



BOARD OF EDUCATION

POLICY DEVELOPMENT COMMITTEE

January 30, 2018

4:30 p.m.

District Education Office

A G E N D A

- | | | |
|---|---------|----------|
| 1. Call to Order | | Chair |
| 2. Approval of Agenda | | Chair |
| 3. Approval of Minutes – December 5, 2017 | Page 2 | Chair |
| 4. Draft Revised Policy #7510 - Distance Learning | Page 5 | K Nelson |
| Background | Page 7 | |
| 5. Draft Revised Policy #7030 – Physical Restraint of Pupils | Page 15 | K Bird |
| 6. Draft New Policy #1040 Trustee PAC Liaisons..... | Page 22 | K Nelson |
| 7. Policy #4050 – Technology Usage and Access/Policy #5070 – Social Media | Page 27 | K Nelson |
| 8. Draft Revised Policy #4032 – Loan of School District Equipment | Page 59 | K Bird |
| 9. Draft Revised Policy #7200 – Suspension of Students | Page 60 | K Nelson |
| Policies from other districts | Page 68 | |
| 10. Questions/Comments | | |

Next Meeting: April 24, 2018
 District Office

ADJOURNMENT

**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)**

**DRAFT MINUTES OF THE POLICY DEVELOPMENT COMMITTEE MEETING
December 5, 2017**

PRESENT:

Board Representatives:

John Koopman	Trustee
Linda Kerr	Trustee
Heather Stewin	Trustee

Committee Representatives:

Patsy Graham	Principal	FCPVPA
Rosalee Floyd	Principal	FCPVPA
Amy Smith	President	FCTA
Laurie Hansen	Staff	CMAW

District Staff:

Karen Nelson	Superintendent
Natalie Lowe	Secretary-Treasurer
Kevin Bird	Assistant Superintendent
Donna Barner	Student Services Support Coordinator
Laurie Bjorge	Recording Secretary

Regrets:

Debra Schneider	AEC	
Brad Bourel	Staff	CMAW
Diana Savoie	Parent	AEC
Darlene Smith	Support staff	CMAW
Kristen Peters	Teacher	FCTA

1. Call to Order

The meeting was called to order by the Superintendent at 4:30 p.m. in the District Board office.

2. Election of Chair

Trustee Stewin nominated Trustee Koopman for Chair; no other nominations. Trustee Koopman voted in as Chair.

3. Approval of Agenda – December 5, 2017

Kerr/Stewin

THAT the agenda of the Policy Development Committee meeting held on December 5, 2017 be approved as presented.

Carried

4. **Approval of Previous Minutes – October 10, 2017**

Stewin/Kerr

THAT the minutes of the Policy Development Committee meeting held on October 10, 2017 be approved as presented.

Carried

5. **Draft Revised Policy #5070 – Social Media**

The Superintendent reviewed changes to the policy including recommendations from Safer Schools. Policy #4050 – Technology Usage and Access will be taken to the Board of Education for a recommendation back to the Policy Committee in respect to replacing the Usage Consent form.

Kerr/Koopman

THAT draft revised Policy #5070 – *Social Media* be presented to the Board of Education for first reading, as amended.

Carried

6. **Draft Revised Policy #5500 – Head Lice**

The Assistant Superintendent reviewed changes to the policy as per changes according to Fraser Health.

Kerr/Koopman

THAT draft revised Policy #5500 – *Head Lice* be presented to the Board of Education for first reading, as amended.

Carried

7. **Draft Revised Policy #6700 – District Health and Safety Practices**

The Assistant Superintendent reviewed the policy including recommendations from WorkSafe BC.

Stewin/Kerr

THAT draft revised Policy #6700 – *District Health and Safety Practices* be presented to the Board of Education for first reading, as amended.

Carried

8. **Draft Revised Policy #7420 – Weapons, Violence, Bullying and Intimidation**

The Superintendent reviewed the changes in the policy.

Kerr/Stewin

THAT draft revised Policy #7420 – *Weapons, Violence, Bullying and Intimidation* be presented to the Board of Education for first reading, as amended.

Carried

9. Draft Revised Policy #7008 – Student Threat Assessment

The Superintendent reviewed the policy including recommendations from Safer Schools. The Student Threat Assessment brochure will be added as Appendix A, the Violence Threat Risk Assessment Protocol as Appendix B, and SD78 Disciplinary Guidelines as Appendix C. These documents will also be included in SD78 Administrative Handbooks.

Kerr/Koopman

THAT draft revised Policy #7008 – *Student Threat Assessment* be presented to the Board of Education for first reading, as amended.

Carried

Next Meeting

January 30, 2018

Location: District Education Office

Adjournment

The meeting adjourned at 5:15 pm

/Kerr

THAT the meeting be adjourned.

Carried

SCHOOL DISTRICT NO. 78 (FRASER CASCADE)

POLICY

NO: 7510

DATE: 99-04-27

SUBJECT: DISTRIBUTED LEARNING (FORMERLY “DISTANCE EDUCATION”)

Distributed Learning (DL) is described in BC Ministry of Education policy as a process whereby students learn primarily at a distance from their teacher using the internet or a blend of the internet and some classroom instruction. The Board of School Trustees believes that DL, used judiciously, increases student access, choice, and flexibility and that this is entirely consistent with the district's move toward greater personalization of student learning.

SCHOOL DISTRICT NO. 78 (FRASER CASCADE)

REGULATIONS

NO: 7510

DATE: 99-04-27

SUBJECT: DISTRIBUTED LEARNING (FORMERLY “DISTANCE EDUCATION”)

Any student in grades 8 through 12 (of school age or a non-graduated adult) whose “primary” (home) school is within the jurisdiction of School District No. 78 may elect to take courses offered through any Distributed Learning (DL) school in BC, public or private.

1. This should be undertaken only after the student has consulted with his or her home school counsellor/principal, and has received permission from his/her guardian to do so if the student is of school age.
2. There should be no cost to the student in taking DL courses aside from fully refundable deposits on textbooks or course materials necessary. Payment of these to the DL school would be the responsibility of the student.
3. If the student requires teacher supervision of their regular DL course activities this may be provided at the home school but only at the discretion of the home school principal. The invigilation of DL course examinations will be the responsibility of the DL school.

Graduated adults attending the district’s continuing education school (FCCE) may also elect to take additional courses at a DL school outside of S.D. 78.

1. These courses will only be tuition-free provided that they are included in the Ministry of Education’s list of *High School Courses for Students Already Graduated* which can be accessed at <https://www2.gov.bc.ca/gov/content/education-training/adult-education/adult-upgrading/already-graduated>.
2. Deposits for any required textbooks or materials will be solely the responsibility of the student and the invigilation of DL course examinations will be the responsibility of the DL school.

Should a Grade K-7 student from a School District 78 school elect to take one or more DL courses offered in another district (jurisdiction), arrangements may be made between the two districts for shared services, but no tuition should be charged to that student.



August 8, 2017

VIA EMAIL
195310

To: Secretary Treasurers, Superintendents
ALL School Districts

Dear Colleagues:

Further to the news release issued earlier this morning, the purpose of this letter is to confirm that tuition-free Adult Basic Education (ABE) is being restored within the K-12 sector, and will be fully-funded.

With respect to this morning's announcement, I am pleased confirm the following details for your information:

- The previous policy changes that occurred in May 2015 are being reversed—restoring the ability of graduated adult learners to access tuition-free academic upgrading courses in addition to foundations courses (already tuition free).
- This policy change will take effect September 1, 2017.
- ABE funding will flow to school districts by way of Special Grant under Section 115.1(a) of the *School Act* – 50 percent of the funding will be provided when an adult enrolls in an approved ABE course and the remaining 50 percent will be provided when that adult subsequently completes the course.
- It is acknowledged that school districts are already working hard to organize their classrooms and course offerings for the 2017/18 school year. In this context, the Ministry expects that implementation of this policy change will be gradual over the coming school year, as the system adjusts to this change.
- Over the coming school year, the list of approved academic upgrading courses may be updated to ensure that it aligns with the objectives outlined as part of the Learning Modernization Project.

If you require further clarification or have questions, please feel free to contact either myself or Jonathan Foweraker (Jonathan.Foweraker@gov.bc.ca).

Sincerely,

Kim Horn
Executive Director

Ministry of
Education

Sector Resourcing and Service
Delivery Branch

Mailing Address:
PO Box 9151 Stn Prov Govt
Victoria BC V8W 9H1

Location:
5th Floor, 620 Superior St
Victoria BC V8V 1V2



Distributed Learning – Funding

Date came into force or revised

Revised May 19, 2016. Revised September 1, 2016. Revised September, 2017.

Status

Current

Policy statement

The Ministry of Education will provide funding for eligible educational programs or courses when students receive instruction through distributed learning (DL). Students must become active to be considered an eligible enrolment. The Ministry of Education uses multiple enrolment data collections as the basis for qualification for funding for boards of education to deliver instruction through distributed learning.

Rationale or purpose of policy

This policy consolidates distributed learning funding models that existed prior to 2006. It allows boards of education operating distributed learning (DL) schools to have the flexibility to enrol students at different times during the year and receive funding. This policy provides students with flexibility and choice.

Authority

- [School Act, Section 3.1](#)
- [School Act, Section 106.3](#)

Policy in full

Boards of education will report to the Ministry when students enrol and when they become active participants in a distributed learning program or course. The Ministry does not provide funding to boards for students who enrol but do not become active as defined in the [Distributed Learning Active Policy](#).

Funding for distributed learning in Grades K-9

For funding purposes full-time equivalent (FTEs) enrolment in distributed learning programs for Grades K - 9 are determined in a manner similar to other schools, subject to the [Distributed Learning Active Policy](#) and [Form 1701 Instructions](#).

Funding for distributed learning in Grades 10-12 and Grade 8 & 9 cross-enrols

For funding purposes, enrolment in distributed learning programs for Grades 10-12 are determined in a manner similar to other schools, subject to the [Distributed Learning Active Policy](#) and [Form 1701 Instructions](#).

Students in Grades 8 & 9 who enroll in whole or in part in a distributed learning educational program provided by a board may be cross-enrolled with another board of education or by an independent school authority as well. The cross-enrolling board or authority providing courses to a cross-enrolled student receives funding for each Grade 8 & 9 course claim. For cross-enrolled DL course claims report according to the [Distributed Learning Active Policy's](#) per course funding requirements for Grade 10-12 students and [Form 1701 Instructions](#). Funding claims for Grade 8 & 9 cross-enrolled student claims may only be reported in the July count.

Students in Grades 10 - 12 who enrol with a board of education operating a DL school may enrol with other boards of education and independent schools as well. Each board offering DL courses to a student receives 0.1250 FTE in funding for each four-credit Grade 10 - 12 course in which a student becomes active, subject to the [Distributed Learning Active Policy](#) and [Form 1701 Instructions](#).

Students are not allowed to take the same course at the same time at different schools. A course must be completed, or withdrawn from, before a student can enrol in the same course again.

For boards to be eligible for funding for the same DL course taken in the same DL school by Grade 10-12 students (including adults) the following conditions must be met:

- The student must have been previously reported as failed (through course completion), or as course completed and wanting to improve their mark, or withdrawn from that course.
- If a student has withdrawn from a course or did not complete a course, there must be a record of student inactivity for two DL enrolment counts, with a corresponding record of attempts made by the DL school to contact the student for that course.
- All required areas of study in a course (contained in the corresponding Program Guide) must be provided to the student when a course is claimed for funding again.
- Assessment of the student's past work must not be used to evaluate re-claimed course progress.

Adult students may enrol in a distributed learning school and are funded according to the adult education provisions in the Ministry of Education [Operating Grants Manual](#).

Adult students who have not graduated (known as non-graduated adults) may take eligible courses as defined in the [Adult Funding Policy](#). These courses must lead to the British Columbia Certificate of Graduation (the Dogwood) or the Adult Graduation Diploma (the Adult Dogwood).

Eligible [tuition-free courses](#) for adult students who have graduated from secondary school or high school in another jurisdiction (known as graduated adults) are only those courses contained on the list of [tuition-free courses for Graduated Adults](#).

Further funding eligibility requirements for all students are set out in the [K-12 Funding-General Policy](#).

Procedures related to policy

The Ministry of Education provides funding to boards of education for school-aged students enrolled in distributed learning (DL) schools based on the following procedures:

For full-time Grades K-9

- Funding for DL is based on student enrolment counts conducted in September, February, and May.
- Every student enrolled in Grades K-7 who becomes active in an eligible DL program by September 30 will be funded at 1.0 FTE (full time equivalent).
- Students in Grades 8 and 9 will be funded at 0.5 FTE plus 0.125 FTE per eligible four-credit course to a maximum of 1.0 FTE per school year. Each student must have a learning plan that shows all the courses the students will take during the school year. Additional courses taken after the September 30 enrolment data submission that are not included in the plan will not be included in the funding calculation for that student.
- For Grades K - 9 students new to a particular DL school and who become active by the February student enrolment count, additional funding will be allocated to the board of education operating the DL school at half the FTE rate for that school year (pro-rated to reflect half the school year). Similarly, newly active Grades K - 9 students at the May enrollment count will be pro-rated at 1/3 of the FTE rate.
- If a student enrolled in Grades K-7 chooses to take part of an educational program through more than one school, boards of education may make their own arrangements for shared services as long as no tuition fees are charged to the student.

For cross-enrolled Grades 8 & 9

- Students may cross-enrol any time during the calendar year.
- Courses taken by cross-enrolled students in Grades 8 & 9 will be funded for each Grade 8 & 9 course in which the student becomes active, subject to the Distributed Learning [Distributed Learning Active Policy](#) and [Form 1701 Instructions](#).
- Funding claims may only be reported in the July count.

For Grades 10-12 school-age students

- Students may enrol any time during the calendar year.
 - DL courses taken by students in Grades 10 - 12 will be funded at 0.1250 FTE for each eligible four-credit course in which a student becomes active (see [Form 1701 Instructions](#) for course credit and FTE calculations).
 - A student enrolling only in Grade 10 – 12 courses in a DL school, who is also enrolled in Grades K-9 in another school, is counted as a Grade 10 - 12 student for DL funding purposes.
 - Students may combine Grade 10 - 12 courses in DL schools with courses in non-distributed learning schools (regular, alternate, continuing education). To aid students taking DL courses, non-DL schools may claim one funded support block per student per year (the combined total number of support blocks and courses cannot exceed a maximum of eight for these students – as per the [Form 1701 Instructions](#)).
- Example:** If a Grade 10-12 student wanted to take six courses in a regular, alternate, or continuing education school and two courses through a DL school, the Ministry would fund each as follows:
- the board operating the regular, alternate, or continuing education school per existing funding policy for the six courses
 - the board operating the DL school at 0.250 FTE for the two eligible four-credit courses in which the student became active.

