Horse Lake Elementary
2026-2027 Code of Conduct

School Mission, Vision & Values
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.

Purpose
Part of ensuring that our Mission can be fulfilled is tied to the conduct of students and staff. The School Code of Conduct sets the standards of behaviour expected at Horse Lake Elementary and provides the information for the basis of behavioural instruction and accountability.

The purpose of the Code of Conduct is to establish and maintain a safe, caring and orderly environment required for purposeful learning. The Code provides appropriate balances between individual and collective rights, freedoms and responsibilities. Also, the Code clarifies and publishes expectations for student behaviour while going to and from school including the school bus, at school, and while attending school functions or activities at any location. Parents, coaches, and involved members of the greater community must adhere to and promote the School's Code of Conduct while acting as ambassadors of the school. Those attending school functions, or activities, including visitors, at any location will be reminded about this expectation by the school employee in charge of the function or activity. This expectation is also explained when the Code of Conduct is taught each school year.

The Code of Conduct applies to all students. Accommodations will be made for students with disabilities who are unable to fully comply with the Code of Conduct.

Conduct that occurs outside of school hours and apart from school activities is not normally investigated and acted upon unless there is an impact on students at the school.

For more information, please refer to AP 390 Safe and Caring School Communities – School Codes of Conduct.

Development and Regular Review Process

Annually, the school administration will work collaboratively with school staff, students, parents and caregivers, and the Parent Advisory Council (PAC) to review, adapt and enhance our existing Code of Conduct to be suitable and appropriate for our ever-changing learners and their needs. Typically, a review will be conducted at the end of the school year to ensure the Code of Conduct is updated for September of the new school year. At the beginning of each school year, all families will receive a link that will take them to the school website to view the school's Code of Conduct. Student conduct and the Code of Conduct will be continually monitored throughout the school year to ensure the Code reflects current and emerging situations that contribute to school safety. This monitoring will include formal and informal behaviour data, student, parent/caregiver and staff perceptions, learning community leader meetings, staff meetings, and school-based team meetings.

Our Code of Conduct will be shared and reviewed with schools within the district to ensure alignment and consistency across grade levels and with current district policies.

Communicating Expectations

Student expectations for appropriate behaviour will be communicated regularly in classrooms, athletic programs, school clubs, administrator visits, student handbooks, announcements, and school wide assemblies. The Code of Conduct will be posted at the entrance of the school, on the school website, emailed to parents and guardians, and highlighted in school newsletters and PAC meetings. The Code of Conduct and the Student Handbooks are available in printed form at the office and posted on the school website.

Staff members will be provided with a copy of the school's Code of Conduct in the Staff Handbook. Temporary staff are provided with a copy of the school's Code of Conduct in the TTOC Handbook.

Active Teaching and Promotion of Expectations

Time will be allotted in the first few weeks of school, and at regular intervals throughout the year, for teachers and administrators to teach and promote school-wide expectations to students. Appropriate behaviour is taught, encouraged, modelled, practiced, and acknowledged, thereby increasing student self-respect and positive social behaviour.

Circle of Courage

Horse Lake Elementary uses the Circle of Courage as a framework to support students' social, emotional and behavioural growth. The Circle of Courage is reflected in our school vision through four areas: Belonging, Mastery, Independence, and Generosity. These principles help students understand what positive, responsible and respectful behaviour looks like in our school community.



Belonging *I can be a respectful part of a group.*	**Mastery** *I can set and achieve goals.*
- Care about the feelings of others and help those in need - Respect the feelings, rights, boundaries and bodies of others - Give people the space they need to think, learn and work - Be inclusive and welcoming so no one feels left out	- Understand that learning takes time and patience - Achieve through a growth mindset - Set personal goals and make plans to achieve them - Take pride in achievements and celebrate growth
Independence *I can be independently responsible.*	**Generosity** *I can contribute positively to others.*
- Be mindful of the consequences of your actions - Lead by example - Know yourself and work toward being a self-regulated learner - Be a creative, critical and flexible thinker - Make safe and healthy choices	- Be generous with your talents and willing to share - Respect and take care of our environment - Be helpful and cooperative - Stand up against injustice - Solve problems in a fair and peaceful manner

