



**QUALICUM SCHOOL DISTRICT
POLICY COMMITTEE OF THE WHOLE - AGENDA**

TUESDAY, FEBRUARY 18, 2025

1:00 P.M.

VIA VIDEO CONFERENCING

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Meeting ID: 249 517 836 567

Passcode: Vh6MsZ

Facilitator: Trustee Eve Flynn

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

AGENDA

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.

1. INTRODUCTIONS

2. FOR INFORMATION

- a. Draft QSD Athletics Handbook to attach to Administrative Procedures p 1-19
To Board Policy 506: Conduct of Coaches
- b. Administrative Procedures to Board Policy 617: Selection and p 20-25
Assignment of Exempt Leadership Staff
- c. Administrative Procedures to Board Policy 703: Student Fees and p 26-27
Subsidies

3. BYAWS/POLICIES POTENTIALLY GOING TO FIRST READING

(Review re: Intent, philosophy and edits)

- a. Board Policy 600: Personnel p 28-29
- b. Board Policy 601: Employee Conflict of Interest p 30-32
- c. Board Policy 602: Exempt Staff Supplementary Employee Benefits p 33-34

4. BYLAWS/POLICIES POTENTIALLY GOING TO SECOND READING

- a. Board Bylaw 3: Meetings of the Board of Education p 35-44
- b. Board Policy 500: Communicating Student Learning p 45-49
- c. Board Policy 502: Field Experiences (Trips) p 50-55
- d. Board Policy 504: Copyright and Intellectual Property p 56-58
- e. Board Policy 507: Programs of Choice and Specialty Academies p 59-61
- f. Board Policy 606: Respectful Workplace p 62-63

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

(Final review including input on Administrative Procedures)

6. FUTURE TOPICS

- a. Board Policy 603: Employee Attendance Support
- b. Board Policy 604: Workplace Bullying and Harassment

7. NEXT MEETING DATE - Monday, April 14, 2024 at 1:00 p.m. via video-conferencing

Qualicum School District

Athletics Handbook

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



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Overview

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

District Context

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

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

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

District Philosophy

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

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

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

Structure of School Sports

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

Administrative Organization - Qualicum School District

Board of Education

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

Superintendent of Schools

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

Director of Instruction

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

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

School Principal

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

Vice-Principal or Principal responsible for Athletics

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

School Athletic Director (Secondary)

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

Roles and Responsibilities of the Athletic Director

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

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

Coaches

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

Roles and Responsibilities of Coaches

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

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

Staff Sponsor

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

Roles and Responsibilities of Staff Sponsors

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

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

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

Qualicum School District Policy

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

302 Communities and Volunteers Involvement in our School District

502 Field Experiences - Trips

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

505 Fundraising in Schools

506 Conduct of Coaches

606 Respectful Workplace

700 Safe Caring and Inclusive School Communities

703 Student Fees and Subsidies

705 Corporate/Community Sponsorships, Partnerships and Advertising in Schools

Athletic Governing Bodies and Associations

BC School Sports (BCSS)

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

Vancouver Island Secondary School Athletic Association (VISSAA)

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

North Vancouver Island Secondary School Athletic Association (NVISSAA)

Code of Ethics

Code of Ethics for Student-Athletes.

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

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

Code of Ethics for Coaches

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

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

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

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

Coaches Information

Coach Selection

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

Team Selection

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

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

During a team selection process, every athlete should:

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

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

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

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

Practices/Games

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

Concussions

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

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

Safety/Supervision

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

Emergency Procedures

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

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

Player Information

Player Expectations

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

Parent/Caregiver Information

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

Transportation

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

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

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

Conflict Resolution

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

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

General Information

Equipment and Uniforms

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

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

Athletics Fees

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

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

Awards

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

Financial Donation Requests

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

Travel and Field Trips

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

Logos

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

DRAFT

Appendix Additions:

Team Letter Samples

Other

CATT Return to Sport

Return to Sport

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

STEP 1:	STEP 2:	STEP 3:	STEP 4:	STEP 5:	STEP 6:
Activities of daily living and relative rest* <ul style="list-style-type: none">• Maximum of 24-48 hours• Activities at home such as social interactions and light walking that do not result in more than mild and brief** exacerbation (worsening) of concussion symptoms. Examples: <ul style="list-style-type: none">• Preparing meals• Housework• Light walking• Minimize screen time for first 24-48 hours following concussion.	2A: Light effort aerobic exercise <ul style="list-style-type: none">• Up to approximately 55% of maximum heart rate (predicted according to age - i.e. 220-age).• In a safe and controlled environment, engage in light aerobic exercise. Examples: <ul style="list-style-type: none">• Stationary cycling• Walking at slow to medium pace• Light resistance training that does not result in more than mild and brief** exacerbation (worsening) of concussion symptoms.	2B: Moderate effort aerobic exercise <ul style="list-style-type: none">• Up to approximately 70% of maximum heart rate (predicted according to age - i.e. 220-age).• Take a break and modify activities as needed with the aim of gradually increasing tolerance and the intensity of aerobic activities.	Individual sport-specific activities <i>(that do not have a risk of inadvertent head impact)</i> <ul style="list-style-type: none">• Addition of individual sport-specific activities that are supervised by a teacher/coach/parent. Examples: <ul style="list-style-type: none">• Skating drills (hockey)• Running drills (soccer)• Change of direction drills• Individual gym class activities <p>It is important to get medical clearance before returning to training that involves any risk of inadvertent head impact.</p>	Non-contact training drills and activities <ul style="list-style-type: none">• Progress to exercises at high intensity, including more challenging drills and activities. Examples: <ul style="list-style-type: none">• Passing drills• Multi-player training• Supervised non-contact gym class activities• Practices without body contact	Return to all non-competitive activities <ul style="list-style-type: none">• Return to all non-competitive activities, all gym class activities, and full-contact practices• Participate in higher-risk activities including normal training activities, all school gym-class activities, and full-contact sports practices and scrimmages. Avoid competitive gameplay.
	Increase heart rate		Resume usual intensity of exercise, coordination, and activity-related cognitive skills	Return to activities that have a risk of falling or body contact, restore game-play confidence, and have coaches assess functional skills.	Note: Returning to full contact, competitive play or high-risk activities before you have recovered increases the risk of delayed recovery and for sustaining another more severe concussion or serious injury.
Activities of daily living, as tolerated		Increase intensity of aerobic activities and introduce low-risk sport-specific movements and changing of directions			
After a maximum of 24-48 hours after injury, BEGIN STEP 2	If can tolerate moderate aerobic exercise, BEGIN STEP 3		If medically cleared and have fully returned to school, BEGIN STEP 4	If can tolerate usual intensity of activities, BEGIN STEP 5	If can tolerate non-competitive, high-risk activities, BEGIN STEP 6
If more than mild exacerbation (worsening) of symptoms (i.e., more than 2 points on a 0-10 scale***) occurs during Steps 1-3, stop the activity, and attempt to exercise the next day. Individuals experiencing concussion symptoms during Steps 4-6 should return to Step 3 to establish full resolution of symptoms with exertion before engaging in at-risk activities. Written determination of medical clearance should be provided before unrestricted Return to Sport as directed by local laws and/or sporting regulations.					
Medical determination of readiness to return to at-risk activities should occur prior to returning to any activities that pose risk of contact, collision, or fall.					

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

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

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

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

www.cattonline.com

Adapted from: Zemek, R., Reed, N., Dawson, J., et al. "Living Guideline for Pediatric Concussion Care." [www.pedsconcussion.com](#) (the PedsConcussion protocol was modified with permission from the [Amsterdam International Consensus Statement on Concussion in Sport](#))
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CONCUSSION AWARENESS
TRAINING TOOL

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



Purpose

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

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

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

Selection of the Superintendent of Schools/Chief Executive Officer:

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

Selection of District Senior Leaders

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

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

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



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 617

SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

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

Selection of Other District Exempt Staff:

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

Selection of Principals and Vice-Principals

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



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 617

SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

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



Administrative Staffing Plan

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

References:

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

Dates of Adoption/Amendments:

Adopted: 2020.05.26

Amended: **2024.06.25**

Qualicum School District

APPENDIX 1

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

Name: _____

Position Title: _____

Present School: _____ # years: _____

Previous School and Position: _____ # years: _____

A. Request to Remain in Current Assignment:

_____ I am requesting that I remain in my present assignment for the following reason:
____ Y or N

B. Request for Reassignment:

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

C. Willingness to be Reassigned:

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

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

_____ I am considering retiring within the next year or two

_____ I am considering retiring within the next five years

Comments (optional): _____

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

Signature: _____ Date: _____



Qualicum School District PVP Workforce Planning Survey

(This survey will be provided electronically)

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

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

Please write your name:

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

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

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

☐ Yes, a change would be encouraged if possible

☐ No, thank you, for now

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

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

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

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

5. Additional comments on any of the above.



ADMINISTRATIVE PROCEDURES to BOARD POLICY 703

STUDENT FEES AND SUBSIDIES

Page 1 of 2

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

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

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

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

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



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

References:

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

Dates of Adoption/Amendments:

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



Context

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

Policy Statement

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

Guidelines

The Board believes:

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

Definitions

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

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

References:

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

Dates of Adoption/Amendments:

Adopted: 1984.10.03

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



Purpose

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

Understanding Conflict of Interest

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

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

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

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

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

Expectations for Employees

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

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

Representative Examples of Conflict of Interest

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

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



Duty to Report

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

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

References:

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

Dates of Adoption/Amendments:

Adopted: 2018.01.23

Amended: 2021.11.23: **2022.11.22**



EXEMPT STAFF SUPPLEMENTARY EMPLOYMENT BENEFITS

Page 1 of 1

Context

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

Policy Statement

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

Guiding Principles

The Board believes that:

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

References:

- [Administrative Procedures to Board Policy 602: Exempt Staff Supplementary Employment Benefits](#)
- Board of Education MATA Collective Agreement Article G.21.2 (Maternity SEB), G.21.8 (Parental SEB) and G.21.10 (Eligibility)

Dates of Adoption/Amendments:

Adopted: **2021.02.23**

Amended:



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 602
EXEMPT STAFF SUPPLEMENTARY EMPLOYMENT BENEFITS

Purpose

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

District Procedures

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

Expectations of Exempt Staff

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

References:

- [Board Policy 602: Exempt Staff Supplementary Employment Benefits](#)
- MATA Collective Agreement Article G.21.2 (Maternity SEB), G.21.8 (Parental SEB) and G.21.10 (Eligibility)

Dates of Adoption/Amendments:

Adopted: **2021.02.23**

Amended:



Context:

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

The Qualicum School District is focused on improving outcomes and producing educated citizens as per the Ministry of Education and Childcare's mandate and the District Strategic Plan. All effective organizations rely on positive and appropriate personnel practices and interactions. The modelling of these qualities is also an important tool in a healthy and productive learning environment.

Policy Statement:

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

Guiding Principles:

The Board believes that:

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

Definitions:

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

References:

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



QUALICUM SCHOOL DISTRICT

BOARD POLICY 600

PERSONNEL

Page 2 of 2

Dates of Adoption/Amendments:

Adopted: 2021.09.28

Amended: 2022.11.22: **2023.11.28**



PURPOSE:

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

I. RULES OF ORDER

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

II. MOTIONS

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



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

6. **Amendment**

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

7. **Reconsideration**

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

III. **REGULAR BOARD MEETINGS**

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



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

IV. IN-CAMERA BOARD MEETINGS

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



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

V. SPECIAL MEETINGS

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



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

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

VI. DELEGATIONS

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

VII. CONSENT AGENDA

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



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

What Belongs on the Consent Agenda?

