



**QUALICUM SCHOOL DISTRICT**  
**POLICY COMMITTEE OF THE WHOLE AGENDA**  
**TUESDAY, NOVEMBER 18, 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.*

**1. INDIGENOUS LAND ACKNOWLEDGEMENT AND INTRODUCTIONS**

**2. FOR INFORMATION**

- a. Administrative Procedure to Policy 708 – Emergency Preparedness and Closure p 1-3
- b. Administrative Procedure to Policy 101 – Purchase and Disposal of District Assets p 4-10

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

(Review re: Intent, philosophy and edits)

- a. Policy 701 – Student Discipline p 11-17
- b. Policy 710 - Resolution of Student and Parent/Caregiver Complaints p 18-22
- c. Policy 801: Health and Safety of Employees in the Workplace p 23-28
- d. Policy 802: Student Health Common Medical Conditions p 29
- e. Policy 803: Towards a Scent Considerate School/Workplace Environment p 30-33
- f. Policy 804: Physical Restraint and Seclusion of Students p 34-39
- g. Policy 900: Privacy Management and Accountability p 40-43

**4. BYLAWS/POLICIES POTENTIALLY GOING TO SECOND READING**

- a. NEW DRAFT Policy and AP 700 – Safe, Caring and Inclusive School Communities p 44-47
- b. Policy 709 – Board of Education Bursary p 48-50

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

(Final review including input on Administrative Procedures)  
None

**6. FUTURE TOPICS**

- a. Revisions to 603, 604 and 606 pending changes to WorkSafeBC Regulations

**7. NEXT MEETING DATE**

Tuesday, January 20, 2025 at 1:00 p.m.



### **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**



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 101

**PROJECTS: TENDERING, PURCHASE AND DISPOSAL OF DISTRICT ASSETS**

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**Purpose**

These administrative procedures describe the means by which Board Policy 101: ~~Tendering, Purchase and Disposal~~ **of District Assets** will be enacted.

**Authority**

1. The Secretary Treasurer or designate is authorized to approve the expenditure of funds within approved Capital Budgets for all project work.
2. The Secretary Treasurer or designate will have authority to accept and approve individual change orders to capital projects, providing that funds are available.
3. The Secretary Treasurer shall report to the Board, for information, capital expenditures which are of significance and of public import whereby the resulting expenditure has an affect of enhancement of the district's capital facilities.
4. **Local approvers are the** authorized signatories **operating within the scope of their budget authority and ensuring sufficient funds exist.** **These** include School Principals, Department Managers, and Senior Managers

**Exceptional Circumstances**

The ~~Secretary-Treasurer~~ may authorize the immediate purchase of any item or service without recourse to the provisions of this procedure where:

- a. staff, student or public safety is in question;
- b. purchase will prevent damage to School District facilities;
- c. essential services will be restored; ~~and/or,~~
- d. essential physical plant services will be restored;.
- e. **staff can strictly prove that only one service provider is qualified, or is available to provide the goods, services or construction;**
- f. **the goods or services require compatibility with existing goods or services or may void any warranties or guarantees; and/or**
- g. **pricing has been established by joint purchase group tenders or other public entities with the option to extend to school districts, and Government agreements available for school district use**

It is not necessary to tender or go through the quotation process for purchases of used items and legal services.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 101

**PROJECTS: TENDERING, PURCHASE AND DISPOSAL OF DISTRICT ASSETS**

**Definitions:**

|                                                                                                          |                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Contract</u></b>                                                                                   | <b><u>in exchange for payment or other form of consideration, subject to terms and conditions</u></b>                                                                                                                                                                                            |
| <b><u>Request for Proposal (RFP) or Request for Expression of Interest and Qualifications (REIQ)</u></b> | <b><u>is document used to solicit bids from potential vendors interested in supplying a good, service or capital asset. The RFP or REIQ outlines the bidding process, mandatory vendor requirements, timelines for bid submission and contractual terms and conditions.</u></b>                  |
| <b><u>Request for Quotation (RFQ)</u></b>                                                                | <b><u>is a written invitation for vendors to submit a quote to supply a particular good, service or capital asset</u></b>                                                                                                                                                                        |
| <b><u>Quote</u></b>                                                                                      | <b><u>is a written or verbal statement of price, terms of sale and description of goods and/or services offered by a vendor.</u></b>                                                                                                                                                             |
| <b><u>Invitation to Tender (ITT)</u></b>                                                                 | <b><u>Is a process used to solicit Tenders from vendors for the provision of goods, services or capital assets where the specifications, terms, conditions, and other details are set out in the invitation and the bids are evaluated primarily on price, without further negotiations.</u></b> |
| <b><u>Tenders</u></b>                                                                                    | <b><u>are offers made by vendors in response to an ITT received before a closing date and time specified in the ITT document.</u></b>                                                                                                                                                            |
| <b><u>Vendor</u></b>                                                                                     | <b><u>Includes supplier or potential supplier of goods and/or services and may be a contractor or consultant.</u></b>                                                                                                                                                                            |

**General Guidelines**

Definitions of varying methods of procurement described below, and the decision to use any particular form will depend on the complexity of the requirement, the monetary value, and the urgency.

**Use of Requisitions (Requests for Purchase Orders)**

At the request of suppliers, or as deemed required, purchase orders may be provided as a legally binding agreement to place an official order of **goods** supplies and/or services. A purchase order with an authorized signature is authority to purchase on behalf of the Qualicum School District.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 101

PROJECTS: TENDERING, PURCHASE AND DISPOSAL OF DISTRICT ASSETS

| <u>Purchasing Decision Matrix</u> |                           |                                                                       |                                                    |                                         |
|-----------------------------------|---------------------------|-----------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------|
| -                                 | <u>Procurement Method</u> |                                                                       | <u>Payment Process</u>                             | <u>Delegated Authority/ Approver</u>    |
|                                   | <u>Quote</u>              | <u>Tender</u>                                                         |                                                    |                                         |
| <u>Goods and Services:</u>        |                           |                                                                       |                                                    |                                         |
| <u>\$2,000 or less</u>            | <u>N</u>                  | <u>N</u>                                                              | <u>Purchasing Card/Expense Claim with Receipts</u> | <u>Local</u>                            |
| <u>&gt;\$2,000</u>                | <u>2 verbal /online</u>   | <u>N</u>                                                              | <u>Invoice</u>                                     | <u>Local</u>                            |
| <u>&gt; \$10,000</u>              | <u>3 written</u>          | <u>N</u>                                                              | <u>Invoice</u>                                     | <u>Local</u>                            |
| <u>&gt;\$75,000</u>               | <u>N/A</u>                | <u>Non-advertised Request for Proposal (depending on known specs)</u> | <u>Invoice</u>                                     | <u>Secretary Treasurer or designate</u> |
| <u>&gt;\$250,000</u>              | <u>N/A</u>                | <u>Public Tender or Request for Proposal</u>                          | <u>Invoice</u>                                     | <u>Secretary Treasurer</u>              |

Construction/Capital Projects:

|                              |                  |               |                                     |                                         |
|------------------------------|------------------|---------------|-------------------------------------|-----------------------------------------|
| <u>&lt;\$250,000 or less</u> | <u>3 written</u> | <u>N</u>      | <u>Invoice</u>                      | <u>Secretary Treasurer or designate</u> |
| <u>&gt;\$250,000</u>         | <u>N/A</u>       | <u>Public</u> | <u>Public Tender or RFP/ITT/RFQ</u> | <u>Secretary Treasurer</u>              |

METHODS FOR PROCUREMENT

Request for Quotes

Request for quotes can take the following forms:

- Verbal quotations:  
Received from two or more supplier representatives, usually by telephone. Online price checking can count as an alternative for a verbal quotation. Such quotations are to be recorded by the School or Requesting Department and retained for review if required.
- Written quotations:



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 101

**PROJECTS: TENDERING, PURCHASE AND DISPOSAL OF DISTRICT ASSETS**

**Received from three or more sources in response to written request. Responses may be submitted by BC Bid, email or mail.**

**Public Opportunities**

**Public opportunities may include but are not limited to, Request for Proposal (RFP), Request for Expression of Interest and Qualifications (REIQ), Request for Quotation (RFQ) and Invitation to Tender (ITT). Assessment of which document and process to use is dependent on the Requesting Department/Delegated authority.**

**Responses to Public Opportunities**

**Submissions may be done by email, hard copy, through BC Bid or other tendering platforms and will be received by either the Requesting Department/Delegated authority or designate. Required delivery methods will be stated in the opportunity documents. The date and time of receipt will be determined by the email server for email submissions or will be time stamped by the receiver or designate for hard copy submissions. Under no circumstances will submissions received be opened prior to the specified closing time.**

**Withdrawal of Tenders**

Tenders may be withdrawn personally, by written, or email notification provided such notice of withdrawal is received by the appropriate requesting Department/Delegated authority member of senior management or designate prior to the tender closing time and date.

