



QUALICUM SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA
TUESDAY, FEBRUARY 24, 2026
6:00 PM
VIA VIDEO CONFERENCING

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Meeting ID: 255 499 524 539 9

Passcode: Z2bw9T6b

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 27, 2026 p 1-11
 - b. Ratification of In Camera Board Meeting Minutes: January 27, 2026 p 12
 - c. Receipt of Ministry News
 - [BC Budget](#)
 - Letter of Support from Minister Beare p 13-14
 - d. Receipt of Reports from Trustee Representatives
 - Early Years/OBLT Coalition – *Trustee Young* p 15
Recommendation:
THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of February 24, 2026, as presented (or amended).
5. **DELEGATIONS/PRESENTATIONS (10 MINUTES EACH)**
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**

- a. **2026 Trustee Elections** (Ron Amos)

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) appoint Ron Amos, Secretary Treasurer, as Chief Election Officer for the District, and Dennis J.A. Brown, as a Deputy Chief Election Officer, for the October 2026 Trustee elections.

12. INFORMATION ITEMS

- a. **Superintendent's Report** (Peter Jory)
b. **Educational Programs Update** (Gillian Wilson/Rudy Terpstra)

- 13. EDUCATION COMMITTEE OF THE WHOLE REPORT** (Trustee Young) **p 16-17**

- 14. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT** (Trustee Kellogg) p 18-20

- 15. POLICY COMMITTEE OF THE WHOLE REPORT** (Trustee Flynn) p 21-26

- a. **Policy 500: Communicating Student Learning** p 27-29

Recommendation:

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

- b. **Policy 501: Acceptable Use of Technology** p 30-32

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 501: *Acceptable Use of Technology*.

- c. **Policy 502: Field Experiences** p 33-35

Recommendation:

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

- d. **Policy 503: Animals in Schools** p 36-38

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 502: *Animals in Schools*.

- e. **Policy 504: Copyright and Intellectual Property** p 39-40

Recommendation:

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*.

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- f. **Policy 505: Fundraising in Schools** p 41-43
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 505: *Fundraising in Schools*.
- g. **Policy 506: Conduct of Coaches** p 44-46
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 506: *Conduct of Coaches*.
- h. **Policy 507: Programs of Choice and Specialty Academies** p 47-49
Recommendation:
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*.
- i. **Policy 508: Career Education** p 50-52
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 508: *Career Education*.
- j. **Policy 509: Educational Change Due to Emergencies** p 53-55
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 509: *Educational Change Due to Emergencies*.
- k. **Policy 510: Learning Resources** p 56-59
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 510: *Learning Resources*.
- l. **Policy 301: Living Wage** p 60-61
Recommendations:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 301: *Living Wage*.
- m. **Policy 302: Community and Volunteer Involvement** p 62-63
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 302: *Community and Volunteer Involvement*.
- n. **Policy 303: Enhancing Student Learning** p 64-66
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 303: *Enhancing Student Learning*.

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- o. Policy 304: School Closure, Consolidation or Reconfiguration** p 67-69
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 304: *School Closure, Consolidation or Reconfiguration*.
 - p. Policy 305: Public Interest Disclosure** p 70-72
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 305: *Public Interest Disclosure*.
 - q. Policy 710: Resolution of Student and Parent/Caregiver Complaints** p 73-82
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 710: *Resolution of Student and Parent/Caregiver Complaints* and its attendant Administrative Procedures.
- 16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**
- 17. TRUSTEE ITEMS**
- a. Report on Trustee/Senior Staff Meeting with Indigenous Education Council** (Trustee Flynn)
 - b. Trustee Remuneration/Benefits Discussion** (Trustee Flynn) p 83-85
 - c. BCSTA Provincial Council – Verbal Report** (Trustee Flynn)
- 18. NEW OR UNFINISHED BUSINESS**
- 19. BOARD CORRESPONDENCE AND MEDIA**
- a. Board Condolences to South Peace River School District and District Council of Tumbler Ridge** p 86
 - b. Letters to Regional District of Nanaimo and Town of Qualicum Beach re: Grant in Aid for Childcare Centre at Qualicum Beach Elementary School** p 87-88
- 20. PUBLIC QUESTION PERIOD**
- 21. ADJOURNMENT**



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**QUALICUM SCHOOL DISTRICT
REGULAR BOARD MEETING MINUTES**

**TUESDAY, JANUARY 27, 2026
6:00 p.m.
VIA VIDEO-CONFERENCING**

ATTENDEES

Trustees

Eve Flynn	Board Chairperson
Carol Kellogg	Vice Chairperson
Barry Kurland	Trustee
Elaine Young	Trustee
Julie Austin	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
Ryan Hung	Assistant Secretary Treasurer
Sarah Elson-Haugan	Vice Principal of Kwalikum Secondary School Qualicum District Principal and Vice Principals Association
Phil Munro	Director of Operations

Education Partners

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

1. CALL TO ORDER

Chair Flynn called the virtual meeting to order at 6:00 p.m. and advised that the meeting was being recorded.

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 (Nanoose) First Nations, and she thanked them for allowing the Board to live, work, play and learn in this part of the island.

3. ADOPTION OF THE AGENDA

26-01R

Moved: Trustee Kellogg *Seconded:* Trustee Young

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

CARRIED UNANIMOUSLY

4. APPROVAL OF THE CONSENT AGENDA

- a. Approval of Regular Board Meeting Minutes: December 9, 2025
- b. Ratification of In Camera Board Meeting Minutes: November 25, 2025
- c. Receipt of Ministry News Releases
 - Protecting parents from extra daily childcare fees
- d. Receipt of Reports from Trustee Representatives
 - Early Years Table – Trustee Young

26-02R

Moved: Trustee Young *Seconded:* Trustee Kellogg

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of January 27, 2026, as presented.

CARRIED UNANIMOUSLY

5. DELEGATIONS/PRESENTATIONS

None

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

None

7. BUSINESS ARISING FROM THE MINUTES

a. Letter of Response from Minister Beare re Funding of Private Schools

Chair Flynn drew attendees' attention to the response from Minister Beare. She advised that the Board is furthering the motion (regarding reallocating independent school funding to public schools) through the meeting of the Vancouver Island School Trustees Association in March to the Annual General Meeting of the BC School Trustees Association in April.

b. Responses to QSD Letter to Community Partners re: Joint Safety Review

Chair Flynn reported that the Board has received responses from most of the organizations invited to meet regarding traffic and student safety in the areas of Springwood and Oceanside Elementary Schools. The first meeting of the partners is scheduled for Wednesday, February 4th and the discussions will be led by Trustees Kellogg and Austin.

c. Catchment Boundary Adjustments – Phase Two Update

Superintendent Jory referred to his briefing note as provided in the agenda package, which included the history and rationale to the proposal before the board to shift some school boundaries in the Parksville area to relieve capacity pressure on Springwood Elementary and École Ballenas Secondary Schools. While overall enrolment is declining, Springwood Elementary (SES) and École Ballenas Secondary (BSS) remain at or above capacity. Without changes, these schools risk further overcrowding and potential loss of specialized learning spaces.

The boundary changes being proposed were as follows:

- To move the boundary line south of Old Highway 19A between Pym and Renz into the École Oceanside Elementary School catchment
- To move the boundary line east of the Englishman (Quatluth) River, including San Paniel, into the Nanoose Bay Elementary School catchment; and,

- To move the boundary line west of Lowry's and the Arena, north of Highway 19, into the Kwalikum Secondary School catchment.

Dr. Jory then suggested to the Board that, rather than approving the boundary changes in a 'batch', it deal with each one separately for the elementary schools and consider deferring a decision on the secondary schools to a later date. His rationale for the latter was that the pressures being felt at Springwood Elementary required more immediate attention. Although École Ballenas was experiencing capacity pressures, Dr. Jory felt that the coverage, sharing and dissemination of information was more focused on the elementary changes and not as much on the secondary. Given that discrepancy, and in regard to providing the opportunity for people affected to be involved in the decision, deferring that change was his recommendation.

Trustee considered the suggested adjustment to the motions. There was another suggestion to defer any decision to the February meeting to provide people additional time to review the information posted and provide input.

26-03R

Moved: Trustee Kellogg *Seconded:* Trustee Austin
THAT the Board of Education of the Qualicum School District approve the Phase Two catchment boundary changes as presented.
 DEFEATED

26-04R

Moved: Trustee Flynn *Seconded:* Trustee Young
THAT the Board of Education of School District 69 (Qualicum) approve moving the boundary line south of the Old Hwy (19A) between Pym and Renz Roads to be part of the École Oceanside Elementary catchment, to take effect the beginning of the 2026-2027 school year.
 CARRIED

26-05R

Moved: Trustee Kellogg *Seconded:* Trustee Young
THAT the Board of Education of School District 69 (Qualicum) approve moving the boundary line East of the Englishman (Quatluth) River including San Paniel to be part of Nanoose Bay Elementary catchment, to be in effect beginning in the 2026-2027 school year.
 CARRIED

Trustees then debated whether or not to defer a decision on the proposal to shift the boundary between Kwalikum Secondary School and Ballenas Secondary School.

26-06R

Moved: Trustee Flynn *Seconded:* Trustee Kurland
THAT the Board of Education of School District 69 (Qualicum) to defer consideration of the proposed boundary line shift to west of Lowry's and the Oceanside Arena north of the New Highway (19) to be part of the Kwalikum Secondary School catchment to the January 2027 Regular Board Meeting.
 CARRIED UNANIMOUSLY

8. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)

Matt Woods, MATA Vice President, thanked the Board for addressing school capacity, noting it is essential to maintaining strong learning conditions and avoiding overcrowding.

He thanked the Board for taking the initiative to write to Minister Beare on the issue of public funding for independent schools. While her response was expectedly political and non-committal, it may also serve as a first step toward a more detailed, DPAC-supported letter. Mr. Woods shared that he had taken a deeper look into independent school funding which showed how complex the comparisons are—whether one examines per-student amounts, operating grants, one-time allocations, or total budgets—and for clarity he compared total Ministry budget proportions from 2005 to 2026. His data showed that over the same period funding to independent schools increased by nearly 50% while funding to public schools increased by approximately 3%. This raised the question of whether high tuition, or even lower tuition, schools require current funding levels or whether adjustments should be considered to better support public-school needs. He stated that, ultimately, public education must be protected, independent-school funding requires review, and the government must continue to be pressed to prioritize adequate funding for public schools.

Mr. Woods acknowledged the appreciated \$200,000 in reallocated funds for school resources but noted that school wish lists exceeded the allocation. He recommended considering additional targeted funding in the upcoming budget and added that the Curriculum Implementation Advisory Committee (CIAC) would likely bring forward budget-sensitive recommendations related to classroom supplies and resources.

Mr. Woods reported that provincial bargaining between the BCTF and BCPSEA had previously reached an impasse, as teachers would not accept a contract without improved classroom conditions. Both parties have since returned to the table. Teachers are advocating for changes that immediately enhance students' daily experience—better classroom conditions, more counsellor access, reasonable class sizes, and additional preparation time. The government has introduced new funding commitments in these areas. Teachers will continue to seek an agreement that strengthens classroom conditions for students and supports working conditions for educators.

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

Ewen Rycroft, President of CUPE Local 3570, shared that members are proud to work in QSD, supporting student learning, safety, and well-being every day. Often working quietly behind the scenes, they bring professionalism, care, and deep commitment to the school community.

He noted that CUPE members in all employee groups are essential to the functioning of the district's schools. He stated that the Union recognized the district's ongoing pressures—declining enrolment, rising operational costs, and uncertainty around funding and bargaining—and appreciated staff's transparency in sharing these realities and acknowledged the complexity of the decisions before the board. At the same time, he also emphasized that staffing decisions, workload expectations and compensations are line items that directly affect the people who keep schools running and the students the Union collectively serves. Many members are facing increased workloads, shortages, and higher living costs. As the Board plans budgets and policies, he urged Trustees to prioritize worker well-being alongside fiscal responsibility, noting that stable staffing, fair wages, and respectful working conditions are foundational to safe, inclusive, effective learning environments.

The Union also acknowledged the Board's commitment to equity, inclusion, and belonging, noting these values must extend to staff as well as students. When workers feel supported and respected, schools are stronger. Mr. Rycroft reaffirmed the Union's commitment to collaboration built on open communication, respect, and problem-solving—especially in challenging times.

With provincial bargaining now resuming, CUPE Local 3570 expressed solidarity with MATA and all public-sector unions working toward fair agreements. Mr. Rycroft highlighted that recent rallies and workplace actions show the importance of unions working together for better schools, a strong public system, and respect for all education workers.

CUPE's provincial bargaining committee is also preparing to return to negotiations with BC Public School Employers' Associations (BCPSEA), with a focus on securing a fair agreement that recognizes the essential role of K–12 support staff. Priority issues include wages, resources, and supports that allow members to continue to serve students while supporting their own families.

Mr. Rycroft closed by sharing that CUPE members were also looking forward to the upcoming CUPE professional development day on February 13th – this day will provide an important opportunity for members to strengthen their skills, share knowledge and continue supporting students in schools with professionalism and care.

9. DISTRICT PARENT ADVISORY COUNCIL (DPAC)

Marina Gardiner, DPAC President, stated that the budget remains a major focus for the CPAC executive. DPAC recognized that budget decisions were the responsibility of the Board, informed by district leadership and operational realities, while DPAC's role was to bring forward the district-wide parent and caregiver perspective on how these decisions affected students and families. DPAC encouraged the district to communicate the budget in clear, plain language through the channels families already used, with a strong focus on what mattered most to them—classroom learning conditions and the supports children needed to succeed.

The DPAC President also shared parent and caregiver concerns about the rollout of the boundary catchment review. Parent/caregivers across multiple PAC tables reported that the process had felt rushed and difficult to navigate. For many families, the January 14th Town Hall had been the first time they heard details about proposed changes beyond San Paniel, leaving limited time for information to reach families with pre-K and elementary-aged children who might be affected. From a parent perspective, discussing walk limits and busing only after catchment decisions had been made felt backwards and contributed to uncertainty and stress. The overlap with Kindergarten registration and Grade 8 orientation—already stressful transition periods—has also been challenging for parents and they are concerned that the timing and communication had not fully considered the impact on families. The DPAC President stated that, as a phased catchment process, this work would have benefited from a clear communication plan established from the beginning.

11. ACTION ITEMS

None

12. INFORMATION ITEMS

a. Superintendent's Report

- Senior staff are concurrently managing the current school year while beginning planning for 2026–27, including kindergarten registration, enrolment projections, staffing, and budget development.
- Secondary schools began second semester on this date, marking the mid-point of the school year.
- Provincial bargaining continues, though little information is publicly visible at this time.
- With relatively mild winter conditions so far, Superintendent Jory reminded schools and families of the Inclement Weather Procedures, including sidewalk clearing priorities and alternate bus stop locations, should conditions change.
- An update on student attendance was provided. While attendance improvements seen last year varied by school and did not sustain uniformly, mid-year data for 2025–26 shows a modest overall increase, aligning favourably with broader provincial and global trends. The Superintendent noted that positive phone calls home appear more effective than form letters, and that later secondary start times and improved transportation routing may be contributing to improved attendance, particularly for bus-dependent students.
- Some achievement data updates remain pending, including graduation results, which are later than typical this year. Graduation assessment data has been partially updated on the Student Success website.
- Updated average field-trip cost allocations will be finalized following the upcoming District Administrators' Meeting. These changes are intended to improve equity of access for more remote schools and may encourage additional co-curricular and extracurricular opportunities. The Superintendent also noted that school supply budgets were increased this year despite overall budget reductions.
- The Local Indigenous Education Council met with the Superintendent and Secretary Treasurer earlier in the day and received updates on district budget processes and timelines. Further projections and next steps are anticipated at a future meeting, and additional discussion items will be brought forward to the Board at the upcoming breakout session.
- Thank you to all staff for their contributions in supporting students and schools across the district.

b. Educational Programs Updates

Director of Instruction Terpstra reported on the following:

- Parents of Grade 4 and 7 students should have received, or will soon receive, their child's Foundation Skills Assessment (FSA) Booklets containing a report. The District continues to post strong FSA results.
- Secondary Semester 2 began that day (January 27th)
- Secondary student Learning Updates will be sent home during the first week of February
- A Numeracy Learning Round was held for teachers at École Oceanside Elementary School "en français" on January 22nd. It was unique to have a facilitator who also spoke French.
- Grade 7 students are preparing to transition to secondary school. Open houses will be held at the secondary schools during the first two weeks of February. Information on the Open Houses will be shared with elementary schools and the Grade 7's will begin course selection. Parents are also

invited and encouraged to attend to hear the career education opportunities that the District offers.