Related Policies

- [Distributed Learning - Active](#)
- [Adult Funding](#)
- [K-12 Funding - General](#)

Resources

- [List of tuition free courses](#)
- [Distributed Learning](#)
- [Form 1701 Instructions](#)
- [Operating Grants Manual \(PDF\)](#)

Contact Information

If you have questions relating to the Distributed Learning – Funding policy, please contact the Ministry at:

Email: EDUC.DistributedLearning@gov.bc.ca



K-12 Funding - General

Date came into force or revised

Issued September 1, 2002. In effect March 1, 2002. Revised January 2014

Status

Current

Policy statement

Funding is provided to Boards of Education for the operation and provision of public education programs and courses in British Columbia.

Rationale or purpose of policy

Under the [School Act \(PDF\)](#), the provincial government supports the provision of public education programs to school age residents of British Columbia.

Authority

Sections 82, 106.3, 106.4, and 114 of the [School Act \(PDF\)](#).

Policy in full

Definition - "School age student:" A student between the age of 5 by December 31 of the current calendar year and 19 on or after July 1 of the current school year.

Definition - "Kindergarten students:" Beginning in 2011/12, all Kindergarten students will be attending full-day and will be funded at 1.0 FTE (full-time equivalent). (see [Form 1701 Instructions](#) for additional information)

Definition - "Elementary students in Grades 1 to 7:" Students in these grades are funded as 1.0 FTE.

Definition - "School age secondary students in Grades 8 to 9 FTE:" FTE is determined by applying a 0.5 FTE base (for non-graduated students only) plus 0.125 FTE for every eligible full course (four credits). For students enrolled in Distributed Learning refer to the [Distributed Learning Funding policy](#) additionally for those Grade 8 and 9 students cross enrolled with at least one of their education programs delivered, in whole or in part, through Distributed learning refer to the and the [Alternate Education School Program Policy](#).

Definition - "Secondary students in Grades 10 to 12 FTE:" Calculated based on each eligible full course (four credits) funded as 0.125 FTE (see [Form 1701 Instructions](#) for exceptions). For students enrolled in Distributed Learning or Alternate schools, refer to the [Distributed Learning Funding policy](#) and the [Alternate Education School Program Policy](#). For adult students refer to the [Adult Funding Policy](#).

Definition - "School year:" the period from July 1 to June 30.

Public school funding is allocated using a largely student-based funding system, with the majority of funding allocated on a per FTE basis. Supplemental grants are provided to Boards of Education to address the variable costs associated with declining enrolment, special needs, English Language Learning, Aboriginal Education, educator salaries, transportation, and unique geographic factors.

This policy describes the way all students are funded under this system. More details regarding the additional funds provided for students can be found through the following links: [Special Needs Funding](#), [English Language Learning \(ELL\) Funding](#), [Aboriginal Education Funding](#), [Adult Funding](#), [Distributed Learning Funding](#). Information regarding the supplemental grants can be found in the [Funding Allocation System](#).

Students under the age of 16 must attend school but have the option of enrolling in public schools, independent schools, Distributed Learning or registering as a home-schooled learner.

Boards of Education receive operating grants from the Ministry of Education as calculated through the Funding Allocation System.

To be eligible for provincial funding, Boards of Education must ensure that students are:

- ordinarily resident in BC (and where applicable for school-age students) with their parent/legal guardian
- enrolled in the district
- under the supervision of, assessed and evaluated by an employee of the Board of Education who is certified by the Teacher Regulation Branch
- provided the requirements for an educational program set out in the following Ministerial Orders:
 - 295/95 [Required Areas of Study](#) for students in Grades K-9
 - 302/04 [Graduation Program Order](#) for students in Grades 10-12 (2004 program)

Capital funding is provided through a separate grant. See the [Capital Planning](#) website for details.

Partial or shorter courses (e.g., 2 credit courses) are prorated when calculating the FTE for secondary students.

Courses that are [challenged](#) are funded at 1/32 of the Basic Allocation per FTE amount.

Courses taken in BC outside of the public school system (through colleges, post-secondary institutions, private organizations, etc.) are not funded unless permission and support is arranged through the Board of Education, and the course is taken for credit towards grade 12 graduation.

School age students working towards their grade 12 graduation will be funded until the end of the school year in which they reach the age of 19.

Students who have not received the grade 12 graduation certificate by age 19 may be eligible for funding as an adult student, and only for courses leading to graduation. Please refer to the [Adult Funding Policy](#) for details.

Procedures

Estimates of each Board of Education's operating grant for the coming school year are announced on or before March 15 prior to the start of the school year.

Students registered and in attendance in a public school, or in the case of students learning from home, registered and actively participating in an education program on September 30 of the school year must be reported on the Form 1701 ([Form 1701 Instructions](#))

Operating grants are recalculated and finalized based on actual enrollments as reported on September 30. These final grants are usually announced in late autumn.

Related Links

- [Form 1701 Instructions](#)
- [Operating Grant Manual](#)
- [School Act \(PDF\)](#)
- [Required Areas of Study for Grade K-9 Students \(PDF\)](#)
- [Graduation Program Order for Grade 10-12 students](#)
- [Compliance Website](#)

Related Policies

- [Adult Funding](#)
- [Alternate Education School Program](#)
- [Distributed Learning – Funding](#)
- [Funding Newcomer Refugee](#)
- [Eligibility of Students for Operating Grant Funding](#)
- [K-12 Aboriginal Education Funding](#)
- [K-12 Funding – English Language Learning](#)
- [Recognition of Post-Secondary Transition Program for Funding](#)

Contact Information

If you have any questions relating to the K-12 Funding - General policy please contact the Ministry at:

Email: joanne.armstrong@gov.bc.ca



High School Courses for Students Already Graduated

The following high school courses are available tuition-free through the school districts to adults that already have graduated.

School districts offer these courses using flexible delivery methods that could include face-to-face, self-paced and/or online learning

- [Find a continuing education centre in your area](#)
- [Contact your school district](#)

Tuition Free Foundations Courses

- English Level 1/2: Companion-Reading
- LF English Level 1/2: Companion-Speaking & Listening
- English Level 1: Core
- English Level 2: Core
- English Level 3/4: Companion -Reading
- English Level 3/4: Companion -Writing
- English Level 3: Core
- English Level 4: Core
- English Level 5/6/7: Companion -Writing
- English Level 5: Core
- English Level 6: Core
- English Level 7: Core
- Information & Communications Technology
- Math Level 1
- Math Level 2
- Math Level 3
- Math Level 4
- Math Level 5
- Math Level 6: Apprenticeship & Workplace
- Math Level 6: Math Foundations
- Math Level 7: Apprenticeship & Workplace
- Math Level 7: Math Foundations
- Science: Biology
- Science: Chemistry
- Science: Physics
- Social Studies

Academic Upgrading Courses

As of September 1, 2017 these courses are now tuition free.

- First Peoples English 12
- Communications 11
- Communications 12
- English 11
- Français langue première 11

- English 12
- Français langue première 12
- Biology 11
- Biologie 11
- Biology 12
- Biologie 12
- Chemistry 11
- Chimie 11
- Chemistry 12
- Chimie 12
- Physics 11
- Physique 11
- Physics 12
- Physique 12

Math 11

- Apprenticeship and Workplace Math 11
- Mathématiques pour les métiers et le milieu de travail 11
- Foundations of Math 11
- Fondements mathématiques 11
- Pre-Calculus 11
- Pré-calcul 11

Math 12

- Apprenticeship and Workplace Math 12
- Apprenticeship and Workplace Math 12
- Mathématiques pour les métiers et le milieu de travail 12
- Foundations of Math 12
- Fondements mathématiques 12
- Pre-Calculus 12
- Pré-calcul 12
- Calculus 12
- Calcul différentiel et intégral 12

Resources

- [Free online educational resources](#)
- [Credits and courses you need to graduate \(PDF\)](#)

SCHOOL DISTRICT NO. 36 (SURREY)

No. 8910

POLICY: DISTRIBUTED LEARNING

It is the priority of the Board to offer a variety of learning programs to meet the diverse needs of students. Distributed learning increases student access, choice and flexibility for study outside of classroom schedules. As a critical component to personalized learning, this instructional method will grow and adapt with changing technology and student needs.

Revised: 2016-06-03
 2004-12-16
 1986-12-11
Reaffirmed: 1979-02-29
Revised: 1976-12-06
Reaffirmed: 1974-07-29
Revised: 1971-04-19
Adopted: 1966-03-21

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

POLICY

NO: 7030
DATE: 1999-04-27
REVISED: 2007-11-13
REVIEWED: 2011-04-12

SUBJECT: **PHYSICAL RESTRAINT OF STUDENTS**

Purpose:

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To ensure Fraser-Cascade schools are learning environments that are as safe as possible for all children and adults.

It is expected that school personnel implement pro-active, positive, non-punitive supports and interventions that make the use of seclusion and physical restraint unnecessary.

Physical Restraint and Seclusion may only occur when behaviour of a student poses imminent danger of serious physical harm to self or others including school personnel, and where less restrictive measures have been ineffective of ending the threat of serious physical harm. Each incident will be accurately documented using the prescribed district form which includes information about the required parent notification.

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

REGULATIONS

NO: 7030 R

DATE: 1999-04-27

REVISED: 2007-11-13

REVIEWED: 2011-04-12

SUBJECT: **PHYSICAL RESTRAINT OF STUDENTS**

1. Definitions

- 1.1 Seclusion – the involuntary confinement of a person, alone in a room, enclosure or space which the person is physically prevented from leaving. The term seclusion does not apply to the following situations:
 - 1.1.1 When a student has personally requested to be in a different/secluded location/space;
 - 1.1.2 When a student is outside of the regular classroom and possibly alone (but supervised) for a calm or quiet break if these breaks are behaviour strategies which are proactive and are part of the student's daily routine.
- 1.2 Physical Restraint – a method of restricting another person's freedom of movement or mobility in order to secure and maintain the safety of the person or the safety of others. The term physical restraint does not apply to the following situations:
 - 1.2.1 The provision of gentle physical guidance or prompting of a student when teaching a skill, redirecting attention or providing comfort.
 - 1.2.2 A temporary, gentle touch on a student's arm, shoulder or back for the purpose of guiding a student to a safe location. A gentle touch to some students can be a physical trigger ~~for them to act out violently~~. Be mindful of a student's safety plan.

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2. General Guidelines

- 2.1 In cases where an individual student could potentially cause harm to self or others the following plans should be collaboratively developed with the principal, teachers, support staff, parents/guardians and, when appropriate, the student:
 - 2.1.1 A Safety Plan detailing the student's triggers, patterns of escalation and appropriate adult responses is collaboratively developed and implemented by all staff* working directly with the student
 - 2.1.2 Based on the data from a Functional Behaviour Assessment (FBA) a formal positive Behaviour Support Plan or Behaviour Intervention Plan describing positive behaviour intervention supports and conflict de-escalation procedures is collaboratively developed~~s~~

- 2.2 A review/revision of prevention/intervention strategies/plans within a school or classroom must occur in cases where there is:
 - 2.2.1 Repeated use of physical restraint or seclusion for an individual student
 - 2.2.2 Multiple use of physical restraint or seclusion occurring within the same classroom
 - 2.2.3 Repeated use of physical restraint or seclusion by an individual staff member
- 2.3 It is the principal's responsibility to ensure that staff such as bus drivers, clerical, custodians, support staff, and all casual staff read the plans and understand the importance of adhering to these plans for their own and others' safety.

3. Guidelines for Physical Restraint

- 3.1 The ~~Abbotsford School~~ Fraser Cascade District maintains that a "hands off policy" is the best practice in dealing with students who are acting out. Physical restraint and seclusion must not be common practice and are used only in exceptional circumstances where a student is in imminent danger of causing serious harm to self or others.
- 3.2 Physical Restraint will only be employed until the imminent danger of serious harm to self or others has dissipated.
- 3.3 Any time physical restraint is necessary, a "Physical Restraint of Student's Incident Report" must immediately be filed with the Director of Student Support Services. The Safer Schools Coordinator, Parents/Guardians must also be informed about the incident immediately.
- 3.4 Physical Restraint is always conducted in a safe manner by a person who is trained in the proper methods of physical restraint. This training will ensure that:
 - 3.4.1 Students' breathing is not restricted
 - 3.4.2 Student is not in a prone position (facing down on their stomach)
 - 3.4.3 Student is not in a Supine position (on their back, face up)
 - 3.4.4 Mechanical restraint devices are never used
- 3.5 Training sessions in positive behaviour support planning, non-violent crisis intervention, conflict de-escalation techniques, and safety planning will continue to be offered to school personnel on a regular basis.
- 3.6 The need for staff to be trained in the use of physical restraint for a student will be determined by the Director of Student Support Services in consultation with district staff, school administrator, and school staff ~~and the students' parents.~~

4. Guidelines for Seclusion

- 4.1 The space used for seclusion must not jeopardize the students' health and safety – emotionally or physically. Seclusion should only be employed in exceptional circumstances where a student is in imminent danger of causing serious harm to self or others.
 - 4.1.1 Seclusion will only be employed until the imminent danger of serious harm to self or others has dissipated.
 - 4.1.2 Any time seclusion is necessary a "Student Safety Incidence or Level 1 Threat Assessment Report" must be filed with the Occupational Health and Wellness Manager and the Director of Learning Student Support Services. Parents/Guardians must also be informed about the incident immediately.
 - 4.1.3 A student must never be locked into a room unless a Safety Plan for Locked Seclusion has been created in collaboration with District LSS Personnel, School Administrator/Administration, school staff, parents and possibly outside agencies.
 - 4.1.4 Any room that is to be used for seclusion must have an observation window and the secluded student must be under continuous visual observation. The student's behaviour is recorded at regular intervals by the observing adult throughout the period of seclusion.

Reference: Provincial Guidelines – Physical Restraint and Seclusion in School Settings, British Columbia

Ministry of Education, June 3, 2015



Incident Details	
Type:	Accident Assault Physical Intervention Other: _____
Time: _____	Location: _____
What happened:	
Injury Y / N (if yes: complete School Protection Program Incident Report or WorkSafeBC Form)	
Description of Injury:	

Signatures: Person Reporting _____ Principal _____

PHYSICAL RESTRAINT OF STUDENTS
Incident Report

TYPE OF OCCURRENCE

Accident
Assault
Physical Intervention
Other

Date: _____

Student's Name _____

Student's Grade _____

Employee(s) Involved:

1. _____

2. _____

3. _____

4. _____

Where did the incident occur? _____

Details of the incident: _____

Results of Occurrence: _____

Follow-Up Action Plan _____

SIGNATURES

Name _____ **Signature** _____

Administrator's Name _____ **Signature** _____

Parent/Guardian Name _____ **Signature** _____

WCB Forms Submitted: Yes _____ **No** _____

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

POLICY

NO: 1040

DATE: XXX

SUBJECT: **ROLE OF THE TRUSTEE LIAISON AT PARENT ADVISORY
COMMITTEE (PAC) MEETINGS**

The Board of Education for School District No. 78 (Fraser-Cascade) values the relationship with Parent Advisory Councils (PACs) in each of our schools. As such, the Board recognizes that a PAC, through its elected officers, may advise the Board, the principal and staff of the school regarding any school-related matter.

