

Code of Conduct 2019 - 2020



Reviewed, April 2019

Riverside Secondary School

School Mission: "Our mission is to provide exemplary programs that challenge and inspire all learners to become reflective, caring and responsible citizens. We are committed to fostering a safe school community in which diversity is respected, and learners are encouraged to achieve their full potential."

Riverside Code of Conduct

I. INTRODUCTION

The purpose of this document is to provide a basic framework and common expectations for all schools. The guidelines reflect the new provincial standards for "Codes of Conduct", as stated below:

School boards and schools are entrusted through the School Act with authority to establish codes of conduct. While recognizing the autonomy of these bodies and acknowledging the efforts they have already undertaken to ensure school climates are as positive as possible, the provincial standards described below are provided to assist them in developing consistent and coherent policies and practices in their communities. Although most schools have codes of conduct in place, it is expected that all British Columbia schools will revisit existing codes and/or develop new codes of conduct reflecting the provincial standards.

(Safe, Caring and Orderly Guide, page 15)

II. CODE OF CONDUCT: KEY ELEMENTS

1. Process

All British Columbia schools include students, parents, and staff in the development and review of codes of conduct. At Riverside, school staff, the Parent Advisory Council, Student Government, and the School Planning Council have reviewed the current code of conduct to meet the Ministry requirement of page 15 of A Guide for Safe, Caring and Orderly Schools.

2. Communication

Expectations regarding acceptable conduct are made known to all students, parents and school staff, as well as to temporary staff and visitors. Protocols, while acting as ambassadors of the school, are also made known to students, parents, coaches, and involved members of the greater community.

Student conduct is regularly reviewed with students at assemblies, through advisory, and in regular school classes. The School and District Codes of Conduct will be reviewed in the first week in RAP and also posted on the school's website. Codes of Conduct are also provided to employees of the board who are assigned to the school during the school year when they are so assigned, and to students and parents when a student starts attending the school during the school year.

3. Implementation

"Behavioural expectations outlined in codes of conduct are consistently taught and actively promoted. Responses to unacceptable behaviour are based consistently on sound principles and are appropriate to the context."

Examples of implementation strategies that teach, model, and encourage socially responsible behaviours for students include weekly Advisory classes (RAP), special presentations for students, grade level assemblies, and explicit teaching whenever possible. Staff also participates in discussion around aspects of the code of conduct in staff meeting discussions,

presentations and in information sessions for teachers and support staff. Special consideration is given to aligning our code of conduct with the five key aspects of Riverside's focus on fostering a "Caring and Compassionate Community." These key aspects include fostering: relationships, care for self, others, and the community, positive school culture, compassion, and sense of belonging. The Riverside staff is engaged in on-going professional development and discussion around our five aspects of a "Caring and Compassionate Community," and this work supports the way in which we seek to better understand and support our students.

Parents are given the opportunity to be involved in the implementation process during presentations at SPC and PAC meetings, and we often refer to the Code of Conduct during parent conversations where we ask for their support in reinforcing the code at home.

4. Monitoring and Review

"Conduct is continuously monitored to ensure codes reflect current and emerging situations and are contributing to school safety."

"Codes of conduct are reviewed and improved in light of evidence gathered and/or relevant research, and are revisited as part of a regular cycle of policy review."

Each spring, a formal review process with school partner groups is completed. This process includes formal and informal consultations with students, staff, and parents, reviewing office referral and suspension data, and reviewing Provincial standards in order to track trends and identify areas requiring further development.

5. Alignment

Riverside's Code of Conduct is compatible between schools in the community and across elementary, middle, and secondary levels.

6. Standards

Riverside Secondary School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, physical or mental disability, sex, or sexual orientation - in service and facility in the school environment (Ministry Order 6a).

a) Statement of Purpose

- To establish and maintain a safe, caring and orderly environment for purposeful learning
- To establish and maintain appropriate balances among individual and collective rights, freedoms, and responsibilities
- To clarify and publish expectations for student behaviour while at school, while going to and from school, and while attending any school function or activity at any location

b) Conduct Expectations

These expectations apply to behaviour at school, during school-organized or sponsored activities, and behaviour beyond these times (including on-line behaviour) that negatively impacts the safe, caring or orderly environment of the school, and/or student learning.

