

Revelstoke Secondary School

Code of Conduct



Respect

Safety

Success



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Safety
Success

Mission Statement

Revelstoke Secondary School will work towards the development of individual potential in all students. Together with the community, the staff will provide learning experiences which will improve self-esteem, pride, tolerance, and socially responsible behaviors. These activities will enable the students to acquire the knowledge, skills, and attitudes needed to contribute responsibly to the well being of our changing society, as well as creating a safe, caring and orderly school environment.

Code of Conduct

Respect...

yourself, your environment and others

Safety...

for everyone, everywhere

Success...

in our endeavors

Annual review of our code of conduct occurs with students, parents and staff to encourage the promotion of the expectations in the code of conduct. Conduct is consistently monitored to ensure codes reflect current and emerging situations that contribute to school safety.

Staff and students have the responsibility to ensure a safe environment. Students are expected to report unsafe conditions. Students will be protected from any form of retaliation.

School officials may have a responsibility to advise other parties of serious breaches of the Code of Conduct.

	All Setting/Areas	Instructional Areas	Hallways and Stairwells	Cafeteria	Gymnasium	Outside Areas	Assemblies	Bus/Bus Areas	Washrooms	Digital Devices/Online
Respect... ourselves, our environment, and others	<p>Be considerate and courteous of others</p> <p>Wear appropriate apparel</p> <p>Be tolerant of others and individual differences</p> <p>Be respectful of self, school and others.</p> <p>Use appropriate language, tone and volume</p> <p>Ensure the school is free of harassment, intimidation and bullying</p>	<p>Accept individual differences and learning styles</p> <p>Follow classroom expectations</p> <p>Be on time and prepared for class</p> <p>Use cell phones and other electronic devices appropriately</p>	<p>Honour individual space</p> <p>Follow “rules of the road”</p> <p>Maintain a clean environment</p> <p>Use and lock your locker</p>	<p>Wait your turn</p> <p>Clean up after yourself</p> <p>Cooperate with supervisors</p> <p>Use appropriate garbage, recycling, and compost containers</p>	<p>Share equipment and space</p> <p>Care for and return equipment</p> <p>Respect the facility</p> <p>Respect other people’s abilities</p>	<p>Use garbage containers</p> <p>Use designated smoking area</p> <p>Be respectful of the property of others</p> <p>Use bike racks</p> <p>Represent RSS in a positive manner</p>	<p>Focus on speaker/presentation</p> <p>Demonstrate positive/ appropriate responses</p> <p>Participate positively</p>	<p>Be courteous to driver and others</p> <p>Use appropriate language, tone and volume</p> <p>Be on time</p> <p>Appropriate care for the bus</p>	<p>Be respectful of other’s privacy</p> <p>Respect Staff washrooms</p> <p>Support LGBTQ+ rights for washroom use</p> <p>Report vandalism immediately</p>	<p>Access appropriate content at all times</p> <p>Consider the impact of your actions or messages online</p> <p>Always respect yourself and your right to privacy</p>
Safety... of everyone, everywhere	<p>Take responsibility for yourself and your actions.</p> <p>Be substance free</p> <p>Be scent aware</p> <p>Be allergy aware</p> <p>Talk to a trusted adult if you see a problem</p> <p>Wash/disinfect hands regularly</p>	<p>Use equipment appropriately</p> <p>Ask permission to leave class</p> <p>Follow all safety instructions and procedures</p>	<p>Use garbage containers</p> <p>Keep walkways clear</p> <p>Recycle and compost</p>	<p>Report spills/unsafe conditions</p> <p>Sit properly at tables</p>	<p>Wear appropriate footwear and apparel</p> <p>Abide by gym expectations</p> <p>Use equipment appropriately</p> <p>Do not eat or drink in the gym</p> <p>Use only when supervised</p> <p>Do not leave valuables in changerooms</p>	<p>Keep traffic/emergency lanes clear</p> <p>Observe safe driving practices</p> <p>Do not bike through parking lots</p> <p>Watch for younger students who use our space</p>	<p>Enter and exit in an orderly manner</p> <p>Remain with class in assigned area</p>	<p>Line up, load and unload in an orderly manner and in designated area</p> <p>Store your equipment and skateboards appropriately</p> <p>Remain seated</p> <p>Keep aisles free</p>	<p>No vaping or smoking</p> <p>Report unsafe/unhygienic issues immediately</p> <p>Wash/disinfect hands</p> <p>Do not leave valuables in washrooms or changerooms.</p>	<p>Protect your passwords</p> <p>Log out of applications properly</p> <p>Be cautious when sharing personal information</p> <p>Manage privacy settings</p> <p>Do not take photos/videos without consent</p>
Success... in our endeavours	<p>Make responsible choices</p> <p>Be involved</p> <p>Recognize positive efforts of self and others</p> <p>Be a positive role model</p> <p>Care about self, others and community</p>	<p>Attend regularly and on time</p> <p>Use class time productively and take initiative to catch up on missed work</p> <p>Strive for excellence</p>	<p>Be courteous and considerate of others</p> <p>Keep noise down during class time</p>	<p>Make healthy food choices</p> <p>Contribute to a positive atmosphere</p>	<p>Play fair</p> <p>Demonstrate a positive attitude</p> <p>Include others</p>	<p>Demonstrate pride in physical surroundings</p> <p>Demonstrate a cooperative attitude</p> <p>Be a positive role model for younger children that are in or around our space</p>	<p>Be a positive role model</p> <p>Show an appreciation for the activity</p>	<p>Follow bus etiquette</p>	<p>Do not congregate in washrooms</p> <p>Ask permission to leave class beforehand</p>	<p>Think twice before you post</p> <p>Place your device on silent and away when class begins</p> <p>During class time, use your device only with the teacher’s permission</p>

School Wide Student Care

RSS students and staff share responsibility for understanding and following expectations for conduct in the school. The following process is in place to ensure that students are able to learn to meet behavioural expectations and understand consequences for behaviours that do not meet those expectations.

The word, "discipline" means to teach. In every case where discipline is required, the aim is to help the student acknowledge their mistake, identify the impact of their actions, attempt to fix the mistake, and return to the group ready to be a positive, contributing member of RSS once again.

Minor Behaviours

These types of behaviours generally have no intent to cause harm. These are primarily teaching opportunities and are, for the most part, isolated incidences.

Examples of Minor Behaviors

- Class Disruption
- Excessive lates and absences
- Physical horseplay
- Teasing
- Unsafe conduct
- Swearing or offensive language
- Inappropriate use of technology in the classroom.

Moderate Behaviours

These behaviours are more serious in intent and consequence. They affect the tone and safety of our school, and any restorative action and/or consequences must match the degree of harm that has been inflicted.

Examples of Moderate Behaviours

- Truancy
- Non-compliance, defiance
- Plagiarism, cheating
- Chronic minor behaviours

Major Behaviours

These behaviours are very serious and have the potential to cause great harm to the school community and school climate. These actions can profoundly impact the safe, caring and orderly environment of the school.

Example of Major Behaviours

- Harassment and/or bullying, including cyberbullying or harassment through the use of other electronic means
- Illegal substance use and/or possession
- Vandalism
- Property theft or destruction
- Profanity at staff

- Weapons, dangerous items
- Physical aggression, including unwanted physical contact

School Wide Student Care Plan

Minor Behaviours

1. Reminder of expectations/correction
2. Student restitution/resolution and/or consequences
3. Student restitution/resolution and consequences and parent and guardian contact.
4. Move to moderate step 2

Moderate Behaviours

1. Student restitution/resolution and parent /guardian contact
2. Referral to office
 - (i) school consequence
 - (ii) parent/guardian contact by office
3. Referral to office
 - (i) escalated school consequence
 - (ii) parent/guardian contact by office
4. Move to major step 2
Entry in plan may be at step 1 or 2 depending on degree of behaviour

Major Behaviours

1. Referral to the office
 - (i) parent/guardian contact
2. Continued concern may result in escalating consequences.

Office Referral/Consequences

Student whose behaviours have resulted in an office referral will be dealt with in a timely fashion and with consultation with the referring staff member.

Consequences which are fair and reasonable and are logically linked to the behaviour will be applied. Special considerations may apply to students with special needs. There are progressing expectations for students as they become older, more mature, and move through successive grades.

Respect

- Consequences should be applied in a manner which models respect.
- Consequences should be clearly linked to behavioural actions and designed to encourage learning.

Safety

- Consequences will reflect our belief that personal safety of students and staff is of paramount importance.

Success

- Referrals will be tracked to ensure effectiveness of consequences as measured by student behaviours.

Process

1. A referral is made to the office
2. Principal/Vice-Principal will gather background information from the referring staff member and when necessary, from other staff, a counsellor and parents/guardians.
3. A list of reasonable consequences is developed, (with the referring staff member when directly involved) and the student
4. Consequences are applied. Concerned staff is notified of incident and consequence, as are parents.
5. Follow-up processes may include the School Based Team.

Discrimination

As per the *Human Rights Code (RSBC 1996)*:

7 (1) A person must not publish, issue or display, or cause to be published, issued or displayed, any statement, publication, notice, sign, symbol, emblem or other representation that

(a) indicates discrimination or an intention to discriminate against a person or a group or class of persons, or

(b) is likely to expose a person or a group or class of persons to hatred or contempt

(c) because of the race, color, 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 that group or class of persons.

At RSS we are committed to creating a safe and secure environment that is based on the equality of persons and is free from discrimination. Discriminatory behavior is prohibited at RSS and will be dealt with through the Code of Conduct.