Student Rights and Responsibilities

All students have rights and responsibilities, these rights and responsibilities include:

The right to:

- be treated fairly and with respect and dignity
- be free from discrimination in any form
- be safe
- 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 knowledge or consent of the other party)

The responsibility to:

- behave safely and responsibly at all times
- 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

Student Expectations

The Circle of Courage provides the foundation for our school-wide behavioural expectations. Through Belonging, Mastery, Independence, and Generosity, students learn to contribute to a safe, caring, inclusive and respectful school community. Students will be expected to conduct themselves in such a way as to help create a culture of trust and security in which they may grow in confidence as a result of their actions and achievements. The school believes that acceptable student conduct, based on respect for oneself, respect for others, and respect for property is essential to the development of responsible citizens.

The Horse Lake Elementary Code of Conduct is aligned with district policies, administrative procedures and the BC Human Rights Code. Horse Lake Elementary promotes the values expressed in the BC Human Rights Code, respecting the rights of all individuals in accordance with the law – noting that, "people are protected by virtue of their real or perceived race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, age or lawful source of income of that person or class of persons, or of any other person or class of persons."

Acceptable Conduct

- attending school and classes regularly
- engaging in purposeful learning activities in a timely manner
- being a good citizen of the school community both in person and online by contributing positively and refraining from harm to self or others
- honouring each individual's personal space and using non-contact behaviour
- respecting self, others, and the school by contributing to an inclusive and accepting school environment
- acting in a positive, honest and straight forward manner
- telling the truth
- helping others
- abiding by school rules and contributing to a mutually respectful school community that includes staff, students, and parents
- respecting and listening to authority, school staff, and peers and adhering to classroom, school, and district rules and policies
- abiding by school rules regarding personal digital devices
- keeping the school and school property clean by cleaning up, using garbage cans and participating in recycling
- using a Hall Pass or the teacher's expected routine to access the spaces outside of the classroom
- remaining on school property unless signed out (at the office or on school messenger) by a parent or designated caregiver
- informing a tellable adult, in a timely manner (in advance if possible) of any unsafe incidents such as bullying, violence, racism, harassment, intimidation, threats or any other act that causes harm to our school community; by-standers are expected to report and prevent such harmful actions
- using ERASE, a secure and confidential online anonymous reporting tool, to share information about anything that concerns them at school
- avoiding illegal acts such as but not limited to: possession, use, or distribution of illegal or restricted substances; possession or use of weapons; and theft of or damage to property
- being accountable for your behaviour and responsive to reasonable, related and respectful consequences

- understanding that expectations for student behaviour increase as students become older and more mature.

All student expectations listed in this Code of Conduct are not exhaustive but are cited as examples.

Below is the link to ERASE, the anonymous online provincial reporting tool that students and families can use to report worrisome behaviour or anything that makes them feel unsafe at school.

erase REPORT IT TOOL (link)

For more information on ERASE, please review the province of BC's website.

Unacceptable Conduct:
Any behaviours that are in contravention of the student expectations listed above are considered unacceptable conduct.

Students must refrain from disrespectful behaviour, swearing, lying, cheating, stealing, littering, interrupting the learning environment, skipping class, school bus misconduct, leaving learning environments without permission, running through the school hallways, using hands-on behaviour, and meeting or loitering in school restrooms/changerooms.

Students will be held responsible for damage to school property, including buildings and equipment, whether willful or negligent.

The school has no tolerance for any type of discrimination including racism and gender violence, bullying, threatening, intimidation, harassment, use or possession of weapons, assaults or the pre-meditation of violence in person or online and may result in immediate discipline and/or suspension.
Possessing or using any type of weapon, explosives, fireworks, firecrackers, tasers, bear/pepper sprays or any other items capable of or intended to be used to threaten, intimidate or cause bodily harm, including fake weapons that can be perceived as real weapons may result in immediate discipline and/or suspension.