Acceptable conduct

Students at Riverside are expected to:

- *“As per Section 8 of Human Rights Code of British Columbia, students shall not discriminate against others on the basis of the race, religion, colour, ancestry, place of origin, marital status, family status, age, sex, sexual orientation, gender identity or expression, or physical or mental disability. Furthermore, as per Section 7 of the Human Rights Code of British Columbia, no student shall publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the aforementioned bases.”*

Personal Responsibility

- Respect self, others and the school
- Help to make the school a safe, caring and orderly place
- Inform a “tellable” adult, in a timely manner (in advance, if possible) of incidents of bullying, harassment, or intimidation.
- Use social media appropriately/positively
- Contribute to a safe environment by keeping oneself and others out of harm's way
- Arrive on time prepared to learn
- Identify, describe, and follow class, school, and district expectations
- Work independently and as a member of a group
- Demonstrate positive problem solving skills related to personal issues
- Make appropriate choices with respect to clothing: taking into account activities, messages, and function while at school

Relationships

- Model positive behaviour
- Cooperate with others
- Listen attentively
- Be inclusive
- Respect all members of the school community and promote diversity

School and Community Involvement

- Assist others in the school and community
- Maintain a clean physical environment
- Respect school and personal property
- Participate in school and community activities
- Initiate projects that support the school and community

Unacceptable conduct

The following behaviors are deemed unacceptable; they are broad in nature and are not intended to be all inclusive

Behaviours that:

- interfere with the learning of self and others
- interfere with an orderly environment
- create unsafe conditions

Acts of:

- physical violence
- swearing and use of inappropriate language
- bullying, harassment, or intimidation
- duplicating, storing, or transferring pornographic materials
- retribution against a person who has reported incidents
- **cyber bullying or transmitting or posting threatening, abusive, obscene or harassing material. Students should also be aware that the schools may collect, use and disclose personal information about students for the purposes of investigating and addressing student misconduct, safety and maintaining order and discipline in school. Such collection and use of student information may include information that is obtained from witnesses or collected from other secondary information sources (e.g. social media). All personal information of students collected by the school will be collected in compliance with and under the authority of the Freedom of Information and Protection of Privacy Act (ss. 26(a),(b), and(c)) and the School Act. Questions about the collection, use or disclosure of student personal information should be directed to the Associate Director of Information and Learning Technologies Stephen Whiffin, at swhiffin@sd43.bc.ca.**
- academic dishonesty
- discrimination (specifically, students shall not discriminate against others on the basis of race, religion, sex or sexual orientation, or disability, or for any other reason set out in the Human Rights Code of British Columbia, nor shall a student publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the basis of any such grounds).

Illegal acts, such as:

- possession, use, or distribution of illegal or restricted substances, including:
 - Vapes/Vaporizers
 - E - Cigarettes
- gambling for money, goods, or services
- possession or use of weapons
- theft of or damage to property; including willful vandalism, graffiti, malicious and destructive acts, inclusive to grad pranks (which may result in suspension and/or loss of privileges such as the ability to attend the commencement and/or the grad dinner/dance).

Rising expectations

- As students become older, more mature, and move through successive grades it is expected that they will show increasing personal responsibility and self-discipline

- There will be a system of increasing consequences for inappropriate behaviour as students' progress in grade level.

Consequences

- Students may be subject to discipline under the school and/or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise
- Those in authority (adult supervisors, teachers, and administration) will consider the severity and frequency of unacceptable conduct in determining disciplinary action
- Disciplinary action will focus on corrective rather than on punitive measures
- Students, as often as possible, will be encouraged to participate in the development of meaningful consequences for violations of the established Code of Conduct
- Special consideration may apply to the imposition of consequences on a student with special needs if the student is unable to comply with the Code of Conduct due to a disability of an intellectual, physical, sensory, emotional, or behavioural nature.
- All reasonable steps will be taken to prevent retaliation by a person against a student who has made a complaint of a breach of a code of conduct.

