

BOARD OF EDUCATION

POLICY COMMITTEE

September 9, 2025 @ 4:30pm
Via Zoom Video Conference

AGENDA

	Agenda Item	Reference	Presenter										
	Part 1 – Policy Committee Administration (10 mins)												
1.	Call to Order and Acknowledgement		Balan										
2.	Approval of Agenda	Page 1	Chair										
3.	Approval of Minutes from May 6, 2025 Policy Committee Meeting	Pages 3-6	Chair										
4.	Review Policy Committee – Terms of Reference & Meeting Dates: <table><tr><td>2025:</td><td>2026</td></tr><tr><td>September 9</td><td>January 6</td></tr><tr><td>October 7</td><td>February</td></tr><tr><td>November 4</td><td>March 3</td></tr><tr><td>December 2</td><td>April to June dates TBD</td></tr></table>	2025:	2026	September 9	January 6	October 7	February	November 4	March 3	December 2	April to June dates TBD	Pages 7-8	Chair
2025:	2026												
September 9	January 6												
October 7	February												
November 4	March 3												
December 2	April to June dates TBD												
	Part 2 – Policy Renovation Project with Anne Cooper, Consultant (80 mins) – Please refer to Sep 9 Meeting Binder...												
5.	Status of Section 3.00 – Students, Instruction and School Operations	Page 9 – Item 1	A. Cooper										
6.	Draft Policies: 2.1 3.60 Student Fees and Financial Hardship 2.2 3.20 Inclusion of Students with Disabilities and Diverse Abilities	Page 9 – Item 2	A. Cooper										

BOARD OF EDUCATION

	Agenda Item	Reference	Presenter
	2.3 3.10 Expectations for Student Conduct		
7.	Policies Recommended for repeal, to be replaced with Administrative Procedure: 3.10 5070 Social Media	Page 9 – Item 3	A. Cooper
8.	Previously Approved Policy Revision: 4.1 Policy 2.20 – Commitment to Diversity, Equity and Inclusion	Page 10 – Item 4	A. Cooper
9.	Ministry Policy Requirement: 5.1 5.40 Unexpected Health Emergencies This is a Ministry required policy and is being addressed “out of order” due to the timelines established by the Ministerial Order	Page 10 – Item 5	A. Cooper
10.	Questions & Comments		
11.	New Business		

ZOOM LINK:

Join Zoom Meeting

<https://ca01web.zoom.us/j/63583040897?pwd=84duxwO8pybiKVb3JTI6PUv0p2aANk.1&from=addon>

Meeting ID: 635 8304 0897

Passcode: 080632

Next Meeting: **October 7, 2025**
 4:30pm to 6:00pm
 Via Zoom Video Conference

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

**DRAFT MINUTES OF THE POLICY COMMITTEE MEETING
May 6, 2025**

PRESENT:

Board Representatives:

Pattie Desjardins	Trustee	Chair
Wendy Clark	Trustee	Committee Member
Andrea Hensen	Trustee	Non-Voting Observer
Linda Kerr	Trustee	Non-Voting Observer

Special Guest:

Anne Cooper	Consultant
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Committee Representatives:

Cheryl Davidson	Representative	IEC
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District Staff:

Balan Moorthy	Superintendent
Gerry Slykhuis	Secretary-Treasurer
Renge Bailie	Assistant Superintendent
Crystal Medlock	Executive Secretary
Deb McKinney	Executive Secretary
Antigone Snider	Executive Secretary

Regrets:

Wendy Colman-Lawley	Trustee	Committee Member
Lynne Marvell	Union President	FCTA
Megan Kempenaar	Teacher	FCTA
Shannon Dobson	Vice-President	CMAW
<i>Vacant</i>	Representative	CMAW
Wade Peary	Principal	FCPVPA
Greg Lawley	Principal	FCPVPA
<i>Vacant</i>	Representative	DPAC
<i>Vacant</i>	Representative	DPAC
April Hendrickson	Representative	IEC
<i>Vacant</i>	Representative	Student Rep

1. Call to Order and Acknowledgment

The meeting was called to order at 4:33 pm via Zoom conference call. Trustee Pattie Desjardins acknowledged that the meeting was being held on the shared territory of the Cheam, Sts'ailes, Sq'ewlets, Sq'ewqel, Shxw'owhámél, Seabird Island, Nlaka'pamux and Chawathil people.

2. Approval of Agenda – May 6, 2025

CLARK/ DESJARDINS

THAT the agenda of the Policy Committee meeting held on May 6, 2025, be approved as presented.

Carried

3. Approval of Previous Minutes – April 8, 2025

DESJARDINS/CLARK

THAT the minutes of the Policy Committee meeting held on April 8, 2025, be approved as presented.

Carried

- 4. Anne reviewed **Policy 2.80 - Surveys and Questionnaires** (previously 5120 – Surveys), intending to use the previously drafted Administrative Procedure to provide additional written guidance for the district.**

After the discussion, the committee felt the policy was ready to be sent to the Board of Education to be authorized for consultation and for the policy to be circulated for a thirty-day period for public comment and feedback.

DESJARDINS/CLARK

THAT the Policy Committee recommends to the Board of Education that **Policy 2.80 – Surveys and Questionnaires** be authorized for consultation and that the policy be circulated for a thirty-day period for public comment and feedback.

Carried

5. Drafts from Section 3.0:

- 5.1 Anne reviewed Policy 3.11 – Physical Restraint and Seclusion with the committee. The addition of section 16 – Debriefing and Restorative Practice - by the Inclusive Education Department was a positive addition for the committee. It is also important to mention that the reporting form has moved to the associated Administrative Procedure. After the discussion, the committee felt the policy was ready to be sent to the Board of Education to be authorized for consultation and for the policy to be circulated for a thirty-day period for public comment and feedback.**

DESJARDINS/CLARK

THAT the Policy Committee recommends to the Board of Education that **Policy 3.11 – Physical Restraint and Seclusion** be authorized for consultation and that the policy be circulated for a thirty-day period for public comment and feedback.

Carried

- 5.2 Policy 3.30 - Fee Paying Students** was shared by Anne. The major change is that the title of the policy was updated so now it covers all students, as students who are normally resident in BC are the only students funded by the Ministry of Education. Students from

out of province or out of the country are considered ‘fee-paying.’ After the discussion, the committee felt the policy was ready to be sent to the Board of Education to be authorized for consultation and for the policy to be circulated for a thirty-day period for public comment and feedback.

