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QUALICUM SCHOOL DISTRICT
POLICY COMMITTEE OF THE WHOLE AGENDA
TUESDAY, JANUARY 20, 2026
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

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

a. Policy Overhaul – 300 Series Crosswalk	p 1-2
i. Policy 301: Living Wage	p 3-4
ii. Policy 302: Community and Volunteer Involvement	p 5-10
iii. Policy 303: Enhancing Student Learning	p 11-13
iv. Policy 304: School Closure, Consolidation or Reconfiguration	p 14-21
v. Policy 305: Public Interest Disclosure	p 22-28

4. BYLAWS/POLICIES POTENTIALLY GOING TO SECOND READING

a. Policy 701: Student Discipline	p 29-37
b. Policy 710: Resolution of Student and Parent/Caregiver Complaints	p 38-42

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

(Final review including input on Administrative Procedures)

a. Policy and AP 700: Safe, Caring and Inclusive School Communities	p 43-46
b. Policy 709: Board of Education Bursary	p 47-49

6. FUTURE TOPICS

a. Policy Overhaul	
b. Revisions to 603, 604 and 606 pending changes to WorkSafeBC Regulations	

7. NEXT MEETING DATE

Tuesday, February 17, 2026 at 1:00 p.m. via video-conferencing

CROSSWALK — 300 SERIES (DRAFT)

Old Policies → New Modernized Policies

Original # & Title	Status in Revised Manual	New Policy # & Title	Summary of Change
301 – Living Wage	Modernized; simplified and clarified	301 – Living Wage (updated)	Policy preserved but rewritten to emphasize Board commitment, compliance standards, vendor expectations, and clarity in definitions. Operational procurement details moved to AP.
302 – Communities and Volunteers Involvement in our School District	Modernized and reframed	302 – Community Engagement and Volunteers	Focus shifted to partnership principles, safety, screening, supervision, equity, and alignment with district values. All procedural steps relocated to AP.
303 – Enhancing Student Learning	Updated to avoid overlinking to current Strategic Plan	303 – Enhancing Student Learning	Governance-level language strengthened; removed operational metrics; clarified Board oversight of reporting (FESL), data stewardship, and continuous improvement. Ensures longevity beyond specific annual goals.
304 – School Closure, Consolidation, or Reconfiguration	Fully modernized	304 – School Reconfiguration, Consolidation & Closure	Condensed but strengthened. Clear governance framework, alignment with School Act, public consultation standards, equity considerations, and long-term planning. Multi-step operational processes moved to AP.
305 – Public Interest Disclosure	Updated to align with provincial standards	305 – Public Interest Disclosure (updated)	Modernized for clarity on protections, definitions, reporting pathways, retaliation prohibitions,

Original # & Title	Status in Revised Manual	New Policy # & Title Summary of Change
(Whistleblower Protection)		and alignment with BC whistleblower expectations. All investigation details moved to AP.



1. Purpose

The Board of Education is committed to fostering healthy, stable, and sustainable communities. Paying a living wage to eligible employees and contracted service providers reflects the Board's values of fairness, dignity, and social responsibility. This policy affirms the district's commitment to supporting the well-being of workers and their families.

2. Guiding Principles

The district's Living Wage commitment is founded on:

a. **Fairness & Dignity**

All workers deserve compensation that supports a reasonable standard of living.

b. **Equity & Inclusion**

A living wage helps reduce poverty and barriers faced by low-income families, including many with children in the school system.

c. **Community Leadership**

As a major employer, the district contributes to the social and economic health of the region.

d. **Fiscal Responsibility**

Living wage decisions must balance social responsibility with sustainable financial planning.

e. **Compliance with Standards**

The district aligns with the Living Wage for Families BC definition and calculation of the regional living wage.

3. District Commitments

The district will:

- a. Pay at least the current regional **living wage** to eligible direct employees, except where excluded for specific operational or legislative reasons;
- b. Include living wage expectations in new contracts for eligible contracted service providers;
- c. Review living wage status annually and adjust if required;
- d. Communicate living wage commitments transparently to employees, contractors, and the community.

The district may phase in new requirements to ensure fiscal sustainability.