A trustee may attend, upon invitation, any PAC meeting to provide Board information on process in order to take matters forward and/or provide feedback.

A Trustee can provide clarity on the role of the corporate Board and how to best provide input for Board decisions.

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

REGULATIONS

NO: 1040 R

DATE: XXX

SUBJECT: **ROLE OF THE TRUSTEE LIAISON AT PARENT ADVISORY
COMMITTEE (PAC) MEETINGS**

DEFINITION:

The Parent Advisory Council (PAC) is a meeting for parents. Trustees are invited as guests, who have no official standing on the committee.

Liaison Role:

A brief report specifically referencing the school at which the meeting is being held and drawn from the public meeting of the Board of Education may be provided. Trustees may respond to questions from the PAC or they may refer parents to the superintendent for further information/clarification. Trustees are not eligible to bring items for the agenda, or bring other guests to the meeting.

A PAC must have made a formal recommendation to have a trustee liaison and a request may be made for a specific trustee. A trustee may also attend from time to time as an invited guest, based on the corporate decision of the PAC.

Trustee liaisons do not act on behalf of the corporate Board, nor do they act as a conduit with information back to the entire Board. The proper protocol for messages to be relayed to the Board is a letter, endorsed by the entire PAC and sent on to the District Parent Advisory Council (DPAC), and if required, to the Board for response.

Related Policies/Bylaws/Procedures:

- [Policy 5000 \(School Parent Advisory Councils\)](#)
- [Policy 5002 \(District Parent Advisory Council\)](#)
- Bylaw 17 (Trustee Code of Conduct)
- Fraser-Cascade School District Trustee Handbook



BC Confederation of
Parent Advisory Councils

Contact BCCPAC

1-866-529-4397

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PAC/DPAC

What is a PAC

What is a DPAC

FAQ

What is a PAC

The School Act gives parents the right, through PACs, to assume an advisory role in every school. PAC is the officially recognized collective voice of parents of their school. A PAC, through its elected officers, may advise the school board, the principal and staff of the school respecting any matter relating to the school.

PACs are forums within each school community to discuss matters affecting your school and the education of your children. Parents' voices are a tremendous value to their school. They offer a wealth of ideas and support in the challenges that face all public schools. PACs strive to represent the diversity within their communities and contribute to the benefit of all students by:

- providing opportunities to educate and inform parents about the school;
- involving parents in volunteer activities; and
- openly discussing parents' concerns and aspirations for their schools.

Who Can Become A Member Of PAC?

All parents and guardians of students registered in the school are able to participate as a member of the PAC.

What Governs A PAC?

As an autonomous body, the PAC must abide by its Constitution and Bylaws and the School Act.

How Does A PAC Work?

Through their elected executives from parents in the school, PACs communicate with their parent community gathering and discussing issues of importance regarding their school in order to adequately advise those that influence their school. In addition to PAC meetings communication may also be done through, newsletters, telephone, email, and websites so that all parents have the opportunity for input. PACs, with strong participation from parents, have an important influence on life at the school and the feelings the community has toward the school and education. There is strong evidence that increased parent involvement in the school results in increased student achievement, accomplishment, satisfaction, and bonding all of which result in decreased dropout rates and better citizen.

Whom Does The PAC Advise?

(a) advise the board and the principal and staff of the school or the Provincial school respecting any matter relating to the school or the Provincial school, other than matters assigned to the school planning council, and

(b) at the request of the SPC, assist the SPC in carrying out its functions under this Act.

(c) advise their District Parents' Advisory Council (DPAC), British Columbia Confederation of Parent Advisory Councils (BCCPAC), the Ministry of Education and any other organization, as they deem necessary.

The Purpose Of A PAC Can Be:

- to provide parents with the opportunity to gain greater understanding of the school;
- to assist the SPC in carrying out its function;
- to give input into school- based decisions;
- to participate in goal setting;
- to unify efforts of the school community towards the goal of quality education;
- to monitor and review school rules and conduct, the safety programs, the educational programs; learning materials, equipment and the school building;
- to educate parents;
- to advocate equal educational opportunities for all students;
- to liaise with other education partners and organizations; and
- to provide methods to resolve problems between the school and community by directing parents and students to the Advocacy project.

The PAC Is NOT:

A forum to discuss individual students/staff problems or conflicts.

Your Involvement

Parents are encouraged and invited to bring forth issues, suggestions, or concerns relating to the meeting and enhancement of the needs of your school community.

These issues can be brought forth by:

- contacting a PAC executive member
- sending a letter to the school addressed to a member of the PAC executive
- attending a PAC meeting

Events**What's New**

November 30, 2017

[New Curriculum Transition Exte](#)

Ministry of Education Announcement: New Curriculum Transition Extended for Grades...

Membership Matters



Is your PAC or DPAC a member of BCCPAC? Join or renew your registration and be part of the parent voice. ***You can make meaningful contributions to our BC public education!***

REGISTER YOUR PAC TODAY

Sign Up For The 'Our Voice' Newsletter

Receive the latest news, information and inspiration from BCCPAC.com.

Enter your email address

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About BCCPAC

BC Confederation of Parent Advisory Councils (BCCPAC) is a charitable organization registered under the Society Act of BC, representing the parents of children attending the provincial public schools.

Membership is made up of the Parent Advisory Councils (PAC), District Parent Advisory Councils (DPAC), and parent associate members.

Contact us

Suite C - 2288 Elgin Avenue, Port Coquitlam, BC V3C 2B2

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SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

POLICY

NO: 4050

DATE: 2000-01-25

REVISED: 2005-06-28
2012-06-19
2015-10-27

SUBJECT: **TECHNOLOGY USAGE AND ACCESS**

This policy shall govern the use of computer equipment, software, the network, messages and internet access provided by the Board of Education (the "Board") to students, employees, contractors and others.

The School District's computers, software, networks, electronic systems, and access to the internet (collectively referred to as the "System") are intended for educational purposes and for conducting valid Board business. Use of the System and access to the internet for any other purpose is prohibited including, without limitation, commercial, criminal, obscene or illegal purposes.

Use of the System requires prior authorization by the Board, who reserves the right to restrict the scope of access to individual users or classes of users. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the System. All schools will develop Internet Use Guidelines and will use the Internet Student and Employee Account Agreements attached to this policy.

Access to the System, including internet resources, is a privilege, not a right. Such access is made available only so long as the user complies with this Technology Usage and Access Policy and such rules and regulations as may be made by the Board. Inappropriate or prohibited use may lead to suspension or termination of user privileges at the discretion of the Board, and possible other consequences including disciplinary action. Use of these resources indicates users agree to comply with the terms and conditions of use established by the Board and outlined in this Policy.

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

REGULATIONS

NO: 4050 R
DATE: 2000-01-25
REVISED: 2005-06-28
2012-06-19
2015-10-27

SUBJECT: **TECHNOLOGY USAGE AND ACCESS**

1. Use of the System

1.1 General

Access to the System is a privilege, not a right.

It is important that users conduct themselves in a responsible, decent, ethical, and polite manner while using the System. Following is a list of guidelines whose violation may lead to suspension or termination of privileges.

1.1.1 When interacting on the internet, users are expected to behave as they would in any other environment where they represent their school/employer.

1.1.2 Controversial Material

Employees may encounter material that is controversial and which users, parents/guardians, employees or administrators may consider inappropriate or offensive. However, on a global network it is impossible to control effectively the content of data and an industrious user may discover controversial material. It is the user's responsibility not to initiate access to such material. The Board may, but shall not be obliged to, restrict access to network material, but in any event shall have no duty to regulate the content of material on the network or the user's access to that material.

2. System Security

2.1 Authorized users are prohibited from permitting other persons to use their access, or account, and must log off immediately after use to ensure that others cannot use their access or account.

2.2 Authorized users should not disclose their passwords to any other person. Account holders are responsible for all activity within their account.

- 2.3 Users must follow appropriate virus protection procedures when placing material on a computer or downloading material from the internet. Conduct which deliberately or recklessly exposes the System to computer virus infection is prohibited.

3. Prohibited Use

Following is a list of examples of prohibited conduct:

- 3.1 Users may not use the System to:
- transmit any materials in violation of Canadian laws
 - duplicate, store, download or transmit pornographic materials
 - transmit or post threatening, abusive, or obscene material
 - duplicate, store, download or transmit copyrighted material that violates copyright law
 - participate in pyramid schemes
 - participate in gambling
 - participate in cyber-bullying
- 3.2 Users may not violate, or attempt to violate, the security of the System.
- Any attempts to access unauthorized data on the System will result in termination of user privileges
 - Any attempts to vandalize System accounts or systems will result in termination of user privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another member, the School District, or any of the agencies or other networks that are connected to the internet. This includes, but is not limited to, the uploading or creation of computer viruses.
 - Use of another individual's System account or password without his/her knowledge is prohibited
- 3.3 When interacting on the internet, do not:
- use abusive, vulgar, profane, obscene or other inappropriate language
 - criticize the spelling, writing or keyboarding of others
 - re-post personal messages that you receive to public forums (e.g., listserves, newsgroups) without the permission of the author
- 3.4 System users, should not:
- share their password with others. Account holders are responsible for all activity within their account.
 - distribute or use anyone else's user ID and password
 - reveal anyone else's personal information
- 3.5 The System is a shared resource and users should use it in such a way that it doesn't disrupt the service to others. Do not use the System:
- for private business purposes
 - for product and/or service advertisement or political lobbying
 - to send chain letters
 - to play network intensive games other than on local area networks under the supervision of a teacher
 - to download excessively large files, except in low use hours
 - to harass other users with unwanted or unsolicited messages through e-mail, Facebook, Twitter or other message forums. Harassment is defined in [Policy #6215 – Respectful Workplace](#)

4. Students

- 4.1 The purpose of student access to the System is to further the learning objectives of a student's educational program, including without limitation:
 - 4.1.1 Providing training in the use of computer systems.
 - 4.1.2 Providing access to a wide range of material with educational value to the student.
 - 4.1.3 Facilitating communication with others around the School District and the world in furtherance of the student's education.
 - 4.1.4 There is a wide range of material available on the internet, some of which may be offensive or conflict with the values of some families. The Board may revoke access privileges of students who use the System to access inappropriate materials. However, it is not practically possible for the Board to constantly monitor or individually control student use of the System, nor to prevent inadvertent accessing of offensive material. Parent(s)/guardian(s) who have particular concerns about access to inappropriate material should discuss this issue with the appropriate teacher(s) and administrator at their child's school.
 - 4.1.5 Failure by a student to comply with this policy and any rules and regulations, respecting use of the System, that are made by the Board, may result in suspension or revocation of access privileges and may also result in disciplinary action.

5. Employees

- 5.1 Employees are required to comply with this policy and rules and regulations, respecting use of the System, that are made by the Board from time to time. Failure to do so may result in suspension or revocation of some or all of their access privileges and may also result in disciplinary action, including dismissal.

6. Risk and Liability

- 6.1 The Board makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Board will not be responsible for any damages a user suffers or causes. Use of any information obtained via the System is at the user's own risk. The user shall indemnify and save harmless The Board from any cost, damage or liability the user may incur as a result of, or in any way relating to, the user's access to the network.

7. Privacy and Confidentiality

- 7.1 Use of the System is neither private nor confidential and may be tracked. Use of the System, including the internet, by any individual may be monitored or reviewed by the Board System Administrator(s) or appropriate supervisory staff without prior notice.

- 7.2 The contents of computer hard drives and other storage devices owned by the School District may be examined and read by the System Administrator(s) or appropriate supervisory staff.
- 7.3 The System Administrator(s) may remove locally posted messages that are unacceptable and/or in violation of the Technology Usage and Access Policy.
- 7.4 In the case of misuse or suspicion of misuse of the network or services, the Board reserves the right to access any files on the system.
- 7.5 The System Administrator(s) or appropriate supervisory staff will not intentionally inspect the contents of users' messages, or disclose the contents to anyone other than the sender, or intended recipient, without the consent of the sender or intended recipient, unless required to do so by law or the policies of the Board, or to investigate complaints regarding mail which are alleged to contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material. The Board will cooperate fully with any participating school district, local, provincial, or federal officials in any investigation concerning or relating to any message transmitted on the System.
- 7.6 The System Administrator(s) has the right to set quotas for disk/computer usage and download/time limits on the System.

8. **Procedure for Suspension or Termination of Access**

- 8.1 The System Administrator(s) has the right to suspend or terminate a user's access to and use of the System upon any breach of the Technology Usage and Access Policy by the user. Prior to suspension or termination, or as soon after as is practicable, the System Administrator will inform the user of the suspected breach and give them an opportunity to present an explanation. The user may request a review hearing with the account authorizer (and/or other School District administrators) within seven (7) days of the suspension or termination if the user feels that the action was unjust. After the review, access may be restored if the System Administrator and the School District personnel uphold the user's appeal.

STUDENT TECHNOLOGY ACCEPTABLE USE AGREEMENT

Student Name: _____

School: _____

I agree to comply with the following conditions when using my School District internet account:

- Internet access is primarily for education purposes only
- I will not use the system in a way that will disrupt the network use of others
- I will be polite on-line
- I will be careful not to reveal or request personal information
- I will not use the internet for illegal or inappropriate purposes (e.g. cyber-bullying)
- I am responsible for all activity under my account (*do not share passwords*)
- I am aware that the System Administrator has final authority on the use of the network and may access any file if there is suspicion of misuse

I understand that if any of the above rules are violated, I may face disciplinary action in addition to losing internet access. I also understand that use of the internet by students may not be directly supervised at all times and the School District does not accept responsibility for inappropriate use. I hereby release the School District, its personnel and any institutions with which it is affiliated from any and all claims and damages of any nature arising from the use of, or inability to use the School District System, including, but not limited to claims that may arise from the unauthorized use of the System to purchase products or services.

Signature (student)

Date

Signature (parent/guardian)

Date

EMPLOYEE ACCOUNT AGREEMENT

Name: _____

Position: _____

School/Department: _____

I require this account for instructional and/or job related activities. I have read the School District "Technology Usage and Access Policy". I agree to follow the rules contained in this Policy and the Regulations. I understand that if I violate the rules, I may face disciplinary action in addition to losing my internet access. I hereby release the School District, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from the use of, or inability to use, the School District System, including, but not limited to claims that may arise from the unauthorized use of the System to purchase products or services.