Consequences could include (this is not meant to be an all-inclusive list):

- school or community counselling
- conflict resolution meetings
- restorative action
- informal suspensions (at school or home)
- school / community service
- partial day school program
- behaviour plan and/or safety plan
- formal suspensions (as per District Code of Conduct)

Notification:

School staff, depending on the severity and frequency of unacceptable conduct, may have a responsibility to advise other parties of serious breaches of the code of conduct:

- Parents of student offender(s) - in every instance
- Parents of student victim(s) - in every instance
- School district officials - as required by school district policy
- Police and/or other agencies - as required by law
- All parents - when deemed to be important to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it

GENERAL INFORMATION

- **Attendance** - Regular attendance is an attribute of academic success. Parents are asked to contact the school by telephone (604 941-6053) if students are expected to be absent. Or click on the ` Absence Report ` button on the school website (<http://www.sd43.bc.ca/secondary/riverside/Pages/default.aspx>). Leaving school during the school day is strongly discouraged for safety reasons and the continuity of a positive learning environment.
- **Early Dismissal** - Notes and/or parent permission are required for early dismissal. Students must check out through the office whenever they leave the building before their daily schedule has been completed.
- **Cars and Parking** - Students using the student parking lot must register their vehicles at the office and display a valid school sticker. Student parking is available at the north end of the school property, adjacent to Gates Park. Students are expected to drive responsibly and park in designated areas only. Parking is not permitted in the drop-off area, the fire lane or the driving lanes. The front and south lots are for staff parking only. Cars parked improperly may be towed.
- **Hanging Out** – Students may gather with friends almost anywhere around the outside of the school except in student vehicles, the student and staff parking lots, the far side of Reeve Street and adjoining lanes, or in front of the townhouses on the side streets across from the school. It is important that we respect the privacy of our neighbours.
- **Smoking** – In keeping with School District Policy, smoking is not permitted inside the school or anywhere on the school grounds, including electronic cigarettes or vaporizers. Possession of these restricted substances is prohibited at school. Out of respect for our neighbours and visitors to the school, smoking is not permitted on either side of Reeve Street, in front of the school.
- **Visitors** - Occasionally friends from outside the local area may be visiting. Students wishing to bring a friend to school are asked to make a request through an administrator at least one day in advance of the visit. If the administrator approves, students must then check with the teachers whose classes the guest will be visiting, to ensure the time is appropriate. Any person not in attendance at our school must check into the building at our reception desk.
- **Litter** – At Riverside Secondary we take pride in our environment. We ask students to put all garbage in the proper waste containers, not only at school, but while walking to and from school, as well. We have implemented the district recycling program that includes organics, mixed recycling and refundables, we encourage all staff and students to make good choices with respect to garbage.
- **Academic Honesty** - At Riverside, we hold students accountable for developing good work habits and guide students from cheating and plagiarism to honesty and integrity. Students committing acts of plagiarism, cheating or similar acts of academic dishonesty will be subject to penalty. Consequences may include loss of honour roll / honour cord standing, suspension or other administrative action.
- **Withdrawing from Courses** In exceptional circumstances, a grade 12 student may wish to drop a course. Course drops will be processed in consultation with parent, counsellor and administrator. Please note that dropping below 8 courses will make a student

ineligible for Honour Roll and Gold Cord (Commencement). It is the students' responsibility to make sure that dropping a course will not affect post-secondary requirements.

- **Quiet Voices in the Hallways** – We ask students who choose to socialize during a spare block to do so quietly in the cafeteria. We expect that classes in session will not be disturbed by noise from the hallways. The library, when space permits, is available throughout the day for study purposes.

- **Student Dress -**

Riverside Secondary recognizes and encourages individuality among its student population. The dress code is not designed to stifle personal expression but is intended instead to be used as a guideline for students. The dress code is still quite flexible so it is very possible to make an expression through clothing while still maintaining appropriate school attire.

General: -No symbols, pictures, phrases, or logos, which promote substance abuse, racism, sexism, profanity, or simply bear obviously offensive material are allowed. (Note: this is not limited to clothing and is applicable to accessories or tattoos.)

Hats: -hats allowed in common areas of the school (excluding library) and in the classroom with teacher discretion.