4. Exemptions & Limitations

Certain categories of workers may be excluded from living wage requirements where:

- a. Compensation is set by a collective agreement, provincial body, or independent compensation framework;
- b. Contracted services are short-term, small-scale, or specialized;
- c. Specific operational needs or budget limitations require alternative arrangements.

Exemptions must be justified and approved by the Superintendent or designate.



5. Superintendent Responsibilities

The Superintendent will develop Administrative Procedures that:

- a. Define eligible and exempt employee groups;
- b. Establish expectations and processes for contracted service providers;
- c. Outline monitoring, reporting, and verification practices;
- d. Align living wage implementation with budget planning.

6. Internal References

- District Strategic Plan (To Give / To Belong pillars)
- Administrative Procedures related to compensation and contracted services

External References

- Living Wage for Families BC
- *School Act*
- Ministry of Education & Child Care funding and financial guidelines



COMMUNITY AND VOLUNTEER INVOLVEMENT

*Governance Series***1. Purpose**

The Board of Education values the meaningful involvement of parents, caregivers, families, community members, and partner organizations in supporting student learning and well-being. This policy affirms the Board's commitment to fostering respectful, inclusive, and safe collaboration between schools and the broader community.

2. Guiding Principles

Community and volunteer involvement in the Qualicum School District will reflect:

a. Student-Centred Purpose

Participation must support learning, safety, wellness, and positive school experiences.

b. Respect & Inclusion

All volunteers and community members will be welcomed in ways that honour diversity, cultural perspectives, and equitable participation.

c. Partnership

Collaboration strengthens relationships among schools, families, Indigenous partners, and the wider community.

d. Safety & Responsibility

Volunteer activities must ensure safe and secure environments for students and comply with screening, supervision, and safety requirements.

e. Clarity of Roles

Volunteers support but do not replace the professional responsibilities of district staff.

f. Alignment with District Values

Volunteer and community activities must reflect district policies and uphold safe, caring, inclusive learning environments.

3. Scope of Volunteer Involvement

Volunteers may support school and district activities such as:

a. Classroom assistance**b. Field trips and extracurricular activities****c. School events, cultural activities, and performances****d. Learning support programs****e. Advisory or parent/caregiver groups****f. Community partnerships that enhance learning experiences**

The type and extent of volunteer participation will be determined by the Principal or designate based on the needs of the school.

4. Expectations for Volunteers

All volunteers must:

- a. Demonstrate conduct that supports student safety, learning, and well-being;
- b. Follow district and school policies, codes of conduct, and confidentiality expectations;



COMMUNITY AND VOLUNTEER INVOLVEMENT

Governance Series

- c. Work under the direction and supervision of district staff;
- d. Respect privacy rights, boundaries, diversity, and the professional role of employees;
- e. Participate in screening processes as required (e.g., criminal record checks);
- f. Comply with health, safety, and emergency procedures.

Volunteers may be declined or removed at the discretion of the Principal or Superintendent when actions are inconsistent with district standards.

5. Community Partnerships

The district encourages partnerships with:

- a. Local First Nations
- b. Municipalities and regional governments
- c. Community and non-profit organizations
- d. Post-secondary institutions
- e. Service clubs, recreation providers, and arts organizations
- f. Businesses offering educational relevance

Partnerships must:

- a. Support student learning and well-being;
- b. Align with district values of equity, safety, inclusion, and sustainability;
- c. Be transparent and free from conflicts of interest;
- d. Be governed by written agreements when appropriate.

6. Superintendent Responsibilities

The Superintendent will establish Administrative Procedures that:

- a. Define screening, criminal record check, and documentation requirements;
- b. Clarify supervision, boundaries, and volunteer expectations;
- c. Outline school-based approval processes;
- d. Provide guidelines for community partnerships and volunteer coordination;
- e. Ensure training or orientation is provided when required;
- f. Support culturally safe and inclusive volunteer participation.

7. Internal References

- Policy 1050 — Community Engagement
- Policy 1040 — Equity, Diversity & Inclusion
- Policy 700 — Safe, Caring & Inclusive School Communities
- Administrative Procedures related to volunteer screening and community partnerships

External References

- *School Act* and Child Protection requirements



1. Purpose

This Administrative Procedure outlines the operational processes for the recruitment, screening, approval, orientation, and supervision of volunteers in support of Policy 302: *Community Engagement & Volunteers*.

