



QUALICUM SCHOOL DISTRICT
POLICY COMMITTEE OF THE WHOLE - AGENDA

TUESDAY, MAY 20, 2025

1:00 P.M.

VIA VIDEO CONFERENCING

[Join the meeting now](#)

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. QSD Secondary Athletics Handbook p 1-30

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

(Review re: Intent, philosophy and edits)

- a. Board Policy 700: Safe, Caring and Inclusive School Communities p 31-34
b. Board Policy 701: Student Discipline p 35-39
c. Board Policy 702: Provision of Menstrual Products p 40
d. Board Policy 704: Student Catchment Areas/Cross Boundary Transfers/
District Bus Transportation p 41-44
e. Board Policy 705: Corporate/Community Sponsorships, Partnerships
and Advertising in Schools p 45-47

4. BYLAWS/POLICIES POTENTIALLY GOING TO SECOND READING

- a. Board Policy 703: Student Fees and Subsidies p 48-50

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

(Final review including input on Administrative Procedures)

- a. Board Policy 600: Personnel p 51-52
b. Board Policy 602: Exempt Staff Supplementary Employee Benefits p 53-54

6. FUTURE TOPICS

- a. Continue 700 Series for Review

7. NEXT MEETING DATE

Monday, June 16, 2025 at 1:00 p.m. via video-conferencing

QUALICUM SCHOOL DISTRICT

Athletics Handbook



SECONDARY

**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 (QSD) 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 QSD 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

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 & Responsibilities of 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 coaches are in 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.

Roles and Responsibilities (continued)

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 & 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 & 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 Sponsors

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 & Responsibilities of Staff Sponsors

1. Supervision and Safety:

Supporting the safety and well-being of students during practices, games, and travel by being available to the coach. 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. Mentorship and Support:

Providing guidance and support to student-athletes, community/parents/caregivers, coaches. This includes fostering teamwork, sportsmanship, and personal development.

4. Communication:

Acting as a liaison between the team, community/parent/caregiver coach, athletic director, school administration, and parent/caregiver.

5. Compliance:

Ensuring the team adheres to school and district policy and procedures.



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 & 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

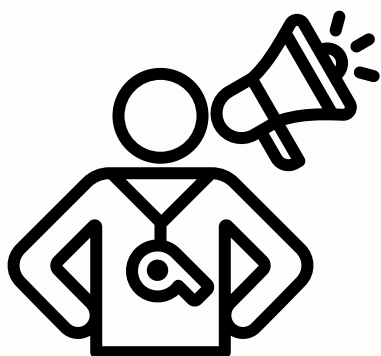
Code of Ethics for Student-Athletes

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 accepts 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:

- a. Extent of the tryout period
- b. Criteria used to select the team
- c. Practice commitment for those who are selected
- d. 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 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

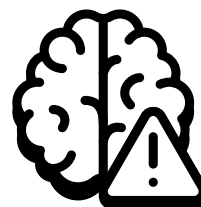
- All practice times, games and tournaments must be scheduled through the athletic director and communicated to parents/caregivers in a timely manner
- The home school's is responsible for reporting game scores.
- The championship tournaments will be organized by the school athletic director, in consultation 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.

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.

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.



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.
- 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.

- 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.

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.



Transportation (continued)

- Students may not transport themselves or other students to events when the district has arranged travel.
- 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.

Transportation (continued)

- 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



Athletic 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 & 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.

Appendix

Team Sample Letter

Date:

Dear Parent/Caregiver and Student Athlete;

We are very excited to have the opportunity to play (Insert Sport and Division example: SR. Girls Basketball etc.) this year! Attached to this package you will find a detailed schedule of games, both home and away, as well as any tournaments. Should there be any changes to this schedule, this will be communicated by (insert method – email, chat group etc.)

Transportation for away games and tournaments will be provided by (Insert method for example, school bus, volunteer drivers etc.). If you are interested in being a volunteer driver please complete the Volunteer Driver application attached and return it asap.

Fees for the year will be: \$000 and will cover:

☐ League and tournament fees

☐ Officials

☐ Travel

☐ Coach expenses

☐ Accommodation or there will be additional costs for accommodation and food for tournaments.

☐ Other:

Please see the Code of Ethics for Parent/Caregivers and Spectators along with the Student Athlete Code of Ethics below. Please complete the attached forms Consent Form and Behaviour Contract (FE-05/FE06) and return them by (Insert Date).

Thank you for your support of and we hope to have a safe and fun season!

If you have any questions please direct them to the following:

- 1) Coach (list coach and contact information)
- 2) Teacher sponsor (list sponsor and contact information)
- 3) Athletic Director (list athletic director and contact information)
- 4) Vice Principal (list vice principal and contact information)