Drugs and drug paraphernalia, alcohol, tobacco products, and electronic cigarettes (ie. vapes, dab pens, etc.) are not tolerated or allowed on school property at any time. 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 including suspension and their conduct may be reported to the authorities. The school recognizes that some substances may create dependencies that are treatable conditions and strongly encourages students to voluntarily and confidentially seek treatment for substance abuse.

The school will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint about a breach of the Code of Conduct. Any retribution or threat of retribution by a student/parent/caregiver towards another student in a breach of the Code of Conduct matter will be dealt with as a highly serious matter, and the student who is being threatened will be protected from the threat with all means available to the school including involvement of the police if necessary.

All unacceptable behaviours listed in this Code of Conduct are not exhaustive, but are cited as examples.

Consequences for Unacceptable Behaviour

Any behaviours that are contrary to the student expectations are considered unacceptable conduct and may result in progressive discipline including suspensions or expulsion. Disciplinary action, wherever possible, is preventative and restorative, rather than solely punitive. Disciplinary action is considerate of students with diverse or special needs, if these students are unable to fully comply with the Code of Conduct due to a diagnosed disability of an intellectual, physical, sensory, emotional, or behavioural nature. When dealing with students, the administrator may adjust the consequence or disciplinary action based partially on the maturity level and/or grade level of the student from Kindergarten through to Grade 7. Further, what is an appropriate consequence or disciplinary action for an intermediate student may not be appropriate for a primary student. School is a place of ongoing learning, the expectations for acceptable behaviour increase for students as they become older, more mature and move through successive grades. Therefore, students will be expected to demonstrate an increasing personal responsibility and self-discipline and will receive increasing consequences and restitution for unacceptable behaviour.

When students do not adhere to the Code of Conduct, staff will follow a pattern of progressive discipline. Consequences could include, but are not limited to, discussions with students and review of expectations, warnings, mediation, loss of privileges, an assignment, detentions, attendance contracts, community service, restitution, school-based restorative processes or the community restorative justice program, referral to school Counsellors, Youth Engagement Workers and/or Indigenous Support Workers, referral to community agencies for counselling and/or additional supports, meetings, phone calls and/or letters to parents/guardians, in-school suspensions, out-of-school suspensions, indefinite school suspensions and up to and including expulsions. In cases of serious breaches of the Code of Conduct, the student may be referred to school district officials, police, restorative justice and/or other agencies.

Progressive discipline may often begin with a classroom teacher and be escalated to an administrator when necessary. School staff will involve parents and caregivers when students exhibit unacceptable behaviour to prevent and mitigate future occurrences. Unacceptable behaviour and the communication of unacceptable behaviour to parents and caregivers will be recorded on the student's MyEducation BC record. Progressive discipline establishes a process of clear, timely, consistent, and documented communications with the student and their parents/guardians to reinforce an understanding of expectations, to provide opportunity to correct unacceptable behaviour using incremental steps, and to ensure due process. The goal of progressive discipline is to modify and prevent unacceptable behaviour from continuing and to encourage acceptable behaviour.

Suspension will be warranted when violation of the Code of Conduct is deemed serious or other consequences have been inadequate or ineffective. For serious offences students will be brought to the office, the parent/guardian will be contacted by the school and a registered letter of suspension describing the incident, and the type and length of the suspension will be sent home:

- In-school suspensions (1-5 days) are supervised in the school. The school administrator will schedule a School Based Team meeting with the student and parent(s)/caregiver(s) following the suspension.

- Out-of-school suspensions (1-5 days); student is not permitted to be on or near school property including buses. The school administrator will schedule a School Based Team meeting with the student and parent(s)/caregiver(s) following the suspension.
- A *Conditional Return to School Plan* will be applied after a 5 day Out-of-school suspension (these are for more significant incidents, but not deemed an indefinite suspension). The student, parent and/or caregiver will have to meet with administration prior to entering school and develop a "conditional return to school plan" that specifies conditions and recommendations for re-entry to school. If the student is unable to follow the conditions set forth for their return to school plan, this may result in the loss of accessing educational programming onsite and instead the student may access a distributed learning educational program offsite. The school administrator will schedule a School Based Team meeting with the student and parent(s)/caregiver(s) following the suspension.
- Indefinite school suspension (greater than 5 days); student is not permitted to be on or near school property. Indefinite suspension hearings are held at the School, led by the school-based administrator in consultation with and attended by a Director of Instruction, the student, and their family. After meeting, a decision will be made regarding the student's educational path moving forward.

