



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

MONDAY, JUNE 16, 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

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

(Review re: Intent, philosophy and edits)

- | | | |
|----|---|---------|
| a. | Board Policy 706: Reporting of Suspected Child Abuse and Neglect | p 1-6 |
| b. | Board Policy 707: Students Right to Engage in Peaceful Protests | p 7 |
| c. | Board Policy 708: Emergency Preparedness and Closures | p 8-13 |
| d. | Board Policy 709: Board of Education Scholarships-Bursaries | p 14-16 |
| e. | Board Policy 710: Resolution of Student and Parent/Caregiver Complaints | p 17-25 |

4. BYLAWS/POLICIES POTENTIALLY GOING TO SECOND READING

None

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

(Final review including input on Administrative Procedures)

- | | | |
|----|--|---------|
| a. | Board Policy 703: Student Fees and Subsidies | p 26-28 |
|----|--|---------|

6. FUTURE TOPICS

- | | |
|----|---------------------------------------|
| a. | Continue Review of 600 and 700 Series |
| b. | Review of 800 Series |

7. NEXT MEETING DATE

Monday, September 15, 2025 at 1:00 p.m.



REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

Page 1 of 1

Context:

The Child, Family and Community Service Act (Section 14) delineates every person's responsibility to report suspected child abuse or neglect to the Ministry of Children and Family Development. The Board is responsible for the safety of all students and supports the proper reporting of any harm to a student.

Policy Statement:

The Board is responsible for the safety of all students and supports the proper reporting of any harm to a student while in the care of Qualicum School District.

Guidelines:

1. The Board requires that all staff be supported in identifying and responding appropriately to any signs and/or symptoms of child abuse or neglect.
2. The Board will provide, annual review, support and materials to staff in order to facilitate reporting.
3. The Board expects all staff to understand and use the information provided in the British Columbia Handbook for Action on Child Abuse and Neglect – For Service Providers, and/or Responding to Child Welfare Concerns as well as the Administrative Procedures for this policy to guide and assist in reporting.

References:

- [Administrative Procedures to Board Policy 706: Reporting of Suspected Child Abuse and Neglect](#)
- [B.C. Handbook for Action on Child Abuse and Neglect – For Service Providers](#)
- [Responding to Child Welfare Concerns – Your Role in Knowing When and What to Report](#)
- [Child, Family and Community Services Act](#)
- District 69 Tri-lateral Protocol (see [Administrative Procedures to Board Policy 706: Reporting of Suspected Child Abuse and Neglect](#))

Dates of Adoption/Amendments:

Adopted: 1980.01.23:

Amended: 1985.07.03: 1987.11.25: 1989.01.25: 1991.02.12: 1996.06.18: 2001.02.27:
Interim Revision September 2010: 2017.01.24: **2022.04.26**



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 706
REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

Purpose

The Child, Family and Community Service Act requires anyone who has reason to believe that a child has been or is likely to be at risk has a legal duty to make a report to a child welfare worker or directly to the police if a child is in immediate danger.

The Ministry of Children and Family Development (MCFD) has the lead responsibility for responding to suspected child abuse and neglect. It also delegates authority for child protection and family support to Aboriginal Child and Family Services Agencies, which provide services to their communities. Police also play a role in responding to suspected child abuse and neglect if it is believed that a child is in immediate danger, or if a criminal offence against a child is suspected.

The Board recognizes the need to protect the personal and physical well-being of students. The role of Qualicum School District Staff is to be aware of, and alert to, signs and symptoms of possible child abuse or neglect – and to respond appropriately if there are concerns about a child's safety or well-being. It is important to ensure that we provide a collaborative response to incidents of suspected child abuse and neglect.

Training and Review

New employees will be informed of the administrative procedures regarding reporting suspected child abuse and neglect as part of their orientation to the district. In addition, principals will review this document with all staff (e.g. teachers, education assistants, custodians) at the beginning of each school year with the assistance of the school counselors if requested.

Volunteers and other itinerant staff (e.g. teachers on call) in the schools will be provided with a copy of this administrative procedure for their reference.

DUTY TO REPORT

Under *the Child, Family, and Community Services Act*, the legal duty to report is the responsibility of every individual. Any person who has reason to believe that a child needs protection, has a duty to report directly to a Child Protection Social Worker at the Ministry of Children and Family Development.

In this context, **reason to believe** means that, based on what you have seen, or information you have, you believe a child could be at risk. If you are unsure about whether a report should be made or have questions around reporting a case, contact a Child Protection Social Worker to seek further advice.

Informing any other agency or person (e.g. principal or counsellor), does not discharge your legal duty to report directly to a Child Protection Social Worker. The legal duty to report overrides any duty of confidentiality, except a solicitor-client relationship or where provisions of the *Youth Criminal Justice Act* apply.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 706
REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

When Protection Is Needed

Any child under the age of 19 is in need of protection when child abuse and/or neglect are suspected. Child abuse and neglect means physical or emotional harm, sexual abuse or exploitation, negligent treatment or maltreatment as a result of an act or omission by a person who is responsible for the child's care (e.g. parent, supervisor, or legal guardian).

Child abuse includes the following:

Physical Abuse – a deliberate act of physical force or action that results in or is likely to result in physical harm to a child that exceeds what could be considered reasonable discipline.

Sexual Abuse and Exploitation – when a child is used or likely to be used for the sexual gratification of another person. It may include any behaviour of a sexual nature towards a child.