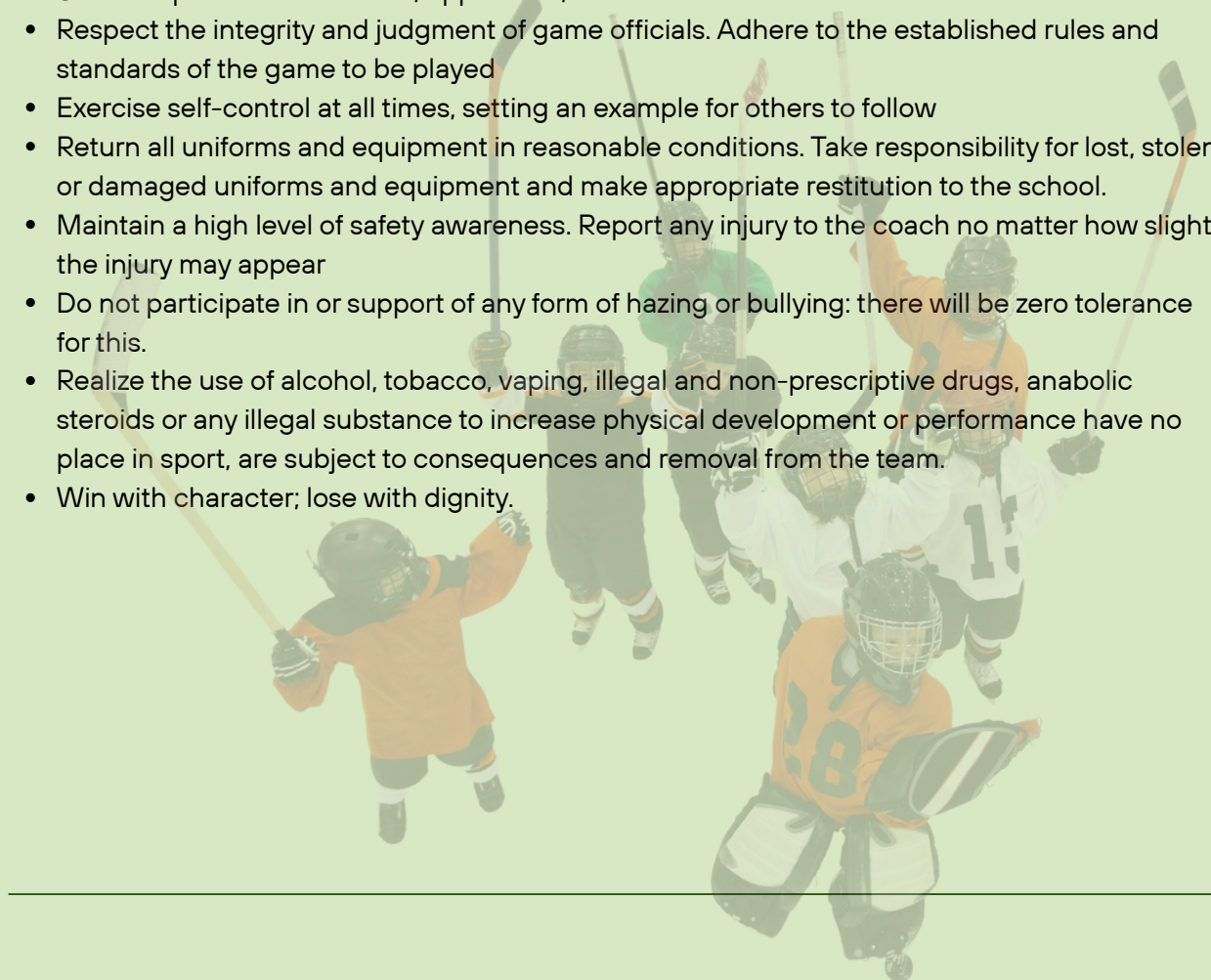
Insert teacher, sponsor, coach name and signature

Appendix

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.



Appendix

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 accepts 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

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 (that do not have a risk of inadvertent head impact) <ul style="list-style-type: none"> Addition of individual sport-specific activities that are supervised by a teacher/coach/parent. Examples: <ul style="list-style-type: none"> Skating drills (hockey) Running drills (soccer) Change of direction drills Individual gym class activities 	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.
Activities of daily living, as tolerated <ul style="list-style-type: none"> After a maximum of 24-48 hours after injury, BEGIN STEP 2 	Increase heart rate <ul style="list-style-type: none"> If can tolerate moderate aerobic exercise, BEGIN STEP 3 	Increase intensity of aerobic activities and introduce low-risk sport-specific movements and changing of directions <ul style="list-style-type: none"> If medically cleared and have fully returned to school, BEGIN STEP 4 	Resume usual intensity of exercise, coordination, and activity-related cognitive skills <ul style="list-style-type: none"> If can tolerate usual intensity of activities, BEGIN STEP 5 	Return to activities that have a risk of falling or body contact, restore game-play confidence, and have coaches assess functional skills. <ul style="list-style-type: none"> If can tolerate non-competitive, high-risk activities, BEGIN STEP 6 	Return to sport <ul style="list-style-type: none"> Back to normal, unrestricted competitive game play, school gym class, and physical activities. 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.

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 Analog 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.pediconcussion.com (the Pediatric Concussion protocol was modified with permission from the [Amsterdam International Consensus Statement on Concussion in Sport](#)) © BCIRPU. All rights reserved | Version 13: Updated December 2024



CONCUSSION AWARENESS
TRAINING TOOL



BC INJURY research and
prevention unit
www.injuryresearch.bc.ca



SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

Page 1 of 2

CONTEXT:

In accordance with international, federal, and provincial laws and protocols, schools must be safe, compassionate and inclusive communities of learning. The B.C. Curriculum Core Competencies, and Ministerial Order 276/07 (M341/16 and M89) mandate the need for specific school and district-based systems that maintain and enhance positive and respectful climates within all schools. The Board strongly upholds the “recognition of the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, peace and justice in the world.” (Preamble UN Universal Declaration of Human Rights.)

POLICY STATEMENT:

The Board supports all and any actions that contribute to the establishment and maintenance of a safe, compassionate and inclusive school community as outlined in international, federal and provincial rights legislation. Active and persistent work to teach, model and encourage positive social behaviour is expected at all levels of our organization.

