



QUALICUM SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA

TUESDAY, FEBRUARY 25, 2025
6:00 PM
VIA VIDEO CONFERENCING

[Join the meeting now](#)

Meeting ID: 282 151 234 751

Passcode: X4z3wf

1. **CALL TO ORDER AND INTRODUCTIONS**
2. **ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**
3. **ADOPTION OF THE AGENDA**
Recommendation:
THAT the Board of Education of School District No. 69 (Qualicum) adopt the agenda as presented (*or, as amended*).
4. **APPROVAL OF THE CONSENT AGENDA**
 - a. Approval of Regular Board Meeting Minutes: January 28, 2025 p 1-10
 - b. Ratification of In Camera Board Meeting Minutes: January 28, 2025 p 11
 - c. Receipt of Reports from Trustee Representatives
 - Board of Education/MLAs Meeting – Trustee Kellogg p 12
 - BC Public School Employers Association (BCPSEA) AGM p 13
 - – Trustee Young
 - Early Years Table – Trustee Young p 14
Recommendation:
THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of February 25, 2025, as presented (*or, as amended*).
5. **DELEGATIONS/PRESENTATIONS (10 MINUTES EACH)**
 - a. Kwalikum Secondary Student Council: Climate Action Symposium
6. **PUBLIC QUESTIONS AND COMMENTS (WRITTEN)**
7. **BUSINESS ARISING FROM THE MINUTES**
8. **MOUNT ARROWSMITH TEACHERS' ASSOCIATION**

9. CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)**10. DISTRICT PARENTS ADVISORY COUNCIL****11. ACTION ITEMS****12. INFORMATION ITEMS****a. Superintendent's Report***(Peter Jory)***b. Educational Programs Update***(Gillian Wilson/Rudy Terpstra)***13. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT***(Trustee Kellogg)***p 15-17****a. 2024-2025 Amended Annual Budget****p 18-36***Recommendations:*

THAT the Board of Education of School District No. 69 (Qualicum) approve all three readings of the School District No. 69 (Qualicum) Amended Annual Budget Bylaw for the 2024-2025 fiscal year at its Regular Board Meeting of February 25, 2025.

THAT the Board of Education of School District No. 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Amended Annual Budget Bylaw in the amount of \$73,299,571 for the 2024-2025 fiscal year.

THAT the Board of Education of School District No. 69 (Qualicum) give second reading to adopt the School District No. 69 (Qualicum) Amended Annual Budget Bylaw in the amount of \$73,299,571 for the 2024-2025 fiscal year.

THAT the Board of Education of School District No. 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Amended Annual Budget Bylaw in the amount of \$73,299,571 for the 2024-2025 fiscal year.

b. Letter to the Town of Qualicum Beach*Recommendation:*

THAT the Board of Education of School District No. 69 (Qualicum) write a letter to the Town of Qualicum Beach Council expressing the Board's hope to collaborate with the Town on both the basketball courts as well as other safety projects being considered around Kwalikum Secondary School in the Village Way area.

14. POLICY COMMITTEE OF THE WHOLE REPORT*(Trustee Flynn)***p 37-39****a. For Information:****i. Qualicum School District Secondary Athletics Handbook****p 40-58**

To be added as a reference document to the Administrative Procedures to Board Policy 506: *Conduct of Coaches*.

ii. Administrative Procedures to Board Policy 617: Selection and Assignment of Exempt Leadership Staff**p 59-65**

-
- | | | |
|------|---|----------|
| iii. | Administrative Procedures to Board Policy 703: Student Fees and Subsidies | p 66-67 |
|
 | | |
| b. | Board Policy 600: Personnel
<i>Recommendation:</i>
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 600: Personnel. | p 68-69 |
|
 | | |
| c. | Board Policy 601: Employee Conflict of Interest
<i>Recommendation:</i>
THAT the Board of Education of School District 69 (Qualicum) accepts the recommendation of the Policy Committee of the Whole that the following Board Policy has been reviewed and confirmed as written: <ul style="list-style-type: none">• Board Policy 601: <i>Employee Conflict of Interest</i>. | p 70-72 |
|
 | | |
| d. | Board Policy 602: Exempt Staff Supplementary Employment Benefits
<i>Recommendation:</i>
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 602: <i>Exempt Staff Supplementary Employment Benefits</i> . | p 73-74 |
|
 | | |
| e. | Board Bylaw 3: Meetings of the Board of Education
<i>Recommendation:</i>
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Bylaw 3: <i>Meetings of the Board of Education</i> . | p 75-84 |
|
 | | |
| f. | Board Policy 500: Communicating Student Learning
<i>Recommendation:</i>
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions Board Policy 500: <i>Communicating Student Learning</i> . | p 85-89 |
|
 | | |
| g. | Board Policy 502: Field Experiences (Trips)
<i>Recommendation:</i>
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 502: <i>Field Experiences (Trips)</i> . | p 90-95 |
|
 | | |
| h. | Board Policy 504: Copyright and Intellectual Property
<i>Recommendation:</i>
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 504: <i>Copyright and Intellectual Property</i> . | p 96-98 |
|
 | | |
| i. | Board Policy 507: Programs of Choice and Specialty Academies
<i>Recommendation:</i>
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 507: <i>Programs of Choice and Specialty Academies</i> . | p 99-101 |

-
- j. **Board Policy 606: Respectful Workplace** p 102-103
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 606: *Respectful Workplace*.
15. **EDUCATION COMMITTEE OF THE WHOLE REPORT** (Trustee Young) p 104-112
a. **Three-Year Local School Calendar** (Gillian Wilson) p 113-118
Recommendation:
THAT the Board of Education of School District No. 69 (Qualicum) approve the Three-Year (2025-2028) Local School Calendar as presented.
- b. **Three-Year False Bay School Altered Calendar** (Gillian Wilson) p 119-124
Recommendation:
THAT the Board of Education of School District No. 69 (Qualicum) approve the Three Year (2025-2028) False Bay School Altered Calendar as presented.
16. **REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**
17. **TRUSTEE ITEMS**
18. **NEW OR UNFINISHED BUSINESS**
19. **BOARD CORRESPONDENCE AND MEDIA**
20. **PUBLIC QUESTION PERIOD**
21. **ADJOURNMENT**



Yath ísum
Always growing
Grandissons ensemble

QUALICUM SCHOOL DISTRICT REGULAR BOARD MEETING MINUTES

TUESDAY, JANUARY 28, 2025
6:00 PM
VIA VIDEO-CONFERENCING

ATTENDEES

Trustees

Eve Flynn	Chairperson
Carol Kellogg	Vice Chairperson
Julie Austin	Trustee
Barry Kurland	Trustee
Elaine Young	Trustee

Administration

Peter Jory	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent of Schools
Rudy Terpstra	Director of Instruction
Ryan Brennan	Director of Instruction – Human Resources
Phil Munro	Director of Operations
Paisley Hendricks	Vice Principal, Kwalikum Secondary School Qualicum District Principals and Vice Principals Association

Education Partners

Mount Arrowsmith Teachers Association (MATA)
Canadian Union of Public Employees (CUPE) Local 3570
District Parents Advisory Council (DPAC)

1. CALL TO ORDER

Chairperson Flynn called the virtual meeting to order at 6:00 p.m.

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Chair Flynn acknowledged that the Board was meeting on the shared traditional territory of the Qualicum and Snaw-Naw-As Peoples. She thanked the First Nations for their stewardship of the land, and for allowing the Board to live, work, and play in this beautiful part of Vancouver Island.

3. ADOPTION OF THE AGENDA

An additional item was added under Business Arising: *Update on French Creek School Site.*

The recommendations regarding the proposed local and altered school calendars were deferred to the February Board Meeting to allow time for additional collaboration and discussion of the alternate school calendar with the Curriculum Implementation Advisory Committee (CIAC).

25-01R

Moved: Trustee Kellogg *Seconded:* Trustee Kurland

THAT the Board of Education of School District No. 69 (Qualicum) adopt the agenda as amended.

CARRIED UNANIMOUSLY

4. APPROVAL OF THE CONSENT AGENDA

Chair Flynn brought attendees' attention to the two mandate letters under Ministry News Releases.

- a. Approval of Regular Board Meeting Minutes: December 10, 2024
- b. Ratification of In Camera Board Meeting Minutes: December 10, 2024
- c. Receipt of Ministry News Releases
 - Mandate Letter: Lisa Beare - Minister of Education and Child Care
 - Mandate Letter: Bowinn Ma – Minister of Infrastructure
- d. Receipt of Reports from Trustee Representatives
 - OBLT Early Years Table – Trustee Young

25-02R

Moved: Trustee Kellogg *Seconded:* Trustee Kurland

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of January 28, 2025, as presented.

CARRIED UNANIMOUSLY

5. DELEGATIONS/PRESENTATIONS

None

6. PUBLIC QUESTIONS AND COMMENTS (RELATED TO AGENDA ITEMS)

None

7. BUSINESS ARISING FROM THE MINUTES

Secretary Treasurer Amos provided the background to the three properties which were closed as they were no longer required for educational purposes in 2014. This led to the rental of space at the three sites to outside organizations. Following discussions regarding facility condition indexes for all district sites, the French Creek site was closed to public tenancy as of July 2023. Further discussions occurred regarding the upkeep required at the other two sites which culminated in a Notice of Motion in May 2024 for the June 2024 Board meeting for the Board to consider closing those two sites effective June 30, 2025.

The Board had deferred the recommendation to the November 2024 Board Meeting and directed staff to advertise a public notice for community input as to the best use for each site, prior to making a final decision.

The public notices resulted in the Town of Qualicum Beach collaborating with the School District on a long term solution for the Qualicum Commons site. The Board then separated the motion in order to consider each site separately and those motions were deferred to the January 28th Board Meeting.

As the Town is currently in the process of doing its due diligence in determining the capital needs of the building and the potential revenue from the current tenants in anticipation of keeping the site open for the foreseeable future, the motion to close Qualicum Commons effective June 30, 2025 was not being considered at this time.

The decision before the Board would then be to consider the motion to close the Craig Street Commons.

a. Craig Street Commons Property

Trustees discussed the challenges surrounding the closure of the Commons properties, acknowledging community frustration but emphasizing the need for a thorough and fair process, which resulted in a longer decision making process. The Board expressed appreciation for the community's input and praised the "Save the Commons" group's proposal.

The Board has identified four key values for the properties: public asset, green space, community use, and freeing the Board from capital costs. It was noted that there is another interested party that may fulfill the Board's key values. While some trustees were open to giving an interested party more time to explore potential solutions, they acknowledged the financial and safety risks associated with extended delays. Several trustees noted the risks of keeping the properties open, including financial constraints and the deteriorating condition of the buildings. There was a consensus that the priority should be public education and supporting current students, with limited resources available to maintain non-educational facilities.

A proposed amendment to the recommendation to delay closure until January 1, 2026, was discussed, with some trustees advocating for this to allow more time for community input and tenant transition, while other trustees as well as senior staff expressed concerns about the long-term viability of the buildings and the financial constraints the district was currently facing. The conversation underscored the difficult balance between preserving community assets and addressing the financial realities of the education system.

25-03R

Moved: Trustee Austin *Seconded:* Trustee Young

THAT the Board of Education of School District 69 (Qualicum) amend the following motion:

THAT the Board of Education of School District 69 (Qualicum) supports the closure of the Craig Street Commons to public and business use effective July 1, 2025,

to read:

THAT the Board of Education of School District 69 (Qualicum) support the closure of the Craig Street Commons to public and business use effective **January 1, 2026.**

CARRIED

25-04R

Moved: Trustee Young *Seconded:* Trustee Kellogg

THAT the Board of Education of School District 69 (Qualicum) support the closure of the Craig Street Commons to public and business use effective January 1, 2026.

CARRIED

b. Qualicum Commons Property Update

Secretary Treasurer Amos referenced the July Joint Statement between the Qualicum School District and the Town of Qualicum Beach indicating that the parties would be pursuing a longer term option regarding this site. Over the past few months, staff from both the Council and Board have been discussing a formal agreement for the Town to lease the building. Before finalizing any agreement, the Town will conduct a building inspection to assess the financial implications and risks of the lease. Town staff have also reached out to tenants to gauge their interest in remaining and their space requirements. This process is ongoing, and the Town is aware that if no agreement is reached, the Board may consider a motion to close the site by year-end. At the January Town Council meeting, Council expressed excitement about the site's potential and asked staff to engage with the Save the Commons Group to gather their input. Town staff will continue to evaluate the risks and financial aspects of leasing the site and report back to Council. Both parties remain hopeful that this will lead to a positive outcome for tenants and the Board of Education.

c. Update on French Creek School Site

Secretary Treasurer Amos reported there is a public entity interested in the French Creek site, which is also working through a potential agreement to bring to the Board for its consideration; however, nothing further to report until such time as details could be confirmed with both parties.

It was noted that any discussion of property is confidential in order to protect the parties involved and the Board would share any information as soon as it was able.

8. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)

Matt Woods, MATA President, reported on the following:

- MATA acknowledged the challenges trustees face in making difficult decisions and noted that they do not make those decisions frivolously.
- MATA appreciated the time the Board takes to listen and consider partner groups' input.
- MATA did not support educational monies being used to keep Qualicum Commons or Craig Street Commons open or operating. Monies are tight and should be directed to student enrolment and the teachers who need the resources to do the work expected of them.
- MATA appreciated the deferral of the calendar motions to the February meeting. It had appreciated the conversations and input from other members that had been provided regarding the regular calendar as was presented; however, they have not had the same opportunity to review the results of the survey for the alternate calendar for False Bay School. They look forward to having further conversation at the CIAC meeting.
- Clarification was provided regarding some of the dates on the calendars (i.e. provincial and local professional development days, conferencing adjustment days). These days are not 'days off' for teaching staff, rather opportunities for teachers to incorporate new learning, enhance instructional and assessment practices, and expand their own professional growth, all of which are important to the teachers and their profession. These days were bargained, at which time it was also agreed to extend the school year so as not to take away instructional time for students.
- MATA supported the idea in the Ministry Mandate letter of increasing counsellors and education assistants as it feels that concept will bring support to the education

as a whole; however, MATA hoped that extra funding would be provided for those initiatives and that the Board would not have to make difficult decisions with current operating funds. MATA is unsure as to how this Mandate will be implemented and looks forward to those details and future discussions.

- On the Capital side, MATA is as excited as it believes the rest of the partner groups in the District are to look at finalizing some plans for False Bay School.
- Mr. Woods ended his report by stating that funding for public education should not be taken for granted. If the public wants a strong education system that supports all citizens, we, the public need to continue to stand up for public education and the monies necessary to fund it.

9. CANADIAN UNION OF PUBLIC EMPLOYEES (CUPE) LOCAL 3570

No Report

10. DISTRICT PARENT COUNCIL (DPAC)

Ray Woroniak, DPAC President, reported on the following:

- A request for proposal model was drafted to assist DPAC in allocating funds which also included a score card with which to rate those proposals.
- Drafting of a communications plan between PACs.
- Approval of \$2000 for volunteer First Aid certificates.
- Discussion occurred regarding a need for increased communications amongst Parent Advisory Councils.
- Confirmation of DPAC's endorsement and advocacy of PRIDE values. A request was made to the Board to adopt PRIDE values as guiding principles, create a new policy to ensure PRIDE flags are flown at all schools (it was noted that DPAC's intent is for policy to dictate flying of PRIDE flags so that Principals are not being criticized if a school is or is not flying the PRIDE flag at their school), provide more professional development to staff to understand and implement PRIDE values effectively, and to ensure all district policies reflect the principles of ERASE. DPAC believes these requests support and assist in achieving the Strategic Plan goals for the District and urged the Board to implement policy prior to PRIDE month (June 2025).

Chair Flynn noted that there are a lot of platforms and policies where those initiatives are already being embedded in the District; however, the Board would consider what other steps and initiatives may need to be undertaken to continue to ensure the District is a safe, inclusive and proud district on PRIDE aspects.

11. ACTION ITEMS

None

12. INFORMATION ITEMS

a. Superintendent's Report

Superintendent Jory reported on the following:

- Senior Staff are working in the current school year while also starting planning for the upcoming school year with Kindergarten registrations open, student projections and staffing plans underway, and budget conversations beginning. Superintendent Jory has visited each school for a school planning check-in to ensure everyone is ready for next conversation.

- This is a bargaining year, and conversations with MATA are underway with the CUPE conversations following in right behind.
- Secondary schools are into second semester starting today, so this school year is now officially half over.
- Regarding the calendar process and one of the challenging perceptions with the non-instructional days that school districts deal with, the Superintendent believed it would be timely, given the consideration being given to a 3-year calendar, to communicate to the broader community why and how non-instructional days are used to ensure teachers are receiving the learning they need so they can best meet the needs of their students and to share the MATA President's point that the calendar was expanded to absorb professional development days.
- With winter underway and forecast of snow in the coming weeks, staff and families will be reminded to review the inclement weather procedure.
- Further to last month's report where Superintendent Jory mentioned some encouraging trends in student attendance, there has been a slight uptick across all of the District's elementary schools and an even stronger uptick in the District's secondary school. More student-centered scheduling and personal phone calls home are being given credit for the improvements in attendance.
- The District is also beginning to see some positive trending in adult attendance, and with that, comes some small relief in replacement costs. The District is experiencing some illnesses across the district this month as it is cold and flu season; however, staff remain hopeful that the positive trends will continue and lead to more consistent learning environments, as well as a little less budgetary pressure.
- In the January Finance and Operations Committee of the Whole Meeting, Director of Operations, Phil Munro, provided some insight into the new HVAC management software and how that has the potential to reduce heating costs. Attendees also heard from Manager of Operations – Safety and Transportation, Brant Prunkl, regarding the new busing software and the implementation that has already helped reduce fuel and wage costs, as well as student ride times. Other efficiencies are also being sought out across the District, which has always been and will continue to be the case, as it attempts to put the very best possible educational experience in front of the District's students with the limited funding received.
- Further to the earlier comments and discussion regarding the Craig Street Property, Superintendent Jory noted that, while it can be challenging, those types of conversations and decisions are part of the necessary work the Board and Senior staff must do. He applauded everyone for making hard choices when they have to, including the one made this evening to close Craig Street Commons as of January 1, 2026.
- Last year at this time, Superintendent Joy had reported out on the Later Start Survey, which was shared prior to that Winter Break and netted nearly 2000 responses. He had mentioned some general trends in the data, and shared some anecdotes, as well as the sentiment that there was some interest in the schools that start earlier to consider starting later. The Board did reject a proposal to shift the entire system ahead, but had done so with the hope that improved use of the busing software could isolate the changes to the schools that would most benefit from a shift, while keeping the later starting schools starting no later than 9 am. He shared that the District is getting closer to clarity on this issue, and that a second survey will be going out for Nanoose Bay Elementary, Errington Elementary,

Ballenas Secondary, and Kwalikum Secondary families, as well as a second round of student focus group conversations about a possible 20-minute shift forward for those four schools, to help advise next steps, with that information coming back to the Board as soon as is practicable.

Representatives from the partner groups were encouraged to share that information to ensure all avenues of communication to families and staff who might be affected by the time shifts so they are well informed prior to a recommendation coming to the Board table. Staff and parents/caregivers were also encouraged to subscribe to Constant Contact through the district website so messaging reaches all families in the district, particularly those that may be affected by a time shift.

- The District's Indigenous Advisory Council has been formed and will be receiving Secretary Treasurer Amos and Superintendent Jory on February 10th to discuss the upcoming school district budget.
- The most recent round of secondary grad assessments has just completed, and anecdotal reports are saying that the students demonstrated a heightened level of confidence and determination this year, which bodes well for our seeing better results in an area that has been a concern for the District.

b. Educational Programs Update

Associate Superintendent Wilson commented on the following events/initiatives:

- Families with children starting Kindergarten in September were encouraged to register their child online before January 31st. This will assist with planning of classrooms and staffing. Also, those registered by January 31st can be part of the Pre-K program in the spring where K students attend 2 times per week for 6 weeks.
- Applications for Programs of choice (Kindergarten French Immersion, Primary Learning Community and Science, Technology, Robotics, Engineering and Math (STREAM) are open until Friday, January 31st.
- The timelines for Cross-Boundary applications has changed with the applications open now until March 13th after which they will remain closed until the fourth week of August. While the District does its best to honour requests it must also protect space for new students to the district's catchment areas.
- The clinical counsellor for the Integrated Child & Youth Team began work on Monday, January 27th.
- Complements to the Oceanside Building Learning Together (OBLT) Board and Sheila Morrison, District Principal of Early Learning and child Care, for the work they are doing around Early Learning. *Family Literacy Day* was held on Monday, January 27th at Storybook Village in Qualicum Beach, planning for *Pete the Cat – Early steps to Kindergarten* are also underway.
- In recognition of increased attendance, the Resiliency Grant applied for and awarded to the District has supported additional hours for Child & Youth Care Workers (CYCW) to do outreach to students who are struggling to get to school and Iain Hay, District Social Worker and the CYCW team were acknowledged for their efforts in that regard.

Director of Instruction Terpstra shared the following:

- The District hosted the following four learning events in January:
 - Two Numeracy Sessions with Carole Fullerton, one for Primary teachers and one for Intermediate teachers, were held on January 7th.
 - Learning from and Alongside the Local First Nations: Culturally Responsive and Inclusive Classrooms session was held on January 16th.
 - Denise Spencer-Dahl worked with the Provincial Outreach Program for Early Years (POPEY) to present a session for 30 primary teachers. The Province had committed \$30m to boost literacy and the District looks forward to how that is distributed in the next school year to provide additional supports to primary students.
- A Numeracy dinner series with Carole Fullerton will be held on February 13th.
- The CIAC struck a working group on Artificial Intelligence (AI) which was attended by 17 teachers and administrators working towards guidance around AI and themes and learning as well as considering some AI recommended applications and tools.

13. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT

As provided in the agenda.

14. POLICY COMMITTEE OF THE WHOLE REPORT

a. Board Policy 506: Conduct of Coaches

25-05R

Moved: Trustee Flynn *Seconded:* Trustee Kellogg

THAT the Board of Education of School District 69 (Qualicum) accepts the recommendation of the Policy Committee that Board Policy 506: *Conduct of Coaches* has been reviewed and confirmed as written.

CARRIED UNANIMOUSLY

It was noted that a DRAFT *Qualicum School District Athletics Handbook*, that was shared with the committee, was being reviewed for additions/revisions and would be presented to the February Policy Committee meeting as a reference document to be added to the Administrative Procedures.

b. Board Bylaw 3: Meetings of the Board of Education

25-06R

Moved: Trustee Flynn *Seconded:* Trustee Kellogg

THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Bylaw 3: *Board of Education*.

CARRIED UNANIMOUSLY

c. Board Policy 500: Communicating Student Learning

25-07R

Moved: Trustee Flynn *Seconded:* Trustee Young

THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 500: *Communicating Student Learning*.
CARRIED UNANIMOUSLY

d. Board Policy 502: Field Experiences (Trips)

Chair Flynn noted a comment by the Premier regarding a moratorium on travel to the United States which will be considered at a future policy meeting.

25-08R

Moved: Trustee Flynn *Seconded:* Trustee Young

THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 502: *Field Experiences (Trips)*.
CARRIED UNANIMOUSLY

e. Board Policy 504: Copyright and Intellectual Property

25-09R

Moved: Trustee Flynn *Seconded:* Trustee Kellogg

THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 504: *Copyright and Intellectual Property*.
CARRIED UNANIMOUSLY

f. Board Policy 507: Programs of Choice and Specialty Academies

25-10R

Moved: Trustee Flynn *Seconded:* Trustee Kellogg

THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 507: *Programs of Choice and Specialty Academies*.
CARRIED UNANIMOUSLY

g. Board Policy 606: Respectful Workplace

25-11R

Moved: Trustee Flynn *Seconded:* Trustee Young

THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 606: *Respectful Workplace*.
CARRIED UNANIMOUSLY

15. EDUCATION COMMITTEE OF THE WHOLE REPORT

Trustee Young apologized for the oversight resulting in the recommendations regarding the calendars being deferred to the February board meeting as the False Bay School altered calendar still required consideration by the CIAC.

She noted that the next Education Committee meeting was scheduled for Tuesday, February 18th, which is open to the public, and encouraged any staff who may wish to make a presentation at the meeting to contact her or Associate Superintendent Wilson.

16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

None

17. TRUSTEE ITEMS

None

18. NEW OR UNFINISHED BUSINESS

None

19. BOARD CORRESPONDENCE AND MEDIA

None

20. PUBLIC QUESTION PERIOD

None

21. ADJOURNMENT

Trustee Kellogg moved to adjourn the meeting at 7:47 p.m.