Associate Superintendent Wilson reported on the following:

- The IEP Learning Support meeting originally scheduled on February 5 has been rescheduled to February 19 to accommodate the scheduling of the Open House at Ballenas Secondary School.
- Acknowledgement of the Food Programs Working Group. A survey will be distributed by mid-February to obtain parents' perspective on meals in schools.
- January 25 to February 1 is Literacy Week and the work of Oceanside Building Learning Together (OBLT) was acknowledged. OBLT held a pre-Kindergarten event at Storybook Village on January 26th for Literacy week. Staff have been reading about how districts can start to get back to making literacy a social event. One of the articles referred to Buddy Reading Programs, where higher grade students read to students in the lower grades. There are also volunteers that have always been in schools as well as guests to read to students. The Ministry of Education and Child Care has provided a Literacy Grant to support teachers in building their Literacy skill sets.
- Denise Spencer-Dahl presented the first in-service training for Kindergarten teachers to screen Kindergarten students as required by the Ministry.
- Grad assessments for literacy and numeracy took place last week at both secondary schools.
- To date, there have been 150 new Kindergarten registrations which is lower than anticipated and parents were encouraged to register their Kindergarten child as soon as possible to assist the district in planning staffing and cohorts.
- The Pre-Kindergarten Program will be offered again this year and is scheduled to begin at the end of April for 2 hours a day, 2 times per week, for five weeks. This will be offered to those Kindergarten children registered by March 12th.
- The deadline to apply for the elementary Programs of Choice is January 30th.
- The Cross Boundary Application process will open on Monday, February 2 and will close on Thursday, March 12. Associate Superintendent Wilson and school administrators will review all submissions and issue the first round of decisions by the end of April. Additional meetings will be held until the end of the school year to determine whether or not additional cross boundary requests can be accommodated.
- The Brain and Belonging Group continues to work around support for teachers with education around social emotional learning and how the brain works.
- The district is continuing with the Youth Development Instrument (YDI) this year in February for the Grade 11s, which provides good information about what our students are talking about in terms of their social emotional health and wellness.
- The district is in its second year of the PreVenture Program (*an evidence-based prevention program that uses brief, personality-focused workshops to promote mental health and delay substance use among youth*) with the district's grade 8s students. The screening has happened and the groups start to take place in February. The program supports students

understanding drugs and alcohol, understanding their tendencies and having some strategies to be able to have some refusal skills.

- The Board and DPAC were acknowledged for their support for the Integrated Child & Youth (ICY) Team, which is in its first year in the Parksville/Qualicum Beach community. Although the Minister of Health had directed Island Health to reinstate the program lead positions across the island, none have yet been reinstated locally. Associate Superintendent Wilson and her colleagues continue to work with the Ministry of Education and Child Care to seek clarification from Island Health on the status of these positions.

13. EDUCATION COMMITTEE OF THE WHOLE REPORT

Trustee Young referred to the report as provided in the agenda package and encouraged viewing of the PowerPoint presentations as they provide more details information. She shared some upcoming topics planned for the committee and encouraged people to also view the recording of the committee meetings. She reminded attendees that student presentations were always welcome at the committee meeting and encouraged anyone who knew of a student or students who may wish to highlight their work or initiatives to contact her or Director of Instruction Terpstra.

14. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT

a. 2025-2026 Amended Annual Budget

26-07R

Moved: Trustee Kellogg *Seconded:* Trustee Young

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 2025-2026 fiscal year at its Regular Board Meeting of January 27, 2026.

CARRIED UNANIMOUSLY

26-08R

Moved: Trustee Kellogg *Seconded:* Trustee Young

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 \$73,895,412 for the 2025-2026 fiscal year.

CARRIED UNANIMOUSLY

26-09R

Moved: Trustee Kellogg *Seconded:* Trustee Young

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 \$73,895,412 for the 2025-2026 fiscal year.

CARRIED UNANIMOUSLY

26-10R

Moved: Trustee Kellogg *Seconded:* Trustee Austin

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 \$73,895,412 for the 2025-2026 fiscal year.

CARRIED UNANIMOUSLY

15. POLICY COMMITTEE OF THE WHOLE REPORT

Chair Flynn reported that there would be a shift to review all the policies over the next 8-10 months to move toward more concise, accessible policy documents beginning with the 300's (Governance series). The plan is to do so over the next 8-10 month with a streamlined process of a separate first reading and combined second and third/final reading, where possible.

a. Policy 301: Living Wage

26-11R

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 301: *Living Wage*.

CARRIED UNANIMOUSLY

b. Policy 302: Community and Volunteer Involvement

26-12R

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 302: *Community and Volunteer Involvement*.

CARRIED UNANIMOUSLY

c. Policy 303: Enhancing Student Learning

26-13R

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 303: *Enhancing Student Learning*.

CARRIED UNANIMOUSLY

d. Policy 304: School Closure, Consolidation or Reconfiguration

26-14R

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 304: *School Closure, Consolidation or Reconfiguration*.

CARRIED UNANIMOUSLY

e. Policy 305: Public Interest Disclosure

26-15R

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 305: *Public Interest Disclosure*.

CARRIED UNANIMOUSLY

f. Policy 701: Student Discipline

Chair Flynn noted that the next policies being considered reverted to the previous process for review and will be captured again in their new format. Policy 701 will be based on discussions and collaboration between the Superintendent and the school administrators.

26-16R

Moved: Trustee Flynn *Seconded:* Trustee Kellogg
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 701: *Student Discipline*.
 CARRIED UNANIMOUSLY

- g. Policy 710: Resolution of Student and Parent/Caregiver Complaints**
 Chair Flynn noted that DPAC had provided input and the Board appreciated their flow chart included as an attachment to the policy.

26-17R

Moved: Trustee Flynn *Seconded:* Trustee Young
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 710: *Resolution of Student and Parent/Caregiver Complaints*.
 CARRIED UNANIMOUSLY

- h. Board Policy 700: Safe, Caring and Inclusive School Communities**

26-18R

Moved: Trustee Flynn *Seconded:* Trustee Kellogg
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 700: *Safe Caring and Inclusive School Communities* and its attendant administrative procedures.
 CARRIED UNANIMOUSLY

- i. Board Policy 709: Board of Education Bursary**

26-19R

Moved: Trustee Flynn *Seconded:* Trustee Young
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 709: *Board of Education Bursary* and its attendant administrative procedures.
 CARRIED UNANIMOUSLY

16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

- a. Centre for Civic Governance/Women Transforming Cities - Workshop: Designing For Equity: Tools for Local Leaders**
 Trustee Young referred to the report in the agenda package and explained that links she had originally included to more detailed information had not worked so they had been removed. Should she obtain the additional documents, she will share those in another form. She reported that the workshop provided good information and the sign posts to ensure full and complete equity offered a way of the Qualicum School District to review its policies and practices with more of a critical eye.

17. TRUSTEE ITEMS

- a. Indigenous Education Council Invitation to the Board**
 Chair Flynn shared that the Board had been invited to meet with the members of the Indigenous Education Council on Tuesday, February 10th. The terms of reference have been established and the meeting will provide an opportunity for everyone to meet and share the Council's ideas and plans to support the Board to

provide comprehensive and equitable education and support services for Indigenous students and improve Indigenous student outcomes. Chair Flynn advised that a report on the meeting will be provided at the February Public Board Meeting.

18. NEW OR UNFINISHED BUSINESS

19. BOARD CORRESPONDENCE AND MEDIA

20. PUBLIC QUESTION PERIOD

Trustees and Senior Staff heard comments/questions regarding the following topics:

- Data available that could be shared with the Town of Qualicum Beach to encourage development that would increase the amount of families in the area and, therefore, increase student enrolment in that area. Superintendent Jory will share the presentation and invited the attendee to contact him directly for more information.

The Board also mentioned that they and senior staff communicate with the Town, City and Regional District to obtain information on planned developments and demographics of who might be moving into those developments.

- A request that the information regarding the approved boundary changes at the elementary school be shared with families who were not able to participate on the Meeting Call.

21. ADJOURNMENT

Trustee Kellogg moved to adjourn the meeting at 7:50 p.m.

CHAIRPERSON

SECRETARY TREASURER



QUALICUM SCHOOL DISTRICT

IN-CAMERA MEETING

**SECTION 72 REPORT
TUESDAY, JANUARY 27, 2026
Via Videoconferencing**

ATTENDEES:

Trustees

Eve Flynn	Board 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

The Board of Education discussed the following topics:

- Legal
- Land
- Labour Relations/Personnel

There were no motions approved by the Board on the aforementioned topics.

Chairperson

Secretary Treasurer



February 18, 2026

Dear Parents and Caregivers:

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

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

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

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

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

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

.../2

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

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

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

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

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

Sincerely,



Lisa Beare
Minister



Qualicum School District

Trustee Representative Committee Report

Trustee Representative: Elaine Young
Committee Name: Early Years/OBLT Coalition
Meeting Location: Via Teams
Meeting Date & Time: February 12, 2026 Noon

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: Oceanside Building Learning Together (OBLT); Arrowsmith Community Recreation Association (ACRA); QSD: RDN -Recreation.; Island Health; Métis Nation of BC; Vancouver Island Regional Library (VIRL).

Community Partner Updates:

Many community events are happening.

Some PAC's send weekly reminders; posters are on the OBLT and school district websites.

School newsletters include information.

Often these events happen between the Early Years and Board Meetings.

Family Literacy Event Debrief

Lower turn-out than last year although the weather was much the same.

Possible scheduling issues as there were other events happening at the same time.

Pete The Cat – First Steps to Kindergarten April 23 at Oceanside Place

Very special event for children registered for Kindergarten.

Many activities and resources for kids and parents.

Popcorn, soup and lots of fun!!!!

Please spread the word that Qualicum School District needs to know how many children will be entering Kindergarten. Register online if you have not done so already. [Kindergarten Registration Link](#). This information is vital to staffing and organization of classes for September.

NEXT MEETING: Thursday, March 12, 2026



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**Qualicum School District
Education Committee of the Whole Report
Tuesday, February 10, 2026**

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.

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

Please note that this session was recorded and is available on YT through the main page of the District's website at www.sd69.bc.ca.

This meeting theme seemed to be about the importance of Belonging as a building block of learning.

A. PRESENTATIONS

I. SCHOOL/STUDENTS

a. Bowser Elementary School

Principal Gordon reported an increase in student attendance and attributed this to students' feeling of belonging. Students reported on the daily practise of indigenous approaches to inclusiveness and the importance of having an indigenous room at their school. Thanks to the students for this presentation.

b. École Ballenas Secondary School – Footloose Video

École Ballenas is known for their musical theatre performances. This year, they are producing Footloose. There are still some performances in the next few days. For tickets click [HERE](#)

II. PROGRAM(S)

a. Education Technology – AI Update Director of IT, Lesley Rowan,

Director of Instruction presented on behalf of the IT Department. With the help of the AI working group, guidelines have been made and presented. There are policy implications and further work on-going.

Trustee Austin reminded us of the environmental costs in the overuse of AI. Please contact Trustee Austin for information about the *AI and the Politics of Extraction* conference she attended recently and you can view a video of the conference [HERE](#)

B. EDUCATION UPDATES

i. Director of Instruction/Associate Superintendent

Due to time constraints these updates will be shared at the Public Board Meeting later this month.

C. SHARED LEARNING/INFORMATION**i. Brain and Belonging - Associate Superintendent Gillian Wilson and PASS/CEAP Principal Autumn Taylor**

Associate Superintendent Wilson reported that the District is involved in a 3 year long partnership with B.C. Children’s Hospital to further explore the Neurodevelopmental Model as it can apply in schools. This is the theoretical framework introduced prior to COVID and created by [Dr. Bruce Perry](#) (among others).

Principal Taylor reported on the progress of training. Training has been provided to Counsellors/Learning Support Teachers. Principals/Vice principals and will soon be provided with training to be “Ambassadors” in each school. Ms. Taylor used selected slides to show the basic thinking structures. The slides can be viewed [HERE](#) or on the meeting [recording](#).

ii. Tracking, Equity, and Meaningful Graduation – Peter Jory, Katie Marren, Rudy Terpstra

Wow! Director of Instruction Terpstra presented a fabulous PowerPoint which explained our connections to Provincial direction and how our data supports **Meaningful Graduation** for all students. This is one to watch so everyone can understand what is happening in the BC education system. The full PowerPoint can be viewed on the meeting [recording](#) (9:00 minutes in).

D. ITEMS TO RECOMMEND FOR APPROVAL TO THE BOARD MEETING

Informal recommendation to have the last PowerPoint placed on the Qualicum School District Website.

E. UPCOMING TOPICS

- i.** More on the IA Technology Plan and on Brain and Belonging.
- ii.** Indigenous Education Program
- iii.** Updates on the latest Provincial K-12 Racism Policies
- iv.** Possible presentation on the student led Climate Action Symposium

F. NEXT MEETING: Tuesday, April 14 at 2:00 p.m. via videoconferencing



**Qualicum School District
Finance & Operations Committee of the Whole Report
Tuesday, February 17, 2026
Via Video Conferencing
10:30 a.m.**

Facilitator: Trustee Carol Kellogg

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

1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES

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. PRESENTATIONS (10 MINUTES)

None

3. PROJECT UPDATES

None

4. ITEMS FOR DISCUSSION

None

5. INFORMATION ITEM(S)

a. Process for Distribution of Playground Equipment

Mike Souchuck Manager of Operations – Facilities, provided a summary of the current planning cycle for playground equipment. It was shared that the district's playground planning operates within a provincial funding model that provides approximately \$5 million in funding per year across all 60 school districts. Because of this limited capacity, districts generally receive funding every two to three years. With Springwood Elementary's playground recently completed, the district has submitted Errington Elementary as its next project for the 2026–27 funding cycle and expects to learn soon whether it has been approved. After Errington Elementary, the next priorities are the aging metal structures at Nanoose Bay Elementary and Arrowview Elementary, though these projects may still be several years away depending on the Ministry's schedule.

Once funding is confirmed, Operations Department works with suppliers to develop design options within the allotted budget. Any enhancements beyond core funding—such as specialized surfacing or additional equipment—are typically made possible through PAC fundraising or external grants, as seen at Springwood Elementary. Staff noted that both site preparation and project timelines often prove more complex and lengthier than expected, a common experience for school communities across the province.

Although the district has used Blue Imp Equipment for recent installations, it is not tied to a single supplier. Procurement Policy's ensure competitive sourcing and appropriate tendering for larger projects. Meanwhile, older metal structures throughout the district continue to be removed for safety as needed.

The False Bay School rebuild will reuse existing playground equipment when possible; if removal is required, a new playground will try to be incorporated into the project budget. Operations remains open to early engagement with PACs so that school communities can plan multi-year fundraising efforts in advance of their project's turn in the rotation.

b. 2026/2027 Budget Development – Survey feedback

Secretary Treasurer Amos reported that the district launched the public phase of its budget process last week, beginning with a daytime partners session and an evening public session that was recorded and will be posted online for those unable to attend. As part of this process, a budget survey was distributed to gather community input. As of this morning, 48 individuals—primarily parents and caregivers—have responded. Early feedback highlights several positive themes, including strong appreciation for the dedication of teachers, educational assistants, and support staff. Respondents also value outdoor and experiential learning opportunities, trades exposure, and the high level of engagement and community-building efforts undertaken by school PACs and DPAC.

Alongside the positive feedback, participants expressed concerns that align with long-standing themes in district consultations. The most significant is the need for increased in-class support, particularly more educational assistants and specialized services such as speech-language pathologists, occupational therapy, counseling, and additional access to assessments. Respondents also requested greater transparency and clearer communication regarding district spending, budget decisions, and financial documents.

It was encouraged that partner groups, including CUPE, actively encourage participation in the survey. The survey will remain open through May, with periodic updates provided as additional themes emerge to help inform upcoming budget deliberations on the Budget. It was shared that while there are several opportunities at public meetings, the survey allows for many others particularly parents to be engaged in the budget process.

c. 2026/2027 Budget Development - Three-Year Enrolment estimates Secretary Treasurer Amos shared the projections document. The district has submitted its three-year enrolment projections to the Ministry, informed by recent second-count data showing an increase of about 48 students since September. While positive, this growth is not enough to offset an unusually large graduating class of roughly 415 students compared with an estimated 235 incoming kindergarten students. Because net migration into the district has been modest over the past two years, projections have been adjusted conservatively, anticipating a decline of about 100 FTE for 2026–27 with smaller decreases in the two following years.

Kindergarten registrations remain low at approximately 155, though upcoming pre-K transition programming and community outreach are expected to boost numbers.

Staff explained that net migration—students gained across grade levels minus any outgoing students—has typically helped stabilize enrolment, but recent cohorts have not offset the large Grade 12 graduating classes.

Additional discussion covered special-needs projections, adult Dogwood enrollment, and childcare operations, all reinforcing the district's cautious, stability-focused budgeting approach.

d. Energy Management and Capital Project planning

Operations Manager Mike Souchuck provided an update on energy-management initiatives and capital projects. This year's CNCP (Carbon Neutral Capital Program) submission focuses on upgrading air-handler motors and heating-loop pump motors to improve system efficiency. Funding decisions from the Ministry are expected within the next one to two weeks.