GUIDING PRINCIPLES:

The Board believes that:

1. All schools must provide a positive, responsive, safe, compassionate, and inclusive environment for all learners.
2. Educational equity is paramount and we must recognize and celebrate diversity in our schools and community.
3. School Districts must work with all community partners to actively develop and collaboratively maintain protocols that support safety and inclusion while protecting against any violence or safety concerns.

The Board expects that:

1. Each school will establish procedures, protocols and practices that create and enhance safe, compassionate and inclusive environments. These will be evident in each school's code of conduct.
2. Each school's code of conduct will use the district's template and include content that speaks to anti-discrimination, expected behaviours, unacceptable behaviours, responses to unacceptable behaviours, safe reporting, and the responsibility to inform. As well, language will be included supporting a distraction free learning environment through restrictions on personal digital devices.
3. Incidents compromising the safety of students will be responded to in a timely, fair and reasonable manner.
4. Wherever possible, responses and interventions to incidents that compromise safety will be restorative; meaning they will repair harm, strengthen relationships and enhance a sense of belonging to school and community.
5. District wide professional learning for educators will continuously provide best practices.
6. All staff who work directly with students shall have access to training on the impacts of trauma.
7. The right of individuals to be different, and to consider themselves different will be respected as long as their individual expression does not compromise a safe, compassionate and inclusive environment.



QUALICUM SCHOOL DISTRICT

BOARD POLICY 700

SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

Page 2 of 2

REFERENCES:

- [Administrative Procedure: Safe, Caring, and Inclusive School Communities](#)
- [Board Policy 701: Student Discipline and its attendant Administrative Procedures](#)
- [B.C. Human Rights Code as of July 2021](#)
- [Violence, Threat-making, Risk and Threat Assessment Community Protocol](#)
- [Provincial Standards for Codes of Conduct Order \[Ministerial Order 276/07\(M89\)\]](#)
- [SOGI 1 2 3](#)
- [Universal Declaration of Human Rights \(United Nations\)](#)
- [Canadian Charter of Rights and Freedoms](#)
- [Ministry of Education Province of B.C. Core Competencies](#)

DATES OF ADOPTION AND AMENDMENTS:

Adopted: 1998.02.24

Amended: 2000.08.29: 2016.11.22: 2018.01.23: 2022.01.25: **2024.06.25**



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 700

SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

Purpose

These Administrative Procedures are written in support of Board Policy 700: *Safe, Caring, and Inclusive School Communities*.

This administrative procedure is explicitly directed toward the conduct of students in their interaction with other students. Also included in this administrative procedure is the bullying, intimidation, discrimination, harassment, or violence toward adults by students. Ultimately, this procedure is intended to support the development of a respectful environment that leads to better outcomes.

Bullying, intimidation, discrimination, harassment, or violence by adults toward students or of adults by other adults are similarly prohibited but are governed by procedural guidelines in other school district administrative procedures - Collective Agreements, Human Rights and Workers Compensation Legislation and in *the Criminal Code of Canada*.

School Codes of Conduct

The Board of Education believes that a Code of Conduct with broad support of the students, parents, teachers, staff and administrative personnel greatly contributes to a safe and effective learning environment. The Board of Education also believes that there should be ongoing communication and consultation regarding behavioral expectations of students within the school community.

The Board of Education supports the values expressed in the *BC Human Rights Code* respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical and mental disability, sex, sexual orientation, gender identity or expression, and age.

Principals and Vice-Principals shall establish, with the involvement of students, parents, and staff a Code of Conduct for the school. This Code of Conduct shall be in compliance with the *Provincial Standards for Codes of Conduct Order [Ministerial Order 276/07(M341/16)(M89)]*.

1. This code shall establish expectations for student conduct:
 - a. within the school facility in all school programs and activities.
 - b. outside the school facility in all school programs and activities.
 - c. going to and from school, when the school deems it to be appropriate.
2. School Codes of Conduct will use a matrix which is developed by the principal of the school through consultative processes which describes expected behaviours in a positive and aspirational manner.
3. School Codes of Conduct will contain language that restricts the use of personal digital devices at school for the purpose of promoting online safety and a focused learning environment. School Codes of Conduct and resulting practice will specifically state and/or implicitly support the following:
 - a. restrictions on the use of personal digital devices at school, including during hours of instruction;
 - b. use of personal digital devices for instructional purposes and digital literacy;
 - c. use of personal digital devices that is appropriate to a student's age and developmental stage;



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 700

SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

- d. accessibility and accommodation needs;
 - e. medical and health needs;
 - f. equity to support learning outcomes.
4. Principals and Vice-Principals have the overall responsibility to see that Codes of Conduct are enforced and have paramount authority for the discipline of students.
 5. All adults in the school are expected to be vigilant and to act thoughtfully and responsibly in ensuring the safety and security of the students and the building.
 6. Strategies are to be in place for active teaching and promotion of the behavioural expectations outlined in the Code of Conduct.
 7. Significant breaches of the Code of Conduct and related disciplinary/restorative responses will be noted in the district student information system.
 8. The Code of Conduct will clearly state a range of consequences for inappropriate behavior.
 9. The school's Code of Conduct will be informally reviewed annually with input from students, staff, parents, and administration. Confirmation of the review will be filed with the Superintendent of Schools or designate by April 15th of each school year (*attached form*).
 10. Each school's Code of Conduct shall be filed with the Superintendent of Schools or designate by July 15th, annually and submitted for approval by the Board of Education at its August Regular Board Meeting.
 11. The school's Code of Conduct shall be posted publically.
 12. All reasonable steps will be taken to prevent retaliation against a student who has made a complaint of a breach of a Code of Conduct.