**Revisions of Tenders**

- a. ~~A tender already delivered to the Qualicum School District (owner) may only be revised in the following manner and the revision must be plainly referable to a particular tender. Revisions to tenders already received must be submitted only by fax or signed letter. The revision must state only the amount of which a figure is to be increased or decreased or specific directions as to the exclusion or inclusion of particular words.~~
- b. ~~Please note in the case of faxed revisions to tender, Qualicum School District assumes no responsibilities and the bidder assumes all risks of using faxed communications for revisions. The faxed transmission must be received by the appropriate member of senior management or delegate prior to closing time.~~
- c. ~~Alterations, qualifications or omission to the tender form may be cause for rejection.~~
- d. ~~Failure to complete the tender document may result in rejection of tenders submitted.~~

**A firm may amend its original submission provided the revision is received by the requesting Department/Delegated authority or designate in writing or by email prior to the tender closing time and date.**

**Opening of Tenders**

1. ~~The Board shall be made aware of all tender closings.~~



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 101

**PROJECTS: TENDERING, PURCHASE AND DISPOSAL OF DISTRICT ASSETS**

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2. The Board shall be represented at the opening of tenders by the consultant, if applicable, Secretary Treasurer or designate, and/or the Requesting Department designated contact person.
3. Criteria for selection will be as per Board Policy 101.
4. The consultant or the requesting Department/Delegated authority shall submit a written recommendation regarding the award of contract within forty-eight hours following the close of tenders.
5. The lowest qualified tender received, that is supported by a recommendation from the consultant and meets criteria in Board Policy 101, shall form the contract, providing that it is within the budget approved.
- ~~6. Tenders funded from a Capital Plan must receive Ministry of Education and Child Care approval.~~
7. 6. To award a contract to other than the low bidder, must be based on facts that are defensible in the event of enquiry from any source at any level ~~first be approved by the Board~~ and be supported by the Secretary Treasurer or designate, having been provided full justification for the recommendation.
- ~~8. d.~~ 7. Failure to complete the tender document may result in rejection of tenders submitted.

**Awarding of Tender**

- a. This tender will be irrevocable for a period of sixty (60) days from tender closing time. The lowest or any tender will not necessarily be accepted.
- b. The completed tender document, terms, conditions, instructions, specifications and any attachments shall become part of any contract entered into between the successful bidder and Qualicum School District.
- c. The right is reserved to reject any or all tenders and to waive any minor informalities or irregularities in tenders received.
- d. This tender, if awarded, may be in whole or in part and Qualicum School District, reserves the right to award this tender to multiple bidders. In the event of funding difficulties, some areas or schools may be eliminated in order to meet budget constraints.
- e. Criteria for award or rejection of this tender may include but not be limited to the following: price stated, total cost implication, product quality, references, past performance and the demonstrated ability and personnel to fulfill the requirements of the tender.

**Disposal of Real Property ~~Capital Assets~~**

1. Prior to disposing of any land, buildings, leases, rights-of-way and easements, the Board shall in each such case:
  - a. consider the future educational needs of the school district and the effect of the disposal of same.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 101

**PROJECTS: TENDERING, PURCHASE AND DISPOSAL OF DISTRICT ASSETS**

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- b. dispose of the land, building, lease, right-of-way or easement by public meeting or public tender with or without accepting any offers or the highest offer;
  - c. dispose of the land, building, lease, right-of-way or easement at the fair market value.
2. Fair market value in the disposal of any land, building, lease, right-of-way or easement shall be determined by a professional appraisal obtained at the direction of the Board and consideration for such value may be comprised of cash, trade, barter or otherwise.
3. The Board shall pass a bylaw authorizing the disposal of any land, building, lease, right-of-way or easement authorizing the disposal of same prior to the disposal.
4. Once the Board has disposed of any land, building, lease, right-of-way or easement, the Board shall provide the Minister of Education and Child Care with:
  - a. a copy of the authorizing bylaw; and
  - b. written notification of the disposition and allocation of the proceeds of the said sale as required under Section 100 (2) of the *School Act*.

**Disposal of Surplus Equipment or Material**

Where equipment, vehicles or materials are considered surplus to the needs to the School District and are expected to have resale value, the Secretary Treasurer or designate may direct these items be disposed of in any one of the following ways:

- a. Offered for sale to public bodies;
- b. Sold at public auction;
- c. Sold by public or invited tender;
- d. Sold at a fixed price public sale; or,
- e. Sold privately (Private sale shall be restricted to items which have previously been offered under a, b, c, or d above or where the potential benefits of such a process are greater than the costs of it.)

The cost of disposing of the item must not exceed the expected resale value.

Equipment, vehicles or material will not be sold to school district employees unless they are the successful bidder in a public tender process.

Where equipment or materials are considered surplus to Qualicum School District's need and do not have a resale value, the Secretary Treasurer or designate may authorize items to be disposed of according to environmentally acceptable practices including,

- a. salvaged for parts
- b. scrapped
- c. traded in for credit against purchases.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 101

**PROJECTS: TENDERING, PURCHASE AND DISPOSAL OF DISTRICT ASSETS**

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**Disposal of Surplus School Buses**

Whenever possible, surplus school buses shall be traded to bus dealers provided the trade price is deemed to be of fair market value.

**Where a school bus is considered surplus to the needs to the School District the bus may be disposed of through public tender as identified in the Disposal of Surplus Equipment or Material section.** ~~of .deemed to be surplus to existing needs, Only if a surplus school bus cannot be traded to bus dealers,~~ **Prior to disposition**, any alternating flashing lamps and any stop arm fitted to the school bus must be removed and all school district identification, any School Bus lettering and the warning signs associated with the alternating flashing shall **also** be removed. ~~prior to any surplus school bus being offered for public tender.~~

**References:**

- [Board Policy 101: Projects - Tendering, Purchase and Disposal](#)
- [Board Policy 301: Living Wage](#)
- [The School Act](#)
- [Ministerial Order \(M193/08\) Disposal of Land or Improvements Order](#)

**Dates of Adoption/Amendments:**

Adopted: 16.08.31

Amended: 2020.09.22: 2022.10.25: **2023.05.23**



**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.~~

**Safe, caring, and inclusive school communities are essential for student learning and well-being. When student behaviour compromises safety or learning, schools will respond in ways that are fair, progressive, restorative wherever possible, and aligned to legislation and district expectations. This policy works alongside Board Policy 700: Safe, Caring, and Inclusive School Communities.**

**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.~~

**The Board is committed to maintaining an environment where all students can learn and thrive. Student discipline shall preserve safety, support learning and positive behaviour change, and be consistent with the Canadian Charter of Rights and Freedoms, the School Act, and district Codes of Conduct.**

**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.~~

**Guiding Principles**

- 1. Discipline protects a safe and effective learning environment for all.**
- 2. Students must be supported to develop positive social behaviours and healthy life skills.**
- 3. Responses to misconduct must be timely, fair, reasonable, and progressive.**
- 4. Restorative approaches should be prioritized to repair harm, rebuild relationships, and reintegrate students.**
- 5. Out-of-school suspension is used judiciously and typically when safety is at risk or when progressive measures have not resolved concerns.**
- 6. Students facing long suspensions are entitled to due process through a District Review Meeting (formerly "hearing").**