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

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

VIII. PUBLIC QUESTION PERIOD

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

IX. BOARD STANDING COMMITTEES

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



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

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

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

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

6. Finance and Operations Committee of the Whole:

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



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

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

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

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

7. Policy Committee of the Whole:

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



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

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

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

X. CHIEF EXECUTIVE OFFICER

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

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

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

XI. EXECUTIVE COMMITTEES AND COMMUNICATIONS WITH THE BOARD

- a. The Executive Committee, composed of the Superintendent of Schools, the Secretary Treasurer, and the Associate Superintendent, shall be Chaired by the Superintendent of Schools.



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

XII. TITLE

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

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

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

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

SECRETARY TREASURER

BOARD CHAIR

Dates of Adoption/Amendment:

Adopted: 2014.06.24

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



Context:

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

Policy Statement

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

Guiding Principles

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

References:

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

Dates of Adoption/Amendments:

Adopted: 79.07.21

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



Purpose

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

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

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

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

Requirements

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



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

Parent/Guardian Responsibilities

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

Student Responsibilities

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



Educator-in-Charge Responsibilities

The Educator-in-Charge is responsible to:

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

Field Experience Supervisor Responsibilities

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

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

Field Experience (Trip) Categories

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

Category 1 - Same Day Field Experiences

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

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

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

1. Overnight Field Experiences may last for one or more days and take place within the province of British Columbia. Such excursions require an additional level of approval by the Superintendent or designate.



2. Outside of Central Vancouver Island Field Experiences require Superintendent or designate approval because of the travel required. Field experiences that extend beyond Central Vancouver Island, even if lasting only for the day, are classified as Category 2.

Category 3 - Higher Risk Outdoor Field Experiences

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

These would typically be:

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

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

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

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

Applying for Category 4 Field Trips

Except in the case of earned experiences (athletics and music for example) where only final approval is required, usually on short notice, Category 4 Field Trips require approval in principle a minimum of eight months prior to travel, and final approval a minimum of four months prior to travel. It is the responsibility of the sponsoring educator along with the school principal for ensuring that applications for approval in principle and final approval are submitted on time.



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

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

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

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

Inappropriate Field Experiences

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

Inappropriate field experiences are characterized as those that may involve:

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

References:

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

Dates of Adoption/Amendments:

Adopted: 17.03.28

Amended: 2020.05.26: **2023.04.25**



COPYRIGHT AND INTELLECTUAL PROPERTY

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Context

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

Policy Statement

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

Guiding Principles

The Board of Education believes that:

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

References

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

Dates of Adoption/Amendments:

Adopted: June 22, 2021

Amended:



Purpose

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

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

Procedures

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



https://cmec.ca/Publications/Lists/Publications/Attachments/291/Copyright_Matters.pdf and by using the [Fair Dealing Guidelines](#) and [Fair Dealings Decision Tool](#).

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

References

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

Dates of Adoption/Amendments

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



PROGRAMS OF CHOICE AND SPECIALTY ACADEMIES

Page 1 of 2

Context

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

Policy Statement

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

Guiding Principles

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

Definitions:

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



PROGRAMS OF CHOICE AND SPECIALTY ACADEMIES

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

References:

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

Dates of Adoption/Amendments:

Adopted: **2022.05.24**

Amended:



PURPOSE

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

APPLICATION PROCESS

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

Applications must substantively address the following:

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

Minimum Enrolment

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

Reference:

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

Dates of Adoption and Amendments:

Adopted: **2022.05.24**

Amended:



Context:

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

Policy Statement:

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

The Board commits to the ideals of:

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

Guiding Principles:

The Board believes that:

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



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

References:

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

Dates of Adoption/Amendments:

Adopted: **2021.01.26**

Amended:



COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT

Page 1 of 2

Context

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

Policy Statement

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

Guiding Principles

The Board of Education believes that:

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

References

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



COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT

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

Dates of Adoption/Amendments:

Adopted: 1984.07.04

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

DRAFT



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

Rescind No Longer needed

Student Placement

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

Key Terms

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

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

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

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

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

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

Communicating Student Learning

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



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

- j. Formal report cards

Methods of Communicating Student Learning

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

Reporting/Informing

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

Elementary

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



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

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

Secondary

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

References

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

Dates of Adoption/Amendments:

Adopted: 1984.07.04

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