education, 2009