

## BOARD OF EDUCATION

### POLICY COMMITTEE

**October 7, 2025 @ 4:30pm**

Via Zoom Video Conference

#### AGENDA

	Agenda Item	Reference	Presenter
	<b>Part 1 – Policy Committee Administration (10 mins)</b>		
1.	Call to Order and Acknowledgement		Acting Chair
2.	Introductions and Welcome to New Committee Members		Acting Chair
3.	Election of Chair		All
4.	Approval of Agenda		Chair
5.	Approval of Minutes from September 9, 2025 Policy Committee Meeting		Chair
	<b>Part 2 – Policy Renovation Project with Anne Cooper, Consultant (60 mins) – Please refer to the October 7, 2025 meeting binder</b>		
6	Further Revisions to policies previously considered 1.1 Policy 2.20	Page 1 & Pages 4- 7	A. Cooper
7.	Discussion regarding Section 3.0 Policy recommended for repeal, with content established as an Administrative Procedure(s) Discussion needed regarding key components of a potential policy:	Page 1 & Pages 8- 21	A. Cooper

## BOARD OF EDUCATION

	Agenda Item	Reference	Presenter
	2.1 5070 Social Media		
8	<p>Ministry Policy Requirement</p> <p>3.1 Policy 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.</p>	Page 1 & Pages 22-24	A. Cooper
9.	Organization of Section 4.00 Human Resources	Page 1	A. Cooper
10.	<p>Section 4.00 Policies that are recommended for repeal, to be replaced with an Administrative Procedure:</p> <p>5.1 Policy 6060 Employees Working Along</p> <p>5.2 Policy 6507 Criminal Record Search</p> <p>5.3 Policy 6600 School Bus Drivers</p> <p>5.4 Policy 6610 Non- Teaching Professional Development</p> <p>5.5 Policy 6710 Reporting Employee Accidents</p> <p>5.6 Policy 6542 On-Call Staff (TTOCs and Support) – Travel</p>	Page 2	
11	<p>Section 4 Policies that are recommended to be repealed outright:</p> <p>6.1 Policy 6530 Staff Participation – Student Activities</p>	Page 2	
12.	<p><b>Part 3 – Draft Financial Policies for Initial Review: (20 mins)</b></p> <p>6.10 Financial Planning &amp; Reporting</p> <p>6.11 Accumulated Operating Surplus</p> <p>The above policies would replace existing Bylaw 19 and Policy 1090 – Accumulative Operating Reserve</p>		Gerry Slykhuis

## BOARD OF EDUCATION

	Agenda Item	Reference	Presenter
13.	Questions & Comments		
14.	New Business		

### ZOOM LINK:

<https://ca01web.zoom.us/j/63485152031?pwd=Sg9oRbejfNAs8ljB5jVTX7D9BIW2As.1&from=addon>

Meeting ID: 634 8515 2031

Passcode: 306336

One tap mobile

+17789072071,,63water485152031# Canada

+15873281099,,63485152031# Canada

Join instructions

[https://ca01web.zoom.us/meetings/63485152031/invitations?signature=OVzAvndbmZPIrSMgtDws9\\_tk6AkmStL-xi-86Th3Uk4](https://ca01web.zoom.us/meetings/63485152031/invitations?signature=OVzAvndbmZPIrSMgtDws9_tk6AkmStL-xi-86Th3Uk4)

**Next Meeting:**      **November 4, 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  
September 9, 2025**

**PRESENT:**

**Board Representatives:**

Pattie Desjardins	Trustee	Chair (Acting)
Wendy Clark	Trustee	Committee Alternate Member
Wendy Colman-Lawley	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:**

Greg Lawley	Representative	FCPVPA
Bernard Klop	Representative	FCPVPA

**District Staff:**

Gerry Slykhuis	Secretary-Treasurer
Renge Bailie	Assistant Superintendent
Deb McKinney	Executive Secretary
Antigone Snider	Executive Secretary

**Regrets:**

Balan Moorthy	Superintendent	District
Lynne Marvell	Representative	FCTA
Megan Kempenaar	Representative	FCTA
Shannon Dobson	Representative	CMAW
<i>Vacant</i>	Representative	CMAW
<i>Vacant</i>	Representative	DPAC
<i>Vacant</i>	Representative	DPAC
April Hendrickson	Representative	IEC
Cheryl Davidson	Representative	IEC
<i>Vacant</i>	Representative	Student Rep

**1. Call to Order and Acknowledgment**

The meeting was called to order at 4:30 pm via Zoom conference call. The assistant Superintendent 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 – September 9, 2025**

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**COLMAN-LAWLEY/DESJARDINS**

THAT the agenda of the Policy Committee meeting held on September 9, 2025, be approved as presented.

