

150 Mile Elementary School Code of Conduct



Mission

Our Mission is to share a commitment to creating a safe and healthy environment, which encourages respect for self and others, fosters individual growth through the pursuit of excellence and promotes a sense of belonging in the school and the larger community.

Vision

We envision an encouraging and understanding learning environment where everyone demonstrates a sense of belonging, mastery, independence, and generosity.

Values

The values that the school will hold itself to are embodied in the ideals of Safety, Tolerance, Accountability and Respect.

SCHOOL CODE OF CONDUCT 2026-2027

Purpose

At 150 Mile Elementary we hold a common belief in a set of rights and responsibilities which supports a safe, caring and orderly learning environment where students feel a sense of belonging, pride in their school, and where people in the school community are respectful, fair, and where they feel safe to work and learn.

Accompanying these rights and responsibilities is a set of rules which provides a framework for school discipline, while at both school and school related activities. We believe that to have and maintain a positive school environment a cooperative effort between parents, staff, students and the community is imperative.

Acceptable behaviors would be generalized as any behaviors that promote each student's rights and responsibilities; conversely unacceptable behaviors would be any behaviors that do not promote each student's rights and responsibilities

Development and Regular Review

The 150 Mile Elementary Student Code of Conduct will be reviewed annually by students, staff and parents (through PAC) in September of each school year. However, should a situation arise where the Code of Conduct needs to be reviewed after September of each school year, time will be afforded to address the issue. The Student

Code of Conduct will be continually monitored to ensure it is reflecting current and emerging situations throughout the school year.

Communicating Expectations

The Code of Conduct is to be communicated to students via classroom discussion and through the 150 Mile School Website. Copies will be printed in the office for parents, temporary staff, school community members and visitors as required.

Behavioral expectations are explicitly taught and promoted during school assemblies. Teachers incorporate lessons into their classrooms. Behaviors are modeled and students actively participate in role plays or demonstrations of positive behavior expectations.

Expectations of Acceptable Conduct

Students Rights and Responsibilities

All students have rights and responsibilities. These rights and responsibilities include

The right to:

- to be treated fairly and with respect and dignity
- be free from discrimination in any form
- to be safe
- to a quality educational program
- 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)

The responsibility to:

- come to school prepared, on time and ready to learn
- show respect for themselves, for others and for those in authority
- refrain from bringing anything to school that may compromise the safety of others
- follow the established rules and take ownership for their own actions

Below is a link to ERASE, the anonymous online provincial reporting tool, that students can use to report any situations that make them feel unsafe while at school.



Acceptable behavior needed to create an atmosphere of trust and security in which students may grow in confidence because of their actions and achievements include:

Behaviour Expectations	Respect Ourselves	Respect Others	Respect Property
Classroom	• Come prepared to work • Use appropriate language • Always try your best • Participate	• Put your hand up to ask for help • Share • Keep your hands and feet to yourself	• Keep your desk clean • Hang up your coats • Use garbage cans • Wash your hands
Playground	• Play fairly • Use kind words • Play safe	• Take turns • Share equipment • Include others in play	• Use equipment properly • Put equipment away • Use garbage cans
Hallways	• Walk • Use quiet voices	• Walk on the right side • Hold the doors for others	• Leave outdoor shoes on rack • Keep feet off of furniture • Use garbage cans
Assemblies	• Sit quietly • Wait to be dismissed • Listen to instructions	• Pay attention • Clap for others • Stand for O'Canada • Sing with your best voice	• Sit in one spot • Hands and feet to self
Fieldtrips	• Listen to instructions • Always travel in a group	• Be aware of others • Tell teachers of problems • Help your classmates and supervisors	• Stay off private property • Use garbage cans

The above behaviours are expected of students while they attend school, while travelling to and from school, and while attending any school function at any location.

School District #27 considers the possession or any use of any weapon by anyone on school premises to be a serious threat to the school environment and to the safety of both students and staff. A weapon is defined as:

Anything used, or intended for use, to threaten or intimidate any person and, without restricting the generality of the foregoing, includes any replica weapon or firearm.

The Code of Conduct shall address all the prohibited grounds of discrimination set out in the BC Human Rights Code, as they relate to the school environment.

People are protected by virtue of their, real or perceived, race, color, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, age, sexual orientation or gender identification and therefore should not be subjected to discriminatory actions, including publication or discrimination of service.

The Board of Education of School District #27 will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of 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 and these expectations are made known.

Personal Digital Devices

While at school students are expected to learn, play and socialize away from the daily distraction of personal digital devices. The general expectation is that students are not to be using personal digital devices while at school to promote a safe, equitable and positive learning environment throughout the day.

““Personal digital device” means any personal electronic device that can be used to communicate or to access the internet, such as a cell phone, 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.