Signature (employee)

Date

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

POLICY

NO: 5070

DATE: 2013-12-06

REVISED: 2015-10-27

SUBJECT: **SOCIAL MEDIA**

The Board of Education recognizes the benefits of student access to electronic and social media communication; however, the Board is also aware of the risks involved.

This policy is intended to provide a wide range of access to electronic communications systems for the purpose of supporting the goals, objectives, and activities as prescribed by the Ministry of Education and the School District (see Appendix A: Acceptable Use Policy for Schools and Appendix B: Social Media Guidelines Resource).

While the intent of the Board is to enhance educational opportunities for staff, students, and parents, the Board also remains committed to responsible digital citizenship and to minimizing the risks associated with the use of electronic communications systems and access to social media.

Definition: Social Media

Social media represents a form of communication involving websites, applications and virtual arenas that enable users to create and share content online and participate in social networking. Social Media may include (although is not limited to):

- social networking sites (e.g. Facebook, LinkedIn, Twitter, Snapchat);
- video and photo sharing websites (e.g. Instagram, YouTube, Flickr, Vimeo);
- live streaming platforms (Facebook Live, Periscope);
- blogs, including professional blogs and personal blogs;
- online news blogs hosted by media outlets including the social media comment sections;
- wikis and online collaborations (e.g. Wikipedia);
- forum discussion boards and groups (e.g. Google groups);
- podcasting;
- online multiplayer gaming platforms (e.g. World of Warcraft, Second Life);
- electronic messaging (including email, SMS and Whatsapp);

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

REGULATIONS

NO: 5070.1 R

DATE: 2013-12-06

REVISED: 2015-10-27

SUBJECT: **SOCIAL MEDIA - Employees**

General

This procedure has been developed to provide employees with guidelines to understand the impact of social media and its appropriate use in order to ensure best practices and to mitigate both the School District's and employee's exposure to risk. Also [see Technology Usage and Access Policy #4050](#).

1. Any use of social media related to work or school that involves students and/or School District employees must be of a professional rather than a personal nature and adhere to professional codes of conduct. Online activities must not interfere with the performance of an employee's duties.
2. Use of social networking websites and services must adhere to the [British Columbia Freedom of Information and Protection of Privacy Act \(FOIPPA\)](#) and the guidelines for teachers from the [BC Ministry of Education Teacher Regulation Branch \(TRB\)](#), particularly where issues related to personal information are concerned:
*Educators act with integrity, maintaining the dignity and credibility of the profession. They understand that their individual conduct contributes to the perception of the profession as a whole. Educators are accountable for their conduct while on duty, as well as off duty, where that conduct has an effect on the education system. Educators have an understanding of the education system in BC and the law as it related to their duties.*¹
3. Employees are responsible for ensuring that any use of social media with students complies with the specific social media terms of service agreement.
4. Personal information should be kept to a minimum and a disclaimer/permission slip must be signed by parents/guardians.
5. Anything posted in an official capacity will be perceived to be representative of the School District. All employees are encouraged to model an appropriate online presence and to exercise good judgment to ensure that postings do not reflect negatively on the employee's professional reputation or that of the School District. Employees should not speak on behalf of the School District or use School District logos on private social media sites unless specifically authorized to do so.
6. Employee online behaviour should reflect the School District values of respect, trust, integrity, communication, and teamwork. Social media is an extension of the workplace. What is inappropriate in the workplace is also inappropriate online including criticizing students, employees or the School District.

¹ *Standards for the Education, Competence and Professional Conduct of Educators in British Columbia*. Vancouver, B.C.: Ministry of Education, Teacher Regulation Branch, 2012. Print.

7. School District employees are responsible for the content they publish online.
8. Employees should monitor contributions to any site they create, administer or moderate.
9. Any use of social media that involves students must be focused on teaching and learning and not be linked to personal sites.
10. School District tools are to be used for online communication with students and parents/guardians. Content must be formal, courteous and respectful and relevant to school related matters. Should employees wish to create other sites and/or use other online forums for communicating with students, they must obtain approval from the principal.
11. School District employees who “friend” or invite students to their personal social media sites will do so appropriately in accordance with Policy #4050 - Technology Usage and Access.
12. Employees must respect and model copyright and fair use guidelines. A hyperlink citation to outside sources is required. Employees must not plagiarize and must also give credit where it is due. When using a hyperlink, employees must be sure that the content of the linked site is appropriate and adheres to district and provincial standards.
13. Employees should ask friends not to tag them in any photos or videos without their permission and remove anything that is not appropriate to the employee’s role in the School District. Videos or pictures of workplace events should not be posted.
14. Employees who do not follow these terms and conditions may face disciplinary action.

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

REGULATIONS

NO: 5070.2 R

DATE: 2013-12-06

REVISED: 2015-10-27

SUBJECT: **SOCIAL MEDIA – Students**

General

The purpose of this regulation is to provide guidance for students when participating in online social media activities.

Students

- a) Student online behaviour should reflect School District values of respect, trust, integrity, communication, and teamwork at all times.
- b) Any school related use of social media must observe the terms or contract agreement of the online resource. A disclaimer/permission slip is required and must be signed by parents/guardians.
- c) Students must consider the potential consequences of what they post online. What students contribute leaves a digital footprint for all to see. Students should only post what they would want friends, peers, parents/guardians, teachers, or a future employer to see.
- d) School related online activities are an extension of the classroom and subject to all school and district expectations. What is inappropriate in the classroom is also inappropriate online.
- e) Students must be safe online. Students should never give out personal information, including, but not limited to: last names, birth dates, phone numbers, addresses and pictures. Students should not share their password(s).
- f) Linking to other websites to support a student's thoughts and ideas is recommended; however students must be sure to read the entire article prior to linking, to ensure that all information is appropriate in a school setting.
- g) Students must do their own work. They must not use intellectual property without permission. It is a violation of copyright law to copy and paste other's thoughts. When paraphrasing another's idea(s), the sources must be cited.
- h) Pictures are protected under copyright laws. Students must verify that they have permission to use an image.
- i) Students must not intentionally misrepresent themselves or use someone else's identity.

- j) Students must report any content or behaviour that is not suitable in the school environment.
- k) Students who do not abide by these terms and conditions may face disciplinary action.

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

REGULATIONS

NO: 5070.3 R

DATE: 2013-12-06

REVISED: 2015-10-27

SUBJECT: **SOCIAL MEDIA – Parents/Guardians**

General

School District #78 (Fraser-Cascade) ('SD#78') accepts that daily life today requires adapting to ever changing methods of communication. Appropriate use of Social Media by staff and students is clearly delineated in this Policy (5070).

As part of the SD#78 community, parents also have a responsibility to engage appropriately with Social Media that is connected to SD#78. To this end, we have developed the following guidelines to provide suggestions for parents when participating in Social Media activities, e.g. classroom blogs, SD#78 Facebook page, emails or any other Social Media platform/s used by parents in connection with SD#78 either directly, or indirectly in circumstances where the school parent, staff member and/or student is identifiable.

We encourage parents to set and maintain high ethical standards in their use of social networking. Be respectful of the opinions of others. Your posts and comments should help build and be supportive of our community. Your online behaviour should reflect the same standards of honesty, respect, and consideration that you use in face-to-face interactions.

Remember your responsibility as a good digital citizenship role model for your children.



SOCIAL MEDIA GUIDELINES FOR PARENTS

Guidelines

The following guidelines apply:

- You must adhere to the Terms of Use and site specific community standards of the relevant Social Media platform/website, as well as copyright, privacy, defamation, discrimination, harassment, other applicable laws and SD#78 policies;
- You must ensure that you do not use or disclose any confidential information, post or respond to material that is offensive, obscene, defamatory, threatening, harassing, bullying, discriminatory, hateful, racist, sexist, infringes copyright, or is otherwise unlawful;
- Disrespectful or offensive comments should not be made about staff, students, parents, or SD#78 in general. Parents should not comment on or forward unsupported information, e.g. rumours concerning SD#78, or comment or post material that might otherwise cause damage to SD#78 or a staff member's reputation;
- Be mindful that, by posting your comments and having online conversations etc. on social media sites you are broadcasting to the world. Even with the strictest privacy settings be aware that comments expressed via social networking pages under the impression of a 'private conversation' may still end up being shared into a more public domain, even with strict privacy settings;
- Parents should never discuss sensitive SD#78 matters with other parents using Facebook, blogs, and other social media outlets. As noted above when posting, even on the strictest privacy settings, parents should act on the assumption that all posting are in the public domain;
- Before posting photographs and/or videos, permission should be sought from the subject contained within said material. This is especially the case where photographs and/or videos include parents of students and/or staff members of SD#78. No photographs of students of SD#78 (with the exception of a parent's own children and where approved by the relevant parents/s from time to time) are to be posted;
- Keep in mind it is suggested that staff members are not permitted to either make or accept invitations to or from parents to join Social Media sites;
- If you come across positive or negative remarks about SD#78 and/or its operations online that you believe are important, you are encouraged to share those posts with the School District who will consider such comments on a case by case basis;
- It is important to note that reports of cyber bullying and other technology abuses may result in notification to the RCMP or other relevant authorities where SD#78 is legally obliged to do so;
- We encourage parents to have frequent proactive discussions with your children around their use of technology, the internet, and social media application and how you expect that they will be used. You want your child to be able to actively come to you with any trouble they are having online.
- Encourage your child to report online behaviour to you that they feel is inappropriate or wrong when they come across it, and that you will support in a non-judgmental way.



SOCIAL MEDIA PARENTS CHECKLIST

- Call a Digital Family Meeting – set rules and expectations for behaviour with technology
- Draft a Social Media Contract
- Have a central charging station (e.g. your room, kitchen table). Keep devices out of their bedrooms!
- Have your child write a paragraph about why they should have a phone or be able to download an “app”
- Set up their social media accounts with them
- Know their passwords! To build trust between you and your child keep a sealed envelope containing their passwords in a safe place in case of an emergency. This allows them to keep their passwords private
- Set limits on use of technology – if you meet resistance, remind them who pays for the phone or device
- Buy, Use and Teach your child how to use a physical old fashioned alarm clock
- Set parental controls: Phone, Tablet, Computer
- Google yourself and your child. What is out there about you and your family?
- Review privacy settings on all social media accounts. Set Instagram as private!
- Check Instagram “DIRECT” mailbox and read the comment section of pictures and posts
- Explore strategies of what to do when a stranger talks to them online. Remind them that you won’t be upset and you just want them to be safe
- Ask your child what social media platforms are popular and why- show interest in order to open up dialogue and stay current with apps they could be using
- Actually read the privacy policies and terms of service with your child
- Discuss the difference between a healthy and unhealthy relationship
- Discuss both the positive and negative uses of social media
- Remind them of the permanence and public nature of all things shared electronically
- Discuss with your child the dangers of sharing intimate photos (sexting)
- Are location services turned OFF for camera and social media apps – do any of their posts have a geo-tag attached?
- Be mindful of and know what VAULT apps look like
- Put tape or band-aid on the laptop camera when not in use.
- Make strong passwords for all accounts and emails – that includes you as well !! Use letters, numbers, and special characters !@#\$%^&*
- Set up and be ready to use Find my iPhone or Android Device Manager
- Educate yourself – search online for anything you don’t understand
- Remember that your children are growing up online! Help guide them
- Encourage your child to create a positive digital footprint as they grow older

Related Policies, Procedures

- [Policy 4050 \(Technology Usage and Access\)](#)
- [Policy 5075 \(Media Consent\)](#)
- [FOIPPA](#)



PARENT/GUARDIAN SOCIAL MEDIA USAGE CONSENT

The School District acknowledges the importance of teachers, students and parents/guardians collaborating and learning in digital environments. It is also important that students, staff and parents/guardians use such tools in a safe and ethical manner. (See Administrative Regulation 5070.2 R: Social Media – Students and Parents/Guardians).

Teachers may use a variety of social media sites with students but are required to secure parental/guardian permission. Teachers will therefore provide a list of all services in the bottom section of this form, so that parents/guardians may consent for their child to participate in these social media activities.

Personal information will be collected by the School District for the above-noted purposes under the authority of Section 26 (c) of the [Freedom of Information and Protection of Privacy Act \(FOIPPA\)](#). If stored outside the country, information in your child's account may be subject to the laws of foreign jurisdictions, such as the United States. If you have any questions about this collection, please contact your child's teacher directly.

Consent

I understand that my child's information will be disclosed, stored and accessed from outside of the School District and may also be stored and accessed from outside of Canada for the social media sites listed below. This consent will be considered valid from the date on which it is signed until the end of the school year. I also hereby acknowledge that I have read and understand the district's Social Media Policy and Regulations (5070, 5070.1 R, 5070.2 R), as well as the policies related to Technology Usage and Access (#4050).

List of Social Media Services Accessed During Classroom Activities

Name of student or, if applicable, parent or guardian:

Signature of student or, if applicable, parent or guardian:

Date Signed: _____
(MM/DD/YYYY)

Acceptable Use Policy For Schools (This Policy is also included in the Administrative Handbook)

OUR SCHOOL recognizes that access to technology in school gives students, parents and teachers greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping students develop 21st-century technology and communication skills.

To that end, this **Acceptable Use Policy** outlines the guidelines and behaviours that users are expected to follow when using school technologies or when using personally-owned devices on school premises.

- Students, parents and teachers are expected to follow the same rules for good behaviour and respectful conduct online as offline.
- Misuse of social media can result in disciplinary action.
- YOUR SCHOOL makes a reasonable effort to ensure students' safety and security online, but will not be held accountable for any harm or damages that result from misuse of social media technologies.

We encourage teachers, students, staff, and other school community members to use social networking/media (Twitter, Facebook, etc.) as a way to connect with others, share educational resources, create and curate educational content, and enhance the classroom experience. While social networking is fun and valuable, there are some risks you should keep in mind when using these tools. In the social media world, the lines are blurred between what is public or private, personal or professional.

We've created these social networking/media guidelines for you to follow when representing the school in the virtual world.

Please do the following:

Use good judgment

- We expect you to use good judgment in all situations.
- You must know and follow the school's Code of Conduct and Privacy Policy.
- Regardless of your privacy settings, assume that all of the information you have shared on your social network is public information.

Be respectful

- Always treat others in a respectful, positive and considerate manner.

Be responsible and ethical

- If you are approved to represent the school, unless you are specifically authorized to speak on behalf of the school as a spokesperson, you should state that the views expressed in your postings, etc. are your own. Stick with discussing school-related matters that are within your area of responsibility.
- Be open about your affiliation with the school and the role/position you hold.

