

POLICY COMMITTEE AGENDA



June 11, 2024 – 6:00 p.m.

WELCOME AND ACKNOWLEDGEMENT

This meeting is being held on the traditional and unceded territory of the Secwépemc People.

1. May 14, 2024, Committee Report
2. AP 770 – Transportation - Update
3. Safe and Caring School Communities
 - a. Policy 390 – Safe and Caring School Communities
 - b. AP 390 – Safe and Caring School Communities – School Codes of Conduct
4. Future Meeting Dates:

MEETING	DATE	TIME	LOCATION
Policy Committee	September 10, 2024	5:00 p.m.	Board Office
Policy Committee	October 8, 2024	5:00 p.m.	Board Office
Policy Committee	November 12, 2024	5:00 p.m.	Board Office
Policy Committee	December 10, 2024	5:00 p.m.	Board Office
Policy Committee	January 7, 2025	5:00 p.m.	Board Office
Policy Committee	February 11, 2025	5:00 p.m.	Board Office
Policy Committee	No Mtg. in March		
Policy Committee	April 15, 2025	5:00 p.m.	Board Office
Policy Committee	May 14, 2025	5:00 p.m.	Board Office
Policy Committee	June 11, 2025	5:00 p.m.	Board Office

“Learning, Growing, and Belonging Together”

Policy Committee Meeting Report



May 14, 2024 (7:01 p.m. – 7:04 p.m.)

Trustees in Attendance: Mary Forbes, Anne Kohut, Ciel Patenaude,

TEAMS: Willow Macdonald.

Regrets: Michael Franklin, Linda Martens.

Staff: Superintendent Chris van der Mark, Deputy Superintendent Cheryl Lenardon, Secretary-Treasurer Brenda Hooker, Directors of Instruction Sean Cameron and Anita Richardson, Executive Assistant Jodi Symmes.

Agenda Item	Notes	Action
Acknowledgment of Traditional Territory		
1. April 9, 2024, Committee Report	The committee reviewed the report and recommended no changes.	None.
2. POLICY 390 Safe and Caring School Communities	<p>Superintendent van der Mark provided an update on the public feedback received on the amendments to 390 Safe and Caring School Communities for the committee to review.</p> <p>As of the May meeting, one parent had responded.</p>	<p>Recommendation: THAT the Board of Education leave revised Policy 390 and new AP 390 out for consultation for additional feedback.</p>
3. Proposed Future Meeting Dates		
	MEETING	DATE
	TIME	LOCATION
	Policy Committee	June 11, 2024
		6:00 p.m.
		Board Office

“Learning, Growing, and Belonging Together”

BRIEFING NOTE

TO: Policy Committee

FROM: Chris van der Mark, Superintendent

DATE: June 12, 2024

RE: AP 770 – Transportation

BACKGROUND

As part of the ongoing transportation review and optimization, district staff continues to update and refine AP 770 to remove outdated pieces of information and provide additional clarity where needed.

Pertinent sections are highlighted.

RECOMMENDATION

None. Information only.

DRAFT

RATIONALE:

The District operates a student transportation service in order to provide the best and safest access to and from schools. The District takes into consideration student educational needs, student safety, system efficiency, financial accountability, and provincial legislation. However, the BC School Act does not require school districts to provide school bus transportation services and therefore it is also the responsibility of each family to determine the best transportation option to and from school to meet their needs. The first priority for the use of school buses shall be transporting students to and from their catchment schools to attend school in accordance with standard school hours.

PROCEDURE:

Definitions:

"catchment area child" means a person of school age and resident in the catchment area of the school;

"non-catchment area child" means a person of school age, a resident in the school district, and not a resident in the catchment area of the school;

"non-school district child" means a person of school age, resident in British Columbia, and not resident in the school district;

"previous school year" means the school year previous to the school year for which the person is applying to enroll in an educational program;

"eligible, regular rider" means a student who resides outside the walk limits established by the Board of Education and attends their catchment school. Eligibility is not a "right" to transportation services. Bus service is a privilege, which eligible students may use;

"courtesy rider" means a student being transported that is not attending a district school; student living within the established limit; student being transported on a different bus other than their designated bus, or a rider who requests transportation service to a location other than school;

"school of choice rider" means a student who attends an SD27 school that is not their catchment school;

"school district child" means a catchment area child or a non-catchment area child.