**Carried**

**3. Approval of Minutes – May 6, 2025****COLMAN-LAWLEY/DESJARDINS**

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

**Carried**

**4. The Chair shared the Policy Committee – Terms of Reference & Meeting Dates.****5. Status of Section 3.00 – Students, Instruction and School Operations**

The consultant provided an overview of the status of the Section 3.00 Policies.

**6. Draft Policies:**

The following three (3) Draft Policies were reviewed and various language updates made to ensure consistency, correct syntax and modernization in the policies' approach. The consultant confirmed the Board would receive the policies with the edits and mark-up showing so they are visible for the Board.

**LAWLEY/DESJARDINS**

THAT the Policy Committee recommend to the Board of Education that **Policy 3.60 – Student Fees and Financial Hardship** be authorized for consultation and that the policy be circulated for a thirty-day period for public comment and feedback.

**Carried**

**KLOP/COLMAN-LAWLEY**

THAT the Policy Committee recommend to the Board of Education that **Policy 3.20 – Inclusion of Students with Disabilities and Diverse Abilities** be authorized for consultation and that the policy be circulated for a thirty-day period for public comment and feedback.

**Carried**

**COLMAN-LAWLEY/KLOP**

THAT the Policy Committee recommend to the Board of Education that **Policy 3.10 – Student Conduct Expectations** be authorized for consultation and that the policy be circulated for a thirty-day period for public comment and feedback.

**Carried**

**7. Policies to be recommended for repeal, to be replaced with Administrative**

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**Procedure:**

3.10            5070 Social Media

This Item was deferred for discussion at the next Policy Committee Meeting, October 7, 2025.

**8. Previously Approved Policy Revision**

**Policy 2.0 Commitment to Diversity Equity and Inclusion**

This item was deferred for discussion at the next Policy Committee Meeting, October 7, 2025.

**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.

This item was deferred for discussion at the next Policy Committee Meeting, October 7, 2025

**10. Questions & Comments**

**11. New Business**

The Consultant advised the Committee that section 4.0 – Human Resources would be a prominent agenda item for the upcoming October 7, 2025 Policy Committee meeting.

**Next Meeting:**    Tuesday, October 7, 2025 4:30-6:00 pm  
                              Via Zoom conference call

**ADJOURNMENT**

**DESJARDINS/**

                 THAT the meeting be adjourned at 6:03 pm

## BYLAW AND POLICY REVISION PROJECT

### POLICY COMMITTEE – OCTOBER 7, 2025

#### 1. Further revisions to policies previously considered

##### 1.1. Policy 2.20

As directed by the Board, the Policy Committee is to discuss the external committee's feedback, noted in the tracked changes, and make any amendments.

#### 2. Discussion regarding Section 3.00 Policy recommended for repeal, with the content established as an Administrative Procedure(s):

##### 2.1. [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. Discussion needed regarding key components of a potential policy