Emotional Abuse – may occur separately from or along with other forms of abuse and neglect and involves acts or omissions that are likely to have serious, negative emotional impacts.

Neglect – the failure to provide for the child's basic needs (e.g. physical, emotional, medical) that results in or is likely to result in harm to the child.

PROCEDURES FOR REPORTING SUSPECTED CHILD ABUSE OR NEGLECT

Completing a Report

Staff must make a report when there is any reason to believe that a child has been or is likely to be abused or neglected, and that the parent is unwilling or unable to protect the child. If a child is in immediate danger, call 911 for local police assistance.

If the suspected abuser is a parent, care giver, student, school district employee, or adult in the community report the incident to MCFD at 1- 800-663-9122 (any time of the day or night, 24 hours a day 7 days a week).

Inform the Principal that a report has been filed. The Principal will inform the Superintendent that a report has been made to the MCFD.

Obtain and complete a copy of the confidential **Report of Suspected Abuse** form from the Principal. Return a copy to the Principal for safekeeping. A second copy is to be placed in an envelope marked Confidential and delivered to the Board Office, to the Superintendent's attention. Do not place the child's name on the outside of the envelope.

If the suspected abuser is a District employee, inform the Principal of the suspected abuse after the report has been made. The Principal will inform the Superintendent. The Superintendent will work with the appropriate authorities under the terms of the **District 69 Tri-Lateral Protocol** signed with the RCMP and MCFD.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 706
REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

REMINDERS

No communication is to be made with a suspected abuser. This is the responsibility of the MCFD child welfare worker and/or police.

Schools shall provide a private space where an MCFD child welfare worker can interview children.

It is the responsibility of the Ministry of Children and Family Development and the police to investigate and to inform the parents and victims of their concerns. Schools are to direct any inquiries back to these agencies. Schools are not to discuss or release information to any other individuals.

In reporting incidents of suspected child abuse or neglect, staff will be guided by the provisions of the *Child, Family and Community Services Act* procedures described in the *British Columbia Handbook for Action on Child Abuse and Neglect - For Service Providers*.

References:

- [Board Policy 706: Reporting of Suspected Child Abuse and Neglect](#)
- [B.C. Handbook for Action on Child Abuse and Neglect – For Service Providers](#)
- [Responding to Child Welfare Concerns – Your Role in Knowing When and What to Report](#)
- [Child, Family and Community Services Act](#)
- District 69 Tri-lateral Protocol (see [Administrative Procedures to Board Policy 706: Reporting of Suspected Child Abuse and Neglect](#))

Dates of Adoption/Amendments:

Adopted: 1980.01.23:

Amended: 1985.07.03: 1987.11.25: 1989.01.25: 1991.02.12: 1996.06.18: 2001.02.27: Interim
Revision September 2010: 2017.01.24: **2022.04.26**

QUALICUM SCHOOL DISTRICT

REPORT OF SUSPECTED CHILD ABUSE AND NEGLECT FORM

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CONFIDENTIAL

School Name: _____

PLEASE PRINT AND PROVIDE DETAILS

1. PERSON MAKING THE VERBAL REPORT TO THE MINISTRY OF CHILDREN AND FAMILY DEVELOPMENT (MCFD)

Name: _____

School: _____

Principal: _____

2. RECORD OF THE VERBAL REPORT TO MCFD

Date and time of verbal report: _____

Name of person to whom you reported: _____

Position: _____ Phone number: _____

Office Address: _____

3. STUDENT INFORMATION – COLLECT DATA FROM VERIFICATION SHEET

Name: _____ Date of birth (d/m/y): _____

Home address where student currently lives: _____

Classroom or homeroom teacher: _____

Name and address of person(s) who has legal custody of the child at the time of report: _____

Phone Number: _____ Work Number: _____ Cell Number: _____

Special Needs, if any, including any barriers to communication: _____

Sibling names, ages and schools, if known: _____

QUALICUM SCHOOL DISTRICT

REPORT OF SUSPECTED CHILD ABUSE AND NEGLECT FORM

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4. INFORMATION FROM THE STUDENT'S DISCLOSURE OR YOUR REASONS TO BELIEVE THE STUDENT HAS BEEN OR IS LIKELY TO BE IN NEED OF PROTECTION (CONVERSATION, EVENTS, OBSERVATIONS OR CIRCUMSTANCES): ATTACH ANOTHER SHEET IF NECESSARY. (*FOCUS ON FACTUAL INFORMATION*)

Attach the child's writing, drawing, or artwork that supports this report.
Sign and date these.

5. DOCUMENT ANY INFORMATION THE CHILD PROTECTION WORKER SHARED WITH YOU.

6. WERE THE POLICE INVOLVED IN THE INVESTIGATIONS? Yes: ____ No: ____

7. YOUR SIGNATURE: _____

DATE: _____ TIME: _____

8. **RETURN A COPY OF THIS FORM TO THE PRINCIPAL FOR SAFEKEEPING. SEAL THE ORIGINAL COPY OF ALL INFORMATION IN AN ENVELOPE. DATE, SIGN, MARK IT 'CONFIDENTIAL TO THE ATTENTION OF THE EXECUTIVE ASSISTANT OF THE SUPERINTENDENT'. PROVIDE TO THE EXECUTIVE ASSISTANT OF THE OFFICE OF THE SUPERINTENDENT AT THE SCHOOL BOARD OFFICE. IT WILL BE FILED CONFIDENTIALLY.**

DO NOT PLACE IN STUDENT FILE.