For context, the district's energy-efficiency work has been guided by an ongoing partnership with energy manager Josh Munro, formerly of BC Hydro, who has helped Operations identify projects with strong cost-savings and emissions-reduction potential. His analysis has informed both CNCP submissions and prioritization within AFG (Annual Facilities Grant) projects, emphasizing upgrades that deliver the greatest long-term efficiency gains.

Trustee Young noted that this work builds on an earlier energy-consulting process involving Prism Engineering, which identified numerous smaller but high-impact improvements. While previous assessments covered five buildings, the district hopes to secure future grant funding to expand this work to additional sites.

It was noted that the Districts' acronym list (a list created to provide a summary for the various acronyms used within the School District) has been posted on the District website under *Parents/ Resources for Parents*.

6. ITEMS FOR RECOMMENDATION TO THE BOARD**7. FUTURE TOPICS**

- Budget Development – refine pressures/priorities
- Annual Budget (April/May)
- Q3 Financial Summary
- Capital (Major/Minor) Program Announcement

8. NEXT MEETING DATE:

Tuesday, April 21, 2026 at 10:30 a.m. via videoconferencing

9. ADJOURNMENT



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**QUALICUM SCHOOL DISTRICT
POLICY COMMITTEE OF THE WHOLE REPORT
TUESDAY, FEBRUARY 17, 2026
1:00 P.M.
VIA VIDEO CONFERENCING (Teams)**

Facilitator: Trustee Eve Flynn

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

1. INDIGENOUS LAND ACKNOWLEDGEMENT AND INTRODUCTIONS

Chair Flynn acknowledged that the Committee was meeting on the lands of the Qualicum and Snaw-Naw-As (Nanoose) First Nations People on which the committee members live, work, and learn are on the shared traditional territory

2. FOR INFORMATION

Chair Flynn noted that a revised version of Policy 701 had been shared earlier in the day and Dr. Jory would speak to it when the topic arose.

3. BYAWS/POLICIES POTENTIALLY GOING TO FIRST READING OR APPROVE AS CURRENTLY WRITTEN

3.1 Policy Overhaul – 500 Series Crosswalk

It was requested to include reference to Board Policy 710: *Resolution of Student and Parent/Caregiver Complaints* in each of the administrative procedures in the 500 series so families know how to raise/resolve concerns as outlined in that policy and administrative procedure. A link to the policy will be included under “Internal References” for each of the 500 series policies.

a. Policy 500: Communicating Student Learning

It was suggested and agreed that a link to the district’s Assessment and Communicating Student Learning Plan be included under Internal References.

The Committee also discussed the references to district values and it was clarified that there is a list of values that trustees have agreed to and the gist of that is captured by the policy manual in its entirety. There is a range of belief systems across the manual and the ‘value’ reference was not meant to be managed as a list as it is broader than that.

Further to a query as how the district would support consistent approaches to communicating across schools, it was explained that there is an expectation to maintain legislated minimums (timing, frequency, required elements) while teacher autonomy also comes into play. The district must quantify reporting and acceptable content; however, that is all it can enforce. There is some latitude as to what teachers say and how they exceed those minimums.

Another question was raised as to whether accessibility supports are optional or mandatory and if it could be clarified as to how a family could

request supports. It was noted that parents usually would request if their child required accessibility supports, such as ASL, alternate formats, etc.

It was also explained that while strength-based reporting is the practice, knowing what areas of growth a student should also be working on was also important for parents. It was agreed that adding some guidance to parents in the administrative procedure to help them ask relevant proficiency/grade level questions would be beneficial. Links to the district and Ministry Communicating Student Learning guidance materials will be added to assist parents when meeting with teachers regarding their child's progress.

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

b. Policy 501: Acceptable Use of Technology

Consideration was given to adding a note under digital citizenship to state “users consider the environmental impacts of digital use and Artificial Intelligence (AI).”

The reference to the word ‘monitor’ was explained when students are connecting their own devices to school networks. The district uses filtering (it is not “spying” on individuals) Tech can review/flag traffic and block lists; if there were a question around the use of inappropriate sites.

It was noted that the revised version of the policy would become the technology rules across the district.

It was discussed and agreed that including a link to CASL (Canadian Anti-Spam legislation) should be included as an external reference.

It was also mentioned that the district does not currently have a list of approved AI platforms. The administrative procedure to this policy looks at framing that in with the expectation that some options will be identified for students ages 13 and up.

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

c. Policy 502: Field Experiences

Attendees discussed how to ensure equity in field experiences when schools fundraise at different levels, noting that district efforts focus on equitable access within each school, not identical experiences across schools. The district is improving equity through measures like revamped busing costs and principal oversight, while recognizing that prescribing uniform field trip frequency or types is unrealistic due to each school's unique context and local opportunities. PAC fundraising differences are outside the District's control, and lower numbers of field trips at a school may reflect teacher preference, not inequity.

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

d. Policy 503: Animals in Schools

The Committee discussed how District leadership will offer guidance when there are competing interests related to bringing an animal into school, such as when one person wants to bring an animal into the school while

another has trauma, allergies, or phobias. The group agreed that not all situations can be captured in policy and would need to be dealt with on a case by case basis with some judgment involved.

It was confirmed that District and school leadership would ultimately make these decisions on a case by case basis.

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

e. Policy 504: Copyright and Intellectual Property

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

f. Policy 505: School-Based Fundraising

It was noted that there had been a request to change to the title from *Fundraising in Schools* to *School-Based Fundraising* and that change will be reflected in the version provided to the Board for first reading.

Further to a query as to whether PAC fundraising needed to be mentioned, it was clarified that the policy was not intended to guide PAC fundraising; rather, it was intended to guide school administration and staff fundraising efforts. How PACs fundraise is through their own constitution and bylaws.

Another wonder was whether donations should be included as a type of acceptable fundraising activity? Superintendent Jory will investigate whether donations process is captured elsewhere in policy. He shared that there are links on the websites that can accept donations for the District or a specific school and the option to donate to a specific school's PAC has been included at the PACs request.

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

g. Policy 506: Conduct of Coaches

Further to a query as to how and when families would be notified if there is a safety issue or injury, it was noted that Section 10 of the administrative procedure addresses that topic, as does the district's Athletics Handbook.

A suggested and agreed-to edit was to consistently refer to *volunteer coaches* rather than *community volunteers*.

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

h. Policy 507: Programs of Choice and Specialty Academies

It was noted that there was conflicting information within the policy as it referred to programs of choice being equitable and accessible yet it also stated that transportation to a program of choice is not provided. The concern was noted but no immediate policy change was made.

- a. 5.4.a of the administrative procedure was revised to refer to waitlists being kept for "one year" rather than "calendar or school year" so waitlists for programs of choice can carry forward a grade if space is available in the program of choice the following school year. 5.4.b. not carried over

year-to-year, would no longer be necessary. 5.4.c will then become 5.4.b.

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

i. Policy 508: Career Education

No edits were suggested. The policy will be forwarded to the February Board Meeting for first reading.

j. Policy 509: Educational Change Due to Emergencies

No edits were suggested. The policy will be forwarded to the February Board Meeting for first reading.

k. Policy 510: Learning Resources

No edits were suggested. The policy will be forwarded to the February Board Meeting for first reading.

4. BYLAWS/POLICIES POTENTIALLY GOING TO SECOND (THIRD?) READING

a. Policy 301: Living Wage

The Committee revisited a previous discussion as to whether this policy was still required or whether it should stand as a matter of principle and philosophy for the Board to state that it believes workers in the community should earn a living wage. One perspective was that retaining the policy serves as an educational tool and a demonstration of leadership by example and if the Board values this, then it needed the weight of policy behind it. Another perspective was that this was considered a 'value' of the Board and might not be in the right place.

The Committee believed that a Living Wage employer had importance and the policy will be forwarded to the February Board Meeting for second reading, which would allow for further consideration by the Board.

b. Policy 302: Community and Volunteer Involvement

An edit to include student volunteers was suggested.

Regarding, 2.e of the Guiding Principles, It had been discussed to clarify roles of the board and district staff and whether it should be added to the policy or remain in Section 3 of the administrative procedure.

It was agreed to be more prescriptive under the Guiding Principles to refer to parent/caregiver groups (DPAC/PAC) in c. Partnerships.

The Committee also discussed the requirement of all volunteers in schools to have a Criminal Record Check. It was brought to the Committee's attention that when last minute or a large number of volunteers was needed, the CRC requirement hindered having enough volunteers for some events. It was noted that it was a legal requirement for volunteers with unsupervised access to children/vulnerable adults and the committee debated whether there might be low risk, supervised or one-off exceptions that could be made.

District staff and trustees held a strong stance in favour of CRC's being an important safeguard to ensure that schools are safe places.

Having one CRC be valid across schools was recommended as some parents have children in more than one school.

Ensuring clarity regarding confidentiality of students with whom volunteers work was also requested. This would ensure that volunteers do not talk about a student that is not their own, just as they would not have someone share information about their own child. It was noted that while confidentiality is referred to in several areas it would be beneficial that volunteers understand fully that they are protectors of the children and are not to speak about a child that is not their own.

It was noted that the policy is written to identify different levels of contacts and risk. It was determined that the Board would need to decide if it wished to delineate levels of contact for CRC requirements to avoid potential detriment to volunteer participation in the system.

Trustee Flynn will contact her Board Chair Group to inquire what other districts are doing and the DPAC President will contact the BC Confederation of Parent Advisory Councils (BCCPAC) to obtain their input on the topic.

It was also suggested that DPAC and PACS be reflected in their advisory roles in some capacity. They will also be referred to in the policy under 5. Community Partnerships.

The policy will go to second reading to the February meeting.

c. Policy 303: Enhancing Student Learning

An edit to refer to 'educated citizen' was suggested in 5.e.

Including references to Sections 8.3 and 81 of the School Act were agreed to.

The policy will go to second reading to the February meeting.

d. Policy 304: School Closure, Consolidation or Reconfiguration

It was suggested that the concept of neighbourhood schools be reflected in the policy; however, it was stated that while it may not be referred to in this policy, it existed elsewhere and the goal of revising the policies was that it prevent redundancy. *(It was later determined that catchment area schools is the term used now and that reference is captured in Policy 704: Student Catchment Areas – Cross Boundary – District Bus Transportation)*

The policy will go to second reading to the February meeting.

e. Policy 305: Public Interest Disclosure

No further edits were suggested.

The policy will go to second reading to the February meeting.

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

(Final review including input on Administrative Procedures)

a. Policy and AP 701: Student Discipline

Superintendent Jory noted that he had been meeting with a group of principals and vice principals to obtain feedback on this policy and its administrative procedures. The meeting scheduled last week was postponed due to the event in northern BC so the revised document was only provided to the

Committee earlier in the day. Therefore, it will be held for third and final reading in order to allow the Committee time for a more fulsome review and discussion at the April Policy meeting.

- b. Policy 710: Resolution of Student and Parent/Caregiver Complaints**
It was noted that the current version of the DPAC graphic was to be attached to the policy and administrative procedure for final reading.

The policy will be given 3rd and final reading.

6. FUTURE TOPICS

- a. Consideration by the Policy Chair and Superintendent regarding sharing of the DRAFT 1000 series.
- b. Policy Overhaul Continued
- c. Revisions to 603, 604 and 606 pending changes to WorkSafeBC Regulations

7. NEXT MEETING DATE

Tuesday, April 21, 2026 at 1:00 p.m. via videoconferencing



COMMUNICATING STUDENT LEARNING

(Instruction Series)

Page 1 of 3

1. Purpose

The Board of Education is committed to ensuring that communication about student learning is meaningful, transparent, and supportive of student growth. This policy establishes the district's principles for communicating learning to students and their families, consistent with BC's curriculum and provincial reporting requirements.

2. Guiding Principles

Communication of student learning will reflect the following principles:

- a. **Clarity and Understanding**
Information shared with students and families must be clear, accessible, and easy to understand.
- b. **Growth and Progress**
Communication emphasizes learning progress, strengths, areas for improvement, and next steps.
- c. **Timeliness and Consistency**
Families receive regular, ongoing information throughout the year, aligned with provincial expectations.
- d. **Equity and Inclusion**
All families—regardless of language, background, or circumstance—should be able to understand their child's progress and meaningfully engage in learning conversations.
- e. **Student Engagement**
Students play an active role in understanding and communicating their own learning.
- f. **Alignment with Curriculum**
Communication reflects the core principles of the BC curriculum, including competency development and proficiency-based language.

3. Board Responsibilities

The Board will:

- a. Ensure district practices align with the Ministry's reporting requirements;
- b. Support consistent approaches to communicating student learning across schools;
- c. Promote communication practices that strengthen home–school relationships;
- d. Receive periodic updates from the Superintendent regarding district implementation and feedback from families.

4. Superintendent Responsibilities

The Superintendent will:

- a. Develop and maintain Administrative Procedures consistent with provincial reporting policy;
- b. Ensure schools communicate student learning using tools and formats that are clear, reliable, and accessible;



COMMUNICATING STUDENT LEARNING

(Instruction Series)

Page 2 of 3

- c. Provide staff with professional learning to support effective assessment and communication practices;
- d. Ensure families are informed about reporting processes and have opportunities to provide feedback;
- e. Monitor district implementation and support schools in resolving emerging issues or inconsistencies.

5. School Responsibilities

School administrators and staff will:

- a. Implement district practices for communication of student learning;
- b. Engage students in reflecting on their learning and contributing to reporting processes;
- c. Provide families with timely updates, learning evidence, and opportunities for dialogue;
- d. Communicate in ways that are respectful, culturally responsive, and accessible to all families.

6. Content of Communication

Information shared with students and families should support understanding of:

- e. Learning progress and achievement
 - f. Competency development
 - g. Evidence of learning over time
 - h. Strengths and growth areas
 - i. Next steps for continued learning
 - j. How families can support learning at home
- Operational details (e.g., reporting cycles, formats, digital tools, conference structures) are addressed in Administrative Procedures.

7. Confidentiality and Privacy

Communication of student learning must comply with the *Freedom of Information and Protection of Privacy Act (FOIPPA)* and district privacy policies. Schools must ensure the secure handling of student information, particularly when using digital communication platforms.

8. Administrative Procedures

The Superintendent will establish Administrative Procedures that:

- a. Outline required reporting structures, timelines, and formats;
- b. Ensure compliance with Ministry reporting policy;
- c. Provide guidelines for digital tools and communication platforms;
- d. Establish expectations for conferences, learning updates, and summative reporting;
- e. Support effective assessment practices that inform communication of learning.



9. Internal References:

- a. Governance Policy 1060 — Privacy & Information Stewardship (*Pending*)
- b. [Administrative Procedures to Board Policy 500: Communicating Student Learning](#)
- c. [QSD Assessment and Communicating Student Learning Plan](#)

External References:

- a. [Ministry of Education & Child Care: K-12 Student Reporting Policy](#)
- b. [BC Course Curriculum](#)

Dates of Adoption and Amendments:

Adopted: 1984.07.04

Amended: 1987.11.25 | 1988.09.28 | 1994.04.26 | 2017.01.24 | 2017.06.27 | 2022.06.28 |
2025.04.22

DRAFT



ACCEPTABLE USE OF TECHNOLOGY

(Instruction Series)

Page 1 of 3

1. **Purpose**

The Board of Education recognizes that technology is essential for learning, communication, and district operations. This policy establishes expectations for the safe, ethical, and responsible use of digital tools, networks, and information systems by students, staff, volunteers, and all individuals accessing district technology.

2. **Guiding Principles**

The use of technology in the district will reflect the following principles:

- a. **Safety and Well-Being**
Technology use must support safe, respectful, and positive learning and working environments.
- b. **Privacy and Security**
Personal information must be collected, used, stored, and shared in compliance with FOIPPA and district privacy policies.
- c. **Digital Citizenship**
Users are expected to demonstrate ethical, respectful, and responsible behaviour in digital spaces, including environmental considerations.
- d. **Purposeful Use**
Technology will be used to support learning, operations, communication, and collaboration.
- e. **Equity and Inclusion**
Technology practices must support equitable access and inclusive participation for all learners.
- f. **Professional and Legal Compliance**
All users must comply with legislation, licensing requirements, district policies, and copyright laws.

3. **Scope**

This policy applies to:

- a. Students
- b. Employees
- c. Contractors
- d. Volunteers
- e. Trustees
- f. Any individuals using district-owned devices, networks, platforms, or digital resources

It applies whether use occurs on site, off site, or through personal devices connected to district systems.

4. **Acceptable Use Expectations**

All users must:

- a. Use district technology in ways that support learning, work responsibilities, operational efficiency, and district values;
- b. Interact respectfully and safely in digital environments;



ACCEPTABLE USE OF TECHNOLOGY

(Instruction Series)

Page 2 of 3

- c. Protect passwords, accounts, and access to district systems;
 - d. Respect privacy, confidentiality, and the secure handling of personal information;
 - e. Follow copyright, licensing, and intellectual property laws;
 - f. Access only information and systems they are authorized to use;
 - g. Report concerns related to cybersecurity, privacy, or misuse of technology.
- Students must follow school codes of conduct and digital citizenship expectations in all technology use.

5. Prohibited Use

District technology must not be used to:

- a. Harass, bully, discriminate, or harm others
- b. Access, create, or distribute inappropriate or illegal content
- c. Bypass security systems or attempt unauthorized access
- d. Engage in plagiarism or academic dishonesty
- e. Conduct personal commercial activity
- f. Damage, disrupt, or interfere with district systems
- g. Use generative AI or automated tools in ways that breach privacy, copyright, assessment integrity, or district guidelines
- h. Violate any district policy, including safe schools and codes of conduct

6. Use of Personal Devices (Bring Your Own Device)

Where personal devices are permitted:

- a. Users must follow the same expectations as when using district-owned devices;
- b. Personal devices connected to district networks are subject to district security controls;
- c. Schools may establish site-based guidelines to support safe and effective learning environments.

7. Privacy, Data Protection, and Security

- a. Technology use must comply with FOIPPA and Governance Policy 1060 (Privacy).
- b. Personal information may only be stored or transmitted using district-approved systems.
- c. Digital tools must be reviewed and approved prior to use with student data.
- d. Users must take reasonable steps to prevent unauthorized access, disclosure, or loss of information.

8. Monitoring and Access

- a. The district may monitor network activity and device usage to ensure system security and policy compliance.
- b. The district may access information stored on or transmitted through district systems when required for operational, legal, or safety reasons.
- c. Monitoring will be conducted in a manner consistent with FOIPPA and district privacy commitments.



9. Consequences of Misuse

Misuse of district technology may result in:

- a. Revocation of access privileges
- b. Disciplinary action (student or staff)
- c. Termination of volunteer or contractor access
- d. Notification of law enforcement where appropriate
- e. Additional actions consistent with district policies and legislation

Consequences will be applied fairly and in proportion to the nature and impact of the misuse.

10. Superintendent Responsibilities

The Superintendent will establish Administrative Procedures that:

- a. Define specific expectations for students, staff, volunteers, and contractors;
- b. Provide guidelines for digital citizenship education;
- c. Set approval processes for digital tools and platforms;
- d. Establish cybersecurity practices, password standards, and access controls;
- e. Clarify procedures for reporting misuse, privacy breaches, or security incidents;
- f. Outline requirements for generative AI and emerging technologies.

11. Internal References

- [Policy 500 — Communicating Student Learning](#)
- [Policy 504 — Copyright & Intellectual Property](#)
- [Policy 700 — Safe, Caring & Inclusive School Communities](#)
- Governance Policy 1060 — Privacy & Information Stewardship (*Upcoming*)

External References

- [Freedom of Information and Protection of Privacy Act \(FOIPPA\)](#)
- [Canadian Anti-Spam Legislation \(CASL\)](#)

Dates of Adoption and Amendments:

Adopted: 1997.07.08

Amended: 2002.04.23 | 2004.01.27 | 2019.05.28 | **2021.05.25**



1. Purpose

The Board of Education supports field experiences that enrich student learning, strengthen curricular connections, promote well-being, and expand understanding of the community and world. This policy establishes the principles that guide the planning, approval, and conduct of field experiences to ensure they are safe, inclusive, educationally purposeful, and responsibly managed.

2. Guiding Principles

Field experiences in the Qualicum School District will reflect the following principles:

- a. **Educational Purpose**
Experiences must meaningfully support learning outcomes, competency development, or broader educational goals.
- b. **Student Safety and Well-Being**
All activities must be planned and conducted to protect the physical and emotional safety of students, staff, and volunteers.
- c. **Equity and Accessibility**
Field experiences should be inclusive and accessible. No student will be excluded for financial reasons.
- d. **Duty of Care**
Staff and volunteers must exercise appropriate supervision and follow district expectations for safe conduct.
- e. **Risk Management**
Activities must be assessed for risk, with appropriate precautions, approvals, and supports in place.
- f. **Respectful Conduct**
Students, staff, and volunteers represent the district and are expected to demonstrate respectful and responsible behaviour.
- g. **Transparency and Communication**
Families will receive clear information about field experiences, including educational purpose, risk level, and expectations.

3. Types of Field Experiences

Field experiences may include:

- a. Local, day, or community-based activities
- b. Outdoor learning experiences
- c. Cultural, athletic, or artistic events
- d. Work-based or experiential learning
- e. Domestic or international travel (with heightened requirements)

Different types of experiences will require different levels of planning, approval, and risk assessment as defined in Administrative Procedures.



4. Roles and Responsibilities

4.1 Board of Education

The Board will approve any international or high-risk field experiences that require Board authority or exceed district administrative limits.

4.2 Superintendent

The Superintendent will:

- a. Establish Administrative Procedures outlining approval processes, risk assessments, supervision requirements, and emergency protocols;
- b. Ensure staff receive guidance and support for planning safe and meaningful field experiences;
- c. Ensure high-risk activities meet heightened safety and approval requirements.

4.3 Principals

Principals will:

- a. Approve field experiences in accordance with district procedures;
- b. Ensure supervision, safety planning, consent processes, and communication with families are in place;
- c. Ensure volunteers meet screening and conduct expectations.

4.4 Staff Leaders

Staff organizing field experiences will:

- a. Plan activities that reflect educational purpose and student needs;
- b. Complete required risk assessments and documentation;
- c. Provide clear expectations for student behaviour;
- d. Guide and supervise volunteers.

4.5 Volunteers

Volunteers must:

- a. Follow the direction of district staff;
- b. Meet screening requirements;
- c. Support student safety and well-being.

5. Equity and Financial Considerations

- a. Field experiences must be accessible to all students in the participating class or group.
- b. Schools must implement strategies to ensure no student is excluded due to financial hardship.
- c. Fundraising activities must align with district policies and equity commitments.

6. Transportation and Travel

All transportation must comply with:

- a. District safety requirements
- b. Driver, vehicle, and supervision standards
- c. Approval processes for commercial carriers or chartered services

Details will be provided in Administrative Procedures.



7. High-Risk Activities

Activities that involve elevated physical or environmental risk (e.g., water-based activities, wilderness trips, international travel) require:

- a. Enhanced planning and risk assessment
 - b. Higher levels of supervision or expertise
 - c. Additional consent and communication
 - d. Approval by the Superintendent or Board where required
- High-risk categories will be defined in Administrative Procedures.

8. Emergency Planning

Field experience plans must include:

- a. Emergency communication procedures
- b. Incident reporting expectations
- c. Roles and responsibilities during emergencies
- d. Consideration of medical needs and accessibility supports

9. Administrative Procedures

The Superintendent will establish Administrative Procedures that:

- a. Define approval levels and timelines;
- b. Identify risk categories and required precautions;
- c. Outline supervision standards and volunteer screening;
- d. Provide guidance for transportation, insurance, and documentation;
- e. Clarify emergency and incident-response processes;
- f. Support staff planning and parent/caregiver communication.

10. Internal References

- [Policy 700 – Safe, Caring and Inclusive School Communities \(School Codes of Conduct\)](#)
- [Policy 302 – Community & Volunteer Involvement](#)
- [Policy 505 – Fundraising](#)
- [Administrative Procedures related to field experiences, risk management, and transportation](#)

External References

- [School Act](#)
- [WorkSafeBC regulations](#)

Dates of Adoption and Amendments:

Adopted: 1979.07.21

Amended: 1981.01.21 | 1984.05.16 | 1989.02.22 | 1992.08.25 | 2001.04.03 | 2002.03.26 | 2003.05.27 | 2017.03.28 | 2020.05.26 | 2023.04.25 | **2025.04.22**



**BOARD POLICY 503
ANIMALS IN SCHOOLS AND WORKPLACES**

(Instruction Series)

Page 1 of 3

1. Purpose

The Board of Education recognizes that animals can enrich learning, support student well-being, and play important roles in therapeutic and accessibility contexts. This policy establishes principles to ensure that any presence of animals in schools or workplaces is safe, purposeful, respectful, and consistent with district values and legal obligations.

2. Guiding Principles

a. **Safety and Well-Being**

The physical and emotional safety of students, staff, and visitors is paramount. The welfare of animals must also be protected.

b. **Educational Purpose and Benefit**

Animals may be included when they contribute meaningfully to learning, wellness, accessibility, or student engagement.

c. **Health and Environmental Considerations**

The district must take allergies, phobias, cultural considerations, and sensitivities into account before approving animals in schools.

d. **Legal Compliance**

Requirements for certified service animals and applicable public health, animal welfare, and accessibility laws must be followed.

e. **Respectful Inclusion**

The presence of animals must not create barriers for any individual or interfere with equitable access to learning and work environments.

3. Types of Animals Included Under This Policy

This policy applies to:

a. **Service animals** (working animals trained to assist a person with a disability)

b. **Therapy or support animals** (used in structured wellness or counselling contexts)

c. **Instructional animals** (used for teaching, exploration, or supervised experiences)

d. **Visiting animals** (short-term visits for presentations, demonstrations, or wellness events)

e. **Resident animals** (animals kept at a school for an extended period, when permitted)

Different categories require different levels of approval, documentation, and oversight, outlined in Administrative Procedures.

4. Expectations for Animals in Schools or Workplaces

a. All animals must be approved through district or school processes before entering a school or worksite.

b. Animals must be healthy, well cared for, and treated humanely at all times.

c. Animals must be under appropriate control and supervision.

d. Risks related to allergies, fear, cultural concerns, aggression, or zoonotic disease must be addressed in advance.



- e. Animals must not interfere with classroom instruction, student learning, or workplace safety.
- f. Animals must not be present in areas where food is prepared or served unless required by law (e.g., service animals).
- g. Waste management, cleanliness, and sanitation procedures must be followed.

5. Service Animals

- a. The district will make reasonable accommodations for certified service animals that assist individuals with disabilities.
- b. Requests for service animals will follow district procedures and relevant legislation.
- c. Documentation may be required to confirm the role and certification of the animal.
- d. Service animals are permitted in all areas where their handler is permitted, except where restricted by law for safety reasons.

6. Therapy and Support Animals

- a. Therapy or support animals may be permitted when they are part of structured programs delivered by trained professionals.
- b. Use must align with student well-being goals and receive district approval.
- c. Certification, training, and program structure must be verified through Administrative Procedures.

7. Instructional or Visiting Animals

- a. Animals used for educational purposes or single events require approval from the Principal (and in some cases the Superintendent).
- b. Staff are responsible for ensuring safe handling, supervision, and alignment with curriculum or learning intentions.
- c. High-risk animals or activities require additional precautions and documentation.

8. Resident Animals (Long-Term Presence)

Resident animals may be permitted only when:

- a. They provide clear educational or social benefit;
- b. Their care, supervision, and long-term welfare are sustainably planned;
- c. Risks to individuals with allergies, sensitivities, or cultural considerations are mitigated;
- d. Approval processes have been followed.

The district reserves the right to discontinue resident-animal arrangements at any time.

9. Superintendent Responsibilities

The Superintendent will establish Administrative Procedures that:

- a. Outline approval processes for different categories of animals;
- b. Address health, safety, sanitation, and animal welfare requirements;
- c. Define documentation, parental consent, and notification procedures;



- d. Address emergency procedures, liability, and supervision requirements;
- e. Provide specific guidance for service animals, including accommodation processes;
- f. Identify prohibited animals or high-risk situations.

10. Internal References

- [Policy 700 — Safe, Caring & Inclusive School Communities](#)

External References

- [Guide Dog and Service Dog Act \(BC\)](#)
- [School Act](#)
- [WorkSafeBC health and safety standards](#)

Dates of Adoption and Amendments:

Adopted: 1985.04.17

Amended: 1986.07.27 | 1988.11.23 | 1990.03.28 | 1991.09.10 | 2005.01.25 | 2017.01.24 |
2020.04.28 | **Reviewed 2024.11.26**

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**BOARD POLICY 504
COPYRIGHT AND INTELLECTUAL PROPERTY**

(Instruction Series)

Page 1 of 2

1. Purpose

The Board of Education is committed to the ethical and lawful use of creative and instructional materials. This policy establishes principles for respecting copyright, supporting responsible creation and sharing of intellectual property, and ensuring compliance with Canadian copyright law and district expectations.

2. Guiding Principles

The district's approach to copyright and intellectual property reflects:

- a. **Legal Compliance**
All staff, students, and volunteers must follow the *Copyright Act* of Canada and related agreements.
- b. **Respect for Creators**
Creative works—digital or physical—must be used in ways that honour their creators' rights.
- c. **Academic Integrity and Ethical Use**
Materials must be used, adapted, and cited appropriately in educational contexts.
- d. **Access to High-Quality Learning Resources**
The district encourages the use of lawful, inclusive, accessible instructional resources.
- e. **Support for Creative Work**
Students and staff are creators. Their intellectual property rights must be respected, clearly understood, and appropriately managed.
- f. **Digital Responsibility**
Copyright applies equally to digital content, online platforms, cloud tools, multimedia, AI-generated works, and emerging technologies.

3. Use of Copyrighted Materials

All users must:

- a. Obtain appropriate permission or licensing when required;
- b. Follow fair dealing guidelines for educational use;
- c. Avoid unauthorized reproduction, distribution, or public performance of copyrighted works;
- d. Use district-approved platforms for storing and sharing copyrighted materials;
- e. Respect digital rights management (DRM) controls and licensing restrictions.

4. Intellectual Property Created by Employees

- a. Instructional materials created by employees in the course of their employment generally belong to the district, unless otherwise defined by collective agreement or written agreement.
- b. The district may permit staff to retain rights or share rights to materials they create, subject to agreements established in Administrative Procedures.
- c. Staff-created resources may be shared within the district to support high-quality teaching and learning.



5. Intellectual Property Created by Students

- a. Students retain intellectual property rights to original works they create, including artwork, writing, media, and digital products.
- b. Schools and the district may request permission to display or reproduce student work; consent practices will be outlined in Administrative Procedures.
- c. Student privacy and personal information protections apply when student work is shared publicly or online.

6. Use of Open Educational Resources & AI Tools

- a. Staff and students are encouraged to use and contribute to Open Educational Resources (OER) where appropriate and lawful.
- b. Use of generative AI tools (text, images, media, etc.) must comply with copyright, privacy, and academic integrity requirements.
- c. AI-generated content must be identified clearly when used in assessment, communications, or public materials.
- d. Users must not input confidential, personal, or sensitive information into AI tools unless explicitly approved.

7. District Responsibilities

The district will:

- a. Provide guidance, training, and support related to copyright compliance and intellectual property;
- b. Ensure digital tools and platforms used in the district comply with licensing and copyright obligations;
- c. Monitor and address systemic copyright risks and misuse.

8. Superintendent Responsibilities

The Superintendent will establish Administrative Procedures that:

- a. Define expectations for fair dealing, licensing, and permitted uses of copyrighted materials;
- b. Clarify intellectual property ownership for employee- and student-created works;
- c. Outline consent processes for sharing student work;
- d. Provide guidelines for using digital media, OER, and AI tools;
- e. Establish procedures for addressing potential copyright violations.

9. Internal References

- [Policy 501 — Acceptable Use of Technology](#)
- Governance Policy 1060 — Privacy & Information Stewardship (*Pending*)

External References

- [Copyright Act of Canada](#)
- [Access Copyright guidelines](#)

Dates of Adoption and Amendments:

Adopted: 2021.06.22
Amended: **2025.04.22**



1. Purpose

The Board of Education recognizes that fundraising can enhance learning opportunities, support school initiatives, and strengthen community engagement. This policy establishes principles to ensure that fundraising activities in the district are ethical, equitable, transparent, and consistent with the educational values of the Qualicum School District.

2. Guiding Principles

a. Student Well-Being and Learning

Fundraising activities must support school programs and contribute positively to student learning and well-being.

b. Equity

All students must have access to educational programs regardless of their ability to participate in or contribute to fundraising efforts. Fundraising must never create barriers or stigma.

c. Transparency and Accountability

Fundraising must be conducted openly, with clear communication about purpose, use of funds, and financial stewardship.

d. Ethical and Safe Practices

Activities must be safe, developmentally appropriate, and respectful of the values of the school community.

e. Responsible Use of Commercial Partnerships

Fundraising relationships with businesses or external organizations must align with district values and avoid undue commercial influence in schools.

f. Compliance with Financial and Privacy Regulations

All activities must follow applicable financial procedures, district policies, and privacy obligations.

3. Acceptable Fundraising Activities

Fundraising is acceptable when it:

- a. Supports educational, athletic, cultural, or school community purposes;
- b. Is voluntary and does not pressure students or families to participate;
- c. Ensures equitable access to the funded activity or resource;
- d. Is respectful and safe for students;
- e. Does not include door-to-door canvassing by elementary students;
- f. Avoids products that conflict with district health, safety, or environmental expectations.

Examples may include seasonal events, community-based initiatives, sponsorship of student activities, and charitable campaigns.

4. Prohibited or Restricted Activities

Fundraising must not:

- a. Promote products or services inappropriate for minors;
- b. Require students to sell products in high-risk settings;
- c. Involve gambling activities restricted by law;



- d. Create commercial dependency or exclusive marketing arrangements;
- e. Share student personal information with external organizations;
- f. Replace essential educational resources ordinarily funded through school or district budgets.

Activities involving significant risk, financial complexity, or external partnerships require additional approval as defined in Administrative Procedures.

5. Financial Stewardship

Fundraising revenue is considered **school-generated funds** and must be:

- a. Deposited, tracked, and reported according to district financial procedures;
- b. Used solely for the stated purpose of the fundraising activity;
- c. Managed with accountability and transparency;
- d. Auditable upon request.

Schools must communicate clearly how funds were used and ensure appropriate internal controls.

6. Student Participation

- a. Student participation in fundraising must be voluntary.
- b. Students may not be excluded from activities or programs because they choose not to or cannot participate in fundraising.
- c. Fundraising must not create competition or comparison between students or groups in ways that undermine inclusion.

7. Use of External Organizations and Partners

When engaging external organizations:

- a. Partnerships must align with district values and policies;
- b. Student privacy must be protected in accordance with FOIPPA and Policy 1060;
- c. Agreements must not promote commercial interests in ways inconsistent with district philosophy.

Sponsorship or donation arrangements may require Superintendent approval.

8. Superintendent Responsibilities

The Superintendent will establish Administrative Procedures that:

- a. Outline requirements for planning, approving, and communicating fundraising activities;
- b. Align financial practices with Policy 108 (School-Generated Funds);
- c. Clarify expectations for student safety, privacy, and volunteer involvement;
- d. Identify prohibited activities and provide guidance on commercial partnerships;
- e. Ensure transparency and accountability in reporting fundraising outcomes.

9. Internal References

- [Policy 108 — School-Generated Funds](#)
- [Policy 302 — Community & Volunteer Involvement](#)
- [Policy 505 – School-Based Fundraising](#)



- [Policy 705 — Sponsorships, Partnerships, and Advertising](#)
 - Governance Policy 1060 — Privacy & Information Stewardship (*Pending*)
- External References**
- [School Act](#)

Dates of Adoption and Amendments:

Adopted: 2022.10.25

Amended: **2024.11.24**

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1. Purpose

The Board of Education recognizes the important role that athletics and extracurricular activities play in student learning, well-being, and school culture. Coaches—whether employees or volunteers—are entrusted with significant responsibility for student safety and development. This policy establishes expectations for the professional, ethical, and respectful conduct required of all individuals who coach students in district programs.

2. Guiding Principles

a. Student Safety and Well-Being

Coaches must prioritize the physical, emotional, and psychological safety of all participants.

b. Positive Youth Development

Coaching should promote skill development, teamwork, belonging, confidence, and healthy competition.

c. Professionalism and Ethical Behaviour

Coaches act as role models whose conduct must align with district values and policies.

d. Equity and Inclusion

Coaching practices must be inclusive, respectful, and free of discrimination, harassment, or bias.

e. Duty of Care

Coaches are responsible for appropriate supervision, preparation, and conduct during practices, competitions, and travel.

f. Respectful Relationships and Boundaries

Coaches must maintain appropriate boundaries with students at all times.

g. Alignment With Safe Schools Policies

Coaching conduct and expectations must reflect the district's safe, caring, and inclusive school culture.

3. Scope

This policy applies to:

- a. Teachers and school staff who coach
- b. Volunteers
- c. Contracted coaches
- d. Any adult working with students in a coaching capacity in district programs

4. Expectations for Coach Conduct

4.1 Respectful and Inclusive Behaviour

Coaches must:

- a. Treat all students with dignity and respect;
- b. Create an environment that promotes belonging and supports diverse identities;
- c. Use language and behaviour consistent with district values and anti-discrimination policies;



- d. Demonstrate fairness and integrity in decisions affecting student participation.

4.2 Boundaries and Professionalism

Coaches must:

- a. Maintain clear and appropriate adult–student boundaries;
- b. Communicate with students and families appropriately and transparently;
- c. Avoid any relationship, communication, or behaviour that may be perceived as exploitative, sexualized, or unprofessional;
- d. Adhere to all district policies related to safe schools, conduct, and technology use.

4.3 Skill, Preparation, and Safety

Coaches are expected to:

- a. Prepare for practices and competitions in ways that ensure student safety;
- b. Use strategies and training methods appropriate for student age and ability;
- c. Follow rules and safety standards established by relevant sport governing bodies;
- d. Monitor environmental and physical conditions to prevent injury;
- e. Complete required training or certifications as outlined in Administrative Procedures.

4.4 Supervision and Duty of Care

Coaches must:

- a. Provide supervision consistent with district expectations;
- b. Ensure student behaviour aligns with codes of conduct;
- c. Follow protocols for transportation, overnight travel, and high-risk activities;
- d. Report injuries, safety concerns, and incidents promptly.

4.5 Integrity in Competition

Coaches must:

- a. Promote sportsmanship, fair play, and respect for opponents and officials;
- b. Place the health and development of students above competitive success;
- c. Avoid practices that could endanger student welfare.

5. Volunteers and External Coaches

- a. Volunteers must meet district screening and approval requirements.
- b. Volunteers are subject to the same conduct expectations as employees.
- c. Principals must ensure volunteers have appropriate supervision, guidance, and orientation.



6. Breaches of Conduct

Allegations involving inappropriate conduct, harassment, safety concerns, or boundary violations will be addressed according to:

- a. District policies on safe and respectful schools
- b. Human resource procedures
- c. Volunteer management protocols
- d. School codes of conduct
- e. Legislative requirements

Consequences may include removal from coaching duties, disciplinary action, or referral to external authorities where required.

7. Superintendent Responsibilities

The Superintendent will establish Administrative Procedures that:

- a. Outline expectations for training, certification, and supervision;
- b. Address volunteer recruitment, screening, orientation, and oversight;
- c. Define procedures for travel, risk assessment, and emergency response;
- d. Clarify reporting processes for concerns, injuries, or inappropriate conduct;
- e. Provide guidance on communication practices, including digital communication.

8. Internal References

- [Policy 302 — Community & Volunteer Involvement](#)
- [Policy 501 — Acceptable Use of Technology](#)
- [Policy 700 — Safe, Caring & Inclusive School Communities](#)
- [Administrative Procedures to Policy 506 – Conduct of Coaches](#)
- QSD Athletics Handbook

External References

- [BC Human Rights Code](#)
- [BC School Sports](#) and relevant sport governing bodies

Dates of Adoption and Amendments:

Adopted: 2015.11.24

Amended: 2021.04.27 | **Reviewed 2024.11.24**



**BOARD POLICY 507
PROGRAMS OF CHOICE AND SPECIALTY ACADEMIES**

(Instruction Series)

Page 1 of 3

1. Purpose

The Board of Education supports Programs of Choice and Specialty Academies that enhance learning opportunities and allow students to pursue particular interests, pathways, or areas of strength. These programs must operate in a manner that is educationally sound, equitable, financially sustainable, and aligned with the district's values and obligations under the *School Act*.

2. Definitions

a. **Programs of Choice**

District-approved programs that provide alternative or enriched approaches to learning (e.g., languages, fine arts, outdoor learning, inquiry-based learning).

b. **Specialty Academies**

Programs meeting the definition in the *School Act* that offer specialized training in a particular discipline (e.g., sport, trades, arts), may involve community partnerships, and may charge a fee approved by the Board.

c. **District Program**

A program that is designed, operated, and staffed by the district, available to students regardless of their school of catchment unless otherwise specified.

3. Guiding Principles

a. **Educational Value**

Programs must enrich student learning, align with BC curriculum, and support overall student success and well-being.

b. **Equity and Access**

Programs must be accessible, transparent, and inclusive. No student will be denied participation due to financial hardship.

c. **Transparency and Oversight**

The Board is responsible for approving new Specialty Academies and associated fees. Programs must operate with clear guidelines and accountability.

d. **Financial Sustainability**

Programs must be planned and delivered in a manner that is cost-neutral or financially sustainable without diverting core resources from essential educational services.

e. **Community Partnerships**

Partnerships that support Programs of Choice or Academies must align with district values and follow district policies on sponsorship and privacy.

f. **Health, Safety, and Risk Management**

Programs must ensure student safety and follow district policies related to supervision, travel, and risk assessment.

4. Board Responsibilities

The Board will:

a. Approve the establishment or discontinuation of Specialty Academies;

b. Approve any fees charged to students in accordance with the *School Act*;



**BOARD POLICY 507
PROGRAMS OF CHOICE AND SPECIALTY ACADEMIES**

(Instruction Series)

Page 2 of 3

- c. Ensure that fee structures include provisions for equity of access;
- d. Receive periodic reports on program effectiveness, enrolment, financial status, and student outcomes;
- e. Ensure consultation requirements are met for major program changes.

5. Superintendent Responsibilities

The Superintendent will:

- a. Establish Administrative Procedures governing the creation, operation, evaluation, and discontinuation of Programs of Choice and Specialty Academies;
- b. Ensure admission processes are equitable, transparent, and consistent across programs;
- c. Ensure fees (where permitted) comply with provincial legislation and district expectations for accessibility;
- d. Coordinate the monitoring and evaluation of programs to ensure continued educational value and financial sustainability;
- e. Ensure Indigenous rights, perspectives, and protocols are respected in the development and operation of all programs.

6. School Responsibilities

Principals and program leaders will:

- a. Implement district procedures in the delivery of Programs of Choice and Academies;
- b. Provide accurate, accessible information to students and families;
- c. Ensure supervision, risk management, and equitable participation practices;
- d. Support students choosing to transition into or out of specialized programs.

7. Fees and Equity Considerations

- a. Fees may be charged **only** for Specialty Academies where permitted by the *School Act* and approved by the Board.
- b. Fee schedules must be transparent, communicated in advance, and include provisions for financial assistance.
- c. No student will be excluded from any district program due to inability to pay.

8. Admission and Enrolment

- a. Admission criteria must be clear, objective, and publicly communicated.
- b. When demand exceeds capacity, selection processes must be fair, unbiased, and transparent.
- c. Catchment, cross-boundary, and transportation policies continue to apply unless otherwise authorized by the Superintendent.

9. Evaluation and Review

Programs of Choice and Specialty Academies will undergo periodic review to ensure:

- a. Educational quality;
- b. Equity and accessibility;



**BOARD POLICY 507
PROGRAMS OF CHOICE AND SPECIALTY ACADEMIES**

(Instruction Series)

Page 3 of 3

- c. Financial sustainability;
- d. Alignment with district priorities and student needs;
- e. Compliance with safety and risk-management expectations.

Programs may be modified or discontinued if they no longer meet district standards or needs.

10. Internal References

- [Policy 108 — School-Generated Funds](#)
- [Policy 302 — Community & Volunteer Involvement](#)
- [Policy 505 — Fundraising](#)
- [Policy 700 — Safe, Caring & Inclusive School Communities](#)
- [Policy 704 — Student Fees and Subsidies](#)
- [Policy 705 — Sponsorships, Partnerships, and Advertising](#)

External References

- [School Act, Section 82.1 \(Specialty Academies\)](#)

Dates of Adoption and Amendments:

Adopted: 2022.05.24

Amended: **2025.04.22**

DRAFT



1. Purpose

The Board of Education is committed to supporting students in exploring, developing, and pursuing diverse pathways that prepare them for success in education, work, and life. This policy establishes principles for Career Education programs within the district, including experiential learning, community partnerships, and transitions to post-secondary education, training, or employment.

2. Guiding Principles

a. **Student-Centred Pathways**

Career Education supports students in identifying their strengths, interests, and goals, and in developing personalized pathways.

b. **Equity of Access**

All students must have equitable access to Career Education opportunities, including work experience, trades programs, and dual credit options.

c. **Experiential and Applied Learning**

Hands-on, real-world experiences deepen student engagement and support meaningful career exploration.

d. **Safety and Duty of Care**

Career Education activities must uphold student safety and comply with district expectations, WorkSafeBC requirements, and relevant legislation.

e. **Partnerships and Collaboration**

Effective Career Education relies on strong relationships with community organizations, post-secondary institutions, Indigenous partners, and industry.

f. **Informed Transitions**

Students and families require timely, clear information to support smooth transitions to post-secondary pathways.

g. **Respect for Indigenous Rights and Protocols**

Career Education programming must respect Indigenous worldviews, rights, and aspirations, and include culturally responsive opportunities.

3. Scope

This policy applies to all Career Education programming offered by the district, including:

- a. Career-Life Education and Career-Life Connections
- b. Work experience and career exploration
- c. Youth Train in Trades and Youth Work in Trades
- d. Dual credit programs
- e. Specialized academies with career pathways
- f. Career fairs, mentorships, and volunteer or community-based experiences

4. Board Responsibilities

The Board will:

- a. Support the development and sustainability of high-quality Career Education opportunities;
- b. Approve formal partnership agreements where required;



- c. Ensure equitable access to district Career Education programs;
- d. Receive periodic updates on participation, student outcomes, safety, and program alignment;
- e. Support programs that reflect local labour market needs and student interests.

5. Superintendent Responsibilities

The Superintendent will:

- a. Establish Administrative Procedures governing Career Education program structures, risk management, partnerships, and student placement processes;
- b. Ensure staff receive training and support related to safety, supervision, and WorkSafeBC expectations;
- c. Support partnerships with post-secondary institutions, Indigenous partners, employers, and community groups;
- d. Ensure accurate, accessible information is communicated to students and families;
- e. Monitor participation and address barriers to access.

6. School Responsibilities

Principals and Career Education staff will:

- a. Implement district procedures for Career Education programming;
- b. Support students in developing individual learning and career plans;
- c. Ensure safe and appropriate placements for work experience and trades programs;
- d. Communicate program expectations and opportunities to students and families;
- e. Foster inclusive, strength-based approaches to pathway planning.

7. Partnerships

- a. Partnerships must align with district values and policies, including student safety and privacy requirements.
- b. All partners must follow district expectations for supervision, safety, and appropriate conduct.
- c. Formal agreements may be required for dual credit, trades training, and other structured programs.

8. Safety and Risk Management

- a. Work experience, trades placements, and community-based learning must adhere to WorkSafeBC standards.
- b. Students must receive appropriate orientation and training prior to placement.
- c. Supervisors and employers must provide safe environments and proper oversight.
- d. Incidents or safety concerns must be reported promptly.

9. Equity and Inclusion in Career Education

Career Education programming must ensure:



- a. Inclusive participation for students with diverse learning needs;
- b. Removal of structural barriers to access;
- c. Culturally responsive pathways for Indigenous learners;
- d. Supports for students historically underrepresented in certain trades, professions, or programs.

10. Administrative Procedures

The Superintendent will establish procedures that:

- a. Define program requirements, processes, and responsibilities;
- b. Address safety, supervision, transportation, and insurance;
- c. Guide partnership development and oversight;
- d. Support student planning and transition processes;
- e. Ensure clear communication to students, families, and community partners.

11. Internal References

- [Policy 302 — Community & Volunteer Involvement](#)
- [Policy 501 — Acceptable Use of Technology](#)
- [Policy 700 — Safe, Caring & Inclusive Schools](#)

External References

- [School Act](#)
- [BC Career Education curriculum](#)
- [SkilledTradesBC \(previously Industry Training Authority\)](#)
- [WorkSafeBC regulations](#)

Dates of Adoption and Amendments:

Adopted: 2023.04.25

Amended: **Reviewed 2024.11.22**



1. **Purpose**

The Board of Education is responsible for ensuring that learning can continue, to the extent possible, during emergencies that disrupt normal school operations. This policy establishes principles to guide the district's response to emergencies requiring temporary changes to instructional delivery, including remote learning, modified schedules, or altered school operations.

2. **Definition of Emergency**

For the purposes of this policy, an *emergency* is an unforeseen event or circumstance that poses risk to health, safety, or essential operations, requiring temporary modification to the delivery of educational programming. Examples may include:

- a. Natural disasters
- b. Public health emergencies
- c. Infrastructure failures
- d. Environmental hazards
- e. Transportation disruptions
- f. Security threats

3. **Guiding Principles**

- a. **Health and Safety First**
The health, safety, and well-being of students, staff, families, and the community are the district's first priority.
- b. **Continuity of Learning**
The district will strive to maintain learning opportunities that are purposeful, developmentally appropriate, and flexible during disruptions.
- c. **Equity and Accessibility**
Plans must consider the diverse circumstances and needs of students, including access to technology, learning supports, and safe environments.
- d. **Clear and Timely Communication**
Families, staff, and partners must receive consistent, transparent communication throughout the emergency and recovery period.
- e. **Proportional and Flexible Response**
Responses must be adaptable to the nature, scope, and duration of the emergency and respectful of evolving conditions.
- f. **Respect for Indigenous Rights and Protocols**
Emergency responses must include appropriate engagement with local First Nations and consider impacts on Indigenous learners and communities.
- g. **Collaboration and Coordination**
Decisions should be aligned with guidance from health authorities, emergency services, and the Ministry of Education and Child Care.

4. **Board Responsibilities**

The Board will:



- a. Approve district-wide changes to educational delivery when required by legislation or when recommended by the Superintendent in response to an emergency;
- b. Ensure policies on emergency preparedness, health and safety, and communication are coordinated and up to date;
- c. Receive regular updates during significant emergencies;
- d. Support recovery planning after normal operations resume.

5. Superintendent Responsibilities

The Superintendent will:

- a. Assess emergencies and determine necessary modifications to educational delivery, including temporary remote learning or hybrid models;
- b. Activate emergency plans and coordinate with authorities and district leadership;
- c. Ensure students have access to meaningful learning opportunities during disruptions;
- d. Provide direction to schools regarding instruction, assessment, attendance, and supports;
- e. Ensure that vulnerable and high-needs learners are prioritized for in-person or enhanced supports;
- f. Oversee communication to students, families, staff, and the community;
- g. Lead recovery efforts to restore regular operations as soon as safely possible.

6. School Responsibilities

Principals will:

- a. Implement district expectations for modified learning;
- b. Maintain communication with students, staff, and families;
- c. Organize teaching and support staff to deliver learning in flexible formats;
- d. Identify students in need of additional supports or technology access;
- e. Ensure safety and well-being remain central to decision-making.

7. Student and Family Support

During emergencies, the district will prioritize:

- a. Support for vulnerable learners;
- b. Access to learning materials for students unable to attend school;
- c. Social-emotional supports;
- d. Culturally responsive approaches for Indigenous students;
- e. Access to technology or alternatives where remote learning is necessary;
- f. Consideration of family circumstances, including caregiving and employment disruptions.

8. Technology Use

- a. Technology platforms may be used to support continuity of learning;
- b. Digital communication must comply with FOIPPA and district privacy policies;



- c. The district will strive to provide equitable access to digital resources and alternatives where necessary.

9. Recovery and Return to Normal Operations

- a. Following an emergency, the district will transition back to regular instructional delivery in an orderly and safe manner;
- b. Communication will outline timelines, expectations, and supports;
- c. The district will review lessons learned and update procedures accordingly.

10. Administrative Procedures

The Superintendent will establish procedures that:

- a. Define emergency response and decision-making processes;
- b. Align district actions with Policy 708 (Emergency Preparedness and Closures) and Policy 801 (Health and Safety);
- c. Clarify expectations for instruction, assessment, attendance, and reporting during disruptions;
- d. Detail communication protocols;
- e. Address equity, technology access, and support for vulnerable learners;
- f. Guide recovery planning.

11. Internal References

- [Policy 500 — Communicating Student Learning](#)
- [Policy 708 — Emergency Preparedness and Closures](#)
- [Policy 801 — Health and Safety of Employees](#)
- Governance Policy 1060 — Privacy & Information Stewardship (*Pending*)

External References

- [School Act](#)
- [Health Emergency Management BC](#)
- [Emergency Management in BC](#)

Dates of Adoption and Amendments:

Adopted: 2020.11.14
Amended: **Reviewed 2024.11.24**



1. Purpose

The Board of Education is committed to ensuring that all students have access to high-quality learning resources that support meaningful, inclusive, and culturally responsive learning experiences. This policy provides principles for the selection, use, and ongoing review of learning resources in the Qualicum School District.

2. Guiding Principles

a. Alignment with Curriculum

Learning resources must support the goals, competencies, and content of the BC curriculum.

b. Equity, Inclusion, and Representation

Resources must reflect the diversity of students and communities, avoid bias and stereotypes, and promote equity, belonging, and culturally safe learning environments.

c. Respect for Indigenous Rights and Worldviews

Resources that include Indigenous content must be authentic, locally relevant where possible, respectful of Indigenous knowledge systems, and developed or reviewed in partnership with Indigenous communities or recognized organizations.

d. Learning Quality and Appropriateness

Resources should be accurate, engaging, developmentally appropriate, and suitable for the intended learning context.

e. Professional Judgment

Educators use their professional expertise to select and use resources that best support instruction and student needs.

f. Transparency and Responsiveness

The district will maintain clear processes for selecting, reviewing, and responding to concerns about learning resources.

g. Responsible Use of Digital Resources

Digital and online resources must comply with copyright, privacy legislation, and district technology policies.

3. Scope

This policy applies to all learning resources used for instruction, including:

- a. Print materials (texts, novels, reference works)
- b. Digital and online resources
- c. Multimedia materials
- d. Locally developed resources
- e. Indigenous-authored or Indigenous-focused resources
- f. Open Educational Resources (OER)
- g. Supplemental or optional learning materials

It does **not** apply to operational resources such as administrative documents or internal staff training materials.



4. Roles and Responsibilities

4.1 Board of Education

The Board will:

- a. Ensure the district has fair, transparent, and culturally respectful processes for selecting and reviewing learning resources;
- b. Approve the district's Learning Resources Administrative Procedure;
- c. Receive periodic reports on resource selection, challenges, and emerging needs;
- d. Support professional learning related to resource evaluation and instructional design.

4.2 Superintendent

The Superintendent will:

- a. Establish Administrative Procedures that define processes for selecting, approving, reviewing, and retiring learning resources;
- b. Ensure processes align with provincial guidelines and respect Indigenous protocols;
- c. Provide educators with guidance and training on resource evaluation, copyright, and digital safety;
- d. Respond to formal concerns or challenges in accordance with established procedures.

4.3 Principals

Principals will:

- a. Support staff in selecting high-quality, appropriate resources;
- b. Ensure school-level practices follow district procedures;
- c. Coordinate review processes where concerns arise at the school level.

4.4 Educators

Educators will:

- a. Use professional judgment to select resources that support curriculum and student needs;
- b. Consider representation, cultural safety, and accessibility when selecting resources;
- c. Provide alternative materials when appropriate to support student or family needs;
- d. Follow district processes for using digital or licensed materials.

5. Indigenous Learning Resources

The district is committed to:

- a. Using authentic Indigenous resources that respect local First Nations, Métis, and Inuit cultures and perspectives;
- b. Seeking guidance from Indigenous partners in selecting or developing resources that include Indigenous content;



- c. Ensuring resources support reconciliation and promote accurate, respectful understanding of Indigenous histories and knowledge systems.

6. Equity and Accessibility

- a. Learning resources must be accessible to students with diverse learning needs.
- b. Alternative formats or supports will be provided where possible.
- c. Resources should reflect students' identities and lived experiences.

7. Responding to Concerns

- a. Parents, students, or community members may express concerns about learning resources.
- b. Concerns will be addressed respectfully, following district procedures that ensure fairness, transparency, and educational integrity.
- c. Resources will not be removed solely on the basis of disagreement with a particular viewpoint unless the material violates district principles or provincial guidelines.

8. Digital Resources and Copyright Compliance

- a. Digital tools and resources must comply with FOIPPA, copyright law, and district technology policies.
- b. Educators must use only district-approved platforms when student data is involved.
- c. Licensing and permission requirements must be followed for all digital and multimedia resources.

9. Administrative Procedures

The Superintendent will establish procedures that:

- a. Define selection, approval, and review processes;
- b. Clarify resource evaluation criteria;
- c. Detail challenge or reconsideration procedures;
- d. Address copyright and digital licensing;
- e. Provide expectations for culturally responsive and inclusive resource use;
- f. Align school practices with provincial frameworks.

10. Internal References

- [Policy 501 — Acceptable Use of Technology](#)
- [Policy 700 — Safe, Caring & Inclusive School Communities](#)

External References

- [BC Ministry of Education and Child Care: Learning Resources Policy and Guidelines](#)
- [BC Course Curriculum](#)
- [Copyright Act of Canada](#)
- [Freedom on Information and Protection of Privacy Act \(FIPPA\)](#)



Dates of Adoption and Amendments:

Adopted: 2024.05.28

Amended: **Reviewed 2024.11.24**

DRAFT



1. Purpose

The Board of Education is committed to fostering healthy, stable, and sustainable communities. Paying a living wage to eligible employees and contracted service providers reflects the Board's values of fairness, dignity, and social responsibility. This policy affirms the district's commitment to supporting the well-being of workers and their families.

2. Guiding Principles

The district's Living Wage commitment is founded on:

- a. **Fairness & Dignity**
All workers deserve compensation that supports a reasonable standard of living.
- b. **Equity & Inclusion**
A living wage helps reduce poverty and barriers faced by low-income families, including many with children in the school system.
- c. **Community Leadership**
As a major employer, the district contributes to the social and economic health of the region.
- d. **Fiscal Responsibility**
Living wage decisions must balance social responsibility with sustainable financial planning.
- e. **Compliance with Standards**
The district aligns with the Living Wage for Families BC definition and calculation of the regional living wage.

3. District Commitments

The district will:

- a. Pay at least the current regional living wage to eligible direct employees, except where excluded for specific operational or legislative reasons;
- b. Include living wage expectations in new contracts for eligible contracted service providers;
- c. Review living wage status annually and adjust if required;
- d. Communicate living wage commitments transparently to employees, contractors, and the community.

The district may phase in new requirements to ensure fiscal sustainability.

4. Exemptions & Limitations

Certain categories of workers may be excluded from living wage requirements where:

- a. Compensation is set by a collective agreement, provincial body, or independent compensation framework;
 - b. Contracted services are short-term, small-scale, or specialized;
 - c. Specific operational needs or budget limitations require alternative arrangements.
- Exemptions must be justified and approved by the Superintendent or designate.



5. Superintendent Responsibilities

The Superintendent will develop Administrative Procedures that:

- a. Define eligible and exempt employee groups;
- b. Establish expectations and processes for contracted service providers;
- c. Outline monitoring, reporting, and verification practices;
- d. Align living wage implementation with budget planning.

6. Internal References

- [District Strategic Plan \(To Give / To Belong pillars\)](#)
- [Administrative Procedures related to compensation and contracted services](#)

External References

- [Living Wage for Families BC](#)
- [School Act](#)
- [Ministry of Education & Child Care funding and financial guidelines](#)

Dates of Adoption and Amendments:

Adopted: 2015.11.24

Amended: 2020.04.28 | **2023.09.26**

DRAFT



COMMUNITY AND VOLUNTEER INVOLVEMENT

(Governance Series)

Page 1 of 2

1. **Purpose**

The Board of Education values the meaningful involvement of parents, caregivers, families, community members, and partner organizations in supporting student learning and well-being. This policy affirms the Board's commitment to fostering respectful, inclusive, and safe collaboration between schools and the broader community.

2. **Guiding Principles**

Community and volunteer involvement in the Qualicum School District will reflect:

- a. **Student-Centred Purpose**
Participation must support learning, safety, wellness, and positive school experiences.
- b. **Respect & Inclusion**
All volunteers and community members will be welcomed in ways that honour diversity, cultural perspectives, and equitable participation.
- c. **Partnership**
Collaboration strengthens relationships among schools, parent/caregiver groups (DPAC/PAC), families, Indigenous partners, and the wider community.
- d. **Safety & Responsibility**
Volunteer activities must ensure safe and secure environments for students and comply with screening, supervision, and safety requirements.
- e. **Clarity of Roles**
Volunteers support but do not replace the professional responsibilities of district staff.
- f. **Alignment with District Values**
Volunteer and community activities must reflect district policies and uphold safe, caring, inclusive learning environments.

3. **Scope of Volunteer Involvement**

Volunteers may support school and district activities such as:

- a. Classroom assistance
- b. Field trips and extracurricular activities
- c. School events, cultural activities, and performances
- d. Learning support programs
- e. Advisory or parent/caregiver groups
- f. Community partnerships that enhance learning experiences

The type and extent of volunteer participation will be determined by the Principal or designate based on the needs of the school.

4. **Expectations for Volunteers**

All volunteers must:

- a. Demonstrate conduct that supports student safety, learning, and well-being;
- b. Follow district and school policies, codes of conduct, and confidentiality expectations;
- c. Work under the direction and supervision of district staff;



COMMUNITY AND VOLUNTEER INVOLVEMENT

(Governance Series)

Page 2 of 2

- d. Respect privacy rights, boundaries, diversity, and the professional role of employees;
 - e. Participate in screening processes as required (e.g., criminal record checks);
 - f. Comply with health, safety, and emergency procedures.
- Volunteers may be declined or removed at the discretion of the Principal or Superintendent when actions are inconsistent with district standards.

5. Community Partnerships

The district encourages partnerships with:

- a. Local First Nations
- b. District Parent Advisory Council (DPAC) and School Parent Advisory Councils (PACs)
- c. Municipalities and regional governments
- d. Community and non-profit organizations
- e. Post-secondary institutions
- f. Service clubs, recreation providers, and arts organizations
- g. Businesses offering educational relevance

Partnerships must:

- a. Support student learning and well-being;
- b. Align with district values of equity, safety, inclusion, and sustainability;
- c. Be transparent and free from conflicts of interest;
- d. Be governed by written agreements when appropriate.

6. Superintendent Responsibilities

The Superintendent will establish Administrative Procedures that:

- a. Define screening, criminal record check, and documentation requirements;
- b. Clarify supervision, boundaries, and volunteer expectations;
- c. Outline school-based approval processes;
- d. Provide guidelines for community partnerships and volunteer coordination;
- e. Ensure training or orientation is provided when required;
- f. Support culturally safe and inclusive volunteer participation.

7. Internal References

- Policy 1050 — Community Engagement (*Pending*)
- Policy 1040 — Equity, Diversity & Inclusion (*Pending*)
- [Policy 700 — Safe, Caring & Inclusive School Communities](#)
- [Administrative Procedures related to volunteer screening and community partnerships](#)

External References

- [School Act](#) and [Child Protection requirements](#)

Dates of Adoption and Amendments:

Adopted: 2007.11.27

Amended: 2015.11.24 | 2018.02.27 | 2019.08.27 | **2024.02.27**



1. **Purpose**

The Board of Education is committed to improving outcomes for all students through a continuous improvement mindset, evidence-informed decision-making, and a strong focus on equity, well-being, and meaningful learning. This policy aligns district practice with the Ministry of Education and Child Care's Policy for Student Success and establishes the Board's governance role in monitoring, supporting, and reporting student learning.

2. **Guiding Principles**

The Board's approach to student learning reflects the following principles:

a. **Student-Centred Learning**

Every student deserves engaging, relevant, high-quality learning opportunities that prepare them for meaningful graduation and life beyond school.

b. **Equity & Inclusion**

The district identifies and addresses disparities in student outcomes and ensures all learners—particularly those who have been historically underserved—experience belonging, dignity, and success.

c. **Continuous Improvement**

Student learning improves when the system consistently gathers evidence, reflects, adapts, and acts.

d. **Shared Responsibility**

Improving student learning is a collective responsibility across the district, supported by strong partnerships with families, Indigenous communities, and the broader public.

e. **Transparency & Public Accountability**

The Board provides clear, accessible reporting on student learning, well-being, equity, and transitions.

f. **Alignment with Strategic Priorities**

District actions and investments support the Strategic Plan's core pillars: **To Learn, To Give, To Grow, To Belong.**

3. **Board Responsibilities**

The Board will:

- a. Establish strategic priorities for student learning and well-being;
- b. Review evidence on student outcomes, including achievement, belonging, and transitions;
- c. Monitor equity indicators, including disaggregated data where appropriate and permitted;
- d. Approve and publicly communicate the **Enhancing Student Learning Report (FESL)** each year;
- e. Ensure district plans align with provincial policy and local priorities;
- f. Allocate resources that support student learning, instructional quality, and capacity building;
- g. Engage with local First Nations and Indigenous partners in ways that honour rights, protocols, and priorities.



4. Superintendent Responsibilities

The Superintendent will:

- a. Lead the district's continuous improvement cycle—evidence gathering, analysis, planning, implementation, and reflection;
- b. Develop and implement district and school plans to improve student learning and advance equity;
- c. Provide the Board with regular updates on student learning, success indicators, and progress toward strategic goals;
- d. Facilitate meaningful engagement with staff, students, families, Indigenous partners, and stakeholders;
- e. Prepare the annual FESL report for Board approval and public release;
- f. Ensure reporting meets Ministry requirements for transparency and accessibility.

5. Evidence & Indicators of Success

The district will monitor a balanced body of evidence that may include:

- a. Literacy, numeracy, and core competency development;
 - b. Indigenous student outcomes and Equity in Action measures;
 - c. Student belonging, well-being, and social-emotional indicators;
 - d. Transitions from grade to grade, and transitions to post-secondary, training, or the workforce;
 - e. **Graduation results and meaningful completion;**
 - f. Local evidence aligned with the Strategic Plan and operational learning plans.
- Indicators will be disaggregated where appropriate to identify inequities and inform improvement.

6. Engagement & Partnerships

The Board acknowledges that student learning is strengthened through collaboration and will:

- a. Engage regularly with Indigenous partners in ways that honour local protocols and the principles of reconciliation;
- b. Encourage student voice in planning and reporting processes;
- c. Consult with families, caregivers, community partners, employee groups, and educational stakeholders;
- d. Communicate progress and priorities clearly to the public.

7. Public Reporting

The Board will publish an annual **Enhancing Student Learning Report** that includes:

- a. Evidence of student learning, transitions, and well-being;
- b. Analysis of strengths, challenges, and inequities;
- c. Actions taken and results achieved;
- d. Alignment to district strategic priorities;
- e. Plans for further improvement.



The report will be accessible, transparent, and reflective of the district's commitment to continuous improvement.

8. Superintendent's Administrative Procedures

The Superintendent will establish Administrative Procedures that:

- a. Provide detailed processes for data collection, analysis, target setting, and reporting;
- b. Support school-level planning aligned with district and provincial expectations;
- c. Ensure Indigenous partners, students, and community groups are meaningfully engaged;
- d. Define timelines and responsibilities for preparing the annual FESL report.

9. Internal References

- QSD [Framework for Enhancing Student Learning](#)
- [QSD Strategic Plan \("To Learn / To Give / To Grow / To Belong"\)](#)
- [QSD Planning Learning for Each Student Plan](#)
- Governance Policy 1030 — Indigenous Education & Reconciliation (*Upcoming*)
- Governance Policy 1050 — Community Engagement (*Upcoming*)
- Administrative Procedures related to planning, reporting and data governance

External References

- [Ministry of Education & Child Care — Policy for Student Success](#)
- [Enhancing Student Learning Reporting Order M302/20](#)
- *School Act* [Section 8.3](#) and [Section 81](#)

Dates of Adoption and Amendments:

Adopted: 2016.03.08

Amended: 2019.08.27 (Renumbered and Reviewed) | **2021.10.26** (Replaced Board Policy 3030-School Planning Councils)



SCHOOL CLOSURE, CONSOLIDATION, OR RECONFIGURATION

(Governance Series)

Page 1 of 3

1. **Purpose**

The Board of Education has the authority and responsibility to make decisions regarding the closure, consolidation, or reconfiguration of schools. Such decisions have significant impacts on students, families, staff, and communities. This policy ensures that any consideration of change is guided by transparency, fairness, evidence, and meaningful engagement.

2. **Guiding Principles**

When considering potential school closures, consolidations, or reconfigurations, the Board will be guided by the following principles:

- a. **Student Success and Well-Being**
Decisions must support safe, equitable, and high-quality learning environments.
- b. **Transparency and Public Trust**
The process will be open, accessible, and clearly communicated.
- c. **Meaningful Engagement**
Students, families, staff, Indigenous partners, and community members will have opportunities to provide input prior to decisions.
- d. **Respect for Indigenous Rights and Protocols**
Engagement with local First Nations must be early, substantive, and appropriate to the significance of the decision.
- e. **Equity and Inclusion**
Impacts on diverse student groups, including those with unique learning needs or transportation challenges, will be carefully considered.
- f. **Responsible Stewardship**
Decisions will reflect long-term sustainability of district resources, assets, and programming.
- g. **Data-Informed Evaluation**
The Board will consider evidence such as enrolment trends, facility condition, operating costs, transportation impacts, and educational programming implications.

3. **Board Responsibilities**

The Board will:

- a. Initiate a school closure, consolidation, or reconfiguration consideration only through Board motion;
- b. Ensure compliance with the *School Act* and Ministerial Orders, including required public consultation;
- c. Consider all public input before making any decision;
- d. Communicate decisions clearly and respectfully to the public;
- e. Make final decisions in a public meeting.

Only the Board has authority to close, consolidate, or reconfigure schools.



SCHOOL CLOSURE, CONSOLIDATION, OR RECONFIGURATION

(Governance Series)

Page 2 of 3

4. Superintendent Responsibilities

The Superintendent will:

- a. Prepare analysis, options, and background information for Board consideration;
- b. Facilitate meaningful engagement with affected communities, including Indigenous partners, in alignment with local protocols;
- c. Provide clear, accessible information to the public throughout the process;
- d. Support students, staff, and families through any transition resulting from a Board decision;
- e. Develop Administrative Procedures outlining specific procedural, communication, and consultation requirements.

5. Consultation Expectations

Public consultation will:

- a. Occur early enough to meaningfully influence Board consideration;
- b. Provide multiple avenues for participation (e.g., meetings, written submissions, online tools);
- c. Include information on rationale, options, data, and potential impacts;
- d. Document key themes and feedback for Board review;
- e. Remain respectful, inclusive, and accessible to all stakeholder groups.

Engagement with Indigenous partners will be separate, distinct, and consistent with their protocols.

6. Criteria for Consideration

Possible factors the Board may consider include, but are not limited to:

- a. Enrolment trends and future projections
- b. Capacity utilization and facility condition
- c. Ability to deliver educational programs effectively
- d. Transportation impacts and travel times
- e. Operational and capital costs
- f. Community demographics and long-term needs
- g. Impacts on equity, inclusion, and student experience
- h. Implications for staffing and resource distribution
- i. Input from Indigenous partners and community stakeholders

These criteria may be weighted differently depending on context.

7. Decision-Making

- a. The Board will not make a final decision until the required consultation period is complete.
- b. Decisions will be made in a public Board meeting.
- c. The Board will provide clear rationale for any decision, including how evidence and engagement informed the outcome.



SCHOOL CLOSURE, CONSOLIDATION, OR RECONFIGURATION

(Governance Series)

Page 3 of 3

8. Transitions and Implementation

If the Board approves a change, the Superintendent will:

- a. Develop and communicate an implementation plan;
- b. Ensure appropriate supports for students, staff, and families;
- c. Coordinate timelines, transportation adjustments, facility needs, and program continuity;
- d. Maintain ongoing communication throughout the transition.

9. Administrative Procedures

The Superintendent will establish Administrative Procedures that:

- a. Define timelines, documentation, and public notice requirements;
- b. Outline consultation structures and communication expectations;
- c. Ensure alignment with provincial legislation and ministerial guidelines;
- d. Support transparent and consistent processes across the district.

10. Internal References

- Governance Policy 1050 — Community Engagement (*Pending*)
- Governance Policy 1030 — Indigenous Education & Reconciliation (*Pending*)

External References

- [School Act, Sections 73–75](#)
- [Ministerial Order 194/08 — School Closure](#)
- [Ministerial Guidelines for School Closure](#)

Dates of Adoption and Amendments:

Adopted: 1991.07.09

Amended: 1991.10.08 | 1992.10.27 | 1993.11.23 | 2000.04.25 | 2009.05.26 | 2010.04.27 |
2011.11.22 | 2015.10.27 | 2019.08.27 | **2020.06.23**



1. Purpose

The Board of Education is committed to maintaining a culture of integrity, transparency, and public trust. This policy supports the reporting and investigation of serious wrongdoing within the district and protects individuals who make disclosures in good faith. The policy aligns with the *Public Interest Disclosure Act* (PIDA) and establishes the Board's governance role in ensuring a safe reporting environment.

2. Guiding Principles

The district's approach to public interest disclosure will reflect the following principles:

- a. **Integrity & Accountability**
- b. The district promotes ethical conduct and responsible stewardship of public resources.
- c. **Safe Reporting Environment**
Employees and others must feel safe to report serious wrongdoing without fear of reprisal.
- d. **Fairness & Confidentiality**
Disclosures will be handled discreetly, respectfully, and in accordance with legal requirements.
- e. **Good Faith Protection**
Individuals who make disclosures honestly and without malicious intent are protected from reprisal.
- f. **Compliance with Legislation**
All processes will follow PIDA and any associated regulations or guidelines.

3. Definition of Serious Wrongdoing

For the purposes of this policy, and consistent with PIDA, "serious wrongdoing" may include:

- a. Contravention of provincial or federal legislation;
- b. Gross mismanagement or misuse of public funds or assets;
- c. An act or omission that creates a substantial and specific danger to life, health, or safety;
- d. A serious breach of district policy that undermines public trust;
- e. Directing or counselling a person to commit serious wrongdoing.

Routine human resource matters (e.g., performance management, interpersonal disputes) do **not** meet the threshold of serious wrongdoing unless linked to the above.

4. Reporting Mechanisms

Individuals may report serious wrongdoing to:

- a. The district's **Designated Officer** (the Secretary Treasurer as appointed under PIDA);
- b. The **Superintendent**, if appropriate;
- c. The **Ombudsperson**, in cases permitted under PIDA.



Reports must be handled in a manner that protects confidentiality and complies with statutory requirements.

5. Protection from Reprisal

- a. No employee or individual acting in good faith may face reprisal for making a disclosure, seeking advice, or cooperating in an investigation.
- b. Reprisals may include dismissal, demotion, discipline, harassment, or other disadvantage.
- c. Allegations of reprisal will be addressed promptly and may be referred to the Ombudsperson as required.

6. Responsibilities of the Board

The Board will:

- a. Promote a district culture where ethical conduct is expected and valued;
- b. Ensure compliance with PIDA;
- c. Receive anonymized or aggregate reporting on PIDA-related activity;
- d. Support processes that ensure fair, timely, and impartial investigations;
- e. Protect the confidentiality and safety of individuals involved in disclosures.

7. Responsibilities of the Superintendent

The Superintendent will:

- a. Implement procedures consistent with this policy and PIDA;
- b. Support the Designated Officer in receiving, reviewing, and managing disclosures;
- c. Ensure training and awareness for staff regarding their rights and responsibilities;
- d. Maintain appropriate records while protecting confidentiality;
- e. Report annually to the Board on district implementation of PIDA.

8. Responsibilities of the Designated Officer

The Designated Officer (appointed by the Board or Superintendent, depending on structure) will:

- a. Receive and assess disclosures;
- b. Determine whether an investigation is warranted under PIDA;
- c. Conduct or coordinate investigations that are fair, thorough, and impartial;
- d. Communicate required updates to the discloser, subject to confidentiality requirements;
- e. Report findings and recommendations to the Superintendent and, where appropriate, to the Ombudsperson.

9. Confidentiality

- a. Personal information will be collected, used, and disclosed only as permitted by PIDA and FOIPPA.
- b. Confidentiality will be maintained to the extent possible, recognizing that some information may need to be disclosed to investigate allegations, protect individuals, or comply with law.



10. Administrative Procedures

The Superintendent will establish Administrative Procedures that:

- a. Detail how disclosures may be made, received, documented, and reviewed;
- b. Specify thresholds for referral to the Ombudsperson;
- c. Outline investigation processes, timelines, and communication requirements;
- d. Address protection from reprisal and confidentiality safeguards;
- e. Support training and staff awareness.

11. Internal References

- Governance Policy 1060 — Privacy & Information Stewardship (*Pending*)
- [Administrative Procedures to Board Policy 305: Public Interest Disclosure](#)

External References

- [School Act](#)
- [Public Interest Disclosure Act](#)
- [Freedom of Information and Protection of Privacy Act](#)

Dates of Adoption and Amendments:

Adopted: **2021.10.26**

Amended:

DRAFT



RESOLUTION OF STUDENT AND PARENT/CAREGIVER COMPLAINTS

(Student Services Series)

1. **Purpose**

The Board of Education is committed to ensuring that concerns and complaints from students and parents/caregivers are handled fairly, respectfully, and in a timely manner. This policy establishes the principles guiding how concerns are addressed at the school and district level and outlines the appropriate pathways for resolution.

The goal is to resolve issues as close to the source as possible, through constructive dialogue, restorative approaches when appropriate, and clear, transparent processes.

2. **Guiding Principles**

a. **Respect and Dignity**

All individuals—students, families, and staff—must be treated respectfully and with sensitivity throughout the complaint process.

b. **Resolution at the Lowest Level**

Concerns should be addressed first with the person or school directly involved, unless safety concerns prevent this.

c. **Fairness and Impartiality**

Complaints must be considered objectively, without bias, and with attention to all relevant information.

d. **Timeliness and Clarity**

Issues must be addressed as promptly as reasonable, with clear communication about next steps.

e. **Right to Be Heard**

Students and parents/caregivers have the right to share their concerns and receive a considered response.

f. **Supportive and Restorative**

Where possible, conflict resolution should promote learning, understanding, and restoration of relationships.

g. **Protection from Retaliation**

Individuals raising concerns in good faith must be free from reprisal, intimidation, or adverse treatment.

h. **Confidentiality**

Personal information must be treated with discretion and shared only as needed to resolve the concern.

i. **Alignment with Legislation and District Policy**

Complaint processes must follow the School Act, Human Rights Code, FOIPPA, and district policies.

3. **Scope of This Policy**

This policy applies to:

- a. concerns or complaints raised by students or parents/caregivers regarding school or district practices;
- b. matters that can be resolved through administrative or educational decision-making processes.



RESOLUTION OF STUDENT AND PARENT/CAREGIVER COMPLAINTS

(Student Services Series)

This policy does not apply to:

- a. matters governed by formal appeal processes under Section 11 of the School Act (see Board Bylaw 5: *Student and/or Parent/Caregiver Appeals to the Board of Education*);
- b. allegations of child abuse or neglect (Policy 706);
- c. allegations of staff misconduct subject to confidential HR processes;
- d. issues covered under collective agreements;
- e. bullying or harassment complaints involving staff (Policy 604 / 606);
- f. Freedom of Information requests or privacy breaches (Policy 900).

Where a complaint better fits another district or provincial process, staff will redirect the complainant appropriately.

4. Responsibilities

4.1 Students and Parents/Caregivers

Students and parents/caregivers are encouraged to:

- a. Raise concerns respectfully and promptly;
- b. Begin at the school level with the staff member most directly involved;
- c. Provide information needed to understand and resolve the concern;
- d. Engage in good-faith dialogue aimed at resolution.

4.2 Staff and Principals

Staff must:

- a. Listen respectfully and respond constructively;
- b. Work collaboratively to resolve concerns at the earliest stage;
- c. Elevate concerns to the principal when they cannot resolve them directly.

Principals must:

- a. Review and respond to concerns brought to their attention;
- b. Communicate school-based decisions clearly;
- c. Determine when issues must be forwarded to district leadership.

Principals also ensure students and families understand the pathways available to them.

4.3 Superintendent

The Superintendent is responsible for:

- a. Reviewing concerns that remain unresolved at the school level;
- b. Ensuring policies and procedures are applied fairly and consistently;
- c. Making or affirming administrative decisions where required;
- d. Supporting restorative or mediated processes when appropriate;
- e. Ensuring that complaint processes remain accessible, culturally safe, and respectful.

4.4 Board of Education

The Board does not participate in the resolution of individual complaints unless the matter qualifies for a formal appeal under Section 11 of the School Act and the complainant initiates that appeal according to Board policy and procedures.

The Board's role is governance—not operational dispute resolution.



RESOLUTION OF STUDENT AND PARENT/CAREGIVER COMPLAINTS

(Student Services Series)

Page 3 of 4

5. Resolution Pathway (Governance-Level Outline)

a. Direct Discussion

Student or parent/caregiver meets with the staff member involved.
(Unless doing so is unsafe or inappropriate.)

b. School-Level Review

If unresolved, the concern is brought to the principal for review and response.

c. District-Level Review

If still unresolved, the concern may be forwarded to the Superintendent or designate.

d. Formal Appeal Process (Section 11)

If the concern meets the criteria of a decision that significantly affects a student's education, health, or safety, the complainant may file an appeal to the Board under Policy 005.

Administrative Procedures will provide detailed steps, forms, and timelines.

6. Protection from Retaliation

The district will not tolerate reprisal against anyone who raises a concern or participates in the resolution process in good faith.

Any form of intimidation, discrimination, or retaliation will be addressed through appropriate administrative or HR processes.

7. Confidentiality

All conversations and documentation related to complaints will be treated confidentially, consistent with FOIPPA.

Information will be shared only with individuals who need it to facilitate fair and timely resolution.

8. Administrative Procedures

The Superintendent will establish procedures that:

- a. Provide detailed steps, timelines, and forms for complaint resolution;
- b. Define expectations for communication and documentation;
- c. Protect privacy and cultural safety;
- d. Support restorative approaches where appropriate;
- e. Clarify escalation pathways, including Section 11 appeals;
- f. Ensure consistency across schools.



RESOLUTION OF STUDENT AND PARENT/CAREGIVER COMPLAINTS

(Student Services Series)

9. Internal References

- [Board Bylaw 5 — Student and/or Parent/Caregiver Appeals to the Board of Education](#)
- [Policy 700 — Safe, Caring, and Inclusive School Communities](#)
- [Policy 701 — Student Discipline](#)
- [Policy 706 — Reporting of Suspected Child Abuse and Neglect](#)
- [Administrative Procedures for complaint resolution and appeals](#)

External References

- [School Act, Section 11 \(Appeals\)](#)
- [FOIPPA](#)
- [BC Human Rights Code](#)

Dates of Adoption/Amendments:

Adopted: 1989.10.15

Amended: 1991.09.10 | 2001.04.24 | 2002.10.22 | 2003.05.27 | 2009.04.28 | 2016.03.08 |

2021.11.23

DRAFT



RESOLUTION OF STUDENT AND PARENT/CAREGIVER COMPLAINTS

(Student Services Series)

Page 1 of 4

1. Purpose

This Administrative Procedure supports Policy 710 – *Resolution of Student and Parent/Caregiver Complaints* by establishing a fair, timely, and transparent process for addressing concerns raised by students and parents/caregivers. The district is committed to resolving concerns at the lowest appropriate level, while ensuring procedural fairness, respectful communication, and clear pathways for escalation when needed.

This Administrative Procedure does not replace processes required under collective agreements, child protection legislation, WorkSafeBC regulations, or human rights law.

2. Guiding Principles

- a. Concerns should be addressed as early as possible.
- b. Problems are best resolved closest to the source.
- c. All parties must be treated with respect, dignity, and fairness.
- d. Students and families must be able to raise concerns without fear of reprisal.
- e. Responses must be timely, transparent, and well documented.
- f. Students' privacy, identity, and cultural context must be protected.
- g. Complex complaints may require district-level involvement for resolution.
- h. Appeals must comply with provincial legislation and Board Bylaw 5: *Student and/or Parent/Caregiver Appeals to the Board of Education*

3. Scope

This procedure applies to concerns regarding:

- a. student learning, programming, or supports;
- b. interpersonal conflicts at school;
- c. supervision or conduct concerns;
- d. school-level decisions affecting a student;
- e. communication between home and school.

This AP does **not** apply to:

- a. allegations of child abuse or neglect (see AP 706-1);
- b. bullying or harassment (AP 700-1 / AP 604-1);
- c. discrimination (handled under Human Rights Code processes);
- d. staff discipline or personnel matters (handled by HR);
- e. formal appeals under the School Act (handled under Policy 0005).

4. Communication Expectations

All participants are expected to:

- a. communicate respectfully;
- b. focus on solutions;
- c. maintain confidentiality;
- d. avoid public criticism through social media or online forums;
- e. allow reasonable time for schools to investigate and respond.



RESOLUTION OF STUDENT AND PARENT/CAREGIVER COMPLAINTS

(Student Services Series)

5. Multi-Stage Complaint Resolution Process

The district follows a three-stage process, with escalation only when earlier steps have been exhausted or are inappropriate due to safety, privacy, or conflict of interest.

Stage 1: Direct Resolution at the School Level

5.1 Who to Contact

Parents/caregivers or students should first contact:

- a. the classroom teacher (for classroom-level concerns), or
- b. the staff member closest to the situation.

5.2 Teacher/Staff Responsibilities

- a. The staff member will:
- b. listen openly;
- c. gather information;
- d. clarify expectations;
- e. attempt to resolve the concern collaboratively;
- f. document steps taken when needed.

5.3 Timelines

Staff should respond within 2–3 school days.

Concerns should be addressed fully within 10 school days, whenever possible.

If the concern is not resolved, or the matter is inappropriate for Stage 1, proceed to Stage 2.

Stage 2: Principal or Vice-Principal Review

5.4 Referral to School Administration

If the concern persists, the parent/caregiver or student contacts the Principal, who will:

- a. acknowledge receipt within **2 school days**;
- b. gather information from all parties;
- c. review documentation from Stage 1;
- d. communicate next steps;
- e. maintain neutrality and procedural fairness.

5.5 Principal's Decision

The Principal may:

- a. facilitate a meeting between parties;
- b. clarify expectations or communication plans;
- c. adjust programming or supports where appropriate;
- d. implement school-based interventions;
- e. conclude that the matter is resolved;
- f. provide a written summary of the decision (upon request).

5.6 Timelines

A school-level decision should normally be reached within:

- a. **10–15 school days**, depending on complexity.

If the concern is still unresolved, families may proceed to **Stage 3**.



RESOLUTION OF STUDENT AND PARENT/CAREGIVER COMPLAINTS

(Student Services Series)

Stage 3: District-Level Review

5.7 Requesting a Review

Families may request a district review when:

- a. Stage 1 and 2 processes have been completed, or
- b. Stage 2 was not appropriate due to safety, conflict of interest, or allegations regarding the Principal.

Requests must be made **in writing** to the Superintendent or designate and include:

- a. student name and school;
- b. summary of the concern;
- c. steps taken to resolve the issue;
- d. desired outcome.

5.8 District Responsibilities

The Superintendent/designee will:

- a. acknowledge receipt within **3 school days**;
- b. review school-level decisions and documentation;
- c. speak with involved staff and families;
- d. determine whether policies and procedures were followed;
- e. decide on next steps or remedies;
- f. provide a written response.

5.9 Timelines

District review will typically be completed within:

- a. **15 school days**, or
- b. longer if complexity requires further investigation.

6. Appeal Under the School Act

If the family is not satisfied after Stage 3, they may submit a formal appeal under: Policy 0005 – Student and/or Parent/Caregiver Appeals to the Board of Education Appeals must relate to a decision that significantly affects the education, health, or safety of the student.

The Board's decision is final at the district level.

7. Special Circumstances Allowing Direct District Involvement

Families may bypass earlier stages when concerns involve:

- a. allegations of abuse, discrimination, or harassment by staff;
- b. safety threats;
- c. privacy breaches;
- d. conflicts of interest;
- e. a complaint specifically about the Principal.

In these cases, families may contact the Superintendent directly.



RESOLUTION OF STUDENT AND PARENT/CAREGIVER COMPLAINTS

(Student Services Series)

Page 4 of 4

8. Anti-Retaliation Protections

Students or families must **not** experience retaliation for raising a concern.

Principals must monitor for:

- a. exclusion from school activities;
- b. decreased access to supports;
- c. negative treatment linked to the complaint.

Any form of reprisal is treated as misconduct.

9. Documentation and Record Keeping

Schools and district leadership must document:

- b. summaries of meetings;
- c. information reviewed;
- d. actions taken;
- e. final outcomes.

Records are kept:

- a. confidentially;
- b. separately from the student's cumulative file;
- c. in accordance with FOIPPA and district retention schedules.

10. Support for Families and Students

Schools may offer:

- a. translation or interpretation services;
- b. Indigenous advocacy support;
- c. help accessing outside agencies;
- d. additional communication pathways (email, phone, in-person);
- e. support persons during meetings when requested.

11. Review Cycle

This Administrative Procedure will be reviewed every three years, or sooner if provincial appeal requirements change.



Family Guide: Addressing Concerns in the Qualicum School District

Start Here

TEACHER

HAVE QUESTIONS?
Your PAC & DPAC are here to help.

1

- Start by talking with your child's teacher.
- Provide dates, details, how it's affecting your child, and what you feel might help.
- Most of the time, this is the only step needed. The majority of classroom, supervision, program, or evaluation situations can be worked out with your child's teacher.

SCHOOL ADMINISTRATION

- If you aren't satisfied with the outcome, reach out to the school principal or vice-principal.
- Ask for a meeting and share the details, including what's already been tried.
- Afterward, send a quick note to confirm what was decided and the next steps.

2

Staff contact information is on the school & district websites.

It can be helpful to bring a **SUPPORT PERSON** to meetings to observe and take notes.*

*This can be a PAC or DPAC representative.

DISTRICT STAFF

- If you aren't satisfied with the outcome, you can bring it to the Superintendent. They may ask a senior staff member to help.
- Ask for a meeting and explain the issue, the timeline, and what's already been tried.
- Request that the decisions and next steps be shared with you in writing.

3

BOARD OF EDUCATION

- If you aren't satisfied with the outcome after district staff review, you can make a formal appeal to the Board of Education.
- Fill out the Notice of Complaint Form (p. 8), include your records, and explain what outcome you are asking for.

4

More information on appealing a decision is in the BC School Act, QSD Bylaw 5 & Policy 710

KEEP RECORDS of all meetings, key dates, outcomes and documents.

5

AFTER BOARD DECISION

- If you feel the process or outcome wasn't fair, you can reach out to provincial bodies for help, or choose to get legal advice.



Family Guide: Addressing Concerns in the Qualicum School District

THREAT TO SAFETY & CRIMINAL ACTIVITY - If your concern involves an immediate threat to safety, suspected criminal activity, or child protection concerns, it may be appropriate to contact the police. This includes situations such as physical assault, sexual harassment or assault, credible threats of violence, possession of weapons, or other illegal activity.

Parents/caregivers who are unsatisfied with the school and district conflict resolution and appeals process may have the ability to escalate their concern further to a provincial oversight body or may wish to seek legal advice.

BC Teachers Regulation Branch

- If you have concerns that a teacher has breached the professional standards for educators, you can submit a complaint to the Commissioner for Teacher Regulation after first trying to resolve the issue at the school and district level.
- For more information: www.gov.bc.ca

Provincial Superintendent of Appeals

- If an appeal to the board of education does not resolve your concerns, you may appeal to a superintendent of appeals.
- The provincial superintendent of appeals can review decisions within a limited scope of decisions in the school system.
- For more information: www.gov.bc.ca

BC Ombudsperson

- The BC Ombudsperson can review/investigate complaints about unfair or unreasonable treatment by public bodies, including schools.
- For more information: www.bcombudsperson.ca

BC Human Rights Tribunal

- The Human Rights Tribunal can review human rights-related complaints such as discrimination based on race, gender, disability, age, religion, sex, sexual orientation, and family status.
- Complaints must be filed within one year of the incident and can be filed in addition to completing the school district appeals process.
- For more information: www.bchrt.bc.ca

Freedom of Information and Privacy Protection (FOIPP)

- Under the *FOIPP Act*, you can request access to your or your child's personal information.
- To request personal information from the school district, contact our school district's privacy officer, who is the Secretary-Treasurer.
- If your request is unresolved, contact the Office of the Information and Privacy Commissioner (OIPC) of BC and request a review or file a complaint.
- For more information: www.oipc.bc.ca



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QUALICUM SCHOOL DISTRICT SECRETARY TREASURER

Briefing Note

Date: February 24, 2026
To: Board of Education
From: Ron Amos, Secretary Treasurer
RE: **Final year of Term - Trustee Remuneration**

Background:

Board Bylaw 2 states,
Trustee Remuneration will be established as follows: - In the first year of the term the remuneration will be the previous year’s Provincial Average Trustee Remuneration as established by BCSTA - In all subsequent years of a term, the remuneration will be increased by the Consumer Price Index of the previous calendar year

The Process:

At the start of each calendar year, BCSTA sends out an email to Secretary Treasurers to seek information on trustee compensation and demographics. The information gathered includes trustee compensation as well as amounts paid for meal allowances, mileage rates and professional development. Demographic information collected includes number of board members, student FTE and estimated population. Since 2024, new information being collected includes gender, average monthly Board hours and employed/retired status. Once the results are compiled, they then share them with everyone who participated. Usually, results are received back by early April.

I then load these results into an excel spreadsheet where the “Provincial Average Trustee Remuneration” is calculated.

For reference, the current QSD Board remunerations and CPI-BC rates are:

	eff. Dec1/24	eff. Dec1/25
Chair	23,882	24,503
Vice Chair	21,892	22,461
Trustee	19,902	20,419
CPI-BC (fr previous yr)	3.9%	2.6%

Update: Based on discussions with the Board, staff were asked to provide additional information on benefits provided to other School Boards

Included below is data from the 2024 BCSTA Trustee survey:

Board of education	Do trustees receive benefits?	If 'yes' please list benefits provided	If premiums are shared, how are they apportioned?
Kamloops-Thompson	Yes	Extended Health & Dental	Ext. Health - 100% Board-paid for single coverage, Dental is 75% Board-paid,
Mission	Yes	EHB + Dental for trustees elected prior to Oct 2015	80% District
North Vancouver	Yes	One of our Trustees has been grandfathered Life Insurance.	70% Employer, 30% Employee paid

Recommendation:
For Board discussion.

Respectfully submitted,

Ron Amos
Secretary Treasurer



QUALICUM SCHOOL DISTRICT

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February 12, 2026

Board of Education (via email)
South Peace River School District
11600 – 7th Street
Dawson Creek, BC
V1G 4R8

District Council (via fax)
Tumbler Ridge
305 Isles Way
Tumbler Ridge, BC
V0C 2W0

To the Board of South Peace River School District and Council of the District of Tumbler Ridge:

On behalf of the Board of Education of the Qualicum School District, we wish to express our profound sadness upon learning of the tragic events at Tumbler Ridge Secondary School in the South Peace River School District.

Our hearts are with the students, staff, families, and the entire Tumbler Ridge community during this deeply distressing time. No community should ever have to endure such an event, and we will hold you in our thoughts as you support one another in the days and weeks ahead.

We also extend our respect and appreciation to your educators, district leaders, first responders, and support teams who are working tirelessly to ensure safety and care for those affected.

Please know that you have the solidarity and support of colleagues across the province. We stand with you in sorrow and in hope for healing.

With deepest condolences,

Eve Flynn, Board Chair
On behalf of the Board of Education
Qualicum School District



QUALICUM SCHOOL DISTRICT

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February 11, 2026

Chair Stuart McLean and Directors
Regional District of Nanaimo
6300 Hammond Bay Rd.
Nanaimo, BC V9T 6N2

Dear Chair McLean and Directors:

Re: Request for Grant in Aid in Support of Construction of Childcare Centre

As you are aware, Qualicum School District is currently constructing a new childcare centre on the Qualicum Beach Elementary School site, located within the Town of Qualicum. This project reflects the District's ongoing commitment to supporting the local community by developing much-needed childcare spaces on existing school properties.

The new childcare centre is scheduled to open in early 2027 and will provide before- and after-school care, as well as childcare during regular school hours. Once licensed, the facility will offer up to 75 childcare spaces. Construction is now underway, with a total project value estimated at approximately \$4 million.

While the District has been successful in securing grant funding through the Ministry of Education and Child Care's ChildCareBC New Spaces Fund, we respectfully request that the Regional District of Nanaimo (RDN) consider waiving applicable development and building permit fees for this project, and that the RDN-assessed fees be funded through your community development account.

As the Board of Directors will appreciate, construction cost escalation continues to place significant pressure on capital projects, and every dollar saved directly supports project quality and sustainability. Granting this request would demonstrate the RDN's shared commitment and partnership in delivering 75 new childcare spaces for the community. Funds otherwise allocated to municipal fees could instead be redirected toward enhanced outfitting of the facility, ensuring the highest possible standard of care and learning for children and families in Qualicum Beach.

Thank you for your consideration, and we look forward to continuing our collaborative work with the Regional District on this and future community-focused initiatives.

Regards,

Dr. Peter Jory
Superintendent of Schools/CEO

C: Ron Amos, Secretary Treasurer, QSD
Phil Munro, Director of Operations, QSD



QUALICUM SCHOOL DISTRICT

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February 11, 2026

Mayor and Council
Town of Qualicum Beach
600 Primrose St.
Qualicum, BC V9K 1S7

Dear Mayor Westbroek and City Councillors,

Re: Request for Grant in Aid in Support of Construction of Childcare Centre

As you are aware, Qualicum School District is currently constructing a new childcare centre on the Qualicum Beach Elementary School site, located within the Town of Qualicum. This project reflects the District's ongoing commitment to supporting the local community by developing much-needed childcare spaces on existing school properties.

The new childcare centre is scheduled to open in early 2027 and will provide before- and after-school care, as well as childcare during regular school hours. Once licensed, the facility will offer up to 75 childcare spaces. Construction is now underway, with a total project value estimated at approximately \$4 million.

While the District has been successful in securing grant funding through the Ministry of Education and Child Care's ChildCareBC New Spaces Fund, we respectfully request that the Town consider waiving applicable development and building permit fees for this project, and that the Town-assessed fees be funded through your community development account.

As Council will appreciate, construction cost escalation continues to place significant pressure on capital projects, and every dollar saved directly supports project quality and sustainability. Granting this request would demonstrate the Town's shared commitment and partnership in delivering 75 new childcare spaces for the community. Funds otherwise allocated to municipal fees could instead be redirected toward enhanced outfitting of the facility, ensuring the highest possible standard of care and learning for children and families in Qualicum Beach.

I would also like to sincerely acknowledge the timely and professional support we have received from the Town's Building Department to date. Their responsiveness in preparing permits for issuance has been greatly appreciated by our project team and will assist us in bringing this important facility into operation as efficiently as possible to help address local childcare needs.

Thank you for your consideration, and we look forward to continuing our collaborative work with the Town on this and future community-focused initiatives.

Regards,

Dr. Peter Jory
Superintendent of Schools/CEO

C: Ron Amos, Secretary Treasurer, QSD
Phil Munro, Director of Operations, QSD