REFERENCES:

- [Administrative Procedure: Safe, Caring, and Inclusive School Communities](#)
- [Board Policy 701: Student Discipline and its attendant Administrative Procedures](#)
- [B.C. Human Rights Code as of July 2021](#)
- [Violence, Threat-making, Risk and Threat Assessment Community Protocol](#)
- [Provincial Standards for Codes of Conduct Order \[Ministerial Order 276/07\(M89\)\]](#)
- [SOGI 1 2 3](#)
- [Universal Declaration of Human Rights \(United Nations\)](#)
- [Canadian Charter of Rights and Freedoms](#)
- [Ministry of Education Province of B.C. Core Competencies](#)

Dates of Adoption/Amendments:

Adopted: 2016.11.22

Amended: 2018.01.23: 2022.01.25: 2022.11.22: 2024.06.25: 2024.08.24: **2024.10.22**



CONTEXT:

In order for learning to occur students must feel and be safe at school. The Board works actively and persistently to create and maintain safe, caring and inclusive school communities as per Board Policy 700: Safe, Caring and Inclusive School Communities. Infractions to students' feeling and being safe at school will occur and require intervention and action on the part of the school and/or the district.

POLICY STATEMENT:

The Board will maintain an environment that supports learning through ensuring schools are safe, caring and inclusive. Should incidents occur that compromise this environment, efforts at the classroom, school and district level may be used to restore the environment.

GUIDING PRINCIPLES:

The Board believes in modelling and using a positive discipline program that will

1. Preserve and support a safe and effective learning environment that allows students to reach their full potential.
2. Model and educate students to practice positive social behaviors, healthy life skills and habits.

The Board expects:

1. All students will always comply with the codes of conduct while on school grounds or attending school (or district) sanctioned events.
2. Incidents compromising the safety of students will be responded to in a timely, fair and reasonable manner.
3. Wherever possible, responses and interventions to incidents that compromise safety will be restorative; meaning they will repair harm, strengthen relationships and enhance a sense of belonging to school and community.
4. Should a disciplinary response be required, it will be progressive, and individualized.
5. School and community resources may provide students with additional support.
6. Interventions may happen at the classroom, school or district level and will typically progress through these levels; however, serious infractions may result in escalation to school or district.
7. Out-of-school suspension should be used judiciously in the context of a progressive discipline model and reserved for cases that impact the safety of those in the learning environment, such as bullying, violence, weapons, and illegal use of substances.
8. That all students who have been suspended for more than five (5) days and who appear before a District Review Committee, shall receive a fair and just hearing under the protection of the *Charter of Rights and Freedoms*.

REFERENCES:

- [Administrative Procedures to Board Policy 701: Student Discipline](#)
- [Board Policy 700: Safe, Caring and Inclusive School Communities](#)
- [The School Act: Sections 26, 85\(2\)\(c\)\(ii\), 85\(2\)\(d\)](#)
- [The Canadian Charter of Rights and Freedoms](#)

DATES OF ADOPTION AND AMENDMENTS:

Adopted: 1998.02.24

Amended: 2000.08.29: 2016.12.13: Reviewed October 2017: **2022.01.25**



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 701

STUDENT DISCIPLINE

Purpose

These Administrative Procedures are written in support of Policy 701: Student Discipline

1. The Board delegates the right and responsibility to teachers and school-based principals/vice-principals to require students to apply themselves to their studies and to abide by the Code of Conduct established in a school. Paramount authority in this regard rests with the administrative officers with a school.
2. The Board requires that teachers and principals/vice-principals take appropriate progressive disciplinary action when:
 - a. students fail to abide by the Code of Conduct established in a school to the extent that their behaviour is willfully disobedient or has a harmful effect on other students; or,
 - b. students fail to apply themselves to their studies.
3. School personnel shall be guided by Section 85 of the *School Act* in all of their dealings with students.
4. Students failing to comply with the Rules, Policies and/or Codes of Conduct as sanctioned by the Board of Education may be suspended according to Section 85(2) (d) of the *School Act*. Principals or Vice Principals, when suspending a student, must ensure that an educational program is available for the student during the period of suspension. Parent/guardian(s) shall be notified that the school will provide an educational program and the nature and expectation of that program.
5. Principals and Vice Principals may suspend students for up to five (5) school days as a disciplinary measure. When a student is suspended from school, the student shall remain at the school under the Principal's or Vice Principal's supervision and control until contact has been established with the student's parent/guardian(s) or the designated adult family alternative and a plan has been put in place for the student to be returned to the authority of the parent/guardian(s). The Principal or Vice Principal shall notify the student and parent/guardian(s) verbally followed by a letter to the parent/guardian(s) with a copy being forwarded to the Superintendent of Schools and/or designate.
6. The Principal or Vice Principal, where appropriate, shall arrange a meeting with the student and their parent/guardian(s) to resolve the suspension and to establish conditions and expectations which will govern the student's return to school.
7. Any recommended suspension of longer than five (5) school days must be in accordance with Section 85(2)(d) of the *School Act* and shall be immediately reported to the parent/guardian(s) verbally and confirmed in writing by mail or be delivered by hand. The Superintendent of Schools and/or designate must be notified and shall arrange a District Review Committee hearing.
8. All written reports, including pertinent student records and information, from teachers and the school administration shall be submitted to the Superintendent of Schools and/or designate within three (3) school days of the student's suspension from school. Copies of pertinent



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 701

STUDENT DISCIPLINE

Page 2 of 2

written reports shall be made available to the parent/guardian(s) and the student at least twenty-four (24) hours prior to the hearing.

9. When students have been suspended for more than five days the Superintendent of Schools and/or designate shall convene a District Review Committee made up of the Superintendent of Schools or designate and up to three non-involved Principals/Vice Principals and/or community professionals.

This District Review Committee shall meet with the student, the parent/guardian(s), and the referring Principal/Vice Principal to understand the circumstances leading to the suspension and to make recommendations regarding resolution of the suspension.

After the student, the parent/guardian(s) and the referring Principal/Vice Principals have left, the District Review Committee shall consider the educational and support options and/or program offerings available for the student and decide the most appropriate action to take.

10. The decision of the District Review Committee will, in most cases, be communicated by telephone, through the Superintendent of Schools and/or designate, to the parent/guardian(s) and the student and the Principal/Vice Principal within twenty-four (24) hours of the hearing.
11. Written confirmation shall be directed to the parent/guardian(s) and the student and the referring Principal/Vice Principal by the Superintendent of Schools and/or designate. A copy of Bylaw No. 5 (Appeals) shall be attached to the letter.
12. To protect the student's right to privacy, all copies of written reports originally distributed to District Review Committee members shall be collected and destroyed immediately after the committee's decision. The original documentation will be held in a confidential file under the jurisdiction of the Superintendent of Schools.

REFERENCES:

- [Administrative Procedures to Board Policy 701: Student Discipline](#)
- [Board Policy 700: Safe, Caring and Inclusive School Communities](#)
- [The School Act: Sections 26, 85\(2\)\(c\)\(ii\), 85\(2\)\(d\)](#)
- [The Canadian Charter of Rights and Freedoms](#)

DATES OF ADOPTION AND AMENDMENTS:

Adopted: 1998.02.24

Amended: 2000.08.29: 2016.12.13: Reviewed October 2017: 2022.01.25: **2022.11.22**



1. FIRST INCIDENT

- i. Any student of an ELEMENTARY SCHOOL (K-7) engaging in any of the following while under the jurisdiction of the school shall have a meeting with the principal, the school counselor and his/her parents/guardians at the earliest opportunity:
- consumes alcohol or illicit drug(s)
 - is under the influence of alcohol or illicit drug(s)
 - is in possession of alcohol or illicit drug(s) or drug paraphernalia

Taking into account the advice of this meeting, the principal will make a decision regarding the outcome of the incident or incidents. Outcomes may include disciplinary consequences for the student, recommendation for support from school staff, and/or referral to the District Drug and Alcohol Review Committee.

If referred to the District Drug and Alcohol Review Committee, the committee may recommend further disciplinary consequences, support or RCMP involvement.

- ii. Any student of a SECONDARY SCHOOL (8-12) engaging in any of the following while under the jurisdiction of the school shall immediately be placed on an "In-School Suspension" for a period of no more than four (4) days and the student shall be referred to the District Drug and Alcohol Review Committee:
- consumes alcohol or illicit drug(s)
 - is under the influence of alcohol or illicit drug(s)
 - is in possession of alcohol or illicit drug(s) or drug paraphernalia

The incident(s) shall be reported to parents/guardians verbally and confirmed immediately in writing. A copy of Board Bylaw 5: *Parent/Student Appeals to the Board of Education* will be enclosed.

The Superintendent or designate shall be notified in writing and the RCMP may be contacted. The decision as to whether criminal charges will be laid rests with the RCMP.

The District Drug and Alcohol Review Committee may make recommendations for further disciplinary consequences or support.

2. REPEAT INCIDENTS

A student of any age who is involved in a repeat incident of consumption, under the influence or possession of alcohol or drug(s) or paraphernalia while under school jurisdiction shall be immediately placed on suspension and referred to the Superintendent and/or designate for a decision as to which committee the student will be referred to: the District Drug and Alcohol Review Committee or the District Discipline Committee.



3. DISTRIBUTION/TRAFFICKING OF ALCOHOL OR ILLICIT DRUG(S)

Any student of any age who engages in the distribution, sale or proliferation of alcohol or drug(s) shall be immediately placed on "Out of School/At Home" suspension and referred to the District Discipline Committee.

In addition, the RCMP will be notified and will determine if criminal charges are warranted.

4. DISTRICT DRUG AND ALCOHOL REVIEW COMMITTEE

In most cases the District Drug and Alcohol Review Committee will consist of a minimum of:

- the Superintendent or designate
- two school administrators

Any student referred to this committee will present himself/herself with their parent/guardian at the time appointed. A representative of the student's school will also be present.

The committee will make recommendations regarding the level of support and/or intervention which might be required to assist the student to successfully continue with his/her educational program and support the student in making healthy choices.

Some of the following specific courses of action may also be recommended by the committee but it is intended that the committee would not be limited in its thinking or mandate by such a list:

- drug or alcohol counseling
- referral for family support
- school suspension in accordance with Board Policy 701: *Student Discipline*
- change of educational program
- suspension from all School District 69 schools while being provided with an educational program pursuant to Section 85 of the *School Act*

References:

- [Board Policy 701: Student Discipline](#)
- [Board Bylaw 5: Parent/Student Appeals to the Board of Education](#)
- [Canada's Food and Drugs Act](#)
- [Canada's Controlled Drugs and Substances Act](#)

Dates of Adoption/Amendments:

Adopted: 1998.11.24:

Amended: 2000.04.25: 2000.10.24: 2008.05.27: 2009.05.26: 2010.11.23: 2014.11.25: 2016.12.13:
22.01.25-Rescinded: 2023.01.24 Revised/Reinstated/Attached to Board Policy 701



PROVISION OF MENSTRUAL PRODUCTS TO STUDENTS

(Page 1 of 1)

Context

Boards of Education must provide menstrual products to all students who may require them and must have policies and procedures regarding the provision of menstrual products in their schools.

Policy Statement

The Board of Education of Qualicum School District is committed to providing menstrual products to students who may require them.

The Board will:

- a. Ensure menstrual products are made available to students of all gender identities or expressions in a manner that protects student privacy;
- b. Provide for barrier free, easily accessible menstrual products at no cost to students;
- c. Provide menstrual products in school washrooms; and,
- d. Consider student feedback with respect to the provision of menstrual products.

References:

- [The School Act – Sections 85\(2\)\(a\), 88\(1\), and 168\(2\)\(t\)](#)
- [Support Services for Schools Order \(M14/89\)](#)

Dates of Adoption/Amendments

Adopted: 2020.01.28.

Amended: **2022.06.28**



**STUDENT CATCHMENT AREAS/CROSS BOUNDARY TRANSFER/
DISTRICT BUS TRANSPORTATION**

Page 1 of 1

Context

Under the School Act sections 74.1, 75, and 75.1, the Board has the responsibility to assign students to various schools in the Qualicum School District, and authority to divide the District into catchment areas for the purpose of assigning students to schools.

Policy Statement

Generally, students will attend schools within their catchment area based on the parents/guardian's residence. In some circumstances crossing of catchment areas may be permitted upon request.

Guidelines

1. Approval of transfer is to be based on space availability in the requested school.
2. Parents/guardians will assume responsibility for transportation, or any additional costs incurred by granting of a cross-boundary transfer.
3. Bus transportation may be provided to out-of-catchment students if space is available on the bus with all expenses paid for by parents/guardians.

References:

- [The School Act \(s74.1,s75,s75.1\)](#)
- [Administrative Procedure to Board Policy 704: Student Catchment Areas – Cross Boundary Transfer.](#)

Dates of Adoption/Amendments:

Adopted: 1979.09.01

Amended: 1987.10.28: 1986.08.27: 1988.12.21: 1991.09.10: 2002.10.22: 2003.08.26:
Review 2007:01:23: 2007.03.27: 2011.03.29: 2018.02.27: **2022:02:22**



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 704

**STUDENT CATCHMENT AREAS/CROSS BOUNDARY TRANSFERS/
DISTRICT BUS TRANSPORTATION**

Page 1 of 3

Purpose

These Administrative Procedures are written in support of Policy 704: Student Catchment Areas/Cross Boundary Transfers/District Bus Transportation

Student Catchment Areas/cross Boundary Transfers

1. Changes in catchment areas, if required, shall be determined and approved by the Board not later than March 1, to be implemented in September.
2. Transfer of a student to a school outside of their catchment area will be considered upon written application of the parents/guardians to the Superintendent of Schools or designate, on or before the last Friday in March prior to Spring Break.
3. Approval of transfer is to be based on space availability in the requested school. Space availability is deemed to exist when there is expected, based on reasonable projections, to be capacity to provide the student or applicant with an educational program appropriate to their needs, taking into account physical and educational resources.

The Board of Education delegates to the Superintendent of Schools or designate, the decisions as to whether space is available in individual schools and educational programs.

Decisions on space and facilities availability will be made in consultation with the principal of the affected school and will be based on consideration of the following factors:

- the operating capacity of the school as defined by the Ministry of Education
- staff assigned to a school by the District
- the physical space in which instructional programs operate in the school
- the ability of the school to provide appropriate educational programs for the applicant and other students
- the needs of other programs located in the school

If space and facilities are determined to be available, enrolment in educational programs in the school will be offered in the following priority order, provided that application deadlines and requirements are met:

- catchment area child who attended the school during the previous school year
 - other catchment area child
 - non-catchment area child
 - non-school district child
4. Students who reside within a defined school catchment area will be given placement priority up to September 30th of any school year. Transfer students may be returned to their catchment area school, or, upon a parents/guardian's request, to another District 69 school (subject to space availability) up to and including September 30th of any school year.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 704

STUDENT CATCHMENT AREAS/CROSS BOUNDARY TRANSFERS/
DISTRICT BUS TRANSPORTATION

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5. A student who has spent the previous school year in an approved cross-boundary placement at a District 69 school will be deemed to be a member of that school community. This status will be retained upon transition to the secondary school which students from that school would normally attend based on district catchment areas.
6. Siblings of students (who, by nature of Regulation #5 above are considered “students of this school’s catchment area”) will, at the request of the parents/guardians through the completion of the district’s Application for Cross-Boundary Enrollment form, be considered catchment area students for this school.
7. Access to District programs, such as Collaborative Education Alternative Program (CEAP), PASS/Woodwinds Alternate School or French Immersion, is not subject to Transfer Request approval.
8. Transportation or transportation assistance will be provided for a student who cannot attend their catchment area school because space is not available.
9. Transportation for a student choosing to attend a non-catchment area school or district program is the responsibility of the parents/guardians.

Transportation of Students by District School Bus Service

1. Walk limits are distances determined by the Ministry of Education. Funding is based on provincially established eligibility walk limits. The Board will establish local walk limits annually.
2. Exceptions to established walk limits are:
 - a. Students at all grade levels who are living, and attending school, in the catchment areas for Nanoose Bay, Errington, and Bowser Elementary Schools, will have an eligible walk limit of 1.5 km.
 - b. Special needs students, where transportation costs are recognized on a door-to-door basis for those students diagnosed unable to walk to school due to physical or mental disabilities and therefore need to travel to school by vehicle.
 - c. Extra curricular activities, when funding is provided for this service by schools.
3. The need for transportation fees and the cost of any actual fees for courtesy riders* will be determined by the Board during budget deliberations in the spring of each year. Announcement of any fees and payment schedule will be made public following approval of the budget for the next school year. There are no fees for eligible riders.
4. The bus driver is the final authority in all matters relating to the safety and well-being of passengers.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 704

STUDENT CATCHMENT AREAS/CROSS BOUNDARY TRANSFERS/
DISTRICT BUS TRANSPORTATION

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* ***Courtesy Riders*** – students who fall outside of the criteria for eligible riders but who can be accommodated through surplus space on existing transportation routes on a fee for service basis.

References:

- [The School Act \(s74.1,s75.s75.1\)](#)
- [Board Policy 704: Student Catchment Areas/Cross Boundary Transfer/District Bus Transportation](#)
- Qualicum School District [Application for Cross-Boundary Enrollment Form](#)

Dates of Adoption/Amendments:

Adopted: 1979.09.01

Amended: 1987.10.28: 1986.08.27: 1988.12.21: 1991.09.10: 2002.10.22: 2003.08.26:
Review 2007.01.23: 2007.03.27: 2011.03.29: 2018.02.27: 2018.04.24:
2022.02.22: **2022.11.22**



**CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND
ADVERTISING IN SCHOOLS**

Context:

The Board has fiduciary responsibility to limit influence of students through corporate sponsorships, partnerships and/or advertising. The Board recognizes the power of sponsorships, partnerships and advertising to “influence” students.

Policy Statement:

The Board acknowledges that corporate sponsorships, partnerships and advertising can be beneficial to public education. However, the Board reserves the right and responsibility to carefully vet and manage these relationships to ensure students are not being unduly influenced or branded.

Guiding Principles:

1. The Board supports the development of healthy and sustainable education-business relationships between the Board, its schools, and the community.
2. The Board encourages, businesses, corporations, labour, community and civic groups, government and educational agencies to seek collaborative partnerships.
3. All sponsorships/partnerships must be consistent with the values, principles, and objectives of the School District.
4. Schools, as learning communities, must not become vehicles for circulation of materials intended primarily for commercial gain, nor for propaganda materials that are inflammatory in nature or contrary to District values.
5. Instructional materials bearing logos and/or advertising promoting ideological and/or commercial interests are discouraged.
6. Partnerships over more than one school year or \$25,000 requires a contract. (Refer to [Board Policy 101: Projects – Tendering, Purchase and Disposal](#))
7. Commercial enterprises will not normally be permitted access to teachers and students either directly on school property or indirectly through the use of School District or school mailing information or systems. Advertising for the purpose of extra-curricular sponsorship may be permitted on a temporary basis, meaning for the duration of a single event, athletic season, or the school year, as approved by the school principal.

Definitions:

Sponsor - An organization or commercial enterprise providing financial support or goods or services for an activity, series of activities, program or service.

Donation - Money, goods or services given to a school or the School District with no expectation of reciprocal provision of goods or services to the donor.

Partnership - A collaborative relationship between the Board and an organization or business wherein the resources of the Board and the partner are combined to enhance the quality and relevance of the educational program provided by the Board.

References:

- [Administrative Procedure to Board Policy 705: Corporate Community Sponsorships, Partnerships and Advertising in Schools.](#)

Dates of Adoption/Amendments:

Adopted: 2018.02.27

Amended: 2022.05.24: **2024.05.28**



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 705

**CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND
ADVERTISING IN SCHOOLS**

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Purpose

These Administrative Procedures are written in support of Policy 705: Corporate/Community Sponsorships, Partnerships, and Advertising in Schools.

The Board supports the development of sustainable education-business relationships between the Board, its schools, and the community provided they do not compromise the District's commitment to maintaining safe, caring and inclusive schools.

The Board or, in the case of a school, the Principal or designate, in consultation with school partner groups, shall have the authority to decline any form of donation, sponsorship or partnership that is inconsistent with the values, principles or policies of the School District or the particular school.

No employee of the School District shall accept a personal gift in cash or kind, or benefit from the corporate sponsor or donor. Corporate involvement programs shall not limit the discretion of the schools, teachers, and the School District in the use of sponsored materials.

Sponsorships or sponsorship agreements exceeding \$25,000 in amount or longer than one (1) year in duration shall be confirmed by contract through the School District. Proposals shall be sent to the Secretary Treasurer's office with a detailed rationale to obtain appropriate approvals and/or draw up proper legal agreements in consultation with all stakeholder groups.

Each sponsorship arrangement should have an agreed upon sponsor acknowledgement plan prior to accepting the sponsorship or donation. The sponsor acknowledgement plan shall be approved by the school principal in consultation with the education partner groups for school level sponsorships. The Secretary Treasurer's office will ensure the sponsor acknowledgement plan is acceptable and consistent with this policy for District-wide sponsorship agreements.

Sponsor or partner activity must not infringe on any collective agreement or labour relations' practices.

