

RAVEN'S CODE OF CITIZENSHIP

Statement of Purpose

At Rosedale Traditional Community School, we are committed to creating a learning environment that is safe, respectful, inclusive, and supportive. Our Code of Conduct outlines clear expectations for behaviour and helps ensure that all members of our school community -students, staff, and families - feel welcome and valued. This Code of Conduct is created in accordance with School District 33's [AP 321: Student Code of Conduct](#) and is grounded in:

- [SD33 Policy 310: Student Expectations, Rights and Responsibilities](#)
- [SD33 Policy 313: Safe Schools](#)
- [Administrative Procedure 302: Student Behaviour Support](#)
- [BC Human Rights Code](#)
- Positive Behaviour Interventions and Supports (PBIS)

These policies affirm the rights of all students to learn free from harm, discrimination, or disruption, and guide our approach to behaviour, relationships, and student support.

#1. CARING

A caring school is one in which members of the school community feel a sense of belonging and have opportunities to relate to one another in kind, positive and supportive ways. All aspects of school life embrace and reflect diversity. The school is an inviting place for students, staff, parents, and visitors.

Student Rights and Responsibilities:

As outlined in [SD33 Policy 310](#), students have the right to:

- Be treated with dignity and respect
- Learn in an environment that is inclusive and free from discrimination or harassment
- Receive guidance and support when facing challenges
- Express themselves and ask questions safely

And the responsibility to:

- Respect others and school expectations
- Follow classroom and school rules
- Contribute positively to the school community
- Learn from mistakes and work to make things right

Respect for Others – Language, Identity, and Dignity

Every person deserves to feel safe and accepted at school in accordance with [BC Human Rights Code](#), [SD33 Policy 310](#), and [SD33 Policy 313](#).

- Racist, homophobic, sexist, ableist, or otherwise discriminatory language is not acceptable.
- This includes slurs, jokes, or insults targeting someone's identity, background, or culture.
- Students will be supported in learning why it's harmful and how to repair trust.
- Repeated or serious violations may result in formal consequences and a restorative process.

The RTCS Code of Conduct applies to all students:

- While at school or on school property
- During travel to and from school
- At school-organized or district events, including field trips, sports events, and dances
- During online interactions that affect the school environment

#2. SAFE

A safe school feels welcoming and open and is one in which members of the school community are free of the fear of harm, including potential threats from inside or outside the school. The attitudes and actions of students, staff and parents support an environment that is resistant to disruption and intrusion and ensures a focus on student success.

Important Guidelines and Clarifications

Staff Directions: All students must respectfully follow directions given by school staff, including Teachers, Education Assistants, TTOC's, Office Staff, Administrators, and Lunch Supervisors. Respecting adult guidance supports a safe and caring environment.

Respectful Language: Students must use respectful language. Swearing, shouting, and disrespectful or violent language is not acceptable.

Hands-Off/Feet-Off: Physical contact, including rough play or horseplay, is not allowed – even between friends. This includes pushing, grabbing, play-fighting, or roughhousing.

Bullying and Respectful Behaviour: Everyone has the right to feel safe, accepted, and respected at school. Bullying, whether it happens in person, online, or through rumours is not acceptable. This includes name-calling, threats, exclusion, or repeated unkind behaviour. We expect all students to treat others with kindness and stand up

for one another. If you see bullying, tell a trusted adult, support the person being targeted, or speak up if it's safe. Our school uses restorative practices to help repair harm and build a respectful, caring community. Serious or ongoing bullying may lead to further support or consequences as necessary.

Searches and Student Safety: In line with [AP 308 – Student Search and Seizure](#):

- Staff may conduct a search of student belongings or lockers when there is reason to believe that school rules or safety are at risk.
- Lockers are school property and may be opened by staff when needed.
- All searches are done respectfully, with at least two adults present, and students will be included in the process whenever possible.
- In serious situations, the school may contact district officials or the RCMP to ensure student safety.

Substances: Smoking, vaping, drugs, and alcohol are not allowed at school or in the surrounding area at any time. Items will be confiscated; parents will be contacted and appropriate consequences will be applied. ([SD33 Policy 314 – Student Substance Use](#))

Dangerous Items and Weapons: The following are **not allowed** at school, on the bus, or at school events:

- Firearms (real, toys or replicas)
- Knives/Blades (real, toys, or replicas)
- Pepper spray or other chemical substances
- Any object intended to cause harm, intimidate, or threaten

If a student brings a dangerous item or weapon, the school will respond seriously. This may include disciplinary action, suspension, or contact with the RCMP. ([AP 315 – Weapons](#))

Student Dress Guidelines: RTCS requires students to wear prescribed clothing while at school. Students remain in uniform during their day at RTCS until they arrive at home at the end of the day. There are two places that students can purchase official uniform clothing: Sapphire Creative in Chilliwack and through the RTCS office. The dress code applies to all RTCS students:

- Elementary Grades (K-5) – RTCS T-Shirt
- Middle Grades (6-8) – RTCS T-Shirt
- RTCS or RAVENS Sweatshirt
- Solid Colour bottoms

Casual/Spirit Day Guidelines: In alignment with [SD33 Policy 311](#), students are expected to wear clothing that is appropriate, respectful, and safe for a school learning environment.

- Clothing should allow full participation in classroom and physical activities.
- Clothes must not display offensive language, promote drugs, alcohol, or violence, or include discriminatory messages.
- No underwear showing

Mobile Devices ([SD33 AP 318 - Student Cell Phone And Digital Device Use](#))

- Phones and personal devices must be turned in to teachers at the beginning of the day and will be returned at dismissal.
- They may only be used during class when permitted by a teacher.
- Photos, videos, or recordings at school are not allowed.

Personal Electronic Devices – Elementary School Students: If students bring electronic devices to school, they are the sole responsibility of the student. All electronic devices must be stored in student backpacks until the end of the school day. Your child's teacher may occasionally permit cell phones or personal digital devices in class for educational reasons. If you need to contact your student during instructional time, please call the school office.

Computer & Internet Use:

- Use school devices for learning only
- Do not access or share inappropriate content
- Cyberbullying and misuse of devices will be taken seriously
- Follow the Acceptable Use Agreement at all times

Backpacks:

- Keep backpacks in your locker during the school day.
- Do not carry backpacks between classes.
- This helps keep hallways safe, clear, and calm.
- It also protects personal belongings from being lost or stolen.

Energy Drinks:

- Not permitted at school
- May be confiscated and may be returned at the end of the day
- RTCS is a closed campus - students may not leave school to buy drinks/snacks

Bicycles, Skateboards, Scooters, and Rollerblades:

- Helmets are required to and from school
- Walk your wheels on school grounds
- Store in designated areas (bikes locked; boards/scooters in racks)
- E-bikes and e-scooters are not allowed for students under 16 ([by law](#))

Respecting Property:

- Take care of school property and the belongings of others
- Report accidental damage immediately
- Deliberate damage or vandalism may result in consequences and restitution

Selling Goods at School:

- Students may not sell or trade items (snacks, clothing, tech, etc.)
- Only school-organized, staff-led fundraisers are allowed

Plagiarism and Academic Honesty:

Do your own thinking and learning

- Plagiarism and cheating may result in the assignment having to be redone with support as needed. Learning from mistakes is part of the process.

Celebrating Positive Behaviour: We recognize students who demonstrate leadership through kindness, safety, and responsibility.

- Classroom and school-wide shout-outs
- Leadership opportunities
- Recognition in assemblies
- Positive notes or calls home

Fair Notice:

Fair Notice



Common programs and integrated services shall provide information to those who receive or are affected by their services. This is referred to as **Fair Notice** that such a multi-agency program/initiative exists. The Chilliwack School District is committed to providing a safe and inclusive environment for all staff, clients, students and community members, and as such, is a member of the Chilliwack Community Violence Threat Risk Assessment (VTRA or ARTO) Protocol.

WHAT IS A VIOLENCE THREAT RISK ASSESSMENT (VTRA) PROTOCOL?

The protocol is designed to enhance communication between all partners. It is incumbent upon the partners to share necessary and appropriate information that may initiate or facilitate the Assessment of Risk to Others (ARTO) process. It is a trauma-informed and equity-inclusion guided practice that utilizes an Assessment of Risk to Others (ARTO) process to:

- To ensure the safety of all individuals,
- Begin to understand the factors that contribute to the Individual of Concern's (IOC's) threatening or high-risk behaviour,
- View the Individual of Concern (IOC) as in need of intervention and support rather than discipline.
- Be proactive in developing an intervention plan that addresses the emotional and physical safety of the Individual of Concern (IOC). It may include disciplinary action but will include appropriate supports to aid in the Individual of Concern (IOC) in developing and using more appropriate strategies,
- Promotes the emotional and physical safety of all.

It is NOT a Disciplinary tool or response.

WHAT IS A THREAT?

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written down, posted on the Internet, or made by gesture. Threats must be taken seriously, investigated, and responded to appropriately.

DUTY TO REPORT?

Often when we hear in the media about a violent incident, we learn that the Individual of Concern had made threats in advance of acting violently. To keep our communities safe, staff, community members, students, and parents all need to act responsibly and report all threat-related behaviours and high-risk activities. This report can be made to any community partner of the Chilliwack VTRA/ARTO Protocol.

When a report of a threat is received by any member of this protocol, and upon screening it is determined the threshold for the "Categories of Action" is met, the Chilliwack VTRA/ARTO Protocol will be activated.

"Categories for Action" may include, but are not limited to:

- Serious violence or violence with intent to kill,
- Violence with intent to do serious bodily harm,
- Verbal/written threats to kill others ("clear, direct and plausible"),
- Verbal/written threats to do serious bodily harm ("clear, direct and plausible"),
- Social Media/Technology generated threats to harm/kill others,
- Possession of weapons (including replicas),
- Bomb threats (making and/or detonating explosive devices),
- Fire setting,
- Sexual intimidation or assault,
- Ongoing pervasive and targeted bullying and/or harassment,
- Gang related intimidation and violence,
- Hate incidents motivated by factors including, but not limited to, race, culture, religion, and/or sexual and gender diversity,
- Suicidal ideation or attempts as related to "Fluidity" or "Conspiracy to Two or More".

CAN I REFUSE TO PARTICIPATE?

It is important for all parties to engage in the process. If for some reason there is a reluctance to participate in the process, by either the Individual of Concern or parent/guardian, the threat assessment will continue in order to ensure and restore a safe and inclusive environment for all.

#3. RESPECTFUL ENVIRONMENT

A safe school feels welcoming and open and is one in which members of the school community are free of the fear of harm, including potential threats from inside or outside the school. The attitudes and actions of students, staff and parents support an environment that is resistant to disruption and intrusion and ensures a focus on student success.

Our School-Wide Expectations: At RTCS, we show leadership and good character by choosing to:

Be Kind

- Use respectful words and actions
- Help others and include classmates
- Think about how your actions affect others

Be Safe

- Keep hands, feet, and objects to yourself
- Report unsafe behaviour or concerns to an adult
- Follow safety rules in all areas, including online

Be Responsible

- Do your best in learning and behaviour
- Take care of your belongings and school property
- Follow through on commitments and own your actions

Our Expectations in Practice:

Setting	Be Kind	Be Safe	Be Responsible
Classrooms	Listen, share, include others	Stay seated, follow directions	Stay on task, do your own work
Hallways	Smile, greet politely	Walk calmly, give space to others	Go directly where you need to go
Gym/Playground	Share equipment, play fair	Use safely, stay in supervised areas	Return equipment, clean up
Washrooms	Respect privacy and space	Wash hands, report issues	Return quickly to class
Online	Communicate kindly	Use safe, approved websites	Use tech for learning, follow AUP

Restorative and Supportive Practices: When behaviour does not meet expectations, we focus on teaching and repairing relationships. We use strategies such as:

- One-on-one conversations
- Restorative meetings or guided conflict resolution
- Restorative actions – thoughtful ways to right the wrong
- Reflection activities or behaviour support plans
- Collaboration with counsellors and other school supports

When school expectations are not met: staff may need to communicate with others to ensure safety, support, and understanding. This may include:

- Parents, guardians, or caregivers of the students involved.
- School district staff, as outlined by district policies.
- RCMP or other community agencies, if needed.
- The broader school community, when it is important to provide reassurance and maintain a safe, caring environment

Disciplinary responses consider:

- The severity and frequency of the behaviour
- The student's age and needs
- Opportunities for learning and making things right
- Protection of others' safety and rights

Levels of Progressive Intervention

Level	Type of Behaviour	Examples	Progressive Response
Level 1	Minor missteps (teachable moments)	Off-task, unkind comment, lateness, forgetfulness	Redirection, reteaching, reminder of expectations
Level 2	Repeated/moderate behaviour	Repeated disruption, refusal to follow directions, tech misuse	Restorative chat, behaviour reflection, contact home, minor consequence
Level 3	Ongoing/serious issues	Defiance, unsafe hands, property damage, inappropriate language	Referral to admin, collaborative plan, problem-solving conference, in-school or out of school suspension as appropriate
Level 4	Significant/unsafe behaviour	Bullying, hate speech, threats, physical aggression, discriminatory remarks	Admin involvement, safety plan, family meeting, restorative plan, in-school or out of school suspension as appropriate
Level 5	Extreme/repeated high-risk issues	Repeated serious incidents, harm to others, weapons, harassment	Suspension, re-entry plan, counselling, District notification when appropriate

Ongoing Review This Code of Conduct is reviewed yearly with input from students, staff, and families. It reflects our ongoing work to foster a caring, inclusive, and accountable school community.