Be a good listener

- Keep in mind that one of the biggest benefits of social media is that it gives others another way to talk to you, ask questions directly and to share feedback.
- Be responsive to others when conversing online. Provide answers, thank people for their comments, and ask for further feedback, etc.
- Always be doing at least as much listening and responding as you do "talking."

Don't share the following:

Confidential information

- Do not publish, post or release information that is considered confidential or not public. If it seems confidential, it probably is. Online "conversations" are never private. Do not use your birth date, address, and cell phone number on any public website.

Private and personal information

- To ensure your safety, be careful about the type and amount of personal information you provide. Avoid talking about personal schedules or situations.

- NEVER give out or transmit personal information of students, parents, or co-workers
- Don't take information you may receive through social networking (such as e-mail addresses, customer names or telephone numbers) and assume it's the most up-to-date or correct.
- Always respect the privacy of the school community members.

Please be cautious with respect to:

Images

- Respect brand, trademark, copyright information and/or images of the school (if applicable).
- You may use photos and video (products, etc.) that are available on the school's website.
- It is generally not acceptable to post pictures of students without the expressed written consent of their parents.
- Do not post pictures of others (co-workers, etc.) without their permission.

Other sites

- A significant part of the interaction on blogs, Twitter, Facebook and other social networks involves passing on interesting content or linking to helpful resources. However, the school is ultimately responsible for any content that is shared. Don't blindly repost a link without looking at the content first.
- Pay attention to the security warnings that pop up on your computer before clicking on unfamiliar links. They actually serve a purpose and protect you and the school.
- When using Twitter, Facebook and other tools, be sure to follow their printed terms and conditions.

And if you don't get it right:

- Be sure to correct any mistake you make immediately, and make it clear what you've done to fix it.
- Apologize for the mistake if the situation warrants it.
- If it's a MAJOR mistake (e.g., exposing private information or reporting confidential information), please let someone know immediately so the school can take the proper steps to help minimize the impact it may have.

Netiquette

- Users should always use the Internet, network resources, and online sites in a courteous and respectful manner.
- Users should also recognize that among the valuable content online is unverified, incorrect, or inappropriate content. Users should use trusted sources when conducting research via the Internet.
- Users should also remember **not to post anything online that they wouldn't want parents, teachers, or future colleges or employers to see.** Once something is online, it's out there—and can sometimes be shared and spread in ways you never intended. If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher or staff if you're at school; parent if you're using the device at home) immediately.
- Users should never share personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without adult permission.
- Users should recognize that communicating over the Internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others.

Cyberbullying

Cyberbullying will not be tolerated. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying. Don't be mean. Don't send emails or post comments with the intent of scaring, hurting, or intimidating someone else.

Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime. Remember that your activities are monitored and retained by others.

Examples of Acceptable Use

I will:

- Follow the same guidelines for respectful, responsible behavior online that I am expected to follow offline.
- Treat social media carefully, and alert staff if there is any problem with their operation.

- Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.
- Alert a teacher or other staff member if I see threatening/bullying, inappropriate, or harmful content (images, messages, posts) online.
- Be cautious to protect the safety of myself and others.
- This is not intended to be an exhaustive list. Users should use their own good judgment when using social media

Examples of Unacceptable Use

I will **not**:

- Use social media in a way that could be personally or physically harmful to myself or others.
- Engage in cyberbullying, harassment, or disrespectful conduct toward others—staff or students.
- Try to find ways to circumvent the school’s safety measures and filtering tools.
- Use language online that would be unacceptable in the classroom.

This is not intended to be an exhaustive list. Users should use their own good judgment when using social media.

Limitation of Liability

YOUR SCHOOL will not be responsible for damage or harm to persons, files, data, or hardware.

Violations of this Acceptable Use Policy

Violations of this policy may have disciplinary repercussions, including:

- Suspension of volunteer privileges
- Removal from positions of leadership within YOUR SCHOOL.
- Removal of student from YOUR SCHOOL.
- Additional consequences determined by Administration.

I have read and understood this Acceptable Use Policy and agree to abide by it:

(Printed Name)

(Signature)

(Date)

Social Media Guidelines Resource

ERASE Student Advisory

Introduction

The purpose of this document is to provide best practice information and guidance to students, parents and teaching staff regarding the appropriate use of the Internet and social media within the educational system. Social media and technology has changed the way we live our lives, and can serve as a powerful tool to enhance education, communication and learning.

Unfortunately, among all the positive things happening online and with social media, we have seen a rise in negative youth behaviour displayed online, as well as a developing dependence on digital devices and media. A recent 2014 Media Smarts study sampled 5,436 students in grades 4-11 across Canada and found that:

- 24% of Canadian students have received a "sext" from someone else
- 15% of those who received a "sext" forwarded it on to someone else (**against the law**)
- 37% of students report that someone has said or done something mean or cruel to them online that made them feel upset
- 25% of students in Grade 4, 50% of students in Grade 7, and 85% of students in Grade 11 own their own cell phone
- 35% of students worry they spend too much time online

In the digital world, the lines between public and private, personal and professional are becoming increasingly blurred. It is important to keep pace with our use of technology as we learn to co-exist online as well as managing our digital footprint in the most positive light. These guidelines serve as a reminder of appropriate behaviour and conduct.

Who are we?

The ERASE Student Advisory is a group of 20 students from all over BC, representing public, independent and First Nations schools. We were selected to advise the Ministry of Education on bullying and student safety issues and develop social media guidelines to provide direction for students, parents and educators on how to use social media ethically and responsibly.

Our Goal

While social media can be a powerful educational tool, it can also be easily misused. These guidelines give students, parents, and teachers the practical knowledge they need to understand and manage students' use of social media in schools.

What is “social media”?

“Social media” is anything that allows people to communicate or share information online or electronically, and includes social networks (like Facebook, Twitter, or Tumblr), messaging services (like email or texting), or other online communities (like YouTube).

What does the law say?

Cyberbullying

As the law currently stands, there is no specific or stand-alone crime of cyberbullying. However, when the bullying behaviour reaches the level of criminal conduct, the current Criminal Code of Canada contains several offences that capture this criminal behaviour. The following Criminal Code offences may apply to the behaviours associated with cyberbullying:

- Criminal Harassment (s.264)
- Uttering Threats (s.264.1)
- Child Pornography: Making of, Distribution, Production and Accessing (s.163.1)
- Luring a Child (s.172.1)
- Voyeurism (s.162)
- Intimidation (s.423(1))
- Mischief in Relation to Data (s.430 (1.1))
- Unauthorized Use of Computer (s.342.1)
- Identity Fraud (s.403)
- Extortion (s.346)
- False Messages, Indecent or Harassing Telephone Calls (s. 372(1))
- Counselling Suicide (s.241)
- Defamatory Libel (s.298-302)
- Incitement of Hatred (s.319)

<http://laws-lois.justice.gc.ca/eng/acts/C-46/>

Self/Peer Exploitation (commonly known as ‘Sexting’)

The federal government recently passed Bill C13: *Protecting Canadians from Online Crime*, which prohibits the non-consensual distribution of intimate images. Bill C13 also gives the courts and law enforcement more powers to respond to criminal online behaviour, such as ordering the removal of intimate images and accessing evidence from the Internet and other new technologies.

The law defines an “intimate image” as one that shows a person exposing their breasts, genitals or anal region, or depicts them engaged in explicit sexual activity (meaning acts involving nudity or intimate sexual activity, but not including things like touching or kissing).

If you take or share a naked or “sexually explicit” image of yourself or someone else, you could be charged with a Criminal Code offence such as the non-consensual distribution of an intimate image or child pornography.

For information regarding the Age of Consent, please refer to the table in additional resources.

Sextortion

Sextortion involves individuals who coerce youth into sending sexual images or engaging in sexual acts via webcam and then blackmail them with the threat of distributing the sexual images/videos if they do not pay money or provide more sexual images/videos.

In many incidents, youth are participating in this activity believing they are engaging with another young person. Connections first start out within social networking sites (e.g. Facebook) and then progress to live video feeds (e.g. Skype) where youth engage in sexual behaviours that are secretly recorded by offenders over webcam. A network of people who devote their time to capturing images of young girls and boys are known as “cappers”.

This is extortion and a Criminal Code offence (s.346).

(Credit: Canadian Centre for Child Protection, [cybertip!ca](http://cybertip.ca))

Guidelines for Behaviour and Conduct:

1. Parameters of Expectation

The guidelines below are in place, regardless of how the social media is accessed. Whether it is accessed through regular internet browsers, through Apps on mobile devices using any operating systems (Android and iOS), through an iPod/iPad mobile devices or through another’s device; these are all considered the same when looking at access.

Given that negative social media content is posted and seen outside of school hours, and emerges again in social circles within schools, this can have a severely harmful effect on a school’s culture and climate of safety. As such, given the presence and availability of associated technology, these guidelines are in effect inside and outside school hours, and both on and off school grounds.

2. General Guidelines for Students

- 2.1 It is always suggested that students elect to speak to someone face-to-face if possible rather than through social media platforms as context is less likely to be lost in translation.
- 2.2 Unless the teacher instructs otherwise, social media, cellphones, and communication devices should not be used during instruction time; and should be kept out of sight.
- 2.3 Student behaviour online should reflect personal, classroom and school community values. This means that the expected behaviour of students is the same both in person and online.
- 2.4 Students are expected to use social media responsibly, and to demonstrate and show respect, not only for themselves and their future, but for their friends, peers, and other users they interact with online.
- 2.5 Any use of social media must abide by the terms of service/contract that is set out by the APP/social media platforms. This is especially critical when relating to minimum age of use and appropriate conduct.
- 2.6 Students must be aware of the potential consequences of what they post online. Anything shared by students will leave a digital footprint that is public, permanent, and searchable (even after it is deleted). Students should only post what they would want friends, peers, family members, teachers or future employers to see. Students are strongly encouraged to think critically about content shared and associated impacts before posting online.
- 2.7 Students must strive to utilize the Internet the safest way possible. Students should try not to exchange excessive personal information that may impose risk on the safety of a person, including: exact birth dates, phone numbers, addresses, pictures, social insurance number. Students should not share their passwords, even with close friends. Students should strive to have rotating passwords.
- 2.8 Students must not impersonate or use someone else's identity online (commonly known as catfishing). This includes creating fake profiles and deliberately compromising another person's social media accounts.

Impersonation online is fraud, which is a criminal offence.

- 2.9 Students are strongly advised to consider reporting any content or behaviour, to a trusted adult, that is inappropriate, compromising, illegal, or not suitable for a school environment. A good tool to report something anonymously is the ERASE reporting tool (see resource list).
- 2.10 Students are to refrain from posting/sending/communicating/messaging anything that is hateful, hurtful, or disrespectful to another individual. Students are prohibited from engaging in any *cyberbullying* related behaviour.
- 2.11 Students are encouraged to only "friend" or accept invitations from people they know to best control access and share information with people they know. Students should

- utilize the privacy settings available to control access to their network and personal information.
- 2.12 Students are to respect the privacy of others. They are not permitted to use a mobile device to capture or post an image or a voice recording of another individual without that individual's permission. This may also include online posting or electronic distribution of inappropriate pictures, intimate images or videos (real or altered), without the consent of the person reflected in the images.
 - 2.13 Social media is a good medium to use when engaging in school related discussions and can help further facilitate group discussions within the context of course curriculum.

3. General Guidelines for Teachers and School Staff

- 3.1 Social media, when utilized appropriately, can provide a means to enrich school curriculum and provide an alternative teaching platform.
- 3.2 It is suggested, that at the start of each school year/term, all teachers should outline their specific rules regarding students' use of social media/devices within their classroom, taking into account the specific needs of each student. Teachers should use this opportunity to distribute and encourage students to sign and return the school's media consent forms. Teachers should also outline their plan for using social media as a teaching tool for the duration of their teaching period. It is recommended that this information be shared with parents so both students and parents are aware of what the teacher expects.
- 3.3 Teachers are encouraged not to interact with students in a personal manner on social media; unless it is for educational purposes, such as creating class groups or group activities. Teachers are encouraged to have a school-based account for this purpose and use it exclusively for educational and extracurricular activities. School staff should not be Facebook friends with students on their personal accounts. The exception would be with former students who have graduated, have moved away and/or had previous familial connections with.
- 3.4 Teachers, school staff/administrators should serve as role models for students in their use of social media. All responsibilities that apply to students' appropriate use of social media should also apply to teaching staff. This includes the use of personal social media, cell phones, and communication devices during class time. It is recommended that staff lead by example, and use these devices at appropriate times.
- 3.5 School staff (just like students), are encouraged to utilize appropriate privacy settings to control access to their personal social media sites. These privacy settings often change, so it is the staff's responsibility to keep their security settings current.

- 3.6 Teachers and school staff are reminded that (just like students) their online presence is an extension of themselves. They must represent themselves, always, as employees of the school district. This includes not sharing any confidential information regarding other staff or students, as well as any information or photos from their personal lives.

4. General Guidelines for Parents

- 4.1 Parents are encouraged to have frequent proactive discussions with their children around their use of the internet and social media applications. This should be done in a non-judgmental and supportive manner and not intended to punish behaviour. Research shows that teens who discuss social networking websites with their parents behave safer online. You want your child to be able to actively come to you with any trouble they are having online.
- 4.2 Set up agreements and guidelines for how you expect your child to use the device or computer that you gave to them. If it helps, have both the parents and the child sign and date this agreement. An example of a best practice is having the child write down his or her social media passwords on a piece of paper and then have the child sign it along with their parents. This paper is then put in a sealed envelope and put on the fridge or a secure place. If the parent feels the need to open the envelope, they must be prepared to have a discussion with their child around their concerns.
- 4.3 Encourage your child to report behaviour that they feel is inappropriate or crosses boundaries.
- 4.4 Stay informed – the applications and trends are changing every day and youth like to stay current on emerging social media platforms.

Resources for Further Information

ERASE Bullying BC Website - <http://www.erasebullying.ca/>

Student Online Reporting Tool - <https://reportbullyingbc.edudata.ca/apps/bullying/>

Media Smarts (parents resource) - <http://mediasmarts.ca/>

Cybertip.ca (preventing the sexual online exploitation of children) - <https://www.cybertip.ca/app/en/>

The door that's not locked (parent resource) - <http://www.thedoorthatsnotlocked.ca/>

TELUS wise footprint (keeping your digital footprint clean) - <https://wisefootprint.telus.com/en/>

Get Cyber Safe (Government of Canada resource on topics ranging from cyberbullying, identity theft, current online scams) - <http://www.getcybersafe.gc.ca/index-eng.aspx>

Net Smartz (age appropriate resources to teach children to be safe on and offline) - www.netsmartz.org

Words Wound (cyberbullying specific prevention for youth) - www.wordswound.org

Need Help Now (removal of posts and images online) - www.needhelpnow.ca

Additional Information on Age of Consent

Age of Consent in Canada: Sexual activity is only legal when both parties consent. Consent is defined within the Criminal Code of Canada in s. 273.1(1), as the voluntary agreement to engage in the sexual activity in question. Generally, the age of consent for sexual activity is 16 years.

