



École 100 Mile Elementary

Code of Conduct

2025 - 2026

Principal – Crystal Dawn Langton

Vice Principal – Debbie Dixon

Communication, Review, and Alignment

The purpose of École 100 Mile Elementary's Code of Conduct is to support a safe, caring, and orderly learning environment where all members of the school community feel respected, included, and supported to do their personal best.

This Code of Conduct is reviewed annually with input from students, staff, and parents to ensure it meets Ministry of Education requirements and reflects the needs of our school community. It is shared with students, parents, and staff at the beginning of each school year, provided to new members of the school community as they arrive, posted in prominent areas within the school, and available on the school website.

Behavioural expectations are actively taught and reinforced throughout the year and are regularly monitored to ensure they address current and emerging issues related to student safety and well-being. The Code of Conduct is aligned with School District 27 expectations and is compatible with codes of conduct across elementary, middle, and secondary schools in the district.

École 100 Mile Elementary is committed to the principles of the BC Human Rights Code and does not tolerate discrimination in any form. The school and Board will take all reasonable steps to prevent retaliation against anyone who reports a concern or breach of this Code of Conduct and are committed to protecting the dignity, privacy, and well-being of all members of the school community.

All students, staff, parents, and coaches share responsibility for upholding the expectations outlined in this Code of Conduct and contributing to a respectful and positive school environment.

Circle of Courage



École 100 Mile Elementary's Code of Conduct is grounded in the Circle of Courage, a medicine wheel-based framework that supports children's social and emotional growth. The Circle of Courage emphasizes the values of belonging, mastery, independence, and generosity, recognizing that students learn best when they feel connected, capable, responsible, and valued. Research shows that students who are socially and emotionally healthy are more successful learners.

Our general standards of behaviour are guided by respect for the rights of:

- All students to learn
- School staff to carry out their duties

- Students and staff to work and learn in a safe environment
- All members of the school community to be treated with respect and dignity

The expectations outlined in this Code of Conduct apply to all school-related activities, including while students are at school, travelling to and from school, and participating in school functions at any location.

We believe that everyone has the responsibility to help, and no one has the right to hurt. Students have the right to be treated fairly, with dignity and respect, to be free from discrimination, to feel safe, and to receive a quality education. Students also have a responsibility to come to school prepared to learn, to respect themselves and others, to avoid behaviour that harms others or disrupts learning, and to take responsibility for their actions. Members of the École 100 Mile Elementary community strive to be respectful, accountable, inclusive, and welcoming in all that they do.

Expected general guidelines for acceptable behaviour of École 100 Mile Elementary students:

<p>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.”</p>
<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, make sure no one feels left out
<p>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.”</p>
<ul style="list-style-type: none"> - Achieve through a growth mindset - Set personal goals and make plans to achieve them - Take pride in your achievements and celebrate growth - See mistakes as opportunities to learn
<p>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.”</p>
<ul style="list-style-type: none"> - Be mindful of the consequences of your actions - Lead by example - Know yourself - be a self-regulated learner - Be a creative, critical, and flexible thinker

Generosity - I can contribute positively to others. 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.”

- Be generous with your talents
- Respect and take care of our environment
- Be helpful and cooperative
- Stand up against injustice
- Solve problems in a fair and peaceful manner

Consequences for failing to comply with behavioural expectations:

When students demonstrate behaviour that is not in keeping with the ideas described above, a discipline response that is based on learning and restoration (making amends) is implemented. At École 100 Mile Elementary we reflect upon our choices, take responsibility for our actions, and make amends through a restorative action plan with consideration of the developmental levels, age, maturity and diverse needs of students.

Level 1: Initial, Minor Incidents:

Students can make mistakes; it’s a natural part of the learning process. At these times we aim to acknowledge and learn from these mistakes. Most of these choices are minor and can be solved with the teacher and student(s) and may involve a small group or class meeting. A review of the Circle of Courage’s qualities may be part of the restorative plan along with a decision - made with the student and the teacher - about appropriate restorative action (ex. apology, act that gives back to the individual/classroom/school).

<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: Repeated Behaviour:

At this point a discussion takes place with the student, teacher and principal or designate. The qualities from the Circle of Courage are reviewed with the student so they can assess their mistakes. A collaborative decision will be made about appropriate restorative action and the

student completes a “Make Amends Plan” and a copy is sent home. The teacher or principal/designate may also request a meeting with the parents (or vice-versa). There may be the possibility of in school/out of school suspension.

<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 	<ul style="list-style-type: none"> • Disrespecting other students (put downs) • Inappropriate representation of school (field trips/athletics) • Cheating • Lying • Swearing or offensive comments
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Level 3: Serious Problems/Refusal to change:

The Circle of Courage presents opportunities for children to learn how to deal with conflict effectively. It is often during these bouts of conflict that children act in ways that are inappropriate or unacceptable.