The goal is to ensure that volunteer participation enhances learning while maintaining student safety, privacy, and professional boundaries.

2. Definitions

Volunteer

An individual who performs unpaid duties at the school or district at the invitation of school staff or administration. Volunteers do not include guest speakers or short-term visitors who are directly supervised at all times.

High-Risk Volunteer

A volunteer with direct or unsupervised access to students (e.g., field trip supervisors, coaches, drivers).

Low-Risk Volunteer

A volunteer engaged in roles where they are continually supervised by district employees.

CRC — Criminal Record Check through the Ministry of Public Safety & Solicitor General Criminal Records Review Program.

3. Roles and Responsibilities

Superintendent (or designate):

- Ensures alignment of volunteer practices with district policies and risk-management expectations.

Secretary-Treasurer:

- Ensures liability insurance, risk assessments, and documentation requirements are met.

Principals:

- Approve all volunteers at their school.
- Ensure screening and CRCs are completed prior to engagement in high-risk activities.
- Maintain volunteer records.
- Provide orientation to volunteers regarding school expectations and procedures.

Teachers / Staff Supervisors:

- Request volunteers as needed and outline volunteer responsibilities.
- Supervise volunteers unless they are approved high-risk volunteers with prior clearance.
- Report any conduct concerns to the Principal immediately.

Volunteers:

- Follow all district and school policies.
- Maintain confidentiality.
- Follow staff direction and adhere to boundaries in place for student safety.



4. Volunteer Screening Process

4.1 Application

All volunteers must complete a **Volunteer Application Form**, which includes:

- a. personal information;
- b. acknowledgement of policies;
- c. confirmation of understanding of boundaries and expectations;
- d. agreement to comply with school and district procedures.

4.2 Criminal Record Check (CRC)

Required for all **high-risk volunteers**, including:

- a. field trip supervisors;
- b. coaches;
- c. overnight trip supervisors;
- d. any volunteer with potential unsupervised access to students;
- e. drivers transporting students.

CRC Requirements:

- a. Must be completed *before* volunteer service begins.
- b. Renewed every **five years**.
- c. Results reviewed and stored securely by the Principal or designate.
- d. Any concerning disclosures must be reviewed by Human Resources.

4.3 Low-Risk Volunteers

Volunteers who are continuously supervised by district staff do not require a CRC but must still complete the volunteer application.

4.4 Emergency / One-Time Volunteers

If a volunteer is used on short notice for a low-risk, fully supervised activity, principals may approve temporary involvement provided:

- a. no unsupervised access occurs;
- b. the volunteer is known to the school;
- c. the activity poses minimal risk.

A CRC is still required before any future high-risk activity.

5. Orientation and Expectations

Principals (or designates) must ensure volunteers receive orientation that includes:

- a. their role and limits of authority;
- b. student safety procedures;
- c. confidentiality of student information;
- d. emergency procedures (fire, lockdown, medical);
- e. reporting requirements for injuries, incidents, or misconduct;
- f. expectations for communication and professionalism.

Volunteers **may not**:

- a. administer discipline;
- b. provide personal care;
- c. photograph students without permission;
- d. transport students unless formally approved;
- e. access educational records or student information;



- f. engage in private digital communication with students.

6. Supervision

- a. Volunteers must always be under the general supervision of a school employee.
- b. High-risk volunteers may supervise groups of students only when approved by the Principal and assigned duties by a staff supervisor.
- c. For field trips, supervision ratios must follow district expectations and trip-specific risk assessment.

7. Student Privacy

Volunteers must protect student privacy at all times:

- a. No sharing of student names, incidents, behaviours, or personal details.
- b. No posting of photos or videos on personal social media.
- c. No access to MyEdBC, attendance systems, or confidential files.

Violation may result in immediate removal.

8. Boundaries and Conduct

Volunteers must maintain professional boundaries, including:

- a. No gift-giving without staff approval
- b. No private messaging with students
- c. No transportation of students without authorization
- d. No physical contact except when necessary for safety
- e. No political, ideological, or religious advocacy

Any concern regarding volunteer conduct must be reported immediately to the Principal.