~~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*.~~

#### **Expectations**

- **All students comply with school and district Codes of Conduct and policies.**
- **Teachers and administrators use progressive, school-based strategies that support learning and behaviour improvement before district referral, except where immediate safety or legal obligations require escalation.**
- **Suspended students continue to receive an appropriate educational program.**
- **The District Review process ensures fairness and provides recommendations for support and resolution.**

#### **Definitions**

- **Review Meeting: a district-level, learning-focused, restorative meeting convened for serious or persistent behaviours, replacing the term “hearing.”**
- **Progressive Response: a continuum of school-based strategies to teach, support, and reinforce expected behaviours before considering escalation.**

#### **Accountability**

**The Superintendent will annually review discipline data for equity, consistency, and outcomes and provide a summary to the Board and the Indigenous Education Council.**

#### **Internal References**

- [Administrative Procedure to Board Policy 701: Student Discipline](#)
- [Board Policy 700: Safe, Caring and Inclusive School Communities](#)
- [Board Bylaw No. 5: Student and/or Parent/Caregiver Appeals to the Board of Education](#)

#### **External References**

- [School Act](#)
- [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**

DRAFT



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 701:  
STUDENT DISCIPLINE

(Student Services Series)

Page 1 of 4

**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~~



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 701:  
STUDENT DISCIPLINE

(Student Services Series)

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~~within three (3) school days of the student's suspension from school. Copies of pertinent 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.~~

**Purpose**

**To implement Policy 701 by setting expectations for progressive discipline, due process, restorative practice, and equitable responses to student misconduct.**

**Roles and Responsibilities**

- **Teachers and Administrators: require students to apply themselves to learning; teach, model, and reinforce Code of Conduct expectations; implement progressive school-based responses.**
- **Principals/Vice-Principals: hold primary responsibility for school discipline; ensure documentation, communication with families, and access to supports.**

**Progressive Discipline (School-Based)**

1. **Schools must implement progressive, individualized responses prior to district referral, unless there is an imminent safety risk or statutory duty to report.**
2. **Responses should be restorative and instructional whenever possible.**



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 701:  
STUDENT DISCIPLINE

(Student Services Series)

3. Schools will use Appendix A – Progressive School-Based Responses Prior to District Referral (to be co-constructed by district and school staff prior to final policy approval) to guide planning, documentation, and follow-up.

“Push-In” Support and Capacity Building

- Principals may invite senior team members or specialists to attend school-based meetings to provide additional expertise and collaborative problem-solving (push-in model).
- All school-based administrators will have access to ongoing training in restorative practices to ensure consistent and confident implementation.

Venues and Cultural Safety

- Discipline meetings will normally occur at the school, a neutral discreet site, or within the relevant Indigenous community, based on context and family preference, to reduce formality and promote psychological safety.

Suspension (up to 5 days)

- Principals/Vice-Principals may suspend for up to five (5) days.
- Provide an educational program during suspension; notify parents/guardians verbally and in writing; complete documentation.
- A re-entry meeting will establish conditions for return and supports.

Suspension (more than 5 days) / District Review Meeting

- For serious or persistent behaviours where school-based responses have not resolved concerns—or where safety/legal obligations require—refer to a District Review Meeting.
- Notify parents/guardians and the Superintendent immediately; provide written materials at least 24 hours in advance; ensure the student and family can participate meaningfully.
- Composition: chaired by the Superintendent or designate, include appropriate administrators or community professionals; Indigenous representation and/or cultural supports will be included where possible for students with Indigenous ancestry.
- Purpose and Outcomes: consider circumstances, review records, and recommend next steps (supports, program adjustments, restorative actions, or further discipline). Decisions are communicated within 24 hours and confirmed in writing with appeal information.
- District Review Meetings may be held at the District Office at the Superintendent’s discretion should the behaviour be deemed serious enough or all reasonable expectations of the Progressive School-Based Responses be met.

Confidentiality and Records

All Review Meeting records are confidential and retained by the Superintendent per district and legislative requirements.

Appeals

See Board Bylaw No. 5: Parent/Student Appeals.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 701:  
STUDENT DISCIPLINE

(Student Services Series)

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**Internal References**

- [Board Policy 701: Student Discipline](#)
- [Board Policy 700: Safe, Caring and Inclusive School Communities](#)
- [Board Bylaw No. 5: Student and/or Parent/Caregiver Appeals to the Board of Education](#)

**External References**

- [School Act](#)
- [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**



BOARD POLICY 710: RESOLUTION OF STUDENT AND  
PARENT/CAREGIVER COMPLAINTS

(Student Services Series)

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.

**The School Act outlines the responsibilities of Boards, employees, parents, and students, and provides a process for appeal (Bylaw 5). All partners in education agree that disputes are best resolved as close to the source as possible, through respectful communication and collaborative problem-solving before escalation to the district or the Board.**

### 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.

**The Board of Education is committed to maintaining a positive and respectful learning environment. When concerns arise, they should be resolved promptly, fairly, and constructively to support the ongoing education, health, and safety of students.**

### Guiding Principles

The Board believes that:

1. Conflicts and misunderstandings and disputes will occur in schools and operational sites should be resolved through clear, respectful communication.
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. **Concerns should first be addressed where the issue occurred—for example, with the teacher or principal—before moving to the district level.**
3. If not resolved at the classroom, department, or site supervisory level, **school**, the concern **complaints** may be submitted to the **made through this policy and administrative procedures by application to the** Superintendent or designate. through the district complaint process.
4. If unresolved at that level, the parent, caregiver, or student may appeal to the Board of Education under Bylaw 5.
5. Restorative and interest-based approaches (such as mediation and collaborative problem solving) will be used whenever possible.
6. Advocates or support persons may participate in the process.
7. Some serious matters (e.g., professional conduct, harassment, or legal investigations) are **not** addressed under this policy but follow separate procedures.
8. The process is open to students, parents, and caregivers and applies to complaints regarding district decisions, actions, or conduct.



**BOARD POLICY 710: RESOLUTION OF STUDENT AND  
PARENT/CAREGIVER COMPLAINTS**

**(Student Services Series)**

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**Internal References**

- [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](#)

**EXTERNAL REFERENCES:**

- [School Act](#) – Part 2
- [BC Confederation of Parent Advisory Councils \(BCCPAC\) resources](#)

**Adopted/Amended:**

**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



**BOARD POLICY 710: RESOLUTION OF STUDENT AND  
PARENT/CAREGIVER COMPLAINTS**

**(Student Services Series)**

Page 1 of 2

**Purpose**

To provide a clear and respectful process for resolving concerns from students, parents, and caregivers related to district decisions, actions, or conduct. The process emphasizes early resolution, restorative practice, and collaboration.

**Scope and Exclusions**

This procedure applies to all concerns except those that:

- Involve serious misconduct or legal matters requiring independent investigation;
- Are covered by a collective agreement or another established process;
- Involve student suspensions exceeding five days (handled under Policy 701); or
- Are malicious, frivolous, or filed in bad faith.

Complaints about the Superintendent or senior officials should be directed in writing to the Secretary-Treasurer, who may determine the appropriate next steps.

**Process**

**Step 1 – Informal Resolution (School Level)**

- The concern should first be raised directly with the person most closely involved (e.g., the classroom teacher or staff member).
- If not resolved, the parent, caregiver, or student may contact the school principal.
- The principal will listen, clarify the issue, and work with all parties to find a fair and timely resolution.
- Most issues are resolved at this level.

**Step 2 – District Review**

- If the concern remains unresolved, a written complaint may be submitted to the Superintendent or designate.
- The Superintendent or designate will review the matter, gather relevant information, and may meet with the parties to facilitate resolution.
- A written summary or decision will be provided.

**Step 3 – Appeal to the Board of Education**

- If the complaint is not resolved at the district level, and the matter significantly affects the education, health, or safety of a student, an appeal may be made to the Board of Education under Bylaw 5.

**General Provisions**

- **Confidentiality:** Information will be shared only as required to fairly address the concern.
- **Timeliness:** Concerns should be raised as soon as possible, normally within 30 days of the incident.
- **Support:** Parents and students may seek advice from their school, PAC, DPAC, or Indigenous Education staff.