DESJARDINS/CLARK

THAT the Policy Committee recommends to the Board of Education that **Policy 3.30 – Fee Paying Students** be authorized for consultation and that the policy be circulated for a thirty-day period for public comment and feedback.

Carried

- 5.3.** Anne shared updates to **Policy 3.40 – School Catchment Areas and School Choice**. She went over the definitions regarding school catchment areas and school choice, as well as the priority order if there are spaces available in an out-of-catchment school. The big change to the policy is that parents/guardians choosing to move or register their children in an out-of-catchment school would need to meet with the Principal in their catchment area first to get approval to attend the out-of-catchment school.

After the discussion, the committee felt the policy was ready to be sent to the Board of Education to be authorized for consultation and for the policy to be circulated for a thirty-day period for public comment and feedback.

DESJARDINS/CLARK

THAT the Policy Committee recommends to the Board of Education that **Policy 3.40 – School Catchment Areas and School Choice** be authorized for consultation and that the policy be circulated for a thirty-day period for public comment and feedback.

Carried

- 5.4** Anne reviewed updates to **Policy 3.50 – Curricular, Co-Curricular and Extra-Curricular Activities**, including adding some language to include that field trip planning may include fundraising to help offset the costs. The Board of Education retains the authority to approve all out-of-province trips, and the Superintendent will continue to approve all provincial field trips. All regulations and forms for this policy will move to Administrative Procedures.

DESJARDINS/CLARK

THAT the Policy Committee recommends to the Board of Education that **Policy 3.50 – Curricular, Co-Curricular and Extra-Curricular Activities** be authorized for consultation and that the policy be circulated for a thirty-day period for public comment and feedback.

Carried

- 6.** There were no additional questions or comments.

Next Meeting: Tuesday, September 9, 2025 from 4:30-6:00 pm
Via Zoom conference call

ADJOURNMENT

DESJARDINS/

THAT the meeting be adjourned at 6:01 pm

POLICY COMMITTEE

NATURE OF COMMITTEE

Standing Committee of the Board

PURPOSE

The Board of Education recognizes and accepts its responsibility to approve policy. The Board values consultation as an important part of policy development.

The Policy Committee will consider and make recommendations to the Board regarding changes to Board Policy. The committee will reflect upon any area of policy but will not engage in Board Bylaw development or revisions.

DELIVERABLES

The Policy Committee will:

1. Provide feedback regarding policy revisions.
2. Consider feedback and advice from representative groups regarding policy drafts.
3. Provide input regarding minor amendments to existing policy.
4. Ensure that there are no accessibility barriers within or due to the policies.
5. Identify policies that are no longer current and would be suitable for repeal.

TRUSTEE REPRESENTATIVES	School District No. 78 Trustees (2 plus an alternate)
CHAIRPERSON	A Trustee will serve as Chair, through an election by the committee
RIGHTSHOLDER AND PARTNER REPRESENTATIVES	Construction Maintenance & Allied Workers 2423 (2) District Parent Advisory Council (2) Fraser Cascade Principals' and Vice Principals' Association (2) Fraser Cascade Teachers' Association (2) Indigenous Education Council (2) Secondary Students (2)
APPOINTMENT	The Chair of the Board will determine Trustee representatives in accordance with Policy 1.50 Board Committees Rightsholder and partner representatives are identified by the organization.

DECISION MAKING	Discussion sufficient to determine a consensus to make a recommendation to the Board.
QUORUM	One trustee and three rightsholders and partner representatives
DISTRICT LEADERSHIP	Secretary Treasurer Superintendent Assistant Superintendent
SECRETARIAT SUPPORT	Executive Assistant to the Secretary Treasurer
MEETINGS	Meetings will be scheduled four times per year, or as needed due to workload.
AGENDAS	Agendas with supporting materials will be circulated to the committee and representative groups, four days in advance of each meeting.
MINUTES	Minutes of committee meetings, detailing any specific recommendations, will be prepared and provided to the Board at a regular Board meeting.
BUDGET	None

REPORTING MECHANISM

The committee is advisory in nature and may make recommendations to the Board through the chair of the committee.

BYLAW AND POLICY REVISION PROJECT

POLICY COMMITTEE – SEPTEMBER 9, 2025

1. Status of Section 3.00 – Students, Instruction and School Operations

The policies that are being retained within this section are outlined below, with the policies to be considered at this meeting highlighted in blue. Policies that have been considered by the policy committee and referred to the Board are highlighted in green.

Suggested Policy Number and Name	Previous Policy
3.10 Expectations for Student Conduct	7007 Student Code of Conduct
3.11 Physical Restraint and Seclusion	7200 Suspensions - Students 7030 Physical Restraint of Students
3.20 Inclusion of Students with Disabilities and Diverse Abilities [Balan]	7020 Inclusion of Special Needs Students
3.30 Fee Paying Students	7027 International Students
3.40 School Catchment Areas and School Choice	7000 School Catchment Areas and School Choice
3.50 Curricular, Co-curricular and Extra-curricular Activities	5020 Field Trips (Curricular / Co-Curricular / Extra – Curricular Activities) 7310 Student Participation in Extra-Curricular Physical Activities 5025 Use of Private Vehicles 7325 Supervision of Students
3.60 Student Fees and Financial Hardship	7025 Student Fees and Deposits - School Level

2. Section 3 drafts to be discussed at this meeting

- 2.1. 3.60 Student Fees and Financial Hardship
- 2.2. 3.20 Inclusion of Students with Disabilities and Diverse Abilities
- 2.3. 3.10 Expectations for Student Conduct

3. Section 3.00 Policy recommended for repeal, to be replaced with an Administrative Procedure:

- 3.1. [5070 Social Media](#)
Having considered Student Conduct Expectations and the new Person Digital Device guidance from the Ministry, this policy is now recommended to be significantly updated, as an Administrative Procedure.

4. Further revisions to policies previously considered

4.1. Policy 2.20

To discuss the committee's feedback, noted in the tracked changes

5. Ministry Policy Requirement

5.1. 5.40 Unexpected Health Emergencies

This is a Ministry required policy and is being addressed 'out of order' due to the timelines established by the Ministerial Order.



POLICY 3.60 STUDENT FEES AND DEPOSITS

In accordance with the provisions of the *School Act* and its accompanying Regulation, the Board of Education will provide free of charge, educational resource materials necessary to participate in an educational program sufficient to meet the general requirements for graduation. Students shall not be charged fees for goods and/or services for which the student cannot meet the learning outcomes or assessment requirements of an educational program, subject to exceptions authorized by the *School Act*.