1. General Information:

1.1 Students living beyond 3.0 km from their catchment school may be eligible for transportation or transportation assistance to and from school.

1.2 Parents/caregivers are required to apply annually for transportation.

1.3 Students with special needs shall not be subject to 1.1 above but will require the approval of the Manager of Operations - Transportation as per section 4 below.

- 1.4 Bus stops will be set by the Manager of Operations - Transportation with safety and walk limits considered. School bus loading zones at schools must be adequately supervised.
- 1.5 Parents/guardians are responsible for transporting and supervising students to/from the bus stop.
- 1.6 Requests for bus route extensions must be made to the Manager of Operations - Transportation.
- 1.7 The Transportation Department reserves the right to remove students who are holding a seat, but not utilizing the seat on a regular basis. If a student is removed from ridership, they will be required to reapply for the service. If there is a unique circumstance or a medical situation, please advise the Transportation Department so ridership is not canceled.
- 1.8 School bus drivers are responsible for the safe operation of their vehicles and must follow the "Canadian School Bus Driver Training Manual - British Columbia Version" in the driver's handbook.
- 1.9 Students are responsible for their behavior and must abide by the student code of conduct established by the District.
- 1.10 Students who have been suspended from school may not ride District buses during the period of their suspension.
- 1.11 School Principals / Vice-Principals will notify the Dispatcher of students suspended from school, as well as any students not allowed to ride the school bus.

2. Cold Weather Procedures

Parents must exercise discretion as to whether students should be sent to school when temperatures are low, and conditions are hazardous. Responsibility for such decisions cannot rest with the manager, the bus driver, or the district.

Cancellation of school buses will be determined by the Manager of Operations - Transportation (or designate).

The cancellation will be posted on the School District Website www.sd27.bc.ca and notifications will be sent by email of all cancellations or issues to the Superintendent of Schools, School Principals / Vice-Principals and District Senior Staff.

3. Road Conditions

If road conditions are such that, in the opinion of the school bus driver the school bus cannot operate safely, they must contact their immediate supervisor to report the road situation. The immediate supervisor shall notify the Manager of Operations - Transportation immediately.

4. Transportation of Students with Disabilities and Diverse Abilities

When a student with an identified Ministry of Education and Child Care special education designation is not mobile or does not exhibit a level of self-control high enough to be transported safely on the regular bus run a request to ride the special education bus will be reviewed with the school administration and finalized by the Manager of Operations-Transportation provided that:

- 4.1 Confirmation of the special education designation is provided by the Director of Instruction, Inclusive Education.
- 4.2 Where it is necessary for the student to be secured with a harness, consultation has taken place with the school district Occupational Therapist to ensure the proper fit of equipment.
- 4.3 All safety planning and emergency training has been completed specifically to the child's needs, including, but not limited to, where a student is secured with a harness or locking mechanism (as in the case of a wheelchair).
- 4.4 Clear communication procedures are in place with the school, parent and transportation staff regarding the needs and progress of the student.

5. School of Choice / Courtesy Riders

As made clear in the School of Choice application, parents are advised that they assume responsibility to transport students attending school outside their catchment area. will only be considered, on a case-by-case basis, if there is availability on an existing, regularly scheduled bus route.

For 2024/2025 school year School of Choice Riders who were riders in the 2023/2024 school year will be grandfathered. This will be reviewed on an annual basis until those riders age out through attendance at a local secondary school.

School of Choice/Courtesy Riders Process

- 1) Those seeking seats as SoC or as a Courtesy Rider will need to apply for consideration to be reviewed in September once space, if any, is determined.
 - a) This application is a yearly process and not an entitlement once granted, but solely determined by space as part of the annual transportation optimization review.
- 2) Seats not required for eligible students on existing school bus routes will be made available to Elementary and Middle school students as courtesy riders based on the following criteria on a route-by-route basis:
 - a) Access to SD program
 - b) Existing sibling on bus
- 3) In the case of a student residing with parents or caregivers in more than one home, one address will be accepted for eligibility purposes. However, where possible, consideration will be given to an alternate stop (e.g., Second residence

or Daycare) on the same route or a courtesy seat on another route within the same catchment, if a parent submits an application and provided there are no remaining courtesy applications on that route.

- 4) The Superintendent of Schools has the authority to place a student on a bus route.

6. Students Attending Independent Schools

- 6.1 When students from an Independent School Board disembark from busses at District Schools, the independent school must notify the Transportation department of the names and ages of students who wish to board the bus. The district assumes no responsibility for the supervision of these students. The principal of the District School may require that a supervisor from the non-district school be present to supervise at the bus loading zone.
- 6.2 Independent School riders will be charged a fee. An invoice will be submitted to the Independent Schools in October for the months of September through December. A second invoice will be submitted to the Independent Schools in February for the months of January through June inclusive. The monthly fee will be determined by the district by January for the following school year.

7. Homestay Bus Run

Students riding the Homestay Bus must have an updated pass every year stating what school they attend.

8. Routes

- 8.1 School bus routes are established based on safety and efficiency of service for students who meet the eligibility criteria.
- 8.2 Route changes must be approved by the Director of Operations or delegate.
- 8.3 A bus route will only be created if the cost of providing transportation service is viable.
- 8.4 Being eligible for transportation services does not guarantee full door-to-door services. Factors such as cost, distance, effect on pick-up and drop-off times, and consistency of student ridership will impact the availability of the transportation services and bus routes provided.
- 8.5 As per 1.1.9, service may be removed if student behavior is not in compliance with our code of conduct.

9. Transportation Assistance

Many students in the District travel long distances to school or to the nearest bus stop. Financial assistance may be available to assist parents with transporting students on a case-by-case basis.

- 9.1 The level of financial assistance available to approved claimants will be set by the District and reviewed annually. Application forms are available at each school and will show the current rate of assistance.
- 9.2 Transportation assistance may be granted to parents or guardians who must convey students to their catchment school and where no bus service is provided.
- 9.3 Transportation assistance may be granted to parents or guardians who must convey students' distances which exceed 3.0 km to the nearest bus stop.
- 9.4 The parent or guardian shall be paid only for the actual number of round trips driven by the parent or guardian to the nearest bus stop or school. However, in no case shall the number of paid round trips to the school or bus stop exceed two round trips per day.
- 9.5 Application for transportation assistance must be submitted annually to the School District Office.
- 9.6 Approval for transportation assistance will be granted effective at the beginning of the month in which the claim is made and paid within thirty (30) days of the request.
- 9.7 Claim forms should be submitted monthly and within thirty (30) days of the end of the month being claimed. Claims submitted after thirty days may not be considered.

10. Transportation of Students by Other Means

Where transportation of students is required, school buses will be used wherever feasible. However, the district recognizes that students must sometimes be transported by means other than buses. Approval for such transportation should be given by the school principal/vice-principal and with the utmost concern for the safety of the students.

- 10.1 Approval for transportation of **students** by means other than a District school bus shall be given only where the approving principal is satisfied that the driver of any vehicle used in the transportation of students has adequate insurance, a valid driver's license, that the vehicle is in an adequate state of repair, vehicle registration is current, that the tires on the vehicle are appropriate for the time of the year and the weather and that the Driver Information form is completed. The Driver Information form will be kept at the school for two years.
The Driver Information form should not be taken as a guarantee of driver suitability. The principal or supervisor should use good judgment in determining the suitability of drivers and vehicles. The principal or supervisor should conduct a visual inspection of the volunteer's vehicle and be in a position to deny the use of a vehicle which has obvious safety deficiencies (bald tires, lack of seat belts, etc.)

and to ensure that the number of persons being carried in a vehicle does not exceed the normal carrying capacity of that vehicle. Small children should not be transported in the front passenger seat equipped with an airbag.

- 10.2 Private vehicles used for student transportation must be rated appropriately and insured with minimum Third-Party Liability insurance of \$1,000,000. A minimum of at least \$10,000,000 is required for buses (i.e., a motor vehicle designed to carry more than ten (10) persons). The minimum limits for primary automobile liability are SPP requirements.
- 10.3 The school district will not accept responsibility for any damage to the volunteer's vehicle in the event of an accident, nor for deductible, loss of insurance discount or loss of use.
- 10.4 Vehicles used will only be driven by an approved driver who must be at least 21 years of age. The driver cannot be a secondary school student and must provide, to the principal or vice-principal, a copy of their current driver's license, current driver's abstract, and proof of vehicle registration and insurance. The vehicle must be properly equipped with sufficient seat belts for each occupant, seat belts must be worn when travelling.
- 10.5 The driver must not, at any time during their performance as an approved driver, imbibe any alcoholic beverage, or use any restricted substance or any medication that may impair their ability to operate a motor vehicle.
- 10.6 For safety and health reasons, approved drivers are not to allow smoking in their vehicles while transporting students. The driver must not operate the vehicle in an unsafe manner or in contravention of any statute or regulation governing the operation of motor vehicles.

11. The Use of Mini-Busses for Extra-Curricular Travel

- 11.1 Minibuses are provided to secondary schools to support extra-curricular student and school-based activities. The busses supplement the transportation provided by volunteers.

Only people over the age of 25 who are approved by the Manager of Operations - Transportation may operate the busses. A (minimum) Unrestricted Class 4 BC Driver's License is required to operate the vehicles.

- 11.2 The use of the vehicles must be arranged through the school Principal and the SD27 Transportation department.
- 11.3 The Principal shall communicate with the Manager of Operations - Transportation, periodically, to coordinate appropriate vehicle maintenance.
- 11.4 Students shall not operate the buses.
- 11.5 An initial/annual orientation shall be provided to all operators which, at a minimum, will include the following:

- i) Safety features of the vehicle
 - ii) Emergency procedures
 - iii) Out-of-district repair procedures
 - iv) Vehicle operating training, including: 1. maximum hours of driving per day
2. assessing road and weather conditions 3. safe handling of the vehicle
- 11.6 The driver must complete a pre-trip and post-trip inspection, which are written, as well as keep a log if travel is beyond 160 km of the home terminal.
- 11.7 No operator shall exceed 13 hours of driving time per day.
- 11.8 A driver must not drive after the driver has accumulated 14 hours of on-duty time in a day.
- 11.9 For all travel (within and without the district), a detailed itinerary and passenger manifest must be provided to the school principal.
- 11.10 For overnight travel, the Principal shall ensure that the operator has access to a functioning cellular telephone and a list of emergency contact names and telephone numbers.

Note: *If the vehicle has the capacity to carry more than ten passengers, including the driver, the driver must have an Unrestricted Class 4 driver's license and the vehicle must carry a **school bus permit**. If the vehicle has the capacity to carry over 25 passengers, including the driver, the driver must have a Class 1 or 2 driver's license and the vehicle must carry a **school bus permit**.*

Link to Form: [APF 770 Volunteer Driver Information Form](#)

TO: Policy Committee

FROM: Chris van der Mark, Superintendent

DATE: June 11, 2024

RE: Policy/AP 390 Safe and Caring School Communities

ISSUE

In February, the Ministry indicated a requirement for districts to update their policies and or Administrative Procedures with regards to Codes of Conduct, specifically as the applied to cell phones and digital devices. The revised Order included:

Further to section 6 (d.1), the statements about restricting the use of personal digital devices at school must address the following matters:

- (a) restrictions on the use of personal digital devices at school, including during hours of instruction;
- (b) use of personal digital devices for instructional purposes and digital literacy;
- (c) use of personal digital devices that is appropriate to a student's age and developmental stage;
- (d) accessibility and accommodation needs;
- (e) medical and health needs;
- (f) equity to support learning outcomes.

School administration has been reviewing the proposed AP with students, staff and parents, with added emphasis also being applied to the broader review of the Code of Conduct.

BACKGROUND

All schools have been required to develop and communicate codes of conduct in accordance with the Provincial Standards for Codes of Conduct Order. These are required to be updated yearly. This process has demonstrated that the yearly review may not have been as vigorous and thorough as we might have hoped.

While outright banning of such devices has been tried in other jurisdictions, it has largely been unsuccessful. Appropriate restrictions and education are considered a more measured and successful approach that will ultimately help our student be safer in their use of technology while also being more aware of its broader uses and risks.

“Learning, Growing, and Belonging Together”

DISCUSSION

Digital Devices

There has been very limited feedback on this revision from the public. We are up to 5 responses. The one public response was specific to a request the SD standardize practice more clearly due to concerns that may arise due to the perceived school based autonomy. Discussions with school based admin indicate a more prescriptive approach will likely be more difficult and time consuming to enforce. The preference, at this time, is to educate appropriate use.

The District Policy and AP has been developed with school administration to be responsive of school needs. We have very different school communities, with very different experiences and practices with regards to technology. While schools must be compliant with the intent of the Order and the SD guidelines, there is the flexibility for some schools to be more rigid, but there is not the flexibility to not meet the base requirement and intent. We are not attempting to apply a one size fits all approach. Schools will be able to amend their Codes of Conduct as required. If necessary, the SD may need to consider making the AP more rigid. There is no evidence at this time.

Schools have been engaging with their students, staff and parents to establish appropriate, consistent practices. This is essential. Schools are also reminding their parents that if they do not want their child on a digital device, they should not send them to school with one.

Schools are also thinking about their communication with parents and students so students know on what days a digital device may be required for learning.

We have no indication from school administration that the AP needs to be more restrictive. Where school communities feel that is necessary, they will work with their students, staff, and parents accordingly. We would certainly not impose a district wide restriction based on this limited feedback.

DPAC has not expressed any concerns with the proposed AP.

Broader Code of Conduct Issues

As part of the revision, the SD developed a broader AP to encapsulate the historic parameters of the Order and provide better guidelines to schools for their Codes of Conduct. Recent concerns from incidents at a school(s) has also highlighted this need.

Again, the AP serves as a guide that all schools must meet. That said, not all schools will have the exact same Code of Conduct. If a parent has questions about their child's school's Code of Conduct, that discussion is for that school not the Board. If it is a broader safety concern it would ultimately work through entities such as PAC's or school staff. An individual's concern is not, by default a school concern.

The broader Code of Conduct does not appear to be an issue for schools across the School District. Columneetza and Lake City appear to have pockets of concerned parents. Columneetza has made opportunities for parents to attend meetings for feedback and continues to work with staff and students to refine where necessary. There has been limited feedback from parents. 6 parents attended the session with 4 responding. Some of the feedback is being incorporated into their Coded of Conduct which will be having considerable revisions.

Lake City, as of this note, has had zero contact from parents to discuss the code of conduct and has received no feedback to date.

The student feedback has also been informative, and schools are working to incorporate their feedback. It should also be noted, student feedback through the Student Learning Survey shows student reflections across the SD and specifically at Columneetza and Lake City as feeling safe. This does not mean every student feels safe. However, schools now have the ability to follow up and be more proactive based on this information. Incidents occur that are troubling, but there is no evidence they are occurring at an elevated or alarming rate. School data continues to show remarkably low % of students engaged in these issues. There may also be circumstance where incidents are not reported. Clearly the school cannot respond to issues that are not reported, but even if we factor in some degree of omission, the occurrences are low. This will not be comforting if your child is the one in the incident. However, schools are working harder than ever to build a culture of community and safety. They can't do it on their own. Most issues start outside of school but occur inside.

Schools also utilize the Erase Report It Tool and other resources to help students who may not be comfortable reporting.

Some recent feedback includes requests that schools provide specific numbers of days for a given offence, provide a chart etc. That is prohibitive as not every infraction can be listed and for a variety of reason, consequences may vary. Again, the SD does not set out a chart telling schools how long to suspend a child at every grade for every incident, and this is not the intent of the Order.

Schools create their expectations in accordance with policy and legislation and they respond accordingly to the situation at their school. If a parent disputes that decision, there is a process for that, but it starts with talking to the person making the decision, not bypassing them directly with hopes of overturning the decision maker. PAC is also an excellent body for working with and communicating concerns. To date, this has not been an issue at PAC, with the exception of a contingent of the Columneetza/Lake City PAC in May.

DPAC has communicated no issues or concerns with regards to the broader Code of Conduct, though they have shared that communication of school Codes of Conduct appears inconsistent at best and the yearly review/consultation has felt similar.

- As per feedback, the Senior Team will be being far more thorough in its September review to ensure compliance, including a report to the Board in October to demonstrate compliance.

As we discuss Codes of Conduct it is also possible, we are seeing another outcome of the isolation created by COVID. People appear unable or unwilling to discuss their issue at its source. Unsurprisingly, the outcomes are unsatisfying.

Through their school community conversations however, we are seeing some more specific consequences and structure being developed that are compliant with the overarching expectations of increasing consequences as children get older and for repeated incidents. There are also limitations under the School Act with regards to how severe some consequences at the school level can be.

Given the new component regarding digital devices and the enhanced focus on Codes of Conduct, the Board should consider a plan to review the effectiveness of this Policy and AP.

RECOMMENDATION

THAT the Board of Education adopt Policy 390 and new AP 390.

BOARD OF EDUCATION

POLICY 390 SAFE AND CARING SCHOOL COMMUNITIES



The Board of Education strives to develop positive and inclusive school cultures and is committed to fostering optimal environments for learning. A key part of this work includes fostering school connectedness and developing protocols for preventing and intervening in instances of bullying, and other worrisome behaviours.

The Superintendent (or designate) will ensure the following to address efforts to achieve safe and caring schools:

1. A District Safe School Coordinator is appointed, and teams are established as required to proactively support students and address safety concerns.
2. Each school develops and implements a code of conduct in accordance with the Provincial Standards for Codes of Conduct Order.
 - a. School staff are responsible for consistently supporting and applying the District's and School's Code of Conduct and establishing a positive climate in which structure, support and encouragement assist students in developing a sense of self-discipline and responsibility. School staff is required to inform volunteers and the school community about the Code of Conduct and its expectations.
 - b. Students are responsible for respecting the rights and dignity of others in learning environments free from discrimination as set out in the BC Human Rights Code and becoming actively and productively involved in their own academic learning and social growth.
 - c. Each school will have clear procedures, under their Code of Conduct, related to the acceptable use of digital technology in accordance with the school district's acceptable use AP 620 and AP 390 Safe and Caring School Communities - School Codes of Conduct
 - d. Parents/Guardians and all other adults working with students are responsible for knowing and supporting the District's and School's Code of Conduct and encouraging students to understand and follow these Codes of Conduct.
3. The District makes the provincial online reporting tool for bullying and worrisome conduct available on the district and school websites.
4. The District coordinates the development and implementation of a community violence threat risk assessment protocol.

Related Legislation: [Provincial Standards for Codes of Conduct Order \(M276/07\) School Act Part 2, Div. 1, Section 6.](#)

Related Contract Article: Nil

Adopted: February 2022

Amended: XXXX

**AP 390 SAFE AND CARING SCHOOL
COMMUNITIES-SCHOOL CODES OF CONDUCT
Policy 390 Safe and Caring School Communities**



RATIONALE:

The Board of Education strives to develop positive and inclusive school cultures and is committed to fostering optimal environments for learning. A key part of this work includes fostering school connectedness and developing protocols for preventing and intervening in instances of bullying, and other worrisome behaviours.

PROCESS:

1. The Superintendent will ensure that each Principal, in consultation with staff, parents and, when appropriate, students, establishes a code of conduct for his/her school that is consistent with the District Student Code of Conduct, and which reflects the provincial standards.
2. The school's Code of Conduct and a summary of the district's administrative procedures or policies on Student Suspension (AP 320), Illicit Substances (Policy 311), and use of digital devices (AP 620) shall be communicated to all students annually.
3. Under the Freedom of Information and Privacy Protection Act and/or other relevant legislation, it may be necessary to advise other parties of serious breaches of the District Student Code of Conduct

2. School Environment

The Board believes that acceptable behaviours and conduct are fostered in a positive climate in which:

- 2.1 all students feel safe, valued, and trusted, and have the opportunity to develop, assume and maintain responsibility and self-motivation.
- 2.2 all students feel supported without fear of retaliation in reporting unsafe conditions, actions, or potential incidents.
- 2.3 there is a joint effort to learn and a feeling of mutual respect among staff, students, and parents.
- 2.4 appropriate behaviour is taught, encouraged, modelled, practiced, and acknowledged, thereby increasing student self-respect and positive social behaviours.
- 2.5 disciplinary action, wherever possible, is preventative and restorative, rather than solely punitive.
- 2.6 expectations for student behaviour increase as they become older and more mature.

- 2.7 disciplinary action is considerate of students with 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.

3. Conduct Expectations

- 3.1 The Board 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. To this end, students are expected to:
- 3.2 be aware of and obey all school rules.
- 3.3 respect the rights of all persons within the school including peers, staff, parents, and volunteers.
- 3.4 refrain from lying, cheating, and stealing.
- 3.5 attend classes punctually and regularly.
- 3.6 work cooperatively and diligently at their studies and home assignments.
- 3.7 respect the legitimate authority of the school staff.
- 3.8 respect all school property, including buildings and equipment.
- 3.8.1 respect the diversity of our school community.
- 3.9 behave safely and responsibly at all times.
- 3.10 refrain from any behaviour that would threaten, harass, bully*, intimidate, assault, or discriminate against, in any way, any person within the school community on or off school property (*Bullying includes but is not limited to physical or verbal intimidation, verbal harassment and cyberbullying).
- 3.11 refrain from being in possession of or under the influence of drugs and/or alcohol in all school facilities or on school grounds or at school-sponsored functions and activities:
- 3.12 refrain from being in possession of weapons of any kind in school or at school activities.
- 3.13 refrain from inappropriate computer usage and/or multi-media devices in accordance with Board AP 620 (cell phones, cameras, tablets, etc.)
- 3.13.1 Schools are required to include specific guidelines with regards to the acceptable use of digital devices, including locations and time of day
- 3.13.2 Schools will set an appropriate range of classroom strategies for restricting the use of digital devices. These may include:
- Caddy or “apartment”
 - Basket

- Device face down and in sight
- Devices not out or visible
- Other

3.13.3 Elementary and Secondary schools may differ, and it is expected elementary schools may be more restrictive due to limited productive use opportunities.

3.13.4 Secondary schools will not allow digital devices in classes such as PE or shops (or others as determined by the school) unless a part of a student's learning plan.

3.13.5 Students are not permitted to leave the classroom with their phone/device during class time and are not permitted to have them in bathrooms.

The Board believes that any breach of Code of Conduct behaviours or expectations would be considered unacceptable. Students are encouraged to inform a responsible adult when becoming aware of any infraction of the Code of Conduct.

4. Consequences

4.1 Students will be disciplined in a timely and fair manner and such discipline shall be in accordance with AP 320 – Student Suspensions.

4.1.1 Students who fail to adhere to the school and classroom guidelines for digital devices as per 3.13 may:

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

4.2 Students, while attending school, school-sponsored functions, and activities, shall be subject to the District Code of Conduct as well as the school's Code of Conduct. Students may be subject to discipline under the school and/or District 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.

4.3 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.