



**PERSONAL  
DIGITAL  
DEVICES  
(INCLUDING  
CELL  
PHONES)  
REMINDER**

## West Vancouver Schools

### Parent & Guardian's Guide to Personal Digital Devices

Personal Digital Devices include any personal electronic device that can be used to communicate or to access the internet, such as cell phones, phones, laptops, tablets, smartwatches and any other portable technology device.



Laptops are the preferred device for school use.

While digital devices can enhance learning in many ways, allowing students to collaborate, create and communicate, it is important that they are used in a mindful and meaningful way.

Personal digital devices should only be used with the permission of a teacher or administrator. Additional considerations will be made to provide for student's health and accessibility needs, and accommodation requirements.

#### Elementary

Cell phones should NOT be used in elementary school.



#### Secondary

Cell phones should only be used in class if specifically required for a learning task.

What can parents and guardians do to help?



- Understand the digital device expectations at your child's school
- Support and encourage your child's appropriate use of digital devices
- Refrain from contacting your child during the school day. If it's an emergency, contact the school office
- Personally model and encourage digital device boundaries

West Vancouver Schools continues to focus on keeping learning spaces calm, focused, and supportive for students. Clear and consistent expectations around cell phones and other personal digital devices help reduce distractions and support student well-being throughout the school day.

Below is a reminder of what device use looks like at school. This means:

#### Elementary (K-7)

- Cell phones are not used at any point during the school day, including before and after school, recess, or lunch
- Laptops may be used only during instructional time and only when directed by staff

#### Secondary (Grades 8-12)

- Cell phones and personal digital devices are used during instructional time only when explicitly permitted by staff
- Any device use is purposeful, supervised, and directly connected to learning

#### How families can support consistency:

- Avoid texting or calling students during school hours
- Model limited cell phone use when on school grounds
- Reinforce expectations at home, so students receive the same message from school and family



A one-page [Parent & Guardian Personal Digital Device Infographic](#) is available for a clear summary of expectations.

				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2 1 MINUTE! Side shuffle to the left 3 steps Jump shot Side shuffle to the right 3 steps	3 20 knee to opposite elbow 20 jumping jacks Repeat X2	4 10 squats 10 jumping jacks 10 toe touches Repeat X2	5 5 Push ups 10 Squats 15 Skaters 20 High Knees Repeat X2	6 20 Lateral jumps 20 Air squats 10 High knees Plank hold 20 seconds
9 How many TWISTIES can you do in 1 minute?	10 10 Frog jumps 10 High knees 20 Mountain climbers Repeat X2	11 Plank Hold How long can the class hold a plank for?	12 20 Seconds Each High Knees Bum Kicks Lateral Jumps	13 5 Push Ups 15 Jumping Jacks Hold a plank for as long as you can
16 SPRING	17 BREAK	18	19 SPRING	20 BREAK
23 SPRING	24 BREAK	25	26 SPRING	27 BREAK
30 20 Lateral jumps 20 Air squats 10 High knees Plank hold 20 seconds	31 20 Lateral jumps 20 Air squats 10 High knees Plank hold 20 seconds	Notes:		2026

# SPRING ADAPTIVE SOCCER PROGRAM FOR NEURODIVERSE PLAYERS



10 Week Program on Thursdays from 3:45-4:45 PM

April 9th is the first session!  
For ages 5 to 16

Location: Ambleside Field D

**Register Here**

**Free Jersey Included with Registration fee**

Our Adaptive Soccer Program is designed especially for neurodiverse players who are eager to explore the game of soccer in a fun, welcoming, and supportive environment. Whether a player is brand new to organized soccer or has some experience, everyone is encouraged to join, learn, and grow. The program is open to players aged 5 to 16.



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February 18, 2026

Dear Parents and Caregivers:

As we continue to support the community of Tumbler Ridge, I know that school safety is weighing heavily on many of your minds. As a mom, I feel it too. Every single day our children walk out the door, we just want to know that they will be okay.

What happened was devastating. Our hearts are with the entire Tumbler Ridge community. Every school district has a Safe School Coordinator, as required by the Ministry of Education and Child Care, who leads district-wide safety planning, including detailed safety protocols and regular lockdown drills. Districts also receive ongoing provincial support, expert guidance and comprehensive training to help ensure strong, consistent safety practices across all schools. Schools across British Columbia are safe places for parents to send their kids to and for students to learn in.

While nothing can lessen the pain of what occurred, I am deeply grateful that the safety procedures in Tumbler Ridge, alongside the quick, courageous actions of all teachers, school staff, and students, prevented the situation from being far worse.

Districts and schools have emergency responses in place, and staff are trained to initiate them when needed. This kind of planning and practice happens in communities across the province. It is taken seriously, reviewed regularly, and designed to protect students and staff should the unthinkable occur.

The Ministry of Education and Child Care works closely with the Ministry of Emergency Management and Climate Readiness and Safer Schools Together—provincial experts in prevention, crisis, and trauma response—to provide school districts with clear guidance and ongoing support for their safety planning. This coordination ensures that schools are prepared and that best practices are shared province-wide.

I also know that many of you, and your children, have questions about what happened. Some kids may be feeling anxious or may want to talk about their own safety. It is normal for children to experience emotional reactions after hearing about or experiencing a traumatic event—even when they remain safe. Parents can watch for signs that a child may need extra support, such as worry or fear about safety, trouble concentrating, sadness, withdrawal or increased irritability, shifts in sleep or appetite, and physical complaints like headaches or stomach-aches.

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If you are looking for support on how to have these difficult conversations in an age-appropriate and trauma-informed way, resources are available on the [Expect Respect and a Safe Education \(erase\) website](#) and on this dedicated provincial [website to support people through the Tumbler Ridge tragedy](#).

I also want to acknowledge the heightened anxiety many 2SLGBTQIA+ students, staff, and families are feeling amid the rise in harmful rhetoric. Schools must continue to be safe, welcoming places where every student belongs. If your child or someone you know experiences threats or harassment, please use the [Report It tool](#) and connect with a teacher, principal, or school staff member.

At a time when British Columbians are coming together to support a grieving community, it is unacceptable to use this tragedy to target and harm vulnerable children.

You will have likely heard from your local school district with a further safety update. In the meantime, please contact your school principal if you have questions about safety protocols in place at your school.

We will continue working to ensure our schools remain places of safety, care, and belonging for every student.

Sincerely,



Lisa Beare  
Minister



Ministry of Education and Child Care

Office of the Minister

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