9. Reporting and Documentation

Schools must maintain:

- a. volunteer application forms;
- b. CRC confirmations (for high-risk volunteers);
- c. orientation records;
- d. lists of active volunteers;
- e. documentation of concerns or removals.

10. Removal or Denial of Volunteer Status

A Principal may suspend, deny, or revoke volunteer privileges for:

- a. failure to comply with expectations;
- b. inappropriate conduct or boundary violations;
- c. safety concerns;
- d. failure to complete required screening;
- e. breach of confidentiality.

Appeals follow the school-level resolution process, not district grievance processes.



QUALICUM SCHOOL DISTRICT
ADMINISTRATIVE PROCEDURE 302-1
COMMUNITY ENGAGEMENT AND VOLUNTEERS
Governance Series

11. Review Cycle

This AP will be reviewed every three years, or sooner if provincial legislation or district risk-management expectations change.

DRAFT



1. Purpose

The Board of Education is committed to improving outcomes for all students through a continuous improvement mindset, evidence-informed decision-making, and a strong focus on equity, well-being, and meaningful learning. This policy aligns district practice with the Ministry of Education and Child Care's **Policy for Student Success** and establishes the Board's governance role in monitoring, supporting, and reporting student learning.

2. Guiding Principles

The Board's approach to student learning reflects the following principles:

a. **Student-Centred Learning**

Every student deserves engaging, relevant, high-quality learning opportunities that prepare them for meaningful graduation and life beyond school.

b. **Equity & Inclusion**

The district identifies and addresses disparities in student outcomes and ensures all learners—particularly those who have been historically underserved—experience belonging, dignity, and success.

c. **Continuous Improvement**

Student learning improves when the system consistently gathers evidence, reflects, adapts, and acts.

d. **Shared Responsibility**

Improving student learning is a collective responsibility across the district, supported by strong partnerships with families, Indigenous communities, and the broader public.

e. **Transparency & Public Accountability**

The Board provides clear, accessible reporting on student learning, well-being, equity, and transitions.

f. **Alignment with Strategic Priorities**

District actions and investments support the Strategic Plan's core pillars: **To Learn, To Give, To Grow, To Belong.**

3. Board Responsibilities

The Board will:

- a. Establish strategic priorities for student learning and well-being;
- b. Review evidence on student outcomes, including achievement, belonging, and transitions;
- c. Monitor equity indicators, including disaggregated data where appropriate and permitted;
- d. Approve and publicly communicate the **Enhancing Student Learning Report (FESL)** each year;
- e. Ensure district plans align with provincial policy and local priorities;
- f. Allocate resources that support student learning, instructional quality, and capacity building;



- g. Engage with local First Nations and Indigenous partners in ways that honour rights, protocols, and priorities.

4. Superintendent Responsibilities

The Superintendent will:

- a. Lead the district's continuous improvement cycle—evidence gathering, analysis, planning, implementation, and reflection;
- b. Develop and implement district and school plans to improve student learning and advance equity;
- c. Provide the Board with regular updates on student learning, success indicators, and progress toward strategic goals;
- d. Facilitate meaningful engagement with staff, students, families, Indigenous partners, and stakeholders;
- e. Prepare the annual FESL report for Board approval and public release;
- f. Ensure reporting meets Ministry requirements for transparency and accessibility.

5. Evidence & Indicators of Success

The district will monitor a balanced body of evidence that may include:

- a. Literacy, numeracy, and core competency development;
- b. Indigenous student outcomes and Equity in Action measures;
- c. Student belonging, well-being, and social-emotional indicators;
- d. Transitions from grade to grade, and transitions to post-secondary, training, or the workforce;
- e. Graduation results and meaningful completion;
- f. Local evidence aligned with the Strategic Plan and operational learning plans.

Indicators will be disaggregated where appropriate to identify inequities and inform improvement.

6. Engagement & Partnerships

The Board acknowledges that student learning is strengthened through collaboration and will:

- a. Engage regularly with Indigenous partners in ways that honour local protocols and the principles of reconciliation;
- b. Encourage student voice in planning and reporting processes;
- c. Consult with families, caregivers, community partners, employee groups, and educational stakeholders;
- d. Communicate progress and priorities clearly to the public.