The Board may require refundable or partly refundable deposits for educational resource materials in accordance with the *School Act*.

The Board will approve a schedule of fees and deposits and publish the schedule prior to June 30, of the subsequent the school year.

To ensure that school fees do not become a barrier to students, Principals shall establish processes to support families who are experiencing financial hardship. Processes must be accessible and incorporate the principles of fairness, respect, dignity, and confidentiality.

GUIDELINES

1. Any communications with students and parents/guardians/caregivers regarding fees and deposits must include a statement explaining that fees will not be a barrier to student participation in educational programs.
2. Students, parents and staff will be advised regarding financial hardship processes through the district website and school information such as the school course selection handbook, student handbook/agenda and parent newsletters.
3. Schools are to submit a deposit schedule for textbooks and equipment, and a fee schedule for musical instruments, optional projects, extra-curricular activities, courses that are over and above a student's graduation-required courses, industrial training and specialty academy programs.
4. The fee and/or deposit schedules must be submitted for approval by the Board prior to May 1st and provided to parents in a timely manner subsequent to approval.



POLICY ~~7025-3.60~~ STUDENT FEES AND DEPOSITS –SCHOOL-LEVEL

In accordance with the provisions of the *School Act* and its accompanying Regulation, the Board of Education will provide free of charge, educational resource materials necessary to participate in an educational program sufficient to meet the general requirements for graduation. Students shall not be charged fees for goods and/or services for which the student cannot meet the learning outcomes or assessment requirements of an educational program, subject to exceptions authorized by the *School Act*.

~~The Board shall provide free of charge to every student of school age who is a resident in the school district, and enrolled in an educational program, instruction in an educational program to meet the general requirements for graduation set out in the Orders of the Minister, and educational resource materials necessary to participate in an educational program.~~

The Board may require refundable or partly refundable deposits for educational resource materials in accordance with the *School Act*.

The Board will approve a schedule of fees and deposits and publish the schedule prior to June 30, of the subsequent the school year.

To ensure that school fees do not become a barrier to students, Principals shall establish processes to support families who are experiencing financial hardship. Processes must be accessible and incorporate the principles of fairness, respect, dignity, and confidentiality.

GUIDELINES

1. Any communications with students and parents/guardians/~~and~~ caregivers regarding fees and deposits must include a statement explaining that fees will not be a barrier to student participation in ~~school activities~~ educational programs.
2. Students, parents and staff will be advised regarding financial hardship processes through the district website and school information such as the school course selection handbook, student handbook/agenda and parent newsletters.

Regulations

SUBJECT: ~~Student Fees and Deposits – School Level~~

~~To ensure that fees for special projects and deposits do not become a barrier to student participation in educational programs, the Board will ensure fair, sensitive and confidential school-based procedures which will allow participation by students who would otherwise be excluded due to financial conditions.~~

Policy 7025 – Student Fees and Deposits – School Level

Guidelines:

- ~~4.3.~~ Schools are to ~~determine and~~ submit a deposit schedule for textbooks and equipment, and a fee schedule for musical instruments, optional projects, extra-curricular activities, courses that are over and above a student's graduation-required courses, industrial training and specialty academy programs.
- ~~3.4.~~ The ~~Fee fee~~ and/or ~~Deposit deposit~~ ~~Schedules-schedules~~ must be submitted for approval by the Board ~~by prior to~~ May 1st and provided to parents in a timely manner ~~subsequent to approval~~.
- ~~4.—~~
- ~~5.—In secondary schools, the statement explaining that no student will be denied educational opportunities offered at the school, will be published along with the fee schedule in the course selection and/or school handbook;~~
- ~~6.5.~~
- ~~7.—In elementary schools, the procedure for addressing financial conditions will be included in the school agenda book or a newsletter in September.~~
- ~~8.6.~~
- ~~9.—Home schooling students may be required to pay a deposit for the use of educational resource materials. This deposit is refundable upon return of the materials.~~

POLICY 3.20 – INCLUSION OF STUDENTS WITH DISABILITIES AND DIVERSE ABILITIES

The Board of Education believes that every child has a fundamental right to a quality education, that recognizes and celebrates their unique abilities. Students must be afforded opportunities to develop to their full potential in the most inclusive environment possible.

Inclusive education means that all students, including those with disabilities and diverse abilities, are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education. The practice of inclusion is not synonymous with integration and goes beyond placement in regular classrooms to include meaningful participation and the promotion of interaction with others.

An inclusive education program is one where all students are fully participating members in a supportive community of learning which fosters a sense of belonging.

The Board commits to recognize, encourage and celebrate a rich culture of diversity in district schools.

Editorial Note, the materials below, seem to duplicate Ministry [INCLUSIVE EDUCATION SERVICES: A Manual of Policies, Procedures and Guidelines 2024](#), I would rely on Ministry documentation and abandon all materials below.



POLICY ~~7020-3.20~~ – INCLUSION OF STUDENTS WITH DISABILITIES AND DIVERSE ABILITIES~~SPECIAL NEEDS STUDENTS~~

Purpose

The Board of Education believes that every child has a fundamental right to a quality education, **that recognizes and celebrates their unique abilities.** ~~and that all students~~ Students must be afforded opportunities to develop to their full potential in the most inclusive environment possible.

Inclusive education means that all students, including those with disabilities and diverse abilities, are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education. The practice of inclusion is not synonymous with integration and goes beyond placement in regular classrooms to include meaningful participation and the promotion of interaction with others.

An inclusive education program is one where all students are fully participating members in a **supportive** community of learning **which fosters a sense of belonging.** ~~Educational programs are to be developed based upon individual students' strengths and need.~~

The Board commits to recognize, encourage and celebrate a rich culture of diversity in district schools.

~~Regulations~~ Editorial Note, the materials below, seem to duplicate Ministry INCLUSIVE EDUCATION SERVICES: A Manual of Policies, Procedures and Guidelines 2024, I would rely on Ministry documentation and abandon all materials below.