Bottoms (pants, skirts, shorts):

- pants, skirts, shorts that are worn should reflect the professional learning environment in classrooms and that the school is a public institution. The following are inappropriate for a school setting:

- low-riding/low waist bottoms (pants, skirts, shorts)
- exposure of undergarments
- skirts and shorts that are excessively short (if your arms are by your side, they should not be shorter than the tips of your fingers)

Note: spandex shorts worn for school sports (i.e. volleyball) are permitted depending on the sense of occasion (e.g. practices, games, PE classes). However, they should not be worn during regular classes, with the exception of PE classes.

Tops: (shirts, halters, tube, etc)

- shirts and tops that are worn should reflect the professional learning environment in classrooms and that the school is a public institution.

The following are inappropriate for a school setting:

- tops that expose excessive bare midriff
- tops that are lower than the start of cleavage line
- tops that expose the navel area
- tops that are sheer enough to see through
- tops with any explicit phrases, symbols as mentioned in the section above

N.B. Special events such as Halloween or School Dances are not exceptions to the guiding principles laid out in the preceding paragraphs. These expectations are in effect for all school

functions.

LOCKERS

A locker has been assigned to students for use during the school year on the following conditions:

1. Students are responsible for the lock and locker that is assigned to them and it is not to be used by any other person.
2. Only approved school locks may be used on student lockers and the combination of the lock must be registered at the school.
3. The lock and the locker belong to the school. A search by school officials of a student under their authority or a search of student property may be undertaken if the school has reasonable grounds to believe a school rule has been or will be violated, and that the evidence of that violation will be found in the location or on the person of the student being searched. Students know that their teachers and other school authorities are responsible for providing a safe learning environment and maintaining order and discipline at school. As a result, they must know that, where reasonable grounds exist, this may require searches of students, their lockers and their personal effects and the seizure of prohibited items..
4. The locker may only be used for the storage of books, school supplies and equipment, outerwear, school sports equipment and lunches. No illegal substances, weapons or other prohibited or offensive material are to be placed in school lockers.
5. The locker is to be kept clean and foodstuffs are to be removed on a regular basis. Students are responsible for cleaning and removing all materials from the locker at the end of the year or when they leave the school.
6. Permission to use the locker may be terminated where a student does not comply with the conditions of use, school policies or rules.
7. It is the responsibility of all members of the school community to keep our schools safe. If any student has reason to believe that a locker contains anything that would threaten the safety of other students, staff, or any other person, that student is expected to immediately report the information to a teacher or administrator. The name of the student making the report will be kept confidential.
8. In the past a number of items have gone missing from the change rooms. Locks need to be purchased or rented from the P.E. Staff. Students are advised not to bring valuables to the PE change rooms.

CAREER RESOURCE CENTER

Information for students on careers and post-secondary educational programs is provided in the Career Resource Center. Calendars from all British Columbia post-secondary institutions plus information from the major institutions across Canada and the western U.S.A. are available for student use. Opportunities for career exploration and career counselling are available as well. Our Career Centre is located in the counselling area.

COUNSELLING SERVICES

Counselling at Riverside is designed to assist students in making positive educational and personal choices.

Students are assigned alphabetically to a counsellor for programming purposes, but students may see any counsellor they wish to discuss personal concerns. Students who wish to see a counsellor should contact their counsellor by e-mail to set up a mutually convenient appointment.

PEER TUTORS

One-on-one help in academic courses is available for all students from trained Peer Tutors. See your counsellor for further information.

REPORTING AND GRADING

Reports will be issued on the following dates in Advisory class:

Semester #1

1. Interim Report - October 16th
2. Parent-Teacher Interviews – November 21st
3. Formal Report #1 – November 21st
4. Formal Report #2 – January 29th. This report will provide final grades for first semester courses or second report grades for linear courses.

Semester #2

1. Interim Report – March 11th
2. Formal Report #1 (or #3 for linear courses) – April 23rd
3. Parent/Teacher Interviews – April 23rd
4. Formal Report #2 (or #4 for full-year courses) – distributed in Advisory on June 25th. This report will provide final grades for second semester and linear courses.