(Credit: Women's Legal Education and Action Fund)

Glossary of Terms

Appropriate Use: Generally suitable or proper within the differing circumstances reflecting general and global values while maintaining respect in accordance to the laws, status and expectations of community members.

“Communication Devices” or (“Devices”) include any electronic and mobile device that exchanges data or connects wirelessly to the internet (i.e. Wi-Fi, cellular data plans). This includes mobile cell phones, smart phones, and mobile communication devices (i.e. tablets). Communicating with another person/persons electronically, includes both conventional SMS mobile (texting) messaging and Internet based communication applications. This electronic communication includes various social media private messaging (e.g. Twitter direct message)

“Cyberbullying behaviour” involves first time and/or repeated use of electronic information and communication technologies, to engage in conduct or behaviour, that is intended to, or can reasonably be expected to, cause: fear, intimidation, humiliation, distress or other damage or harm, to another’s health, emotional well-being, or reputation. This may also include online posting or electronic distribution of embarrassing pictures, intimate images or videos (real or altered). Cyberbullying is overt or covert bullying behaviour using digital technologies. Other examples include: harassment via digital devices, setting up defamatory personal websites or deliberately excluding someone from social networking spaces and groups. Cyberbullying can happen at any time. It can be in public or in private and sometimes is only known by the target and by the person perpetuating the bullying behaviour.

Global Values: equality, acceptance, freedom and individual responsibilities

Internet: The Internet is a vast global network that connects people with smaller networks. It is the primary platform for social media and can be accessed using communication devices.

Internet Browser: Software used to access information on the networks that the internet provides.

“Social Media” includes, but is not limited to, the following: social networks, emailing, blogging, tweeting, podcasts, videos, texting, online gaming communities and other at base platforms

Social Media is essentially any platform that allows people to communicate online or electronically to share and exchange information including video, audio and/or pictures with one another across the internet. Keep in mind, social media platforms change on a regular basis.

Trusted Adult: A trusted adult is someone who protects you, someone who cares about your ideas, opinions, and feelings, and someone who can help you. This trusted adult is someone other than your parents. This could be a coach, a teacher, or a close family friend for example.

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

POLICY

NO: 4032

DATE: 99-11-09

REVIEWED: 02-10-22

REVISED:

SUBJECT: **LOAN OF SCHOOL/DISTRICT EQUIPMENT**

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-
- a) Equipment used in every day operation of a school may only be loaned out with the permission of the Principal or the Executive Officers in his/her absence. Any repairs and/or replacement necessary beyond normal mechanical failure will be the responsibility of the person to whom it is loaned. No equipment will be loaned without a proper sign out procedure. ~~Equipment will not be loaned to minors.~~
 - b) Equipment of a district nature and not in every day use by the school may only be loaned out with the permission of the Secretary-Treasurer or designate. The same qualifications as above (a) will apply.

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

POLICY

NO: 7200

DATE: 1998-02-24

REVISED: 2002-04-23
2007-01-23
2010-05-25

SUBJECT: **SUSPENSIONS - STUDENTS**

The Board of Education believes that the suspension of students should occur only after all other available measures have been considered. In recognition that suspensions may be necessary from time to time, however, the Board gives general authorization to the Principal/Vice-Principal to suspend a student, or to remove a suspension, in accordance with the regulations of this policy.

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

REGULATIONS

NO: 7200R

DATE: 1998-02-24

REVISED: 2002-04-23

2007-01-23

2010-05-25

SUBJECT: **SUSPENSIONS - STUDENTS**

1. Each school shall formulate a Code of Conduct for pupils that is consistent with this policy, other School Board policies, and the *School Act* and Regulations.
 - a) It is recommended that parents and/or pupils be consulted during the formulation of the Code of Conduct.
 - b) A copy of the Code of Conduct should be filed with the School Board upon formulation and after each revision.
 - c) At the beginning of each school year, or upon registration in the school, each student should be provided with a copy of the Code of Conduct.
2. The Board of Education authorizes the Principal/Vice-Principal of a school, or his/her designate, to suspend a student when he/she concludes that:
 - a) alternative means for dealing with the student in school (as per Appendix A; Sample Methods of Intervention/Response) have not worked or would not be appropriate in the particular situation;
 - b) the student is willfully disobedient to a teacher or any other employee of the Board carrying out responsibilities approved by the Board;
 - c) the behaviour of the student has a harmful effect on the character or persons of other pupils; or
 - d) suspension is an agreed upon learning tool as specified within the *Individual Educational Plan (IEP)* for students designated with behavioral disorders.
3. Where the Principal/Vice-Principal of a school, or his/her designate, feels that a student should be suspended for five (5) days or less, he/she may suspend the student as follows:
 - a) for informal suspensions of less than one day,
 - i) Parents/guardians shall be contacted by telephone and informed that their son/daughter is being sent home. They shall also be advised of the circumstances precipitating the informal suspension.
 - ii) The student shall be sent directly home and instructed to return to school at a designated time. The school administration may require that the student be accompanied by a parent/guardian.

- iii) If the parents/guardians cannot be contacted or if proper transportation cannot be arranged, the student is not to be sent home.
 - iv) No formal written contact needs to be made with the parents/guardians.
 - b) for formal suspensions of five (5) days or less,
 - i) Parents/guardians shall be contacted by telephone and/or personal interview prior to the student leaving the school.
 - ii) A confirmation letter, **Appendix B** informing the parents/guardians of the circumstances of the suspension and the anticipated date of return shall be dispatched immediately. The letter shall include a statement informing the students that they have a right to appeal the decision in accordance with Bylaw #21 - Student Appeals. A copy shall be sent to the Superintendent of Schools with supporting documentation of progressive discipline attempts and referral to any *IEP* as pertinent.
 - iii) The student shall be readmitted to school by the authorized person who imposed the suspension. It is recommended that the student and/or parent/guardian meet with a member of the school administration prior to readmittance to school.
- 4. In the case of a very serious violation of the Code of Conduct where the Principal of a school, or his/her designate, feels that a student should be suspended for more than five (5) days, the Principal will:
 - a) Suspend the student for a period of six (6) to ten (10) days;
 - b) Refer the student to the District Review Committee for recommended suspensions of up to ten (10) days;
 - i. **Composition of District Review Committee (Appendix C)**
 - ii. **District Review Committee Report Form (Appendix D);**

or;

- c) Refer the student to the Board of Education for recommended suspensions exceeding ten (10) days.

The Principal shall proceed as follows:

- i) Inform the superintendent of his/her decision in writing and attach all pertinent documentation as per 3.b) ii) above.
- ii) Parents/guardians shall be contacted by telephone and/or personal interview prior to the student leaving the school.

- iii) A registered letter shall be sent to the parents/guardians informing them of the circumstances of the suspension and advising them of either a, b or c above. If b or c, the letter shall advise parents that they will be contacted by the Superintendent of Schools.

The Superintendent shall proceed as follows:

- i) Convene a meeting of the District Review Committee or the Board of Education, as required, at the earliest opportunity to consider the circumstances and recommendation.
 - ii) Notice of the time and place of the meeting shall be given to all parties involved at least twenty-four hours prior to the meeting.
 - iii) The attendance of the student at this meeting is mandatory. The attendance of the parents/guardians at this meeting is encouraged but is not mandatory.
 - iv) After considering the information given by school personnel and the student or parents/guardians, the District Review Committee, or the Board, may suspend the student for a period of time deemed appropriate to the offence. In special circumstances, when the Board or the District Review Committee feel that it is appropriate, alternatives to suspension from school may be considered.
 - v) It is recommended that the student and/or parent/guardian meet with a member of the school administration prior to readmittance to school.
5. A decision of the Principal or District Review Committee may be appealed as provided for in Bylaw No. 21.
6. During the period of the suspension, schools shall ensure that students have an opportunity to pick up assignments and return completed assignments for marking.

Related Policies:

[Policy 7007 – Student Code of Conduct](#)

[Policy 7008 – Student Threat Assessment](#)

[Policy 7420 – Weapons, Violence, Bullying and Intimidation](#)

[Policy 7700 – Student Transportation](#)

NUMBER OF TIMES INTERVENTION/RESPONSE USED					SAMPLE METHODS OF INTERVENTION/RESPONSE
1	2	3	4	5	
					Class conference/meeting
					Restricted access to facilities/activities
					Reduced day length (permanent or temporary)
					Educational program change
					Peer counseling (not including mediation)
					Mentoring program/asset building
					Functional behavioural assessment and behaviour plan
					Daily/weekly monitoring
					Self-reflective exercise or research project in related topic
					Special education procedural change
					Restitution to school/community/victim
					Family group conference/justice circle (restorative justice)
					School-based team involvement
					Mediation/conflict resolution including peer mediation
					Counselling (in-school or referral to out-of-school professional)
					Police involvement (no charges)
					Criminal charges
					Service to school (e.g. garbage pick-up)
					Reminder/reprimand
					Detention(s)
					Suspension (in school)
					Suspension (out of school more than 5 days)
					Suspension (out of school 5 days or fewer)
					Other (please specify

Confirmation Letter to Parents

School letterhead

Dear Mr. and Mrs. (Last name)

Re: (Student name) Grade Date of Birth

This letter is to advise you that (student name) will be suspended from (name of school) for (# of days), in accordance with Policy 7200 (Student Suspensions). This suspension is the result of (student name and description of offence and other pertinent information).

This suspension will be in effect from (dates of suspension). During this time (name of student) may not be on School District No. 78 school premises, may not use school buses for transportation and may not participate in school activities. A homework package will be provide for (student name) and is to be completed by the date of return to school.

Please note that pursuant to Bylaw # 21, students and/or parents have the right to appeal decisions of an employee of the school district where such decisions significantly affect the education, health or safety of the student. Upon your request, we will provide you with specific information regarding the appeal process.

If you have any questions please contact me.

Yours truly,

(School-based administrator)

cc Superintendent
 School Counsellor
 Student file

STUDENT SUSPENSIONS

COMPOSITION OF DISTRICT REVIEW COMMITTEE

The District Review Committee will consist of:

1. the Superintendent of Schools or his/her designate; and
2. two Principals/Vice-Principals not involved in the case under review; or
3. a Principal/Vice-Principal and a non-educational supervisor not involved in the case under review.

FUNCTION OF THE DISTRICT REVIEW COMMITTEE

It will be the function of the District Review Committee to:

1. review all referred student suspensions of 5-10 days and to uphold, alter, or revoke such suspensions;
2. review, and if appropriate, determine the educational program to be made available to students suspended for 5-10 days as in 1 above; and
3. report in writing decisions of the committee to students and parents of students affected by such decisions with copies to the employee(s) and to the supervisor(s) involved in the case.

APPENDIX D**DISTRICT STUDENT REVIEW COMMITTEE REPORT FORM**
(to be sent to the Superintendent)**Student Information:**

School:	Grade:	Birth date:
Student Name:	Gender:	Indigenous Student: YES NO
Parent/Guardian:	Phone Home: Work:	Band Name:
Address:		Social Service Agency:
Academic History:		First Nations Support Worker:

Participants in Attendance

Social/Behavioural History

Intervention: Behaviour Strategies

Behaviour/Discipline History:

Date	Presenting Behaviour	Discipline Action Taken

Concerns To Be Addressed:

Objectives Of Meeting:

Outcome(s) Of Meeting:

School District No. 74 (Gold Trail)

Policy

No.7.10

Adopted: 1997-12

Amended: 2000-01

Amended: 2006-05

Amended: 2008-09

Amended: 2016-11

Code of Conduct - General

POLICY

The District requires every student, staff, parent, and member of the public to comply with rules, policies, and the District Code of Conduct.

The district expects that:

1. Each student, regardless of their sex, race, religion, culture, sexual orientation and gender identity or expression (as outlined in the BC Human Rights Code) enjoy a safe, inclusive and welcoming learning environment.
2. Everyone has responsibility for his or her own actions.
3. Everyone has the right to engage in a restorative discipline process when appropriate.
4. Everyone has the right to be respected and the responsibility to respect the rights of others.
5. Everyone has the right to be free from physical, verbal, and emotional abuse.
6. Everyone has the right to feel supported in reporting unsafe conditions, actions or potential incidents, without fear of retaliation.
7. Everyone has the right to have their property respected.

Each school shall establish and implement a School Code of Conduct consistent with the Provincial Code of Conduct Order and the District Code of Conduct.

PROCEDURES

School Code of Conduct shall;

1. Clearly define behavioural expectations including restorative processes arising from a breach of the Code of Conduct.
2. Be communicated to students and families (in written form) at the beginning of each school year
3. Be displayed in prominent areas of the school
4. Be reviewed annually at the beginning of each school year

POLICY NO. 7.10 CODE OF CONDUCT - GENERAL

School-Wide Conduct Standards

1. Schools will develop standards for a school-wide conduct plan in order to help create a positive, successful, and safe environment for teaching and learning to take place.
2. Clear expectations for student behaviour should be supported by disciplinary processes that are preventative, progressive, and restorative.
3. School-wide conduct standards shall reflect the expectation that each individual will:
 - a. respect themselves, others, and property;
 - b. keep themselves, others, and property safe; and,
 - c. be actively involved in the educational program.
4. The school-wide conduct standards plan shall:
 - a. be developed in consultation with students, parents, and staff;
 - b. protect the rights of students to learn;
 - c. protect the rights of parents to be informed;
 - d. emphasize prevention;
 - e. establish clearly defined behavioural expectations to maintain and support the appropriate behaviour of students; and,
 - f. define the process for teaching and promoting expected behaviours.
5. The school-wide conduct standards shall reference the BC Human Rights Code and state that every person is protected from discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, or sexual orientation.
6. The district expects that Principals will ensure that due process is followed in the development of school rules and that procedures model fairness, equity, and respect for students' rights.
7. School-wide conduct standards will also apply to student conduct while riding on school district buses.
8. The Principal is responsible for communicating school rules to students, staff, and parents during the month of school opening each year, and as required throughout the year.
9. The Principal is responsible for providing a copy of the School Code of Conduct to the Superintendent.

Code of Conduct Guidelines, Employees, Parents and Public

1. Breaches of the Code of Conduct by employees shall be investigated by the appropriate supervisor and where discipline is deemed necessary the supervisor will follow procedures outlined in the appropriate collective agreement or personnel services contract.
2. In the case of parents, or the public, breaches shall be investigated by the Principal. Where the conduct of a parent or public is deemed inappropriate by the Principal, he/she shall take appropriate steps to ensure such conduct is not repeated.