~~SUBJECT:—Inclusion of Special Needs Students~~

~~The goal of special education in School District No. 78 (Fraser-Cascade) is to provide a continuum of programs and services designed to meet the unique needs and abilities of all students with special needs. Accordingly, all students will be offered opportunities appropriate to their individual learning needs, consistent with the Ministry of Education's Policy, 6). Special Education Services: A Manual of Policies, Procedures and Guidelines (2016)~~

~~The Board supports the provision of the most enabling learning environment for all students as per the following procedures and planning:~~

~~Procedures and Planning:~~

~~1.—School Based~~

~~Procedures shall be in place at each school to ensure identification, function, assessment and program planning for students having special educational needs. A school based~~

Policy 7020 – Inclusion of Special Needs Students

team should be established, including the principal, learning assistance teacher, classroom teachers, parents/guardians, support personnel as required, and the student when appropriate.

2.—District

Procedures shall be in place to facilitate decisions on referrals and support from school based teams to the appropriate district staff. Parents/guardians of students are to be part of the referral process.

3.—Individual Education Plans

Individual Education Plans (IEPs) shall be developed for all designated special education students. These plans shall include details of inclusion, program modifications and/or program adaptations.

4.—Reporting Student Progress

Parents/guardians of students with special needs will receive progress reports in accordance with the regularly scheduled reporting periods. For students who are expected to achieve or surpass the learning outcomes set out in the BC curriculum, regular letter grading and reporting procedures will be followed. Adaptations must be documented and included in the progress report. Students who are working on modified goals may receive structured written comments or letter grades reflecting achievement of their individual goals in their Individual Education Plan. The most appropriate form of reporting (comments, grades or combination) is determined by the School-Based Team.

5.—Transition Planning

Transition plans will be developed for students with special needs who are moving from preschool to elementary school, elementary to secondary school and secondary to post-secondary programs; as well as for students with special needs transferring between programs, schools or districts. (School District Student Services).

6.—Collaboration with Other Ministries and Community Agencies

Where appropriate, consultation and collaboration will take place with other ministries and/or community agencies to develop a cohesive, consistent plan that supports the student and family.

7.—Placement in Special Programs

Parental/guardian notification and consultation must occur prior to the in-school placement of a student on a program that is modified within the classroom or that occurs in an alternate setting outside their regular class placement.

Policy 7020 – Inclusion of Special Needs Students

~~Placement of students in alternative educational programs (Two Rivers Education Centre (TREC), and Agassiz Centre for Education (ACE), shall be made with the knowledge and understanding of parents/guardians, and should occur only:~~

- ~~• after all reasonable efforts to integrate the student have been made and it is clear that their educational or social goals cannot be met; or~~
- ~~• when there is clear evidence that partial or full placement in another setting is the only option after considering the student's educational needs or the educational needs of others.~~

~~8. As per Bylaw No. 21 – Student Appeals, parents/guardians have the right to appeal any decision of the school or district that significantly affects the education, health, or safety of the student.~~

~~The Ministry of Education's Special Education Services: A Manual of Policies, Procedures and Guidelines (2016) can be viewed at:~~

~~https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf~~

~~Related Policies:~~

~~Policy 7015 – Consultation: Placement of Special Needs Students~~

~~Policy 7018 – Classroom Based Early Assessment~~

POLICY 3.10 EXPECTATIONS FOR STUDENT CONDUCT

The Board of Education recognizes its shared responsibility to provide a safe, caring and positive learning environment for all students. This shared responsibility requires students, staff, parents/guardians and the broader community, to demonstrate positive conduct while attending any school or District-related activity, at any location and each has an obligation to:

- support learning
- promote safety
- respect property, environment, personal space and privacy
- model courtesy, compassion and respect

Students are expected to respect the rights of all members of the school community in accordance with the BC Human Rights Code..

All members of the school community must refrain from engaging in any in-person or digital communication or behavior that is:

- Interfering with the learning and working of others
- Bullying, harassing, intimidating, retaliating, discriminating or violent
- Unsafe or illegal, including the possession, use or distribution of illegal or restricted substances, or the possession of weapons or replicas

When students breach the Expectations for Student Conduct the Board recognizes the need for appropriate forms of intervention which, whenever possible, will focus on consequences that are restorative in nature rather than punitive. Students are expected to learn and mature as they continue their education. Expectations and consequences will be student specific and developmentally appropriate. The age, maturity, and a student's unique abilities and disabilities will be given consideration.

The Board 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, the Board gives general authorization to the Principal/Vice-Principal for student suspensions, , in accordance with Administrative Procedures established by the Superintendent.

The school is responsible for advising parents/guardians of unacceptable behaviour demonstrated by the student. The Board expects that parents/guardians and the school staff will work together to change behaviour and that efforts will be made in this regard. Administrators may be required by law to contact School Board Officials, police, or other agencies.

Schools and, when necessary, the district, will take necessary measures to prevent retaliation by an individual against a student who has made a complaint regarding a breach of conduct.

Personal Electronic Device Usage

In accordance with Ministry requirements, the Board has established limitations regarding personal electronic device usage during instructional time. Students in SD78 are currently given access to school or district-owned devices such as tablets, laptops, and desktop computers for educational and instructional purposes. This supports learning and achievement. We acknowledge the need to model and teach our students about online safety, the impact of technology on mental health and how it can distract from a focused learning environment when used inappropriately. Beginning in September 2024, the district expects that the following guidelines will be observed in each school:

Elementary Schools – No access to or use of personal electronic devices is permitted at any time during the school day. At the instructor's or administrator's discretion, an exception may be made when the use of a device supports a specific learning objective and is part of the planned lesson.

Secondary Schools

Instructional Hours – No access to or use of personal electronic devices is permitted at any time during the instructional hours defined by each school. At the instructor's or administrator's discretion, an exception may be made when the use of a device supports a specific learning objective and is part of the planned lesson.

Non-Instructional Hours – During non-instructional hours, students may use their devices in a respectful and non-disruptive manner. Such times may include morning break, lunch, recess, and while travelling on SD78 buses before and after school.

Exceptions

At the instructor's or administrator's discretion, an exception may be made when the use of a device supports a specific learning objective and is part of the planned lesson. SD78 also will exempt students who have recognized adaptations or modifications for learning or health circumstances that require a personal electronic device to facilitate full inclusion.



POLICY 3.107007 – ~~DISTRICT~~ EXPECTATIONS FOR STUDENT ~~CODE OF~~ CONDUCT

~~1. Statement of Purpose~~

The Board of Education ~~for School District No. 78 (Fraser-Cascade)~~ recognizes its **shared** responsibility to provide a safe, caring and positive learning environment for all students.