#### 3. Ministry Policy Requirement

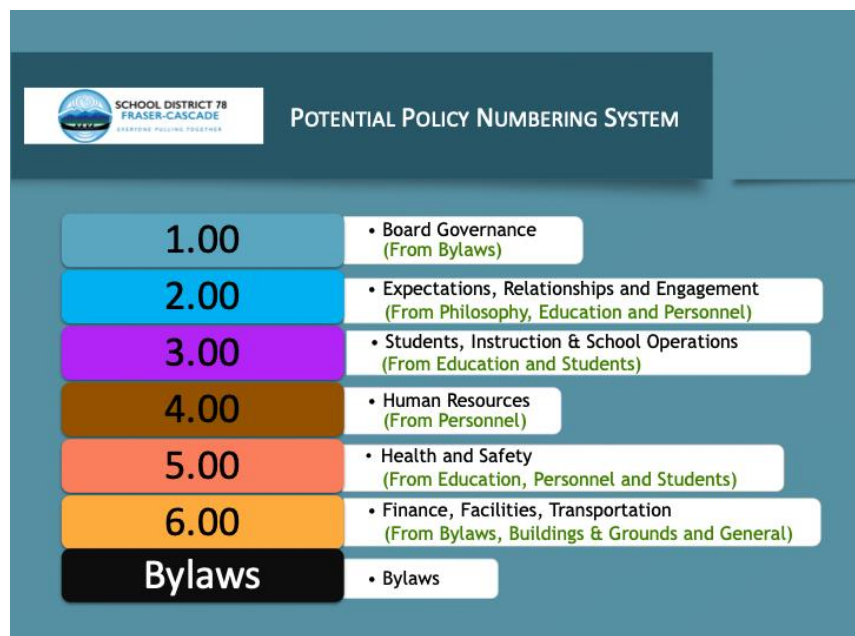
##### 3.1. Policy 5.40 Unexpected Health Emergencies

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

#### 4. Organization of Section 4.00 Human Resources

The committee may recall our tentative organization for the overall policy manual, with Section 4.00 documentation to be considered at this meeting.

A review has been completed of all remaining documents within the current policy manual to consider all policies that relate to Human Resources. The review concluded that policies that impact human resources all exist in Section 6 of the current policy manual.



Six current policies and, in particular, the Regulations within same, would be best established as an Administrative Procedure and repealed as Board policy.

One policy is no longer current and is being recommended for repeal outright.

The suggested organization of those policies recommended to be maintained is outlined in the table below, with [hyperlinks](#) to current policies for ease of reference. Suggestions have been made with respect to the groupings and order of policies within the section, with new numbering in place. Again, we will use the "tenths place" to flag a key topic, with the "hundredths place" to flag a policy with related and/or supporting content. Drafts have been prepared for those policies highlighted in blue.

Suggested Policy Number and Name	Previous Policy
4.10 Staff Expectations (to include confidentiality, conflict of interest, social media, personal boundaries)	<b>NEW</b> <a href="#">6233 Substance Dependence/Impairment</a> <i><a href="#">BCPSEA-Impairing Substances Toolkit</a></i> <a href="#">Policy 6540 Absenteeism - Reporting by Staff</a>
4.20 Respectful Working Environments	<a href="#">6215 Respectful Workplace</a>
4.30 Protection of Employees from Violence	<a href="#">6050 Prevention of Violence in the Work-place for Employees</a>
4.40 Employee Recognition	<a href="#">6255 Recognition of Long Service</a>
4.50 Recruitment of Senior District Staff	<a href="#">6400 Recruitment &amp; Appointment of Administrative Personnel</a>

Current policy [6235 In-Service Death Benefits](#) is being reviewed carefully to determine its status.

## **5. Section 4.00 Policies that are recommended for repeal, to be replaced with an Administrative Procedure:**

The policies noted below (hyperlinked) are informed by Federal or Provincial Legislation, Ministry of Education and Child Care Policy, RCMP Guidance, Fraser Health guidance and WorkSafe BC resources. They are recommended for repeal in favour of establishing the current content necessary to provide direction as an Administrative Procedure. They will be created 'intact' for the time being. References, if any, to related 'written guidance' which will be helpful in updating the Administrative Procedure are provided in *red italics*, as a hyperlink.

### **5.1. [Policy 6060 Employees Working Alone](#)**

*[Working Alone or in Isolation](#)*

*[Working Alone Handbook](#)*

### **5.2. [Policy 6507 Criminal Record Search](#)**

*[Criminal Records Act R.S.C., 1985, c. C-47](#)*

*[Authorization for a Criminal Record Check](#)*

*[Types of Certified Criminal Record Checks](#)*

*[Police Information Check](#)*

### **5.3. [Policy 6600 School Bus Drivers](#)**

*[Motor Vehicle Act \[RSBC1996\] Chapter 318](#)*

*[Motor Vehicle Act Motor Vehicle Act Regulations](#)*



5.4. [Policy 6610 Non-Teaching Professional Development](#)

5.5. [Policy 6710 Reporting Employee Accidents](#)

*Reporting Incidents to WCB*

*Employer's Report of Injury or Occupational Disease (Form 7)*

5.6. [Policy 6542 On-Call Staff \(TTOCs and Support\) - Travel](#) [can be incorporated into a subsequent section – Finances]

**6. Section 4 Policies that are recommended to be repealed outright:**

The policies noted below (hyperlinked) offer little guidance and are recommended for repeal outright.