District Student Support Committee

1. The purpose of the District Student Support Committee (DSSC) is to ensure that all avenues for success have been explored for students at risk of not completing.
2. The District Student Support Committee is to be comprised of a district representative, Principal, parent/guardian, student and/or advocate and other support staff, as appropriate.
3. All referrals to the District Student Support Committee shall be completed on the District Student Support Committee Form (see Appendix C).

POLICY NO. 7.10 CODE OF CONDUCT - GENERAL

Authorization to Suspend or Withdraw

1. The Principal shall uphold the School and District Code of Conduct in order to maintain a safe, caring and orderly environment for students attending the school for which the Principal is responsible.
2. The Principal may suspend a student for misconduct that occurs on or off school property where that misconduct interferes with the general welfare of students or the learning atmosphere of the school.
3. The Superintendent is authorized to suspend a student from school in the absence of the Principal or Vice-Principal.
4. The Superintendent may consider whether to refuse to offer an educational program to a student 16 years of age or older where the student has refused to comply with the Code of Conduct, other rules and policies of the District, or the School Rules.
5. A student can be withdrawn upon the recommendation of the District Student Support Committee.
6. The Principal is authorized to suspend a student in and out of school without prior consultation with the Superintendent for a period not to exceed five consecutive school days.
7. Suspensions in excess of 5 consecutive school days for any one incident may only be levied by the District Student Support Committee.
8. Students deemed to have committed a serious offence (see Appendix A) shall be immediately suspended either in-school or out-of-school pending a decision of the District Student Support Committee.

Discipline Guidelines**General**

- a) Preventing and responding to problem behaviour may involve a number of inter-related consequences at three interchangeable levels – classroom, school, and district. For example:
 - i. Students may be subjected to an incremental series of restorative practices or disciplinary action, including referral to the District Student Support Committee and/or suspension from school.
 - ii. Student suspensions should be considered only when there is good reason to believe that the continued presence of a student in the school is likely to have a harmful effect on other students, or if the suspension is designed to assist the student in developing attitudes and habits that are necessary to develop socially responsible behaviour and for success in later life.
 - iii. Suspension of students from school should be part of a larger disciplinary process which includes restorative practices and should involve the participation of the parent/guardian and/or advocate.
 - iv. Any student, while suspended from school, is entitled and expected to continue his/her educational program through assignments provided by the school. The Principal must make an educational program available to a suspended student, except as provided below.

POLICY NO. 7.10 CODE OF CONDUCT - GENERAL

Communication

- a) In all cases where the student is leaving school under their own recognizance, the Principal must notify the parent/guardian and the Superintendent prior to releasing and directing the student to leave the school.
- b) Arrangements for a student to be returned to the care of the parent/guardian at the time the suspension is imposed shall be appropriate to the student's age, disability, or other personal circumstance (eg; distance between the school and the student's residence, state of mind or condition of the student)
- c) The Principal is responsible for communicating all student suspensions including in-school suspensions to the Superintendent and to the parent/guardian.
- d) When an Indigenous student is suspended, the Principal shall, with parental consent, notify the Band's educational representative to discuss educational support and assistance for the child from the Indigenous community.
- e) Records of significant infractions of School or District Code of Conduct and related consequences must be kept by the school, including:
 - i. previous intervention strategies;
 - ii. ongoing communications with parents or guardians;
 - iii. counselling/assistance to students if deemed appropriate; and,
 - iv. follow-up and action plans upon the student's return to school.
- f) In the event that a student commits a serious offence the Principal shall:
 - i. immediately notify the RCMP and the Superintendent;
 - ii. make reasonable attempts to minimize risk of injury to any person;
 - iii. contact the parent/guardian; and,
 - iv. take disciplinary action necessary to ensure the safety of students and other persons; including the implementation of the District Threat Assessment Protocol.
- g) All suspensions require a letter (see Appendix D) to the parent/guardian outlining the following:
 - i. the nature of the issue;
 - ii. the legislative authority to suspend;
 - iii. the disciplinary action being taken, including the date when the student may return to school;
 - iv. provisions for an education program while the student is suspended; and,
 - v. the appeal process.

Appeal Pursuant to Section 11 of the School Act

- a) Where a district employee makes a decision that significantly affects the education, health or safety of a student, the parent/guardian of the student, or the student, may appeal that decision within a reasonable time in accordance with the appeal procedure established by the Board in Bylaw 3-1 Appeal Procedures Student and/or Parent.

REFERENCE

SD74 District Student Support Committee Form (APPENDIX C).
 SD74 District Threat Risk Assessment Protocol
 SD74 (Gold Trail) Bylaw 3-1 Appeal Procedures Student and/or Parent
 BC Human Rights Code

APPENDIX A

Serious Offences

a) Drugs and Alcohol

The District prohibits trafficking of drugs and the provision of alcohol and drugs to minors.

b) Weapons

The District prohibits the possession and/or use of weapons or replicas on school district property or a school sponsored activities. A weapon is defined as any instrument designed to inflict injury or intimidate another person, or any instrument that is used in this manner.

c) Violence

The District prohibits student violence in all forms, including threats. The district does not tolerate behaviour that bullies, intimidates, or inflicts serious bodily injury to the extent that another student or students are deprived of an opportunity to participate in a safe school environment.

APPENDIX B

STUDENT SUSPENSION DATA SHEET
(to be sent to the Superintendent)

Student Information:

School:		Bus Route:
Student Name:		Birthdate:
		Grade:
Parent/Guardian:	Phone Home: Work:	Indigenous Student: YES NO
Address:		Band Name:

Suspension Information:

Number of Days of Suspension	Dates of Suspension	Suspension in excess of guidelines recommended
Reasons for Suspension:		

Intervention Strategy:

Date	Strategy	Persons Involved

Prior Suspension Information:

Date	Offence	School Action

 Date

 Signature of Principal

APPENDIX C

DISTRICT STUDENT SUPPORT COMMITTEE REFERRAL FORM
(to be sent to the Superintendent)

Student Information:

School:	Grade:	Birth date:
Student Name:	Gender:	Indigenous Student: YES NO
Parent/Guardian:	Phone Home: Work:	Band Name:
Address:		Social Service Agency:
Academic History:		Aboriginal Support Worker:

Social/Behavioural History

Intervention: Behaviour Strategies

Behaviour/Discipline History:

Date	Presenting Behaviour	Discipline Action Taken

Concerns To Be Addressed:

•
•
•

Objectives Of Meeting:

•
•
•

APPENDIX D**[PLACE ON SCHOOL LETTERHEAD]****[DATE]**Mr. & Mrs. **[LAST NAME]****[ADDRESS]**Dear Mr. & Mrs. **[LAST NAME]**:RE: **[STUDENT NAME]** **[GRADE]** **[DATE OF BIRTH]**

This letter is to advise you that **[STUDENT NAME]** has received a [#] of day(s) suspension from **[SCHOOL NAME]** for **[DATES of SUSPENSION]** inclusive. This suspension is the result of **[STUDENT NAME & DESCRIPTION OF OFFENCE OR OTHER PERTINENT INFORMATION]**.

This suspension is in compliance with Section 85 of the School Act and School District No. 74 (Gold Trail) Code of Conduct. The appeal procedure (Bylaw 3-1) is attached.

While **[STUDENT NAME]** is on suspension he/she cannot attend school activities or ride the school bus. A homework package will be provided for your son/daughter and is to be completed by the date of return to school.

If you have any questions or concerns, please feel free to contact me.

Sincerely,

[PRINCIPAL]

cc: Superintendent
School Counsellor
Student File

POLICY

No. E.24

STUDENT DISCIPLINE

Adopted: 90-09-10
Amended: 97-04-14
Reviewed: 02-04-15
Amended: 04-01-19
Amended: 11-04-12
Reviewed: 12-03-13
Reviewed: 14-05-12
Reviewed: 15-04-13
Reviewed: 16-02-09
Reviewed: 17-01-09

Policy

The school system has a responsibility to provide a safe environment and to encourage the development of self-discipline, which assists young people to achieve fulfillment as individuals and as contributing, responsible members of society. The Board, therefore, expects students to conduct themselves in a manner that will demonstrate good citizenship and encourage good citizenship in others and allow an environment consistent with learning.

Notwithstanding the above, and in conformity with the *School Act* Section 76(3) which states that, "... discipline of a student while attending an educational program made available by a board or a Provincial school must be similar to that of a kind, firm and judicious parent, but must not include corporal punishment", it is the policy of this District that disciplinary procedures must be carefully applied and wholly appropriate to the offence. The discipline should be carried out with the purpose of making the student understand the consequences of his or her action, without diminishing their self worth.

REGULATION

No. E.24

STUDENT DISCIPLINE

Adopted: 90-09-10
Amended: 97-04-14
Reviewed: 02-04-15
Amended: 04-01-19
Amended: 11-04-12
Reviewed: 12-03-13
Reviewed: 14-05-12
Reviewed: 15-04-13
Reviewed: 16-02-09
Reviewed: 17-01-09

Regulation

"The principal of a school is responsible for administering and supervising the school, including the general conduct of students, both on school premises and during activities that are off school premises, and that are organized or sponsored by the school, and shall, in accordance with the policies of the Board, exercise paramount authority within the school in matters concerning the discipline of students." [BC Regulation 265-89, Section 5(7)].

All schools shall provide parents/guardians and students with a copy of the school's Code of Conduct (Policy E.33).

No student shall be disciplined in a manner that appears threatening or intimidating, by either language or gestures. Where the offence is deemed to be of a serious nature, the parents or guardians of the students involved are expected to be present for the disciplinary action.

Where student suspensions are warranted, they will be employed not as isolated events, but rather as an integral part of the larger disciplinary process, the component parts of which will include:

- previous intervention strategies;
- ongoing and supportive communications with parents or guardians;
- appropriate counselling/assistance to students;
- effective follow-up and action plans upon students' return to school.

1. Breaches of School Discipline

Where student conduct is such as to warrant suspension, such suspensions shall be employed pursuant to Board Policy and the *School Act*, and shall be dealt with as follows:

- a. Principals may suspend students for a period of up to and including ten (10) school days pending an interview with the parents or guardians in an effort to resolve the problem(s).
- b. Contact will be made with parents or guardians prior to any students being sent home during the school day.
- c. Students who are suspended from school as per Section (a) will be expected to carry on with their studies while they are under suspension. Toward that end, such students will be afforded opportunities to complete work/assignments at home. Schools will have local policies as to how students can maintain a learning situation during suspensions.

REGULATION

- d. A written notice/letter of suspension will be provided to parents or guardians at the earliest possible opportunity; such notice/letter to include the following:
 - i. term of suspension, including commencement date and number of days;
 - ii. specific reason(s) for suspension, with reference to breach of school rule(s) and/or Board policy if applicable;
 - iii. reference to relevant section(s) of the *School Act* and/or regulation and Board policy;
 - iv. identification of previous suspensions and number of suspensions;
 - v. request for a parental or guardian interview or alternative means of communication; and,
 - vi. proposed date and conditions of student re-entry.

A copy of such a notice/letter shall be filed with the Superintendent of Schools/Secretary-Treasurer or designate.

- e. Suspensions in excess of ten school days or which extend beyond 10 school days may only be sanctioned by the Superintendent of Schools/Secretary-Treasurer. A request from a school principal for such a suspension must be made immediately in writing to the Superintendent of Schools/Secretary-Treasurer.

2. Serious Offences

- a. Students committing such actions as the selling of drugs or alcohol, setting off false fire alarms, seriously physically or verbally assaulting or threatening other students or other persons, while under the jurisdiction of the school, may be suspended by the school Principal for a period of up to ten (10) school days, and the parents or guardians immediately notified in writing of the circumstances or at the Principal's discretion immediately suspended and referred to the Superintendent of Schools/Secretary-Treasurer. No student so suspended shall be re-admitted until an interview is held with the Superintendent of Schools/Secretary-Treasurer or his designate. It is the responsibility of the parent or guardian to seek such an interview.
- b. Upon the occasion of a second such incident, the student shall be immediately suspended and referred to the Superintendent of Schools/Secretary-Treasurer.

3. Appeals of Suspensions of Ten (10) Days or Less

Parents or guardians wishing to appeal a student suspension of up to and including ten (10) days will be afforded the opportunity to make such an appeal to the Principal of the school. If the matter cannot be resolved at the school level, it may be referred to the Superintendent of Schools/Secretary-Treasurer. If the matter cannot be resolved at the District level, it may be referred to the Board of Education subject to Policy E.48, *Appeals*, and Appeal By-law No. 2.

STUDENT SUSPENSION - POLICY -

A student shall comply with the school rules authorized by the principal of the school attended by the student, and with the code of conduct or other rules and policies of the Board. As well, a student shall comply with all school bus rules and code of conduct while riding to and from school or while on a student field trip.

The Board of Education recognizes its responsibilities under the School Act and its Regulations to make available an educational program to all persons of school age resident in the district who are enrolled in schools in the district. The Board of Education believes that disciplinary action, whenever possible, should be preventative and restorative, rather than punitive, and that suspension from school should only be considered when other strategies have not been effective, or when there is a safety concern. It nevertheless recognizes that a principal (as long as she/he meets her/his responsibilities under the Act) may find it necessary to suspend a student for one or more of the following reasons:

1. intentional violation of school and/or school bus rules or codes of conduct;
2. conduct which materially or substantially disrupts the rights of others to an education;
3. conduct which endangers the student or others;
4. conduct which damages school property; and
5. other conduct deemed to have substantial negative impact on the student or others.

Each suspension will include a re-admission plan outlining procedures for the student's return to school and classes, provisions for an alternative program or changes in the school educational setting to which the student is assigned.

It is expected that any student whose behaviours are dangerous, threatening or destructive, will have a behaviour support plan. This plan will be reviewed by the school principal prior to any suspension. While reviewing the behaviour support plan, the principal shall determine that the plan has been fully implemented.

Student suspensions of 5 days or fewer are determined by the school principal. A decision to suspend a student for more than five (5) days may only be made by a principal or vice-principal after consultation with the Superintendent of Schools or designate.

A student and/or his/her parents/guardians must refer to BYLAW #2 - APPEALS if they wish to appeal a decision of a principal.

STUDENT SUSPENSION – REGULATION –

A record of suspensions imposed by a school must be maintained on an ongoing basis at each school. Such records will be made available to the Superintendent of Schools (or designate) upon request.

1. OUT-OF-SCHOOL SUSPENSIONS

The following shall apply when a student is suspended.

1.1 Investigation

Before making a decision to suspend a student the principal or vice-principal will conduct an investigation and the student will be given an opportunity to respond to the allegations and to give his/her version of the events.