BOARD POLICY 710: RESOLUTION OF STUDENT AND  
PARENT/CAREGIVER COMPLAINTS

(Student Services Series)

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- **Access:** Information and an **electronic complaint form** are available on the district website.
- **Annual Review:** This policy and procedure will be reviewed annually and shared with schools and parent advisory councils.

**Internal References**

- [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](#)

**EXTERNAL REFERENCES:**

- [School Act](#) – Part 2
- [BC Confederation of Parent Advisory Councils \(BCCPAC\) resources](#)

**Adopted/Amended:**

**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: **2022.11.22**

# Family Guide: Addressing Concerns in the Qualicum School District

Start Here

## TEACHER

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

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

## SCHOOL ADMINISTRATION

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

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

\*This can be a PAC or  
DPAC representative.

Staff contact  
information is on  
the school &  
district websites.

## DISTRICT STAFF

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

## BOARD OF EDUCATION

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

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

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

## AFTER BOARD DECISION

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



HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

Page 1 of 1

**Context**

Provincial standards through The School Act, WorkSafe BC and Labour Agreements insist that a work/learning place be safe and healthy for all. Consistently working to maintain high quality of safety and health lead to more secure and productive work/learning environments. These principles are consistent within other District policies regarding personnel (600), respectful workplaces and attendance support (603); for students' safe, caring and inclusive school communities (700), and student discipline (701)

**Policy Statement**

The Board recognizes that the health and safety of all employees and students is of primary concern and is therefore committed to providing a safe working and learning environment. We strive to provide excellence in maintaining health and safety in our work/learning spaces.

**Guidelines**

1. All Health and Safety programs enacted through contractual and WorkSafe regulation will be established, monitored and reviewed.
2. All reasonable steps will be taken to prevent injury and ill-health.
3. As a community, we will promote health and safety in accordance with provincial health guidelines and expectations.
4. All biohazards will be identified and handled according to the Biohazard Exposure Plan – Safe Removal of Sharps Needles.
5. Facilities maintenance and upgrading will consider enhancements that increase the health and safety for workers and learners.
6. Anyone who disrupts the safe proceeding of a school or school function will be subject to section 177 of the School Act (Maintenance of Order).
7. The Board prohibits the use or consumption of impairing substances at work or in the workplace.

**Reference:**

- [Administrative Procedure to Board Policy 801: Health and Safety in the Workplace](#)
- [The School Act Section 177 \(Maintenance of Order\)](#)

**Dates of Adoption/Amendments:**

Adopted: 1991.02.26

Amended: 1991.04.23: 1991.09.10: 1997.11.25: 2008.11.25: 2019.08.27: **2022.06.28**



## **PURPOSE**

The purpose of these Administrative Procedures is to set out the roles and responsibilities for health and safety within the School District, as per policy 801: Health and Safety of Employees in the Workplace.

## **KEY PRINCIPLES FOR MANAGING HEALTH AND SAFETY**

### **Health and Safety Program**

A health and safety program is designed to provide a safe and healthy working and learning environment through a practical system of procedures and practices for:

- a. the prevention and elimination of hazards to people (employees, students and members of the public), equipment and property damage, machinery and environment;
- b. situations which will assist and enable all employees to work at minimal risk to themselves, fellow workers, students and members of the public;
- c. providing reliable information so employees can successfully fulfill their health and safety responsibilities;
- d. providing a consistent approach to health and safety throughout the School District;
- e. establishing health and safety standards as a baseline for evaluating the School District's performance against legal and regulatory requirements;

A formal health and safety program is required when an employer has 50 or more employees. Core components of a health and safety program include:

- a. Occupational Health and Safety policy;
- b. regular inspections;
- c. written instructions;
- d. management meetings;
- e. investigations;
- f. records and statistics;
- g. instructions and supervision of workers.

### **Incident Prevention**

Incident prevention is the process of reducing or eliminating behaviours and/or conditions that have the potential to cause injury, harm or property damage within a workplace and learning environment.

### **Due Diligence**

1. Due diligence is the level of judgement, care, prudence, determination, and activity that a person would reasonably be expected to do under particular circumstances.



**ADMINISTRATIVE PROCEDURES TO BOARD POLICY 801**

**HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE**

Page 2 of 5

2. When applied to health and safety, due diligence means that employers shall take all reasonable precautions, under the particular circumstances, to prevent injuries or incidents in the working and learning environment. This duty also applies to situations that are not addressed elsewhere in the Occupational Health and Safety legislation.
3. Due diligence is demonstrated by the actions that are taken before an event occurs, not after.

**ROLES AND RESPONSIBILITIES**

1. The Board of Education will take all reasonable steps to:
  - a. endeavor to provide and maintain a healthy and safe working and learning environment;
  - b. establish the policy governing the health and safety program;
  - c. provide direction to the Superintendent of Schools regarding the development and implementation of the School District's health and safety program.
2. The Superintendent of Schools is responsible for:
  - a. delegating an annual review of the health and safety program;
  - b. ensuring that the District Leadership Team has awareness of the health and safety program;
  - c. ensuring that the health and safety program is being effectively implemented across all sites.
3. The Director of Operations, under the direction of the Secretary Treasurer, has overall responsibility for health and safety in the School District and will take all reasonable steps to:
  - a. Initiate activities and programs which will ensure compliance of the School District with all WorkSafeBC requirements;
  - b. make funding recommendations to the Board of Education in order to ensure a safe working and learning environment;
  - c. ensure that School District land, premises and property is maintained in a manner that ensures the health and safety of persons at or near the workplace;
  - d. ensure that any contractor at a worksite is supplied with any information that is necessary to identify and control hazards;
  - e. ensure that adequate standards, procedures and working practices for maintenance of buildings and equipment and for the performance of all potentially hazardous tasks are established;
  - f. ensure adequate instruction, training and education takes place for all staff;
  - g. ensure that a District Health and Safety Committee and Site Joint Health and Safety Committees are established and meet on a monthly basis;
  - h. ensure that regular inspections are carried out at each site on a regular basis;
  - i. ensure that all pertinent and required records and statistics are maintained and reviewed.



4. Members of the District Senior Leadership Team will take all reasonable steps to:
  - a. provide specific direction on the implementation of the health and safety program within each worksite, delegating tasks as necessary to ensure completion;
  - b. exercise due diligence in order to ensure the health and safety of all employees and non-employees, including students, volunteers and other visitors;
  - c. take all reasonable steps to remedy any workplace conditions that are hazardous to the health and safety of employees and non-employees;
  - d. ensure that employees are made aware of all known or reasonably foreseeable health and safety hazards to which they are likely to be exposed to by their work;
  - e. ensure the provision of safeguards, safety appliances and devices, including personal protective equipment necessary for the protection of employees;
  - f. upon identification and investigation of hazardous working and learning conditions, will forward concerns to and review and address recommendations of the Site and District Joint Health and Safety Committees;
  - g. ensure the implementation of practices and procedures to effectively eliminate or effectively control hazards;
  - h. cooperate with WorkSafeBC and any other person carrying out a duty under the Occupational Health and Safety Regulations (OHSR);
5. Principals, Vice-Principals and other management staff will take all reasonable steps to:
  - a. ensure that all new / transferred employees receive proper orientation and are provided with training in all safe work procedures required for their job;
  - b. ensure the health and safety of all workers under their direct supervision;
  - c. be alert to unsafe working practices and conditions, and deal with them promptly and effectively;
  - d. report any hazards to the Director of Operations and the Site Joint Health and Safety Committee;
  - e. consult and cooperate with the Site Joint Health and Safety Committee and the District Occupational Health and Safety Committee;
  - f. ensure that all incidents are investigated to determine causation, that an accident report form is completed, along with a written accident investigation report where required, and that these documents are forwarded to the Health and Wellness Coordinator and the Site Health and Safety Committee;
  - g. as required by collective agreements, documents will be forwarded to MATA or CUPE Local 3570
  - h. establish, maintain and update safe work procedures;
  - i. ensure regular maintenance is carried out on equipment and machinery;
  - j. enforce the use of safeguards, safety appliances, and devices, including the wearing of personal protective equipment;



