



**QUALICUM SCHOOL DISTRICT  
POLICY COMMITTEE OF THE WHOLE  
TUESDAY, OCTOBER 21, 2025  
1:00 P.M.  
VIA VIDEO CONFERENCING**

**[Join the meeting now](#)**

Meeting ID: 264 167 093 557 7

Passcode: fN7oR6LW

(Meeting will be recorded)

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. Policy 101 - Tendering, Purchase and Disposal (potential new Separate Purchasing Policy)
- b. Policy 603 – Employee Attendance Support
- c. Policy 604 – Workplace Bullying and Harassment
- d. Policy 606 – Respectful Workplace
- e. Policy 701 – Student Discipline p 1-3  
(May be subsumed into Policy 700 after School-Based Reviews)
- f. Policy 708 – Emergency Preparedness and Closure (Merge 2 Ap's?) p 4-11

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

(Review re: Intent, philosophy and edits)

- a. NEW DRAFT Policy and AP 700 – Safe, Caring and Inclusive School Communities p 12-19
- b. Policy 709 – Board of Education Bursary p 20-22
- c. Policy 710 - Resolution of Student and Parent/Caregiver Complaints p 23-31  
– No change/DPAC
- d. NEW Policy 805 - Response to Unexpected Health Emergencies p 32-34  
(Ministerial Directive)

**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)  
None

- 6. FUTURE TOPICS**
- a. Continue Review of 600 and 700 Series
  - b. Review of 800 and 900 Series

- 7. NEXT MEETING DATE**  
Tuesday, November 18, 2025 at 1:00 p.m.



**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

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**



## 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**



### **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/caregivers.

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/caregivers 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/caregivers will be notified in accordance with established school procedures.
- c. Students will be dismissed and a student release/transportation plan enacted.





- 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.

### School Closure

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.

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 parents/caregivers and staff via School Messenger and the MyRide App** as well as through 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/caregivers 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/caregivers can be notified in the event of an early closure.

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/caregivers. On such occasions the Superintendent of Schools shall activate communication which notify parents/caregivers 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/caregivers will be advised of such route changes either by direct telephone contact or other means.

### **References:**

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

### **Dates of Adoption/Amendments:**

Adopted: 1994.04.26

Amended: 1996.11.26 | 2011.05.24 | 2018.02.27 | 2022.05.24 | **2025.06.24**



### **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.



- 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**



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.:

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- CHPQ Radio ("The Lounge" – 99.9 FM) 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.



EMERGENCY CLOSURE OF SCHOOLS - STUDENTS

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**



**SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES**

**Context**

The Board of Education of Qualicum School District is committed to providing safe, caring, and inclusive learning environments for all students, staff, and community members. This commitment aligns with:

- The B.C. Human Rights Code
- The Canadian Charter of Rights and Freedoms
- Ministerial Orders (276/07, M341/16, M89) on Standards for Codes of Conduct
- The United Nations Universal Declaration of Human Rights

The Board recognizes that inclusive, respectful learning environments are foundational to student success and well-being.

**Policy Statement**

The Board supports actions that promote and sustain safe, caring, and inclusive school communities. The Board expects that students and staff will actively contribute to positive school culture through the demonstration and promotion of respect, equity, and responsibility.

**Guiding Principles**

The Board believes that:

1. Every student has the right to learn in a safe, caring, and inclusive environment.
2. Educational equity requires recognition and celebration of diversity in all forms.
3. Collaboration with community partners strengthens safety, inclusion, and trust.
4. Responses to safety concerns should, wherever possible, be restorative, seeking to repair harm and rebuild relationships.
5. Schools must provide proactive teaching and modelling of positive behaviour.
6. Trauma-informed practices enhance student well-being and staff capacity.
7. Individual expression and identity will be respected, provided it does not compromise the safety and well-being of others.

**Board Expectations**

1. Every school shall establish and maintain a Code of Conduct that:
  - Uses the district template.
  - Clearly articulates expected and unacceptable behaviours.
  - Includes anti-discrimination language and digital-device use expectations.
  - Provides safe reporting mechanisms and protects against retaliation.
2. Incidents that compromise safety shall be addressed promptly, fairly, and transparently.
3. District-wide professional learning will support staff in promoting inclusive and restorative practices.

**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\*](#)



SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

- [\*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**

NEW DRAFT





ADMINISTRATIVE PROCEDURES TO BOARD POLICY 700

SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

**Purpose**

These Administrative Procedures outline expectations for school-level implementation of Board Policy 700. They guide principals, staff, students, and parents in fostering safe and inclusive environments.