CHAIRPERSON

SECRETARY TREASURER



QUALICUM SCHOOL DISTRICT

IN-CAMERA MEETING

SECTION 72 REPORT JANUARY 28, 2025 Via Video-Conferencing

ATTENDEES:

Trustees

Eve Flynn	Chairperson
Carol Kellogg	Vice Chairperson
Julie Austin	Trustee
Barry Kurland	Trustee
Elaine Young	Trustee

Administration

Peter Jory	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent of Schools
Ryan Brennan	Human Resources Director of Instruction

The Board of Education discussed the following topics:

- Land
- Labour Relations
- Personnel
- Legal

The Board of Education approved a motion on the following topic:

- Legal

Chairperson

Secretary Treasurer



Qualicum School District

Trustee Report on Meeting with MLA's Osborne and Higginson Held Friday, February 7, 2025 9:00 a.m. Qualicum Commons

Attendees:

- Board of Education, Qualicum School District
- Stephanie Higginson, MLA, Ladysmith-Oceanside
- Josie Osborne, MLA, Mid Island-Pacific Rim, Minister of Health

Summary of Discussion:

On February 7, 2025, the Board of Education of the Qualicum School District met with Stephanie Higginson, MLA, and Minister of Health Josie Osborne, MLA, to engage in a fruitful conversation regarding several key topics affecting the district.

1. **Seamless Day Funding:** The discussion began with a focus on the funding related to the Seamless Day program. The Board shared the positive impact of this program, which has been highly successful, and expressed the desire to expand it to other sites within the district. The current 3-year Provincial Funding has created an expectation among families, and there is a strong desire to build upon this success by extending the program to additional locations.
2. **K-3 Funding for Educational Assistants and Counsellors:** A portion of the conversation centred around the promise for increased funding for Educational Assistants (EAs) for K-3 students and additional Counsellors, as outlined in the Ministry of Education and Child Care's mandate letter. The Board expressed their support for these initiatives, highlighting the importance of these resources for young students. Stephanie Higginson and Josie Osborne acknowledged the request and affirmed that an update on the status of the items in the mandate letter would be provided to the district in the near future.
3. **Feeding Future Funding:** The need for continued provincial funding support for the *Feeding Future* initiative was discussed in depth. The Board emphasized the growing dependence on this program and the critical role it plays in supporting students. There was recognition of the importance of addressing the continued need for funding to ensure the program's sustainability.
4. **Review of Commons Discussion:** The meeting also included a review of the Commons based on recent discussions held at the Regular Board Meeting.

Conclusion:

The meeting was productive, with a focus on the expansion of successful programs and the need for continued support and funding from the provincial government. Key areas of importance included the Seamless Day program, K-3 funding for Educational Assistants and Counsellors, and the sustainability of the *Feeding Future* initiative.

The Board of Education looks forward to updates from the Ministry on the mandate letter and further collaboration to support the students of the Qualicum School District.

Report prepared by:

Carol Kellogg / Vice Chair Trustee
Qualicum School District



Trustee Report re: BC Public Schools Employers Association (BCPSEA) Annual General Meeting held January 30/31 2025

Business Meeting:

- Reports from the BCPSEA Board Chair (Eve Flynn) and CEO (Bruce Anderson) were accepted as presented.
- Audited Financial Statements were presented and Budget for 2025-26 was approved by the representatives present. Noted changes/savings due to the AGM being held virtually in 2026. Surplus funds are set aside for bargaining which will occur this year.
- The only resolution to change the name of School District No. 47 (Powell River) to School District No. 47 (qathet). This passed without dissent.
- The following individuals were elected (or re-elected) to the Board by acclamation:
Dawn Lang, Linda Martens, Margaret Warcup, and Rob Zandee

Information Sessions:

- Representative Council is composed of one Trustee from each District who does not have a conflict of interest in terms of bargaining. These will not be reported on.
- BCPSEA 101 – On the history of the BC Public School Employers' Association including structure, functions and processes. This included the relationships with PSEC (Public Service Employers' Council) and the Provincial Government. BCPSEA services to School Districts include support for human resources; benefits coordination; compensation for exempt staff; provincial negotiations with the BCTF; and support staff unions; the "Make a Future" website for employee hiring; health and wellness and other employer related workshops. Full details are available at their website bcpsea.bc.ca
- Conflict of Interest – Discussion and examples of conflicts of interest for School Trustees.
- Recruitment and Retention of staff – Discussion about how to best recruit, recognize and retain the right folks for the education sector. The Assistant Deputy Minister Cloe Nicholls provided some general information on what support may be available for mentorship and incentives to work in remote districts. Mid-Career support and exit/stay interviews were also topics of interest.
- Currently, the Province is supporting incentives to attract educators in very remote areas of the province. Further incentives are being considered such as using a bursary system to attract new teachers to return to their remote communities. This program has worked to provide stability and continuity in Alberta's remote School Divisions.



Qualicum School District

Trustee Representative Committee Report

Trustee Representative: Elaine Young
Committee Name: Early Years/Oceanside Building Learning Together (OBLT) Coalition
Meeting Location: Via Teams
Meeting Date & Time: February 13, 2025

Mission Statement

Building Learning Together Early Years Coalition focuses on encouraging healthy relationships with families, with each other and with community as it relates to the importance of early learning and successful development for young children.

Our Vision:

Thriving children, families and community.

Attendance:

Integrated Child and Youth Wellness Team (ICY); Qualicum School District (QSD); SOS; Arrowsmith Recreation (ACRA); Island Health (Dental and Child wellness); Oceanside Public Health; Qualicum First Nation Childcare; RDN; Parent Support Services.

Family Literacy Event:

This was the first year for this event and it was held at Storybook Village. Reviews were very good and many people came along. Families felt Storybook Village to be a safe place for the children to play and learn. The public library space was popular as there were free books. Qualicum First Nations provided activities as did the other partners. The OBLT Board provided food appreciated by all. The event was sponsored by Decoda and all supported the event being held annually.

Highlights from Partners

ACRA: Coombs Family Day – Let's hope it was good weather!!!

ICY: Collaborative effort to complete a "State of Children and Youth in Oceanside" report that will help to focus and coordinate the work of the ICY and all partners.

QSD: Kindergarten Enrollment Time – enrollment now means young one will be invited to Pete the cat and to the Pre-kindergarten school orientation. PLEASE tell your friends with kindergarten ready children to register NOW!!

RDN: Looking for summer leaders. They need many more.

Pete the Cat Event

Set for Thursday, April 17th from 5:00pm-7:00pm at the Qualicum Commons (gym and library)

It is assumed that most community partners in this coalition will be present.

Spring Events

RDN and other partners are sponsoring spring events. Look for an event in April with ACRA; OBLT at Rathtrevor in May, and other events with Qualicum First Nation, etc.

Next Meeting: March 13 at noon



Yath ćisum
Always growing
Grandissons ensemble

**Qualicum School District
Finance & Operations Committee of the Whole Report
Tuesday, February 18, 2025
Via Video Conferencing
10:30 a.m.**

Facilitator: Trustee Carol Kellogg

We would like to give thanks and acknowledge that the lands on which we work and learn are on the shared traditional territory of the Qualicum and Snaw-Naw-As (Nanoose) First Nations People.

Mandate: *To discuss and make recommendations to the board on financial, facilities, maintenance, technology and transportation matters with a view to environmental sustainability.*

1. PRESENTATIONS (10 MINUTES)

None

2. PROJECT UPDATES

a. Oceanside Community Track

No update as the project is set to be completed in the spring when the weather has improved.

b. False Bay Replacement

No news to report as the District awaits approval of this project.

c. Town of Qualicum Beach Council Update

Trustee Young shared that she had recently watched the February Town of Qualicum Beach Council meeting and wanted to highlight their discussions regarding support for Kwalikum Secondary School (KSS) projects. Council was inquiring whether it still needed to support a new basketball court and playing surface at KSS. Counsellor Skipsey asked that it remain a priority for Council, as these projects take time to plan and fund. To continue this support, Trustee Young asked that a letter be drafted to express the Board's willingness to collaborate with the Town on the basketball court project as well as other safety projects being considered for Village Way near KSS. This was supported and will be recommended for the February Regular Board Meeting.

3. ITEMS FOR DISCUSSION

a. 24/25 Amended Budget

Secretary Treasurer Amos provided information on the items that are included in the Amended Budget. He noted that the budget includes the grant reductions due to the sudden enrolment loss and additional expense pressures that were identified in the Fall school startup. Reduced revenues from the operating grants have been offset by the removal of some discretionary supply budgets and well as staffing adjustments to help balance the budget. There were also additional Ministry grants provided to pay for the labour settlement cost increases.

The budget documents and summaries will be included in the February Regular Board Meeting agenda package for approval by the Board.

b. 25/26 Annual Budget Development

Secretary Treasurer Amos shared that the 25/26 budget season has begun with the preliminary public and partners meeting having been held in the past 2 weeks. The public session was recorded and is available on the website as well as the PowerPoint presentation. It was shared that the public survey would go live later that day and would be open until April 4th.

c. Three Year Enrolment Estimates

Secretary Treasurer Amos shared the projections document that would be sent to the Ministry of Education and Child Care to support the March funding estimates announcement and would feed into the 25/26 Annual Budget planning work. It was shared that District enrolment is trending downward for the next few years as the larger graduating cohorts are not being offset by the incoming (smaller) cohorts in kindergarten. As well, migration into the district is lower due to reduced affordable housing impacting the number of families moving into the district. Enrolment is projected to be down by 98 students, which will directly impact the operating grants to be received.

4. INFORMATION ITEM(S)**a. Errington Elementary School Queries**

Playground timelines, playing field upgrades, 25th Anniversary and building temperature controls. After an introduction by Trustee Austin on these items, Director of Operations Phil Munro spoke to each.

Playground replacements are funded through a provincial capital fund which we apply to and receive support for about one replacement every 1 or 2 years. Currently Springwood Elementary is the priority as they do not have any structures currently, and Errington play structure is next.

Director Munro then spoke to the playing fields indicating that, due to the Errington School being on a well for its water source, the past few years of drought and water restrictions have meant that the school's facility needs have come before the playfields need for irrigation. Recent work on creating a new well will mean an additional source to be able to rebuild the fields with over-seeding and watering.

Building temperatures was also addressed in that there is some communication that will be necessary to remind users of the school to keep doors and windows closed in order to allow the HV units to be effective and efficient in heating the school buildings. Director Munro also highlighted the efforts Operations managers to attend meeting with PACs and DPAC in order to share additional information that might not otherwise be easily available.

Trustee Austin then reminded the Committee that Errington Elementary was the first school in the Province to be opened in the new Millennium, with its opening date in February 2000, and the recent celebrations reflected the successes of those 25 years.

5. ITEMS FOR RECOMMENDATION TO THE BOARD**a. 2024-2025 Amended Annual Budget**

Recommendations were supported to be forwarded to the Regular Board meeting for Board approval.

b. Letter to the Town of Qualicum Beach

That the Board write a letter to the Town of Qualicum Beach Council expressing the Board's hope to collaborate with the Town on both the basketball courts as well as other safety projects being considered around Kwalikum Secondary School in the Village Way area.

6. FUTURE TOPICS

- a. Cyber Security was suggested for inclusion for a future meeting

7. NEXT MEETING DATE:

Tuesday, April 14, 2025 at 10:30 via video conferencing

SCHOOL DISTRICT NO. 69 (QUALICUM)
2024-25 Financial Summary

2/12/2025

	2023/24		2024/25		
	Annual Budget	Amended Budget	Annual Budget	Amended Budget	Diff to Amended
REVENUE					
PROVINCIAL GRANTS					
Operating Grant	49,966,184	50,999,401	53,217,746	52,732,827	-484,919 Enrolment decline
Other MOE Grants-Transportation fund	426,341	426,341	426,341	426,341	0
Other MOE Grants-Pay Equity	936,176	936,176	936,176	936,176	0
Other MOE Grants-Misc	0	880,998	70,000	618,676	548,676 Lab Sett funds (COLA/EdAdm)
TOTAL MINISTRY OF ED GRANTS	51,328,701	53,242,916	54,650,263	54,714,020	63,757
OTHER REVENUES					
Other Provincial Revenues	150,000	150,000	150,000	150,000	0
Offshore Tuition	3,900,000	3,900,000	3,900,000	3,650,000	-250,000 reduced FTE/contribution
Miscellaneous	140,000	225,000	285,000	385,000	100,000 bus pass/childcare fees
Rental and Leases	700,000	700,000	750,000	750,000	0
Investment Income	520,000	600,000	600,000	550,000	-50,000 decline in interest rates
TOTAL OTHER REVENUE	5,410,000	5,575,000	5,685,000	5,485,000	-200,000
					0
TOTAL REVENUES	56,738,701	58,817,916	60,335,263	60,199,020	-136,243
EXPENDITURES					
SALARIES AND BENEFITS					
Teachers	21,378,073	21,820,531	22,440,874	22,563,124	122,250 wage and budget adjmts
Principals and Vice Principals	3,767,595	3,736,662	3,847,948	4,172,367	324,419 wage and budget adjmts
Support Staff	9,948,223	10,117,971	10,141,127	10,171,494	30,367 wage and budget adjmts
Other Professionals	2,006,577	2,045,763	2,075,812	2,147,576	71,764 wage and budget adjmts
Substitutes	2,086,182	2,296,853	2,408,129	2,443,045	34,916 wage and budget adjmts
Benefits	10,203,433	10,665,333	11,327,755	11,317,884	-9,871 wage and budget adjmts
TOTAL SALARIES AND BENEFITS	49,390,083	50,683,113	52,241,645	52,815,490	573,845
Benefits as a % of Total Salaries	26.0%	26.7%	27.7%	27.3%	
SUPPLIES AND SERVICES					
Services	3,217,968	3,611,968	3,661,968	3,517,047	-144,921 budget adjmts (legal/SW)
Training and Travel	391,500	391,500	391,500	391,500	0
Rental and Leases	5,000	50,000	50,000	30,000	-20,000 budget adjmts
Dues and Fees	68,000	68,000	68,000	68,000	0
Insurance	185,000	195,000	230,000	230,000	0
Supplies	2,300,150	2,637,335	2,511,150	2,186,148	-325,002 budget adjmts (Distr/School)
Utilities	1,181,000	1,181,000	1,181,000	1,156,000	-25,000
TOTAL SUPPLIES AND SERVICES	7,348,618	8,134,803	8,093,618	7,578,695	-514,923 moving suppliy \$ to support staffing
TOTAL EXPENDITURES	56,738,701	58,817,916	60,335,263	60,394,185	58,922
NET REVENUE (EXPENDITURE)	0	0	0	-195,165	-195,165
Budgeted Use of Surplus				195,165	Targeted Ind Ed/Routing S/W
Surplus (Deficit), for the Year	0	0	0	0	-195,165

SCHOOL DISTRICT NO. 69 (QUALICUM)
2024-25 Financial Summary

2/12/2025

	2023/24		2024/25		
	Annual Budget	Amended Budget	Annual Budget	Amended Budget	Diff to Amended
INSTRUCTION					
Regular Instruction	25,861,629	26,356,060	26,991,027	26,801,557	-189,470 wage and supply budget adjmts
Career Programs	479,487	491,502	497,014	549,954	52,940 wage adjmts
Library Services	1,103,656	1,182,217	1,215,734	1,268,252	52,518 wage adjmts
Counselling	1,176,895	1,327,828	1,364,807	1,188,423	-176,384 wage and budget adjmts
Inclusive Education	7,886,687	8,104,854	8,132,928	7,792,951	-339,977 wage and budget adjmts
Early Learning and Childcare	67,427	143,217	147,884	114,132	-33,752 wage adjmts
English Language Learning	176,621	179,575	184,675	188,996	4,321 wage adjmts
Indigenous Education	902,789	930,457	965,104	1,087,510	122,406 targeted funds from surplus
School Administration	3,874,415	4,247,446	4,504,628	4,766,208	261,580 wage and budget adjmts
Continuing Education	0		0		0
International Students	3,095,712	3,118,044	3,090,261	3,127,650	37,389 wage and budget adjmts
Other	53,907	55,499	56,968	1,000	-55,968 budget adjmts
Held for planning needs / unallocated					
Function 1 - Instruction	44,679,225	46,136,699	47,151,030	46,886,633	-264,397
DISTRICT ADMINISTRATION					
Educational Administration	894,197	933,528	939,253	952,186	12,933
School District Governance	234,758	252,573	253,631	253,955	324
Business Administration	1,641,596	1,718,599	1,804,497	1,913,585	109,088 wage and budget adjmts
Function 4 - District Administration	2,770,551	2,904,700	2,997,381	3,119,726	122,345
OPERATIONS AND MAINTENANCE					
Operations and Maintenance Admin	712,059	726,534	797,761	766,886	-30,875 wage and budget adjmts
Maintenance Operations	4,922,632	5,261,961	5,533,298	5,621,013	87,715 wage and budget adjmts
Maintenance of Grounds	374,769	377,874	386,209	463,200	76,991 wage adjmts
Utilities	1,236,000	1,236,000	1,236,000	1,211,000	-25,000 budget adjmts
Function 5 - Operations and Maint	7,245,460	7,602,369	7,953,268	8,062,099	108,831
TRANSPORTATION AND HOUSING					
Transportation and Housing Admin	174,796	178,893	183,208	274,722	91,514 s/w costs from surplus
Student Transportation	1,828,669	1,955,255	2,010,376	2,011,005	629
Housing/Boarding	40,000	40,000	40,000	40,000	0
Function 7 - Transportation and Housing	2,043,465	2,174,148	2,233,584	2,325,727	92,143
TOTAL FUNCTION 1-7	56,738,701	58,817,916	60,335,263	60,394,185	

Special Purpose Fund (SPF) Budget					
Annual Facility Grant	199,383	199,383	199,383	199,383	0
Classroom Enhancement Fund	4,459,462	4,648,898	4,629,319	5,085,902	456,583 fall adjmt
Learning Improvement Fund	189,129	189,129	188,434	206,796	18,362 carry fwd
Community Link	425,818	430,461	442,357	442,357	0
Family Affordability Fund	0	89,319		130,550	130,550 carry fwd
Strong Start	96,000	96,000	96,000	96,000	0
Ready, Set, Learn	19,600	19,600	19,600	22,050	2,450
French Funds	101,000	153,548	101,000	133,490	32,490 carry fwd
Seamless DC	0	55,400		55,400	55,400
Mental Health	0	55,000		55,000	55,000
FN Transportation	108,000	135,325	108,000	151,981	43,981 carry fwd
ECL Scan	175,000	263,431	175,000	175,000	0
CR4YC/SEY2KT		25,000		25,750	25,750 new funds
Feeding Futures Funds	519,738	519,738	517,809	549,835	32,026 carry fwd
Dual Credit/WEX Programs				155,000	155,000 new funds
Special Purpose Funds-Total	6,293,130	6,880,232	6,476,902	7,484,494	1,007,592

Amended Annual Budget

School District No. 69 (Qualicum)

June 30, 2025

School District No. 69 (Qualicum)

June 30, 2025

Table of Contents

Bylaw 1

Amended Annual Budget - Revenue and Expense - Statement 2 2

Amended Annual Budget - Changes in Net Financial Assets (Debt) - Statement 4 4

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund - Schedule 1 5

Amended Annual Budget - Operating Revenue and Expense - Schedule 2 6

 Schedule 2A - Amended Annual Budget - Schedule of Operating Revenue by Source 7

 Schedule 2B - Amended Annual Budget - Schedule of Operating Expense by Object 8

 Schedule 2C - Amended Annual Budget - Operating Expense by Function, Program and Object 9

Amended Annual Budget - Special Purpose Revenue and Expense - Schedule 3 11

 Schedule 3A - Amended Annual Budget - Changes in Special Purpose Funds 12

Amended Annual Budget - Capital Revenue and Expense - Schedule 4 15

*NOTE - Statement 1, Statement 3, Statement 5 and Schedules 4A - 4D are used for Financial Statement reporting only.

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 69 (QUALICUM) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2024/2025 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 69 (Qualicum) Amended Annual Budget Bylaw for fiscal year 2024/2025.
3. The attached Statement 2 showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of \$73,299,571 for the 2024/2025 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2024/2025.

READ A FIRST TIME THE _____ DAY OF _____, 2025;

READ A SECOND TIME THE _____ DAY OF _____, 2025;

READ A THIRD TIME, PASSED AND ADOPTED THE _____ DAY OF _____, 2025;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 69 (Qualicum) Amended Annual Budget Bylaw 2024/2025, adopted by the Board the _____ DAY OF _____, 2025.

Secretary Treasurer

School District No. 69 (Qualicum)

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	4,395,000	4,417,000
Adult	0.500	
Total Ministry Operating Grant Funded FTE's	4,395,500	4,417,000
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	62,893,275	62,641,128
Other	2,800,314	2,781,359
Tuition	3,650,000	3,900,000
Other Revenue	2,115,000	1,485,000
Rentals and Leases	750,000	750,000
Investment Income	550,000	600,000
Total Revenue	72,758,589	72,157,487
Expenses		
Instruction	55,710,224	55,004,452
District Administration	3,119,726	2,997,381
Operations and Maintenance	11,567,491	11,205,865
Transportation and Housing	2,902,130	2,789,577
Total Expense	73,299,571	71,997,275
Net Revenue (Expense)	(540,982)	160,212
Budgeted Allocation (Retirement) of Surplus (Deficit)	195,165	
Budgeted Surplus (Deficit), for the year	(345,817)	160,212
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(345,817)	160,212
Budgeted Surplus (Deficit), for the year	(345,817)	160,212

School District No. 69 (Qualicum)

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	60,394,185	59,835,263
Operating - Tangible Capital Assets Purchased		500,000
Special Purpose Funds - Total Expense	9,159,255	8,175,865
Capital Fund - Total Expense	3,746,131	3,986,147
Total Budget Bylaw Amount	73,299,571	72,497,275

Approved by the Board

Signature of the Chairperson of the Board

Signature of Superintendent

Signature of Secretary/Treasurer

Date

Date

DRAFT - Not Finalized

February 11, 2025 10:17

School District No. 69 (Qualicum)

Statement 4

Amended Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$
Surplus (Deficit) for the year	(540,982)	160,212
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds		(500,000)
Total Acquisition of Tangible Capital Assets	-	(500,000)
Amortization of Tangible Capital Assets	2,996,131	2,971,147
Total Effect of change in Tangible Capital Assets	2,996,131	2,471,147
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	2,455,149	2,631,359

DRAFT - Not Finalized

February 11, 2025 10:17

School District No. 69 (Qualicum)

Schedule 1

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2025

	Operating Fund	Special Purpose Fund	Capital Fund	2025 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	1,205,503		14,003,275	15,208,778
Changes for the year				
Net Revenue (Expense) for the year	(195,165)		(345,817)	(540,982)
Net Changes for the year	(195,165)	-	(345,817)	(540,982)
Budgeted Accumulated Surplus (Deficit), end of year	1,010,338	-	13,657,458	14,667,796

School District No. 69 (Qualicum)

Schedule 2

Amended Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	54,714,020	54,650,263
Other	150,000	150,000
Tuition	3,650,000	3,900,000
Other Revenue	385,000	285,000
Rentals and Leases	750,000	750,000
Investment Income	550,000	600,000
Total Revenue	60,199,020	60,335,263
Expenses		
Instruction	46,886,633	47,151,030
District Administration	3,119,726	2,997,381
Operations and Maintenance	8,062,099	7,453,268
Transportation and Housing	2,325,727	2,233,584
Total Expense	60,394,185	59,835,263
Net Revenue (Expense)	(195,165)	500,000
Budgeted Prior Year Surplus Appropriation	195,165	
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased		(500,000)
Total Net Transfers	-	(500,000)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 69 (Qualicum)

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	52,732,827	53,217,746
Other Ministry of Education and Child Care Grants		
Pay Equity	936,176	936,176
Student Transportation Fund	426,341	426,341
Support Staff Benefits Grant	70,000	70,000
Labour Settlement Funding	548,676	
Total Provincial Grants - Ministry of Education and Child Care	54,714,020	54,650,263
Provincial Grants - Other	150,000	150,000
Tuition		
International and Out of Province Students	3,650,000	3,900,000
Total Tuition	3,650,000	3,900,000
Other Revenues		
Miscellaneous		
Transportation revenue	100,000	50,000
Miscellaneous	110,000	110,000
Childcare fees	175,000	125,000
Total Other Revenue	385,000	285,000
Rentals and Leases	750,000	750,000
Investment Income	550,000	600,000
Total Operating Revenue	60,199,020	60,335,263

School District No. 69 (Qualicum)

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$
Salaries		
Teachers	22,563,124	22,440,874
Principals and Vice Principals	4,172,367	3,847,948
Educational Assistants	3,535,273	3,979,229
Support Staff	6,636,221	6,161,898
Other Professionals	2,147,576	2,075,812
Substitutes	2,443,045	2,408,129
Total Salaries	41,497,606	40,913,890
Employee Benefits	11,317,884	11,327,755
Total Salaries and Benefits	52,815,490	52,241,645
Services and Supplies		
Services	3,517,047	3,311,968
Professional Development and Travel	391,500	391,500
Rentals and Leases	30,000	50,000
Dues and Fees	68,000	68,000
Insurance	230,000	230,000
Supplies	2,186,148	2,361,150
Utilities	1,156,000	1,181,000
Total Services and Supplies	7,578,695	7,593,618
Total Operating Expense	60,394,185	59,835,263