For more information on school suspensions, please refer to Policy 320 – Student Suspension / Exclusion.
For more information on school suspensions, please refer to AP 320 Student Suspension.

School Officials have a responsibility to advise other parents or caregivers of serious breaches of the Code of Conduct:

- Parents/caregivers of student offenders(s) in every serious incident.
- Parents/caregivers of student victim(s) in every serious incident.
- School District Officials as required by School District Policy/AP.
- Police and/or other agencies as required by law.
- All parents/caregivers when deemed to be important to reassure community members that school officials are aware of a serious situation or incident and are taking appropriate action to address it. *This does not include detailed information about minors that would breach privacy or confidentiality.*

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 designate of the Superintendent.

Students, while attending school, school-sponsored functions, and activities, shall be subject to the school's Code of Conduct. Students may be subject to discipline under the school Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school-sponsored function or activity, or elsewhere.

Personal Digital Devices

While at school, students are expected to learn, play and socialize away from the daily distraction of personal digital devices. From the time students arrive on school property until the time they leave school property at the end of the school day, personal digital devices are not to be used. The general expectation is that students will not use 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, smartwatch, or a tablet and includes the use of wired or wireless headphones/AirPods.

At Horse Lake Elementary 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 attending Horse Lake Elementary.

- The staff of Horse Lake Elementary would like to suggest to parents that your student keeps all personal digital devices at home. The school takes no responsibility for lost or damaged devices.
- If a student brings a personal digital device to school, it must remain turned off or on silent mode and stored in the student's backpack from the time the student arrives on school property until the student leaves school property at the end of the school day. Students may not use personal digital devices before school, during recess or lunch, during instructional time, during transitions, or after dismissal.
- Use of personal digital devices at school will be restricted to not interfere with focused learning environments or compromise online safety. 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 meeting learning objectives. 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.
- All personal digital devices must remain away for the balance of school time, they do not come out for any reason other than necessary medical monitoring or as a specific support to an Individual Education Plan (IEP) or Student Learning Plan (SLP). Parents are required to communicate and coordinate these circumstances with the school principal or vice-principal. For students with an IEP or SLP the school will provide electronic devices to support learning and to access required online learning resources when needed.
- Students who fail to comply with the school expectations on personal digital devices will face progressive discipline for breach of school rules.
- If parents or caregivers need to contact their children while at school for an emergent issue, they are requested to contact the office.

The staff of Horse Lake Elementary recognize that they will role model using personal digital devices during instructional times by not using devices, other than to communicate with the office or for urgent or emergent circumstances. Administration reserves the necessity to use cell phone communication for purposes of student and staff safety and organization.

Consequences for violation of Personal Digital Devices

Students who fail to adhere to the school and classroom guidelines for digital devices may be subject to the following:

- Have their device taken away by a teacher or administrator
- Be prohibited from having a device on school property.
- Be suspended in accordance with AP 320—Student Suspensions

Code of Conduct 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 hurt. Individuals who bully generally do so with the intent to either physically or emotionally harm the other person.

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.

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 a victim's property
- daring or coercing a 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

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.

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 smartwatch, a tablet, or any artificial intelligence device (such as AI glasses) and may or may not include the use of wired or wireless headphones/AirPods.

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.

FAIR NOTICE **for Students, Parents & Caregivers of Cariboo-Chilcotin School District #27**

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 behaviors 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 behaviors 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 behaviors.

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 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.https://sd27o365-my.sharepoint.com/personal/alina_cameron_sd27_bc_ca/Documents/2026-2027HL/Code%20of%20Conduct/HL%20Code%20of%20Conduct%202026%202027.docxhttps://sd27o365-my.sharepoint.com/personal/alina_cameron_sd27_bc_ca/Documents/2026-2027HL/Code%20of%20Conduct/HL%20Code%20of%20Conduct%202026%202027.docx