



Mile 108 Elementary Code of Conduct

2025-2026

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,
- ACCOUNTABLE,
- INCLUSIVE
- 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:

We are a safe, welcoming learning community built on respect, caring, and cooperation, where all students experience meaningful learning and grow 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 • have a reasonable expectation of privacy while at school and specifically to be free from being subject to surreptitious recording (referring to audio or video recordings or livestreaming made without the knowledge or consent of the other party)

Framework For Expected School Behaviour

Expected general guidelines for behaviour of Mile 108 Elementary students grounded in Dr. Martin Brokenleg's Circle of Courage:

Belonging - I can be a respectful part of a group. When we feel loved and included, we feel safe and happy.

- 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 - I can set and achieve goals. This is about learning and getting better at things. It feels good to try hard and see yourself improve!

- 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 - I can be independently responsible. This is learning to make good choices and taking care of yourself. It's about trying to do the right thing.

- Be mindful of the consequences of your actions.
- Lead by example
- Be a creative, critical, and flexible thinker.
- Make safe and healthy choices.

Generosity - I can contribute positively to others. This means being kind and sharing with others. Helping people and showing love makes everyone feel good.

- 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 [SD #27 AP 320 Student Suspensions](#), 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.
- 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 other worrisome behaviours. 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 or any artificial intelligence device (such as AI glasses) and may or may not include the use of wired or wireless headphones/air pods. Artificial Intelligence (AI): is a digital tool that uses data to learn, solve problems, and make decisions – things that usually only people can do.

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.

Dress Code

The dress code at Mile 108 Elementary is designed to promote a safe, caring, inclusive, and welcoming learning environment. Attire should be suitable for school activities and allow students to fully participate in their daily routines. Students and staff must dress in a way that reflects the professional and family-oriented environment of our elementary school. This includes clothing that is non-disruptive, and free from offensive or discriminatory imagery, slogans, or wording. Hats and clothing associated with groups that promote discriminatory beliefs or practices are not permitted.

Playground Expectations

Students are expected to play in a safe manner and refrain from any activity where there is a risk of injury to oneself or another student. The hands-off rule applies in all situations, including play fighting or wrestling, tackling, lifting students off the ground or piggybacking, and so on. Students are also reminded that there is no throwing of any items such as snow, rocks, or dirt at anyone or at school property. Students are to be mindful of language and speak in a school appropriate and respectful manner suited to all ages. Students are permitted to snacks outside during breaktimes and will place garbage and recycling in the appropriate bins.

Bikes and Skateboards

For students who are riding bikes or scooters to and from school are asked to walk when on the school grounds as well as through our parking lots. For safety reasons, skateboards and roller blades are not permitted at school. Helmets are required by BC Law.

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.

Definitions

The following definitions may be useful in the development of codes of conduct so that everyone in the school community shares a common understanding of terms that appear in the codes. They are not legal definitions but have been commonly used in the school system.

Artificial Intelligence (AI): is a digital tool that uses data to learn, solve problems, and make decisions—things that usually only people can do.

Bullying behaviour: a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance. Bullying behaviour is a type of harassment and intimidation. This aggressive behaviour includes physical or verbal behaviour and is an intentional and purposeful act meant to inflict injury or discomfort on the other person.

There are three critical conditions that distinguish bullying from other forms of aggressive behaviour including:

1. **Power:** involves a power imbalance. Individuals who bully acquire their power through physical size and strength, including status within the peer group, and/or by recruiting support of the peer group.
2. **Frequency:** is repeated over time. Bullying is characterized by frequent and repeated attacks. It is this factor that brings about the anticipatory terror in the mind of the person being bullied that can be so detrimental and can have the most debilitating long-term effects.
3. **Intent to harm:** is intended to hurt. Individuals who bully generally do so with the intent to either physically or emotionally harm the other person.

Cyber bullying: bullying behaviour which is carried out through an internet service such as email, chat room, blog, discussion group or instant messaging. It can also include bullying through mobile phone technologies and new internet technologies in the future.

Harassment: any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person is an act of harassment. Of particular concern is such behaviour that persists after the aggressor has been asked to stop. Any of the following behaviours could be considered harassment:

- condescending treatment that undermines another's self-respect, name-calling, teasing, disrespectful comments
- gossiping, spreading malicious rumours, "dirty" looks, social ridicule, public embarrassment
- social isolation ("freezing out" or rejecting others), exclusion from a group, threatening to withdraw friendship
- repeated unwanted communication
- unwelcome jokes, innuendoes, insults, or put downs; taunts about a person's body, disability, religion, attire, age, economic status, ethnic or national origin
- insulting graffiti directed at an individual or group
- unwanted and uninvited sexual attention, particularly when it is intimidating, hostile, or offensive to the recipient.

Intimidation: Intimidation is the act of instilling fear in someone as a means of controlling that person. For example, any of the following behaviours could be considered intimidation:

- verbal threats: threatening phone calls, threats of violence against a person or property
- physical threats: showing a weapon, jostling, threatening to punch, stalking or following
- defacing or stealing victim's property
- daring or coercing victim to do something dangerous or illegal
- extortion (demanding payment or goods for a victim's safety)
- inciting hatred toward a victim
- setting up a victim to take the blame for an offence

Progressive Discipline: uses gradual consequences to address inappropriate behaviour to teach pro-social behaviour.

Racism: a set of mistaken assumptions, opinions and actions resulting from the belief that one group of people categorized by colour or ancestry is inherently superior to another. Racism may be present in organizational and institutional policies, programs and practices, as well as in the attitudes and behaviour of individuals. It results in the inequitable distribution of opportunity, benefit or resources across ethnic/racial groups.

Safe schools: schools 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 enables a constant focus on student achievement.

Caring schools: schools where it is known that a sense of belonging and connectedness – not just for students, but for everyone in the school community – is a necessary element in the creation and maintenance of a safe learning environment. Caring schools are ones in which members of the school community feel a sense of belonging and have opportunities to relate to one another in positive, supportive ways. All aspects of school life embrace and reflect diversity. The school is an inviting place for students, staff, parents and visitors. Staff members make conscious and concerted efforts to help other members of the school community feel connected.

Orderly schools: schools that are free from chaos and confusion, and alive with the sights and sounds of purposeful learning activities. Routines for repetitious activities are well established so students' minds and bodies are free to focus on the learning and development work at hand. A businesslike atmosphere exists, yet there is creativity and fun in abundance. Everyone in the school has work to do and does it in a timely way – and in a way that doesn't interfere with the learning and development of others. Everyone feels a sense of meaningful accomplishment, and feels the school is a good place to be. All members of the school community are informed about and exercise their rights and responsibilities as school citizens.

Inappropriate Behaviour

While most members of our school community act positively and responsibly, Code of Conduct violations may occur. In cases of serious violations, parents/guardians will be contacted. The personal and physical safety of students is always our priority. We strive to maintain a safe and supportive environment for all students, families, and staff. Students are expected to act in a socially responsible manner at all times. When issues arise, a variety of strategies will be used to help students learn from their mistakes and reduce unwanted behaviours.

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 3 behaviours will be treated as serious incidents. 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 • Acts of disrespect toward adults • Use of profanity toward adults • Fire alarm • Matches/fires • Seriously inappropriate internet site • Weapons • Violence, fighting, threats
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Consequences

Discipline is viewed as an opportunity for students to learn and grow. When a student violates the Code of Conduct, the supervising staff member and/or principal will work with the student to: identify the behaviour that was harmful, determine appropriate consequences, and create a plan to repair harm and make positive changes. Consequences will be restorative in nature and are intended to help students remain connected to the school community in a healthy and supportive way wherever possible.

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 behaviours will be asked to: identify the inappropriate behaviour, and describe the appropriate replacement behaviour. The incident will be documented as part of progressive discipline. Students will complete a “Think Paper,” which will be reviewed and discussed with the staff member who witnessed the incident. The principal will support the conversation where necessary. Parents will be contacted and may be involved in developing a positive behaviour support plan, if needed. Consequences for Level 2 behaviors may include but are not limited to:

- Loss of Privileges
- Detention or Time Out in increasing intervals
- Positive Behaviour Support Plan
- Clean-up or help to repair damage
- Recognition of the wrong with commitment to change behaviour

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. 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)

FAIR NOTICE

Student Threat Assessment - Fair Notice for Students, Parents & Caregivers

Fair Notice can be given through letters to parents & caregivers, brochures, media releases, parent meetings, staff meetings, new student orientation, or all of the above. Schools may also advise students and families by including a brief 'Fair Notice' statement in emails, student agendas, in assemblies, on the school website, and/or in student and family meetings.

What behaviours initiate a student threat assessment?

A student threat assessment will be initiated for behaviours including, but not limited to:

- Serious violence or violence with intent to harm or kill
- Verbal/written direct threats to harm/kill others (clear, direct, plausible)
- The use of technology or writings that suggest that the SOC has engaged in threat-related behaviours or has demonstrated unusual interest in other instances of mass casualty
- Online threats to harm/kill others
- Indicators of suicidal ideation as it relates to fluidity (intent to harm/kill self or others)
- Possession of weapons (including replicas)
- Bomb threats and fire setting
- Sexual intimidation, extortion, or assault
- Ongoing issues with bullying behaviours and/or harassment
- Gang related intimidation and/or violence
- Targeted hate incidents motivated by factors including, but not limited to race, culture, religion, and/or sexual orientation

Duty to report

To keep school communities safe and caring, staff, parents & caregivers, students, and community members must report all threat-related behaviours.

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. Threats must be taken seriously, investigated, and responded to.

What is a Threat Assessment Team?

The school has a Threat Assessment Team that includes the principal(s), counsellor(s), teachers and a member of the police agency.

What is the purpose of a student threat assessment?

- To ensure the safety of students, staff, parents, caregivers and others
- To ensure a full understanding of the context of the threat
- To understand factors contributing to the subject of concern's (SOC) behaviour
- To be proactive in developing an intervention plan that addresses the emotional and physical safety of the person of concern

"Learning, Growing, and Belonging Together"

FAIR NOTICE

- To promote the emotional and physical safety of all

What happens in a student threat assessment?

All threat-related behaviour by a student shall be reported to the principal, who will activate the threat assessment process for the initial response. Once the team has been activated, interviews may be held with students, the SOC, parents, caregivers, and staff to determine the level of risk and develop an appropriate response to the incident. Intervention plans will be developed and shared with parents, caregivers, staff, and students as required.

Can I refuse to participate in a threat assessment process?

It is important for all parties to engage in the process. However, if for some reason there is a reluctance to participate in the process by the student or parent/caregiver, the threat assessment process will continue in order to promote a safe and caring learning environment.

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 publicly available open-source social media sites. The school district will not collect information as part of a threat assessment unless there is reason to believe that a risk exists. Information collected as part of a threat assessment may be provided to law enforcement authorities in appropriate circumstances.