School District No. 69 (Qualicum)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	18,166,750	804,860		8,801		1,439,085	20,419,496
1.03 Career Programs	152,336			48,479			200,815
1.07 Library Services	678,682	41,494		259,486			979,662
1.08 Counselling	939,504						939,504
1.10 Inclusive Education	2,074,777	166,124	3,023,003	58,540	150,530	400,420	5,873,394
1.20 Early Learning and Child Care			87,807				87,807
1.30 English Language Learning	149,141						149,141
1.31 Indigenous Education	113,936	153,452	424,463			90,000	781,851
1.41 School Administration		2,499,911		1,191,215		29,270	3,720,396
1.62 International and Out of Province Students	287,998	323,799		91,205	223,386		926,388
1.64 Other							-
Total Function 1	22,563,124	3,989,640	3,535,273	1,657,726	373,916	1,958,775	34,078,454
4 District Administration							
4.11 Educational Administration		182,727		32,384	504,590		719,701
4.40 School District Governance					130,881		130,881
4.41 Business Administration				465,847	752,880	3,000	1,221,727
Total Function 4	-	182,727	-	498,231	1,388,351	3,000	2,072,309
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				64,767	309,437	500	374,704
5.50 Maintenance Operations				3,052,631		335,695	3,388,326
5.52 Maintenance of Grounds				280,468			280,468
5.56 Utilities							-
Total Function 5	-	-	-	3,397,866	309,437	336,195	4,043,498
7 Transportation and Housing							
7.41 Transportation and Housing Administration				58,540	75,872	500	134,912
7.70 Student Transportation				1,023,858		144,575	1,168,433
7.73 Housing							-
Total Function 7	-	-	-	1,082,398	75,872	145,075	1,303,345
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	22,563,124	4,172,367	3,535,273	6,636,221	2,147,576	2,443,045	41,497,606

School District No. 69 (Qualicum)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	20,419,496	5,469,584	25,889,080	904,477	26,793,557	26,991,027
1.03 Career Programs	200,815	51,639	252,454	297,500	549,954	497,014
1.07 Library Services	979,662	259,890	1,239,552	28,700	1,268,252	1,215,734
1.08 Counselling	939,504	248,919	1,188,423		1,188,423	1,364,807
1.10 Inclusive Education	5,873,394	1,848,557	7,721,951	71,000	7,792,951	8,132,928
1.20 Early Learning and Child Care	87,807	26,325	114,132		114,132	147,884
1.30 English Language Learning	149,141	39,855	188,996		188,996	184,675
1.31 Indigenous Education	781,851	210,991	992,842	103,668	1,096,510	965,104
1.41 School Administration	3,720,396	948,012	4,668,408	97,800	4,766,208	4,504,628
1.62 International and Out of Province Students	926,388	237,462	1,163,850	1,963,800	3,127,650	3,090,261
1.64 Other	-	-	-	-	-	56,968
Total Function 1	34,078,454	9,341,234	43,419,688	3,466,945	46,886,633	47,151,030
4 District Administration						
4.11 Educational Administration	719,701	145,485	865,186	87,000	952,186	939,253
4.40 School District Governance	130,881	17,734	148,615	105,340	253,955	253,631
4.41 Business Administration	1,221,727	296,858	1,518,585	395,000	1,913,585	1,804,497
Total Function 4	2,072,309	460,077	2,532,386	587,340	3,119,726	2,997,381
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	374,704	83,882	458,586	308,300	766,886	797,761
5.50 Maintenance Operations	3,388,326	937,077	4,325,403	1,295,610	5,621,013	5,033,298
5.52 Maintenance of Grounds	280,468	79,232	359,700	103,500	463,200	386,209
5.56 Utilities	-	-	-	1,211,000	1,211,000	1,236,000
Total Function 5	4,043,498	1,100,191	5,143,689	2,918,410	8,062,099	7,453,268
7 Transportation and Housing						
7.41 Transportation and Housing Administration	134,912	32,310	167,222	107,500	274,722	183,208
7.70 Student Transportation	1,168,433	384,072	1,552,505	458,500	2,011,005	2,010,376
7.73 Housing	-	-	-	40,000	40,000	40,000
Total Function 7	1,303,345	416,382	1,719,727	606,000	2,325,727	2,233,584
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	41,497,606	11,317,884	52,815,490	7,578,695	60,394,185	59,835,263

School District No. 69 (Qualicum)

Schedule 3

Amended Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	7,429,255	6,975,865
Other Revenue	1,730,000	1,200,000
Total Revenue	9,159,255	8,175,865
Expenses		
Instruction	8,823,591	7,853,422
Operations and Maintenance	199,383	199,383
Transportation and Housing	136,281	123,060
Total Expense	9,159,255	8,175,865
Budgeted Surplus (Deficit), for the year	-	-

School District No. 69 (Qualicum)
 Amended Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2025

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year									
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	199,383	188,432	1,650,000	96,000	22,050	125,734	442,357	446,560	4,524,692
Other	199,383	188,432	1,650,000	96,000	22,050	125,734	442,357	446,560	4,524,692
Less: Allocated to Revenue	199,383	206,796	1,730,000	96,000	22,050	133,490	442,357	446,560	4,524,692
Deferred Revenue, end of year	-	-	651,446	-	-	-	-	-	-
Revenues	199,383	206,796	1,730,000	96,000	22,050	133,490	442,357	446,560	4,524,692
Provincial Grants - Ministry of Education and Child Care	199,383	206,796	1,730,000	96,000	22,050	133,490	442,357	446,560	4,524,692
Other Revenue	199,383	206,796	1,730,000	96,000	22,050	133,490	442,357	446,560	4,524,692
Expenses									
Salaries									
Teachers									3,602,558
Principals and Vice Principals				31,535		84,099			
Educational Assistants		152,901					340,896	205,000	
Support Staff	181,517	152,901	-	31,535	-	84,099	340,896	338,439	3,602,558
Employee Benefits	17,866	53,895	1,730,000	6,821	22,050	29,391	101,461	108,121	922,134
Services and Supplies	199,383	206,796	1,730,000	96,000	22,050	133,490	442,357	446,560	4,524,692
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 69 (Qualicum)
 Amended Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2025

Schedule 3A

Deferred Revenue, beginning of year									
	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Seamless Day Kindergarten	Early Childhood Education Dual Credit Program	Student & Family Affordability	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning
	\$	\$	\$	\$	\$	\$	\$	\$	\$
		11,452					130,550		
Add: Restricted Grants									
	114,650	140,529	55,000	6,750	55,400	25,000		19,000	175,000
	114,650	140,529	55,000	6,750	55,400	25,000	-	19,000	175,000
	114,650	136,281	55,000	6,750	55,400	25,000	130,550	19,000	175,000
	-	15,700	-	-	-	-	-	-	-
Revenues									
	114,650	136,281	55,000	6,750	55,400	25,000	130,550	19,000	175,000
	114,650	136,281	55,000	6,750	55,400	25,000	130,550	19,000	175,000
Expenses									
	78,750		44,636						63,070
					42,448				68,220
	78,750	106,781	44,636	-	42,448	-	-	-	131,290
	35,900	29,500	10,364	6,750	12,952	25,000	130,550	19,000	43,710
	114,650	136,281	55,000	6,750	55,400	25,000	130,550	19,000	175,000
	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)									
	-	-	-	-	-	-	-	-	-

School District No. 69 (Qualicum)
 Amended Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2025

	Feeding Futures Fund	Health Career Grants	TOTAL
	\$	\$	\$
Deferred Revenue, beginning of year	32,026	40,000	971,594
Add: Restricted Grants			
Provincial Grants - Ministry of Education and Child Care	517,809	90,000	7,244,346
Other	517,809	90,000	1,650,000
			8,894,346
Less: Allocated to Revenue	549,835	90,461	9,159,255
Deferred Revenue, end of year	-	39,539	706,685
Revenues			
Provincial Grants - Ministry of Education and Child Care	549,835	90,461	7,429,255
Other Revenue			1,730,000
	549,835	90,461	9,159,255
Expenses			
Salaries			
Teachers		20,373	3,746,317
Principals and Vice Principals	63,070		241,774
Educational Assistants			809,465
Support Staff	165,128		586,865
	228,198	20,373	5,384,421
Employee Benefits	69,629	5,088	1,446,832
Services and Supplies	252,008	65,000	2,328,002
	549,835	90,461	9,159,255
Net Revenue (Expense)	-	-	-

School District No. 69 (Qualicum)

Schedule 4

Amended Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2025

	2025 Amended Annual Budget			2025 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education and Child Care	750,000		750,000	1,015,000
Other	2,650,314		2,650,314	2,631,359
Total Revenue	3,400,314	-	3,400,314	3,646,359
Expenses				
Operations and Maintenance	750,000		750,000	1,015,000
Amortization of Tangible Capital Assets				
Operations and Maintenance	2,556,009		2,556,009	2,538,214
Transportation and Housing	440,122		440,122	432,933
Total Expense	3,746,131	-	3,746,131	3,986,147
Net Revenue (Expense)	(345,817)	-	(345,817)	(339,788)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased			-	500,000
Total Net Transfers	-	-	-	500,000
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	-
Budgeted Surplus (Deficit), for the year	(345,817)	-	(345,817)	160,212



**QUALICUM SCHOOL DISTRICT
POLICY COMMITTEE OF THE WHOLE REPORT
TUESDAY, FEBRUARY 18, 2025
1:00 P.M.
VIA VIDEO CONFERENCING**

Facilitator: Trustee Eve Flynn

Mandate: *To discuss and make recommendations to the Board on all matters related to Bylaws, Policy, and Administrative Procedures.*

1. INTRODUCTIONS AND TERRITORIAL ACKNOWLEDGEMENT

We would like to give thanks and acknowledge that the lands on which we work and learn are on the shared traditional territory of the Qualicum and Snaw-Naw-As (Nanoose) First Nations People.

2. FOR INFORMATION

a. Draft QSD Secondary Athletics Handbook

Director of Instruction Terpstra highlighted the changes made since the last meeting. He noted that, after discussion with coaches and athletic directors, it was determined that a separate handbook specific to elementary athletics would be drafted in the spring with similar sections included.

Mr. Terpstra clarified that if there is no teacher or staff sponsor, then the Athletic Director would fulfill that role. In the rare case where there is no teacher or staff sponsor and the Athletic Director is not able to attend an overnight trip and no other staff member is available to attend, then that trip will not proceed.

Also of note was that the team selection lists would not be made public as that was deemed as inappropriate. Any student not making the team would be given personal feedback by the coach.

The handbook will be brought forward for information to the February Board meeting to be attached to the Administrative Procedures to Board Policy 506: *Conduct of Coaches*.

It was suggested that Policy 703: *Field Experiences (Trips)* should also address financial hardship and the statement that: *No student will be denied access to a program, course or class that is required for graduation because they cannot afford the fee*, be reviewed so that it was clear that it did not only refer to graduating students but to all grades. Policy 703 will be brought forward for review at the April Policy Committee Meeting.

b. Administrative Procedures to Board Policy 617: Selection and Assignment of Exempt Leadership Staff

Superintendent Jory reviewed the revisions made to ensure there was inclusion of an invitation to the Indigenous Education Council, to honour the contract language for notification of retirement, to remove Item 7 as that is no longer the district's practice, and to also note that vacancies will normally be advertised internally and externally.

A revision will also be made to confirm that the Superintendent would present an annual administrative staffing plan to the Board for the upcoming school year, even if there are no changes from the current year.

- c. **Administrative Procedures to Board Policy 703: Student Fees and Subsidies**
Superintendent Jory referred to wording added to ensure that a link, to the procedures to facilitate participation by any students who might be excluded from a program, class or course due to financial hardship, be included in any request for funds to parents/caregivers. A note was also added to the administrative procedures to ensure that requests for Indigenous targeted and First Nations funding be limited to enhancement activities that are in addition to those being experienced by the general student population.

The Committee then discussed the need to ensure that Policy 703 be revised to reflect wording in the administrative procedure to ensure no child is denied access to a program or activity due to financial hardship. It was further noted that there have been some changes to legislation that would require some revisions to the policy.

It was determined that the changes being proposed for the policy would not interfere with moving the revised administrative procedures forward for information to the February Board Meeting. As previously noted, Policy 703 will be reviewed at the April Policy Committee of the Whole.

It was also recommended that the webpage containing the Board Bylaws, Policies and Administrative Procedures include a short definition of each of those documents.

3. **BYAWS/POLICIES POTENTIALLY GOING TO FIRST READING**

- a. **Board Policy 600: Personnel**

Links to the MATA and CUPE collective agreements will be added and the context statement revised to include a note that the District takes pride in being a good employer and valuing its employees.

The policy will be brought forward for first reading to February Board Meeting.

- b. **Board Policy 601: Employee Conflict of Interest**

No specific changes to the policy or administrative procedures were suggested at this time. The policy will be forwarded to the February Board Meeting to be confirmed as written.

- c. **Board Policy 602: Exempt Staff Supplementary Employee Benefits**

It was noted that this policy and its administrative procedures speak to matching benefits as provided for in collective agreements that are lost when an employee moves from a teaching position into an exempt position. The Committee suggested that the matching benefits language could be included in exempt staff contracts.

Ryan Brennan, Director of Instruction-Human Resources will review the references to the specific articles in the MATA Collective agreement to ensure they are correct and the link to the MATA Collective Agreement will be included.

The policy will be brought forward for first reading to the February Board Meeting.

4. BYLAWS/POLICIES POTENTIALLY GOING TO SECOND READING**a. Board Bylaw 3: Meetings of the Board of Education**

The Committee discussed the merits of adding language which would allow the Board latitude to revise the date/time of a Board Standing Committee when exigent circumstances arise, as well as to determine whether or not the meeting will be recorded.

A past query of how best to include student voice at meetings was also discussed. Superintendent Jory will follow up on this and speak to students to find out how they felt they could bring their voice to the board.

It was requested that a 'Status of Action Items' document would be included in the consent agenda of the Regular Board Meeting, if and when required.

Revisions will be made to IX (4) and the Bylaw will be forwarded for 2nd reading to the February Board meeting.

b. Board Policy 500: Communicating Student Learning

No further edits were suggested and the policy will be forwarded for 2nd reading to the February Board Meeting.

c. Board Policy 502: Field Experiences (Trips)

A reference to Board Policy 703: *Student Fees and Subsidies* will be added to Guiding Principle 2 c and included in the References section.

The policy will be brought forward for 2nd reading to the February Board meeting.

Additional revisions were recommended by the Director of Instruction regarding reference to core competencies which will be brought to the April Policy Committee of the Whole Meeting prior to third reading.

d. Board Policy 504: Copyright and Intellectual Property

No further edits were suggested and the policy will be forwarded for 2nd reading to the February Board Meeting.

Board Policy 507: Programs of Choice and Specialty Academies

No further edits were suggested and the policy will be forwarded for 2nd reading to the February Board Meeting.

f. Board Policy 606: Respectful Workplace

No further edits were suggested and the policy will be forwarded for 2nd reading to the February Board Meeting.

5. BYLAWS/POLICIES POTENTIALLY GOING TO THIRD AND FINAL READING

None

6. FUTURE TOPICS**a. Board Policy 603: Employee Attendance Support****b. Board Policy 604: Workplace Bullying and Harassment****c. Board Policy 703: Student Fees and Subsidies****7. NEXT MEETING DATE: Monday, April 14, 2025 at 1:00 p.m. via Microsoft Teams**

Qualicum School District

Athletics Handbook

The Qualicum School District resides on Coast Salish Territory and within the shared territory of the Snaw'naw'as and Qualicum First Nations



Table of Contents

Overview	4
District Context	4
District Philosophy	4
Structure of School Sports	5
Administrative Organization - Qualicum School District	5
Board of Education	5
Superintendent of Schools.....	5
Director of Instruction	5
School Principal.....	6
Vice-Principal or Principal responsible for Athletics.....	6
School Athletic Director (Secondary)	6
Roles and Responsibilities of the Athletic Director.....	6
Coaches	7
Roles and Responsibilities of Coaches	7
Staff Sponsor	8
Roles and Responsibilities of Staff Sponsors.....	8
Qualicum School District Policy	9
Athletic Governing Bodies and Associations.....	9
BC School Sports (BCSS)	9
Vancouver Island Secondary School Athletic Association (VISSAA).....	9
North Vancouver Island Secondary School Athletic Association (NVISSAA).....	9
Code of Ethics	10
Code of Ethics for Student-Athletes.	10
Code of Ethics for Coaches.....	10
Code of Ethics for Parents/Caregivers/Spectators (see BC School Sports Handbook 413.0)	10
Coaches Information.....	11
Coach Selection.....	11
Team Selection.....	11
Practices/Games	12
Concussions.....	12
Safety/Supervision	13
Emergency Procedures	13

Player Information	14
Player Expectations.....	14
Parent/Caregiver Information	14
Transportation	14
Conflict Resolution	16
General Information	16
Equipment and Uniforms.....	16
Athletics Fees	17
Awards	17
Financial Donation Requests.....	17
Travel and Field Trips	18
Logos	18
Appendix Additions:.....	19
Team Letter Samples	19
Other	19
CATT Return to Sport	19

Overview

This handbook serves as a guide for extra-curricular athletics programs in the Qualicum School District and provides pertinent information for principals and vice-principals, athletic directors, teachers, coaches, volunteers, parents/caregivers, and our student athletes. There will be a companion handbook for elementary schools. Individual schools may organize their programs to suit their specific needs, provided they adhere to the general guidelines outlined in this handbook, in accordance with policies set by Qualicum School District and BC School Sports (BCSS).

District Context

With a total student population of 4500 students, the Qualicum School District is centrally situated on east Vancouver Island, serving communities in and adjacent to the towns of Parksville and Qualicum. There are seven elementary schools (Grades K-7), one multi-grade school (K-9), two secondary schools (Grades 8-12), an alternate school (PASS), and a Distributed Learning program (CEAP) to support home-learning families. The district French Immersion Program is available at École Oceanside Elementary and École Ballenas Secondary Schools. The Qualicum School District also has a thriving International Student Program, which brings approximately 140 students to the region every year.

Of the 540 students identifying as having Indigenous ancestry, 27 students reside on the local nations, more than 200 are Metis, and the balance cites other territories as their ancestral home, if known. The Qualicum School District also supports approximately 550 students identified as having diverse needs, and typically 20 or fewer children in care. Household income in the region is below the provincial average while the cost of housing remains higher than average.

The Qualicum School District provides our students with opportunities to participate in extra-curricular sports, supporting the District Goals: “To Learn, To Give, To Grow, and To Belong.” ([Qualicum School District Strategic Plan 2023-2028](#))

District Philosophy

We believe that extra-curricular athletics promotes physical activity, and fosters inclusion, commitment, responsibility, and leadership, as well as a sense of belonging that promotes school and community spirit. Extra-curricular athletics supports our Goals: “To Learn, To Give, To Grow, To Belong” and is integral to fostering a sense of belonging.

Qualicum School District recognizes its role in the Truth and Reconciliation Calls to Action, including five (#87-91) that addressed reconciliation tied to sport, and that all programs, teams, and initiatives are inclusive of Indigenous peoples.

It should also be noted that while interschool extra-curricular competition can and should be demanding, all programs must be run in a context that emphasizes the physical and emotional needs of the developing child, and recognizes that our more vulnerable learners will often require more support to fulfill expectations. This may include adaptations for students with special needs up to and including the middle and even secondary athletic programs when appropriate.

Structure of School Sports

- Each individual secondary school is responsible for the organization and management of their extra-curricular sports teams, under the direction of the athletic director, vice-principal or principal responsible for athletics, all under the supervision of their principal.
- Each individual elementary school is responsible for the organization and management of their extra-curricular sports teams under the supervision of the principal and in conjunction with the other district elementary schools. Note: there will be a separate Elementary School Extra-Curricular Athletics Handbook.
- All sports teams will operate within the rules of BC School Sports, or the governing body of the specific sport.
- The secondary schools of Qualicum School District belong to the [Vancouver Island Secondary Schools Athletic Association](#) (VISSAA) and the North Vancouver Island Senior Secondary Schools Athletic Association (NVISSAA) and, when applicable, may participate in district, North Island and Island leagues and zone playoffs in their respective tiers, to be determined by BC School Sports (BCSS).
- Students must be registered in the Qualicum School District to participate in extra-curricular sports teams.
- Participating schools and teams will be expected to pay associated fees to BC School Sports, Athletic Associations as agreed, and for tournaments and other organized events.

Administrative Organization - Qualicum School District

Board of Education

The Qualicum School District Board of Education is responsible for all matters related to the school district, including athletic organization. It is responsible for interpreting the needs of the community and requirements to the professional organization. Additional responsibilities include: 1) developing policies in accordance with provincial regulations and mandates in accordance with the educational needs of the people; 2) approving means by which professional staff may make these policies effective; and 3) evaluating the extra-curricular athletic program in terms of its value to the community.

Superintendent of Schools

The superintendent shall represent Qualicum School District as its chief executive officer and its foremost professional educator in its dealings with other school systems, social institutions and businesses. The superintendent is responsible to administer the schools according to adopted policies of the local Board of Education, and rules and regulations of British Columbia's Ministry of Education and Child Care.

Director of Instruction

The director of instruction is responsible for the administration of the Qualicum School District extra-curricular athletics. The director of instruction may provide consultation with individual athletic

directors and administrators regarding the management of their specific athletics programs. As well, the director of instruction will be a resource for principals and vice-principals as they train school level athletic directors to provide effective sport supervision.

School Principal

The school principal is the official representative of the school and is responsible for that school's student body and all athletic participation. The school principal is the official school representative in matters dealing with the athletic associations and conference affiliations and is responsible for any official action taken by their school.

Vice-Principal or Principal responsible for Athletics

The administrator responsible for athletics is responsible for athletic participation through the athletic director and the coach(es).

School Athletic Director (Secondary)

The primary responsibility of an athletic director at the school is the administration and supervision of the extra-curricular athletic program of the respective school. The athletic director is directly responsible to the vice-principal or principal responsible for athletics. The athletic director's duties will be those described in the roles and responsibilities below and any others as designated by the principal or vice-principal, including the orientation and supervision of all teacher-sponsors and coaches.

Roles and Responsibilities of the Athletic Director

1. **Program Management:** The Athletic Director, in conjunction with the Vice-Principal and/or Principal, oversees all athletic programs, ensuring alignment with school and district policies including:
 - Dealing with interpersonal issues between coaches, athletes and parents/caregivers, as well as disciplinary issues, in consultation with the school administration.
 - Serving as a liaison for outside athletic associations (NVISSAA, VIAA, BCSSA etc.)
 - Helping to coordinate team pictures and writeups for the yearbook.
 - Organizing year end celebrations and recognitions within the school.
2. **Budgeting and Finance:** Prepare and manage the athletic department budget and oversee the assigned team budgets in consultation with administration. Manage funds for equipment, facilities, officials, and team expenses.
3. **Staff Supervision:** Search out, screen, allocate personnel for coaching and/or sponsorship roles including:
 - Ensuring all staff comply with school and district policy and procedures, league and [BCSSA regulations](#).
 - Ensuring community/parent/caregiver coach compliance with [Board Policy and Administrative Procedures 302 Communities' and Volunteers' Involvement in our School District](#) including a Criminal Record Check.
 - Supporting community coaches with team letters, field experience forms, navigation of leagues and regulations, and general duties. Act as the staff sponsor when there is no other staff sponsor for a community or parent/caregiver coach.

- Coordinating department and seasonal coaches' meetings.
- 4. **Compliance:** Ensure all athletic programs comply with athletic association and [BCSSA regulations](#) and Maintain records of student-athlete registration in the STARS system.
- 5. **Facilities, Uniforms and Equipment:** Coordinate and schedule all athletic events, practices, games and tournaments, including officials. Distribute, collect and inventory uniforms and equipment. Organize and order new and replacement uniforms and equipment.
- 6. **Public Relations:** Promote athletic programs within the school and community and serve as a liaison between the athletic department and parents/caregivers, and the community.
- 7. **Student Support:** Support student-athletes in balancing academics and athletics. When deemed possible, help students and families with appeals to BCSSA. ~~Provide guidance on college recruitment and scholarship opportunities.~~
- 8. **Health and Safety:** Implement and monitor safety protocols for all athletic activities, ensure proper medical care and emergency procedures are in place and ensure adherence to [Policy 502 Field Experiences](#) and the [Field Experiences Handbook](#). Ensure all coaches, sponsors, trainers, and team managers have completed the [Concussion Awareness Training Tool](#) mandated by BCSS. **Ensure that a Qualicum School District staff is on all over night trips.**

Coaches

Coaches play a crucial role in supporting the team's activities and ensuring a positive experience for student athletes. All coaches shall be responsible to the athletic director and **principal/vice-principal** for the total operation of their respective sports programs. Coaches shall act as official representatives of the school as they carry out their extra-curricular athletic responsibilities. Coaches will be responsible for the normal duties required of extra-curricular competition, those duties as described in the coach's roles and responsibilities below, and/or any duties delegated by the athletic director or the school principal. Coaches must take the responsibility to know and adhere to all pertinent laws and school district policies, including [Board Policy and Administrative Procedures 506 Conduct of Coaches](#), and [BCSS regulations](#).

Roles and Responsibilities of Coaches

1. **Supervision and Safety:** Ensuring the safety and well-being of students during practices, games, and travel. This includes monitoring behavior, enforcing rules, and providing first aid if necessary. Complete the [Concussion Awareness Training Tool](#) mandated by BCSS before coaching.
2. **Planning and Preparation:** Coaches plan, prepare, and deliver instructional activities that facilitate active learning experiences in sports. This includes developing practice schedules, game strategies, and ensuring that all equipment and facilities are ready for use.
3. **Teaching, Instruction, Assessment and Feedback:** Coaches teach students the rules, **fair play**, fundamentals, regulations, strategies, and techniques of the sport. They provide instruction on proper techniques and ensure that athletes understand the game. Coaches assess students' abilities, provide feedback, and monitor their progress. They make adjustments to training programs as needed to help athletes improve their performance.

4. **Event Coordination:** Organizing and overseeing practices, games, and other team events. This includes scheduling, securing venues, and arranging transportation; ensuring adherence to [Policy 502 Field Experiences](#) and the [Field Experiences Handbook](#).
5. **Administrative Duties:** Handling paperwork, including permission slips, medical forms, and eligibility requirements. Coordinating with school administration, athletic director, parents/caregivers, and other stakeholders.
6. **Communication:** Acting as a liaison between the team, community/ parent/caregiver coach, athletic director, school administration, and parents/caregivers. Keeping everyone informed about schedules, changes, and important updates.
7. **Fundraising and Budgeting:** Assisting with fundraising efforts and managing the team's budget. This includes organizing events, seeking sponsorships, and ensuring funds are used appropriately.
8. **Compliance:** Ensuring the team adheres to school and district policy and procedures, league and [BCSSA regulations](#).

Staff Sponsor

In the case of a community or parent/caregiver coach, a staff sponsor is required and shall be responsible to the athletic director for the total operation of their respective sports program including being a liaison to the community coach and ensuring that the community coach adheres to the above “Coaches”. Staff sponsors will be responsible for the normal duties required of extra-curricular competition, those duties described in the staff sponsor's roles and responsibilities, and/or any duties delegated by the athletic director or the school principal/vice-principal. Staff sponsors must take the responsibility to know and adhere to all pertinent laws and school and district policies, and [BCSS regulations](#).

Roles and Responsibilities of Staff Sponsors

1. **Supervision and Safety:** Ensuring Supporting the safety and well-being of students during practices, games, and travel by being available to the coach. This includes monitoring behavior, enforcing rules, and providing first aid if necessary. A staff member must accompany all teams on overnight trips. Complete the [Concussion Awareness Training Tool](#) mandated by BCSS before coaching.
2. **Administrative Duties:** Handling paperwork, including permission slips, medical forms, team fees and eligibility requirements. Coordinating between coach, athletic director, and school administration.
3. **Event Coordination:** Organizing and overseeing practices, games, and other team events. This includes scheduling, securing venues, and arranging transportation.
4. **Mentorship and Support:** Providing guidance and support to student-athletes, community/ parents/caregivers, coaches. This includes fostering teamwork, sportsmanship, and personal development.
5. **Communication:** Acting as a liaison between the team, community/parent/caregiver coach, athletic director, school administration, and parent/caregiver. Keeping everyone informed about schedules, changes, and important updates.

6. **Fundraising and Budgeting:** Assisting with fundraising efforts and managing the team's budget. This includes organizing events, seeking sponsorships, and ensuring funds are used appropriately.

7. **Compliance:** Ensuring the team adheres to school and district policy and procedures. league and BCSSA regulations

Qualicum School District Policy

While all district policies are to be known and adhered to, the following will be encountered by athletics on a regular basis and should receive regular review:

302 Communities and Volunteers Involvement in our School District

502 Field Experiences - Trips

- [Field Experiences Handbook and Documents here](#)

505 Fundraising in Schools

506 Conduct of Coaches

606 Respectful Workplace

700 Safe Caring and Inclusive School Communities

703 Student Fees and Subsidies

705 Corporate/Community Sponsorships, Partnerships and Advertising in Schools

Athletic Governing Bodies and Associations

BC School Sports (BCSS)

BC School Sports is the governing body of extra-curricular athletics, for most, but not all, school sports. BCSS is a self-governing, membership driven organization that sets policies and procedures to regulate extra-curricular competition.

Vancouver Island Secondary School Athletic Association (VISSAA)

The Vancouver Island Secondary Schools Athletic Association (VISSAA) is an association of schools on Vancouver Island, the Gulf Islands and Powell River that participate in Island Championships for a variety of school sports. Many of these championships are the qualification route for BC High School Championships organized by BC School Sports. The VISSAA helps to promote fair play and healthy competitions for school sports.

North Vancouver Island Secondary School Athletic Association (NVISSAA)

Code of Ethics

Code of Ethics for Student-Athletes.

All students are expected to be aware of and comply with all Qualicum School District policies pursuant to Board Bylaws Policies and Administrative Procedures, policies and procedures outlined in the Qualicum School District Athletic Handbook, [BC School Sports Handbook and Athlete Code of Conduct \(411.0\)](#), School Codes of Conduct, and team rules. And:

- Prioritize academic performance while participating in athletics
- Understand that it is a privilege to represent both your school and community
- Treat your commitment to your team seriously and attend all practices. If for some reason attendance is not possible, contact the coach to advise of your absence
- Exhibit fair play and proper conduct on and off the playing field
- Show respect for teammates, opponents, officials and coaches
- Respect the integrity and judgment of game officials. Adhere to the established rules and standards of the game to be played
- Exercise self-control at all times, setting an example for others to follow
- Return all uniforms and equipment in reasonable conditions. Take responsibility for lost, stolen, or damaged uniforms and equipment and make appropriate restitution to the school.
- Maintain a high level of safety awareness. Report any injury to the coach no matter how slight the injury may appear
- Do not participate in or support of any form of hazing or bullying: there will be zero tolerance for this.
- Realize the use of alcohol, tobacco, vaping, illegal and non-prescriptive drugs, anabolic steroids or any illegal substance to increase physical development or performance have no place in sport, are subject to consequences and removal from the team.
- Win with character; lose with dignity.

Code of Ethics for Coaches

Qualicum School District coaches are expected to follow [Board Policy 506 Conduct of Coaches and Administrative Procedures](#) and the [BC School Sports Handbook Coaches Code of Ethics \(412.0\)](#). All coaches are expected to be aware of, and comply with, all Qualicum School District policies pursuant to Board Bylaws Policies and Administrative Procedures, policies and procedures outlined in the QSD Athletic Handbook, and the School Code of Conduct.

Code of Ethics for Parents/Caregivers/Spectators ([see BC School Sports Handbook 413.0](#))

- Support student-athletes in upholding their own code of ethics
- Respect all individuals including, coaches, administrators, teachers and school staff, student athletes, officials, volunteers and fellow spectators
- Respect officials and accept their decisions without gesture or argument
- Be an exemplary role model by positively supporting teams and encouraging fair play

- Understand that school officials retain the right to remove spectators who are not in compliance with the code of ethics
- Commit to the fullest extent possible to provide volunteer time to support your child's extra-curricular involvement
- Refrain from the use of alcohol when spectating or travelling with student-athletes, and respect the need to be able to support the coaches and other parents/caregivers in emergent circumstances

Coaches Information

Coach Selection

- Coaches are selected annually by the athletic director in collaboration with the school principal, ensuring all coaches meet district standards
- All coaches not employed by Qualicum School District must provide have an UpToDate Criminal Record Check on file at the school.
- It is the duty of the athletic director to ensure that coaches are fully aware of all responsibilities
- Assistant coaches must also be approved by the athletic director, and must adhere to the same expectations of the head coach
- The athletic director and/or the school principals withhold the right to, at any time, and without cause, remove a coach from their role and responsibility
- Any specific team policies or rules that the coach wishes to implement must first be approved by the athletic director in consultation with administration.

Team Selection

Coaches are encouraged to include as many student-athletes as possible. While safety, time, space, facilities, personal attention and individualized instruction, equipment, and age of the participants, along with other factors, may impact coaching delivery and playing time, it is expected that team selection processes are rarely used and limited to grades 10-12 athletic teams. The choice of membership for each athletic team will be determined by the coach with consultation and approval of the athletic director. Prior to the beginning of any selection process, the coach or athletic director shall provide the following information to all candidates for the team:

- Extent of the tryout period
- Criteria used to select the team
- Practice commitment for those who are selected
- Competition commitments

During a team selection process, every athlete should:

- Have a minimum of two practice sessions. Illness and injury to a student athlete during a tryout period must not be held against the student athlete, but the coach must make a fair judgment about time restrictions for tryouts

- ~~Be permitted, whenever possible, to compete in a scrimmage situation~~
- Be at all tryouts or **communicate with the coach** in advance for missing the tryout period due to extenuating circumstances. If permission is granted for an alternative tryout, the athlete must go through a similar criteria process as other team members
- Be informed personally by the coach or athletic director if not selected, given the reason(s) for the non-selection, and the skills or techniques which they can work on for the next season.
- Team selection lists are not to be posted

While athlete inclusion is paramount, athlete commitment is also critical to inter-school competition. Athletes missing more than three regularly scheduled practices or games, unless due to extenuating circumstances, may not be given the opportunity to travel/or play for the duration of that sport season.

Coaches of elementary and grade 8 or 9 school teams should make every attempt to promote equitable playing time. If playing time is not evenly distributed on a **junior or senior** team, this should be made explicit in advance of the games or tournament.

Practices/Games

- All practice times, games and tournaments must be scheduled through the athletic director and communicated to parents/caregivers in a timely manner
- The home school's is responsible for reporting game scores.
- The championship tournaments will be organized by the school athletic director, in consultation with the school administrators and team coaches.
- Competitions not part of the district leagues are to be scheduled **in consultation** with school athletic director, or designated staff member, in accordance with BC School Sports seasons of play.

Concussions

- All coaches and trainers will receive training in concussion symptoms and protocols prior to participation in collision-oriented sports, which include rugby and football. Training information is available here: <https://cattonline.com/course/concussion-awareness-training-tool-for-coaches>
- All student-athlete participants will receive education on concussion symptoms and protocols prior to participation in collision-oriented sports.
- If a player or a coach or a trainer suspects that a player is experiencing symptoms that are or could be related to a concussion, then that player is to be removed from the field of play immediately.
- The parent/caregiver of the removed player is to be contacted immediately and informed of the possible concussion and directed to seek medical advice.
- Players removed from the field of play must remain under the direct supervision of a coach or trainer until picked up by the parent/caregiver, even if the player has been moved to the change room or a quiet room.
- Prior to the removed player returning to practice or competition, the following must occur:

- The removed player must be cleared by a doctor, with the information provided in writing.
- The parent/caregiver will then bring that information to the school principal.
- Both the parent/caregiver and the school principal will be required to approve the return by signature (attached form).
- The coach and trainer will be provided copies of the medical information and signed form.
- The removed player, coach, and trainer will use the [Parachute Canada “Return to Sport” guidelines](#) (appendix) to determine the pace of reintegration into competition.

Safety/Supervision

- The safety of all student-athletes is of paramount importance, and it is the responsibility of the coach to at all times ensure that, while under their supervision, activities are being conducted in a safe manner, both during practices and at competitions.
- Coaches must refrain from competition if they deem the situation unsafe, including, but not limited to, examples such as inadequate officiating, inadequate facility, unsafe transportation/road conditions, inappropriate opposing coaches, etc.
- In the absence of a staff representative, and with approval of the administrator, the coach is responsible for the supervision of the students at their respective schools, during both competitions and practice times. This includes ensuring students have made their way home from games/practices. A Qualicum School District staff member must accompany all teams on overnight trips.
- The safety of students refers to all respecting all aspects of school and district codes of conduct and the maintenance of an environment that free from discrimination, including but not limited to [District Policy 700, Save Caring and Inclusive School Communities](#).
- Participation in away games falls under the jurisdiction of [District Policy 502, Field Experiences](#).

Emergency Procedures

- Given that there is an element of risk in all athletic activities it is of paramount importance that all supervisors are prepared. It is the responsibility of the athletic director to ensure that all approved supervisors are aware of emergency procedures.
- It is the responsibility of the athletic director to ensure that First Aid Kits are available for trips away from the home school, and **the coach/sponsor's** responsibility to ensure that the kit is returned to the school.
- If a student athlete is injured for any reason please contact the athletic director and record information on what happened, where it happened and what first aid was given and fill out an Student Accident Report using the [School Protection Program System](#) as soon as is practicable within 48 hours.
- All supervisors should ensure that they have emergency contact numbers, including that of the athletic director and administrators, in case of emergency outside of school hours.

- It is the responsibility of the student-athlete and their families to ensure that the school and, if relevant athletic director/coach has accurate medical information, and to inform them if that medical information changes.
- If an incident or injury occurs outside of school time or off site from the home school, it is the designated supervisor's responsibility to take charge. Attend to the injured student, while making every attempt to ensure the supervision/safety of the rest of the team. Never leave the injured student unattended. Should the student require medical attention, always ensure they are accompanied by an adult. At the earliest moment contact the athletic director or principal to advise them of the situation, who will make arrangements for the parents to be contacted.
- If a coach or athletic director has any doubts or concerns about appropriate safety procedures, they should contact the school principal immediately.

Player Information

Player Expectations

- Participation in extracurricular athletics is open to all students provided they meet the general requirements as outlined in this handbook, and any requirements specific to their respective school.
- It is the responsibility of each student to understand and uphold the Student-Athlete Code of Conduct and School Code of Conduct at all times.
- Student participation will not be permitted until all required paperwork, including but not limited to permission forms and medical forms, are completed and submitted to the coach or sponsor.
- Students may, when deemed necessary, be removed from a team by the athletic director.
- ~~No students are allowed in/on the gym/field/track unless supervised by a teacher, coach, or staff representative. This includes before school, lunch hours and after school.~~
- Change rooms will be provided. If there are any issues with using the change rooms, please inform the head coach, athletic director, or principal. Changing on the bench, in the bleachers, or in other public places is not acceptable.

Parent/Caregiver Information

Parent/caregiver involvement is paramount to the success of our extra-curricular athletics program. We rely on parental/caregiver support from coaching, parent driving, cheering our students on, to assisting children in upholding their own code of conduct and help them to find a balance between their academic and athletic pursuits. We encourage parents/caregivers to be involved with their child's athletics programs, while understanding their role and that of others in the organization of extra-curricular athletics.

Transportation

- Families are responsible for transportation to and from the home school. Schools will arrange transportation for away games and practices

- As per [Board Policy 502](#) individual schools will arrange transportation for all student-athletes, support, and coaching personnel of athletic teams when the competition or practice has been scheduled away from the home school site. Mandatory transportation will leave from and return to the home school.
- Teams should expect **NOT** to travel if schools are closed and/or buses are not running due to inclement weather or if schools are closed in destination districts or districts that are travelled through.
- If a student has alternative plans for transportation, it must be pre-approved by the Principal.
- Parents/Caregivers may not transport students other than their own children unless they have been approved as a volunteer driver by the school principal.
- Students may not transport themselves or other students to events when the district has arranged travel.
- ~~If a student athlete misses the school's provided transportation to a competition or practice and arrives at the site by other means than with their parent/cargiver, that individual cannot participate in that practice or competition unless the athletic director or principal has granted permission. This individual is not considered part of the team for this competition.~~
- ~~Student athletes are strictly forbidden to drive an automobile transporting themselves, or members of an athletic team or to be driven by another student to an athletic competition or practice site.~~
- Transportation may be provided by:
 - School Bus with a Qualicum School District Driver: The athletic director, or designated staff member, is responsible for booking the school bus, and ensuring that all costs are covered.
 - A Rented Vehicle: Educators-in-Charge contracting vans must be knowledgeable of applicable licensing and safety requirements. Any vehicle with a seating capacity of more than ten persons including the driver is defined by the Motor Vehicle Act as a "bus". A "bus" used to transport students is required to have a valid School Bus Permit and MUST carry Third Party Liability limits of \$10,000,000. This will include volunteers' vehicles, rental vehicles and vehicles owned, lease or contracted by the School Board for student transportation. If driving more than 10 passengers, the driver of the vehicle must carry a Class 4 (unrestricted) license and complete a Volunteer Driver Application and Approval form.
- Approved Volunteer Drivers – Volunteer drivers are an appreciated support for athletics and help schools keep team fees as low as possible.
- Volunteer drivers must be approved by the school principal. The principal will approve drivers at their discretion based on the driving abstract.
- Volunteer drivers shall be aware of and adhere to all British Columbia Transportation regulations and all laws and regulations pertaining to the operation of a motor vehicle in the Province of British Columbia.
- Volunteer drivers are considered agents to the board, and therefore must adhere to Qualicum School District expectations for the duration of the trip, including on overnight trips.

- Volunteer drivers are to follow and support school policies that have been developed for student and staff conduct. If any question of policy or conduct arises, the volunteer must accept the decision of the designated supervisor who is responsible for the trip.
- All volunteers agree to refrain from the use of alcohol, banned substances and tobacco products. Smoking is not permitted in private vehicles that are used for student transportation.
- All participants on school-sponsored travel must adhere to the school policies and rules that apply during a regular school day.
- Volunteer drivers will be held liable if they are shown to be negligent.
- Schools may have their own practice on cost for recognition of volunteer drivers. It is not school board policy to reimburse volunteer drivers for mileage. Cost recognition should be clearly identified in team letter and budget.
- In the event of an accident, the driver's insurance will be primary insurance to the limits of the driver's policy and the school district's insurance, if applicable, would only respond as an excess or secondary insurer.
- In addition to the above and prior to driving student athletes, all volunteer drivers must:
 - Submit a Criminal Record Check
 - Complete SD69-FE08 Volunteer Driver Application including a current driving abstract

Conflict Resolution

There are situations that may require a meeting between the coach, the athlete, and the parent(s)/caregiver(s). These are encouraged. When these conferences are necessary, the following procedure should be followed to help resolve the concern.

- When appropriate, your child should first talk with the coach about the concern.
- If the coach/athlete meeting does not clear the situation then the parent(s)/caregiver(s) should call and set up an appointment with the coach
- If the parent(s)/caregiver(s) need further discussion on the issue, they should ask to meet with the school athletic director or vice-principal.
- If a satisfactory resolution cannot be reached, the parent(s)/caregiver(s) should then request a meeting with the school principal

General Information

Equipment and Uniforms

- Uniforms and equipment provided by the school must be treated with care and returned in good condition. Individual schools should create their own policies on replacement of damaged/lost uniforms and equipment
- Uniforms will be for use by athletic teams only and may only be used for in-season scheduled competitions. Uniforms should not be worn during practice or any other times.

- Damaged equipment should be returned to the athletic director immediately for replacement or repair
- Equipment and uniforms will be checked in at the conclusion of a season
- Athletes can be held financially responsible for lost equipment and uniforms, as well as items showing excessive wear
- It is the responsibility of the athletic director to ensure that records are kept of school equipment. It is the coaches' responsibility to report to the athletic director if any equipment is lost/damaged/compromised

Athletics Fees

School principals have discretion over how athletics are funded at their school. Options could include team fees, user-based fees, and fundraisers. Fees may be charged to cover league fees, tournament fees, referee fees, staff coverage, transportation, uniform usage, first aid supplies, and coaches/drivers travel expenses. A general budget should be made available to the players and parent(s)/caregiver(s) as part of the team letter.

- Athletics fees will be determined by the coach or sponsor in consultation with the athletic director, and approved by the school principal
- Fees should be collected through School Cash On-line, or by the coach or sponsor but should not be collected by a community coach/volunteer
- Fees are non-refundable unless extenuating circumstances require individual consideration.
- As per [Qualicum School District Policy 703 Student Fees and Subsidies](#), financial hardship must not prevent students from participation.
- As per [Qualicum School District Policy 505 – Fundraising in Schools](#), parent(s)/caregiver(s) are to be advised of the purpose of all fund-raising activities sponsored by the school and [the school] is to ensure that these funds are expended in accordance with the purpose stated.
- Fees may be offset by school budgets, but the amounts should reflect participation levels and not adversely impact other programs or resources.

Awards

Whenever possible, athletic competition should emphasize fun. While the school district generally does not support the athletic awards, individual schools may encourage coaches to select recipients for team awards. In these cases, award selection must be done so in consultation and with the approval of the athletic director and reflect school philosophies for such recognitions.

Financial Donation Requests

Teams requesting donations from outside agencies must first obtain approval from the athletic director and school principal. Any paperwork on school letterhead must be approved by the principal. Sponsorship should be carefully considered before being accepted and reflect [District Policy 705, Corporate/Community Sponsorships, Partnerships and Advertising in Schools](#).

Travel and Field Trips

All travel and field trips associated with sports teams must adhere to the procedures and policies set by [Qualicum School District Policy 502 Field Experiences](#). It is the responsibility of the athletic director, coach or sponsor to ensure that policies are upheld.

Logos

School logos are used to represent the school, and as such, its use must have the approval of the school principal and the Board of Education. This includes, but is not limited to, use on paperwork, clothing apparel, and equipment.

DRAFT

Appendix Additions:

Team Letter Samples

Other

CATT Return to Sport

Return to Sport

This tool is a guideline for managing an individual's return to sport following a concussion and does not replace medical advice. Timelines and activities may vary based on direction from a doctor, nurse practitioner, or licensed healthcare professional with relevant training. Begin Step 1 within 24 hours of injury, with progression through each subsequent step taking a minimum of 24 hours.

STEP 1:	STEP 2:	STEP 3:	STEP 4:	STEP 5:	STEP 6:
Activities of daily living and relative rest* <ul style="list-style-type: none"> Maximum of 24-48 hours Activities at home such as social interactions and light walking that do not result in more than mild and brief** exacerbation (worsening) of concussion symptoms. Examples: <ul style="list-style-type: none"> Preparing meals Housework Light walking <ul style="list-style-type: none"> Minimize screen time for first 24-48 hours following concussion. 	2A: Light effort aerobic exercise <ul style="list-style-type: none"> Up to approximately 55% of maximum heart rate (predicted according to age - i.e. 220-age). In a safe and controlled environment, engage in light aerobic exercise. Examples: <ul style="list-style-type: none"> Stationary cycling Walking at slow to medium pace Light resistance training that does not result in more than mild and brief** exacerbation (worsening) of concussion symptoms. 	2B: Moderate effort aerobic exercise <ul style="list-style-type: none"> Up to approximately 70% of maximum heart rate (predicted according to age - i.e. 220-age). Take a break and modify activities as needed with the aim of gradually increasing tolerance and the intensity of aerobic activities. 	Individual sport-specific activities (that do not have a risk of inadvertent head impact) <ul style="list-style-type: none"> Addition of individual sport-specific activities that are supervised by a teacher/coach/parent. Examples: <ul style="list-style-type: none"> Skating drills (hockey) Running drills (soccer) Change of direction drills Individual gym class activities <p>It is important to get medical clearance before returning to training that involves any risk of inadvertent head impact.</p>	Non-contact training drills and activities <ul style="list-style-type: none"> Progress to exercises at high intensity, including more challenging drills and activities. Examples: <ul style="list-style-type: none"> Passing drills Multi-player training Supervised non-contact gym class activities Practices without body contact 	Return to all non-competitive activities <ul style="list-style-type: none"> Return to all non-competitive activities, all gym class activities, and full-contact practices Participate in higher-risk activities including normal training activities, all school gym-class activities, and full-contact sports practices and scrimmages. Avoid competitive gameplay.
	Increase heart rate		Resume usual intensity of exercise, coordination, and activity-related cognitive skills	Return to activities that have a risk of falling or body contact, restore game-play confidence, and have coaches assess functional skills.	Note: Returning to full contact, competitive play or high-risk activities before you have recovered increases the risk of delayed recovery and for sustaining another more severe concussion or serious injury.
Activities of daily living, as tolerated	Increase intensity of aerobic activities and introduce low-risk sport-specific movements and changing of directions		Resume usual intensity of exercise, coordination, and activity-related cognitive skills	Return to activities that have a risk of falling or body contact, restore game-play confidence, and have coaches assess functional skills.	Note: Returning to full contact, competitive play or high-risk activities before you have recovered increases the risk of delayed recovery and for sustaining another more severe concussion or serious injury.
After a maximum of 24-48 hours after injury, BEGIN STEP 2	If can tolerate moderate aerobic exercise, BEGIN STEP 3		If medically cleared and have fully returned to school, BEGIN STEP 4	If can tolerate usual intensity of activities, BEGIN STEP 5	If can tolerate non-competitive, high-risk activities, BEGIN STEP 6

If more than mild exacerbation (worsening) of symptoms (i.e., more than 2 points on a 0-10 scale***) occurs during Steps 1-3, stop the activity, and attempt to exercise the next day. Individuals experiencing concussion symptoms during Steps 4-6 should return to Step 3 to establish full resolution of symptoms with exertion before engaging in at-risk activities. Written determination of medical clearance should be provided before unrestricted Return to Sport as directed by local laws and/or sporting regulations.

*Relative rest: activities of daily living including walking and other light physical and cognitive activities are permitted as tolerated.

Mild exacerbation (worsening) of symptoms: No more than a 2-point increase when compared with the pre-activity value on a 0-10-point symptom severity scale.*"Brief" exacerbation of symptoms: Worsening of symptoms for up to 1 hour.

***0-10 point symptom severity scale: Please see the [Visual Analogue Scale](#) for an example of a 0-10 symptom severity scale.

www.cattonline.com

Adapted from: Zemek, R., Reed, N., Dawson, J., et al. "Living Guideline for Pediatric Concussion Care." [www.pedsconcussion.com](#) (the PedsConcussion protocol was modified with permission from the [Amsterdam International Consensus Statement on Concussion in Sport](#))
© BCIRPU. All rights reserved | Version 13: Updated December 2024



CONCUSSION AWARENESS
TRAINING TOOL

BC INJURY research and
prevention unit
[www.injuryresearch.bc.ca](#)

Medical determination of readiness to return to at-risk activities should occur prior to returning to any activities that pose risk of contact, collision, or fall.



SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

Context

The Board of Education understands that in order to achieve the best possible educational outcomes for students, it is essential to recruit, select and retain highly qualified, dedicated and caring employees, including in exempt (non-union) leadership roles.

Policy Statement

The Board of Education will expect and support exemplary recruitment, selection and assignment processes for exempt (non-union) leadership positions at both the district and school levels, with those processes entrusted to the Superintendent of Schools, except in the case of Superintendent recruitment which will be the purview of the Board.

Guiding Principles

1. Other than in the case of the Superintendent of Schools, where the Board of Education is to be responsible for the recruitment and selection process, the Superintendent is to be responsible for the recruitment and selection process of exempt management staff, for both the District and school levels. The Superintendent may delegate that authority.
2. The Board believes that selection and assignment of Principals and Vice-Principals as school and system leaders is a key determinant of school and district culture and success. Beyond the initial selection and assignment, it is understood that periodic changes of assignments of principals and vice-principals may be beneficial to the individuals and to the school district as a whole.
3. The Board believes in the importance of balancing district-wide need for consideration of reassignment of Principals and Vice-Principals with the need for stability in a school.
4. For district exempt staff, the Board expects that individuals will be hired who have the qualifications and demonstrated successful experience necessary to ensure high quality performance and a commitment to the District.
5. While the Board is not directly responsible for recruitment, selection and assignment of exempt leadership staff, the Board expects that the Superintendent will ensure that trustees are involved in processes as appropriate, and informed of vacancies, processes and outcomes of exempt staff selection processes.
6. The Board believes in the appropriate involvement of representatives from staff, students, parents and community in the recruitment and selection of exempt staff including Principals and Vice-Principals.
7. The Board expects that, where possible, recruitment and selection of exempt staff will be through thorough processes that include provincial and local advertising of vacancies.

References

- [School Regulation BC Reg 265/89](#)
- [The School Act](#)

Dates of Adoption/Amendments:

Adopted: 2020.05.26

Amended: **2024.06.25 (AP)**



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 617

SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

Purpose

These administrative procedures are designed to support Board Policy 617: *Recruitment and Retention of Exempt Leadership Staff*, including as stated in the context of the policy:

The Board of Education understands that in order to achieve the best possible educational outcomes for students, it is essential to recruit, select and retain highly qualified, dedicated and caring employees, including in exempt (non-union) leadership roles.

The procedures for selection and assignment of exempt staff will be as follows:

Selection of the Superintendent of Schools/Chief Executive Officer:

1. A committee composed of all available Board members and chaired by the Board Chairperson will meet with the Director of Instruction - Human Resources to discuss the recruitment process and develop the desired qualifications, skills and characteristics for the position.
2. The Board will assess the District succession plan and make a determination as to its impact on the recruitment process.
3. The Board has the right to interview a single candidate, either internally or from outside the District, if it so chooses, and may do so privately or with involvement of representatives of management and partner groups.
4. Should the Board choose to advertise the position, it will be advertised locally, provincially, and nationally using services including Make a Future.
5. The Board may choose to hire a consultant to assist in the recruitment and selection process.
6. Nothing in this administrative procedure precludes the Board from using whatever process it believes will best serve its purpose in selecting a Superintendent.

Selection of District Senior Leaders

This section applies to members of the district senior leadership team (Associate or Assistant Superintendent, Secretary Treasurer, Director of Instruction, Assistant Secretary Treasurer, Director of Instruction - Human Resources and Director of Operations).

For the remainder of this set of procedures, it is understood that "Superintendent" means "Superintendent or designate."

1. The Superintendent will establish a suitable selection process in consultation with the Director of Instruction - Human Resources and other members of the senior leadership team.
2. The Superintendent will assess the District succession plan and make a determination as to its impact on the recruitment process.
3. Vacant senior leadership positions will normally be advertised locally, provincially, and nationally using services including *Make a Future*®.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 617

SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

4. Once applications are received, the Superintendent will work with the Director of Instruction - Human Resources and other members of senior staff to develop a long-list of candidates for potential interviews, then conduct short-listing reference calls and create a short-list of up to four candidates to be interviewed. The Board may, at its discretion, assign a Trustee to participate in this process.
5. Prior to interviews being held, the Superintendent will work with the Director of Instruction - Human Resources and other members of senior staff to develop the interview questions, structures and time frames.
6. The interview panel, chaired by the Superintendent, will include representation from school-based administration, Canadian Union of Public Employees (CUPE) Local 3570, Mount Arrowsmith Teachers' Association (MATA), District Parent Advisory Council (DPAC), **and Indigenous Education Council (IEC)**, as well as other members of senior staff and one or two Trustees based on availability.
7. Panel members with potential conflicts of interest should recuse themselves from the selection process. If the Superintendent is in conflict, another senior staff member may be designated to supervise the process and make the final selection.
8. Following interviews, partner representatives will be asked for their thoughts on the candidates then be excused from the process, after which the representative of school-based administration will provide feedback then be excused.
9. The selection panel, chaired by the Superintendent and consisting of senior staff and the Trustee(s), will develop a recommendation for the Superintendent using a consensus model, after which the Superintendent will decide on which candidate will be offered the position and on what terms. That information will then be shared with the Board.
10. From time to time, the Superintendent may either fill a short term vacancy or create and fill a short-term position (short-term being normally less than four months duration) without the full process as described above.

Selection of Other District Exempt Staff:

1. The Superintendent will establish a suitable selection process in consultation with the Director of Instruction - Human Resources and members of senior staff as appropriate.
2. The Superintendent will assess the District succession plan, and make a determination as to its impact on the recruitment process.
3. The Superintendent will ensure that a full and appropriate selection process is undertaken specific to the position being filled.
4. The Board of Education will be apprised of the selection process and invited to participate as it sees fit, then will be informed of the selection decision when it is made.

Selection of Principals and Vice-Principals

1. Each year, as part of personal and professional growth planning, principals and vice-principals will discuss their current assignments and future plans with the Superintendent and, as appropriate, other members of the senior leadership team.
2. Each year, prior to February 15, each principal and vice-principal will submit to the Superintendent a completed *Principal and Vice-Principal Placement Preference Form* (Appendix 1) indicating preferences for assignment for the following school year. Each



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 617

SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

- principal and vice-principal will be invited to meet with the Superintendent and members of senior staff as they see fit. It is understood that as part of career planning, principals and vice-principals intending to retire at the end of the school year will make those intentions known confidentially to the Superintendent ~~by January 31 of that year~~ **as per their employment contract.**
3. As they become known, vacancies will be considered opportunities for re-assignments of principals and vice-principals. This may include, in rare cases based on experience and qualifications, assigning a vice-principal to a principalship or, as necessary assigning of a principal to a vice-principalship as necessary, either of which will be in accordance with that person's contract of employment.
 4. Principals and vice-principals will be consulted as early as possible in any consideration of their reassignment, in order to allow full consideration of options and implications. As well, where a vice-principal vacancy occurs, the principal of the school may be consulted in regard to the needs of the school.
 5. From time to time the Superintendent may work through a recruitment and selection process to establish a principal and/or a vice-principal pool. Where such a pool exists the Superintendent may assign someone from the relevant pool to a pending vacancy.
 6. The Board will be informed of any re-assignments of principals and vice-Principals, including any assignments from the principal or vice-principal pool.
 7. ~~After any re-assignments have been affected, vacancies will be declared which will require a selection process as described below, with the successful applicant being offered a position with the district, with initial assignment to a particular setting.~~
 8. Principal **and Vice Principal** vacancies will **normally** be advertised internally and externally. ~~Vice-principal vacancies will be advertised internally and, at the discretion of the Superintendent, externally.~~
 9. Once applications are received, the Superintendent will work with the Director of Instruction - Human Resources and other members of senior staff to develop a long-list of candidates for potential interviews, then conduct short-listing reference calls and create a short-list of candidates to be interviewed. The Board may, at its discretion, assign a Trustee to participate in this process.
 10. Prior to interviews being held, the Superintendent will work with the Director of Instruction - Human Resources and other members of senior staff to develop the interview questions, structures and time frames.
 11. The interview panel, chaired by the Superintendent, will include representation from school-based administration, CUPE Local 3570, MATA, DPAC **and IEC**, as well as other members of senior staff and one or two Trustees based on availability.
 12. Following interviews, partner representatives will be asked for their thoughts on the candidates then be excused from the process, after which the representative of school-based administration will provide feedback then be excused.
 13. The selection panel, chaired by the Superintendent and consisting of senior staff and the trustee(s), will develop a recommendation for the Superintendent using a consensus model, after which the Superintendent will decide on which candidate will be offered the position and on what terms. That information will then be shared with the Board.
 14. From time to time, the Superintendent may either fill a short term vacancy or create and fill a short-term position (short-term being normally less than four months duration) without the full process as described as described above.



Administrative Staffing Plan

The Superintendent will, ~~each spring~~, present an Annual Administrative Staffing Plan to the Board of Education outlining the principal/vice-principal assignments for the upcoming school year.

References:

- [Board Policy 617: Selection and Assignment of Exempt Leadership Staff](#)
- [The School Regulation BC Reg 265/89](#)
- [The School Act](#)

Dates of Adoption/Amendments:

Adopted: 2020.05.26

Amended: **2024.06.25**

Qualicum School District

APPENDIX 1

PRINCIPAL & VICE-PRINCIPAL PLACEMENT PREFERENCE FORM FOR _____
(school year)

Name: _____

Position Title: _____

Present School: _____ # years: _____

Previous School and Position: _____ # years: _____

A. Request to Remain in Current Assignment:

_____ I am requesting that I remain in my present assignment for the following reason:

____ Y or N

B. Request for Reassignment:

_____ I am requesting consideration of reassignment as follows (include locations and reasons):

____ Y or N

C. Willingness to be Reassigned:

_____ While I have not requested reassignment, I would be willing to discuss options including:

____ Y or N

D. Retirement: If you are planning to retire in the near future it is helpful for us to know that, for our long range planning:

_____ I am considering retiring within the next year or two

_____ I am considering retiring within the next five years

Comments (optional): _____

Return to the Superintendent by mid February (in person if a meeting is requested).

Signature: _____ Date: _____



Qualicum School District PVP Workforce Planning Survey

(This survey will be provided electronically)

This survey is provided to exempt leadership staff to keep the senior leadership team (SLT) updated on your experiences and interests and help inform future assignment decisions.

All current Vice-Principals will have a workforce planning conversation scheduled with the Superintendent in either January or February. Principals can arrange a workforce planning meeting by request. Any PVP can request a conversation at any time.

Please write your name:

1. As of June 2025, I will have been in my current role for the following number of years.

2. Provide other leadership positions held and the number of months/years spent in those roles.

3. I would like the SLT to consider another placement for me in the next 6-12 months.

☐ Yes, a change would be encouraged if possible

☐ No, thank you, for now

4. I am or may be considering leaving the district soon

☐ Yes, I am reviewing the pension statement and doing the math

☐ Maybe. I sometimes look at outside opportunities if I think there might be a good fit for me

☐ No, I am settled here for the next few years at least.

5. Additional comments on any of the above.



ADMINISTRATIVE PROCEDURES to BOARD POLICY 703

STUDENT FEES AND SUBSIDIES

Page 1 of 2

Schools in which any student fees are to be levied must present their fee schedule to the Superintendent for approval by May 15 of each school year. Prior to June 30 each year, the Superintendent will present a schedule of fees for each school for Board approval.

Prior to the submission of the fee schedule to the Superintendent each school must present the proposed full fee schedule to the Parent Advisory Council of the school for consultation regarding the appropriateness and amount of the fees to be charged.

Each school must annually establish and communicate to parents/caregivers the procedures to facilitate participation by any student who would otherwise be excluded from, or experience hindered access to, a program, class or course. **All requests for funds to parents/caregivers must include a link to those procedures.**

In general, the Board permits schools to charge the following types of fees to students provided that the above conditions are met by schools:

- Schools may charge for, or request that parents/caregivers provide for students, personal supplies and equipment which school do not typically provide, such as: writing tools, notebooks, binders, gym wear, basic art supplies, basic calculator, student planners and other supplies for a student's personal use.
- The rental or purchase of musical instruments for a student's personal use. No student will be denied participation in the instrument music program because of inability to pay for the rental of an instrument. Such cases will be determined by the teacher in consultation with the Principal of the school.
- Schools may charge students a returnable deposit for the use by students of school or district equipment or learning resources which are expected to be returned by students after use.
- Fees may be charged for optional school special events, clubs, sporting and social activities which are not regulated by the *School Act* and which are not essential to the educational curriculum of the school. The Board expects schools to be sensitive to the issue of student/family financial hardship in making decisions to sponsor or organize extra-curricular activities.
- Fees may be charged for optional field trips which are not essential to the educational curriculum. If such field trips occur during the normal operating hours of the classroom, the Board requires that students who do not participate in the optional field trip will be provided with quality alternative educational experiences.
- Fees may be charged where students opt to use materials of superior quality - for example, in a shop class - provided that all students have the option of selecting materials of satisfactory quality without charge.
- Fees may be charged for specialty academies in accordance with Specialty Academy provisions of the *School Act*.



- Students in “trades programs” (as defined in the School Act) may be required to provide their own tools, equipment and materials, or the Board may charge fees for the purchase or rental of these items as per the *School Act*.
- **Requests for Indigenous targetted funding and First Nations Band funding should be limited to enhancement activities which are in addition to those experienced by the general student population.**

References:

- [The School Act Sections 82 and 168](#)
- Ministerial Orders [236/7](#) and [140/89](#)
- [Administrative Procedures to Board Policy 703: Student Fees and Subsidies](#)

Dates of Adoption/Amendments:

- Adopted: 2018.02.27
- Amended: **2022.05.24**



Context:

~~Schools are learning environments that are focused on producing educated citizens. As modelling is one of the most powerful tools in learning, positive treatment of personnel is central to any school district.~~

The Qualicum School District is focused on improving outcomes and producing educated citizens as per the Ministry of Education and Childcare's mandate and District Strategic Plan. The District takes pride in being a good employer and valuing our employees. As an effective organization, we rely on positive and appropriate personnel practices and interactions, and believe the modelling of these qualities is an important tool in a healthy and productive learning environment.

Policy Statement:

The Board of Education will seek to develop and maintain a positive, healthy and productive climate for all employees at all sites within the district.

Guiding Principles:

The Board believes that:

1. Members of MATA, CUPE, QDPVPA and exempt staff are valuable contributors to the achievement of our students and we encourage their input in decision making.
2. The physical, emotional, and intellectual health of all personnel must be maintained in balance with the health and welfare of our learners.
3. All personnel will be fairly and properly reimbursed for legitimate expenses related to their positions.
4. In order to support and improve performance and productivity, all personnel will be subject to a performance review process in keeping with contractual language and contracts of employment.
5. Positive recognition of personnel shall be on-going with specific acknowledgement by the Board of long-term service and retirement from the district.
6. Because employee input is valued, exit interviews should be offered to employees who are leaving the employ of the district.

Definitions:

- Long-term service is marked when an employee reaches 10/20/30 years of service in the district.
- Appropriate records checks are defined through police services. Criminal Records and Vulnerable Sector Checks are examples.

References:

- [Board Policy 302: Communities and Volunteers' Involvement in our School District](#)
- [Criminal Records Review Act](#)
- [Mount Arrowsmith Teachers' Association \(MATA\) Collective Agreement](#)
- [Canadian Union of Public Employees \(CUPE\) Local 3570 Collective Agreement](#)



QUALICUM SCHOOL DISTRICT

BOARD POLICY 600

PERSONNEL

Page 2 of 2

• ~~Qualicum School District Employee Handbook (Internal Document for Employees)~~

Dates of Adoption/Amendments:

Adopted: 2021.09.28

Amended: 2022.11.22: **2023.11.28**



Context

All personnel (including volunteers, contractors and others) must model highly ethical and thoughtful behaviour for our students. Public education relies on public trust and confidence. Understanding and responding to any perceived or actual conflicts of interest is part of this important standard and maintenance of public trust.

Policy Statement

The Board expects the highest standard of conduct from its employees and other personnel. Public education requires that all personnel understand the fundamental importance of developing and maintaining the public's trust and confidence in the District. Public trust and confidence is maintained when students, parents and public witness thoughtful and ethical behaviour in conflict of interest situations.

Guidelines

The Board believes:

1. All personnel must conduct themselves honestly, and with personal integrity.
2. Highly ethical and thoughtful behaviour are conditions of employment and employees must exhibit these behaviours within all daily activities.
3. Personnel will understand and identify both perceived and actual conflicts of interest.
4. Personnel will respond appropriately when witnessing or participating in a perceived or actual conflict of interest situation.

Definitions

Conflict of Interest – When an individual in a decision-making position is presented with a situation where they can personally benefit (directly or through a personal relationship) from the decision.

Perceived Conflict of Interest – When an individual in a decision-making position could be seen to be biased or personally benefiting from the decision.

References:

- [Administrative Procedures to Board Policy 601: Employee Conflict of Interest](#)

Dates of Adoption/Amendments:

Adopted: 1984.10.03

Amended: 1986.08.27: 1990.03.28: 1991.09.10: 2005.03.29: 2018.01.23: **2021.11.23**



Purpose

These Administrative Procedures were written in support of Policy 601: Employee Conflict of Interest.

Understanding Conflict of Interest

District employees have a duty of loyalty to the District as the employee's employer. This duty requires employees to provide services to the best of the employee's ability regardless of the employee's own personal perspectives of Board direction or policy.

The honesty and integrity of District employees must be above reproach and coupled with impartiality in the conduct of the employee's duties to ensure that the employee's actions are above public suspicion.

The actions and conduct of employees must be such as to instill within the public a sense of trust and confidence in the District.

Disclosure of confidential information may put employees in a position of conflict of interest, and great care must be taken when communicating with individuals both inside and outside of the District.

A conflict of interest may also occur when an employee's private affairs or financial interests are in conflict, or could result in a perception of conflict, with the employee's duties or responsibilities.

Expectations for Employees

Employees are to disqualify themselves as participants in personnel decisions when the employee's objectivity would be compromised for any reason, benefit or perceived benefit which could accrue to them.

Employees are expected to request a determination of the Superintendent before engaging in any activity which might reasonably give rise to questions about a possible conflict of interest.

Representative Examples of Conflict of Interest

Employees may engage in remunerative employment with another employer, carry on a business, receive remuneration from public funds for activities outside the employee's position, or engage in volunteer activities without there being a conflict of interest, provided it does not:

- Interfere with the performance of the employee's duties as an employee of the District.
- Bring the District into disrepute.
- Represent a conflict of interest or create the reasonable perception of a conflict of interest.
- Appear to be an official act or to represent District direction or policy.
- Involve the unauthorized use of work time or District premises, services, equipment or supplies to which they have access by virtue of the employee's employment with the District.
- Gain an advantage or appear to gain an advantage that is derived from the employee's employment with the District.



Duty to Report

Employees shall promptly report any fact or circumstances of which they become aware that might give rise to a real or perceived conflict of interest. Reports shall be made in writing to the employee's Principal or Supervisor.

A Principal or Supervisor who receives a written report of an alleged conflict of interest will seek guidance from the Superintendent or Secretary-Treasurer.

References:

- [Board Policy 601: Employee Conflict of Interest](#)

Dates of Adoption/Amendments:

Adopted: 2018.01.23

Amended: 2021.11.23: **2022.11.22**



EXEMPT STAFF SUPPLEMENTARY EMPLOYMENT BENEFITS

Page 1 of 1

Context

For employees moving from teaching into exempt positions (principals, vice-principals, district management staff) supplemental employment benefits (SEB) are lost. This means that even when responsibility is increased, benefits are decreased. This situation causes an unjust inequity, most notably in the area of maternity or parental leave top-up.

Policy Statement

All exempt staff will receive supplemental employment maternity/parental benefits (SEB) matching the language of the board/MATA collective agreement.

Guiding Principles

The Board believes that:

1. A respectful, fair and equitable climate must be created, nurtured and maintained in all working and learning spaces.
2. Benefits should not be subtracted when moving to a position of greater responsibility.

References:

- [Administrative Procedures to Board Policy 602: Exempt Staff Supplementary Employment Benefits](#)
- [MATA Collective Agreement Articles: G.21.2 Extended Maternity Leave/Parental Leave, G.21.7 Supplemental Employment Benefits on Short Term Parental Leave, and G.21.9 Eligibility for SEB Plans](#)

Dates of Adoption/Amendments:

Adopted: 2021.02.23

Amended:



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 602
EXEMPT STAFF SUPPLEMENTARY EMPLOYMENT BENEFITS

Purpose

These administrative procedures are designed to support Policy 602: *Exempt Staff Supplementary Employment Benefits*, and build from the Board of Education's support for employees in exempt positions receiving supplementary employment maternity/parental benefits matching the language of the Board/MATA collective agreement.

District Procedures

1. Senior staff will ensure that the Board is enrolled in a Supplementary Employment Benefit (SEB) Plan agreement with the Employment Insurance Commission in respect of maternity and parental payments.
2. All School District 69 exempt staff are eligible to access benefits under this policy, including any on EI-supported maternity or parental leaves at the time of adoption of this policy.
3. The school district will abide by the requirements of the Employment Standards Act in regard to any employee who applies for, is on, or is returning from maternity or parental leave.

Expectations of Exempt Staff

4. For an exempt staff member to qualify for SEB under this policy, they will be required to:
 - a. Apply for and receive a leave of absence for maternity or parental reasons;
 - b. apply for and receive EI benefits for at least the period of time contemplated by SEB; and,
 - c. apply to the school district for SEB under the terms of this policy and administrative procedures.
5. SEB provisions will apply to the exempt staff member in keeping with Articles G.21.2 (maternity), G.21.8 (parental) and G.21.10 (eligibility).
6. Any exempt staff member in receipt of SEB may only access maternity or parental SEB, not both.

References:

- [Board Policy 602: Exempt Staff Supplementary Employment Benefits](#)
- [MATA Collective Agreement Articles: G.21.2 Extended Maternity Leave/Parental Leave, G.21.7 Supplemental Employment Benefits on Short Term Parental Leave, and G.21.9 Eligibility for SEB Plans](#)

Dates of Adoption/Amendments:

Adopted: **2021.02.23**

Amended:



PURPOSE:

To set out the structure of meetings and rules for the conduct of meetings that will allow each Trustee to be heard and make informed decisions

I. RULES OF ORDER

1. Where these rules are silent and where not inconsistent with these Rules, *Robert's Rules of Order* shall apply to the conduct of meetings.
2. The Board may adopt a procedural Rule for one or more meetings by resolution of a simple majority of the Trustees present at the meeting. A Rule other than the requirement for notice of meetings may be suspended by unanimous consent of the Trustees present.
3. The Rules may be amended by Bylaw only, at a meeting of which notice of intention to propose the amendment has been given at the previous meeting.
4. The presiding officer's ruling on a point of order shall be based upon Rules of Order as stated in paragraph (1) above.
5. An appeal of a ruling of the presiding officer shall be decided without debate by a majority vote of Trustees present. When an appeal is successful it does not necessarily set a precedent.
6. All questions shall be decided by a vote on the motion.
7. These Rules shall be applicable to all regular, special and in-camera meetings of the Board.

II. MOTIONS

1. Motions shall be phrased in a clear concise manner so as to express an opinion or achieve a result. All motions shall be stated in the positive. The preamble does not form part of a resolution when passed.
2. The presiding officer may divide a motion containing more than one subject if the presiding officer feels this would produce a fairer or clearer result and the same shall be voted on in the form in which it is divided.
3. No motion, other than to postpone consideration of a question, or a procedural motion, shall be repeated during the calendar year except by the reconsideration process. (See Item 7 below.)
4. All motions must be seconded in order that they may be recognized by the Board Chair and allow debate to proceed.
5. All motions shall be subject to amendment except the following:
 - a. Motion that the question be now put.
 - b. Motion for adjournment of debate or adjournment of a meeting.
 - c. Motion to table unless such a motion contains a date for further consideration of the matter tabled.



- d. Motion to refer to Committee.
- e. Motion to proceed to next business.

6. **Amendment**

An amendment to a motion does not require notice. Only one amendment to an amendment shall be allowed and this shall be dealt with before the amendment is decided. Amendments must be strictly relevant to the main motion and not alter in a material way or be contrary to the principle embodied in the main motion.

7. **Reconsideration**

A question may be reconsidered only if notice of a request for reconsideration has been given at the previous meeting and if reconsideration is approved by a two-thirds majority of the votes cast.

III. **REGULAR BOARD MEETINGS**

- 1. There shall be one regular meeting of the Board of Education held on the fourth Tuesday in each calendar month at 6:00 p.m. during the regular school year.
- 2. Meetings may be done via video-conference as determined by the Board, and when done so, will be recorded and posted on the Internet for up to one year.
- 2. Due to the winter and spring break periods, the regular Board meetings in December and March will be held on the second Tuesday of those two months.
- 3. During the summer months of July and August one regular meeting of the Board of Education shall be held on the last Tuesday in August at 6:00 p.m. No regular meeting will be held in July.
- 4. A quorum for all regular meetings shall be a majority of trustees holding office at the time.
- 5. At the appointed time for commencement of a meeting the presiding officer shall ascertain that a quorum is present before proceeding to the business of the meeting. If a quorum has not been made within one-half hour after the appointed time, the meeting shall stand adjourned until the next regular meeting date or until another meeting shall have been called in accordance with these bylaws.
- 6. All regular meetings of the Board shall be open to the public.
- 7. Improper conduct at meetings shall be dealt with as set out in *the School Act*. Any person deemed by the presiding officer to be guilty of improper conduct shall be expelled. The Board Chair may call a recess at their discretion.
- 8. The Secretary Treasurer or another employee designated by the Board must be present at the time that a decision of the Board is rendered and must record any decision.



9. The order of business at all regular meetings unless varied by resolution shall be as follows:
 - 1) Call to Order and Introductions
 - 2) Acknowledgement of Traditional Territory
 - 3) Adoption of the agenda
 - 4) Approval of the Consent Agenda
 - 5) Delegations/Presentations (10 minutes each)
 - 6) Public Questions and Comments (*related to agenda items*)
 - 7) Business Arising from the Minutes.
 - 8) Mount Arrowsmith Teachers' Association
 - 9) Canadian Union of Public Employees, Local 3570
 - 10) District Parents Advisory Council
 - 11) Action Items
 - 12) Information Items
 - 13) Finance and Operations Committee of the Whole Report
 - 14) Education Committee of the Whole Report
 - 15) Policy Committee of the Whole Report
 - 16) Reports from Representatives to Outside Organizations
 - 17) Trustee Items
 - 18) New or Unfinished Business
 - 19) Board Correspondence and Media
 - 20) Public Question Period (*on any topic*)
 - 21) Adjournment
10. A change to the prescribed order of business may be proposed by any trustee and shall require the consent of a simple majority without debate.
11. The agenda shall be prepared by the Secretary Treasurer and the Superintendent of Schools under the direction of the Chair and shall be posted on the district website on the Friday prior to the regular Board meeting.
12. An addition to the agenda of any item not listed requires the consent of a simple majority without debate.
13. Minutes of all regular meetings shall be kept by the Secretary Treasurer in accordance with the *School Act*.
14. Minutes of all regular meetings shall be communicated electronically upon ratification by the Board.

IV. IN-CAMERA BOARD MEETINGS

1. The Board of Education may meet in-camera for the following purposes:
 - a. To discuss matters of collective negotiations between the Board and School district staff.
 - b. To discuss acquisition, lease, sale or exchange of real property prior to completion.



- c. To consider information regarding appointment, employment, dismissal and personnel matters.
 - d. Legal opinions and or claims respecting the liability or interest of the Board.
 - e. Matters pertaining to individual students including conduct, discipline, suspension or expulsion.
 - f. Medical examiners or examinations and medical reports.
 - g. Matters pertaining to the safety, security or protection of Board property.
 - h. Such other matters as the Board may decide.
2. Attendees at the Board in-camera meetings will include all trustees, the Superintendent of Schools, the Secretary Treasurer, the Associate Superintendent, and, by invitation, other senior management staff in relation to specific agenda items, including operations, human resources, labour relations and legal matters.
3. Minutes of an in-camera meeting shall be kept in the same manner as a regular meeting, shall be approved by the Board in an in-camera meeting and ratified by the Board in regular meeting. The minutes of an in-camera meeting shall not be filed with the minutes of regular meetings. A Section 72 Report, as per *the School Act*, shall be made available to the public following approval by the Board.
4. An agenda, similar in format to that of a regular meeting, shall be prepared by the Secretary Treasurer and the Superintendent of Schools under the direction of the Chair. The proposed agenda shall be available at the Board office by noon of the day preceding the meeting.
5. The order of business at all in-camera sessions, unless varied by motion, shall be as follows:
 1. Call to order
 2. Adoption of the Agenda
 3. Approval of the Minutes
 4. Business Arising from the Minutes
 5. Personnel Items
 6. Action Items
 7. Information Items
 8. New or Unfinished Business
 9. Trustee Items
 10. Adjournment
6. All newly elected school trustees shall be invited to attend any in-camera Board meetings between the time of their election and the Inaugural Board Meeting.

V. SPECIAL MEETINGS

A special meeting of the Board of Education may be called by the Chair of the Board or, upon written request of a majority of the trustees, may be called by the Secretary Treasurer. No business other than that for which the meeting was called shall be conducted at the meeting. For public meetings, time for public comments and/or questions



will be included. Public comments/questions must be directly related to the topics on the special meeting agenda.

1. All reasonable steps shall be taken to notify each trustee 24 hours in advance of a special meeting.
2. In the event of crisis or catastrophe within the school district, all reasonable steps shall be taken to notify each trustee immediately of a special meeting.
3. The agenda shall be set by the Board of Education. The agenda shall be prepared by the Secretary Treasurer and/or the Superintendent of Schools under the direction of the Chair.
4. Special meetings may be held via video conference at the discretion of the Board, and at the discretion of the Board, recordings may be posted for a period of one year. Special public meetings focused on the Board's annual budget held via videoconference will typically be recorded and posted for up to one year, as will public budget presentations.

VI. DELEGATIONS

1. Delegations wishing to appear before the Board shall provide a request in writing to the Secretary Treasurer by 9:00 a.m., the Monday one week prior to a Board meeting. The exception will be for statutory holidays that fall on the third Monday of the month that will require the request from the delegation to be received by 9:00 a.m. on the Friday before the statutory holiday Monday. The request shall include the brief to be presented.
2. The Secretary Treasurer will advise the Board Chair of the request. The Board Chair, at the Board Chair's discretion, will rule whether the delegation will be heard by the Board. The period of time normally allocated to the delegation shall be ten minutes. The Secretary Treasurer will advise the delegation of the Board Chair's decision.
3. At the earliest opportunity following the Board's decision the Secretary Treasurer will contact the spokesperson of the delegation to advise the delegation of the Board's decision and subsequently, confirm the Board's decision in writing to the delegation.

VII. CONSENT AGENDA

1. The full agenda, including the consent items should be disseminated prior to the Board meeting along with copies of reports and back up materials so that Board members can do their due diligence prior to voting.
2. As the first item of business the Board Chair should ask if anyone wishes to remove an item from the consent portion of the agenda.



3. The Board Chair then asks for a motion to accept the consent agenda.
4. Once the motion has been received, the Board Chair opens the floor for any questions or discussion on the items remaining on the consent agenda. The understanding, though, is that the Board members have come prepared and, other than a quick point or question, they are comfortable voting for the items or they would have asked to have them removed.
5. If any items were removed from the consent agenda the Board Chair will determine where on the agenda those items will be discussed. Quickly reviewing the remaining items, the Board Chair will ask for any objections to the adoption of those remaining items. If none are offered all items on the consent agenda are considered to be passed.

What Belongs on the Consent Agenda?

Typical consent agenda items are routine procedural matters and decisions that are likely to be noncontroversial, including:

- Approval of minutes
- Reports for information only e.g. Enrolment Report
- Routine matters such as appointments to Committees
- Matters which do not appear to warrant a discussion
- Information from the Ministry of Education and Child Care or provincial organizations
- Status of Action Items

VIII. PUBLIC QUESTION PERIOD

1. The Board of Education encourages the participation of members of the public at each Regular Board Meeting.
2. Persons wishing to question the Board during the public question period should identify themselves.
 - a. Questions at a Regular Board Meeting may deal with any topic related to the Board's conduct of the schools.
 - b. Questions at Special Board Meetings must be related to the call of the meeting.
3. Questions asked by the public will, when possible, be answered immediately by the Board Chair or referred to staff members present for reply. Questions requiring investigation shall be referred to the Board Chair or administrative staff for consideration and later response.
4. A question period for the press will be provided after the meeting adjourns.

IX. BOARD STANDING COMMITTEES

1. The Board will operate within three Board Standing Committees, all of which will be Committees of the Whole:



MEETINGS OF THE BOARD
(Page 7 of 10)

- i. Education Committee of the Whole
 - ii. Finance and Operations Committee of the Whole
 - iii. Policy Committee of the Whole
2. The Board Chair will, on an annual basis, appoint the Chairperson of each of the Board's standing Committees.
3. Any matters considered by a Committee of the Board which have financial implications are to be referred to Finance and Operations Committee of the Whole for comment before the originating Committee brings the matter to the Board.
4. Board Standing Committee meetings will typically meet via videoconference, but will typically not be recorded or posted, with exceptions determined by the Board. **The dates and times for these meetings and whether or not the meetings will be recorded and posted will be determined by the Board annually, with these decisions made public prior to September 30th of each school year. Committee Chairs may bring forward change requests to the Board when exigent circumstances arise.**

Committee Chairs will be expected to provide committee meeting summaries at the subsequent regular meeting of the Board.

5. Education Committee of the Whole:

Mandate: To discuss and make recommendations to the Board on aspects of teaching, learning and educational equity. We will strive to have all students receive whatever they need to develop to their full academic and social potential and to thrive every day.

Membership: The Committee will consist of all five trustees, the Associate Superintendent, the Director of Instruction, the Superintendent of Schools, and as topics require, the Secretary Treasurer. The Associate Superintendent will serve as the lead for senior staff. By invitation, one representative from each of school-based administration, the Mount Arrowsmith Teachers Association (MATA), CUPE 3570 and the District Parent Advisory Council (DPAC) would serve on the Committee in an advisory capacity.

Operation: The trustee Chair of the Committee will host the meeting in a structured but informal manner. Presentations will be scheduled and introduced by the Associate Superintendent, and will be of a duration that makes sense for that topic at that time, as determined by the Chair and Associate Superintendent. On matters of deliberation for the Committee to refer to the Board, the Chair would invite administration and partner representatives to comment, and would seek the advice of senior staff present. The Chair would then lead trustee deliberation on whether or not, and if so how, the matter would be referred to the Board by way of a motion for a subsequent Board meeting. The decision as to what would be referred to the Board would be by consensus among trustees, with the Chair being the final arbiter of the decision.

6. Finance and Operations Committee of the Whole:



Mandate: To discuss and make recommendations to the Board on financial, facilities, maintenance, technology and transportation matters with a view to environmental sustainability.

Membership: The Committee will consist of all five trustees, the Secretary Treasurer, the Superintendent, the Director of Operations, and as topics require, the Associate Superintendent. The Secretary Treasurer will serve as the lead for senior staff. By invitation, one representative from each of school-based administration, the Mount Arrowsmith Teachers Association (MATA), CUPE 3570 and the District Parent Advisory Council (DPAC) would serve on the Committee in an advisory capacity.

Operation: The trustee Chair of the Committee will host the meeting in a structured but informal manner. Materials will be provided ahead of time by the Secretary Treasurer, with support from the Director of Operations for matters related to facilities, maintenance, technology and transportation. On matters of deliberation for the Committee to refer to the Board, the Chair would invite administration and partner representatives to comment, and would seek the advice of senior staff present. The Chair will then lead trustee deliberation on whether or not, and if so how, the matter would be referred to the Board by way of a motion for a subsequent Board meeting. The decision as to what would be referred to the Board would be by consensus between the trustees, with the Chair being the final arbiter of the decision. From time to time the Finance and Operations Committee would have to operate in camera.

This Committee will also serve as the Audit Committee of the Board. In that capacity the Committee will:

- a. Review the audited financial statements and once satisfied recommend approval by the Board of the submission to the Minister of Education and Child Care and publication of the audited statements;
- b. Review the Statement of Financial Information, specifically the compensation and expenses for employees;
- c. Oversee the internal control structure with a focus on safeguarding district assets;
- d. Review audit results with the external auditors and follow up on the implementation of the auditor's letter of recommendations;
- e. Review the nature and extent of other services provided by the auditor in relation to auditor independence;
- f. Monitor the development of and changes to accounting principles and practices and financial reporting standards, and their impact on the school district's financial reporting;
- g. Oversee engagement of external auditors including the terms of the audit engagement and appropriateness of proposed fees;
- h. Meet as necessary with the external auditors at an in camera meeting, without staff members present;
- i. Meet annually with the external auditor to review the financial statements;
- j. Have a separate agenda and terms of reference which reflect best practice for audit Committees.

7. Policy Committee of the Whole:



Mandate: To discuss and make recommendations to the Board on all matters related to Bylaws, Policy, and Administrative Procedures.

Membership: The Committee will consist of all five trustees, the Superintendent, the Secretary Treasurer and the Associate Superintendent. The Superintendent will serve as the lead for senior staff. By invitation, one representative from each of school-based administration, the Mount Arrowsmith Teachers Association (MATA), CUPE 3570 and the District Parent Advisory Council (DPAC) would serve on the Committee in an advisory capacity. The Committee would be supported by the Executive Assistant, Board Governance and Operations.

Operation: The trustee Chair of the Committee will host the meeting in a structured but informal manner. Materials will be provided ahead of time by the Superintendent. On matters of deliberation for the Committee to refer to the Board, the Chair would invite administration and partner representatives to comment, and would seek the advice of senior staff present. The Chair would then lead trustee deliberation on whether or not, and if so how, the matter would be referred to the Board by way of a motion for a subsequent Board meeting. The decision as to what would be referred to the Board would be by consensus between the trustees, with the Chair being the final arbiter of the decision. How matters get to the Committee and are then processed by the Board will be in accordance with Board Policy 7: *Bylaw and Policy Development and Review*.

8. Committee Meeting Times:
The time and dates for meetings for the ensuing year will be determined by the Board Chair in consultation with the Board and executive leadership team.

X. CHIEF EXECUTIVE OFFICER

The Superintendent of Schools shall be the Chief Executive Officer of the Board and is responsible and accountable to the Board for the effective and efficient operation of the school district.

The Superintendent of Schools will be responsible for ensuring the following:

- a. Leadership and direction is provided at all levels of the school system.
- b. The Board is assisted in its short and long-term planning, and in working to achieve the Board-approved goals.
- c. The district has an efficient and effective organizational structure and management system.
- d. Processes are in place for the supervision and evaluation of the district's schools, programs and services.
- e. Decisions and policies of the Board are implemented.
- f. Resources are allocated based on Board-approved budget levels.
- g. Communications within the district and through public and community relations are effective.
- h. A synergy is built within the district that challenges all employees to contribute to the success of the school system.

XI. EXECUTIVE COMMITTEES AND COMMUNICATIONS WITH THE BOARD



- a. The Executive Committee, composed of the Superintendent of Schools, the Secretary Treasurer, and the Associate Superintendent, shall be Chaired by the Superintendent of Schools.
- b. The Executive Committee shall administer the district and provide leadership in accordance with the Board's directives and policies.
- c. The Superintendent of Schools shall be the chief spokesperson for the Executive Committee and is responsible and accountable for the coordination and functioning of the Executive Committee.
- d. The Superintendent of Schools shall ensure that information, reports, and proposed resolutions shall be brought to the Board table by the appropriate member of the Executive Committee, either directly, or in support of one of the standing Committees as it reports to the Board.
- e. Members of the Executive Committee may consult with individual trustees, or groups of trustees, or Committees of the Board, as necessary, to carry out their individual responsibilities. Individual trustees, or groups of trustees, or Committees of the Board may consult, as necessary, with one or more members of the executive Committee.
- f. The Superintendent of Schools shall ensure that executive decisions and recommendations are reached, wherever possible, through discussion and collaboration. However, in cases where a consensus cannot be reached, the Superintendent of Schools shall, unless the issue is properly a matter to be decided by the Board, resolve the issue at hand. In this event the Superintendent of Schools will report each such resolution to the Board at the next opportunity.

XII. TITLE

This bylaw may be cited as "School District No.69 (Qualicum) Meetings of the Board Bylaw No.3".

Read a first time the 24th day of October 2023.

Read a second time the 28th day of November 2023.

Read a third and final time, passed and adopted this 27th day of February 2024.

SECRETARY TREASURER

BOARD CHAIR

Dates of Adoption/Amendment:

Adopted: 2014.06.24

Amended: 2014.09.23: 2019.04.23: 2019.11.26: **2024.02.27**



COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT

Page 1 of 2

Context

Research regarding learning indicates that on-going focused feedback and learner reflection results in stronger learner outcomes. Research confirms the importance of family support for younger all learners.

Policy Statement

The Board of Education, through their educators, will have effective communication between home and school with a particular emphasis on effective communication of student learning in keeping with the Administrative Procedures of this policy the K-12 Student Reporting Policy, the Qualicum School District Communicating Student Learning Plan and the Qualicum School District Communicating Student Learning Handbook. Placement of any student by grade, course or program will be based on the assessment of what is best for the student considering their intellectual, social, physical and emotional needs, and will normally be with their same age cohort. *Note: student placement is covered in Board Policy 704 Student Catchment. . .*

Guiding Principles

The Board of Education believes that:

1. Parents should be meaningfully involved as partners in a conversation about their child's progress and the best ways to support their child's personal growth and learning.
2. Teachers should be supported in their ongoing professional learning in the key areas of assessment and communicating student learning.
3. Students and parents should be provided with information that is meaningful to them and helps to improve student learning while sustaining personal growth.
4. Information shared with parents should be descriptive and strength based, and should include suggestions about ways to support further learning.
5. Students should be encouraged to work toward their goals, build student ownership, and have a central role in the communication process.
6. Students should be able to use this information to make necessary revisions to their work and set new learning goals

References

- [K-12 Student Reporting Policy \(July 2023\)](#)
- [K-12 Student Reporting Policy: Communicating Student Learning Guidelines \(PDF\)](#)
- [K-12 Student Reporting Information for Educators and School Leaders](#)
- [Core Competencies](#)
- [Qualicum School District Communicating Student Learning Plan](#)
- [Qualicum School District Communicating Student Learning Handbook](#)
- [Ministerial Order, 184/23, the Learning Update Order](#)
- [Ministerial Order 192/94, the Provincial Letter Grades Order](#)
- [Ministerial Order 191/94, the Student Progress Report Order](#)
- [Ministerial Order 082/09, the Permanent Student Record Order](#)



COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT

Page 2 of 2

- [Ministerial Order 295/95, the Required Areas of Learning in an Educational Program Order](#)
- [Administrative Procedure to Board Policy 500: Communicating Student Learning and Student Placement](#)

Dates of Adoption/Amendments:

Adopted: 1984.07.04

Amended: 1987.11.25: 1988.09.28: 1994.04.26: 2017.01.24: 2017.06.27: **2022.06.28**

DRAFT



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 500 –
COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT

Rescind No Longer needed

Student Placement

The principal of each school shall establish appropriate placement practices consistent with provincial and district guidelines and requirements, which will include working with the school-based team.

Key Terms

Assessment is the process of collecting information on student progress and achievement using a variety of tasks designed to monitor and improve student learning.

Formative Assessments are ongoing for the purpose of showing growth over time, determining student needs, planning next steps in instruction, and providing students with descriptive feedback.

Summative Assessments take place at the end of a period of learning for the purpose of determining the extent to which learning has occurred.

Evaluation is the act of analyzing assessment information for the purpose of providing feedback about student learning based on a broad-range of activities and tasks.

Reporting student progress occurs at predetermined points in the school year. Communicating about student learning in this way is a more formal snapshot of student progress toward identified learning outcomes and both curricular and core competencies.

Our District will continue to focus on developing effective tools and strategies for communicating student learning. These efforts will be undertaken to ensure that both our formal and informal means of communicating student learning support the principles and structures of the redesigned curriculum and are congruent with the new interim reporting order. Opportunities for student, parent and staff consultation will be accorded throughout the year.

Communicating Student Learning

1. Communicating student learning will be done in a way that ensures that parents are well informed, etc. (see list in current policy)
2. Information provide to parents will be descriptive, etc. (see list in current policy)
3. Communicating student learning will occur in a variety of ways including:
 - a. Parent conferences
 - b. Student-led and three-way conferences
 - c. Electronic or paper-based portfolios
 - d. Reporting/communication applications
 - e. Written interim reports
 - f. Web-based resources
 - g. Phone calls, emails or texts
 - h. Samples and demonstrations of student work, videos or written summaries
 - i. Formal “points of progress” reports



**ADMINISTRATIVE PROCEDURES TO BOARD POLICY 500 –
COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT**

- j. Formal report cards

Methods of Communicating Student Learning

1. The District will continue to support use of technology-based tools to assist teachers in carrying-out this work:
 - Professional learning opportunities will occur throughout the year to assist interested teachers with implementation and to support their work with technology-based tools throughout the year.
2. Communicating student learning that is focused on formative assessment provides students and families with: clear learning intentions, criteria for success, descriptive feedback that moves learning forward, thoughtful questioning, self and peer assessment.
3. There will be two opportunities for conferencing, the first in October/November and the second in March/April.
4. Conferencing is a form of communicating student learning and schools will develop their own schedule and format for how they are going to provide this opportunity for students and their parents to be in conversation regarding individual student learning. Schools will communicate with parents regarding the timing and structure of these opportunities for focused conversation.
5. It is important to note that parents will not be limited to the scheduled conferencing opportunities. We encourage parents to initiate communication with the teacher or make an appointment at other times to discuss their child's progress with the teacher.

Reporting/Informing

1. We will take the following approaches to reporting at the elementary and secondary levels:

Elementary

1. In addition to the ongoing communication of a child's progress, parents can also expect to receive two progress reports which will summarize previous communication regarding the child's achievement in the required areas of learning and include comments about their child's progress in relation to the curriculum competencies, identifying strengths and ways to support their child's learning.
2. The first progress report will summarize the child's achievement in the required areas of learning from September to January. The second progress report will summarize communication regarding the child's progress as a learner from February through June.
3. Curriculum planning and assessment are focused on the curricular competencies provided in Provincial Curriculum documents. The progress reports will provide information about a child's progress in meeting these outcomes.
4. If a student leaves the school prior to the point where a formal report of the child's learning has been produced, one will be generated by the teacher and placed in that student's file.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 500 –
COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT

5. The tool we will be using to generate these elementary progress reports will continue to be SSDAS.
6. For the sake of consistency, the information drawn from MyEdBC to support generation of **Permanent Student Records** (as required by the *School Act*) will be changed to reflect this use of **Performance Standards** Language to communicate student learning.

Secondary

1. In addition to the ongoing communication of a child's progress, parents can also expect to receive two progress reports which will include a summary of achievement and comments about their child's progress in relation to the curriculum competencies, identifying strengths and ways to support their child's learning.
2. If a student leaves the school prior to the point where a formal report of the child's learning has been produced, one will be generated by the teacher and placed in that student's file.
3. The tool we will be using to generate Secondary report cards will be MyEdBC.
4. Our District will continue its practice of using **Performance Standards** language on report cards for K-9 students. Letter grades will not be provided unless specifically requested by parents of children in grades 4-9.
5. K-9 students will be supported to self-reflect on their progress in the area of *Core Competencies*. This student reflection will comprise part of the final formal report at semester or year end.
6. Grade 8-9 teachers have the option of working either with **Performance Standards** language or letter grades for reporting student learning for the 2016-17 school year.
7. Grades 10-12 teachers will be following similar processes to past years for formal reporting while we develop options for bringing summative reporting more in line with the guiding principles of the redesigned secondary curriculum currently scheduled for implementation during the 2018-19 school year.

References

- [Student Reporting Policy \(2016\)](#)
- [Ministerial Order 192/94, the Provincial Letter Grades Order](#)
- [Ministerial Order 191/94, the Student Progress Report Order](#)
- [Ministerial Order 082/09, the Permanent Student Record Order](#)
- [Ministerial Order 295/95, the Required Areas of Learning in an Educational Program Order](#)
- [Board Policy 500: Communicating Student Learning and Student Placement](#)

Dates of Adoption/Amendments:

Adopted: 1984.07.04

Amended: 1987.11.25: 1988.09.28: 1994.04.26: 2017.01.24: 2017.06.27: **2022.06.28**



Context:

The Qualicum School District Strategic Plan includes student centred learning support for quality teaching and learning, and social emotional supports as primary areas of focus. **Field experiences should be provided in support of the BC Curriculum and the Qualicum School District Strategic Plan.** Field experiences support all of three of these priority areas. Additionally, provision of field experiences supports the BC education system's core competencies of thinking and communicating by providing hands-on opportunities for learning.

Policy Statement

The Board of Education supports and encourages schools to plan field experiences for groups of students in order to provide supplemental opportunities which enhance curricular learning and core competencies, and which expand on athletic, cultural, musical, linguistic, or other educational endeavours.

Guiding Principles

1. Educational value as described in the policy statement is paramount in the planning of field experiences. That educational value must be balanced with considerations of safety and climate impact, meaning that field experiences should be held as close to Qualicum School District as possible without compromising the quality of the experience.
2. The Board further believes that in planning for any learning experience including field experiences, consideration must be given to the following:
 - a. Student safety and security for all participants including students, staff, volunteers and the District;
 - b. Curricular relevance and the appropriateness of the activity to the students' educational program;
 - c. Ensuring that the experiences are effective, affordable and accessible to all students **as per Board Policy 703: Student Fees and Subsidies**; and,
 - d. Ensuring that field experiences are reviewed for risk and that supervising staff have the requisite skills and experience necessary to provide safe and appropriate field trip experiences.
 - e. Ensuring that students be educated regarding the environmental impact and that participating students give evidence of activities intended to offset environmental impact.
3. The Board retains the right to review and give approval for experiences that are out of province, but delegates that authority to the Superintendent.
4. The Superintendent will ensure the Board is informed of any emerging safety concerns.

References:

- BC's Curriculum – [Core Competencies](#)
- [Administrative Procedure to Board Policy 502: Field Experiences \(Trips\)](#)
- [Board Policy 703: Student Fees and Subsidies and its attendant Administrative Procedures](#)
- Vancouver School Board [Field Studies Resource Book: Guidelines and Policy for Elementary and Secondary Schools](#)

Dates of Adoption/Amendments:

Adopted: 79.07.21

Amended: 81.01.21: 84.05.16: 89.02.22: 92.08.25: 01.04.03: 02.03.26: 03.05.27: 17.03.28:
2020.05.26: **2023.04.25**



Purpose

The Board of Education of Qualicum School District considers the purpose of field experiences is to enable students to participate in quality off-site learning activities that are:

1. an integral part of the educational process.
2. closely connected to curriculum and prescribed learning outcomes, including curricular and core competencies, and/or supportive of cultural, linguistic, athletic or musical experiences; and,
3. relevant, effective, affordable and accessible.

The Board views field experience to be an outgrowth of a school program that involves a clearly defined class or group and that attends to:

1. the safety and security of all participants;
2. risk assessment and mitigation; and,
3. the protection of students, staff, volunteers and the school district from liability or harm.

Requirements

1. Field experience applications shall demonstrate clear connections to curricular or core competencies and/or be supportive of cultural, linguistic, athletic or musical experiences.
2. Given those connections, field experiences should be held as close to the district as is reasonable without compromising the quality of the experience.
3. Planning for field experiences shall take into consideration the climate impact of the activity and any related transportation, and efforts **must** ~~shall~~ be undertaken to minimize or offset those impacts.
4. Eligibility criteria to participate in field experiences must be established by the educator in charge of the field experience.
5. No eligible student may be denied access to participate in a day field experience held during instructional hours due to financial hardship. A Principal, or Board designate, may exclude a student from the activity if the student does not meet the eligibility criteria.
6. The Board will provide field experiences free of charge to school-age students resident in the district and enrolled in an educational program at one of its schools where attendance is mandatory and/ or assessment will take place.



7. The Board may charge fees for the expenses such as transportation, accommodation, meals, entrance fees and equipment rentals for optional supplementary field experiences. Efforts to minimize costs to students/parents should be evident in all field experience planning.
8. All details of fundraising activities and requirements for the proposed field experience must be communicated clearly to students and parents and agreed upon at the outset of the planning process.
9. All details of proposed field experiences must be clearly communicated to students and parents.
10. Field experiences should not seriously interfere with the education of neither students who remain at school nor the students who are participating on the field experience.
11. School sponsored field experiences are considered to be school program activities and as such are subject to both the regulations of the school and to all Qualicum School District Board policies and administrative procedures, including in relation to expectations of student behaviour and deportment. Adults who attend as sponsors or chaperones are expected to abide by those same standards.
12. When other agencies (e.g., Rotary, Government of Canada) contact schools regarding opportunities for students to participate in activities sponsored by their organizations, parents should be made aware that such activities are not school field experiences.
13. For any activity which is somehow connected to the school but is not endorsed by the school or the Board as a field experience within the context of this policy and its administrative procedure, is not to be supported by the school in any way for planning or communication purposes.

Parent/Guardian Responsibilities

Parents/Guardians are responsible to determine whether their child may participate in a student field experience. In order to provide informed consent, comprehensive student field experience information that clearly describes the educational benefits and safety risks must be communicated to parents and guardians.

Student Responsibilities

Students participating in a field experience are responsible to comply with the school rules, Student Code of Conduct, Board policies, fulfill the preparatory requirements and cooperate with all supervisors.



Educator-in-Charge Responsibilities

The Educator-in-Charge is responsible to:

- a. Ensure the field experience is appropriately planned, authorized and organized
- b. Ensure parents have been provided with comprehensive student information that clearly describes the educational benefits and safety risks of the field experience
- c. Exercise supervision on a full-time basis
- d. Ensure detailed contact and trip information is left with the school Principal or designate
- e. Take whatever precautions are necessary to ensure the proper conduct, appropriate behaviour and safety of students

Field Experience Supervisor Responsibilities

Supervisors (teachers, volunteers, contracted instructors) are responsible to:

- a. To provide supervision of students 24 hours per day.
- b. To serve as role models to students and as ambassadors of the school district .
- c. To conduct themselves accordingly, and within the expectations of the Board .
- d. Alcohol or illicit drugs are not to be consumed while on, or before, supervising students as supervisors must be capable of reasoned judgment in case of an unexpected emergency at all times during the field experience. This expectation includes international locations where the cultural norms may vary. Any over the counter or prescription medications which are necessary for a supervisor must be taken judiciously and with knowledge of the lead sponsor.

Field Experience (Trip) Categories

The Board expects all Board employees responsible for planning and authorizing field experiences to be knowledgeable of the category definitions for field experiences.

Category 1 - Same Day Field Experiences

These may last up to a full day. Destinations and activities are determined by learning outcomes; examples of such field experiences are visits to museums, law courts, art galleries, nature parks, etc.

For the purposes of this policy, local neighbourhood excursions that are based on a specific class activity/learning outcome, such as a grade 3 class going to the local park to collect leaves for an art project, or a grade 11 Physical Education class jogging in the local neighbourhood, are not considered field experiences. However, teachers must always ensure that the school Principal is aware of such neighbourhood learning activities when they are occurring and that parent consent has been granted.

Category 2 - Overnight or Outside of the Central Vancouver Island Area Field Experiences



1. Overnight Field Experiences may last for one or more days and take place within the province of British Columbia. Such excursions require an additional level of approval by the Superintendent or designate.
2. Outside of Central Vancouver Island Field Experiences require Superintendent or designate approval because of the travel required. Field experiences that extend beyond Central Vancouver Island, even if lasting only for the day, are classified as Category 2.

Category 3 - Higher Risk Outdoor Field Experiences

These are outdoor education based field experiences that may last up to a full day, or may last for two days or more, and entail a level of risk that is higher than activities in which students are normally engaged in at school.

These would typically be:

1. Outdoor Programs where an outdoor setting is important and it becomes the classroom. Examples might include Outdoor Education and Physical Education Activities. Examples could include the Rivers, Mountains and Oceans School (ROAMS) and the Vancouver Island Student Ski Patrol Program (VISSPP).
2. Outdoor Pursuits refers to activities related to self-propelled travel on land, water and snow or ice. Examples may include hiking, kayaking and surfing. The definition of outdoor pursuit includes higher risk activities, such as skiing, and extended wilderness travel. Outdoor pursuits are typically of a higher care nature and as such these environments require some more specialized awareness, planning, instruction and leadership. Outdoor pursuit does not include local ice area activities, such as skating, hockey or curling.

Category 4 - Out of Province (Canada, Continental United States, and Off-Continent)

These field experiences involve travel outside of British Columbia, but within Canada or the continental United States, and last typically for 5-14 days. These include cultural and linguistic exchanges, where students travel outside B.C. to be immersed in the language and culture of another area. Off-continent travel is to foreign countries for the purpose of broadening students' understanding of other cultures and of helping them to see their relationship in the world as a Canadians. Extended Off-Continent Field Experiences include excursions during Spring Break. It is understood that Category 4 Field Trips will only be approved pending confirmation that the destination is safe for travel according to the Government of Canada, up to and throughout the scheduled travel.

All participants should be aware that the Board of Education is interested in the learning that has resulted from these trips and that representatives will be invited to present to the Board of Education following their return.

Applying for Category 4 Field Trips

Except in the case of earned experiences (athletics and music for example) where only final approval is required, usually on short notice, Category 4 Field Trips require approval in principle a minimum of eight months prior to travel, and final approval a minimum of four months prior to



travel. It is the responsibility of the sponsoring educator along with the school principal for ensuring that applications for approval in principle and final approval are submitted on time.

Excursions During the Non-Instructional Year (school closure in June to school opening in September)

Excursions planned for the non-instructional period of the year (typically the months of July and August) will be supported as school-sponsored field experiences provided all requisite field experience policies, guidelines, and approval processes have been followed.

Teachers, or other Board employees, who participate in a supervisory role during non-instructional year excursions do so as volunteers, without salary compensation or the expectation of time in lieu.

Liability insurance coverage under the School Protection Plan does extend to any Board employee or volunteer acting in a supervisory capacity during the non-instructional year provided the excursion is a school-sponsored field experience and all requisite field experience policies have been followed.

Inappropriate Field Experiences

Field experiences may be deemed to be inappropriate by either the school administrator, or the Board designate.

Inappropriate field experiences are characterized as those that may involve:

- a. Activities that have inordinate risk for serious injury;
- b. Absence of necessary supervision ratios, equipment, instruction and supervisors/instructors experience and training;
- c. Age or developmentally inappropriate for activities for students, individually or as a group;
- d. Inordinate expense or excessive absence from school;
- e. Travel to areas where Foreign Affairs Canada has published a travel advisory; and,
- f. Non-compliance with the policies and procedures of the Board.

References:

- BC's Curriculum – [Core Competencies](#)
- [Administrative Procedure to Board Policy 502: Field Experiences \(Trips\)](#)
- Vancouver School Board [Field Studies Resource Book: Guidelines and Policy for Elementary and Secondary Schools](#)

Dates of Adoption/Amendments:

Adopted: 17.03.28

Amended: 2020.05.26: **2023.04.25**



COPYRIGHT AND INTELLECTUAL PROPERTY

Page 1 of 1

Context

The Board of Education recognizes that the ~~Copyright Act~~ is designed to protect the **legal rights, through copyright laws,** of authors and producers of creative works **to the ownership of their intellectual property,** and requires its employees to respect these rights and the copyright provisions in district schools.

Policy Statement

The Board of Education will ensure that all staff are supported in abiding by all copyright **laws,** provisions, and protocols.

Guiding Principles

The Board of Education believes that:

1. Creators of copyright materials have the rights of ownership that come with copyright laws ~~related to the nature of the publication~~ **and is committed to fulfilling its ethical and legal obligations with respect to the use of copyright protected works used in the school district.**
2. Students have a right to access a wide range of educational resources within copyright rules.
3. ~~Anyone who willfully and knowingly contravenes the rules of copyright including as found in the Copyright Act should be responsible for consequences that might flow from such a breach.~~ *Note: Not sure if this is necessary or if we actually do/can. R.T.*
4. ~~Employees are to be guided in their practice by the provisions of Copyright Matters and the Fair Dealings Decision Tool as described in the Administrative Procedures.~~ *Note: too specific for policy, these may change and are covered in AP - R.T.*
5. ~~Laws pertaining to intellectual property should apply to any materials or resources created by employees contracted for or assigned to the creation of those materials or resources~~ All works produced by employees in fulfilling their role and responsibilities during the course of their employment are considered to be the intellectual property of the school district unless otherwise expressly agreed in writing prior to the creation of the material.

References

- [Administrative Procedures to Board Policy 504: Copyright and Intellectual Property](#)
- [The Copyright Act](#)
- [Copyright Matters](#)
- [Fair Dealings Decision Tool \(developed by the Copyright Consortium of the Council of Ministers of Education, Canada \(CMEC\)\)](#)
- [Copyright Matters: Some Key Questions and Answers for Teachers](#)
- [Government of Canada: Copyright](#)

Dates of Adoption/Amendments:

Adopted: June 22, 2021

Amended:



Purpose

These Administrative Procedures are written in support of Policy 504: *Copyright and Intellectual Property*.

~~For the purposes of copyright law, schools are a public place. Copyright law includes, but is not limited to books, audio and video tapes, computer software, sheet music, photocopies, facsimile machine copies, handwritten or typed copies, translations, adaptations and performances.~~

Procedures

1. The Board designates a ~~District Resource Centre staff member~~ **the Director of Instruction** to act as the Copyright Officer for the district. Responsibilities shall include, but not be restricted to:
 - 1.1 distribution to all staff of current information regarding copyright guidelines and licensing arrangements (~~e.g. CANCOPY, SOCAN~~).
 - 1.2 securing copyright permissions and site licenses, and maintaining necessary records regarding use of copyrighted materials in the district.
 - 1.3 ~~development of procedures to ensure that expiration dates are honoured.~~
2. The teacher-librarian in each school **and the district resource center librarian** shall act as liaison to the Copyright Officer.
3. The principal or site supervisor shall review with all staff (M.A.T.A. and C.U.P.E.) the school district's Copyright Procedures and the contents of the copyright guidelines.
4. The copyright guidelines shall be kept at all work sites and employees shall refer to the guidelines whenever questions arise concerning copyright.
5. When there are opportunities for copyright violations by students, the Board requires teachers to instruct students about the *Copyright Act*, to make students aware of the ethical and practical problems caused by copyright infringement, and to attempt to supervise students in a manner that a copyright violation does not occur.
6. Persons seeking to copy or have copied items shall ensure that the proper copyright permission(s) have been granted through either a license agreement or written permission of the copyright owner.
7. The Board will not protect individual employees who break, or request another to break, the copyright law.
8. Employees will be guided in their decision making regarding copyright materials by **[Copyright Matters!: Some Key Questions and Answers for Teachers \(5th Edition 2022\)](#)**, ~~a publication of the Council of Education Ministers of Canada, the Canadian School Boards Association and the Canadian Teachers Federation (2016) as found at:~~



https://cmec.ca/Publications/Lists/Publications/Attachments/291/Copyright_Matters.pdf and by using the *Fair Dealing Guidelines* and *Fair Dealings Decision Tool*.

9. ~~Employees will be supported in their decision making in regard to use of copyright materials by the *Fair Dealings Decision Tool* as found at:~~
~~<http://www.fairdealingdecisiontool.ca/DecisionTool/>~~
10. Any materials or resources of monetary value that are created by employees specifically assigned to, or contracted for, the development of said materials or resources will remain the intellectual property of the Board.

References

- Board Policy 504: Copyright and Intellectual Property
- [The Copyright Act](#)
- [Copyright Matters](#)
- [Fair Dealings Decision Tool \(developed by the Copyright Consortium of the Council of Ministers of Education, Canada \(CMEC\)\)](#)
- [Copyright Matters: Some Key Questions and Answers for Teachers](#)
- [Government of Canada: Copyright](#)

Dates of Adoption/Amendments

- Adopted: 1990.06.13
- Amended: 1991.11.12: 2001.10.23: 2017.01.24: 2021.06.22: **2022.10.25**



PROGRAMS OF CHOICE AND SPECIALTY ACADEMIES

Page 1 of 2

Context

The B.C. Ministry of Education Curriculum highlights “A curriculum that enables and supports increasingly personalized learning, through quality teaching and learning, flexibility and choice, and high standards.” Student choice and direction are necessary to support the curricular direction.

Policy Statement

The board supports personalized learning through the provision of Programs of Choice for students at all levels.

Guiding Principles

1. Students will be introduced to different subjects and disciplines on a course by course basis by attending discoveries, exploratories, or taking locally developed and Board Approved **core and elective** courses throughout their educational journey.
2. To maintain high standards of teaching and learning, all programs of choice will be subject to the following criteria:
 - a. Be cost neutral to the School District over time;
 - b. Be compliant with all Ministry and School District requirements, including those regarding funding claims, course credit reporting, scheduling, safety considerations, collective agreements, and accepted accounting practices;
 - c. Focus on building meaningful credentials for the BC Graduation Program;
 - d. Specify the enhancements that are being provided beyond regular programming;
 - e. Be fully equitable in regard to program enrollment and opportunity, without ability restrictions acting as a barrier to participation; and,
 - f. Be subject to periodic reviews to determine if the Program is meeting student needs and adhering to the requirements listed above.
3. Specialty Academies can be used to offer a Program of Choice that relies on user fees to provide its enhanced experiences. They are subject to additional requirements listed in Ministry regulation 219/08, in the Administrative Procedures for this policy, and Board Policy 703 (Fees and Subsidies).
4. Fundraising is permitted as a means to offset program fees.

Definitions:

Programs of Choice -- Courses of study beyond the regular classroom that provide opportunities for students to engage more deeply in areas of interest by extending the Ministry Curriculum. These programs are created by staff selected by students and/or their families as a means for a specialized learning experience.



PROGRAMS OF CHOICE AND SPECIALTY ACADEMIES

Specialty Academy – A Program of Choice that meets the criteria established in Ministry regulation 219/08, and provides an enhanced experience for students requiring a student fee payment to be cost neutral to the School District.

References:

- [Administrative Procedures to Board Policy 507: Programs of Choice and Specialty Academies](#)
- [Board Policy 703: Student Fees and Subsidies](#)
- [Building Student Success B.C's Curriculum](#)
- [Ministry Regulation 219/08: Specialty Academy Criteria](#)

Dates of Adoption/Amendments:

Adopted: **2022.05.24**

Amended:



PURPOSE

1. The purpose of this administrative procedure is to set the requirements for programs and choice and specialty academies in ~~School District No. 69~~ **the Qualicum School District.**
2. This administrative procedure must be read in conjunction with the Policy 507: *Programs of Choice and Specialty Academies.*

APPLICATION PROCESS

Staff interested in providing a specialty academy at their school may, with their principal's approval, apply in writing to the Superintendent of Schools through the District Director of Instruction, before seeking approval from the Board of Education.

Applications must substantively address the following:

- Provide a rationale on the program's educational merits and/or avenue to support the District Strategic Plan that clarify the need for additional costs;
- Specify the enhanced experiences that will require user fees;
- Include a clear budget and proposed user fees;
- Have opportunities for bursaries or fee waivers in place so that cost is not a barrier to participation, as per [Board Policy 703](#); and,
- Show clear alignment to Ministry Regulation 219/08.

Minimum Enrolment

While specialty academies may be approved without a roster, operating the program in a given year will typically rely on adequate subscription. Exceptions can be made on a one-year basis with approval from the Superintendent of Schools or designate.

Reference:

- [Administrative Procedures to Board Policy 507: Programs of Choice and Specialty Academies](#)
- [Board Policy 703 and Administrative Procedures: Student Fees and Subsidies](#)
- Building Student Success B.C's Curriculum
<https://curriculum.gov.bc.ca/curriculum/overview>
- Ministry Regulation 219/08
https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/d/bcreg_21908.pdf

Dates of Adoption and Amendments:

Adopted: **2022.05.24**

Amended:



Context:

The Board of Education is responsible for creating and maintaining a respectful, healthy and productive working environment. A high standard of conduct is therefore expected, encouraged and maintained. The Board expects everyone involved in the school district to follow the highest standards of conduct in all aspects of their roles and believes that these standards are essential in providing the best environment, not only for working but for learning. This policy is intended to cover school district employees, contractors, parents, school trustees, volunteers, third parties doing business, and members of the general public who interface with the school district. Students are not covered by this policy as those expectations are covered in the Board's Safe, Caring and Inclusive Schools Policy and by school codes of conduct.

Policy Statement:

The Board is committed to creating and maintaining a learning and working environment where all adults are treated and treat each other in a courteous and respectful manner.

The Board commits to the ideals of:

- a. A consistent understanding regarding proper and appropriate behavior in dealing with others, including speaking and acting without offending others;
- b. Interactions between people being fair, professional and respectful;
- c. Appropriate conduct being demonstrated with respect to school district property;
- d. Concerns being resolved in a timely and effective manner; and,
- e. Concerns being addressed in their appropriate place, whether within the provisions of a collective agreement, in Board policy or in other regulatory or restorative processes.

Guiding Principles:

The Board believes that:

1. A respectful, fair and equitable climate must be created, nurtured and actively maintained in all working and learning spaces.
2. All members of the learning/working community must be able to easily voice and resolve complaints.
3. All people engaged in school district activities are expected to conduct themselves in a manner which is courteous, respectful of and responsive to the needs of others and which also treats school district property appropriately.
4. All people can expect to be free from objectionable or abusive behavior and comments.
5. All people involved in the learning and working environment are responsible and accountable for their actions.
6. The following are examples of behaviours that will not be tolerated by the board:
 - a. Bullying and harassment including gender based sexual harassment
 - b. Discrimination as outlined in the B.C. Human Rights code.
 - c. Any form of unfair or inequitable treatment based on gender, social class, sexual orientation, gender identity, country of origin, spiritual or religious beliefs.
7. All people are responsible for ensuring that their actions and communication with others (including electronic communication) adhere to the spirit and intent of this policy. **It is not appropriate for employees to publicly criticize colleagues, supervisors, or the Board of Education, nor to illicit support for those criticisms from students, parents /caregivers, or any other members of the community.**



8. People in positions of authority are also entitled to a safe working and learning environment free from objectionable and abusive behavior.
9. People in positions of authority are held to a higher standard of performance and are expected to exercise their authority in a fair and consistent manner. As well, people in positions of authority have difficult tasks to perform including assigning work, setting performance expectations, providing feedback and taking corrective or disciplinary action when necessary. These activities can create tension, but the legitimate exercise of this authority is expected.

References:

- [WorkSafeBC – Toward a Respectful Workplace: A Handbook on Preventing and Addressing Workplace Bullying and Harassment](#)
- [Board Bylaw 1: Board of Education](#)
- [Policy 604: Workplace Bullying and Harassment](#)
- [Policy 710: Resolution of Student and Parent Complaints](#)
- [Professional Standards for BC Educators](#)

Dates of Adoption/Amendments:

Adopted: **2021.01.26**

Amended:



**Qualicum School District
Education Committee of the Whole Report
Tuesday, February 18, 2025
Via Video Conferencing
2:30 a.m.**

Facilitator: Trustee Elaine Young

Mandate:

To discuss and make recommendations to the Board on aspects of teaching, learning and educational equity. We will strive to have all students receive whatever they need to develop to their full academic and social potential and to thrive every day.

1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES

2. PRESENTATION

a. Local School and False Bay School Calendars

Associate Superintendent Wilson presented the calendar survey data, which included parent/caregivers, staff and community. These were considered during the process of developing the proposed three-year calendars (Local and False Bay Alternate, the latter of which would include 8 alternate Fridays). Both calendars also required a review by the Curriculum Implementation Advisory Committee (CIAC). It was noted that three-year calendars may be re-assessed and change with notice.

The calendars were recommended for approval by the Board at the February Board Meeting, after which they will be shared with schools and posted to the District website. The calendar survey results will be also be shared at the February Board Meeting.

b. Parksville Alternate Secondary School (PASS)

Rowan, Ashton and Keith, students at PASS, shared their experiences of attending the school with the committee. Each student had attended one of the other secondary schools and are now attending PASS to complete graduation. All have plans for post-secondary.

They then shared their top reasons for their success as follows:

- Human feeling place/nice energy/relationships
- Integration and flexible learning environment including life skills and outdoor activities promoting healthy living.
- Welcoming and supportive, able to start with one course and work at one's own pace.

A comment was made that the district could implement many of the practices from the PASS program at the other schools.

c. Career Education

Greg Muirhead, District Lead, provided information regarding the District's Dual Credit Programs, which include Trades and Non-Trades Programs and Academic Courses. The District's overall enrolment in dual credit and off-site courses is relatively high and the success rate above 98%. There has been a significant increase in interest over the last few years and access to seats at the post-secondary level is now preventing further growth in some areas.

A *Health and Human Services Course* was piloted at Ballenas in 2024/2025. There were 9 students who took part in the pilot and earned multiple certifications which have led some of them to being accepted into study programs and work placements in the Health and Human Services field. Three of the students will be completing their Responsible Adult course with the intention of being hired on by the Qualicum School District upon completion. Work placements have resulted in longer term engagement for 4 of the 9 students.

Johanna, a participant in the pilot, reported that the program had given her the grounding in Health and had helped her to choose her career path.

It was shared that the Qualicum School District has recently received a \$50k grant from the Ministry of Education and Child Care to enhance its Work Experience Program. This will provide release time for a teacher to champion this program and generate/ reinforce partnerships with local employers and district students. It is hoped to have enough enrollment to run the program again.