CUMULATIVE ASSESSMENT, EVALUATION AND REPORTING

Riverside uses continuous daily assessment that accurately reflects the grade/standing of a student at any given time. Final grades will be determined from the total of cumulative marks rather than the average of the terms. Students should see specific Course Previews for further details.

COMPUTER REPORT CARD SYMBOLS

GRADE	GRADE POINT VALUE	DESCRIPTION	% REPRESENTED
A	4.00	Excellent / Outstanding	86 - 100%
B	3.00	Very Good	73 - 85%
C+	2.50	Good	67 - 72%

C	2.00	Satisfactory	60 - 66%
C-	1.00	Minimally Acceptable	50 - 59%
F	.0	Failure	0 - 49%

THE "I" REPORT

The "I" report is used to alert parents when students, for a variety of reasons, are not demonstrating minimally acceptable performance in relation to the expected learning outcomes. An "I" report may be given any time during the school year and is issued before a final mark of 49% or lower is assigned. Any overdue assignments or tests listed in the "I" report must be completed by the due date specified.

Students are required to catch up as the semester progresses rather than leave it to the last few days of a reporting period. Re-tests must be written by teacher-designated deadlines. Students who receive an "I" report will be supported through the Study Center

GRADUATION 2020

Students at Riverside will be eligible to take part in the Commencement Ceremony if:

1. they are taking a course load that leads to completion of graduation requirements in their grade 12 year;
2. they are passing all the courses needed to graduate;

Riverside administration and counsellors will monitor all grade 12 student marks and achievement following the April report card before publishing a list of eligible graduates.

N.B. The Graduation Dinner Dance and the Riverside After-Grad event are school functions. Guests must undergo a school based interview process in order to be approved. The school reserves the right to refuse entrance. School aged guests must be senior students (grade 11 and 12) in good standing in their schools. Guests cannot have graduated before the previous year and be older than 19. All guests must have their request approved by the appropriate Vice-Principal.

The B.C. Certificate of Graduation or "Dogwood Diploma" is awarded to students who successfully complete the provincial graduation requirements.

Students require a minimum of **80 credits** to graduate.

Of these 80 credits:

- At least 16 credits must be at the Grade 12 level, including a required Language Arts 12
- At least 28 credits must be elective course credits
- 52 credits are required from the following:
 - Career-Life Education (4 credits), and Career-Life Connections (4 credits)
 - Physical and Health Education 10 (4 credits)
 - Science 10 (4 credits), and a Science 11 or 12 (4 credits)
 - Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits)
 - A Math 10 (4 credits), and a Math 11 or 12 (4 credits)
 - A Language Arts 10, 11 and a required 12 (12 credits total)
 - An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total)

In addition, students must also complete three new graduation assessments:

- The new Grade 10 Graduation Numeracy Assessment was introduced in 2018
- The new Grade 10 Graduation Literacy Assessment will be introduced in 2019/20
- The New Grade 12 Graduation Literacy Assessment will be introduced in 2020/21

Francophone students can earn both a British Columbia Certificate of Graduation (Dogwood Diploma) and a Diplôme de fin d'études secondaires en Colombie-Britannique.

To graduate with both diplomas, Francophone students must meet the graduation requirements for the Dogwood Diploma and, of these 80 credits, they must earn:

- At least 16 credits at the Grade 12 level (including a required Language Arts 12 course).
- An English Language Arts course at the Grade 10 level (4 credits).
- An English Language Arts course at the Grade 11 level (4 credits).

- A required English Language Arts course at the Grade 12 level (4 credits).
- A Français langue première course at the Grade 10 level (4 credits).
- A Français langue première course at the Grade 11 level (4 credits).
- Français langue première – Français langue et culture 12 (4 credits).

In addition, Francophone students must also complete four Provincial Graduation Assessments, three in literacy and one in numeracy.

THE VALEDICTORIAN SELECTION PROCESS

Each curricular department may recommend one or more students for the position of valedictorian. There is no limit to the number of nominations put forward by staff. Students interested in becoming the valedictorian may also ask a teacher to put their name forward.

The following criteria must be met by any student nominated for the position of valedictorian:

- must be an honour roll student in a position to graduate in June
- is respected by peers and staff
- is involved at Riverside Secondary in one or more activities, outside the classroom
- is a positive role model able to deliver an appropriate valedictorian speech, on behalf of all grade 12 students.

A committee of two teachers, the counseling department and one administrator will ensure all students meet the above criteria. ***An Administrator will then meet with all nominated candidates, and review with them the responsibilities of a valedictorian and the process for the valedictorian election. At this time students must decide if they wish to continue.***

At least eight weeks before graduation the nominees will prepare a brief speech to be presented to the student body. Each nominee, individually, will present his or her speech to the committee. If a student's speech is inappropriate the student will be eliminated.

The remaining nominees will present their speech to the entire Grade 12's ***The student with the most votes will be the valedictorian and the student with the next highest number of votes will be the salutatorian at the Commencement Ceremony.***

The elected valedictorian **and salutatorian** will work with a sponsor teacher to develop the valedictory and salutatory addresses, using the following guidelines:

- is written using appropriate language
- represents all grade 12 students, honouring their successes over the past thirteen years and especially the past year
- may provide a historical perspective
- addresses the future
- may include reference to peers, staff and family

STUDENT AWARD OPPORTUNITIES

Honour Roll

Students achieving a 73.0% average school mark (based on final school marks only) for all courses over the school year are eligible for **Honour Roll** standing. Grade 12 Honour roll is calculated on final first semester marks and marks from the April report card. In addition, students achieving an average of 86% for all courses are eligible for **Honour Roll with Distinction**. Students achieving 90% and above in all courses are eligible for **Honours with Great Distinction**. Students must be registered in at least 4 Riverside courses per semester to achieve Honour Roll status. Students earning a final grade of 49% or less in a class are disqualified from Honour Roll standing.

Gold Cord

Gold Cords will be awarded to students who have been Honour Roll recipients in their grade 10, 11 & 12 years. Grade 12 Honour roll is calculated on final first semester marks and marks from the April report card. The Gold Cords are worn at the Commencement Ceremony.

**If the date of Commencement is late enough in the year, gold cords will be awarded on the basis of final marks.*

Service

These awards are presented to those students who have contributed more than 20 hours of voluntary service to Riverside (as determined by staff sponsors and noted on service records) during the school year. Service as a result of membership in a class or club (i.e. Yearbook, Leadership, etc.) or service that is remunerated (i.e. by payment or by being excused from class), or service outside of Riverside (i.e. hospital volunteer, etc.) is not considered for this award.

Citizenship

Students who have combined significant hours of voluntary service (as described under "Service Awards") with qualities of leadership, initiative, and a positive attitude are eligible for this award. Students receive either a service or citizenship award, **not both**.

Academic Awards

Subject awards are given to students who have demonstrated excellence in a subject area along with superior attitude and effort.

Department Top Student Award

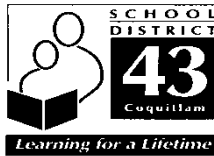
Students who have excelled in a number of senior courses in a Department are considered for this award. Teachers in each Department choose this award.

Top Academic Student Award

This award is given to the student in each grade who has achieved the highest average mark for all their courses.

Student of the Year

This award is presented to the student in each grade who has demonstrated outstanding achievement and ability in the areas of: academics, service, citizenship, and extra-curricular involvement.



**KEEPING OUR SCHOOLS SAFE
FOR OUR CHILDREN!**

School District No. 43 (Coquitlam)
550 Poirier Street Coquitlam V3J 6A7 939-9201

TAKING A STAND

Dear Parent/Guardian/Student/Staff:

Schools form an important part of our community and our lives; they provide a supportive group of people, a centre for friendships and positive experiences -- not to mention a valuable education. We need to keep them this way.

This is an excellent school district and a supportive community. By working together we can ensure that schools are safe environments that support young people and provide a valuable education for our children.

To this end, it is important that you read the following School District #43 (Coquitlam) policies.

- Policy 17 DISTRICT CODE OF CONDUCT/SCHOOL RULES
- Policy 18 VIOLENCE, INTIMIDATION, AND POSSESSION OF WEAPONS

Thank you for your continued support.

Board of School Trustees
Ms. Patricia Gartland, Superintendent of Schools