**Application**

- Applies to student conduct in all school programs and activities, whether on or off-site.
- Addresses bullying, intimidation, discrimination, harassment, or violence by students toward peers or staff.
- Misconduct by adults is addressed through other district procedures, collective agreements, or applicable law.

**Procedures**

1. **Codes of Conduct**

- Principals, with input from students, staff, and parents, shall develop and annually review a school Code of Conduct using the district template.
- Codes must include:
  - Positive behaviour expectations (matrix format encouraged).
  - Restrictions on personal digital devices, consistent with provincial directives.
  - Clear consequences and restorative options for misconduct.
  - Safe reporting processes and protection from retaliation.
- Codes shall be filed annually with the Superintendent by **July 15** and approved by the Board in **September**.

2. **Roles and Responsibilities**

- Principals/Vice-Principals hold primary responsibility for discipline and Code of Conduct enforcement.
- All staff are expected to model respectful behaviour and act to protect student safety.
- Students and families shall be engaged in consultation and communication processes.

3. **Instruction and Support**

- Schools will actively teach and reinforce expected behaviours through curriculum, advisory programs, and assemblies.
- Staff shall access ongoing professional learning in restorative and trauma-informed practices.

4. **Documentation**

- Significant breaches and interventions must be recorded in the district student information system.

5. **Equity and Accessibility**

- Codes of Conduct must consider age, developmental stage, accessibility, medical needs, and equity of outcomes.



### Accountability and Review

- Annual review of Codes of Conduct (by **May 15** confirmation to Superintendent).
- Posting of Codes of Conduct in a public and accessible location (school website and common areas).
- Continuous monitoring of implementation through district leadership.

### 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**



**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.



SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

Page 2 of 2

REFERENCES:

- [Administrative Procedure to Board Policy 700: 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](#)
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- [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 15<sup>th</sup> 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 15<sup>th</sup>, 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**





BOARD OF EDUCATION BURSARY SCHOLARSHIPS/ BURSARIES

Page 1 of 1

**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 a bursary for Ballenas (BSS), Kwalikum (KSS) and an alternate secondary school (CEAP or PASS) student annually during the budget process.

**Guidelines**

1. Students must be in their graduation year from a school within the Qualicum 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 Bursary Scholarships/Bursaries](#)

**Dates of Adoption/Amendments:**

Adopted: 2022.09.13

Amended:





ADMINISTRATIVE PROCEDURES TO BOARD POLICY 709

BOARD OF EDUCATION BURSARY SCHOLARSHIPS/BURSARIES

Page 1 of 2

**Purpose**

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

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 to determine the criteria for application and selection as outlined below.

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, who will facilitate and organize the interview process (~~responsible for organizing the interviews~~)
3. A member of the management team
4. A representative of the Qualicum District Principals and 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~~ Director of Instruction 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 BURSARY SCHOLARSHIPS/BURSARIES

Page 2 of 2

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 Bursary 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):



RESOLUTION OF STUDENT AND PARENT/CAREGIVER COMPLAINTS

Page 2 of 2

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.

**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

**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](#)

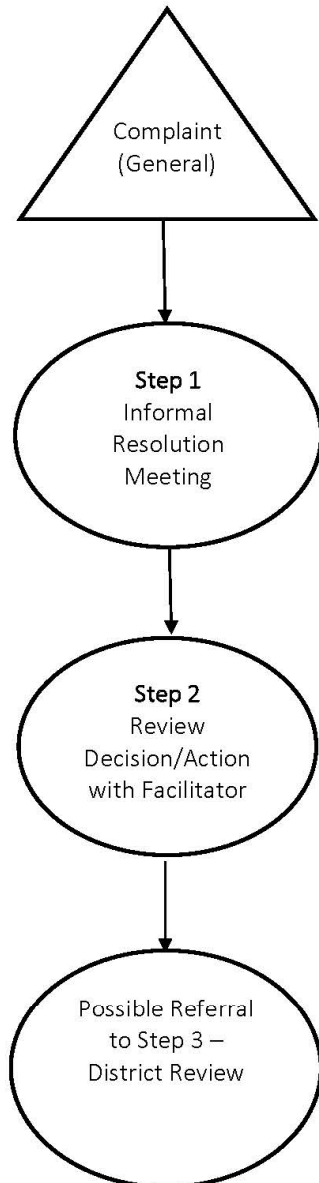
**Dates of Adoption/Amendments:**

Adopted: 1989.10.15 :