1.2 Notice

The principal or designate, immediately following the investigation of the incident, will give the student's parent or guardian notice of the school's contemplated action to suspend the student. Such notice may be oral. The decision to suspend a student must be promptly confirmed in writing to the parents/guardians and a copy sent to the Superintendent.

The school must make contact with the student's parent or guardian prior to sending a student home from school.

Once a suspension has been determined, the transportation department should be notified if applicable.

The written notice will contain the following information:

- 1.2.1 a statement of the student's action resulting in the suspension, including previous documentation, if it had bearing on the decision to suspend.
- 1.2.2 a statement of the investigation. Names of individuals who become part of the investigation will be withheld to protect the anonymity of witnesses.
- 1.2.3 A statement of the type and length of the suspension.

1.3 Timing

The investigation meeting with the student and notice to the parents &/or guardians should precede the removal of the student from the school except in those exceptional circumstances when the student constitutes a danger to himself/herself or others or to school property.

1.4 Educational Program

All students (under 16 years of age) are entitled to a continuation of his/her educational program while suspended from the school.

1.5 Suspension Beyond Five Days

The principal or vice-principal may suspend a student for more than five days, after consulting with the Superintendent or designate. The matter would be referred to a hearing by a committee of the Board of Education.

1.5.1 Notification of Parents &/or Guardians

Parents &/or guardians must be notified in writing of their need to contact the Superintendent's office to arrange a hearing by a committee of the Board before the student can be re-admitted to the school.

1.5.2 Suspension Report to the Board of Education

The Superintendent or designate shall complete a Suspension Report to the Board immediately after a suspension hearing **and write a letter to the parents &/or guardians summarizing the decision of the Board committee.** The school principal or vice-principal shall complete a Suspension to the Board – Follow-up Report within a designated time period set at the suspension hearing. (Forms attached to the regulations)

1.6 Notification of Reports

A principal or vice-principal, in consultation with the Superintendent (or designate), may indefinitely suspend a student 16 years of age or older if the student has:

- 16.1 previously been suspended to the Board and participated in a suspension hearing;
- 16.2 been re-admitted to school within the past calendar year, and
- 16.3 broken the Board committee's conditions and expectations for re-entry to school.

As this decision would significantly affect the education of a student, the student and parent must be informed of their right to appeal the principal's decision, and be provided with a copy of the district's Appeal Form.

2. IN-SCHOOL SUSPENSIONS

The student with disruptive behavior patterns should not be allowed to remain in regular classrooms; yet when such a student is suspended from school it often adds to the problems of other students, the school, and the community. Consequently, the Board of Education endorses the concept of in-school suspension.

The following guidelines will be observed for an in-school suspension.

2.1 Supervision

The student receiving the in-school suspension will be assigned to a special class or area of the school where they will be supervised. The principal imposing the in-school suspension will ensure that the student has textbooks and classroom assignments from his/her regular teacher(s).

2.2 Notification

The principal or vice-principal will notify the parents or guardians by telephone if their child has been placed under an in-school suspension, and will follow up this verbal notification in writing. Reasons for the in-school suspension will be given, and a conference may be scheduled prior to the student's re-admission to the regular class.

2.3 Counselling

Additional conferences with counselling services that are available may be scheduled at the discretion of the school principal/vice-principal.

2.4 Activities

The student should not participate in extra-curricular activities while he/she is under an in-school suspension, but he/she will receive credit for work completed during the suspension period.

In-school suspensions will not exceed a period of five school days. The same informal hearing procedures that apply to out-of-school suspensions will apply to in-school suspensions.

3. SUSPENSION FROM RIDING A SCHOOL BUS

The following steps for an out-of-school suspension must be followed where applicable.

- 3.1 Upon receipt of a "School Bus Behaviour Report" from a bus driver, which indicates a severe infraction, the Transportation Manager (or designate) will consult with the student's school principal.

- 3.2 Severe infractions on the bus may result in immediate suspension pending further investigation by the Transportation Manager (or designate).
- 3.3. The Transportation Manager (or designate) will follow-up with notification to the parent/guardian of any bus suspension.
- 3.4 A severe infraction or inappropriate behaviour on a bus may also warrant a student suspension from school. A suspension from school will be the responsibility of the school principal and would require an investigation by the school principal. (see Section 1.0)

The same informal hearing procedures that apply to out-of-school suspensions will apply to school bus suspensions.

Suspension Report to the Board

Date of Hearing: _____ Student's Name: _____

D.O.B. _____ Grade: _____ Attendance Record: good fair poor

School: _____ Principal responsible: _____

Is this a student with designated special needs: ___ Yes ___ No

Achievement/effort:

Student's responses at the hearing:

Parent/Guardian's comments:

Deliberations:

Should this student re-enter the school? _____

What, if any, conditions will apply

Re-entry Plan:

Principal responsible for follow-up: _____

Follow-up date: _____

Confidential!

Original: School Board Office

Adoption Date: Nov. 1990

Review Date: Jan. /93; Apr. /00; Oct. /01; Mar. /02; Feb. /'10; Apr. /12; Oct./17

Suspensions Report to the Board – Follow-up Form

Student's Name: _____ **School:** _____

Date of Birth: _____ **Grade:** _____ **Date of re-entry:** _____

Conditions of re-entry. Is this a student with designated special needs?

Follow-up date: _____ **Person responsible:** _____

The student has met and continues to meet the expectations and conditions of re-entry.

☐ **Yes**

☐ **No**

☐ **Still in progress**

In Progress:

If, no, briefly explain:

Signed: _____

Additional comments, if desired:

cc:

Please return one copy to: The Assistant Superintendent after completing the follow-up.

Adoption Date: Nov. 1990

Review Date: Jan. /93; Apr. /00; Oct. /01; Mar. /02; Feb. /'10; Apr. /12; Oct./17

SCHOOL DISTRICT NO. 48 (SEA TO SKY)
POLICY SERIES 500 – STUDENT POPULATION

AP502 STUDENT CONDUCT
AP502.4 Student Suspensions

As per R502.1, the Board recognizes that behaviours may be considered in differing categories – Minor, Major and Serious. See AP 502.4 Appendix 1 for a brief description of each category, with examples of unacceptable behaviours and suggested interventions provided. The behaviours and interventions cited are meant to be examples only, and are not to be considered an exhaustive list.

Alternatives to Suspension

While many minor student behaviours can be managed by the classroom teacher within the classroom or the school, there are instances when it will be necessary for the teacher to seek assistance in supporting a student outside of the classroom environment.

In the event that a student engages in unacceptable behaviours that require more support than the classroom teacher alone can provide, the following practices should be considered:

- Discuss student with appropriate school based staff (e.g. principal/vice principal, classroom teacher, school counsellor). See AP 502.4 Appendix 2 for list of questions to consider;
- If at the conclusion of the initial discussion it is determined that more information is required, consider continuing the conversation with the student's parent/guardian and any other relevant people supporting the individual (e.g. outside agencies, home support team, additional district staff, etc.);
- For complex situations, consider involving the Director of Instruction: Learning Services for support, who may initiate involvement of the District Behaviour Support Committee;
- If the team supporting the student feels that the behaviour can be supported adequately with the information discussed, create a behaviour support plan (action plan) for the student (see AP 502.4 Appendix 3 for a sample template). Monitor student progress regularly, making adjustments as necessary; and,
- If the team supporting the student feels that the situation requires more intensive attention and support, the principal (or vice principal designate) may suspend the student.

Suspension

There are two types of suspension – definite and indefinite (see Policy Regulation R502.4).

1) Definite Suspension:

- May be up to ten (10) days in length;
- May be 'in-school', 'directed', or 'out of school';
- May involve the Director of Instruction: Learning Services who may initiate involvement of the District Behaviour Support Committee; and,
- The principal is responsible for the following actions:
 - Meet with student to notify him/her of suspension;

- Notify parents/guardians of suspension and include suspension letter (see AP 502.4 Appendix 4 for sample letter);
- Ensure that the student is provided with appropriate schoolwork while under suspension;
- Convene suspension meeting if appropriate. Meeting should include principal (or vice principal designate), student, student parents or guardians, and any other persons deemed appropriate;
- If applicable, meet with the team supporting the team, and/or outside agencies (as appropriate) to create behaviour support plan for student (see AP 502.4 Appendix 3 for sample behaviour support plan template). The plan should include information and supports gathered from pre-suspension discussion;
- Meet with the team supporting the student to formulate re-entry plan;
- Follow up meeting with copy of re-entry plan provided to relevant team members;
- Monitor and document support provided for student, and the effectiveness of the support; and,
- Adjust the plan as necessary.

2) Indefinite Suspension:

- In excess of ten (10) days in length;
- May be 'directed' or 'out of school';
- Will be administered in collaboration with the Director of Instruction: Learning Services;
- Director of Instruction; Learning Services may convene a meeting of the District Suspension Review Committee if deemed appropriate (see R 502.4);
- The principal is responsible for the following actions:
 - Consult with, and receive approval from, the superintendent or designate prior to issuing an indefinite suspension;
 - Meet with student to notify him/her of suspension;
 - Notify parents/guardians of suspension and include suspension letter (see AP 502.4 Appendix 4 for sample letter);
 - Provide parents/guardians with a completed copy of the District Behaviour Support Plan Review Document within three (3) days of the suspension;
 - Notify Director of Instruction: Learning Services, provide a copy of suspension letter and completed District Behaviour Support Plan Document;
 - Ensure that the student is provided with appropriate schoolwork while under suspension;
 - Outcome of the suspension meeting or the District Suspension Review Committee must be communicated in writing to the parents/guardians by the Director of Instruction: Learning Services; and,
 - At the conclusion of the meeting, in consultation with the superintendent or designate, a decision may be made to re-admit the student to the suspending school, extend the duration of the suspension, transfer the student to a different school in the District, or, in the case of students sixteen (16) years of age or older, prohibit the student from attending any school in the District.

SD 42 POLICY: 9500

SUSPENSION AND EXCLUSION OF STUDENTS FROM SCHOOL

SUSPENSION OF STUDENTS FROM SCHOOL

The goals of all interactions with students should be focused on learning. Therefore, disciplinary action, whenever possible, will be preventative, restorative, and educational rather than solely corrective or punitive in nature. The school's responses to Code of Conduct violations will be rational, consistent, and fair. The administration will take into account factors such as the severity and frequency of the offence(s), as well as the age, maturity, and ability of the student(s) in question. Consequences for inappropriate behavior such as written warnings, detention, in-school suspension, written learning packages, and out of school suspension may be appropriate and necessary. However, the focus of intervention should include strategies that also focus on increasing positive/pro-social behavior such as: functional behavior assessment, the development of a positive behavior support plan, teaching of lagging skills/calming techniques, teaching replacement behaviors, restitution, mediation, restorative actions, community service, reflective journaling, etc.

Contraventions of the Criminal Code (such as involvement with drugs and alcohol, violence, threats of violence, possession of a weapon or replica, vandalism, theft, causing a false emergency alarm etc.), as well as violations of the B.C. Human Rights Code, may involve suspension, and, if applicable, a Re-Entry Plan paired with a focus on increasing positive/pro-social behavior as referred to above, a referral to appropriate community agencies and support from school based personnel e.g. child/youth care workers. In addition, illegal activities require the involvement of the police.

Sections 26 and 85 (2) of the School Act give the Board, the principal, the vice-principal, the director of instruction, or the Superintendent of Schools authority to suspend a student from attendance at a school in certain circumstances. For example, the School Act authorizes the principal or vice-principal of any school to suspend a student whose conduct has been judged to be in serious conflict with a safe and caring learning environment, the school's Code of Conduct and / or district policies, or when the school's progressive interventions have failed to -change inappropriate behaviour.

School District 42 Policy: 9410 Safe, Caring and Healthy Schools should be considered and referenced as part of the Suspension process.

Parents should be actively included in all interventions and the School District appeal process will be shared with parents.

Guidelines for Suspensions

- A student is subject to the disciplinary authority of a principal throughout the school day, while at the school, on the way to and from school, and at school-sponsored activities both at the school or elsewhere, or in any other circumstances where engaging in an activity negatively affects the teaching and learning environment or reputation of the school, or the learning or welfare of one or more students and staff.

- A principal or vice-principal may suspend a student for a period not to exceed five (5) days without prior consultation with the Superintendent or designate.
- When such suspension occurs, the principal or vice-principal, in accordance with due process, shall:
 - Report the circumstances in a timely manner, in person or by telephone, to the parent or guardian
 - Confirm the telephone or personal contact in writing and retain a copy of the written correspondence on file in the school.
 - Consult with the student, appropriate district or outside agency personnel as necessary, and review the matter with the parent or guardian with the purpose of resolving the problem and preventing future infractions.
 - Ensure that parents are aware of the appeal process.
 - Provide an educational program for the students while on suspension.
 - Advise the student and parent of the expectations that the school has for the student upon re- admission to the school. These expectations may take the form of a Re-Entry Plan.
 - Implement at least one of the corrective strategies focused on teaching appropriate pro/social behavior.
 - In some instances, a transfer to another school or program may be considered. This should be done in consultation with the Superintendent or designate.

Note: If a Violent Threat Risk Assessment (VTRA) has been implemented as part of the process to address the concerning behaviour, refer to the Procedure for Developing Student's Education Plan during a VTRA.

EXCLUSION OF STUDENTS FROM SCHOOL

Under Section 85 of the *School Act*, the Board may refuse to offer an educational program to a student 16 years or older if that student has refused to comply with the code of conduct and / or other rules and policies of the Board or school, or has failed to apply themselves to their studies.

Exclusion of a student under Sections 85 of the *School Act* is considered a final step in a series of consultations and progressive interventions with a student and their parents.

The Board may exclude a student from attendance at any school district school under the provisions of Section 85 (3) of the *School Act* provided that:

- the student is at least 16 years of age;
- the parent or guardian is informed as soon as possible of the circumstances leading to the exclusion and of the avenues for review of the decision to exclude;
- an attempt is made to contact the parent by telephone or by personal interview and telephone or personal contact is later confirmed by letter, or if contact is not possible, by registered letter.

Section 91 of the *School Act* also gives a principal, vice-principal, director of instruction or the Superintendent of Schools the authority to exclude a student because of health issues, physical or mental, that would endanger students or staff at school. The student may be excluded from school until a certificate is obtained from the school medical officer permitting the student to return to the school. If a student is removed or excluded from school the Board must continue to make available an educational program for that student. If a principal or vice principal is considering using Section 91 of the School Act consultation must occur with the Superintendent or designate.

APPEALS PROCESS

Appeal procedures for suspensions or exclusions of students are cited in the Board Bylaw-Appeals Policy and Procedures Bylaw (Approved – 2008).

APPROVED: February 8, 2017