~~The establishment of a District Student Code of Conduct is intended to promote such an environment by providing students with guidance and direction on expectations for acceptable conduct.~~

~~It is This~~ **the** shared responsibility ~~of~~ **requires** students, staff, parents/guardians and the broader community, to demonstrate positive conduct while attending any school or ~~District~~ **District**-related activity, at any location ~~and each has~~

~~All members of the school community have an obligation to:~~

- ~~Support~~ **support** learning
- ~~Promote~~ **promote** safety
- ~~Respect~~ **respect** property, environment, personal space and privacy
- ~~Model~~ **model** courtesy, compassion and respect

Students are expected to respect the rights of all members of the school community in accordance with the BC Human Rights Code. ~~on the prohibited grounds of discrimination.~~

~~It is against the law to discriminate. based on race, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression and age.~~

~~It is also against the law to publish, issue or display, or cause to be published, issued or displayed, anything that: (a) indicates discrimination or an intent to discriminate against a person, group or class of people; or (b) is likely to expose a person, group, or class of people to hatred or contempt.~~

All members of the school community must refrain from engaging in any in-person or digital communication or behavior that is:

- **Interfering with the learning and working of others**
- **Bullying, harassing, intimidating, retaliating, discriminating or violent**
- **Unsafe or illegal, including the possession, use or distribution of illegal or restricted substances, or the possession of weapons or replicas**

~~In order to provide the necessary guidance, the Board of Education expects schools to develop school cultures that foster optimal learning environments, as outlined in the Diversity in BC Schools: A Framework. Therefore schools will strive to:~~

Policy 3.10 Student Conduct Expectations ~~Policy 7007—District Student Code of Conduct~~

- ~~develop positive school cultures and focus on prevention~~
- ~~use school-wide efforts to foster respect, inclusion, fairness and equity~~
- ~~set, communicate and consistently reinforce clear expectations of conduct~~
- ~~teach, model and encourage socially responsible behaviours that contribute to the school community, solve problems in peaceful ways, value diversity and defend human rights~~
- ~~assume responsibility, in partnership with the wider community, for resolving safety concerns~~
- ~~work together to better understand issues such as bullying, harassment, and intimidation, racism, sexism and homophobia, and to learn new skills to respond to them~~
- ~~respond consistently to incidents in a fair and reasoned manner, using interventions that repair harm, strengthen relationships and restore a sense of belonging~~
- ~~participate in the development of policies, procedures and practices that promote school safety~~
- ~~monitor and evaluate their school environments for evidence of continuous improvement~~
- ~~recognize and celebrate achievements, while acknowledging areas that need improvement~~

(Diversity in BC Schools: A Framework; p. 22)

However, ~~w~~When students ~~violate~~ ~~breach~~ the ~~District~~ ~~Expectations for Student~~ ~~Code of~~ Conduct ~~despite proactive measures by schools, the~~ ~~the~~ Board ~~then~~ recognizes the need for appropriate forms of intervention which, whenever possible, will focus on consequences that are restorative in nature rather than punitive. Students are expected to learn and mature as they continue their education. Expectations and consequences will be student specific and developmentally appropriate. ~~School staff will consider t~~ The age, maturity, and ~~if necessary,~~ a student's unique ~~needs~~ ~~abilities~~ and disabilities ~~of an~~ intellectual, physical, sensory, emotional, or behavioral nature. ~~will be given consideration.~~

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~~ ~~for~~ student ~~suspensions,~~ ~~or to remove a suspension,~~ in accordance with ~~the regulations of this policy~~ ~~Administrative~~ Procedures established by the Superintendent.

~~2.—~~Policy

Policy 3.10 Student Conduct Expectations ~~Policy 7007—District Student Code of Conduct~~

~~The Board of Education for School District No. 78 (Fraser-Cascade) expects students to treat others with respect and courtesy and to conduct themselves in a manner which contributes to and promotes a safe, caring and orderly learning environment in schools and at school activities.~~

~~The Board shall consider the conduct of any member of the school community that adversely affects the school environment to be a breach of the District Student Code of Conduct and to warrant appropriate forms of intervention. Special consideration may apply to students with special needs if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.~~

The school is responsible for advising parents/guardians of unacceptable behaviour demonstrated by the student. ~~We~~ The Board expects that parents/guardians and the school staff will work together to change behaviour and that efforts will be made in this regard. Administrators may be required by ~~policy or~~ law to contact School Board Officials, police, or other agencies.

Schools and, ~~when necessary~~, the district, will take necessary measures to prevent retaliation by an individual against a student who has made a complaint ~~of a breach of regarding a breach code~~ of conduct.

Personal Electronic Device Usage

~~B.C. Human Rights Code~~

~~The Board of Education believes all individuals in the school district have the right to an environment free from discrimination and acknowledges that certain kinds of discrimination as prohibited by the BC Human Rights Code must be a part of a district and a school code of conduct.~~

~~The Board therefore expects students to not without a bona fide and reasonable justification:~~

~~to publish, issue or display, or cause to be published, issued or displayed, any statement, publication, notice, sign, symbol, emblem or other representation that~~

~~indicates discrimination or an intention to discriminate against a person or class of persons.~~

~~exposes a person or group or class of persons to hatred or contempt because of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender identity or expression, sex, sexual orientation, or age.~~

~~The Board also expects that a person or class of persons will not, without a bona fide and reasonable justification, be:~~

Policy 3.10 Student Conduct Expectations

~~Policy 7007—District Student Code of Conduct~~

~~denied or discriminated against in regard to any accommodation, service or facility customarily available to the public because of their race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age.~~

~~District Student Code of Conduct~~

~~Expected Behaviour~~

In accordance with Ministry requirements, the Board has established limitations regarding personal electronic device usage during instructional time. Students in SD78 are currently given access to school or district-owned devices such as tablets, laptops, and desktop computers for educational and instructional purposes. This supports learning and achievement. We acknowledge the need to model and teach our students about online safety, the impact of technology on mental health and how it can distract from a focused learning environment when used inappropriately. Beginning in September 2024, the district expects that the following guidelines will be observed in each school:

~~—Elementary Schools —~~

- ~~—No access to or use of personal electronic devices is permitted at any~~
- ~~—time during the school day. At the instructor's or administrator's~~
- ~~—discretion, an exception may be made when the use of a device~~
- ~~—supports a specific learning objective and is part of the planned lesson.~~

~~—Secondary Schools~~

~~—Instructional Hours —~~

- ~~—No access to or use of personal electronic devices is permitted at any~~
- ~~—time during the instructional hours defined by each school. At the~~
- ~~—instructor's or —administrator's discretion, an exception may be made~~
- ~~—when the use of a device supports a specific learning objective and is~~
- ~~—part of the planned lesson.~~

~~—Non-Instructional Hours —~~

- ~~—During non-instructional hours, students may use their devices in a~~
- ~~—respectful and non-disruptive manner. Such times may include morning~~
- ~~—break, lunch, recess, and while travelling on SD78 buses before and~~
- ~~—after school.~~

Exceptions

At the instructor's or administrator's discretion, an exception may be made when the use of a device supports a specific learning objective and is part of the planned lesson. SD78 also will exempt students who have recognized adaptations or modifications for learning or health circumstances that require a personal electronic device to facilitate full inclusion.