**ADMINISTRATIVE PROCEDURES TO BOARD POLICY 801**

**HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE**

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- k. encourage incident, accident and hazard reporting;
- l. carry out regular inspections within their designated areas on site in accordance with the health and safety program;
- m. cooperate with WorkSafeBC and any other person carrying out a duty under the Occupational Health and Safety Regulations (OHSR);

**6. All employees will:**

- a. comply with all health and safety directives and regulations;
- b. perform all tasks using safe work procedures required to ensure minimum risk of injury or accident to themselves and to others;
- c. report all injuries, incidents and accidents to their supervisor and assist in completing the appropriate report forms;
- d. wear and / or use personal protective clothing and equipment, as well as safeguards, safety appliances and devices, as required;
- e. ensure that their ability to work is not impaired;
- f. refuse to do unsafe work that they have reasonable cause to believe would create an undue hazard to the health and safety of any person.
- g. report all health and safety hazards to their supervisor, including the absence or defect in any protective equipment, device or clothing;
- h. not remove, impair or render ineffective any safeguard provided for protection;
- i. model and practice a responsible attitude toward health and safety on the job and not engage in horseplay;
- j. cooperate with WorkSafeBC and any other person carrying out a duty under the Occupational Health and Safety Regulation; and,
- k. cooperate with the members of the Joint Site Health and Safety Committee.

**7. All students are expected to:**

- a. comply with rules, policies and codes of conduct in order to maintain a safe and healthy environment conducive to learning;
- b. use safe actions in schools, on school property and at school events
- c. maintain a safe and healthy environment and report unsafe conditions.

**8. Contractors and sub-contractors will:**

- a. report to the school office upon first entry to a school property;
- b. comply with applicable health and safety legislation;
- c. make arrangements with the Director of Operations concerning emergency procedures;



## QUALICUM SCHOOL DISTRICT

### ADMINISTRATIVE PROCEDURES TO BOARD POLICY 801

#### HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

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- d. immediately correct any unsafe condition or acts observed in their jurisdiction and report any out of their jurisdiction;
  - e. providing education, training and enforcing the use of applicable personal protective equipment;
  - f. report of all incidents and injuries; investigate and report the findings of all lost time and serious incidents to their representative;
  - g. cooperate with all safety representatives having jurisdiction on their job site;
  - h. maintain good housekeeping;
9. Visitors, suppliers and consultants will:
  - a. report to the school office upon first entry to a school property;
  - b. participate and comply with health and safety directives received from the site administrator;
  - c. comply with the School District's health and safety rules;
  - d. wear adequate personal protective equipment as necessary;
  - e. report any unsafe acts or unsafe condition to the site administrator which could have any negative health and safety consequence; and,
  - f. report any injury sustained on School District 69 property or premises.
10. Enforcing the Health and Safety Program

Members of the District Leadership Team will monitor and enforce the health and safety program along with associated activities, safety rules and administrative procedures, including responding appropriately to any person who fails to comply with WorkSafe BC health and safety regulations or the school district safety procedures.
11. Review of the Health and Safety Program

The health and safety program and the related policy and administrative procedure will be reviewed at least annually and published in part or as a whole, when required.

#### Reference:

- [Board Policy 801: Health and Safety of Employees in the Workplace](#)

#### Dates of Adoption and Amendments:

Adopted: 1991.02.26

Amended: 1991.04.23: 1991.09.10: 1997.11.25: 2008.11.25: 2019.08.27: 2022.06.28  
**2022.11.22**



**STUDENT HEALTH –COMMON MEDICAL CONDITIONS**

**(Health and Safety Series)**

Page 1 of 1

**Context**

The public education system in B.C. is open to all students no matter what their health or medical condition. The School Act clearly states this is Section 2 (1) and (2) and in 88(1) [https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412\\_02#section2](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_02#section2)  
Examples of common conditions include anaphylaxis, asthma, diabetes and epilepsy.

**Policy Statement**

The board will seek to support students with common medical conditions to fully access school in a safe, accepting, and healthy learning environment that supports their well-being.

**Guidelines**

The Board is committed to the following:

1. Empowering students to reach their full potential for self-management of their medical condition(s), according to their Plan of Care.
2. Supporting parents/guardians to feel confident that their child is safe at school and has the same opportunities as other students.
3. Creating a collaborative approach with the student, parent(s)/guardian(s), principal, school staff and health care professionals, to ensure a full understanding of the common medical conditions, supports, clarity of roles and communication associated with the student's Plan of Care.
4. Establishing clear procedures and protocols in place to support students with common medical conditions and to guide a timely and effective response should medical intervention be required.
5. Ensuring that appropriate staff are familiar with the common medical conditions as outlined in the Plan of Care and are trained and confident in prevention. strategies to minimize risks, recognize the symptoms of a medical emergency and know the steps to follow in dealing with a medical emergency.
6. Plans of Care are created in collaboration with health care professionals and parents or legal guardians.

**External References:**

- [British Columbia Anaphylactic and Child Safety Framework](#)
- [Anaphylaxis Protection Order](#)
- [The School Act](#)

**Dates of Adoption/Amendments:**

Adopted: 2018.12.18

Amended: **2022.06.28**



**TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE ENVIRONMENT**

**(Health and Safety Series)**

Page 1 of 2

**Context**

Chemical sensitivity, caused by chemically scented products, including essential oils can cause serious disabling conditions. WorkSafe BC and other similar organizations in other provinces have recognized the severity of this condition as a workplace hazard.

**Policy Statement**

The Board recognizes that health concerns may arise from exposure to scented products. In order to ensure the health and well-being of students and employees limit their use of scented products when attending school district facilities or events.

**Guidelines**

The Board Expects:

1. All staff, students, and community members to be scent aware and considerate of others.
2. That scented products will be used in moderation and only as necessary for the health and safety of our school communities.
3. That respectful action to reduce the use of scented products, especially Petro-chemically based scents, will occur.

**Definitions**

**Scented Product Categories**

**a. Personal Products**

- i. Hygiene:* Products include, but are not limited to, cosmetics, perfumes, colognes, after-shave and scented shaving creams, deodorant, shampoo/conditioners, hair spray, lotions and creams.
- ii. Non Hygiene:* Products include, but are not limited to, scented candles, potpourri and scented ornaments.

**b. Non Personal Products**

Products with a distinct scent or fragrance and include scented household/ industrial cleaning products, air fresheners, deodorizers, building materials (e.g. paint) and some types of flowers.

**Internal Reference:**

- [Board Policy 803: Towards a Scent Considerate School/Workplace Environment](#)

**External Reference:**

- [WorkSafeBC HEA1: Scent Safety in the Workplace](#)



**QUALICUM SCHOOL DISTRICT**

**BOARD POLICY 803**

**TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE  
ENVIRONMENT**

**(Health and Safety Series)**

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**Dates of Adoption/Amendments**

Adopted: 2003.05.27

Amended: 2007.05.22: 2016.12.13: **2022.06.28**



**ADMINISTRATIVE PROCEDURES TO BOARD POLICY 803  
TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE  
ENVIRONMENT**

**(Health and Safety Series)**

Page 1 of 2

**Purpose**

These Administrative Procedures are intended to increase the awareness within the schools about the potential impact of fragrance chemicals on the health, wellbeing, productivity and lifestyle of those affected, as per Policy 803: Towards and Scent Considerate School/Workplace Environment.

**Expectations**

- Be considerate of those who are sensitive to fragrance chemicals. Avoid using chemically-scented products; instead, use unscented alternatives.
- If you do use chemically-scented products, use them sparingly. A general guideline for chemically-scented products is that the scent should not be detectable more than an arm's length away from you. Do not apply scented products in a public area.
- Be an informed customer. Read the product label. A product labeled as "fragrance-free" is likely to be free of fragrance chemicals. A product labeled as "scent-free" or "unscented" may mean that no fragrance chemicals have been added to the product, or it may be that a masking agent has been added to disguise the smell of some of the ingredients. These terms are not regulated, so use your nose or ask the store to check the product for fragrances.
- Avoid using products (e.g. air fresheners or potpourris) that give off chemical-based scents in your work area.
- Avoid using laundry products or cleaning agents that are chemically-scented. Air out dry-cleaned clothing before wearing.

If an individual is adversely affected by chemically-scented products:

- If you feel you can do so comfortably, approach the scented individual and let them know how you react to fragrances. Be specific about the types of physical reactions you have (e.g. asthma attacks, migraines, shortness of breath).
- Talk to the individual in a cordial and respectful manner. Ask for the individual's understanding and cooperation. Many people are unaware of the potential health effects of fragrance chemicals.
- Inform your Principal/ Vice Principal/Manager of your sensitivities, your symptoms, and the types of exposures that improve or worsen these symptoms. Ask your Principal/Vice Principal/Manager to assist in finding a solution to your situation. You may ask your Principal/Vice Principal/Manager to discuss this matter with the individual involved if you do not feel comfortable doing so, or if the individual has done nothing after you have advised them of your situation.
- Consult with your physician about your symptoms.

If an individual in your work area is adversely affected by chemically-scented products:

- Listen to the person with respect and civility.
- Clarify the issue. Ask the individual to describe the health effects, the factors that make the problem better or worse, and the actions they are taking to deal with it.



**ADMINISTRATIVE PROCEDURES TO BOARD POLICY 803  
TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE  
ENVIRONMENT**

**(Health and Safety Series)**

Page 2 of 2

- Investigate the issue and use good judgment and consideration to provide a fair, uniform and timely resolution.
- Discuss the issue with your staff in an open and non-threatening manner. Inform them of the health concerns that have arisen as a result of the use of chemically-scented products in the workplace. You may choose to have this discussion with an individual or a group of employees, whichever is appropriate to the situation.
- Request your staff's cooperation and understanding to voluntarily avoid the use of chemically-scented products in the area. Discuss the benefits of a scent-free work area.
- Implement measures to reasonably accommodate those who are affected by scented products. Where employees are severely limited due to exposure to scented products, you may need to establish a fragrance-free zone. For meetings held in enclosed rooms, you may need to send out notices to attendees informing them of the scent-free nature of the meeting.
- Consult with Operations staff regarding the adequacy of ventilation in the area.
- Distribute this information and display the "No Scents make Good Sense" poster.

What should you do if you are approached because of the scented product you are wearing?

- If an individual or your Principal/Vice Principal/Manager informs you that the fragranced products that you use or wear are a problem and requests that you avoid using them, you may feel puzzled, hurt, annoyed, defensive or even insulted by the request.
- Understand that it is not about you as a person or about your choice of fragrance, but it is about the chemicals in the fragranced product. Do not discount the issue as ridiculous and unreasonable.
- Discuss the issue openly. Ask questions about the health impact on the person, the types of symptoms experienced, the factors which make the person's symptoms better or worse (e.g. fragrance type, amount used).
- Empathize with the individual. Work with cooperation and understanding towards a satisfactory resolution.

**Internal Reference:**

- [Board Policy 803: Towards a Scent Considerate School/Workplace Environment](#)

**External Reference:**

- [WorkSafeBC HEA1: Scent Safety in the Workplace](#)

**Dates of Adoption/Amendments:**

Adopted: 2003.05.27

Amended: 2007.05.22: 2016.12.13: 2018.04.24: **2022.11.22**



**PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS**

**(Health and Safety Series)**

Page 1 of 2

**Context**

The School Act repeatedly and clearly states that all students have a right to an education. It is recognized that within an inclusive school environment that there may be rare occasions in which adults must use extraordinary measures to prevent a student from harming themselves or others. The Ministry sets out the guidelines in the *Physical Restraint and Seclusion in School Settings* document.

**Policy Statement**

The Board is responsible for providing educational programs within a safe, caring, and inclusive environment. Physical restraint or seclusion is *only* used when the behaviour of a student poses imminent danger of serious physical harm to self or others, including school personnel.

**Guidelines**

The Board expects:

1. Behaviour interventions for all students emphasize prevention and positive behavior supports that promote the rights of all students to be treated with dignity.
2. Behaviour interventions will attempt to address the underlying cause and purpose of potentially harmful behaviour.
3. Schools will include individuals who are trained in restorative practice, conflict and crisis de-escalation, and non-violent crisis intervention techniques to enable them to defuse conflict and crisis situations.
4. Physical restraint or seclusion will be applied by qualified staff and will be discontinued once imminent danger or serious self-harm or harm to others has dissipated.
5. Restraint or seclusion will not be used as punishment, discipline, or coercion.

**Definitions:**

All definitions in this policy and Administrative Procedures are as stated in the [B.C. Ministry of Education Provincial Guidelines – Physical Restraint and Seclusion in School Settings](#)

**Internal References:**

- [Administrative Procedures to Board Policy 804: Physical Restraint and Seclusion of Students](#)
- [Board Policy 700: Safe, Caring and Inclusive School Communities](#)
- 

**External References:**

- [B.C. Ministry of Education Provincial Guidelines – Physical Restraint and Seclusion in School Settings](#)
- [The School Act](#)
- [Special Needs Students Order \(M235/07\)](#)



**QUALICUM SCHOOL DISTRICT**

**BOARD POLICY 804**

**PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS**

**(Health and Safety Series)**

Page 2 of 2

**Dates of Adoption/Amendments**

Adopted: 2018.11.27

Amended: 2022.06.28: **2024.06.25**



**QUALICUM SCHOOL DISTRICT**

**ADMINISTRATIVE PROCEDURES TO BOARD POLICY 804**

**PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS**

**(Health and Safety Series)**

Page 1 of 4

**Purpose**

These administrative procedures are written in support of Policy 804: Physical Restraint and Seclusion of Students.

At the beginning of each school year, Principals will review this policy with all staff and others working with students as appropriate. Principals are advised to ensure that staff are aware of the Ministry of Education and Child Care's *Provincial Guidelines for Physical Restraint and Seclusion in School Settings* along with the following definitions of physical restraint and seclusion:

*Physical Restraint:* is a method of restricting another person's freedom of movement or mobility in order to secure and maintain the safety of the person or the safety of others.

The provision of a 'physical escort', i.e. Holding or temporary touching of a student's hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location, does not constitute physical restraint.

The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort also does not constitute physical restraint.

*Seclusion:* is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving.

Behaviour strategies such as "time-out", used for social reinforcement as part of a behaviour plan, are not considered 'seclusion'.

The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space.

It shall be made clear to all staff and others working with students that restraint and seclusion procedures are for extreme emergency situations only, and are not to be used as a regular means of intervention.

The school district will provide appropriate training opportunities for staff in order to maintain supportive, safe environments for both staff and students.

The school-based team shall develop, in consultation with district staff, Behaviour Support Plans and Safety Plans for students whose behaviour could potentially pose imminent danger of harm to self or others.

The Behaviour Support Plan and/or Safety Plan shall be attached to the student's IEP and shall be reviewed regularly, and at least, annually.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 804

PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

(Health and Safety Series)

Page 2 of 4

Parents and, where appropriate, students are to be consulted as part of the development process for behaviour intervention and/or risk reduction plans.

If physical restraint or seclusion have been used in an extreme emergency situation to prevent harm to self or others, the school must provide written documentation and follow-up that includes:

1. Notification:
  - To the school principal as soon as possible after an incident and always prior to the end of the school day on which the incident occurred
  - By the school principal to the student's parent(s)/guardian(s) as soon as possible and always prior to the return of the student to the student's parent at the end of the school day on which the incident has occurred
  - To the Associate Superintendent, as soon as possible after an incident and always prior to the end of the work day on which the incident occurred.
2. Debriefing of the incident:
  - With involved school personnel
  - With the parents/guardians of the student, and where possible with the student
  - The purpose of the debriefing is examine what happened, what caused the incident and what could be changed, i.e. preventative and response actions that could be taken in the future, to make the use of physical restraint or seclusion unnecessary
3. Reporting:
  - When a violent incident occurs, employees have a duty to advise the employee's supervisor and file the appropriate report/s outlined in the *Procedures for the Handling of a Violent Incident* (see appendix). Generally a *WorkSafe 6A – Worker's Report of Injury or Occupational Disease to Employer* form and/or *Workplace Violence Risk Assessment (WVRA)* form will be required.

**Internal References:**

- [Administrative Procedures to Board Policy 804: Physical Restraint and Seclusion of Students](#)
- [Board Policy 700: Safe, Caring and Inclusive School Communities](#)

**External References:**

- [B.C. Ministry of Education Provincial Guidelines – Physical Restraint and Seclusion in School Settings](#)
- [The School Act](#)
- [Special Needs Students Order \(M235/07\)](#)

**Dates of Adoption/Amendments:**

Adopted: 2018.11.27

Amended: 2022.06.28: 2022.11.22: **2024.06.25**

## APPENDIX I

### PROCEDURES FOR HANDLING A VIOLENT INCIDENT

***If a violent incident occurs, you have a duty to advise your Principal/Supervisor immediately and to file a report as directed below.***

#### **DEFINITION OF VIOLENCE:**

***“Violence means the attempted or actual exercise by a person, other than a worker, of any physical force so as to cause injury to a worker, and includes any threatening statement or behavior which gives a worker reasonable cause to believe that he or she is at risk of injury.”***  
***(Source: WCB)***

***NOTE: Always use common sense – attend to any injury and in serious cases send a request to the office or nearest staff member for help. Do not leave a hazardous teaching area unsupervised.***

#### **The Employee MUST:**

- 1) Within 3 days complete form “6A – Worker’s Report of Injury or Occupational Disease to Employer” in its entirety and then submit the form to the Principal/Supervisor. If time does not permit the completion of the form, make a verbal report to the Principal/Supervisor, followed immediately by the completion of the form and then submit the form to the Principal/Supervisor.

NOTE: Please ensure the form is filled out completely and accurately. If the incident involves a student, the full name of the student is to appear on the form. Report all incidents regardless of whether or not the student is designated.

Further forms can be found in all school offices, at the Board Office or on the District’s website at <https://start.sd69.bc.ca>, under Staff, Staff Resources, and Health & Safety Links.

#### **The Principal/Supervisor MUST:**

- 1) Advise the Employee reporting an injury or adverse symptom as a result of an incident of violence to report to a first-aid attendant on site for treatment. Also advise the Employee to consult a physician of the Employee’s choice for treatment or referral, and if the Employee does, file a form 6A (copies in office or on SD69 Portal) or call TELE-CLAIM and file a WCB claim.
- 2) Promptly initiate an investigation into the incident, with at least one Union representative of the site-based Occupational Health and Safety Committee in addition to the Principal/Vice Principal, if the representative is reasonably available. (The purpose of the investigation is to determine the cause or causes of the incident, to identify any unsafe conditions, acts, or procedures that contributed to the incident, and to recommend corrective action to prevent similar incidents.) Depending on the severity of the incident, Part 3 Division 10 Articles 172- Article 177 of the Work Safe Guidelines, Form 52E40 (preliminary investigation) may need to be filled out within 48 hours of the incident. A 52E40 would typically, but not limited to, be completed for a time loss or medical claim only. Without delay undertake any corrective action required to prevent recurrence of similar incidents.
- 3) If a 52E40 has been initiated, schedule a meeting of the site-based Occupational Health and Safety Committee for the purpose of concluding the FULL investigation into the violent incident. The 52E40 includes any “sequence of events that preceded the incident” and/or “unsafe conditions, acts, or procedures that significantly contributed to the incident”.

## **APPENDIX I**

### **PROCEDURES FOR HANDLING A VIOLENT INCIDENT**

- 4) Using the information gathered from either the 52E40 (if initiated) or the “investigation into the incident” Complete the Workplace Violence Risk Assessment (WVRA) Form. Ensure that the form is accurately completed in its entirety.
- 5) Attach the completed Incident Investigation Report and the completed Workplace Violence Risk Assessment (WVRA) Form to the WS form 6A – Worker’s Report of Injury or Occupational Disease to Employer Form and distribute as outlined below:

#### **Distribution of the Forms:**

The Principal/Supervisor will ensure that the completed forms are distributed as follows:

#### ***If the violent incident involves a student:***

##### **Un-redacted Copies:**

- a) Keep a copy
- b) The Employee
- c) The Site-Based Occupational Health and Safety Committee
- d) Student or Students’ File(s)
- e) District Principal, Learning Support (if required as per Policy 700)

##### **Redacted Copies:**

The Principal/Supervisor will ensure that the full name of the student is redacted everywhere it appears on the form and replaced with “The Student”, and that a copy of the redacted form is placed in a sealed envelope and forwarded to:

- a) CUPE
- b) MATA
- c) Manager of Operations – Safety and Transportation

#### **If the violent incident does not involve a student, un-redacted copies are distributed as follows:**

- a) Keep a copy
- b) The Employee
- c) The Site-Based Occupational Health and Safety Committee
- d) District Principal, Learning Support (if required as per Policy 700)
- e) CUPE (in a sealed envelope)
- f) MATA (in a sealed envelope)
- g) Manager of Operations– Safety and Transportation (in a sealed envelope)



**BOARD POLICY 900: PRIVACY MANAGEMENT AND  
ACCOUNTABILITY**

**(Information Management and Access Series)**

Page 1 of 1

**Context:**

The Board of Education is committed to meeting its obligations to protect personal information from unauthorized access, use and disclosure in accordance with the *Freedom of Information and Protection of Privacy Act (FOIPPA)*, *The School Act* Sections 9 and 79 and Ministerial Order M14-91.

**Policy Statement:**

The Board will hold and provide access to student and all other files in full compliance with the FOIPPA, School Act and Ministerial Orders.

**Guiding Principles:**

The Board will provide clear written direction on the nature of and access to all files which will:

- a. include being open and transparent about the purposes for which personal information may be collected and used by the School District;
- b. control the manner in which the School District collects, retains, uses, accesses, discloses and disposes of employee and student personal information;
- c. allow any person a right of access to the records in the custody or under the control of the School District subject to limited and specific exceptions as set out in *FOIPPA*;
- d. allow individuals, subject to limited and specific exceptions as set out in *FOIPPA*, a right of access to personal information about themselves that is held by the School District;
- e. allow individuals a right to request corrections to personal information about themselves that is held by the School District; and
- f. provide for independent reviews of decisions made by the School District under *FOIPPA* and the resolution of complaints under the *FOIPPA*.

**INTERNAL REFERENCES:**

- [Administrative Procedures to Board Policy 900: Privacy Management and Accountability](#)
- [Board Policy 501: Acceptable Use of Technology](#)
- QSD Personal Information Directory (Staff Access Only)
- QSD File Management Handbook (Staff Access Only)

**External References:**

- [Freedom of Information and Protection of Privacy Act](#)
- [The School Act \(Section 9\) and \(section 79\)](#)
- [Ministerial Order M14/91](#)

**Adopted/Amended:**

**Adopted:** 1980.01.23

**Amended:** 19.85.07.03: 1987.11.25: 1989.01.25: 1991.02.12: 1996.06.18: 2001.02.27:  
Interim Revision September 2010: 2020.01.28: 2022.09.13: 2023.06.27



**ADMINISTRATIVE PROCEDURES TO BOARD POLICY 900:  
PRIVACY MANAGEMENT AND ACCOUNTABILITY**

**(Information Management and Access Series)**

Page 1 of 2

**PURPOSE**

This procedure outlines the Qualicum School District's responsibilities and processes for managing personal information, conducting Privacy Impact Assessments (PIAs), and responding to privacy breaches in compliance with the Freedom of Information and Protection of Privacy Act (FIPPA).

**ROLES AND RESPONSIBILITIES**

- Head of Public Body: Superintendent of Schools/CEO or delegate.
- Privacy Officer: Secretary Treasurer, responsible for privacy audits, policy development, training, access/correction requests, and breach response.
- Employees:
  - Complete mandatory privacy training.
  - Safeguard personal information.
  - Report privacy breaches.
  - Cooperate with PIAs and breach investigations.
- Responsible Employees (e.g., District Principal, IT):
  - Refer new/revised initiatives to the Privacy Officer.
  - Ensure compliance with approved PIAs.
  - Request amendments to PIAs as needed.

**PERSONAL INFORMATION MANAGEMENT**

**Student Processes**

- Collection of student personal information requires parental/guardian consent for non-educational purposes.
- Use of student information must align with educational objectives or consistent purposes.
- Disclosure of student information requires written consent from parents/guardians unless for health/safety or legal obligations.
- Access to student records is governed by Board Policy 900 and handled by the District Privacy Officer for formal requests.
- Retention and disposal of student records must follow the District's retention schedule and be securely shredded when no longer needed.

**Employee Processes**

- Collection of employee personal information must be directly related to operational activities.
- Use of employee information must be consistent with the purpose of collection.
- Disclosure of employee information may occur without consent if necessary for worker safety.
- Access to employee records is permitted during business hours with appropriate authorization.
- Retention and disposal of employee records must follow the District's retention schedule and be securely shredded when no longer needed.



**ADMINISTRATIVE PROCEDURES TO BOARD POLICY 900:  
PRIVACY MANAGEMENT AND ACCOUNTABILITY**

**(Information Management and Access Series)**

Page 2 of 2

**PRIVACY IMPACT ASSESSMENTS (PIAs)**

- Required for any new or significantly revised initiative involving personal information.
- Must be initiated early and completed before implementation.
- Initiatives involving storage outside Canada require a Supplemental Review approved by the Head.
- The Privacy Officer determines the need for Supplemental Reviews and ensures compliance with FIPPA.

**PRIVACY BREACH RESPONSE**

**Step 1 – Report and Contain**

- Staff must immediately report breaches to the Privacy Officer.
- Take steps to stop/contain the breach and preserve evidence.

**Step 2 – Assess and Investigate**

- Privacy Officer assesses cause, scope, sensitivity, and potential harm of the breach
- Privacy Officer evaluates risk of Significant Harm (e.g., identity theft, financial loss, reputation damage).

**Step 3 – Notification**

- If Significant Harm is likely, notify affected individuals and the Office of the Information and Privacy Commissioner.
- Notification may be withheld if it poses a safety risk.

**Step 4 – Prevention**

- Investigate root causes and implement corrective measures to prevent recurrence.

**INTERNAL REFERENCES:**

- [Board Policy 900: Privacy Management and Accountability](#)
- [Board Policy 501: Acceptable Use of Technology](#)
- QSD Personal Information Directory (Staff Access Only)
- QSD File Management Handbook (Staff Access Only)

**EXTERNAL REFERENCES:**

- [Freedom of Information and Protection of Privacy Act](#)
- [School Act](#)
- [Ministerial Order M14/91](#)

**Dates of Adoption/Amendments:**

**Adopted:** 1980.01.23

**Amended:** 19.85.07.03: 1987.11.25: 1989.01.25: 1991.02.12: 1996.06.18: 2001.02.27:  
Interim Revision September 2010: 2020.01.28: 2022.09.13: **2023.06.27**



# QUALICUM SCHOOL DISTRICT

## APPENDIX I

### CATEGORIES OF RECORDS AVAILABLE WITHOUT A REQUEST

Page 1 of 1

Freedom of Information and Protection of Privacy Act – [Section 71](#)

| Category                                                         | Location                                            | Nature of Information                                                                               | Targeted Release Date*                                                  |
|------------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Annual Budget and Financial Statements                           | <a href="#">Financial information</a>               | Information prepared under Budget Transparency and Accountability Act and Financial Information Act | Budget - on or before June 30<br>Financial Statements - by September 30 |
| Board of Education Bylaws and Policies                           | <a href="#">Policy manual</a>                       | Governance guidelines                                                                               | Following Board approval                                                |
| Board of Education Public Meeting Agendas, Minutes and Materials | <a href="#">Meetings and Minutes</a>                | Materials related to public Board meetings                                                          | Upon ratification/ receipt by the Board                                 |
| Climate Change Accountability Report                             | <a href="#">CCAR reporting</a>                      | Summarizes GHG emissions profile in accordance with Climate Change Accountability Act               | Following receipt by Board on or before May 31                          |
| Executive Compensation Disclosure Report                         | <a href="#">Financial information</a>               | Details of CEO compensation and next 4 highest ranking/paid executives                              | Following Board approval on or before September 30                      |
| Framework for Enhancing Student Learning (FESL) Report           | <a href="#">Planning Documents - FESL</a>           | Formalizes planning and reporting expectations for all school districts                             | Following Board approval on or before September 30                      |
| Heating and Ventilation Reports                                  | <a href="#">HVAC reports</a>                        | School level ventilation system reports per Ministry of Education                                   | Following receipt by Board                                              |
| Lead in Water Testing reports                                    | <a href="#">Water testing reports</a>               | Testing of lead in water per Ministry of Health guidelines                                          | Following receipt by Board                                              |
| Long Term Facility Plan                                          | <a href="#">Facility Planning</a>                   | District wide framework for capital investment decisions                                            | Following Board approval                                                |
| Multi Year Financial Plan                                        | <a href="#">Financial information</a>               | District wide framework for financial and capital planning                                          | Following Board approval                                                |
| Strategic Plan                                                   | <a href="#">Planning Documents - Strategic Plan</a> | Maintains the Districts core values                                                                 | Following Board approval                                                |
| School Calendar                                                  | <a href="#">Calendar</a>                            | Annual District Calendar (Locally developed)                                                        | Following Board approval                                                |
| Statement of Financial Information (SOFI)                        | <a href="#">Financial information</a>               | Information prepared under Financial Information Act                                                | On or before December 31                                                |
| Support Staff Collective Agreement                               | <a href="#">Support Staff</a>                       | Collective Agreements for support staff                                                             | Following ratification                                                  |
| Teacher Staff Collective Agreement                               | <a href="#">Teachers MATA</a>                       | Collective Agreements for teachers                                                                  | Following ratification                                                  |

\*The School District endeavors to post the above listed categories within the listed timeframes. However, more time may be needed in some circumstances.



**BOARD POLICY 700: SAFE, CARING, AND INCLUSIVE SCHOOL  
COMMUNITIES  
(Student Services Series)**

**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
- United Nations Declaration on the Rights of Indigenous Peoples Act
- BC Anti-Racism Act
- Canadian Multiculturalism Act

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.



BOARD POLICY 700: SAFE, CARING, AND INCLUSIVE SCHOOL  
COMMUNITIES  
(Student Services Series)

**INTERNAL REFERENCES:**

- [Administrative Procedures to Board Policy: Safe, Caring, and Inclusive School Communities](#)
- [Board Policy 701: Student Discipline and its attendant Administrative Procedures](#)

**EXTERNAL REFERENCES:**

- [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](#)
- [United Nations Declaration on the Rights of Indigenous Peoples Act](#)
- [BC Anti-Racism Act](#)
- [Canadian Multiculturalism Act](#)

**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**



**ADMINISTRATIVE PROCEDURES TO BOARD POLICY 700:  
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES  
(Student Services Series)**

**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.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 700:  
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES  
(Student Services Series)

**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.

**INTERNAL REFERENCES:**

- [Board Policy: Safe, Caring, and Inclusive School Communities](#)
- [Board Policy 701: Student Discipline and its attendant Administrative Procedures](#)

**EXTERNAL REFERENCES:**

- [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](#)
- [United Nations Declaration on the Rights of Indigenous Peoples Act](#)
- [BC Anti-Racism Act](#)
- [Canadian Multiculturalism Act](#)

**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 POLICY 709  
BOARD OF EDUCATION BURSARY SCHOLARSHIPS/BURSARIES  
(Student Services Series)

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 cannot 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 to be awarded to one student from each of Ballenas Secondary School (BSS), Kwalikum Secondary School (KSS) and an alternate secondary school (CEAP/PASS/False Bay) 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.~~

### Internal Reference:

- [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  
(Student Services Series)

**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 **at each** Secondary School site will assess the applications and provide up to three candidates **from each site** 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 **one** student **from each of Ballenas Secondary School (BSS), Kwalikum Secondary School (KSS) and an alternate secondary school (CEAP/PASS/False Bay)** 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 **for ratification**.
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  
(Student Services Series)

At the Graduation Ceremonies

1. The Board will determine the Trustee who will present the award to the each student
2. Clear instructions for accessing the award will be given to the each 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.

**Internal Reference:**

- [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