



Mile 108 Elementary Code of Conduct

2024-2025

At Mile 108 Elementary, we believe in a shared set of rights and responsibilities that foster a safe, caring, and orderly learning environment, where students feel a sense of belonging and pride. Our goal is to establish a school culture that is supportive and conducive to teaching and learning for everyone.

This document outlines guidelines that reflect our philosophy of openness and mutual respect. Every student is expected to take personal responsibility for their behavior and contribute to the well-being and success of the Mile 108 Elementary community. We will promote these behavioral expectations throughout the school year via school-wide themes and projects, assemblies, positive recognition programs, classroom discussions, and newsletters. We believe that maintaining a positive school environment requires cooperation among parents, staff, students, and the community. Together, we can ensure that every child succeeds and acquires the skills necessary to become competent, confident, and responsible citizens.

Our code of conduct serves as a framework for expected behavior is rooted in four basic principles:

Mile 108 Elementary community members...

- are RESPECTFUL,
- are ACCOUNTABLE,
- are INCLUSIVE and WELCOMING

The Code of Conduct is reviewed and communicated to staff, students, and parents at the start of each school year. Staff members meet to discuss the Code of Conduct and behavioral expectations, which are then reviewed with students. A copy is posted in classrooms and the main entrance. The Parent Advisory Council reviews it as well; it is posted on the school website and emailed to caregivers. Parents are asked to review the Code of Conduct with their children. Copies are available in the office for parents, temporary staff, school community members, and visitors as needed.

Principal – Ms. M. Telford

Mission Statement:

*Ensuring all students have meaningful learning experiences,
empowering them to succeed in an ever-changing world.*

Mile 108 Elementary School Code of Conduct

The Code of Conduct and the BC Human Rights Code

The contents of this Code of Conduct acknowledge that if there is a conflict between this Code and the Human Rights Code then the Human Rights Code shall prevail. This School Code of Conduct in no way intends to discriminate against a person or class of persons because of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of that person or class of persons.

Statement of Purpose

- The school recognizes that in order to create a positive, safe, caring and orderly school environment, it is essential that all members of the school community be aware of the expectations for student conduct while coming to, attending, and going from school. This Code of Conduct outlines those expectations for student behaviour and the consequences for breaches of the Code of Conduct.
- Where consequences for unacceptable behaviour are concerned, whenever possible and wherever appropriate, consequences shall be restorative rather than merely punitive in nature.
- Where appropriate, special considerations may apply to students with special needs who may not be able to fully comply with a Code of Conduct because of their disability.
- The school and the Board of Education will take all reasonable steps to ensure no person affects retaliation on another for making a complaint resulting in a breach of the code of conduct.
- It is expected that while involved in school related functions of any nature that students, parents, coaches and involved members of the greater community follow the school code of conduct as they are in essence acting as ambassadors of the school.
- These conditions apply while students are in attendance at school, while travelling to and from school, and while attending any school function at any location.

Students Rights and Responsibilities

<i>The Right to:</i>	<i>The Responsibility to:</i>
<ul style="list-style-type: none">• be treated fairly and with respect and dignity• be free from discrimination in any form• be safe• a quality educational program	<ul style="list-style-type: none">• come to school prepared and ready to learn• show respect for themselves, for others and for those in authority• refrain from activities or actions that may compromise the safety of others• follow the established rules and take ownership for their own actions

Framework For Expected School Behaviour

Expected general guidelines for behaviour of Mile 108 Elementary students:

Belonging - <u>I can be a respectful part of a group.</u> Belonging is an understanding that you are significant and that relationships of trust are important, so that you can say, “I am loved.”
<ul style="list-style-type: none">- Care about the feelings of others and help those who are hurt or in need- Respect the feelings, rights, and boundaries and bodies of others- Give people their space when they need it for thinking, learning, and working- Be inclusive and welcoming
Mastery - <u>I can set and achieve goals.</u> Mastery is an understanding that you are capable and that you are learning to cope with the world, so that you can say, “I can succeed.”
<ul style="list-style-type: none">- Learning takes time and patience- Achieve through a growth mindset- Take pride in your achievements and celebrate growth- See mistakes as opportunities to learn
Independence - <u>I can be independently responsible.</u> Independence is an understanding that you are powerful on the inside and that you have the will to make choices, so that you can say, “I have the power to make decisions.”
<ul style="list-style-type: none">- Be mindful of the consequences of your actions- Lead by example- Be a creative, critical, and flexible thinker- Make safe and healthy choices
Generosity - <u>I can contribute positively to others.</u> Generosity affirms that you are a genuine human, and that your character is nurtured by concern for others, so that you can say, “I have a purpose for my life.”
<ul style="list-style-type: none">- Respect and take care of our school and natural environment- Be helpful and cooperative- Stand up against injustice- Solve problems in a fair and peaceful manner

Personal Responsibility

Students have the responsibility to show respect for themselves, for others and for those in authority. They will follow the established rules and refrain from bringing anything to school that may compromise the safety of others. As it is impossible to anticipate every situation and establish rules and consequences for each, students are expected to use good judgment and common sense when faced with a new situation.

Rising Expectations

Students will be expected to assume increasing personal responsibility and self-discipline as they become older, more mature, and move through successive grades. When unsure of whether an action or activity is appropriate at school, students should seek permission from a staff member. If students observe actions/incidents that may endanger others, it is their duty to seek adult assistance rather than to observe and encourage. Students are expected to learn and mature as they move through successive grades, and as such the expectations progress towards increasing personal responsibility and self-discipline, as well as increasing consequences for inappropriate conduct.

Consequences

Consequences for misbehaviour will vary depending upon the degree of seriousness, the age of the student, previous occurrences and the circumstances surrounding a particular incident. Students, as often as possible, will be encouraged to participate in the development of meaningful consequences for violations of the established code of conduct and follow restorative practice. Special considerations may apply to students with special needs if these students are unable to comply with a Code of Conduct due to having a disability of an intellectual, physical, sensory, or emotional. Positive behaviour support plans will be established with school teams, parents and caregivers, and other community partnerships where appropriate in support of the student and school community.

Serious breaches of the Code of Conduct Suspensions:

In accordance with the School Act, Sec. 85(2)(ii) and (d), and SD27 AP 320, the Board authorizes the Principal or designate of any school in the district to suspend a student from attendance at school for up to five days. Suspensions may be for the following reasons:

- a. A student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board.
- b. The behaviour of the student breaches the District Code of Conduct or policy and/or has a harmful effect on others or the learning environment of the school. • For example, (POLICY – 311 ILLICIT SUBSTANCES) Students who are under the influence of, possess, use, gift, provide to other students or sell illicit substances will be the subject of appropriate disciplinary action and their conduct may be reported to the authorities.
- c. The student has failed to comply with the School Code of Conduct.

Suspensions over five days are made in consultation with the appropriate Director of Instruction as per District Policy. Serious breaches of conduct that threaten the safety and welfare of others will be referred directly to an indefinite suspension including a review from a representative of the Superintendent.

Violence and Intimidation/Bullying

School District #27 and has a formal policy in place to deal with incidents involving bullying and intimidation. The school considers any act of bullying, including cyber bullying or intimidation, to be a serious threat to the school environment and shall deal with any such act in accordance with [Board Policy - 390 Safe and Caring School Communities](#).

Students can use the Ministry's [Erase Report It](#) tool if they have seen or heard something that concerns them.

The Erase Report It tool lets you send a secure, anonymous, and confidential message to your school coordinator, who will follow up on it right away. You do not have to provide your name unless you want to.



Erase Report it link is found on the bottom right hand corner of our school website and students will be advised where to find it and when/how to use it.

Personal Electronic Devices

The Ministry of Education and Child Care and School District 27 Cariboo Chilcotin recognize that personal digital devices in schools can be used as a tool in learning, a means of communication for families and as entertainment. They can also cause harm to an individual both intentionally and unintentionally and can be a distraction to learning. As such, the Ministry has created a provincial standard for personal digital device use in schools to ensure the safety of all and focused learning environments.

“Personal digital device” means any personal electronic device that can be used to communicate or to access the internet, such as a cell phone or a tablet and includes the use of wired or wireless headphones/air pods.

At Mile 108 we value learning and growth. Personal digital devices can contribute to learning when used appropriately and can be a barrier to learning when used otherwise. As a result, personal digital devices are to be used in the following manner:

- When students enter the classroom in the morning, all personal digital devices will be put away in a locked storage box in the classroom for the duration of the school day including recess and lunch. This container will be kept in a secure location within the classroom. Students will collect their devices at the dismissal bell.
- Personal digital devices are prohibited in the washroom as they pose a greater safety risk.
- For parent/guardians, the school understands that the need to communicate with your child is important. At any time if you need to communicate with your child feel free to call the office and we will get a message to them, and they will contact you back.
- There may be limited occasions when students are invited to use personal digital devices for instructional purposes including digital literacy as directed by teachers during class time. Examples of when a personal digital device may be utilized are:
 - To support equitable learning outcomes or as a learning tool for accessibility or accommodations as outlined in an Individualized Education Plan (IEP).
 - To meet medical or health needs (e.g., using a personal cell phone to monitor Type 1 Diabetes).
 - To enhance instructional purposes and teach digital literacy appropriate for the student's age and developmental stage.

The school will provide electronic devices whenever possible to support digital learning in the classroom. Students in violation of the school's expectations regarding personal digital devices will result in progressive discipline and school consequences.

The school is not responsible for any lost, stolen, or damaged electronic devices.

At no time should a multimedia device be used to capture an image or a voice recording of another person during school hours or school activities, unless specific authorization is provided by a principal and/or staff member. For more information regarding the use of multimedia devices refer to [Board Policy-312 Multimedia Devices](#)

Field Trips and Special Events

Students are expected to model excellent behaviour and to proudly represent Mile 108 Elementary when involved in activities away from the school. All school rules are in effect for students on field trips. Students can expect to have their attendance at field trips cancelled if they have had repeated disciplinary problems or if they have been suspended for a major incident. **It is expected that while involved in school related functions of any nature that students, parents, coaches and involved members of the greater community observe the School Code of Conduct as they are acting as ambassadors for our school.**

Bus Students

All bus students must be registered on all bus routes they ride and are not permitted to ride a bus they are not registered on. For safety reasons in the case of an unforeseen event we must have accurate information regarding ridership. Students must abide by the Bus Conduct Rules as set down by the School District and failure to do so will result in appropriate consequences, which **could include restricted access to riding the bus**. The rules and expectations on the bus are in place to ensure students safety. All students riding the school bus are expected to sit with their bottom on the seat, face in the forward direction with feet inside the seating area (not in the aisle), remain seated while the bus is moving, refrain from putting any object or body part outside the windows and to be respectful of all other students around them. If students are not behaving safely and/or acting in a respectful manner the principal or designate will be notified, and the appropriate consequences as laid out in this code will be issued at school in support of safe ridership.

Leaving School Property

Students are to **always remain on school grounds and within fence line** and will not be permitted to go offsite without a school staff member or guardian (ie. students are not permitted to walk to the gas station or local supermarket). This rule helps to ensure the safety of students of all ages from 4-14 attending our school. If a parent/guardian is taking their child before dismissal (ie doctor's appointment, home sick) they are required to sign the student out at the office.

Student Threat Assessment Protocol: Fair Notice

All schools in SD #27 comply with the Safe School Initiative, which is a violence threat/risk assessment protocol. Please see the attachment at the end of this document for detailed information regarding the student threat assessment protocol.

Inappropriate Behaviour

While everyone in our school community behaves in a positive and responsible way most of the time, **Code of Conduct** violations will sometimes happen. When serious violations occur, parents/guardians will be contacted. The personal & physical safety of students is always a priority. We aim to make our school environment as safe as possible (physically and emotionally) for students, their parents & staff. We expect students to behave in a socially responsible manner at all times. A variety of strategies will be used to deal with problems that occur.

LEVEL 1 BEHAVIOURS:

These actions disturb the positive and orderly school environment and may include:

<ul style="list-style-type: none"> • Teasing • Talking loudly in class/out of turn • Physical or verbal aggression • Failure to follow school rules • Uncooperative behavior • Play fighting • Out of assigned area • Disrupting the learning of others 	<ul style="list-style-type: none"> • Unsafe conduct • Homework incomplete • Inappropriate physical contact • Inappropriate attire • Inappropriate assembly/audience behavior • Misuse of washroom or playground items
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LEVEL 2 BEHAVIORS:

Repeated Level 1 behaviors will be treated as a Level 2 behavior. These behaviors may include:

<ul style="list-style-type: none"> • Repetitive “Level 1” behaviors • Inappropriate material (pictures, music, games, internet sites) • Disrespecting others’ personal space & belongings • Non-compliance with teacher requests • Physical aggression causing harm 	<ul style="list-style-type: none"> • Disrespecting other students (put downs) • Inappropriate representation of school (field trips/athletics) • Cheating • Lying • Swearing or offensive comments • Inappropriate use of multimedia devices
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LEVEL 3 BEHAVIORS:

These behaviors are highly disruptive. Repeated Level 2 behaviors will be dealt with as serious.

These incidents include:

<ul style="list-style-type: none"> • Chronic behaviors • Drug & alcohol • Destruction of property (vandalism) • Serious threat • Serious harassment • Bullying / Cyber Bullying • Intimidation • Slurs (race, gender, religion, family status, physical or mental disability) 	<ul style="list-style-type: none"> • Off school grounds • Blatant defiance • Disrespect of a staff member • Swearing at adults • Fire alarm • Matches/fires • Seriously inappropriate internet site • Weapons • Violence, fighting, threats
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Consequences

Discipline is an opportunity for a student to learn from the experience by apologizing, discussing an appropriate consequence and making a plan to make it better for him/herself and others. The supervising teacher/staff and/or principal will decide how to deal with students who choose to violate our school's Code of Conduct.

LEVEL 1 CONSEQUENCES

Students who engage in Level 1 behaviors will be asked to identify the inappropriate behavior and describe the appropriate replacement behavior. Students may receive a mild consequence designed to discourage the inappropriate behavior from occurring in the future. Consequences for Level 1 behaviors may include but are not limited to:

- Verbal Correction
- Loss of Privileges
- Detention
- Time Out
- Clean-up Duty
- Apology Letter or Picture

LEVEL 2 CONSEQUENCES

Students who engage in Level 2 behaviors will be asked to identify the inappropriate behavior and describe the appropriate replacement behavior. The incident will be documented for progressive discipline. The student will complete a "Think Paper" which will be reviewed and discussed with the principal. Parents will be contacted and included in positive behaviour support plan where necessary. Consequences for Level 2 behaviors may include but are not limited to:

- Verbal Correction
- Loss of Privileges
- Detention
- Positive Behaviour Support Plan
- Time Out
- Clean-up Duty
- Apology

LEVEL 3 CONSEQUENCES

Students who engage in Level 3 behaviors will be referred to the principal for immediate corrective action. The principal will issue appropriate consequences and facilitate corrective action designed to help the student improve his/her behavior. Consequences will be restorative in nature and include a wrap around approach where necessary (i.e. include parents, appropriate school personnel, and outside agency support).

Consequences for Level 3 behaviors may include but are not limited to:

- In-School Suspension / Loss of Privileges
- 1-5 day or Indefinite Suspension (away from the school, at the discretion of the principal)
- Parental escort at school
- Restitution
- Positive Behaviour Support Plan
- Legal intervention (e.g. RCMP)



Dear Students & Parents/Guardians,

Cariboo-Chilcotin School District is committed to creating and maintaining school environments in which students, staff, parents/guardians/caregivers, and others feel safe. Schools cannot ignore any threat of violence. This notice provides some information for students, parents and guardians about the approach to responding to potential threats.

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, drawn, posted on the internet, or made by gesture.

Duty to report:

To keep school communi- ties safe and caring, staff, parents/ guardians/caregivers, students, and community members must report all threat related behaviour to the school principal.

How to Report:

Members of the school community may contact the school office and ask to speak to the principal directly to report or make an online report through the [erase](#) link featured on the district and school websites.

What is the purpose of a student threat assessment?

- To ensure and promote the emotional and physical safety of students, staff, parents, the student making the threat, and others.
- To ensure a full understanding of the context of the threat.
- To understand the factors contributing to the person of concern’s (threat-maker’s) behaviour.

- To be proactive in developing an intervention plan that addresses the emotional and physical safety of the person of concern.
- To promote the emotional and physical safety of all.

What behaviours warrant a Student Violence Threat Risk Assessment to be initiated?

A student threat assessment will be initiated for behaviours including, but not limited to: ▪ Verbal/written threats to harm/ kill others (“clear, direct, and plausible”)

- Threats made via social media to harm, kill, or cause serious property damage
- Serious violence or violence with intent to harm and kill
- Indicators of suicidal ideation as it relates to fluidity (homicidal/suicidal)
- Weapon possession (including replicas)
- Bomb threats (or possession/detonation of devices)
- Hate incidents motivated by factors including, but not limited to: race, culture, religion, and/or sexual orientation
- Sexual intimidation, sextortion, extortion or assault

- Domestic, interpersonal, relational violence
- Gang-related intimidation and violence
- Fire setting (contextual)

Collection Notice:

The School District is subject to personal information privacy laws and will undertake the collection of this information in compliance with the requirements of such laws, including by limiting collection to information that is relevant and necessary to address a risk or threat and by ensuring that information is collected from online sources is only collected from open-source sites. The School District will not collect information as part of a threat assessment unless there is reason to believe that a threat exists. Information collected as part of a threat assessment may be provided to law enforcement authorities in appropriate circumstances.

Please contact your principal or vice-principal with any questions