Policy 3.10 Student Conduct Expectations

Policy 7007—District Student Code of Conduct

3.—Compliance with the District Student Code of Conduct

It is expected that students will not engage in violent, bullying, cyber-bullying, intimidating, harassing, threatening or unacceptable behavior (that is behavior that differs from the expected behaviour listed in section “D”) and that students will abide by the District Student Code of Conduct and school Code of Conduct going to and from school, on school buses, at school, and at school activities wherever held. Consequences for non-compliance with District or School Codes of Conduct will take into account the age, maturity and special needs (if any) of the student, and, whenever possible, be focused on on processes that are restorative rather than punitive.

4.—Retaliation Concerns

- 4.1.—Schools and the district will take necessary measures to prevent retaliation by an individual against a student who has made a complaint of a breach of code of conduct.

5.—School Code of Conduct

Each school shall develop and maintain a school code of conduct consistent with the Safe, Caring and Orderly School Guidelines. School codes of conduct must, at a minimum, include:

- 5.1.—a statement of purpose
- 5.2.—statements describing acceptable and unacceptable behaviour (including violent, bullying, cyber-bullying, intimidating, threatening and harassing behaviour) while at school, at a school related activity or in other circumstances where engaging in the activity will have an impact on the school environment.
- 5.3.—A statement specifically referencing each prohibited grounds of discrimination which are set out in sections 7 and 8 of the Human Rights Code: race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender identity or expression, sex, sexual orientation, and age.
- 5.4.—Schools’ strategies with respect to the consequences of unacceptable behaviour, that are guided by a progressive discipline process and/or restorative process rather than punitive methodologies and be cognizant of

Policy 3.10 Student Conduct Expectations

Policy 7007—District Student Code of Conduct

~~students with special needs and disabilities of an intellectual, physical, sensory, emotional or behavioural nature.~~

~~5.5.—A statement of rising expectations indicating changing expectations as students mature~~

~~5.6.—A statement of indicating the schools' responsibility for notifying other agencies, in the event of a serious breach of the code of conduct~~

~~5.7.—An expectation that all school codes of conduct will be~~

~~5.7.1.—displayed in a prominent area of the school,~~

~~5.7.2.—linked to the front page of each school website and the School District Code of Conduct Policy 7007,~~

~~5.7.3.—reviewed on a yearly basis,~~

~~5.7.4.—and distributed to and formed in consultation with representatives of~~

~~i.—employees of the board,~~

~~ii.—parents / guardians, and~~

~~iii.—students.~~

6.—Policies to Support the District Student Code of Conduct

The following policies support the District Student Code of Conduct and shall be considered as an extension of the Code:

- ~~No. 7008~~—Student Threat Assessment

~~No. 7200~~—Suspensions—StudentsThe 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.

Adopted: 2013-12-06	Reviewed:	Amended: 2015-10-27 2018-10-09
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POLICY

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: Parent/Guardian Social Media Usage Consent, Appendix B: Acceptable Use Policy for Schools, and Appendix C: 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);

Adopted: 2013-12-06	Reviewed:	Amended: 2015-10-27 2018-10-09
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SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

REGULATIONS

NO: [5070.1 R](#)

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. Personal information should be kept to a minimum and a Appendix A: [Parent / Guardian Social Media Use Consent form](#) must be completed.
4. 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.

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.

5. 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.
6. School District employees are responsible for the content they publish online.
7. Employees should monitor contributions to any site they create, administer or moderate.
8. Any use of social media that involves students must be focused on teaching and learning and not be linked to personal sites.
9. 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.
10. 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.
11. 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.
12. 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 social events should not be posted.
13. Employees who do not follow these terms and conditions may face disciplinary action.

Adopted: 2013-12-06	Reviewed:	Amended: 2015-10-27 2018-10-09
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REGULATIONS

NO: 5070.2 R

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.

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REGULATIONS

NO: **5070.3 R**

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.

Adopted: 2013-12-06	Reviewed:	Amended: 2015-10-27 2018-10-09
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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 postings 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 parent(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.

Adopted: 2013-12-06	Reviewed:	Amended: 2015-10-27 2018-10-09
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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
- Attend Social Media Information Sessions in the District

Related Policies, Procedures

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

Adopted: 2013-12-06	Reviewed:	Amended: 2015-10-27 2018-10-09
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APPENDIX A

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 Regulation 5070.3: Social Media 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, 5070.1R, 5070.2R, 5070.3R), as well as the policies related to Technology Usage and Access (#4050).

List of Social Media Services Accessed During Classroom Activities

Name of student

Signature of Parent / Guardian (or, if an adult, the Student):

Date Signed: _____
(MM/DD/YYYY)

Adopted: 2013-12-06	Reviewed:	Amended: 2015-10-27 2018-10-09
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APPENDIX B

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.