Advertising

In general, the sales, the promotion of sales or the support to sales by canvassing, advertising or by other means on the part of any commercial enterprise may be seen as a violation of the safe and secure environment for students or an invasion of the privacy of parents or teachers.

Recognized charitable organizations and agencies and other organizations having educational and community services attributes may be allowed the opportunity to approach school principals or designated Board staff at the discretion of the Superintendent.

Local businesses or donors may be solicited for sponsorships of extra-curricular or co-curricular opportunities in exchange for limited space advertising. Such advertising may appear in school publications such as yearbooks or tournament programmes, or on a portion of a gymnasium wall with the principal's approval.

Distribution of materials supplied by genuine, community-oriented organizations may be authorized by the Superintendent, provided that they do not demand undue disruption of school time or routine, and provided that they do not contain political, religious or inflammatory



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 705

CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND
ADVERTISING IN SCHOOLS

Page 2 of 2

material/messages/images which might create unfavourable community reaction and/or run counter to School District values.

Partnerships

The Board supports and encourages partnerships that:

- Treat the educational and personal welfare of students as the paramount concerns and are in accordance with the highest ethical standards and considerations.
- Address an identifiable educational or operational purpose or need consistent with the School District's strategic priorities, statements of purpose, and the provincial goals of education.
- Increase the equitable access of students to high quality educational programs, service or learning resources.

Donations

The School District is able to issue tax receipts for cash donations and donations of furniture, equipment or similar items valued \$1000 or less. In accordance with Canada Revenue Agency's Policy 413, donated items valued at more than \$1000 must be independently assessed by a third party before the School District can issue a tax receipt. A sponsorship payment from a business for which the business receives a material advantage such as promotion or advertising (for example, in a press release) as part of an acknowledgement plan may not be eligible for a tax receipt under Canada Revenue Agency's rules.

New or used equipment must be at a standard acceptable for use in classrooms and schools and meet School District specifications. Equipment must be installed according to the standards of the School District. The school principal shall consult with the appropriate Board office staff to make this determination. The school and/or School District must consider costs of installation, maintenance, repairs, and training, where necessary, to ensure funds are available to support the acquisition of the donated equipment. If accepted, donations shall become the property of the School District.

District Parent Advisory Council/Parent Advisory Council (PAC)

The District Parent Advisory Council and a school's Parent Advisory Council (PAC) are often successful fund-raising groups whose efforts facilitate the acquisition of equipment, goods or services in support of one or more schools. Decisions on the methods of raising funds for a school shall be made in consultation with the Superintendent of Schools and/or the school's Principal in accordance with School District policies and administrative procedures.

Reference:

- [Board Policy 705: Corporate/Community Sponsorships, Partnerships and Advertising in Schools](#)

Dates of Adoption/Amendments:

Adopted: 2018.02.27

Amended: 2022.11.22: **2024.05.28**



Context

The School Act S82 and S168 (2) (j) governs school related fees and rentals. Board of Education Fees (Ministerial Order M236/07) and Provincial Fees (Ministerial order M140/89) further explains fees and rentals related to graduation from schools in B.C.

Policy Statement

The Board will charge fees as needed in full compliance with the School Act and Ministerial Orders. No student will be denied access to a program, course or class that is required for graduation because they cannot afford the fee.

Guiding Principles

The Board believes that:

1. Every student has a right to complete a graduation program.
2. Any fees charged will be on a cost recovery basis.
3. A monthly boarding subsidy may be provided to families of eligible students to assist with the costs associated with living away from home while pursuing graduation in a School District 69 school.

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: 1979.07.01

Amended: 1984.07.04: 1988.02.14: 1988.12.21: 1990.08.29: 1991.09.24: 1991.12.17:
1995.09.26: 1999.03.23: Reviewed 2005.09.19: 2010.02.23: 2018.02.27:
2022.05.24



ADMINISTRATIVE PROCEDURES to BOARD POLICY 703

STUDENT FEES AND SUBSIDIES

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

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

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

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

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



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

References:

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

Dates of Adoption/Amendments:

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



Context:

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

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

Policy Statement:

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

Guiding Principles:

The Board believes that:

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

Definitions:

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

References:

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



QUALICUM SCHOOL DISTRICT

BOARD POLICY 600

PERSONNEL

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

Dates of Adoption/Amendments:

Adopted: 2021.09.28

Amended: 2022.11.22: **2023.11.28**



EXEMPT STAFF SUPPLEMENTARY EMPLOYMENT BENEFITS

Page 1 of 1

Context

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

Policy Statement

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

Guiding Principles

The Board believes that:

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

References:

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

Dates of Adoption/Amendments:

Adopted: **2021.02.23**

Amended:



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 602
EXEMPT STAFF SUPPLEMENTARY EMPLOYMENT BENEFITS

Purpose

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

District Procedures

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

Expectations of Exempt Staff

4. For an exempt staff member to qualify for SEB under this policy, they will be required to:
 - a. Apply for and receive a leave of absence for maternity or parental reasons;
 - b. apply for and receive EI benefits for at least the period of time contemplated by SEB; and,
 - c. apply to the school district for SEB under the terms of this policy and administrative procedures.
5. SEB provisions will apply to the exempt staff member in keeping with Articles G.21.2 (maternity), G.21.8 7 (parental) and G.21.40 9 (eligibility).
6. Any exempt staff member in receipt of SEB may only access maternity or parental SEB, not both.

References:

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

Dates of Adoption/Amendments:

Adopted: **2021.02.23**

Amended: