

Riverside Secondary School

Code of Conduct

2026 - 2027



Reviewed, July 2026

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.

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 requirements: [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 during the first week of school in STREAM, grade assemblies, posted on the school's website, and on the My School Day App. 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 bi-weekly STREAM classes, special presentations for students, grade level assemblies, and explicit teaching whenever possible. Staff also participate in discussions 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.

If school staff, students or parents recognize behaviour not covered by the Code of Conduct, they can bring this forward to the school administration for potential inclusion in the Code. Each year, additions or revisions are considered with each group before the Code of Conduct is submitted to the District. Additions or changes to district policies are also reviewed each year and implemented in the Code of Conduct, as necessary.

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 Indigenous identity, 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. Riverside expectations are based around the District Code of Conduct for students, which shall be followed in all schools.

School District Conduct Expectations in Detail

The Board believes that appropriate student conduct, based on respect for oneself, respect for others, and respect for property is essential to the development of responsible citizens. To this end students are expected to:

- 1.1 be aware of and obey all school rules
 - 1.2 attend classes punctually and regularly
 - 1.3 work cooperatively and diligently at their studies and with home assignments
 - 1.4 respect the rights of all persons within the school including peers, staff and parents
 - 1.5 respect the legitimate authority of the school staff
 - 1.6 respect the school's physical school facilities
 - 1.7 respect the ethnic diversity of our school community
 - 1.8 behave in a safe and responsible manner at all times
 - 1.9 not threaten, harass, bully*, intimidate or assault, in any way, any person within the school community; and
 - 1.10 not be in possession or under the influence of drugs and/or alcohol.
2. The Board further believes that these expectations are fostered in a positive climate in which:
 - 2.1 all students feel safe, valued and trusted, and have the opportunity to develop, assume and maintain responsibility and self-motivation
 - 2.2 there is a joint effort to learn and a feeling of mutual respect among staff, students and parents School District No. 43 (Coquitlam)
 - 2.3 appropriate behaviour is consistently encouraged and acknowledged, thereby increasing student self-esteem and reinforcing self-control
 - 2.4 students are disciplined in a timely, fair, judicious and responsible manner, with consequences for unacceptable behaviour that take into account the student's age, maturity and special needs, if any.
 - 2.5 on-going communication exists between staff and parents that encourages and provides increased opportunities for active and constructive parental involvement in their children's education.
4. Students, while attending school and school sponsored functions and activities, shall be subject to the District Code of Conduct for Students and the school's rules of conduct and deportment established by the Principal. 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.
5. Students registered in School District No. 43 (Coquitlam) shall not attend nor visit a school other than the school in which they are registered, without a legitimate school-related purpose. Students who visit other school sites without permission during the school day, may be subject to disciplinary action by their school or the School District.
6. Serious breaches of conduct that threaten the safety and welfare of others will be referred directly to Level Three of the suspension process for resolution by the Student Suspension Review Committee.
7. Where a student 16 years of age or older repeatedly fails to comply with the code of conduct, rules and policies of the school, or has failed to apply him/herself to his/her studies as set out in Section 85 of the School Act, the Board is empowered to refuse further school service to the student.

8. Students are prohibited from being in possession of and/or under the influence of alcohol and/or drugs in all schools or at school sponsored functions and activities.
Bullying includes but is not limited to physical or verbal intimidation, verbal harassment and cyber bullying, occurring on or off school property.
Special considerations may apply to the imposition of consequences on a student with special needs if the student is unable to comply with this Code of Conduct due to a disability of an intellectual, physical, sensory, emotional or behavioural nature.

School Rules: *Acceptable* Conduct

“As per Section 8 of Human Rights Code of British Columbia, students shall not discriminate against others on the basis of the Indigenous identity, 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 and Artificial Intelligence* 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: considering activities, messages, and function while at school
- Attend STREAM and Assemblies & be prompt
- Use washrooms for intended purpose, not as a gathering space or space to socialize
- Use the changing rooms for their intended purpose, not as a gathering space. If you do not have a PHE class in a semester, there is no reason to be in the changeroom during class time during that semester.
- See something, say something – if you see other students not following this code of conduct, please report to a teacher, counselor or administrator

Clothing

We recognize that clothing is an avenue of personal expression; however, students are not to wear articles of clothing that promote alcohol, drugs, smoking/vaping, overt sexuality, violence, any language that would violate the Human Rights code, or inappropriate language in general. Schools are a place of work, and students are expected to dress for a casual work setting. Students may be asked to replace or cover inappropriate attire that considers considering the activities they will need to do in a class, messages conveyed, as well as function while at school.

Personal Digital Devices in School

Personal Digital Devices in School:

All cellular phones or similar personal communication/recording devices are to be turned off and stored out of sight during class time. Digital devices of any kind are only to be used at the discretion of the teacher when identified as appropriate for the learning environment. Any inappropriate use of a personal digital device is subject to all other expectations for conduct and use of technology, including AP 140.2 - Digital Responsibility for Students.*

Students are not to have cell phones in the hallways during class time unless given specific permission from their teacher and being used for school purposes.

**This also applies to smart glasses, earbuds and headphones.*

Relationships

- Model positive behaviour
- Co-operate 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
- Ensure that bathroom stall use involves 1 person per stall only
- Maintain a clean physical environment
- Respect school and personal property
- Participate in school and community activities
- Initiate projects that support the school and community

School Rules: 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.

School Rules: Unacceptable Conduct

The following behaviours are deemed unacceptable; these definitions are broad in nature and are not intended to describe every possible situation.

Behaviours that:

- interfere with the learning of self and others
- interfere with an orderly environment
- create unsafe conditions
- have the potential to make others feel unsafe (i.e. crowding in bathrooms, having multiple people in bathroom stalls)

Acts of:

- physical violence
- swearing and use of inappropriate language
- Unexcused absences; misrepresenting yourself as a parent
- bullying, harassment, or intimidation
- Using/naming a physical illness, disability, or condition to threaten, harass or intimidate others in the community
- Intentionally breaching public health orders, guidance, and health and safety guidelines
- duplicating, storing, or transferring pornographic materials
- retribution against a person who has reported incidents
- academic dishonesty* (see addendum at the end of this document for further explanation/expectations)
- As per section 8 of the BC Human Rights Code, no person may discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons
- Participating in a physical fight as a combatant or contributing to the fight by recording it using a cell phone camera.
- Use of cell phones during class unless given specific permission

Cyber-Bullying or transmitting or posting threatening, abusive, obscene, or harassing material:

- All types of cyberbullying and posting of inappropriate material is subject to disciplinary action. Do not post comments or imagery on social media that are negative, derogatory, or inappropriate.

Illegal acts, such as:

- possession, use, or distribution of illegal or restricted substances, including:
 - Vapes/Vaporizers
 - E – Cigarettes
 - Marijuana and other drugs, including alcohol
- gambling for money, goods, or services
- possession or use of weapons including replica 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).

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 behavioral nature.
- All reasonable steps will be taken to prevent retaliation by a person against a student who has made a complaint regarding a breach of 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
- detention
- 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)

Search and seizure

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.

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 Assistant Superintendent and Chief Information Officer Stephen Whiffin, at swhiffin@sd43.bc.ca.

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

Resolution of Student or Parent School Concern – AP 380

The district encourages students and/or parents to discuss their questions or concerns regarding the education of their children with school personnel as early and as directly as possible. Students or parents who disagree with or wish to question decisions or actions that are taken by teachers and/or administrators are expected to seek a resolution by pursuing the following steps:

A. Teacher or Classroom Level Problem:

1. Discuss the matter directly with the teacher whose judgement or decision is being questioned.
2. If not resolved, discuss your concern with the Principal.
3. If still unsatisfied with the outcome, discuss your concern with the Assistant Superintendent (contact the Board office at 604-939-9201).
4. Unresolved matters may be referred to the Board as per Board Policy 13.

B. Principal or School Level Problem:

1. Discuss directly with the principal the action, policy, procedure, or practice being questioned.
2. If not resolved, refer to the Assistant Superintendent. (See contact information above)
3. If not resolved, refer to the Board as per Board Policy 13. It is expected that school district personnel will seek a resolution to the problem as quickly as possible.

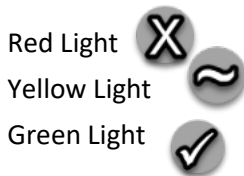
***Academic Dishonesty**

The most common forms of academic dishonesty are:

1. Cheating on a test – use of non-allowed tools/materials or copying off of others
2. Plagiarism – not citing sources and claiming others' work as your own
3. Use of artificial intelligence (AI) or generative tools when not appropriate or allowed

In order to support students and teachers with use of artificial intelligence, Riverside has created the stoplight visual as a guideline. This visual will be posted in every classroom and reviewed with students as appropriate. If students are unsure about the use of AI, it is **always** their responsibility to check with the teacher prior to starting/completing/submitting an assignment in order to maintain academic honesty.

Assignments will also be marked with symbols indicating the AI expectations for that assignment:



Questions for students to consider when using AI tools:

1. Is the tool replacing my thinking? AI tools are great to help with workload but should not be used to replace our thinking.
2. Is using the tool teaching me anything? Am I using this simply to create content that I don't need to review? What can I learn through the process of using this tool?
3. How does using this tool make me a better learner? This is a difficult question to answer and often requires some adult support to answer. In order to effectively answer this question, we must know what type of learner we are, what type of student we want to be and how this tool is helping us move towards the goal of being a better learner.
4. How can I use this tool to make a better product than I could without it?
5. Does the finished product reflect who I am as a learner/student?
6. Am I using the tool with academic integrity?



Proper Use of AI at Riverside Secondary



- No AI or generative tools may be used for this assignment.



- Limited AI use allowed.
- Teacher approval required
- All tools, sites, prompts used must be cited



- AI is used as a learning aid.
- All tools, sites, prompts used must be cited/recorded