Adopted: 2013-12-06	Reviewed:	Amended: 2015-10-27 2018-10-09
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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

Adopted: 2013-12-06	Reviewed:	Amended: 2015-10-27 2018-10-09
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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:

Adopted: 2013-12-06	Reviewed:	Amended: 2015-10-27 2018-10-09
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- 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

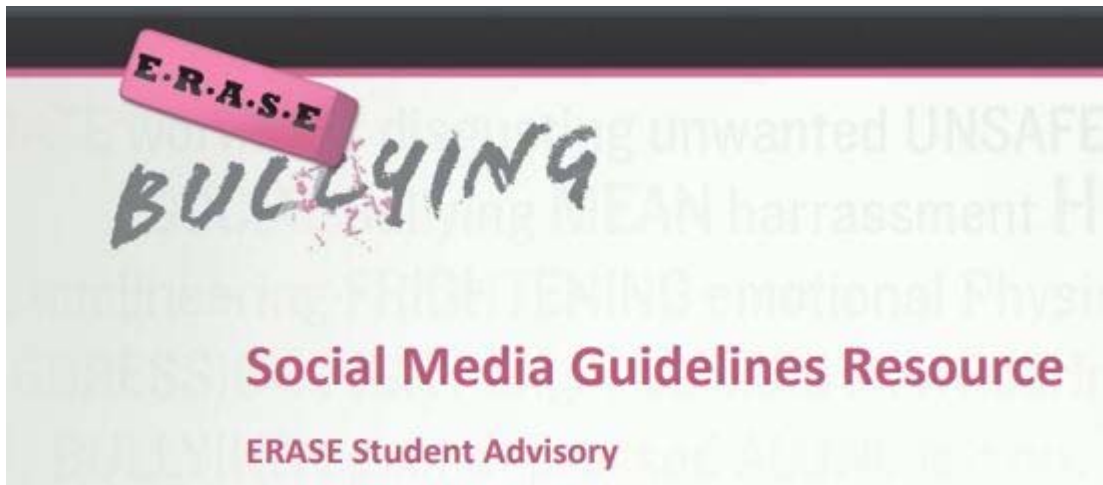
YOUR SCHOOL will not be responsible for damage or harm to persons, files, data, or hardware.

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.

Students and Employees must sign District forms (See [Policy 4050 – Technology Usage and Access](#))



https://www.erasebullying.ca/assets/pdf/social_media_guidelines.pdf



POLICY 2.20 – COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION, AND ACCESSIBILITY

We acknowledge that the conversation of racism, equity, inclusion, and cultural diversity is constantly evolving and changing. Under Canadian laws, all individuals have the right to their fundamental freedoms and protection from discrimination and racism. It is important to embrace **positive** change as a community, sharing the responsibility for creating a welcoming and inclusive environment that honours and respects everyone.

The Board of Education of the Fraser-Cascade School District is committed to the equitable treatment of all students, employees, Rightsholders, and school district **stakeholders**, regardless of their ancestry, country of origin, ethnicity, cultural background, age, sexual orientation, gender identity and expression, physical and intellectual ability, **and/or** any other personal characteristic. The Board will **ensure** that all students, employees, Rightsholders, and school district **stakeholders** are provided with a safe and respectful environment to work, learn, and prosper.

Commitments

The Board is committed to developing and promoting **positive**-values **in the following ways**:

- **Striving for Ensuring** inclusion of all students, employees, and their respective families, regardless of their ancestry, country of origin, ethnicity, cultural background, age, sexual orientation, gender identity and expression, physical and intellectual ability, **and/or** any other personal characteristic in all aspects of school life.
- Aligning our district code of conduct with appropriate expectations, language, behaviors, and actions to prevent discrimination or harassment based on ancestry, country of origin, ethnicity, cultural background, sexual orientation and expression,

Commented [AC1]: From Erick: Consider the following alternatives:
Interest holders
Partners
Co-creators
Collaborators

Commented [EC2]: Consider the following alternatives:
i.Strive to
ii.Work towards

Commented [AC3]: From Erick: Consider the following alternatives:
Interest holders
Partners
Co-creators
Collaborators

Commented [EC4]: Points below were converted to numbered points for ease of reference/citation in legal matters

Related Legislation: *BC School Act* RSBC 1996, Sections, 65, 85, 177
BC Declaration on the Rights of Indigenous Peoples Act, SBC 2019
BC Human Rights Code, RSBC 1996
BC Multiculturalism Act, RSBC 1996
BC Workers' Compensation Act, RSBC 2019
BC Occupational Health Safety Regulations, BC296/97
Canadian Constitution Act, 1982, with the Canadian Charter of Rights and Freedoms
Canadian Human Rights Act, RSC 1985
Canadian Multiculturalism Act, RSC 1985
Criminal Code, RSC 1985
United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), 2007
United Nations Declaration on the Rights of Indigenous Peoples Act of Canada, 2021
United Nations Convention on the Rights of the Child (UNCRC), 1990
United Nations Convention on the Rights of the Child ratified in Canada, 1991

Related Contract : Fraser-Cascade Teachers' Association Articles E.1, E.2, E.24, E.26
Construction, Maintenance and Allied Workers Bargaining Council Local 2423 Article 22
Adopted: 2025-02-18
Amended: xxx

Policy 2.20 - Commitment to Diversity, Equity and Inclusion

gender identity, physical and intellectual ability, and/or any other personal characteristic.

- **Addressing** ~~Ensuring that~~ complaints of discrimination or harassment based on real or perceived racism, sexism, ableism, homophobia, transphobia, or any other form of discrimination are taken seriously and dealt with expeditiously and effectively through consistently applied policies and procedures as stated in our district code of conduct.
- Raising awareness, offering ongoing learning (including resources), and implementing practices that will support Truth and Reconciliation, accessibility and celebrate the diverse communities within the Fraser-Cascade School District and our global community.

These values align with the *Canadian Charter of Rights and Freedoms*, the *Canadian Human Rights Act*, the *BC Human Rights Code*, the *Declaration on the Rights of Indigenous Peoples*, *Act of BC*, *Act of Canada*, Occupational Health and Safety Regulations and the Collective Agreements between: the Fraser-Cascade School District, and, **both**, the Fraser-Cascade Teachers' Association, and **the** Construction, Maintenance and Allied Workers Canada.

This policy framework aims to comprehensively address various forms of discrimination, **ensuring** an inclusive and supportive environment for all individuals in the Fraser-Cascade School District.

IMPLEMENTATION AND REVIEW

The district will continuously review and update this policy to **ensure** its effectiveness and alignment with current legal standards and community needs.

Related Legislation: *BC School Act* RSBC 1996, Sections, 65, 85, 177
BC Declaration on the Rights of Indigenous Peoples Act, SBC 2019
BC Human Rights Code, RSBC 1996
BC Multiculturalism Act, RSBC 1996
BC Workers' Compensation Act, RSBC 2019
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Related Contract : Fraser-Cascade Teachers' Association Articles E.1, E.2, E.24, E.26
 Construction, Maintenance and Allied Workers Bargaining Council Local 2423 Article 22
 Adopted: 2025-02-18
 Amended: xxx

POLICY 2.20 – COMMITMENT TO DIVERSITY, EQUITY, INCLUSION, AND ACCESSIBILITY

We acknowledge that the conversation of racism, equity, inclusion, and cultural diversity is constantly evolving and changing. Under Canadian laws, all individuals have the right to their fundamental freedoms and protection from discrimination and racism. It is important to embrace change as a community, sharing the responsibility for creating a welcoming and inclusive environment that honours and respects everyone.