6.1. [Policy 6530 Staff Participation - Student Activities](#)

## **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  
*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  
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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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*Canadian Constitution Act*, 1982, with the *Canadian Charter of Rights and Freedoms*  
*Canadian Human Rights Act*, RSC 1985  
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*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

- 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  
*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  
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 Construction, Maintenance and Allied Workers Bargaining Council Local 2423 Article 22

Adopted: 2025-02-18

Amended: xxx

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.<sup>1</sup>*
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.

<sup>1</sup> *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**

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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.

Adopted: 2013-12-06	Reviewed:	Amended: 2015-10-27 2018-10-09
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**REGULATIONS**NO: **5070.3 R**SUBJECT: **SOCIAL MEDIA – Parents/Guardians**

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**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

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Name of student

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

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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**

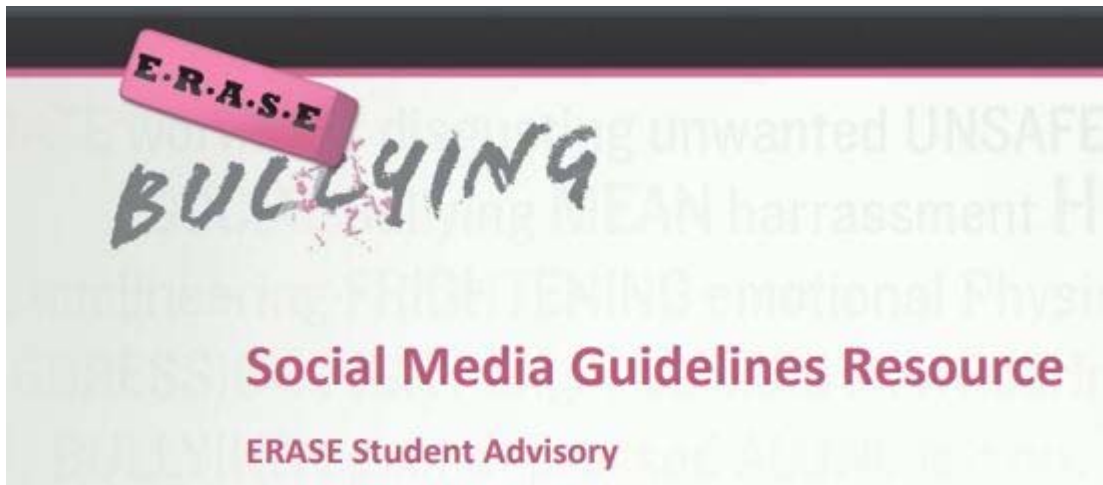
YOUR SCHOOL will not be responsible for damage or harm to persons, files, data, or hardware.

### **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](https://www.erasebullying.ca/assets/pdf/social_media_guidelines.pdf)



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 <a href="mailto:educ.mentalhealth@gov.bc.ca">educ.mentalhealth@gov.bc.ca</a> <i><b>Please note</b> - 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](mailto: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:*

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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](mailto: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](mailto: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](mailto:educ.mentalhealth@gov.bc.ca).

Sincerely,



Cloë Nicholls  
Assistant Deputy Minister



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## **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.

## **POLICY 6.10 – FINANCIAL PLANNING AND REPORTING**

The Board recognizes its responsibility for the effective use of funds received from the Ministry of Education and Child Care (the “Ministry”) and other sources. The Board of Education (the “Board”) has a duty to govern the district in a fiscally responsible manner, while supporting the priorities and strategies of its Strategic Plan.

Governance over financial planning and reporting encompasses setting strategic objectives, and then providing resources to achieve those objectives. The Board of Education represents the community and should be open and transparent on the resource allocations along with seeking community input on those allocations. The Board cannot transfer its fiduciary responsibility to management, community, or partners, and must retain responsibility for the final approval and monitoring of the budget plan. Management is responsible to the Board for outlining performance measures to evaluate achievement of the objectives, identifying risks inherent in the budget plan, establishing internal controls over spending, and providing regular financial reporting.

The Board believes that establishing strategic objectives and associated operational plans will enhance student educational outcomes. The Board also believes that aligning funding and resources to those strategic objectives and engaging in multiyear financial planning is crucial for the effective and sustainable operation of the school district.

### **Guiding Principles:**

- The Board will establish a financial plan that allocates resources and reserves to the core operational needs of the district, and to support strategic and long-range plans of the district.
- Financial planning and reporting administrative procedures will reflect the guiding principles of the Financial Planning and Reporting policy and will be updated on a regular basis.
- In developing its financial plan, the Board will establish a consultation process to receive input from students, parents/guardians/caregivers, staff, First Nations and Métis Nation BC, community members and organizations on the strategic objectives and resource priorities.
- Throughout the fiscal year, management will provide regular reporting which will compare actual and forecasted expenditures to the budget plan.
- The Board will amend the budget plan as conditions change and will formally approve an annual budget plan by June 30 and amended budget plan by February 28.

## Policy 6.1 Financial Planning and Reporting

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- The Board will review the budget planning processes on an annual basis.
- Management will produce a Financial Statement Discussion and Analysis report to assist readers in understanding the financial position, financial performance and cash flows presented in the financial statements. This report is one element of the annual school district financial reporting framework established by the Ministry of Education and Childcare to address the reporting requirements, as specified in the School Act and to align with the Budget Transparency and Accountability Act

### **Engagement Opportunities for Financial Planning and Reporting**

In order to provide opportunities for input and feedback on financial planning and reporting, the Board has created a Finance and Facilities Committee. This committee has a broad based membership, including Rightsholders, staff, and employee and partner groups.

It will meet at least four (4) times per school year with additional meetings scheduled at the direction of the chair of the committee as circumstances require. This committee will review interim financial reports, major changes to financial plans, annual budget assumptions, and discussion on Annual and Amended Budgets.

### **Roles in Budget Development: Board / Secretary Treasurer / Superintendent**

This chart overleaf describes the complementary roles of the Board, Secretary Treasurer, and Superintendent in the budget development process.



## Policy 6.1 Financial Planning and Reporting

Board (Governance)	Secretary Treasurer (Finance Lead)	Superintendent (Educational Lead)
Sets policy direction and approves strategic priorities, approves budget engagement process	Designs budget process, framework, and calendar	Identifies strategic, educational and operational priorities
Represents public/community interests	Ensures compliance with laws and funding rules	Consults with principals, staff, and stakeholders
Reviews major budget proposals and decisions based on the strategic priorities	Prepares financial projections and analyses	Recommends programs and staffing to meet goals
Approves/adopts the final budget	Advises Board and Superintendent on risks and constraints	Balances needs with available resources (with Secretary Treasurer)
Holds administration accountable for stewardship	Drafts and produces official budget documents	Presents recommendations to the Board for approval

## **POLICY 6.11 – ACCUMULATED OPERATING SURPLUS**

The Board of Education is responsible for ensuring the district is protected financially from forecasting risk and unforeseen circumstances that could negatively impact resources available for the education of students. The Board is required by legislation to prepare a balanced annual budget. As stipulated within the School Act, boards of education are not permitted to incur a deficit of any kind and therefore must plan appropriately. Estimated spending in the annual budget must not exceed estimated revenue plus any allocation of accumulated operating surplus.

An accumulated surplus represents the extent to which revenue from all previous years exceeds expenditures from all previous years. The use of an operating surplus enables the Board to mitigate financial risk and support programs and services for students. Surplus balances provide flexibility to absorb future year one-time costs, unforeseen expenditures or reduced revenue due to declining enrolment. To support long-term financial planning the Board can restrict operating surplus for use in future years.

To demonstrate accountability and transparency, spending and reporting of operating surpluses will be included in financial planning and reporting. This policy aligns with and ensures compliance with the Ministry of Education and Child Care's Accumulated Operating Surplus Policy and Financial Planning and Reporting Policy.

The Board of Education is responsible for ensuring the District is protected financially from extraordinary circumstances which would negatively impact the education of students. To discharge this responsibility, the Board will maintain an unrestricted surplus of 2% to 5% of annual revenue, which shall be used to mitigate any negative impact such circumstances might cause.

In addition, the Board may also internally restrict funds for projects and programs related to the strategic plan within Ministry specified guidelines that will be spent in the next three years and will disclose the internally restricted funds in the notes to the Financial Statements.

To increase transparency, surplus allocations or appropriations will be specifically identified and approved as part of the budget approval process. Allocations and appropriations not contained in the budget will require a Board motion in a public meeting, save for motions that are appropriately made in a closed Board meeting such as matters related to land, legal or personnel matters.

The reporting of surpluses and inter-fund transfers are publicly provided through both the financial statement and budget reporting processes. The district budget reporting processes will outline the initial plan for surpluses and transfers and the financial statements will report on the actual surpluses and transfers in any given budget year.

Adopted #24: 1998-10-27	Reviewed: n/a	Amended #24: 2005-06-14 Amended #19: 2018-04-10
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1. The Board of Education Office for School District No. 78 (Fraser-Cascade) recognizes that all stakeholders of the education system should be involved and provide input to the **Annual District Budget**. The Board also recognizes that expertise that its managers have and the role they provide to the development of the **Annual District Budget**. The budget process therefore provides appropriate input and consultation with all groups.
2. In the development of the annual budget, the Board shall provide an opportunity for input from vested interest groups through the Budget Advisory Committee prior to submitting the final budget to the Ministry of Education.
3. The Board establishes goals and objectives for the District and has the final authority for the approval of the annual budget.
4. The Board approves the budget process in accordance with the *School Act* [[SA s.66](#)] and in accordance with time-lines as set out by the Ministry of Education.
5. The Annual Budget procedure is as follows:
  - a) Administration prepares a draft annual budget to include projected enrollment, projected revenue, existing programs, staffing and any new initiatives. The draft budget will include increased costs in services and benefits. This budget is prepared following Provincial block finding announcement and School District revenue announcement March 15.
  - b) This draft budget will be presented to the Budget Advisory Committee for discussion and consideration.
  - c) Preliminary School resource funding allocation will be provided electronically to School Principals prior to April 15.
  - d) The draft annual budget will be presented to the Board for first reading in May and circulated to partner groups.
  - e) The annual budget will be approved, receive final reading and be submitted to the Ministry of Education prior to June 30.
  - f) Amended annual budget based on actual enrollment, actual revenue and updated expenditures will be prepared and brought to the Budget Advisory Committee by January 30.
  - g) The Board will approve a final annual budget by February 28.

**ACCUMULATED OPERATING RESERVE**

Adopted: 2019-02-05	Reviewed:	Amended:
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SUBJECT: **ACCUMULATED OPERATING RESERVE**

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The Board of Education is responsible for ensuring the district is protected financially from forecasting risk and unforeseen circumstances that could negatively impact resources available for the education of students.

Fraser Cascade School District's accumulated operating reserve will serve as a contingency reserve for the risks associated with unexpected increases in expenses and/or decreases in revenues related to emergent operating issues, one-time costs and intermittent projects.

**ACCUMULATED OPERATING RESERVE**

Adopted: 2019-02-05	Reviewed:	Amended:
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**REGULATIONS**

SUBJECT: **ACCUMULATED OPERATING RESERVE**

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The Board will attempt to maintain a contingency reserve of four (4) percent of annual operating expenses. Excess funds above the desired target may be considered for allocation through the budget process.

When use of the contingency reserve reduces the balance below what is determined to be sufficient, the Board of Education will adopt strategies for replenishing the contingency reserve within an appropriate timeframe.

Accumulated operating reserve should not be transferred to Local Capital without supporting detail of what capital projects these Local Capital funds will be spent on. This will normally occur during the budget process, or through approval by Board motion.

Operating reserve funds may be internally restricted. Amounts should not be internally restricted that will not likely be spent within three years. The Board will provide information in the Notes to the Financial Statements identifying internally restricted reserves.

The projected Operating Reserve balance should be reported to the Board when presenting the annual budget.