- (a) Use of personal digital devices at school will be restricted to not interfere with focused learning environments or compromise online safety.
- (b) Personal digital devices are not to be used during instructional time unless specifically permitted by the school to provide access to online resources necessary to meet learning objectives.
- (c) Students will only be permitted to use personal digital devices to access appropriate online resources.
- (d) Personal digital devices are not permitted on the playground, in restrooms or change rooms.
- (e) Parents of students that require access to personal digital devices, as part of their learning plan or for medical or health reasons, will communicate and coordinate these circumstances with the school principal.
- (f) Ideally, parents should not send their children to school with personal digital devices, however if they do, while at school personal digital devices should remain off or on silent mode, and in their backpacks away from their person.
- (g) If parents need to contact their children while at school for an emergent issue, they are requested to contact the office.
- (h) The school will provide electronic devices to access required online learning resources to support all students, this should negate the need for students to bring and use their personal digital devices at school.
- (i) Students who fail to comply with the school policy on personal digital devices will face escalating consequences for breach of school rules/policies.
- (j) The school takes no responsibility for lost or damaged personal digital devices.
- (k) The school policy on personal digital devices will be reviewed with students and PAC each year.

Consequences for Unacceptable Conduct

If a breach of conduct by a student occurs, certain behaviors have been highlighted as well as a disciplinary action plan in an effort to provide students, parents and staff with a guideline for disciplinary proceedings and protocol.

Where consequences for unacceptable behavior are concerned, whenever possible and wherever appropriate, consequences shall be restorative rather than merely punitive in nature (ex. actions of a discriminatory nature). The design of the level 1, 2 and 3 behaviors is meant to address the very issue of restorative rather than punitive actions (see below).

In no way is this list meant to be wholly comprehensive as situational variables must be considered in all cases to best meet the needs of all parties involved in disciplinary incidents. Consideration will be given to a student's age, maturity, and special needs as well as the student's previous school record.

Special considerations may apply to students with special needs where appropriate. (These are students who may not be able to fully comply with a code of conduct because of their special needs). As students grow older and move through successive grades at 150 Mile Elementary it is expected that their maturity will increase and accordingly be held to a higher standard of personal conduct.

The use of suspension will only be considered when violation of the Code is serious, or other consequences have been inadequate or ineffective. For more information on student suspensions please refer to the following link. [AP-320-Student-Suspensions.pdf](#)

On occasion school officials may have a responsibility to advise other parties of serious breaches of the code of conduct. (e.g., parents, school district officials, police and/or other agencies).

Teachers are responsible for developing their own Classroom Management Plan. Within this plan, there will be classroom expectations, classroom recognition, and classroom consequences that will be explained to all students at the beginning of the year and that are consistent with and complement the School Code of Conduct

The school will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of the code of conduct.

Unacceptable/Inappropriate Conduct

Level 1 Behaviors

- Disruptions/Disobedience
- Lack of effort
- Lack of respect
- Inappropriate language/behavior
- Homework issues
- Inappropriate assembly/audience behavior
- Breach of school rules/policies
- Excessive tardiness or absenteeism
- Inappropriate use of a personal digital devices
- Bullying

Level 2 Behaviors

- Lack of respect (Major)
- Harassment
- Defiance/Willful Disobedience
- Inappropriate internet use
- Disrespect of teachers' personal space and belongings
- Inappropriate behaviors on school trips
- Cheating or plagiarism
- Theft and vandalism

Level 3 Behaviors

- Repeated/Major harassment
- Staff Intimidation
- Inappropriate sexual activity
- Fighting/Assault
- Endangering safety
- Drug and alcohol infractions
- Possession/use of weapon
- Inappropriate smoking/tobacco use

School – Wide Consequences – A Guideline

LEVEL 1 BEHAVIOURS

Step 1 – Remind student of behaviour expectations

Step 2 – Restitution by the student

Step 3 – Home Contact by the teacher

Completion of **Student Plan of Action** by the student

Step 4 – Move to Level 2 – as necessary

LEVEL 2 BEHAVIOURS

Step 1 – Restitution by the student

Complete a student action plan

Step 2 – Referral to Principal

Home contact by Principal

1 to 3 day in-school supervised suspension or home suspension

Step 3 – Referral to Principal by teacher

Home Contact by Principal

1 to 3 days out of school suspension

Parent conference with Principal before student returns

Student Contract and behaviour plan

Step 4 – Move to Level 3 as necessary

LEVEL 3 BEHAVIORS

Step 1 – Referral to Principal

1 to 3 day in school supervised suspension or home suspension

Parent conference with principal

Step 2 – 1 to 5 days out of school suspension

Step 3 – Indefinite Suspension – referral to District Discipline Committee

For more information please refer to: [School District #27 Student Suspensions Administrative Procedures](#)

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.

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

Personal digital device: means any personal electronic device that can be used to communicate or to access the internet, such as a cell phone, 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.

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.

Student Threat Assessment Protocol: 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 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, 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
- 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 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.