The presentation, which provided more details, will be posted with this month's Education Committee Report.

3. EDUCATION UPDATES – SCHOOL AND/OR PROGRAMS

Director of Instruction Terpstra provided a report on provincial and district-wide assessments, including data obtained from the Foundation Skills Assessments (FSA). He noted that FSA data shows the district has been trending upwards and student performance is showing a marked improvement. It was acknowledged that analyzing and using multiple data points has led to improvement in outcomes for students.

The information will also be shared at the February Board Meeting and the presentation, which provided more details, will be posted with this month's Education Committee Report.

4. INFORMATION

a. Pete the Cat “First Steps to School” Fair– April 17th

More information can be found on the [Oceanside Building Learning Together \(OBLT\)](#) website.

b. Grade 7 Health & Wellness Conference – Thursday, May 8

Associate Superintendent Wilson shared information about past events and early planning for this year.

5. ITEM(S) TO RECOMMEND FOR APPROVAL TO THE BOARD MEETING

a. Local School and False Bay School Calendars

Recommendation to accept the 3-year Local Calendar as presented.

Recommendation to accept the 3-year False Bay Alternate Calendar as presented.

6. UPCOMING TOPICS

- Reporting out of preparations for *Pete the Cat* and *Grade 7 Health and Wellness Conference*
- Updates from Indigenous Education and International Student Program Departments
- Invitation to all Schools: Presentations are welcome, especially student presentations.
- CEAP Presentation is planned – date TBC

7. NEXT MEETING DATE: Tuesday, April 15, 2025 at 2:30 p.m. via Teams



QUALICUM SCHOOL DISTRICT

Yath éisum / Always growing / Grandissons ensemble

February 1, 2025

Report on Provincial and District Wide Assessments

This year, with the available support of the Teaching and Learning Team teachers, district wide assessments were carried out by all schools and most classes as follows and according to the [Assessment and Communicating Student Learning Guide](#) "Calendar of Assessments" (pp. 4,5):

- Kindergarten Snapshot
- Grade 3 and 5 District Wide Writes
- Grade 6 and 8 Island Numeracy Assessment 5+ and 7+ or the Coast Mountain (Carole Fullerton)
- Grade 8/9 Literacy Assessment: Comprehend and Connect

These assessments are interspersed between the Provincial FSA at grades 4 and 7 and Graduation Assessments at grades 10 and 12.

Results, in most classes, are entered into EdPlan Insight so teachers can see their class through a heat map where they can cross-reference proficiency in the areas of literacy and numeracy along with core subjects. It also provides a glance at growth over time when the Spring Assessments are done. This data will also be available to the next year teacher at the beginning of the year in EdPlan Insight.

Grade	Reporting Period(s)						Assessment(s)		
	Tri 1					Tri 2	DN	FSA7	
	LI	FR	NU	SC	PE	PE	Init-NSA	7-LIT	7-NUM
06	DEV	DEV	DEV	DEV	PRF	PRF	1		
06	PRF	PRF	PRF	PRF	PRF	PRF	7		
06	PRF	PRF	EXT	EXT	PRF	PRF	8		
06	DEV	DEV	DEV	DEV	PRF	PRF	7		
06	PRF	PRF	PRF	PRF	PRF	PRF	7		
06	PRF	EXT	PRF	PRF	PRF	PRF	2		
06	PRF	PRF	PRF	PRF	PRF	PRF	6		
06	PRF	PRF	PRF	PRF	PRF	PRF	10		
07	DEV	PRF	PRF	PRF	EXT	EXT		19	28
07	DEV	PRF	DEV	DEV	PRF	EXT		22	13
07	PRF	PRF	EXT	EXT	PRF	PRF		29	33
07	EMG	PRF	PRF	DEV	PRF	EXT			
07	DEV	DEV	DEV	DEV	PRF	PRF		17	16
07	DEV	DEV	DEV	DEV	PRF	PRF		14	13
07	PRF	PRF	PRF	PRF	EXT	PRF		25	23



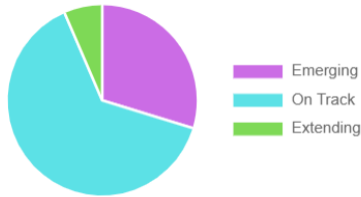
QUALICUM SCHOOL DISTRICT

Yath éisum / Always growing / Grandissons ensemble

FSA

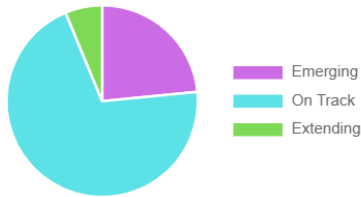
Overall, the district has been trending up and the we have seen the drop-off between grade seven and four results shrinking. This year literacy saw a small drop while numeracy saw a small increase over last year. This is the raw score data and may differ after analysis when published in the Spring.

Grade 4 2024/25
Literacy



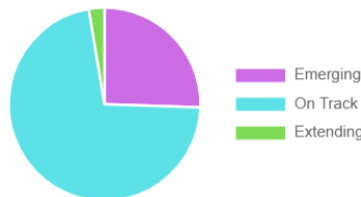
	Participation Rate – Writers Only	
	#	%
Emerging	96	29.72
On Track	206	63.78
Extending	21	6.50

Grade 4 2024/25
Numeracy



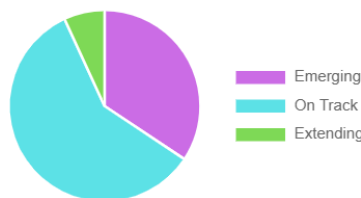
	Participation Rate – Writers Only	
	#	%
Emerging	75	23.44
On Track	225	70.31
Extending	20	6.25

Grade 7 2024/25
Literacy



	Participation Rate – Writers Only	
	#	%
Emerging	87	25.51
On Track	245	71.85
Extending	9	2.64

Grade 7 2024/25
Numeracy



	Participation Rate – Writers Only	
	#	%
Emerging	115	34.33
On Track	197	58.81
Extending	23	6.87



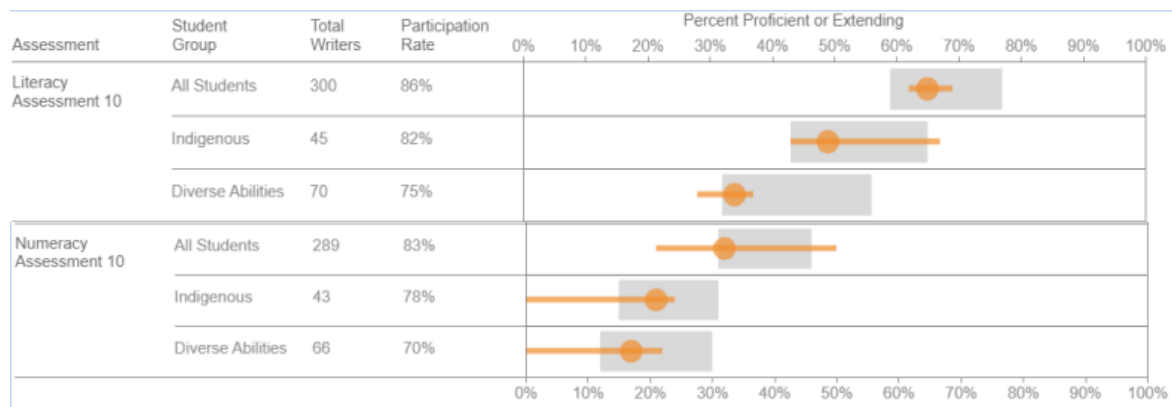
QUALICUM SCHOOL DISTRICT

Yath éisum / Always growing / Grandissons ensemble

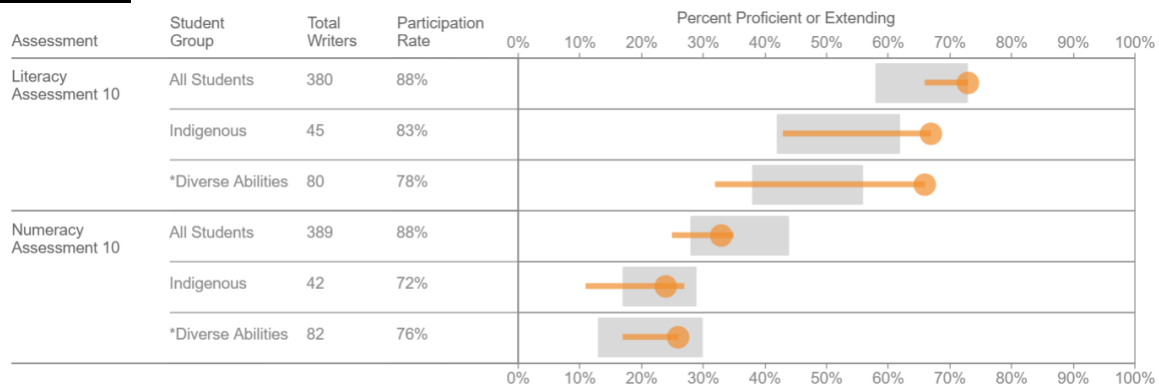
Graduation Assessments

We have not seen strong results in literacy or numeracy, nor has the province; however, last year we saw a significant increase in both literacy and numeracy ten. Initial reports from the secondary schools this year saw an increase in student engagement as most spent one to two hours on the assessment.

2022-2023



2023-2024





QUALICUM SCHOOL DISTRICT

Yath éisum / Always growing / Grandissons ensemble



QUALICUM DISTRICT

FSA and Ministry Assessments

FSA GRADE 4

- Literacy Strengths
 - Comprehension of story
- Literacy Stretches
 - Connections, elaborations, personal connections, supporting with evidence, conventions

FSA GRADE 7

- Literacy Strengths
 - Personal connections, empathy for characters, comprehension
- Literacy Stretches
 - Supporting with evidence, voice, interpret rather than retell



FSA GRADE 4

- Numeracy Strengths
 - Repeated addition, money, showing their work
- Numeracy Stretches
 - Reading the question, order of operations, stamina, three step questions

FSA GRADE 7

- Numeracy Strengths
 - Graphing, money sense, computations, creative thinking
- Numeracy Stretches
 - Number reversals, identifying multiples, labeling graphs, explaining reasoning

MINISTRY REPORTING SITE

<https://studentsuccess.gov.bc.ca/reporting>

MINISTRY GR. 10 & 12

- Results have not been reported but it was observed that all students spent at least an hour on the assessments.
- Most students wrote in January

MARKING TEAM

- A variety of teachers that had experience teaching from K to twelve.
- Groups were split into marking literacy or marking numeracy (this was different than previous years that has teachers marking either gr. 4 or gr. 7)

Information compiled from district marking team feedback



QUALICUM SCHOOL DISTRICT


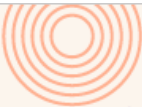
Yath éisum / Always growing / Grandissons ensemble

Teachers, representing schools across the district, were brought together for a half day to provide feedback on the assessments and process, discuss trends and decide on actions and learning. Below is a summary of the feedback, actions, and learning.

Summary of District Assessments

K-Snapshot:

Students in every K and K/1 class in the district were observed in literacy, numeracy, fine/gross motor skills and executive functioning. Students who are identified will get a second look on their progress. Teachers appreciate being able to observe their students navigate a variety of stations.



QUALICUM DISTRICT


KINDERGARTEN SNAPSHOT

SEPT 2024

STATS

Number of K students observed 248
Percentage identified as "second look" student
 •SEL/EF/Oral Language* 71 (29%)
 •Literacy 54 students (22%)
 •Fine motor skills 45 (18%)
 •SLP 32 students (13%) *referred
 •Physical Literacy 28 (11%)
 •Numeracy 25 (10%)



STRENGTHS

- Numeracy 1:1 correspondence/patterns
- Curious
- Willing to try new things

STRETCHES

- Cooperative or interactive play (most was parallel)
- Expressive language
- Fine Motor/familiarity with tools

RESPONSE

- Play-Doh created by PASS students for Kindergarten classes.
- Additional Literacy Bins being created
- Additional Loose Parts Bins being created
- Expanded DRC rotations to include puppets, felt boards etc...
- More robust WTK bags to support oral language and interactive play thanks to a Decoda grant

RESOURCES

- [POPEY](#)
- [Learning in the Primary Years](#)
- [ELF document](#)
- [EASEY](#)

WONDERS

- Teachers are noticing a difference between children that have attended daycare and those that have attended pre-school.
- Certain cohorts of students from some daycares appear to have a more difficult time transitioning to school.
- Some of the more vulnerable students did not participate in the pre-K program. Was this a function of not being able to get there? Not being aware?
- Are we creating equity by having events outside of instructional hours as opposed to during typical work hours.


Information compiled by Denise Spencer-Dahl



QUALICUM SCHOOL DISTRICT

Yath éisum / Always growing / Grandissons ensemble

District Wide Writes at grades 3 and 5:



QUALICUM DISTRICT


Grade 3 & 5 - Personal Narrative LITERACY TRENDS

STRENGTHS GRADE 3

- Better sense of voice from years prior
- Understood purpose of topic
- All had something to write
- Prompt using video successful as a hook

STRENGTHS GRADE 5

- Memorable moment they all had something to write about (not for kindness)
- Personal Connections
- Writing in English for Immersion students was not a barrier



STRETCHES GRADE 3

- Simple vocab
- Details lacking
- Personal Connections
- Conventions that impacted clarity
- Past tense in French problematic if writing in French.

STRETCHES GRADE 5

- List like. Few conjunctions
- Focus/staying on topic
- Details/supporting sentences
- Conventions hampered clarity
- Availability of universal supports

RESOURCES

- Interactive Writing (M.Halpern)
- Getting Started with beginning Writers (Ray/Cleveland)
- Vocabulary Development Across the Day K-3 (Wright/Ray)
- Shifting the Balance (Burkins/Yates)
- Next Steps in Literacy Instructions (Smart/Glaser)
- www.popey.ca

WONDERS

- Should we change the title of the assessment to literacy assessment as it is not assessing the ability to encode?
- Can we develop a list of personal narratives to choose from?
- Access to supports: Are Universal Supports really universal if not available?

SITES PARTICIPATING

- AES, EES, NBES, OES, BES, SES (12 teachers)

Information compiled from the District Grade 3 & 5 Literacy assessment conversations held in Dec. 2024 by Denise Spencer-Dahl




QUALICUM SCHOOL DISTRICT


Yath éisum / Always growing / Grandissons ensemble

Numeracy Assessments at grades 6 and 8:

This year we are shifting from the Island Numeracy Assessments to the Coast Mountain Assessments (Carole Fullerton) which are available on the portal for K – 9.




QUALICUM DISTRICT



Grade 6/8 - ILN & Fullerton

NUMERACY TRENDS

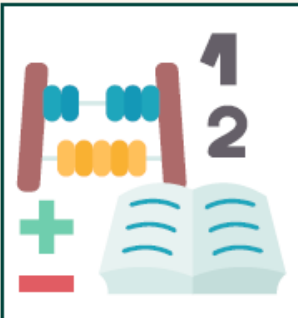


CAROL FULLERTON

- Teachers were unsure how to use assessments and wanted more direction

ISLAND NUMERACY NET

- Teachers more familiar with this assessment
- Numeracy assessment is text heavy. Teachers need to be prepared to read questions
- Most teachers chose to use this one.



WONDERS

- Staff Meeting Time: share what is working well in terms of Assessment and Classroom Routines/Practices
- Numeracy Curriculum -talk about progressions
- Time to discuss Proficiency

RESOURCES

SCHOOL DISTRICT PORTAL - WEEKLY NUMERACY QUESTIONS -CAROL FULLERTON

-HELPFUL LINKS TO RESOURCES (LINKS BELOW HAVE BEEN ADDED)

KIM SUTTON'S NUMBER LINE (CLASSROOM AND INDIVIDUAL STUDENT ONES)

FRACTION TALKS

ESTI-MYSTERY'S STEVE WYBOURNEY ENRICH

JO BOALER'S YOU CUBED

SOLVE ME MOBILE

NAT BANTING

VISUAL PATTERNS

NLPS LEARNS

LEARNING

- Carol Fullerton Learning Rounds during instructional time (Gr. 6/8)
- Carol Fullerton Dinner meetings

SITES PARTICIPATING

- Elementary (Gr. 6) BES, EES, NBES, OES, QBES, SES (Five teachers)
- Secondary (Gr. 8) BBS, KSS (Two teachers)

Information compiled from the District Grade 6 & 8 assessment from conversations held in Dec. 2024 Facilitated by Ruth Stefanek

Spring assessments will be available on the Portal under the [“Qualicum Learns”](#) > [“Learning Resources”](#) > [“Assessment”](#) tab so we can see the learning growth over time.

JANUARY							FEBRUARY						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4							1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	
MARCH							APRIL						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28	29	30			
30	31												
MAY							JUNE						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30					
JULY							AUGUST						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30
							31						
SEPTEMBER							OCTOBER						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30					26	27	28	29	30	31	
NOVEMBER							DECEMBER						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
						1		1	2	3	4	5	6
2	3	4	5	6	7	8	7	8	9	10	11	12	13
9	10	11	12	13	14	15	14	15	16	17	18	19	20
16	17	18	19	20	21	22	21	22	23	24	25	26	27
23	24	25	26	27	28	29	28	29	30	31			
30													

September

1 Labour Day

2 First Day of School K-8- 3 hours Early Dismissal

3 First Day of School 9-12

29 District Day - no students

30 Day of Truth and Reconciliation

October

13 Thanksgiving

24 Provincial Pro D Day - no students

November

10 Conferencing Adjustment Day - no students

11 Remembrance Day

24 MATA District Pro D Day - no students

December

22- 2 Winter Break



2026

IMPORTANT DATES

JANUARY

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January

5 School Opens after Winter Break
26 Secondary School Semester Change - no secondary student

February

13 MATA School Based Pro D - no students
16 Family Day

March

16-27 Spring Break

April

3 Good Friday
6 Easter Monday

May

14 MATA District Pro D - no students
15 Conferencing Adjustment Day - no students
18 Victoria Day

June

25 Last Day of School - 3 hours Early Dismissal
26 Administration Day - no students



JANUARY

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September

7 Labour Day

8 First Day of School K-8 (3 hours Early Dismissal)

9 First Day of School 9-12

30 Day of Truth and Reconciliation

October

9 MATA District Day - no students

12 Thanksgiving

23 Provincial Pro D - no students

November

6 Conferencing Adjusting Day - no students

11 Remembrance Day

27 District Day - no students

December

21- 1 Winter Break



2027

IMPORTANT DATES

JANUARY

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JULY

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January

1 New Year's Day

4 School Opens after Winter Break

25 Secondary School Semester Change - no secondary students

February

12 MATA Pro D -no students

15 Family Day

March

15-25 Spring Break

26 Good Friday

29 Easter Monday

April

26 MATA Pro D - no students

May

21 Conferencing Adjustment Day - no students

24 Victoria Day

June

29 Last Day of School - 3 hours Early Dismissal

30 Administration Day - no students



JANUARY							FEBRUARY						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
					1	2		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28						
31													
MARCH							APRIL						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6					1	2	3
7	8	9	10	11	12	13	4	5	6	7	8	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	18	19	20	21	22	23	24
28	29	30	31				25	26	27	28	29	30	
MAY							JUNE						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28	29	30			
30	31												
JULY							AUGUST						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30	31				
SEPTEMBER							OCTOBER						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4						1	2
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30			24	25	26	27	28	29	30
							31						
NOVEMBER							DECEMBER						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30					26	27	28	29	30	31	

September

6 Labour Day

7 First Day of School K-8- 3 hours Early Dismissal

8 First Day of School 9-12

30 Day of Truth and Reconciliation

October

1 District Day - no students

11 Thanksgiving

22 Provincial Pro D - no students

November

1 MATA Pro D Day - no students

11 Remembrance Day

12 Conferencing Adjustment Day - no students

December

20- 31 Winter Break



2028

IMPORTANT DATES

JANUARY

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

MARCH

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January

4 School Opens after Winter Break

31 Secondary Semester Change - no secondary students

February

18 MATA Pro D - no students

21 Family Day

March

20-31 Spring Break

April

14 Good Friday

17 Easter Monday

May

18 MATA Pro D Day - no students

19 Conferencing Adjustment Day - no students

22 Victoria Day

June

29 Last Day of School - 3 hours Early Dismissal

30 Administration Day - no students



JANUARY							FEBRUARY						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4							1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	
MARCH							APRIL						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28	29	30			
30	31												
MAY							JUNE						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30					
JULY							AUGUST						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30
							31						
SEPTEMBER							OCTOBER						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30					26	27	28	29	30	31	
NOVEMBER							DECEMBER						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
						1		1	2	3	4	5	6
2	3	4	5	6	7	8	7	8	9	10	11	12	13
9	10	11	12	13	14	15	14	15	16	17	18	19	20
16	17	18	19	20	21	22	21	22	23	24	25	26	27
23	24	25	26	27	28	29	28	29	30	31			
30													

September

1 Labour Day

2 First Day of School K-8- 3 hours Early Dismissal

3 First Day of School 9-12

19 Alternate Friday

29 District Day

30 Day of Truth and Reconciliation

October

13 Thanksgiving

17 Alternate Friday

24 Provincial Pro D

November

10 Conferencing Adjustment Day

11 Remembrance Day

21 Alternate Friday

24 MATA District Pro D Day

December

19 Alternate Friday

22- 2 Winter Break



2026

IMPORTANT DATES

JANUARY

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January

5 School Opens after Winter Break

16 Alternate Friday

26 Secondary School Semester Change - no secondary student

February

13 MATA School Based Pro D

16 Family Day

20 Alternate Friday

March

16-27 Spring Break

April

3 Good Friday

6 Easter Monday

17 Alternate Friday

May

14 MATA District Pro D

15 Conferencing Adjustment Day

18 Victoria Day

June

19 Alternate Friday

25 Last Day of School - 3 hours Early Dismissal

26 Administration Day



JANUARY							FEBRUARY						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31							
MARCH							APRIL						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30	31					26	27	28	29	30		
MAY							JUNE						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
					1	2		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28	29	30				
31													
JULY							AUGUST						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4							1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	29
							30	31					
SEPTEMBER							OCTOBER						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5					1	2	3
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30				25	26	27	28	29	30	31
NOVEMBER							DECEMBER						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7			1	2	3	4	5
8	9	10	11	12	13	14	6	7	8	9	10	11	12
15	16	17	18	19	20	21	13	14	15	16	17	18	19
22	23	24	25	26	27	28	20	21	22	23	24	25	26
29	30						27	28	29	30	31		

September

7 Labour Day

8 First Day of School K-8 (3 hours Early Dismissal)

9 First Day of School 9-12

18 Alternate Friday

30 Day of Truth and Reconciliation

October

9 MATA District Day

12 Thanksgiving

16 Alternate Friday

23 Provincial Pro D

November

6 Conferencing Adjustment Day

11 Remembrance Day

20 Alternate Friday

27 District Day

December

18 Alternate Friday

21- 1 Winter Break



2027

IMPORTANT DATES

JANUARY

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JULY

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January

4 School Opens after Winter Break

15 Alternate Friday

25 Secondary School Semester Change - no secondary students

February

12 MATA Pro D

15 Family Day

19 Alternate Friday

March

15-25 Spring Break

26 Good Friday

29 Easter Monday

April

16 Alternate Friday

26 MATA Pro D

May

21 Conferencing Adjustment Day

24 Victoria Day

June

18 Alternate Friday

29 Last Day of School - 3 hours Early Dismissal

30 Administration Day



JANUARY							FEBRUARY						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
					1	2		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28						
31													
MARCH							APRIL						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6					1	2	3
7	8	9	10	11	12	13	4	5	6	7	8	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	18	19	20	21	22	23	24
28	29	30	31				25	26	27	28	29	30	
MAY							JUNE						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28	29	30			
30	31												
JULY							AUGUST						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30	31				
SEPTEMBER							OCTOBER						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4						1	2
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30			24	25	26	27	28	29	30
							31						
NOVEMBER							DECEMBER						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30					26	27	28	29	30	31	

September

6 Labour Day

7 First Day of School K-8- 3 hours Early Dismissal

8 First Day of School 9-12

17 Alternate Friday

30 Day of Truth and Reconciliation

October

1 District Day

11 Thanksgiving

15 Alternate Friday

22 Provincial Pro D

November

1 MATA Pro D Day

11 Remembrance Day

12 Conferencing Adjustment Day

19 Alternate Friday

December

17 Alternate Friday

20- 31 Winter Break



2028

IMPORTANT DATES

JANUARY

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

MARCH

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January

4 School Opens after Winter Break

21 Alternate Friday

31 Secondary Semester Change - no secondary students

February

18 MATA Pro D

21 Family Day

March

17 Alternate Friday

20-31 Spring Break

April

14 Good Friday

17 Easter Monday

21 Alternate Friday

May

18 MATA Pro D Day

19 Conferencing Adjustment Day

22 Victoria Day

June

16 Alternate Friday

29 Last Day of School - 3 hours Early Dismissal

30 Administration Day