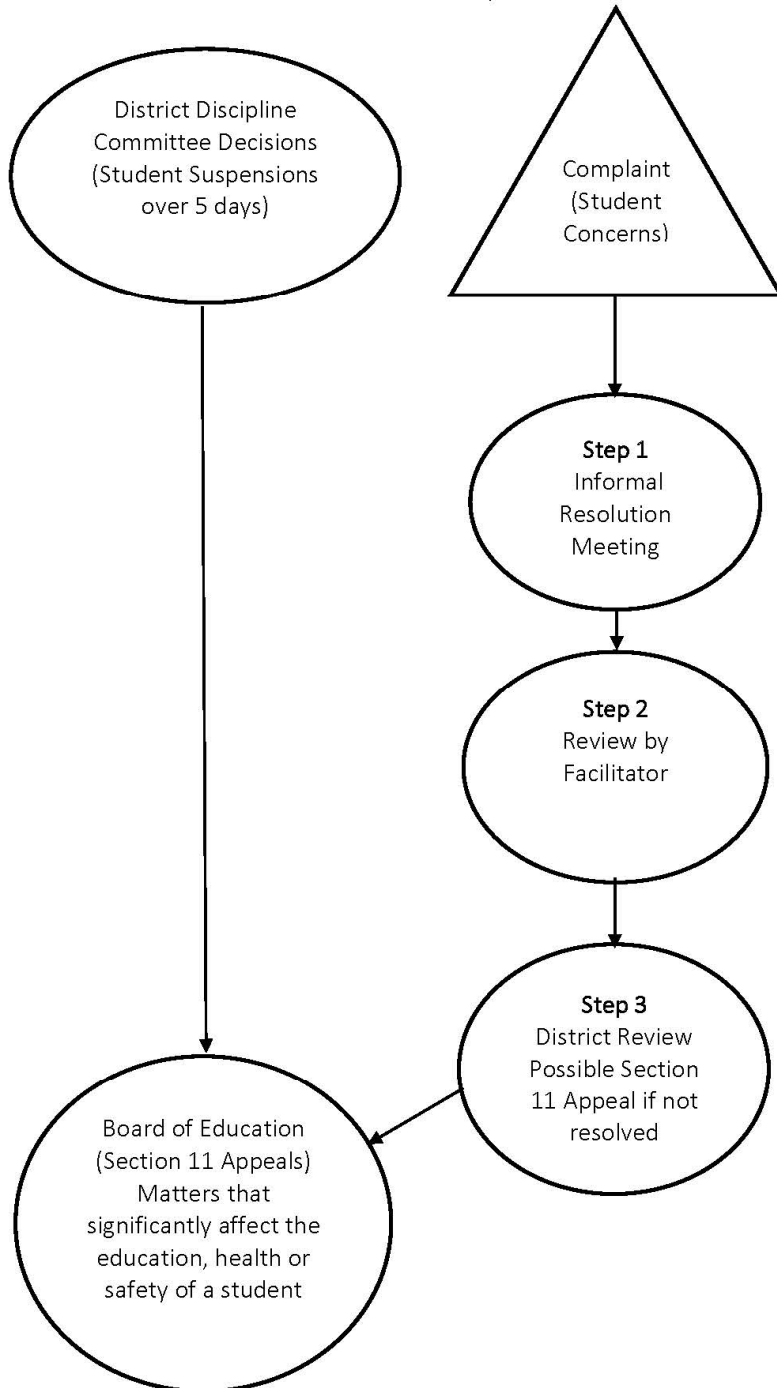
Amended: 1991.09.10: Review October 2000: 2001.04.24 : 2002.10.22 : 2003.05.27:  
2009.04.28: 2016.03.08: 2021.11.23: **2022.11.22**



**Figure 1:**  
General Concerns



**Figure 2:**  
Student Issues/Discipline





ADMINISTRATIVE PROCEDURES TO BOARD POLICY 710

RESOLUTION OF STUDENT AND PARENT/CAREGIVER COMPLAINTS

**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



RESPONSE TO UNEXPECTED HEALTH EMERGENCIES

Page 1 of 1

**Context**

The Board of Education of Qualicum School District understands that unexpected health emergencies can occur without warning and require immediate intervention to improve survival outcomes. By equipping schools with AEDs (Automated external defibrillator) and naloxone kits and ensuring staff are prepared to respond, the district supports a safe learning environment and promotes confidence and security across school communities.

**Policy Statement**

The Qualicum School District is committed to ensuring the safety and well-being of students, staff, and visitors by establishing a timely and effective response to unexpected health emergencies. This policy mandates that life-saving first aid tools, including Automated External Defibrillators (AEDs) and naloxone kits, are readily accessible and properly maintained in every school within the district.