Responses to escalated breaches of the Code of Conduct will vary based on the severity and context of the violation. There will be communication between the teacher(s), parent(s), student, and principal. The principal or designate will determine the level of intervention for the student(s) to succeed in school. There will be consideration for others impacted in the school community. There will likely follow an in school/out of school suspension.

<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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Rising Expectations: 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/unacceptable behaviour.

Serious breaches of the Code of Conduct

In accordance with the School Act (Section 85) and School District 27 Administrative Procedure 320, the Principal or designate may suspend a student from school for up to five days.

A suspension may occur when:

- A student is willfully and repeatedly disrespectful to a teacher or other school staff member while they are carrying out their duties
- A student's behaviour breaches the District or School Code of Conduct or has a harmful impact on others or the learning environment
 - For example, under District Policy 311 – Illicit Substances, students who possess, use, provide, or sell illicit substances, or are under the influence of such substances, may face disciplinary action and their behaviour may be reported to authorities
- A student has failed to comply with the School Code of Conduct

Suspensions longer than five days are made in consultation with the appropriate Director of Instruction, in accordance with District policy. Serious breaches of conduct that threaten the safety or well-being of others may result in an out-of-school suspension and a review by a representative of the Superintendent.

Family Involvement

Under the Freedom of Information and Privacy Protection Act (FOIPPA) and other relevant legislation, the school may be required to notify appropriate parties (such as parents, district staff, or external agencies) in cases of serious breaches of the District Student Code of Conduct. École 100 Mile Elementary's Code of Conduct is in place to support the safety and well-being of all students and staff. We value the partnership between home and school and appreciate the support of families in maintaining a safe and respectful learning environment.

Parents can help by:

1. Discussing the Code of Conduct with their child
2. Staying in regular communication with their child's teacher
3. Contacting the school with questions or concerns at 250-395-2258

Special considerations may apply for students with diverse needs who are unable to fully comply with the Code of Conduct due to an intellectual, physical, sensory, emotional, or behavioural disability. In these cases, responses will take individual needs and circumstances into account.

Personal Electronic Devices

École 100 Mile Elementary is committed to creating safe, inclusive, and focused learning environments that support student success, belonging, and well-being.

As of September 2024, students are not permitted to access personal electronic devices during instructional hours, except in the following circumstances:

- When outlined in an Individualized Education Plan (IEP) as a learning support
- When required under a Nursing or Health Support Plan
- When pre-approved by administration for instructional or digital literacy purposes and appropriate to students' age and developmental stage

Personal devices brought to school must be placed in a teacher-provided storage container and kept in a secure location during the school day. Devices may be collected at dismissal.

Communication between home and school will continue to occur through the main office.

If school rules related to electronic devices are not followed, the device may be confiscated by a teacher or administrator and returned to a parent or guardian. Continued violations may result in further consequences, including restrictions on bringing devices to school or suspension, in accordance with AP 320 – Student Suspensions.

The school is not responsible for lost, stolen, or damaged personal electronic devices brought from home.

Surreptitious Recording

The use of personal electronic devices to audio record, photograph, or video record others without their knowledge or consent is strictly prohibited. Surreptitious recording—including recording in classrooms, washrooms, change rooms, hallways, playgrounds, school buses, during instructional time, or at any school-related activity—is a serious breach of the School Code of Conduct and may also violate privacy legislation.

Unauthorized recording, sharing, or posting of images, audio, or video involving students, staff, or community members will be addressed in accordance with this Code of Conduct and may result in:

- Confiscation of the device
- Restorative and/or disciplinary consequences
- Notification of parents or guardians
- Further action in accordance with School District policy, FOIPPA, and, where appropriate, referral to outside agencies

The school will take all reasonable steps to protect the privacy, dignity, and safety of all members of the school community.

Online Safety and ERASE Reporting

École 100 Mile Elementary is committed to supporting students' safety and well-being both in person and online. Inappropriate online behaviour—including cyberbullying, harassment, threats, impersonation, sharing of private images or recordings, or harmful online communication—is a serious concern and will be addressed in accordance with this Code of Conduct.

Students, parents, and staff are encouraged to report online safety concerns as soon as possible. Concerns may be shared directly with a trusted adult at school or reported through the ERASE (Expect Respect and a Safe Education) online reporting tool, which allows individuals to report concerns confidentially.

All reports are taken seriously. The school will respond in a timely and respectful manner, with attention to the safety, privacy, and dignity of those involved. The school will take reasonable steps to prevent retaliation against anyone who reports a concern.

The reporting tool can be found here <https://erasereportit.gov.bc.ca/>



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Student Violence Threat Risk Assessment (VTRA)

Fair Notice for Students and Parents

Cariboo-Chilcotin School District No. 27

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 communities 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.