STUDENTS' RIGHT TO ENGAGE IN PEACEFUL PROTESTS

Page 1 of 1

Context

The Board of Education recognizes international law through the United Nations Universal Declaration of Human Rights (1948 Article 19) which guarantees the right to freedom of expression, The Canadian Bill of Rights (1960 Section 1d) which guarantees freedom of speech, and the Canadian Charter of Rights and Freedoms (1982 Fundamental Freedoms Section c) which guarantees freedom of peaceful assembly.

Policy Statement

1. The Board of Education supports the efforts of students to engage in organized, purposeful peaceful protests, including during school time, on issues of recognized local, regional or global significance as part of their learning experience.
2. Students will not be penalized for participating in peaceful protests as long as these protests are held in accordance with this policy and its administrative procedure.
3. Students will be responsible for ensuring that missed school work is made up with support from teachers.

Guiding Principles

1. The Board of Education believes in the right to freedom of expression, speech and peaceful assembly.
2. The Board believes in the right of people to disagree with governing bodies and to exercise that disagreement through peaceful protest.
3. The Board expects that student protests will be held in ways that are safe and appropriate as learning experiences within a participatory democracy, which includes the students understanding the balance of rights and responsibilities as citizens in exercising their Charter rights.

References

- [Universal Declaration of Human Rights \(United Nations 1948\)](#)
- [Canadian Bill of Rights \(1960\)](#)
- [Canadian Charter of Rights and Freedoms \(1982\)](#)

Dates of Adoption/Amendments:

Adopted: 2020.02.25

Amended: **2022.06.28**



EMERGENCY PREPAREDNESS AND CLOSURES

Page 1 of 1

Context:

Along with all levels of government, the Board recognizes that being prepared for various types of emergencies and responding appropriately is essential to maintaining a safe learning and working environment.

Policy:

The Board will develop and maintain a robust emergency preparedness plan and protocol that will include clear direction to all staff and students about preparing, training, rehearsing and reacting to emergencies. These plans and protocols will work together with the plans of local, regional, and provincial governments.

Guiding Principles:

The Board expects that:

1. The District Emergency Preparedness Plan will be maintained and regularly updated.
2. All schools and work sites will maintain and update a Site Emergency Preparedness Plan.
3. Training and rehearsal for emergencies will be on-going in each school and worksite.
4. Any potential emergency situation identified by the Health and Safety Committee will be included in the plans.
5. All employees will safeguard children under their care in the event of an emergency or school closure.
6. Parents/guardians will be fully informed of the plans in the case of an emergency, including school closures.

References:

- [Administrative Procedures to Board Policy 708: Emergency Preparedness and Closures](#)
- [Emergency Management in B.C.](#)
- [Emergency Management Oceanside](#)

Dates of Adoption/Amendments:

Adopted: 1994.04.26

Amended: 1996.11.26: 2011.05.24: 2018.02.27: **2022.05.24**



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 708

EMERGENCY PREPAREDNESS AND CLOSURES

Page 1 of 3

Purpose

These Administrative Procedures were written in support of Policy 708: Emergency Preparedness and Closures.

Emergency Planning

Site Administrators, in cooperation with the appropriate authorities, shall have Emergency Preparedness Plan procedures in place to ensure the safety of staff and students. That plan should provide for the evacuation, care and reuniting of students with parents.

All employees shall be informed about the Site Emergency Preparedness Plan procedures to be followed at their worksite to ensure their safety and the safety of others.

At the beginning of each school year, parents shall be informed of the District Emergency Procedures and Site Emergency Preparedness Plan. This information will outline emergency procedures to be followed by staff and students in case of an emergency.

Emergency drills, including fire, earthquake, and lockdown, shall be undertaken in conformity with the District Emergency Procedures and Site Emergency Preparedness Plan.

The Board of Education will endeavor to ensure that each district school has sufficient staff trained in the following:

- a. emergency planning
- b. the reduction of hazardous conditions
- c. Basic First Aid, C.P.R. Systematic Search and Basic Rapid Building Damage Assessment.

If materials and supplies beyond those normally provided by the School District are to be kept on hand to augment the Site Emergency Preparedness Plan, then it shall be the responsibility of each worksite to obtain and maintain supplies in good order.

The Site Emergency Preparedness Plan must be easily identifiable and located in the main office of the worksite and any other locations that can be easily accessed by all site employees

The Director of Operations shall also develop an Emergency Preparedness Plan to address the safety of students and staff on school buses. Copies of this plan will be located at the Transportation Department Office, on each school bus and at each school.

In the event that a Site Administrator (or designate) must implement emergency procedures, the Superintendent of Schools (or designate) must be kept informed of the situation.

In the event of an advance warning of an impending natural disaster or any other occurrence which is a threat to the safety of children in school, the following action will be taken:

- a. The Superintendent of Schools (or designate) and/or Principal shall order a school or school(s) to be locked down or closed.
- b. Parents will be notified in accordance with established school procedures.
- c. Students will be dismissed and a student release/transportation plan enacted.



QUALICUM SCHOOL DISTRICT

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 708

EMERGENCY PREPAREDNESS AND CLOSURES

Page 2 of 3

- d. The Director of Operations shall be responsible for providing the immediate transportation of students.
- e. The Superintendent of Schools (or designate) shall immediately notify the public of the threat to student safety and the nature of the emergency.

References:

- [Board Policy 708: Emergency Preparedness](#)
- District Emergency Procedures as attached to [Board Policy 708: Emergency Preparedness](#)

Dates of Adoption/Amendments:

Adopted: 1994.04.26

Amended: 1996.11.26: 2011.05.24: 2018.02.27: **2022.05.24**

STAFF EMERGENCY PROCEDURES

Lockdown

Used in response to an armed or dangerous assailant **WITHIN** the school.

- Gather people in your vicinity into a secure room - do this quickly
- Close and secure doors
- Turn off lights, be quiet, get down low/behind heavy furniture, get out of sight
- Silence all cell phones and ask they be placed face down on the floor
- Alert other occupants by any means available and/or call 911 - only if safe to do so OR Leave Safely if no secure area is available and a safe exit is, then quickly leave the area/school. Report to the designated assembly area and await instructions.

***Normal activities in the school cease. Await police response.**

Hold & Secure

Used if there is a security concern in the neighbourhood.

- Bring everyone into the school and remain inside
- Secure exterior doors
- Close exterior window blinds/drapes (if available)
- No one may enter or exit the school during Hold and Secure

***Typically normal activities continue WITHIN the school.**

Room Clear

Used to move people away from a hazard contained in one room/area.

- Direct students to leave the room/area and report to designated area (ex: Library)
- Summon assistance as needed and appropriate (ex: call First Aid Attendant, Principal/Vice Principal, Maintenance Staff, 911)

***Staff should remain to manage the situation arising or exit if the room is unsafe**

Shelter in Place

Used if an environmental hazard may impact the school.

- Bring everyone into the school and remain indoors
- Secure exterior door and windows
- Close exterior window blinds/drapes (if available)
- Turn off all ventilation systems (if locally available/situation dependent)
- Staff designates will monitor access to the school via the main entrance
- Access may be denied if a risk exists that jeopardizes the safety of occupants

***Typically normal activities continue WITHIN the school**

Evacuate

Used to move people out of the school when a hazard exists inside.

- Direct students and other staff to exit the school via the shortest safe route
- Report to and assemble outside at the designated assembly site

***Principal or designate will determine next steps**

Drop, Cover, and Hold On

Used in the event of an earthquake, explosion, or any event that shakes the school.

- Quickly move away from obvious hazards
- **Drop** - low to the ground
- **Cover** - take cover under a sturdy table, desk, furniture, or other large sturdy items
- **Hold on** - to the furniture you are under and stay there until the shaking stops
- After the shaking stops, wait 60 seconds and then Evacuate via the shortest safe route
- Report to and assemble outside at the designated assembly site

***Principal or designate will determine next steps**

EMERGENCY TERMINOLOGY QUICK REFERENCE

SCHOOL DRILLS

- **Fire:** 6 drills/year as follows:
 - 3 drills before end of January
 - 3 drills after beginning of February
- Note: actual alarms and false alarms count as drills

- **Earthquake:** 3 drills/year

- **Lockdown:** 3 drills/year
 - 1 staff only (optional)
 - 2 with staff and students

- **Hold & Secure + Shelter in Place**
 - 1 review of procedure/year
 - Process of securing school exterior is to be rehearsed by Principal/VP and staff only

FOR MORE INFORMATION CONTACT

Gillian Wilson
Safe Schools Coordinator
Email: gwilson@sd69.bc.ca
Office: 250-954-3078

Brant Prunkl
District Health & Safety
Email: bprunkl@sd69.bc.ca
Office: 250-248-2067

EMERGENCY ASSEMBLY AREA

This Site's Assembly Areas:



Qualicum School District

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Always growing
Grandissons ensemble



ADMINISTRATIVE PROCEDURES II TO BOARD POLICY 708

EMERGENCY CLOSURE OF SCHOOLS - STUDENTS

Page 1 of 2

Purpose

These Administrative Procedures are written in support of Board Policy 708: Emergency Preparedness and Closures

The Board of Education has the responsibility, under the *School Act*, to keep District schools in session for all students and staff according to the annual School Calendar established by the Ministry of Education. However, the Board of Education also recognizes that the health and safety of staff and students is of paramount importance and recognizes that schools may have to be closed temporarily at times for any of several reasons, including the following:

- Inclement weather
- Power outage
- Failure of heating or water services
- Emergency health issues
- Other emergency situations.

The Superintendent of Schools, or designate, has the authority to close schools by reason of weather emergencies or for other causes that might endanger the health or safety of students and staff.

School Closure

There are occasions when the Director of Operations, in consultation with the Superintendent of Schools, may decide not to run the morning bus routes due to hazardous conditions. Every effort will be made to make that decision no later than 6:15 a.m.

Changes in bus operations or school closures shall be communicated to the following media outlets, which usually make such announcements between 6:30 and 8:00 a.m.:

- CIBH Radio ("The Beach" – 88.5 FM) Parksville
- CHPQ Radio ("The Lounge" – 99.9 VM) Parksville
- CHWF Radio ("The Wolf" – 106.9 FM) Nanaimo
- CKWV Radio ("The Wave" - 102.3 FM) Nanaimo
- CKNW (980 AM) Vancouver
- CBC Radio One (690 AM) Vancouver
- CHEK TV News Victoria
- Parksville/Qualicum Beach News (PQB News)

Prior to the end of October each year, parents will be reminded through school newsletters of the procedures that will be implemented in the event of emergent conditions.

Emergency Early Dismissal

Each school shall have an established plan by which parents can be notified in the event of an early closure.



QUALICUM SCHOOL DISTRICT

ADMINISTRATIVE PROCEDURES II TO BOARD POLICY 708

EMERGENCY CLOSURE OF SCHOOLS - STUDENTS

Page 2 of 2

In those situations during the school day where an emergent situation arises or weather conditions deteriorate significantly enough that a Principal or designate has concerns for local road conditions in his/her school zone, the Principal or designate should contact the Superintendent of Schools. It is the responsibility of the Superintendent of Schools to notify the Principal or designate as soon as it becomes apparent that school emergency closure will be necessary.

When an emergent situation occurs after school has begun it may be prudent for students to be dismissed and, therefore, staff will activate their plan to contact parents. On such occasions the Superintendent of Schools shall activate communication which notify parents that schools will be closed early and some or all bus schedules have been advanced.

If a school bus driver is unable to complete the school bus driver's normal bus run, the driver will so advise the Director of Operations. After discussion with the Director of Operations, the driver will either return the students to their home school or deliver them to an alternate location identified by the Director of Operations. Parents will be advised of such route changes either by direct telephone contact or other means.

References:

- [Board Policy 708: Emergency Preparedness and its attendant Administrative Procedures](#)

Dates of Adoption/Amendments:

Adopted: 2018.02.27

Amended: 2022.05.24: **2022.11.22**



BOARD OF EDUCATION SCHOLARSHIPS/BURSARIES

Context

Students making the transition from Secondary School to a Post-Secondary placement face increasing costs. While some students may rely on family resources to assist them, many students can not attend due to significant financial barriers.

Policy Statement

The Board believes that every student should be offered an opportunity to attend a post-secondary institution should they desire to do so. The Board will set aside an amount for scholarships/bursaries annually during the budget process.

Guidelines

1. Students must be in their graduation year from a school within the School District.
2. Students must be entering an accredited post-secondary institution within 18 months of the award date.
3. Students will NOT be advised of their selection until the Graduation ceremony.

Definitions - Scholarships and Bursaries

Scholarships and bursaries are financial awards offered with the intention of covering further educational costs after graduation from high school. Scholarship winners are typically selected through merit, which may include high achievement on class or provincial assessments and/or other notable service or leadership. Bursaries winners are typically selected through need, which may include household means and program opportunity. Criteria for award selection is often determined by the donating body in collaboration with school or district staff.

References

- [Administrative Procedures to Board Policy 709: Board of Education Scholarships/Bursaries](#)

Dates of Adoption/Amendments:

Adopted: 2022.09.13

Amended:



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 709

BOARD OF EDUCATION SCHOLARSHIPS/BURSARIES

Page 1 of 2

Purpose

These Administrative Procedures are written in support of Board Policy 709: Board of Education Scholarships/Bursaries.

Graduating students will be informed of the Board of Education Scholarship/Bursary opportunity as a part of their school's scholarship process. Policy guidelines will be used as criteria for application and selection.

During budget deliberations, the Board will establish the amount of the scholarship/ bursary.

School Counsellors and/or scholarship committees will assess the applications and provide up to three candidates for the interview process. School Counsellors and/or Scholarship Committees may choose to provide a letter of introduction for the candidates selected.

The Board will establish an interview team composed of:

1. Two School Trustees (one of whom will facilitate the interview process)
2. The Director of Instruction (responsible for organizing the interviews)
3. A member of the management team
4. A representative of the Principals/Vice-Principals' Association.

Candidates will be considered by a combination of the following:

1. Evidence of economic need that would seriously impede entering post-secondary.
2. Successful work and or volunteer experience.
3. Evidence of contribution to their school.
4. Evidence of contribution to the community or family.
5. Acceptable academic standing that indicates post-secondary success.

At the Interview

1. Students will summarize their educational plans.
2. Each member of the interview team will ask a (previously selected) question.
3. Students will be given an opportunity to ask any questions or summarize their reasons for applying for this award at the end of the interview.

After the Interview

1. Members of the interview team will discuss the applications and interviews
2. The two School Trustees will make decisions regarding students to be awarded the scholarship/bursary.
3. The Trustee facilitator will share this information with the Executive Assistant so that the information goes forward to an In Camera meeting of the Board.
4. All documents will be returned to the Director of Instruction to be disposed of.
5. The Director of Instruction will advise School Counsellors/Scholarship Committees of the Board's choices.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 709

BOARD OF EDUCATION SCHOLARSHIPS/BURSARIES

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At the Graduation Ceremonies

1. The Board will determine the Trustee who will present the award to the student
2. Clear instructions for accessing the award will be given to the student.
 - a. The student will send their proof of enrollment including their post-secondary student number to district staff.
 - b. Staff will transfer the funds to the student's account at the post-secondary where they are registered.

References:

- [Board Policy 709: Board of Education Scholarships/Bursaries](#)

Dates of Adoption/Amendments:

Adopted: 2004.12.14: 2005.03.08: 2018.02.27: 2018.04.24

Amended: 2022.09.13



RESOLUTION OF STUDENT AND PARENT/CAREGIVER COMPLAINTS

Page 1 of 2

Context

The School Act governs the provision of public and private education in B.C. This Act sets out the duties and responsibilities of the Board, parents and students. When disputes occur, the act outlines a process for appeal (Board bylaw 5). Agreements among unions, BC Confederation of Parent Advisory Councils and School Boards agree that disputes can and should be handled first at the classroom and school level before being forwarded to the Superintendent and that the appeal process should follow these steps.

Policy Statement

The Board is fundamentally committed to providing an educational program for all students. When complaints occur, the Board commits to having these resolved in an efficient way that supports the continued education, health and safety of students.

Guiding Principles

The Board believes that:

1. Conflicts, misunderstandings and disputes will occur in schools and operational sites from time to time.
2. When disagreements arise, resolution should be first sought where the conflict has occurred, and not be elevated until there has been a fulsome attempt at agreement or compromise.
3. If not resolved at the classroom, department, or site supervisory level, complaints may be made through this policy and administrative procedures by application to the Superintendent or designate.
4. Appeals to the Board through Bylaw 5 may be made if the complaints are not resolved by working with the Superintendent or designate.
5. Restorative and/or interest based models of conflict resolution will be used.
6. Advocates may be used as a part of this process.
7. In accordance with the School Act, some complaints regarding serious misconduct will not be subject to this policy.
8. The complaint resolution process will be available to students, parents, and other interested persons, and applies to complaints concerning the decisions, actions or conduct of the School District or its Personnel.

Definitions

1. **Restorative practices** (for example Restorative Justice):
Is intended to build healthy communities by restoring relationships and directly addressing the harm that has been created by the conflict situation. Restorative practices rely on those who caused the harm recognizing and repairing that harm.
2. **Interest based resolution** (for example mediation and negotiation):
Is intended to result in solutions based on shared common interests of the parties. In the case of education, for example, the health and safety of all students is often a common interest.



RESOLUTION OF STUDENT AND PARENT/CAREGIVER COMPLAINTS

Page 2 of 2

References:

- [School Act: Part 2](#)
- [Administrative Procedure to Board Policy 710: Resolution of Student and Parent/Caregiver Complaints](#)
- [Board Bylaw 5: Student and/or Parent/Caregiver Appeals to the Board of Education](#)
- [BC Confederation of Parent Advisory Councils \(BCCPAC\) resources](#)

Dates of Adoption/Amendments:

Adopted: 1989.10.15

Amended: 1991.09.10: 2001.04.24: 2002.10.22: 2003.05.27: 2009.04.28: 2016.03.08:
2021.11.23



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 710

RESOLUTION OF STUDENT AND PARENT/CAREGIVER COMPLAINTS

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Purpose

The Complaint resolution process outlined below is available to students, parents and other interested persons and applies to complaints concerning the decisions, actions or conduct of the School District or its personnel, as per Policy 710: Resolution of Student and/or Parent/Caregiver Complaints.

Not every complaint or concern that is received will be amenable to resolution under this Policy.

The following matters are **not** subject to this Policy:

- Student suspensions of more than 5 days (which will be reviewed by a hearing of a District Review Committee in accordance with Board Policy 701: *Student Discipline*);
- Decisions of the District Review Committee;
- Where an investigation or resolution process under a collective agreement is available;
- Where the matters raised are the subject of ongoing legal proceedings;
- Where the matters complained of involve serious misconduct by a member of Personnel warranting an independent investigation and response by the Qualicum School District;
- Where the Qualicum School District has reason to believe the Complaint is malicious, frivolous, vexatious or filed in bad faith or the Complainant refuses to participate in a manner that is appropriate or respectful of the other participants.

The Qualicum School District also reserves the right, in its sole discretion and on a case by case basis, to process complaints through other processes.

Any matters not covered by this Policy should be reported in writing to the applicable School Principal or Qualicum School District office for appropriate action.

Application to Student and Parent Concerns (See Figure 2 attached)

Section 11 of the School Act provides students or parents with a right of appeal to the Board of Education from a decision of an employee of the Qualicum School District that “significantly affects the education, health or safety of a student”.

A parent or student who wishes to exercise that right of appeal will be required to first complete the dispute resolution process set out in this Policy [See Bylaw 5; and School Act s.11(4)], unless the decision in issue is a decision of the District Review Committee in which case the parent or student may proceed directly to the appeal process outlined in Bylaw 5, if available.

Application to Complaints about Senior Administration.

Complaints about the decisions, actions or conduct of the Superintendent, Associate Superintendent or Secretary-Treasurer of the Qualicum School District, should be in writing and sent to the attention of the Superintendent, and a Complaint concerning the Superintendent may be sent to the attention of the Secretary Treasurer. Where the Superintendent or, as applicable, the Secretary-Treasurer, considers it appropriate to do so, they may submit such a Complaint to the resolution process outlined below, but omitting Step 2.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 710

RESOLUTION OF STUDENT AND PARENT/CAREGIVER COMPLAINTS

PROCESS (*See attached Figure 1 and 2*)

Step 1 - Initial Contact

At Step 1 of the Process, the Complainant is encouraged to directly approach the person about whom the Complaint relates (the "Respondent") and communicate his or her concerns or issues. The Complainant may choose to approach the Respondent in person or through written communications and should reference this Policy.

At Step 1 of the Process, the Parties will attempt to:

- define the concern(s);
- clarify the issue(s);
- develop an appreciation and understanding of each other's point of view; and,
- resolve the concern(s).

If the Complainant is unwilling to approach the Respondent directly or there is no resolution at Step 1, the Complainant may proceed to Step 2 by filing a written letter of complaint with the Respondent's direct management supervisor (the "Facilitator") (in most cases, the school principal). Please contact the Qualicum School District Board Office if clarification of the appropriate individual to receive the Complaint is needed.

In complaints concerning management Personnel (including principals, superintendent, assistant-superintendent and secretary treasurer) Step 2 will be omitted, and the Complainant may proceed directly to Step 3 by sending a written letter of complaint to the Superintendent (Complaints about the Superintendent shall be sent to the attention of the Secretary-Treasurer).

Step 2 - Facilitated Contact

Upon receiving a Complaint, the Facilitator will arrange to meet with each of the parties. The Facilitator will, as applicable, advise the union of any Complaint involving one of its members. Any party may choose to be accompanied by a support person in meeting with the Facilitator.

The Facilitator will:

- gather information and evidence;
- record the Complaint or allegations and/or investigate the Complaint;
- attempt to facilitate resolution; and,
- make a decision concerning the appropriate resolution or remedy or, where appropriate, may confirm, rescind, vary or modify the decision or action under review.

The Facilitator will complete the Process for Resolution of Concerns Form (attached), and, if appropriate, provide copies to all parties, including, the union, the Superintendent and the Secretary Treasurer. However, circulation of the Resolution of Concerns Form may be restricted in some cases to ensure the privacy of the individuals involved.

Most Complaints will be resolved or concluded at Step 2, and the decision of the Facilitator will be considered final.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 710

RESOLUTION OF STUDENT AND PARENT/CAREGIVER COMPLAINTS

However, in appropriate circumstances, if a matter is not resolved at Step 2, it may be referred by the Facilitator to Step 3. Matters which will be referred to Step 3, include:

- student discipline or suspension (except where the matter has been reviewed by the District Review Committee);
- decisions significantly affecting the health or welfare of students (within the meaning of Section 11 of the School Act);
- complaints or concerns about any inappropriate conduct by any member of the Personnel.

Step 3 – Qualicum School District Review

At Step 3, the Superintendent or designate will review the Complaint and all information relevant to the matter, and may:

- contact or meet with the Complainant and Respondent;
- receive further information or evidence or investigate;
- attempt to facilitate a resolution;
- make a decision concerning the appropriate resolution or remedy or, where appropriate, confirm, rescind, vary or modify the decision under review;
- notify the parties of their decision verbally or in writing.

At Step 3 the Superintendent may refer any matter related to student discipline to the District Review Committee for its review and recommendations.

Step 4 – Board of Education Review

Certain student matters may also be subject to a further right of appeal to the Board of Education. Students and parents should refer to Board Bylaw 5: *Parent/Student Appeals to the Board of Education* to determine whether they are eligible to appeal their concerns to the Board of Education.

GENERAL PRINCIPLES

1. Confidentiality. The Qualicum School District will endeavour to respect the confidentiality of the parties involved in a Complaint, but confidentiality cannot be guaranteed. It may be necessary for the Qualicum School District to disclose details of a Complaint in order to fairly and appropriately investigate and respond to it.
2. Freedom of Information Legislation and Information Access. The Qualicum School District is subject to the Freedom of Information and Protection of Privacy Act. Accordingly, Complaint documentation may be subject to access and disclosure under this legislation. For more information see the Qualicum School District's [Privacy Management and Accountability Policy](#).
3. Awareness of this Policy. All Personnel are responsible to inform members of the educational community (i.e. parents, students, and other interested persons) about this Policy as one means of resolving individual complaints or concerns.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 710

RESOLUTION OF STUDENT AND PARENT/CAREGIVER COMPLAINTS

4. Annual Policy Review. On at least an annual basis, the Superintendent shall review and circulate this Policy to school and district administrators. On or before October 30 each school year, school principals shall review this Policy with staff and local parent advisory councils.
5. Timeliness. The School District and all Personnel are expected to make reasonable efforts to file and respond to Complaints within a reasonable period of time. Complaints should be initiated within thirty (30) days of the decision or incident complained of.
6. Notification. If a Complaint involves allegations against a member of Personnel, that person will be provided notice of the allegations and an opportunity to respond.
7. Support. The School District and all personnel are expected to support the Resolution of Complaints process and to provide clarification of the process to parents, students and other interested persons as required.

References:

- [School Act: Part 2](#)
- [Administrative Procedure to Board Policy 710: Resolution of Student and Parent/Caregiver Complaints](#)
- [Board Bylaw 5: Student and/or Parent/Caregiver Appeals to the Board of Education](#)
- [Board Policy 900: Privacy Management and Accountability](#)
- [BC Confederation of Parent Advisory Councils \(BCCPAC\) resources](#)

Dates of Adoption/Amendments:

Adopted: 1989.10.15 :

Amended: 1991.09.10: Review October 2000: 2001.04.24 : 2002.10.22 : 2003.05.27:
2009.04.28: 2016.03.08: 2021.11.23: **2022.11.22**



Figure 1:
General Concerns

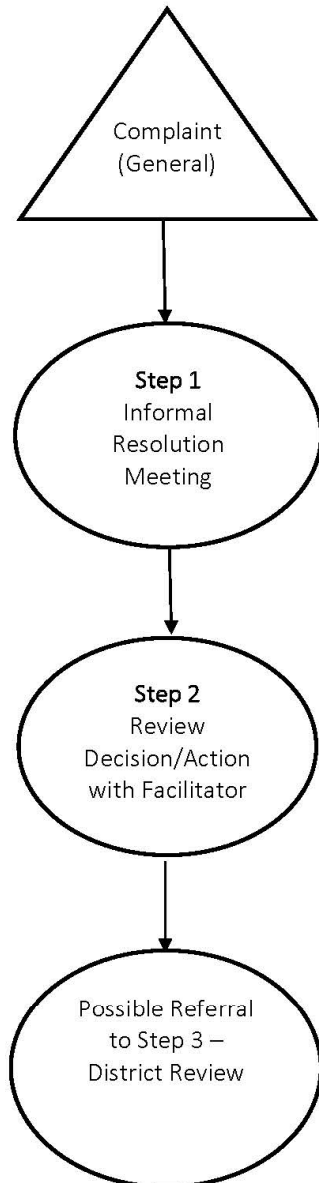
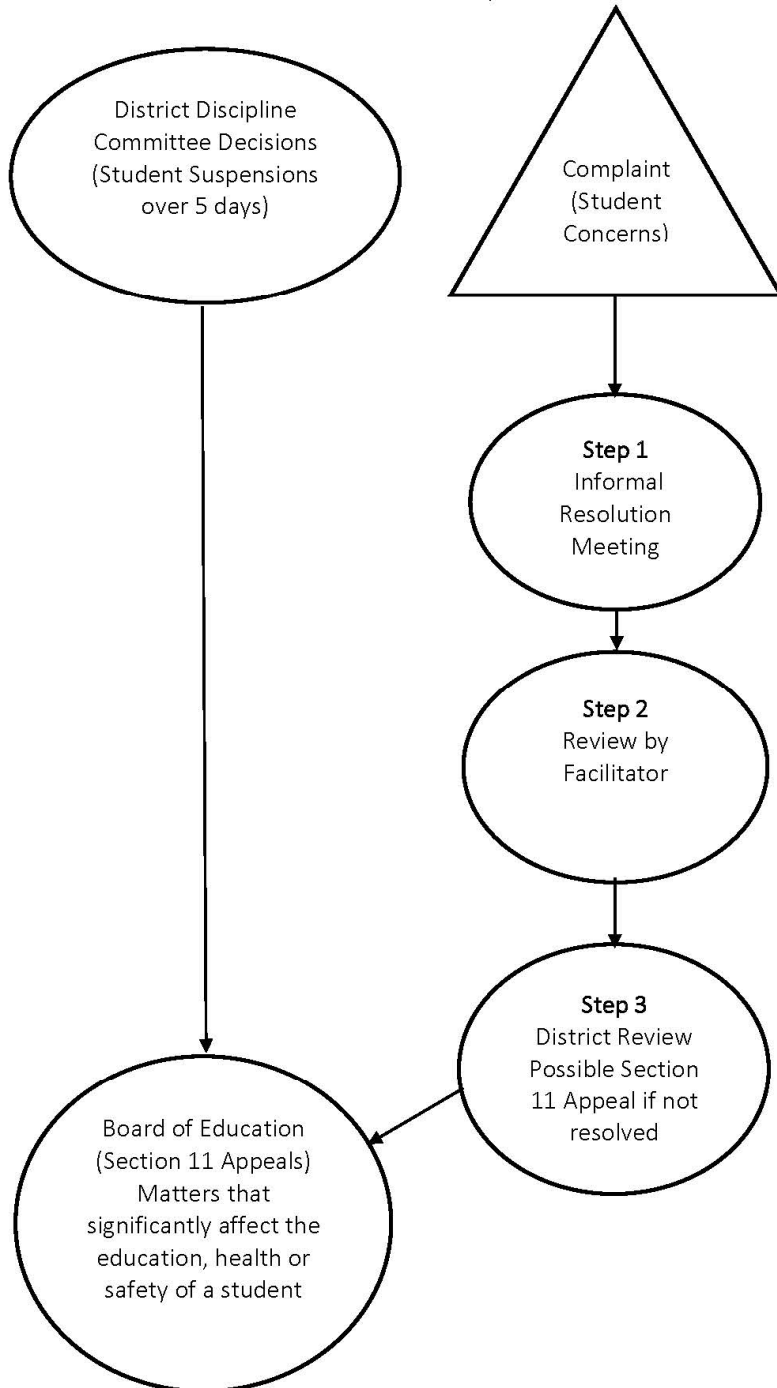


Figure 2:
Student Issues/Discipline





ADMINISTRATIVE PROCEDURES TO BOARD POLICY 710

RESOLUTION OF STUDENT AND PARENT/CAREGIVER COMPLAINTS

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Notice of Complaint

Name of Individual Raising the Concern: _____
(Please Print)

Phone # : _____

Email: _____

Date Submitted: _____

School or Work Site Where Concern Originated: _____

Others involved in this situation: _____

Please describe the situation/issue you are concerned about. Please be brief and factual; if you require assistance, please contact the DPAC president. Use the back side of this form if necessary and where appropriate, please name the persons involved in this issue.

In chronological sequence, please outline, in note form, the actions you have taken up to now in an attempt to resolve this problem.

Signature of Individual Raising Concern: _____

Date this form was completed: _____



For Facilitator Use Only - Process for Resolution of Concerns Form

Name of Facilitator: _____

Position: _____

Dates of Meetings/Contact:

Measures Undertaken to Resolve the Matter

☐ Resolved

Decisions, Remedies and/or Outcomes:

☐ Unresolved

Matter referred to:

☐ Superintendent or Designate

Date: _____

Copies to:

- Superintendent
- Senior Staff the matter is referred to
- Supervisor's file
- Individual raising concern



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 **in order to attend school beyond the grade levels offered at False Bay School** while pursuing graduation in a Qualicum School District ~~or~~ 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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The Board of Education acknowledges that it may be necessary for students from Lasqueti Island, which is within the Qualicum School District's electoral boundary, to live away from home in order to attend school beyond the grade levels offered at False Bay School.

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**