



# Rutland Middle School



## 2026-27 Family Handbook



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<http://www.rms.sd23.bc.ca/>



# Welcome to Rutland Middle School



*“Every Voice Valued, Every Raptor SOARS!”*

PLEASE READ THROUGH THIS HANDBOOK CAREFULLY AS IT HAS IMPORTANT INFORMATION

Rutland Middle School (RMS) is an important part of our community named for John Matthew Rutland, who introduced orchards and irrigation to the surrounding area around 1900. Serving the community for over 70 years, our school first opened as a Gr. 7-12 school in 1949. As the community grew, a new senior secondary school was built on adjacent land in 1972, and our school became a Gr. 8-10 junior secondary. In 1993, we became a Gr. 7-9 middle school, and in 2015, transitioned to a Gr. 6-8 middle school. Our history has created a very special place for RMS within our community, and we have had generations of families come through our halls.

## **Our RMS Vision Statement**

Our shared vision, as a community, is that all RMS students will be engaged socially, conventionally, and intellectually in acquiring the attributes of a SD23 learner: thinker, learner, collaborator, contributor, and innovator, for future success as a secondary student and community member. There is information on the Attributes of the SD23 Learner on the following page.

## **Our RMS School Goal**

To increase student engagement, socially, conventionally, and intellectually. Student engagement is defined as students having an emotional investment in what they are doing socially by participating meaningfully in school life, conventionally by fulfilling the requirements for academic success and intellectually by having the desire and motivation to learn, ultimately leading to community connections and life-long learning.



The best way to stay informed about events at RMS is to visit our website. Our website includes current school information, the school calendar, our monthly newsletter and parent and community information.

We also encourage all parents to subscribe to the RMS email list to stay informed about upcoming school events. Joining is easy. Simply contact the RMS office at 250-870-5109 or [rms@sd23.bc.ca](mailto:rms@sd23.bc.ca) to provide us with your current email address.

## HOME/SCHOOL COMMUNICATION

**Please report your son or daughters absent due to illness, appointment or other parent/guardian approved reason using SchoolMessenger.** To access teachers' email addresses please go to our website at [www.rms.sd23.bc.ca](http://www.rms.sd23.bc.ca). To keep you informed of happenings at RMS, the school newsletter is emailed out prior to the start of each week and can also be found online at [www.rms.sd23.bc.ca](http://www.rms.sd23.bc.ca).

### School Hours

School starts at 9:01 am and finishes at 3:15 pm. **Active supervision for students begins at 8:30 am** - Some school activities such as sports teams and clubs begin before 8:30 am and the school is open to students at this time.

The school office is open from 8:00 am to 4:00 pm. The school building closes at 4:30 pm except for those students involved in programs that are scheduled after hours such as practices/rehearsals.

### Late Arrival Procedures

Students who arrive late at school must report to the office to sign in. Students will be marked as excused if the parent reports it using SchoolMessenger, provides a note, or calls the school.

### Leaving Early Procedures

At times, students must leave school early due to illness or to attend an appointment. To ensure our students' safety, we can only release a child early if it is reported using SchoolMessenger, a note is provided from a parent/guardian or is picked up by a parent/guardian at the office.

If a student does not have a note and a person other than the parent/guardian arrives at the office wanting to pick up the child, the parent/guardian will be contacted by the office to confirm the arrangement before the child is released.

### Student Absence

Absences should be reported using SchoolMessenger. If a student is absent with no phone call or prior notice from parents excusing their absence, the parents will receive notification through Safe Arrival.

### FOR RMS STAFF VOICE MAIL BOXES CALL 250-870-5000 + VOICE MAIL#

Staff Member	#	Staff Member	#
		<i>Carla Parker</i>	4419
<i>Tim Ball</i>	4499	<i>Karl Peters</i>	8997
<i>Maureen Bencze</i>	6461		
<i>Andrew Butterworth</i>	8681	<i>Irmak Scorgie</i>	5754
		<i>Kate Sides</i>	4736
<i>Shawna Denman</i>	4631		
<i>Kim Dennis</i>	6985	<i>Lee Smith</i>	7513
<i>Agnes Gagliano</i>	7834		
		<i>Shannon Ward</i>	6843
<i>Peter Guarasci</i>	4122	<i>Derek Wiebe</i>	7820
<i>Melissa Harris</i>	4856		
<i>Tracy Hayhurst</i>	8777		
<i>Cindy Ikari</i>	7490	<i>Blair Withers</i>	7938
<i>Teagan Laverock</i>	6820		
		<i>James Geen (Principal)</i>	4611
<i>Ken Lonstrup</i>	7789	<i>(Vice-Principal)</i>	8234
<i>Chantal Luthin</i>	7866	<i>September Smith (Sec)</i>	8530
<i>Elan MacKenzie</i>	8149	<i>Lenore Issel (MyEd)</i>	6045
<i>Josh Martin</i>	8674	<i>Charlene Barren (Clerk)</i>	4077
<i>Suzie McGuigan</i>	6116		
<i>Scott McIlmoyle</i>	6117		
<i>Tammy Momtazi</i>	6508		
<i>Kelly Nuessler</i>	8497		

Looking for a staff member who you can't find on this directory? Check out [www.rms.sd23.bc.ca/](http://www.rms.sd23.bc.ca/) for the latest staff names, email addresses& contact information.

# MIDDLE SCHOOL CURRICULUM

Our middle school curriculum is based on age-appropriate, adolescent student needs and balances academic goals with other human development needs. Extensive research on fifty years of effective middle school programs is very clear that students require a(n):

- Flexible Schedule - teachers have the flexibility to responsively adjust planning and integrate subjects to support individualized and differentiated student learning, while not being limited by a rotating block structure (like in high school).
- Mentorship Program (**CREW** – Community, Respect, Energy & Welcoming)) - students connect with a supportive teacher advocate that works with them for their years at RMS. Students develop metacognitive skills through engaging work with the Attributes of the SD23 Learner.
- Exploratory Program - adolescent students in grades 6-8 need to explore new course areas which will lead them to make informed choices at the grade 9 level when they transition to Rutland Senior. Each year, students will rotate through **Foods, Technology Education, Art, and Music** as these exploratory courses.
- Teaming - two groups of students will work with two core teachers for the vast majority of their coursework. Teachers get to know their students very well, more responsive teaching happens, more parent communication can occur, and students will be more successful.

Each student in Grades 6-8 will take part in core academic subjects, as taught by their two core teachers: **English, Social Studies, Science, Math, Health & Physical Education, and Career Education, and French**. This is very similar to an elementary-style model that our students and parents/guardians are already very familiar with. Exploratory teachers will be different than the core classroom teachers, as the need for specialization in these subject areas is necessary.

Our students will also get some course elective choices in our Enrichment block. There are three nine-week Enrichment terms. Enrichment happens on Wednesday mornings and starts during the first week of October. Information will come home regarding this selection process early in September. Enrichment opportunities like Robotics, Outdoor Ed, Dance, and more will be offered during this time.

Band is an elective that is available to students. Band lessons scheduled outside of the timetable will appear on students' official Written Learning Update.



## CRITICAL CHALLENGES

CREW, core and exploratory teachers directly teach the Attributes of the SD23 Learner throughout the school year. The goals of which are to develop student meta-cognition ("thinking about their thinking") around his/her own learning strengths and areas of growth, and to be reflective on the learning process. Our goal is to make this learning applicable to the lives of our students by designing a variety of engaging instructional strategies and experiences, usually focused on school-wide, collaborative, Project-Based Learning experiences.

To both celebrate, and to demonstrate key elements of learning, students work with peers at the end of the year towards completing their Critical Challenge. For any student anxious with the process, we ask that he/she meet with his/her core teacher to discuss flexible options to ensure success. Our experience with this process has been outstanding, seeing nearly every student successfully complete the Critical Challenge, collaboratively, and successfully demonstrate the skills they have built upon across the year. Recent Critical Challenges have included designing food trucks and repurposing land for children's parks. Student feedback is always overwhelmingly positive, and we look forward to continuing to build on our success in the coming years.

For questions regarding the Critical Challenges, please directly contact your child's core teachers.



## CREW

CREW is an advisory program (a key pillar of successful middle schools) that takes place each morning from 9:01 am - 9:25 am. When needed, our flexible schedule allows us to spend more time in CREW.

CREW focuses on the engagement of students in all aspects of their school life with an emphasis on cooperative learning to build students' collaboration skills, as well as working on developing positive relationships and executive functioning skills. CREW is a multi-grade class where students from grades six through eight have opportunities to work together, support each other and be leaders in our school. This class will give all students the opportunity to build a continuing relationship with their teacher and provide them with an advocate and a mentor.

Through the CREW program, students will be able to demonstrate an understanding of and be competent with the 21<sup>st</sup> century skills that have been identified as the SD23 Attributes of a Learner. These five attributes are:

**Learner**                      **Thinker**  
**Innovator**                    **Collaborator**  
**Contributor**

Ongoing assessment of the CREW class is provided by CREW teachers as students work through each aspect of the curriculum. CREW students receive a work ethic mark rather than a letter grade on their report card, and the end of the year culminates in our Presentation of Learning (as detailed in previous sections of the agenda).

## COUNSELLING

In-house counselling is available to assist students with their course information, educational planning, career exploration and personal concerns. Parents are encouraged to communicate with the school counsellor (Ms. Tammy Momtazi) at any time by phoning the school, emailing directly (Tammy.Momtazi@sd23.bc.ca) or dropping by the counselling office.



## LEARNING ASSISTANCE

Learning assistance is available for students designated for learning assistance support, requiring adaptations to their educational program to ensure success. For all learning assistance inquiries, please contact the school's Learning Assistance Teacher, Mrs. Shawna Denman by phoning the school, emailing directly ([Shawna.Denman@sd23.bc.ca](mailto:Shawna.Denman@sd23.bc.ca)), or dropping by the Learning Assistance Room.

## LIBRARY RESOURCE CENTER

Students, parents and staff of RMS are invited to use the resources and facilities of the Library Resource Centre (the LRC). The LRC contains books for recreational reading as well as for completing research assignments.

During the school day, it is the teaching of information skills that is the core of the LRC program at RMS. Our students learn how to locate, record, and organize information and then communicate it to others. Classroom teachers work with the teacher-librarian to provide students with as many opportunities as possible to learn and practice these skills that will be so important to our students' success in the future. The LRC is open during all school hours as well as before school, lunch break, and after school.

Technology is important to the services and operation of the LRC. The catalog of school and library resources is computerized and available from student laptops and LRC computer stations, as well as from the internet. Encyclopedias, full-text magazines and newspapers, and other information sources are also available from laptops and computer stations. In addition to accessing information, the LRC computer stations may also be used for word processing and for producing audiovisual presentations using various multimedia programs. Audiovisual production using school's video cameras and editing programs are centered in the LRC too.

Information & Communication Technology support is also provided by the teacher librarian. Please contact RMS librarian Jill Boulanger ([Jill.Boulanger@sd23.bc.ca](mailto:Jill.Boulanger@sd23.bc.ca)) for further information.



## SOCIAL EMOTIONAL LEARNING INTERVENTION

SEL intervention is available for students with behaviour designations, but also for any student needing behaviour support, assistance with academics, or just a place to take a break for any number of reasons. Mr. Scott McIlmoyle ([scott.mcilmoyle@sd23.bc.ca](mailto:scott.mcilmoyle@sd23.bc.ca)) and Mrs. Melissa Harris ([Melissa.Harris@sd23.bc.ca](mailto:Melissa.Harris@sd23.bc.ca)) are the SEL Teachers at RMS. They work with students to teach executive skills, positive decision-making, as well as providing academic supports. Mr. McIlmoyle can be found in our Student Support Room, and Mrs. Harris's office is in the main downstairs hallway. As with any of the other school-based supports operating out of the Student Support Room, please contact Mr. McIlmoyle via phoning the school or via email.



## INDIGENOUS ADVOCATES & THE GATHERING ROOM



Indigenous Advocates at RMS are Wendy Landry and Michelle Allanson. They provide both cultural and academic supports for students of Indigenous ancestry. Throughout the year, they offer a diverse, rich program to allow their students to explore their heritage, as well as to thrive at school. For further information, please connect using the numbers listed above, by email ([rms@sd23.bc.ca](mailto:rms@sd23.bc.ca)), or by stopping by the Gathering Room.



## RESOURCE SUPPORT

Resource support is available for students on our Resource teachers' caseload. Mrs. Sam Wilson and Mrs. Laura Hussey ([Sam.Wilson@sd23.bc.ca](mailto:Sam.Wilson@sd23.bc.ca)) and ([Laura.hussey@sd23.bc.ca](mailto:Laura.hussey@sd23.bc.ca)) can both be reached via email or by phoning the school. Students receive resource support in classes from CEAs, as well as from Mrs. Wilson and Mrs. Hussey. The resource room is located downstairs beside the Student Support Room.



## SCHOOL FEES

All students at RMS are assessed a \$30 annual fee. This fee includes the cost of locker and lock rentals, student equipment, cultural performances, and student activity costs for the year.

Other fees are charged for optional, extracurricular activities (e.g. sports teams, special field trips, band instrument rental or service fees, etc). Please note that no student will be excluded because of the inability to pay. If these fees pose a financial hardship, please contact the principal or admin secretary to arrange a payment plan or an alternate financial arrangement.

## ACCIDENT INSURANCE

School District No. 23 does not insure expenses for student injuries that happen on school grounds or during school activities. It is possible for parents and guardians to voluntarily purchase private accident insurance at a reasonable cost.



Application forms for a program underwritten by Industrial-Alliance Pacific Insurance will be sent home with students at the beginning of the school year.



## GYM STRIP

Students are expected to change to suitable attire for their PE classes to ensure freedom of movement and good health habits. Shorts or sweats, a T-shirt and running shoes are required. It is recommended that students take home their PE strip regularly for personal hygiene purposes.

## LOST and FOUND

Any clothing or items left behind by students are placed in the lost and found, which is located near the front entrance. Unclaimed items will not be claimed indefinitely. Students and parents are encouraged to check the lost and found regularly to reclaim misplaced belongings. If an item is lost, students should immediately report the loss to their teacher and check the "Lost and Found". It is recommended that items of value brought to school on a regular basis (e.g. band instruments) be insured through your homeowner's policy.

**All equipment, books, sports clothing, musical instruments and other school items should be marked with the student's name.**



## TRANSPORTATION/BUSSING

Students are eligible for bus transportation if they live 4.8 km from the nearest school at which they could be registered for an educational program. Students must also be registered with the transportation office and bus fees must be paid prior to using the bus service. If there is space available on the bus, students living closer to the school may also be able to ride the bus as courtesy riders. If the number of eligible riders increases and extra seats are needed, courtesy riders will receive a week's notification.

To check on eligibility for transportation, please use the "Rider Eligibility/Web Query" link on the transportation department website at <https://www.sd23.bc.ca/transportation-services-programsservices>. Parents and students can also download an application form from the same website or pick up a copy from the school office. The transportation office will notify the parents of eligible and courtesy riders after the application has been received and eligibility and seat availability have been confirmed.

Friends and clients of after-school care providers are not eligible for school bus service at any time during the year unless they are registered as eligible or courtesy riders. Alternate forms of transportation need to be arranged for after-school social plans and daycare arrangements.

For bus safety rules and other information about school buses, please visit the transportation website. Parents are encouraged to review the bus safety rules with students at the beginning of the year and from time to time during the school year. If you have questions regarding bus service, please call the transportation office at 250- 870-5151. Phone lines are open between 9:00 a.m. and 3:00 p.m. Monday through Friday.



## GUARDIANSHIP

Occasionally concerns have been known to arise concerning the custody of children after a divorce or other legal action. Please make an appointment with a counsellor or administrator to discuss any special custody concerns you may have. Also, please bring a copy of any restraining order or other pertinent documents. Name changes can also be detailed at that time.



## HOT LUNCH PROGRAM

Our Parent Advisory Council (PAC) is organizing and running a hot lunch program for the 2025-26 school year. Information regarding hot lunch ordering, schedules, and menus will be on the school website. Ordering will be online. For those interested in volunteering, please contact PAC directly at [RMS.PacPresident@sd23.bc.ca](mailto:RMS.PacPresident@sd23.bc.ca).

## FIRE DRILLS

Our school takes part in fire drills at least six times throughout the school year. If you are in the building during one of our fire drills, please make sure that you vacate the building through the closest exit and report to the Principal on the back field.

## ATTENDANCE

Not only is regular attendance a legal requirement under the *School Act*, but it is also a major factor contributing to a student's success in graduation. Much of the learning at school occurs in classroom learning environments where teachers are constantly assessing student progress - to miss class time negatively impacts student learning, and makes the assessment of student learning extremely difficult for teachers. Students who miss class time unexcused (i.e., parents/guardians have not excused the absence) will be held accountable for making up the learning that was missed in our Student Support Centre, either during lunch or after school in our Academic Intervention program.

A close reporting of student attendance is, therefore, a major focus at RMS. Parents/guardians are asked to report all absences using SchoolMessenger each day if your child will be absent or by sending a written note to excuse your child from school. For students who are unexcused/absent from school, a phone call will go home each morning to inform parents/guardians. For chronic attendance issues (excused or unexcused), parents/guardians will be asked to meet with the school administration to problem-solve and collaborate in ways to ensure student attendance improves.

As an additional strategy to keep students on track, each student should choose at least two "Homework Buddies" in their classes. Besides proactively phoning or emailing teachers, these will be the people your son or daughter can contact if they need to find out their homework assignment during an absence from school.

## EXTRA-CURRICULAR OPPORTUNITIES

At RMS students are encouraged to become involved in a wide range of extra-curricular activities. Our staff volunteer their time to sponsor these activities and appreciate any parent / guardian support and assistance. Please encourage your child to **GET INVOLVED!** Research is clear that students who actively participate in extra-curricular opportunities are more socially and academically engaged in school.

Activities include (but are not limited to):

- Field Hockey
- Volleyball
- WEB Leadership
- Rugby
- Basketball
- Badminton
- Track & Field
- Archery



## RMS ATHLETIC CODE OF CONDUCT

Before participating in a school sport, RMS students & parents are to agree to the RMS Athletic Code of Conduct.

I realize that it is a privilege to participate in athletic activities at Rutland Middle School. Accordingly, I hereby agree to obey the following regulations and training rules as set by the R.M.S. Athletic Department.

- A. In order to remain eligible to play extra-curricular sports at R.M.S.:
  1. My commitment and involvement in a sport cannot adversely affect my academic grades or work habits to the extent that I am failing one or more subjects.
  2. I must maintain a satisfactory sense of fair play, citizenship and attendance record.
- B. I will conduct myself in an orderly manner, both on and off school premises, in such a way as to bring credit to myself, my school, and family.
- C. In the event that my sport requires a trip away from R.M.S. during class time, I will make an extra effort to ask the teachers' permission to miss/leave class and cooperate with them to get my assignments in advance. If I do not attend school that day then I will not be allowed to participate that day. I understand that attendance in all classes is mandatory.
- D. In all athletic contests played away from R.M.S. I will ride to and from the games in school transportation, unless special arrangements have been made with the coach and school administration.
- E. My conduct and appearance, while travelling to contests played away from school. will be exemplary in all respects.
- F. I will be personally responsible for all school athletic equipment checked out to me and will return it in the same condition when requested by my coach.
- G. I understand that I am responsible for the condition of my uniform and will return it to my coach when required. I also understand that in the event that my uniform becomes lost or damaged I am responsible for the cost of replacement.
- H. I understand that I am committed to a sport for the duration of the season and will attend all meetings, practices and games, unless I have personally notified my coach.
- I. In the event that I cannot fulfill the commitment of my sport, I will personally notify my coach. I understand that failure to do so will result in suspension from further athletic participation at R.M.S. until the matter is cleared up with my coach, the Athletic Director and a member of the Administration.
- J. I understand that smoking is counterproductive to my development as an athlete and general health and that I will refrain from the use of tobacco products in any form.
- K. I understand that the use of any alcoholic beverages or illicit drugs on school-based trips will result in suspension from athletics at R.M.S.

# RUTLAND MIDDLE SCHOOL CODE OF CONDUCT

This Code of Conduct applies to any student who is on school property, who is in attendance at school or at any school-sponsored activity. It also applies to any student whose conduct at any time or place, including to and from school, and/or online behavior, has an impact on the safe, caring, or orderly environment of the school and/or student learning. RMS also follows Board Policy 455 & 455(R) which governs discipline in schools.

## SCHOOL EXPECTATIONS

Rutland Middle School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law. No person shall discriminate against another based on race, colour, ancestry, place of origin, religion, marital status, physical and mental disability, sex or sexual orientation within the school environment or through the school system and its related functions through publication, or in accommodation, service or facility. The school will treat seriously any behavior that contravenes the grounds set out in the BC Human Rights Code.

At RMS, we value and agree to conduct ourselves in a manner consistent with the principles of respect, rights, and responsibility in creating a safe, caring and orderly school:

We will display RESPECT for the rights, property and safety of ourselves and others, by...

Honouring the RIGHTS of others through the process of learning and demonstrating

appropriate behaviours, and by...

Assuming RESPONSIBILITY for our own behavior in order to sustain a safe and productive learning environment.

## DISCIPLINE PROCEDURES

In the event of a violation of our Code of Conduct, the staff will endeavour to act consistently by:

- communicating with all individuals involved;
- determining all of the facts; and
- treating students with fairness and respect.

The staff recognizes that each incident must be dealt with on an individual basis, dependent upon severity, circumstance and history. Every effort will be made to suit the consequence to the student and the situation through the use of a progressive disciplinary model. Whenever possible, the student, with the assistance of the administrator, teacher, behaviour intervention teacher, counselor, and/or parent/guardian, will be involved in solving the problem.

## OFFENCES AND POSSIBLE CONSEQUENCES

Most members of our school community conduct themselves in a positive and responsible manner. From time to time, violations of the code of conduct will occur, and when these infrequent violations occur, parents/guardians could be contacted. Minor violations of the Code of Conduct are dealt with in a variety

of ways, including collaborative problem solving, meetings with students, staff and parents, detentions, school service and other consequences that are intended to be restorative in nature, and lead to the development of pro-social behaviours.

More serious violations of the Code of Conduct (detailed below) may lead to a definite/indefinite in/out of school suspension, a Restorative Justice referral and/or RCMP involvement. Offences and possible consequences are detailed below:

## MAJOR OFFENCES

- Repeated minor behaviours
- Willful disobedience
- Power struggle with an adult
- Inappropriate touching or language
- Leaving campus without permission
- Tampering with property of others
- Pain or injury to another person (teasing, tripping, intimidation, pushing, swearing or kicking)
- Lying
- Bullying behaviours

## POSSIBLE CONSEQUENCES

- Collaborative problem-solving meeting with staff, student, parents
- School/community service
- Behavioural contracts
- Behavioural assignments
- Disciplinary work station - detention
- In-school/out-of-school suspension

## SERIOUS OFFENCES

- Repeated major offenses
- Truancy

- Use/possession of weapons
- Defiance
- Uttering threats
- Smoking or vaping
- Sexual harassment
- Vandalism
- Assault or Fighting
- Theft
- Use/possession of alcohol or drugs

## POSSIBLE CONSEQUENCES

- In-school/out-of-school
- definite suspension
- Indefinite suspension
- Legal intervention (RCMP, Restorative Justice)

## APPEAL POLICY 460

Parents and guardians of a student who is entitled to an educational program in SD 23 may appeal the decision of an employee of the school board which significantly affects the education, health or safety of the student.

STEP 1: Parent meets with employee (e.g. teacher)

STEP 2: Parent meets with principal

STEP 3: Parent meets with the superintendent or designate (e.g. director)

If at this point, the issue remains unsolved and the parent is not satisfied, the parent has a right to a final appeal to the Board. Details of this process are available at the school.

This district policy is in place to help ensure that effective communication is part of the problem-solving process.

## CLOSED CAMPUS

All middle schools in SD23 are closed campuses. Once students have arrived at RMS they are expected to remain on campus for the remainder of the day. Students are not permitted to go to the corner store or surrounding restaurants under any circumstance. Students who go home for lunch are required to have a signed parent/guardian permission form on file at the office each year.



## SCHOOL VISITORS

All visitors to the school must report to the office and state their reason for visiting the school. Visitors should not be in the halls without express permission from the office/administration for safety reasons. Students are asked to make arrangements to meet their friends who do not attend RMS off the school property after school hours; students from other schools

are not permitted to be on RMS property, just as RMS students are not to be on other school properties. We do not allow for friends of students to "visit for the day" and attend classes with students. This practice can be very disruptive to learning environments and can become a serious supervision issue.

## SOCIAL BEHAVIOURS

It is not appropriate for middle school students to display overt behaviours of a romantic or sexual nature at school.

## RMS DRESS CODE

The way we dress can communicate the respect we show to others and to the school as a place for working and learning. The purpose of the RMS dress code is to clarify what clothing is reasonable for students and staff to provide a positive school climate. Students are asked to

avoid dress styles which promote, imitate or celebrate violence, intimidation, racism, sexism, hatred towards others, gang association, sex or alcohol/drug use.

Students may be asked to change if their clothing is determined to be inappropriate for school. This expectation applies to all students. Footwear must be worn at all times for health and safety reasons.



## PERSONAL PROPERTY/STUDENT LOCKERS

At the beginning of the year, each student will be assigned a school lock and locker. Personal locks are not to be used. Student locks and lockers remain the property of the school and the school retains access to the lockers throughout the year. They may be opened and searched when the school administration deems it necessary. A replacement fee of \$5.00 will be charged to students who have lost their locks. In order to ensure students' belongings are safe, lock combinations and lockers must not be shared.

Students should not bring unnecessary items, valuables, or large amounts of money to school.

The school cannot be responsible for lost or stolen items.

Students are urged to safeguard their valuables by keeping them on their person or turning them in to the office for safekeeping. Items of value should never be left unlocked in changing rooms.



## SKATEBOARDING / SCOOTERING / BIKING

Students are not to be on their skateboards, scooters, or bikes on RMS property; continued issues that arise because of improper use may result in a student being asked not to bring his/her skateboard, scooter, or bike to school permanently. While travelling to and from school, we recommend the use of appropriate protective equipment including a helmet. Please have a discussion with your child about traffic safety.

Student skateboards and scooters will be stored in our lockable sea-can bin,

and nowhere else in the school (not in lockers, not in classrooms, not anywhere else, not carried around in hallways). These places are not necessarily secure, and we know that these items are costly for families - as stated in the previous section on personal property, the school cannot be responsible for lost, misplaced, or stolen skateboards or scooters stored in various unsecured areas around the school. We have a lockable, weatherproof bin, where school staff sign in and sign out student skateboards and scooters each day to students.

Bikes should be secured with a good lock in our bike racks located at the front of school.

**As per the BC Motor Vehicle Act (MVA), [e-bikes](#) and [e-scooters](#) can only be ridden legally by someone over the age of 16.**



## TECHNOLOGY

Student use of personal digital devices (any device used to communicate and/or access the internet), school technology, and district networks at school is for educational purposes. Students must abide by the school's Code of Conduct and procedures, as well as Central Okanagan Public Schools Policy 486: Student Use of Network Services and Digital Technologies.

Students will:

- **Secure, power off and store personal digital devices during instructional (i.e. class time) and non-instructional time (i.e. breaks/lunch) at Middle schools unless instructed by the Principal or school staff;**
- Use personal digital devices during instructional time for instructional purposes and digital literacy skills as instructed by the Principal or school staff;
- Ensure personal digital devices are not used in areas where privacy is expected, such as restrooms and change rooms;
- Be permitted to use personal digital devices to support accessibility, accommodations, medical and health needs;
- Always take precautions to ensure online safety, privacy,

and security;

- Treat others with respect and kindness when using digital devices and district network services;
- Always use digital devices and district network services responsibly and with academic integrity.
- Schools will ensure that all students have equitable and developmentally appropriate access to technology to meet curricular requirements. Students are not required to have their own personal digital device or cellphone at school.
- The use of personal digital devices, school technology, and district networks is a privilege. Staff may revoke a student's access to devices because of inappropriate student conduct.
- Violations of the school code of conduct could result in appropriate restorative processes or disciplinary actions including suspension and police intervention.