**Guidelines**

This policy applies to all schools and educational facilities operated by the Qualicum School District.

- AEDs and naloxone kits must be accessible in all secondary schools by December 31, 2025.
- AEDs and naloxone kits must be accessible in all elementary and middle schools by September 8, 2026.
- The location of these tools must be clearly marked with standardized signage.
- Tools must be presented in a non-stigmatizing and barrier-free manner to encourage equitable use.
- Routine inspections must be conducted to ensure functionality and monitor expiry dates.

**References:**

- Board Policy 805: Response to Unexpected Health Emergencies
- [Ministry of Education and Child Care: Response to Unexpected Health Emergencies](#)
- [Board Policy 802: Student Health – Common Medical Conditions](#)
- [School Act, Sections 88\(1\), 168\(2\)\(t\)](#)
- [Support Services for Schools Order \(M149/89\)](#)
- [WorkSafeBC First Aid Requirements](#)

**Dates of Adoption/Amendments:**

Adopted:

Amended:



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 805

RESPONSE TO UNEXPECTED HEALTH EMERGENCIES

Page 1 of 2

**Purpose**

To ensure all Qualicum School District schools are equipped, maintained, and prepared to respond to unexpected health emergencies by providing timely access to Automated External Defibrillators (AEDs) and Naloxone kits, in alignment with Ministry of Education and Child Care policy expectations.

**Scope**

This procedure applies to all schools, district sites, staff, students, volunteers, and visitors.

**Definitions**

- **AED (Automated External Defibrillator):** A portable device used to administer an electric shock to restore normal heart rhythm in cases of cardiac arrest.
- **Naloxone:** A medication that temporarily reverses opioid overdoses.
- **Trained Responder:** A staff member or volunteer who has received training in first aid, AED, and/or naloxone administration.

**Procedures**

**1. Accessibility**

- Each school must have at least one AED and one Naloxone kits must be installed in a central, clearly marked, publicly accessible area with standardized signage.
- Signage must be standardized across all schools to ensure visibility and recognition.
- Locations must be barrier-free and accessible to individuals with diverse needs or Devices must be barrier-free and available without stigma, promoting equitable use.

**2. Maintenance**

- Designated staff will conduct monthly inspections of AEDs and naloxone kits.
- Inspections will include:
  - Ensuring signage remains visible and intact.
  - Inspections will ensure functionality, check battery/expiry dates
  - Maintenance logs must be kept on site and reviewed **quarterly/annually?**

**3. Training**

- All schools must have staff trained in the use of AEDs and Naloxone.
- The District will provide periodic training on the use of AEDs and naloxone kits and training will be supported through district professional development.
- Information sessions will be offered to all staff annually, with refreshers for trained responders.
- Training will be coordinated with public health professionals or first responders.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 805

RESPONSE TO UNEXPECTED HEALTH EMERGENCIES

Page 2 of 2

**4. Emergency Response**

- In the event of a suspected cardiac arrest or opioid overdose, staff must immediately contact 911, retrieve the nearest AED or Naloxone kit, and follow established first aid procedures.
- The Principal or designate will ensure documentation of the incident and follow-up debriefing with staff, students, and families as appropriate.

**5. Reporting and Review**

- Any use of AEDs or naloxone kits must be reported to the school principal and district health & safety office.
- Incident reports will be reviewed to improve emergency response protocols.

**6. Implementation Timelines**

- AEDs and Naloxone kits must be accessible in all secondary schools by December 31, 2025, and in all elementary and middle schools by September 8, 2026.

**7. Partnerships and Consultation**

- The district will consult with school medical officers, public health professionals and first responders to support training and readiness.
- Information about the policy and procedures will be made publicly available on the district website.

**Responsibilities**

- District Office: Provide funding, training access, and oversight of compliance.
- Principals: Ensure devices are in place, inspections are completed, and staff are trained.
- Designated Staff: Conduct monthly inspections, maintain logs, and report issues.
- All Staff: Familiarize themselves with AED/Naloxone locations and emergency procedures.

**References:**

- Board Policy 805: Response to Unexpected Health Emergencies
- [Ministry of Education and Child Care: \*Response to Unexpected Health Emergencies\*](#)
- [Board Policy 802: Student Health – Common Medical Conditions](#)
- [School Act, Sections 88\(1\), 168\(2\)\(t\)](#)
- [Support Services for Schools Order \(M149/89\)](#)
- [WorkSafeBC First Aid Requirements](#)

**Dates of Adoption/Amendments:**

Adopted:

Amended: