Flex Academy Codes of Conduct

Flex Academy Codes of conduct, terms and definitions

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Athletics Code of Conduct

Rationale

Our aim is to have Athletics be a meaningful part of students' school experience and our school community as a whole. As such, we uphold strong values within for our sports teams and fans.

The Athletics Code of conduct can be found here. For more information visit: https://gofirebirds.ca

Flex Academy Code of Conduct

Purpose & Rationale

The Flex Academy Code of Conduct outlines our expectations of members of the Flex Community. It is built around the characteristics outlined in the Flex Learner, Teacher and Staff profiles and our school's Core Values.

Definitions

"Flex Community" or **"the Community"** refers to staff, teachers, contractors, students and parents enrolled at or working for Flex.

"Abusive behaviour" refers to acts directed towards members of the Community that are deemed threatening, demeaning, disrespectful or contradictory to the core values and characteristics outlined on this page.

Our Commitment to You

All Flex staff and contractors commit to treating members of the Flex Community with respect and in alignment with our core values of **Academic Success, Integrity, Relationship, Flexibility and Generosity** and the characteristics outlined in our Teacher and Staff profiles. As a school, we are committed to ensuring Flex is a safe, supportive, and inclusive school.

Members of our staff and contractors who act in a manner that contradicts this commitment may be subject to discipline as outlined in the Student Discipline policy.

Our Expectations of Students

We expect students to treat members of the Flex Community with respect and in alignment with our core values and the characteristics outlined in the Learner profile. In addition, students must adhere to the policies and guidelines provided through SOPHIE and by teachers. Failure to do so may result in disciplinary action based on the severity and frequency of the behaviour as outlined in the Student Discipline policy.

Our Expectations of Parents

We expect parents to treat members of the Flex Community with respect and in alignment with our core values. Flex has a **zero-tolerance policy with regard to abusive behaviour** towards members of the Community and reserves the right to withdraw students from the school if a parent is found to be treating members of the Community with disrespect or counter to our core values.

Our Expectations of All Members

Communication

We expect and promote open, honest communication so that all members of the Flex Community feel safe and valued at Flex events.

All members of the Community are asked to share with an Flex teacher or staff member about any behaviour that does not align with the expectation laid out in this code of conduct.

Face-to-Face

Whether online or in-person, students are expected to wear modest clothing and refrain from public displays of affection that are unsuitable for a group learning environment.

The possession or use of any form of weapon is prohibited at any Flex event.

Technology

Due to their potentially disruptive nature, personal media devices, such as phones or tablets, are not to be used during flex events unless approved by the event supervisors for the purpose of the activity or other approved reasons (e.g., medical).

Our Process to Resolve Incidents

Where violations of the code of conduct occur, Flex leadership will work through the Student Discipline policy with those involved in the incident with the goal of restoring relationships and keeping the safety and security of all members of the Community at the forefront.

Esport Discord Use Policy

> Download the PDF E-Sport Code of Conduct & Handbook under Attachments (top left of the page)

Purpose

This policy outlines the guidelines for using Discord in the context of esports teams, events, and competitions only. It aims to ensure that all communication demonstrates sportsmanship, is respectful, and is in line with both our community standards and legal regulations. This policy applies to all players, coaches, staff, sponsors, community members, parents, and any other participants involved in esports events who utilize Discord for communication. It includes official team channels, public community servers, and any group or private chat related to esports activities.

Guidelines for Students

- Respect and Sportsmanship: All participants must communicate with respect and professionalism. Offensive, discriminatory, or abusive language, including hate speech or harassment, will not be tolerated.
- Compliance with Discord Terms of Service: All users must adhere to Discord’s own Terms of Service and Community Guidelines.
- Confidentiality: Personal information must not be shared in public channels or with unauthorized persons.
- Fair Play and Integrity: Use of Discord for collusion, cheating, sharing unauthorized game information, or any action that compromises the integrity of an esports competition is strictly prohibited.
- Chat Permissions: Students are not permitted to add anyone to the chat. Only coaches or admins may add players to the chat.
- Streaming and Recording: Players or coaches must not stream or record conversations or gameplay without prior approval from team management or event organizers. In some cases games may be recorded for training purposes and kept in private channels.
- Appropriate Channels: Players and coaches must use designated channels for team discussions, event communications, and game planning. Misuse of channels may result in disciplinary action.
- Voice Channel Etiquette: Players must be respectful in voice channels, avoiding unnecessary background noise, interruptions, or toxic behaviour. Moderators may mute or remove users if conduct is deemed inappropriate.

Supervision Expectations

- Guardian Responsibilities: Guardians are responsible for monitoring their child’s use of Discord while involved in esports.

> Usage Limitations: Discord**should not be used for communication outside of esports events** due to potential exposure to unsafe content that could harm children.

Moderation and Reporting

- Moderation: Designated moderators (team managers, event staff, etc.) are responsible for overseeing server conduct and enforcing the rules. They may issue warnings, temporary bans, or permanent removal based on violations.
- Reporting Violations: Users are encouraged to report any inappropriate behaviour or policy violations to moderators or team managers. Reports will be handled confidentially.

Event-Specific Rules

- Tournament Channels: Official tournament organizers may establish specific channels for match coordination, rulings, and official communication. These channels must be used exclusively for event-related topics, and all participants are expected to adhere to tournament guidelines.
- Official Communication: Discord may be used as the primary communication platform for team captains and event staff during tournaments. Timely responses are expected, and failure to comply may result in disqualification or penalties.

Privacy and Data Protection

- Data Sharing: Personal data shared on Discord, including names, emails, or game-related information, must be handled in compliance with privacy regulations (such as GDPR, where applicable).
- No Doxxing: Sharing personal information of any individual (doxxing) without their explicit consent is strictly prohibited.

Enforcement and Consequences

- Warnings: Users violating the policy may receive a formal warning from a moderator or coach.
- Suspension/Ban: Severe or repeated violations may result in suspension or permanent banning from the Discord server, as well as potential suspension from team activities or events.
- Appeal Process: Users who believe they were unjustly warned, muted, or banned can appeal to server administrators or event organizers. Appeals will be reviewed on a case-by-case basis.

Amendments

This policy may be updated periodically to reflect changes in Discord functionality, legal requirements, or esports standards.

Agreement

All users agree to abide by this policy when participating in esports activities or team communications on Discord. Failure to comply may result in disciplinary actions as outlined above.

Foundations (K-5) Behaviour Management

Level 1 Behaviours **Classroom Level Discipline**	**Level 2 Behaviours** **Administration Level Discipline**	**Level 3 Behaviours** **Administration Level Discipline**
Interruptions Minor Unkindness to other kids – faces, exclusion, etc. Physical Horseplay Minor Disrespect Minor Defiance Disrespectful language (teasing, etc) Dishonesty Irresponsible/Unsafe Choices Dress Code Violations (see DC policy) Minor misuse of technology Late for class after recess/lunch	Repeated Level 1 Behaviours ** Inappropriate Language (swearing, etc) Threatening Behaviour Ongoing Defiance Truancy (absent from class without reason) Digital Misuse of Technology ** Contact will be made with parents to try to resolve the situation before a student is referred for Level 2 discipline	Repeated Level 2 Behaviours Violent Act – hitting, shoving Extreme Threats/Threatening Language Abuse toward staff and school community Repeated Truancy Incidents
Level 1 Tools	**Level 2 Tools**	**Level 3 Tools**
Connect before you Correct Non-verbal & Verbal Cues Redirection Re-teach behavior Move within classroom Taken-aside Discussion Removal from Classroom Incident documentation – sent home at the discretion of the teacher – always sent to Admin • Incident documentation, Phone Call/Email Home to Parents, MUST take place before moving onto Level 2	Reflection & collaboration in making a plan to address/solve the undesirable behaviour between admin, teacher, classroom team and parents. Structured in-class interventions set up, including a collaborative plan with clear expectations, supports, and possible incentive-based systems, implemented and monitored with ongoing home–school communication.	Meeting (parents, admin, teacher, student) Counselling Restoration Suspension • In-school • Out-of-school Level 3 may include probationary enrolment, where continued placement is conditional upon demonstrated progress and adherence to a defined support plan. Expulsion

Innovations (Gr. 6-12) Behaviour Management

Level 1 Behaviours Classroom Level Management	Level 2 Behaviours Admin Level Management	Level 3 Behaviours Admin Level Management
Teacher Led	**Teacher Led w/ Admin Supp.**	**Admin Led**
• Interruptions • Reluctant/Non Producer • Physical Horseplay • Minor Disrespect • Minor Disrespect for property • Inappropriate language • Dishonesty • Irresponsible/Unsafe Choices • Displays of Affection • Dress Code Violations (see DC policy) • Minor misuse of technology	• Repeated Level 1 Behaviours • Threatening Behaviour • Defiance • Off Campus • Vandalism • Truancy • Misuse of Technology • Plagiarism/Academic Dishonesty • Failing to Attend Level 1 Consequence • 3 Lates in a one week period	• Repeated Level 2 Behaviours • Violence • Drug/Alcohol Use and Abuse • Gross Misconduct (see handbook) • Abuse toward staff and school community • 3rd Truancy Incident • 3 Level 2 late consequences in one quarter • Plagiarism/Academic Dishonesty on Major Assignment

Level 1 Procedures:

Removal from classroom and reflection form

- Purpose - To give cool down time and create a means of tracking situations and communication
- Provide option of waiting till the end of the block or immediate return after form is completed
- Forms are to be completed by the student, returned to the teacher, and the teacher must scan and email to Mike
- Removed students are to be sat outside of the classroom, on the floor, and are to finish the form and wait for the teacher to make contact

Communication home

- It is crucial that students and parents are informed of the situation to understand we will try to manage as much as possible in class. The best way to build respect and preserve the relationship between the teacher, student(s), and class is to find resolution without the administration stepping in. **Admin is still available to help**, but only when the situation warrants.
- Regardless of the number of incident forms, the teacher must make contact with the guardian and receive a reply before the admin is involved. These communications must be tracked and should cc or be forwarded to Mike.

Note: In order to move from level 1 to 2, contact must be made by the teacher with the student's guardian(s) preferably by both email and phone call. Admin must be given a record of this progression with corresponding incident form(s), record of communication(s), and management strategies used.

****The goal is to maintain the relationship between the teacher, student(s), and parent(s) without admin intervention.**

Tools to aid the intervention of each level:

Level 1 Tools	Level 2 Tools	Level 3 Tools
Non-verbal & verbal cues Move within classroom Taken-aside for discussion Serving classroom (cleaning boards, gym, put up chairs, etc) Temporary removal of digital devices Owed time * • **Removal from classroom & reflection form** Classroom detentions * • **Contact home to parents, MUST take place before moving onto Level 2** • **Academic probation**	Counselling Restoration Lunch-hour detentions x 2 Academic probation • Loss of off-campus privileges • After school study hall • Lunch hour study hall Loss of privileges • Off campus • Extracurricular • Electives • Access to WiFi • Digital devices • Field trips • Allowance of study blocks	Counselling Restoration Suspension • In-school • Out-of-school Expulsion

Behaviour Management Flowchart



Physical Safety for Students - Discipline Guidelines

At Flex Academy, the school leadership reserves the right to use their best judgement when discerning disciplinary steps. In decision making, school leadership takes into consideration factors like: students with identified support needs, circumstances surrounding the incident, frequency of incidents, age of the student, and impact on others

The discipline guidelines for students at Flex Academy are as follows:

- Students in Grades K & 1
    - Will receive a reminder if/when there is harm done to another student that they are expected to engage in safe and friendly ways with peers
    - Student may be temporarily removed from the classroom to reset
    - Upon a second incident within the same day, the student will be sent home

- Students in Grades 2-5
    - Will receive a reminder if/when there is harm done to another student that they are expected to engage in safe and friendly ways with peers
    - Student may be temporarily removed from the classroom to reset
    - Upon further incidents, students will be sent home at first-strike pending the severity of the harm done to the other student

Students are sent home from school for a number of reasons:

1. Spend time away from the school community in order to reflect and be restored to that community.
2. Allow the impacted student to understand and experience that the school takes seriously the harm done to them and ensure they feel assured that no one should ever cause them physical harm, no matter the circumstances
3. Allow the classroom to remain a place of safety and peace where students don’t have to worry about experiencing physical harm
4. Provide opportunity for parents, as primary educators, to speak wisdom into the lives of their children.

Harassment and Bullying Prevention Policy

The safety and well-being of children at Flex Academy is of paramount consideration. Children deserve to be protected from abuse, neglect, bullying, harm or threat of harm. Therefore, staff and teachers will ensure that children attending our school experience a safe and respectful environment free from harassment and bullying.

Flex Academy is involved in ongoing work and training to ensure that students feel respected and connected with our community. This includes protection of our students' physical safety, social connectedness, and inclusiveness as well as protection from all forms of bullying, regardless of their gender, race, culture, religion, disability, sexual orientation or gender identity and expression, while remaining consistent with Flex Academy's faith-values, cultural perspectives and philosophical values.

Behaviour that does not respect the individual's honour and dignity will be immediately dealt with upon consultation with leadership, staff, teachers and parents.

Because we seek to foster a safe environment for all, Flex Academy will take all reasonable steps to prevent any and all retaliation by a person against a student who has made a complaint of a breach of this policy.

Resource: ERASE is a comprehensive prevention and intervention program that builds on effective progress already in place to ensure consistent policies and practices across all school districts backed by strong community partnerships. Four different types of bullying are outlined: Physical, Social, Emotional, Verbal, and Cyber. In addition to providing resources for parents, students and educators, ERASE also provides an Online Reporting Tool for students or parents to report incidents of bullying. For more information on ERASE, visit the Erase Bullying Website.

Cyber-Bullying and Bullying Prevention

Statement of Purpose

Flex Academy is committed to fostering, through example and guiding practices, an online and physical environment that works to keep students and staff safe from cyberbullying and bullying. Reported incidents will be taken seriously and fully investigated. Any form of cyberbullying or bullying will be confronted. Action to resolve bullying may result in suspension or deletion from Flex Academy social networking, blogging, or school community events.

Definition of Cyber-bullying and Bullying

Bullying is a relationship problem exerted from a position of power, where repeated physical, verbal or social aggression causes embarrassment, pain, or discomfort. Bullying acts may be intentional or unintentional and perpetrated by individuals or groups. Cyberbullying applies to aggressive acts to belittle or defame an individual through repeated digital communications (e.g., social networking forums, emails, websites, blogs, webinar platforms, chat lines, etc.) Cyberbullying and bullying may include threats, name-calling, insults, sexual harassment or racial slurs.

Physical bullying includes all of the above, with the addition of hitting, shoving, stealing, or damaging property when it is in a physical context. Bullying is not necessarily the case in every situation that may result in conflict. Student disagreements, speaking in a perceived aggressive tone, confronting someone's behaviour, misunderstandings, and personality struggles are all examples of normal human interaction that isn't necessarily bullying when there is no evidence of controlling aggressive behaviour.

Student and Parent Guidelines

- Do not become involved in any form of bullying
- Do not answer abusive messages or emails
- Do not delete, but record, all abusive messages and report them to one of the school authorities
- Do not give out the personal contact information of others without their prior consent
- Do not share embarrassing images
- Ensure there is received permission before forwarding other people's messages or images
- Realize that digital communication is permanent
- Understand jokes are easily misunderstood, especially through digital texts
- If safe to do so, intervene to protect a student who is being bullied
- If a student/parent believes they or someone in the school is a victim of cyberbullying or bullying, they are to report the incident/situation as soon as possible to school administration

Teacher and Staff Guidelines

- Model respectful communication
- Refrain from disparaging, defaming comments
- Take a stand against cyber-bullying and alert administration in any case of cyber-bullying
- Discuss bullying with students.
  - Definition of cyberbullying and lessons to address this can be found here.
  - Educate students on types of bullying behavior. Here are some possible resources to use:
    - Media Smarts
    - OverDrive Ebook resources on Digital Wellness, SORA - Digital Wellness gr. K-4 , SORA - Digital Wellness gr 5-9 and SORA - Digital Wellness Resources for Educators
  - Discuss the process of reporting bullying incidence
  - Discuss school actions that could apply

- Record (save and/or print offending material) clearly inappropriate messages, images, including date(s), time(s), and name(s) involved and share with school administration
- Report any complaint to a school administrator (Director, Assistant Director or Head of School) and forward the details and evidence related to the incident (date, time, names, and school event or cyber platform.)
- The school will report back to the parent or student on the action that has been taken

Leadership Guidelines

- Affirm the individual for reporting the suspected cyber-bullying or bullying incident
- Thoroughly investigate the reported one(s) through questions to verify the alleged incident
- Contact parents/guardians of all students concerned in the bullying incident
- Provide feedback to those concerned
- Report the investigated incident to a Director
- The Director will apply an action plan appropriate for protecting and empowering the victim(s)/school community and to disciple the alleged cyber-bully. When possible and appropriate, action will encourage the reconciliation of the individuals involved.
- The Director will report incidents to the Head of School
- If needed, contact relevant professionals.

Resolving Action

- Involve parents
- Mentor students in social and emotional skills
- Disciplinary action might include temporary or permanent suspension from Flex Academy, including regular school programming, school social networks, blogs, webinar chat options, and other school activities such as learning camps and field trips.

Internet Safety & Literacy Tips for Parents

At HCOS our students are encouraged to become wise, digitally capable learners who can search online within boundaries, ensuring Internet safety and healthy learning. With this in mind here are some useful rules for providing Godly education for your new Flex learner.

- Talk to your students about responsibility while online regarding hours of use, which sites may be accessed and which ones are undesirable. Educate yourself about the Internet and which sites your students are using.
- Create family rules, including hours of use and which sites may be accessed and which ones may not. Use nanny filters if necessary.
- Place your computer in a central, open location like the living room so Internet time can be supervised.

Guiding your Students Online

To ensure your students feel safe online please follow the suggested guidelines. Look into setting up the following bookmarks for their own special folder:

- Digital Wellness - HCOS Learning Commons
  - For quality Christian educational links you may send your students to the following subject index at HCOS Linking Library
    - Instill a sense of empathy in your students. Teach them to treat others like you want to be treated. Encourage positive behavior online at all times.
    - For research use existing current and reliable subscriptions and databases offered freely with our school such as Explora, Gale Cengage, WorldBook, Pebble Go and Learn 360.
    - Share the learning commons resources that are available for our families with our Internet Safety pages and also our Research Pages for grades K-5 and grades 6-9 and grade 10-12.
    - Teach your students about current awareness and digital literacy skills using our subscriptions Everfii, The Canadian Reader, and What in the World.
    - CommonSense comes with digital literacy lesson plans for all grades. Digital Compass.
    - BeInternetAwesome comes with Internet awareness/safety lessonsBookmark several subject indexes such as the following child friendly sites
    - Teach your students about fake news with Brake the Fake from MediaSmarts
  - For quality Christian educational links encourage students to use our web linking portal to be found within the Insignia search portal.
  - Bookmark high school student search engines such as Google Scholar, Wolfram Alpha, and Research Gate.
  - Bookmark primary school search engines such as Kidtopia, Kid's Search Engine, Duck Duck Go, GoGooligans, Kiddle and indexes like Teach The Children Well. Create a desktop for students with bookmarked sites so that students know to follow rules with suggested sites.
  - On RightNowMedia have your high school students engage in a thought-provoking Bible study on digital citizenship. This study encompasses sexting, digital technology and creating balance online for middle grades and up.
  - OverDrive Ebook resources on Digital Wellness, SORA - Digital Wellness gr. K-4, SORA - Digital Wellness gr 5-9 and SORA - Digital Wellness Resources for Educators

Preserving Privacy

- Encourage your students to refrain from putting pictures up of themselves or identifying information such as phone numbers, email addresses, passwords or credit card numbers.
- Encourage open dialogue with your students about other people who might engage them about personal information.
- Teach your student that talking to a stranger on the Internet is the same as talking to a stranger on the street.

- For additional resources, look at Privacy Pirates.

Possible Hazards

- Alert your students to possible online dangers such as giving out personal information to strangers. Advise them to stay clear of chatting online in chat rooms with people they do not know. Younger children should not be in chat rooms, and older children should ask permission before entering chat rooms with which you
- If your child starts receiving inappropriate mail or phone calls get to the bottom of it immediately.
- Tell your students that if someone harasses them online or makes them uncomfortable in any way they should tell a parent or teacher or someone they trust.
- Contact the police immediately if your student receives child pornography, is sexually solicited, or has received any inappropriate explicit images on the Internet.

Information on Cyber Safety

- Internet Awareness for Parents MediaSmarts
- Get Net Wise Get Net Wise
- The White Hatter
- Digital Citizenship: Guide for Parents
- Focus on the Family
- The Canadian Centre for Child Protection has issued a Cybertip.ca Alert for parents on how talk to youth about online extortion. Review a tip sheet for parents.

  We also encourage all parents to sign up with Cybertip to receive information on concerning technology trends as they emerge.

Personal Digital Device Usage Policy

Rationale

As a school, HCOS: Flex Academy strives to help students be responsible and discerning digital citizens, embracing God's unique purpose for their lives. The purpose of this policy is to create an environment where students are able to focus on learning and developing digital literacy skills without the distractions created by personal digital devices. Additionally, at Flex Academy we place a high value on our in-person learning times and want those times of relational connection to be free from distractions from device usage.

Definitions

Personal Digital Devices (PDD): any personal electronic device that can be used to communicate or to access the internet, including, but not limited to, a cell phone, smart watch or tablet.

Digital Citizenship: Digital citizenship is the ability to navigate our digital environments in a way that is safe and responsible and to actively and respectfully engage in these spaces.

Digital Literacy: Digital literacy is the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies.

Headphones: Wired earphones that can be plugged into a computer via an aux cable connection.

Policy

To ensure an environment that encourages learning, HCOS: Flex will require students to observe the following restrictions while on-site during school hours:

- Grades K-8 will not be allowed to use PDD, such as cellphones at school between the hours of 8:30 am to 3:00 pm
- Grades 9-12 will be allowed to use PDD, such as cellphones during all breaks but not during any class blocks.
- If students are bringing devices on site, all devices must remain in a student's backpack and in silent mode during class time.
- Any emergency communication will be directed through the office or an on-site school administrator if not on campus.
- Students are not permitted to listen to music through wireless speakers (ie. Airpods) but can use wired headphones to listen to instructional videos, music, etc. from their

computer during work times

Exceptions

- Exceptions may be made for students who have documented adaptations or needs, based on an Inclusive Education designation
- Access to a PDD for medical reasons may, after discussion between the school and parent, be allowed as deemed necessary

Disciplinary Steps

- If a student in grades K-8 is using a PDD on site, the student will be asked to give it to a staff member, and it can be picked up by the student at the end of the day from the main office
- If a student in grades 9-12 is using a PDD on site during class time, the student will be asked to give it to a staff member, and it can be picked up by the student at the end of the day from the main office
- In cases of repeated confiscations, parents may be contacted, and further disciplinary action may be taken

Release of Liability

HCOS takes no responsibility for loss or damage to cell phones, iPods and any other electronic device. Parents send cell phones to school at their own risk.

Anti-Smoking & Anti-Substance Use Policy

Flex Academy endeavours to see all members of its community as healthy as possible, physically, psychologically and spiritually. Flex Academy recognizes that the use of certain substances is a detrimental lifestyle choice for students, employees, and visitors. Therefore, students and staff are not permitted to possess or consume any prohibited substances while attending Flex events or working onsite at Flex. This includes but is not limited to substances such as energy drinks, alcohol, tobacco, vaporizing products, cannabis, and drugs.

Definitions

- “Staff” refers to employees and contractors of the school or authorized volunteers
- “Flex events” include any function, assembly, meeting or gathering of Flex students for school purposes including the school day itself.
- “energy drinks” is any beverage that provides an additional energy source containing a high percentage of sugar, caffeine or other stimulants (eg. Red Bull, Rock Star, Monster, etc.)
- “alcohol” is any beverage containing alcohol, including beer, wine, cider and spirits
- “drugs” as defined in the Controlled Drugs & Substances Act are “substances, the possession of which is prohibited under the Controlled Drugs & Substances Act, or anything which contains such a drug or substance or any drug or substance designated a restricted drug under the Food and Drug Act unless the person possessing or consuming the restricted drug was authorized under that Act to possess the drug.”

Tobacco & Cannabis Use Prohibition

The school acknowledges its legal obligations to act in accordance with Section 2.2 of the Tobacco and Vapour Products Control Act, as well as regulations forbidding the use of cannabis on school property in British Columbia. Lastly, Flex Academy accepts the responsibility inherent in education of providing positive role models and demonstrating best practices and will promote a healthy learning and working environment.

1. No person is permitted to smoke, use, or hold any tobacco, cannabis-related or vapour product, at any Flex events, in or on any building or land owned, leased or rented by the school.
2. No school student is permitted to smoke, use, or hold any tobacco, cannabis or vapour products at any Flex events.
3. All persons who are not school students will be asked not to smoke or use any tobacco, cannabis-related or vapour products, in the presence of school students at Flex events.

Enforcement

1. Students engaging in prohibited behaviour will be subject to the stipulations of the student discipline policy.
2. School employees engaging in prohibited behaviour will be subject to the stipulations of the employment agreement regarding employee code of conduct violations.
3. All other persons will be asked to cease their use of the substance and leave the school event.

Education

1. Flex Academy will include education about the harmful effects of substance use at appropriate grade levels in its educational program.
2. Flex Academy will provide information regarding substance abuse and additional resources for prevention and intervention measures upon request.
3. Flex Academy will communicate that it is a substance-free institution through its usual communication modes to students, parents, employees, and visitors.