The Board of Education of the Fraser-Cascade School District is committed to the equitable treatment of all students, employees, Rightsholders, and school district stakeholders, regardless of their ancestry, country of origin, ethnicity, cultural background, age, sexual orientation, gender identity and expression, physical and intellectual ability, and/or any other personal characteristic. The Board will seek to ensure that all students, employees, Rightsholders, and school district stakeholders are provided with a safe and respectful environment to work, learn, and prosper.

Commitments

The Board is committed to developing and promoting values in the following ways:

- Striving for inclusion of all students, employees, and their respective families, regardless of their ancestry, country of origin, ethnicity, cultural background, age, sexual orientation, gender identity and expression, physical and intellectual ability, and/or any other personal characteristic in all aspects of school life.
- Aligning our district code of conduct with appropriate expectations, language, behaviors, and actions to prevent discrimination or harassment based on ancestry, country of origin, ethnicity, cultural background, sexual orientation and expression, gender identity, physical and intellectual ability, and/or any other personal characteristic.

Related Legislation: *BC School Act* RSBC 1996, Sections, 65, 85, 177
BC Declaration on the Rights of Indigenous Peoples Act, SBC 2019
BC Human Rights Code, RSBC 1996
BC Multiculturalism Act, RSBC 1996
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Related Contract : Fraser-Cascade Teachers' Association Articles E.1, E.2, E.24, E.26
 Construction, Maintenance and Allied Workers Bargaining Council Local 2423 Article 22

Adopted: 2025-02-18

Amended: xxx

Policy 2.20 - Commitment to Diversity, Equity and Inclusion

- Addressing complaints of discrimination or harassment based on real or perceived racism, sexism, ableism, homophobia, transphobia, or any other form of discrimination are taken seriously and dealt with expeditiously and effectively through consistently applied policies and procedures as stated in our district code of conduct.
- Raising awareness, offering ongoing learning (including resources), and implementing practices that will support Truth and Reconciliation, accessibility and celebrate the diverse communities within the Fraser-Cascade School District and our global community.

These values align with the *Canadian Charter of Rights and Freedoms*, the *Canadian Human Rights Act*, the *BC Human Rights Code*, the *Declaration on the Rights of Indigenous Peoples, Act of BC, Act of Canada*, Occupational Health and Safety Regulations and the Collective Agreements between: the Fraser-Cascade School District, and, both, the Fraser-Cascade Teachers' Association, and the Construction, Maintenance and Allied Workers Canada.

This policy framework aims to comprehensively address various forms of discrimination, an inclusive and supportive environment for all individuals in the Fraser-Cascade School District.

IMPLEMENTATION AND REVIEW

The district will continuously review and update this policy to its effectiveness and alignment with current legal standards and community needs.

Related Legislation: *BC School Act* RSBC 1996, Sections, 65, 85, 177
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Adopted: 2025-02-18

Amended: xxx



July 28, 2025

Ref: 311962

Dear Superintendents:

As a follow-up to the communication sent on June 30, 2025, regarding the amendment to the [Support Services for Schools Ministerial Order](#) and the new [Response to Unexpected Health Emergencies Policy](#), I am writing to provide additional guidance and resources to support your school district's implementation of the new requirements.

Timelines for implementation:

Category	Requirement	Deadline
1. Policy Submissions	Submit completed policies to the Ministry via email to educ.mentalhealth@gov.bc.ca <i>Please note - board-approved policies or administrative procedures will be accepted</i>	December 31, 2025
2. Secondary Schools	AEDs and naloxone must be in all secondary schools	December 31, 2025
3. Elementary & Middle Schools	AEDs and naloxone must be in all elementary and middle schools	September 8, 2026

The BC Centre for Disease Control has communicated guidance to school medical health officers to support implementation. Below is a summary of their guidance regarding procurement and training opportunities:

Naloxone

- *Procurement:*
 - **Injectable naloxone kits** for occupational use can be purchased via the Product Distribution Centre. Contact: PDCCustomerSer@gov.bc.ca or 604-927-2000.
 - **Intranasal naloxone kits** can be purchased through community pharmacies.
- *Training:*
 - Free online training is available at [Naloxone 101 Course](#) and [Naloxone Training](#).
 - In-person and online training is also available via [St. John Ambulance](#).

AEDs

- *Procurement:*

Ministry of Education and Child Care
Office of the Assistant Deputy Minister
Education Programs & Policy Division

Mailing address:
PO Box 9183 Stn Prov Govt
Victoria BC V8W 9H9

Email: ECC.EPP@gov.bc.ca

- Focused Education Resources is leading a Request for Proposal initiative with the objective of securing vendors that can offer consortium pricing. The goal is to have agreements in place by October (at the latest), with delivery and installation of products completed by December.
- If you are interested, please contact supplies@focusedresources.ca.

We appreciate your continued commitment to student and staff safety. If you have questions or require support, please contact the Mental Health and Substance Use Team at educ.mentalhealth@gov.bc.ca.

Sincerely,



Cloë Nicholls
Assistant Deputy Minister

POLICY 5.40 UNEXPECTED HEALTH EMERGENCIES

This policy is to provide guidance with respect to how the Board of Education will respond to unexpected health emergencies, in accordance with Ministerial Orders.

Sudden Cardiac Arrest (SCA) is a condition that occurs when the electrical impulses of the human heart malfunction causing a disturbance in the heart's electrical rhythm. This erratic and ineffective electrical heart rhythm causes complete cessation of the heart's normal function of pumping blood resulting in sudden death. The most effective treatment for this condition is the administration of an electrical current to the heart by a Automated External Defibrillators (AED), delivered within a short time of the onset disturbance. An AED is only to be applied to victims who are unconscious, without pulse, signs of circulation and normal breathing.

Naloxone is a fast-acting medication used to temporarily reverse the effects of opioid overdoses, also called an opioid poisoning.

The Board will ensure that life-saving first aid tools, including AEDs and naloxone kits are readily accessible and maintained in every school.

The Superintendent will establish Administrative Procedures to support the effective deployment both the aforementioned life-saving tools.