7. Public Reporting

The Board will publish an annual **Enhancing Student Learning Report** that includes:

- a. Evidence of student learning, transitions, and well-being;
- b. Analysis of strengths, challenges, and inequities;
- c. Actions taken and results achieved;



- d. Alignment to district strategic priorities;
- e. Plans for further improvement.

The report will be accessible, transparent, and reflective of the district's commitment to continuous improvement.

8. Superintendent's Administrative Procedures

The Superintendent will establish Administrative Procedures that:

- a. Provide detailed processes for data collection, analysis, target setting, and reporting;
- b. Support school-level planning aligned with district and provincial expectations;
- c. Ensure Indigenous partners, students, and community groups are meaningfully engaged;
- d. Define timelines and responsibilities for preparing the annual FESL report.

9. Internal References

- Framework for Enhancing Student Learning
- QSD Strategic Plan ("To Learn / To Give / To Grow / To Belong")
- Governance Policy 1030 — Indigenous Education & Reconciliation
- Governance Policy 1050 — Community Engagement
- Administrative Procedures related to planning, reporting, and data governance

External References

- Ministry of Education & Child Care — **Policy for Student Success**



SCHOOL CLOSURE, CONSOLIDATION, OR RECONFIGURATION

Governance Series

1. Purpose

The Board of Education has the authority and responsibility to make decisions regarding the closure, consolidation, or reconfiguration of schools. Such decisions have significant impacts on students, families, staff, and communities. This policy ensures that any consideration of change is guided by transparency, fairness, evidence, and meaningful engagement.

2. Guiding Principles

When considering potential school closures, consolidations, or reconfigurations, the Board will be guided by the following principles:

a. Student Success and Well-Being

Decisions must support safe, equitable, and high-quality learning environments.

b. Transparency and Public Trust

The process will be open, accessible, and clearly communicated.

c. Meaningful Engagement

Students, families, staff, Indigenous partners, and community members will have opportunities to provide input prior to decisions.

d. Respect for Indigenous Rights and Protocols

Engagement with local First Nations must be early, substantive, and appropriate to the significance of the decision.

e. Equity and Inclusion

Impacts on diverse student groups, including those with unique learning needs or transportation challenges, will be carefully considered.

f. Responsible Stewardship

Decisions will reflect long-term sustainability of district resources, assets, and programming.

g. Data-Informed Evaluation

The Board will consider evidence such as enrolment trends, facility condition, operating costs, transportation impacts, and educational programming implications.

3. Board Responsibilities

The Board will:

- a. Initiate a school closure, consolidation, or reconfiguration consideration only through Board motion;
- b. Ensure compliance with the *School Act* and Ministerial Orders, including required public consultation;
- c. Consider all public input before making any decision;
- d. Communicate decisions clearly and respectfully to the public;
- e. Make final decisions in a public meeting.

Only the Board has authority to close, consolidate, or reconfigure schools.

4. Superintendent Responsibilities

The Superintendent will:



SCHOOL CLOSURE, CONSOLIDATION, OR RECONFIGURATION

Governance Series

- a. Prepare analysis, options, and background information for Board consideration;
- b. Facilitate meaningful engagement with affected communities, including Indigenous partners, in alignment with local protocols;
- c. Provide clear, accessible information to the public throughout the process;
- d. Support students, staff, and families through any transition resulting from a Board decision;
- e. Develop Administrative Procedures outlining specific procedural, communication, and consultation requirements.

5. Consultation Expectations

Public consultation will:

- a. Occur early enough to meaningfully influence Board consideration;
- b. Provide multiple avenues for participation (e.g., meetings, written submissions, online tools);
- c. Include information on rationale, options, data, and potential impacts;
- d. Document key themes and feedback for Board review;
- e. Remain respectful, inclusive, and accessible to all stakeholder groups.

Engagement with Indigenous partners will be separate, distinct, and consistent with their protocols.

6. Criteria for Consideration

Possible factors the Board may consider include, but are not limited to:

- a. Enrolment trends and future projections
- b. Capacity utilization and facility condition
- c. Ability to deliver educational programs effectively
- d. Transportation impacts and travel times
- e. Operational and capital costs
- f. Community demographics and long-term needs
- g. Impacts on equity, inclusion, and student experience
- h. Implications for staffing and resource distribution
- i. Input from Indigenous partners and community stakeholders

These criteria may be weighted differently depending on context.

7. Decision-Making

- a. The Board will not make a final decision until the required consultation period is complete.
- b. Decisions will be made in a public Board meeting.
- c. The Board will provide clear rationale for any decision, including how evidence and engagement informed the outcome.

8. Transitions and Implementation

If the Board approves a change, the Superintendent will:

- a. Develop and communicate an implementation plan;
- b. Ensure appropriate supports for students, staff, and families;



SCHOOL CLOSURE, CONSOLIDATION, OR RECONFIGURATION

Governance Series

- c. Coordinate timelines, transportation adjustments, facility needs, and program continuity;
- d. Maintain ongoing communication throughout the transition.

9. Administrative Procedures

The Superintendent will establish Administrative Procedures that:

- a. Define timelines, documentation, and public notice requirements;
- b. Outline consultation structures and communication expectations;
- c. Ensure alignment with provincial legislation and ministerial guidelines;
- d. Support transparent and consistent processes across the district.

10. Internal References

- Governance Policy 1050 — Community Engagement
- Governance Policy 1030 — Indigenous Education & Reconciliation
- Administrative Procedures related to consultation and facility planning

External References

- *School Act*, Sections 73–75
- Ministerial Order 194/08 — School Closure
- Ministerial Guidelines for School Closure



SCHOOL CLOSURE, CONSOLIDATION, OR RECONFIGURATION

Governance Series

1. Purpose

This Administrative Procedure outlines the operational processes supporting Policy 304 – School Reconfiguration, Consolidation & Closure.

It provides a transparent, equitable, and consultative framework for significant changes to school organization, including grade reconfiguration, amalgamation of schools, or permanent school closure. The objective is to ensure that decisions are student-centred, data-informed, and procedurally fair, and that they support long-term sustainability of the district.

2. Definitions**Reconfiguration**

A change in school grade structure (e.g., K-7 to K-5).

Consolidation

Merging two or more schools into a single organization.

Closure

A cessation of educational operations in a school building under Section 73 of the *School Act*.

Affected Parties

Students, parents/caregivers, staff, local governments, First Nations, Métis partners, DPAC, and community groups who may be impacted by a proposed change.

Preliminary Report

A district-prepared document summarizing rationale, data, and possible impacts, used to initiate consultation.

3. Roles and Responsibilities**Superintendent**

- a. Leads the review of demographic, financial, facility, and educational data.
- b. Develops a Preliminary Report for the Board's consideration.
- c. Oversees the consultation process once directed by the Board.
- d. Ensures Indigenous partners and municipal governments are meaningfully engaged.
- e. Provides a final recommendation to the Board following consultation.

Secretary-Treasurer

- a. Provides financial analysis, facility cost projections, and long-term planning implications.
- b. Ensures that processes meet legal and audit requirements.

Director of Operations / Facilities

- a. Provides facility condition assessments, capacity studies, and enrollment projections.



SCHOOL CLOSURE, CONSOLIDATION, OR RECONFIGURATION

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- b. Identifies capital and safety implications.

Principals and Leadership Staff

- a. Support consultation activities.
- b. Communicate with affected school communities.
- c. Provide insight regarding impacts on students and programming.

Board of Education

- a. Decides whether to initiate formal consultation.
- b. Reviews consultation results and approves, modifies, or declines proposed changes.

4. Initiating Consideration of Reconfiguration, Consolidation, or Closure

A review may be initiated when one or more of the following conditions exist:

- Persistent enrollment decline or pressure
- Significant changes to demographics or community development
- Facility condition, safety, or cost concerns
- Educational program considerations
- Financial pressures requiring reallocation of resources
- Long-term strategy or capital planning requirements

The Superintendent prepares a **Preliminary Report** that includes:

- demographic and enrollment data;
- facility condition and utilization;
- program implications;
- financial considerations;
- transportation impact;
- impact on catchments;
- equity and inclusion considerations;
- risk analysis;
- possible options (status quo, partial change, full change).

The Board reviews the report and determines whether to begin **formal consultation**.

5. Consultation Process

If the Board directs administration to proceed, the district must:

5.1 Develop a Consultation Plan

The plan will:

- a. identify affected parties;
- b. outline engagement methods (town halls, surveys, advisory meetings);
- c. list all materials to be shared (data, maps, timelines);
- d. articulate guiding questions;



SCHOOL CLOSURE, CONSOLIDATION, OR RECONFIGURATION

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- e. set a consultation window (typically 4–12 weeks depending on scope).

5.2 Public Communication

The district will provide clear information, including:

- a. reasons for consideration;
- b. data used in the review;
- c. possible options;
- d. expected impacts;
- e. opportunities for feedback;
- f. timelines.

All materials will be posted publicly on the district website.

5.3 Engagement with Indigenous Rightsholders

The district will:

- a. engage local First Nations and Métis leaders early and meaningfully;
- b. identify impacts on Indigenous students and programming;
- c. ensure culturally respectful dialogue and decision-making.

5.4 Municipal and Community Engagement

The Superintendent will notify:

- a. municipalities;
- b. regional districts;
- c. relevant community organizations.

Dialogue regarding transportation, impacts on neighbourhoods, and potential partnerships will be encouraged.

5.5 Collection of Feedback

Feedback may be collected through:

- a. public meetings;
- b. written submissions;
- c. online surveys;
- d. focus groups;
- e. advisory committees.

All feedback must be summarized accurately and without interpretation bias.

6. Superintendent's Final Report

After consultation is complete, the Superintendent prepares a **Final Report** for the Board that includes:

- a. summary of consultation activities;
- b. themes and key feedback;
- c. updated data and analysis if applicable;
- d. effects on learning, safety, and student experience;



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- e. financial and operational implications;
- f. transition considerations;
- g. recommended course of action or alternatives.

The report will be made publicly available prior to the Board meeting.

7. Board Decision

The Board may choose to:

- a. approve the recommended change;
- b. approve a modified version;
- c. decline the change;
- d. request additional information or consultation.

The Board's decision must comply with **Section 73 of the School Act** and case law regarding procedural fairness.

8. Transition Planning (if approved)

The Superintendent will oversee a detailed transition plan, including:

- a. student placement and support;
- b. staff reassignment processes;
- c. transportation adjustments;
- d. communication to families;
- e. timelines for phased implementation;
- f. capital upgrades or facility modifications;
- g. coordination with child care or community partners;
- h. supports for vulnerable learners.

A public communication plan will accompany the transition.

9. Records and Documentation

The district will maintain:

- a. all consultation materials and summaries;
- b. Board decisions;
- c. final reports;
- d. public communications;
- e. transition documents.

Records must be retained in alignment with FOIPPA and district retention schedules.

10. Emergency Situations

This AP does **not** apply to emergency temporary closures (e.g., mechanical failure, natural disasters). Those fall under Policy 708 – Emergency Preparedness & Closures.



11. Review Cycle

This AP will be reviewed **every three years**, or sooner if:

- a. legislative requirements change;
- b. Ministry consultation expectations shift;
- c. large-scale demographic shifts occur.

DRAFT



1. Purpose

The Board of Education is committed to maintaining a culture of integrity, transparency, and public trust. This policy supports the reporting and investigation of serious wrongdoing within the district and protects individuals who make disclosures in good faith. The policy aligns with the *Public Interest Disclosure Act* (PIDA) and establishes the Board's governance role in ensuring a safe reporting environment.

2. Guiding Principles

The district's approach to public interest disclosure will reflect the following principles:

- a. **Integrity & Accountability**
- b. The district promotes ethical conduct and responsible stewardship of public resources.
- c. **Safe Reporting Environment**
Employees and others must feel safe to report serious wrongdoing without fear of reprisal.
- d. **Fairness & Confidentiality**
Disclosures will be handled discreetly, respectfully, and in accordance with legal requirements.
- e. **Good Faith Protection**
Individuals who make disclosures honestly and without malicious intent are protected from reprisal.
- f. **Compliance with Legislation**
All processes will follow PIDA and any associated regulations or guidelines.

3. Definition of Serious Wrongdoing

For the purposes of this policy, and consistent with PIDA, "serious wrongdoing" may include:

- a. Contravention of provincial or federal legislation;
- b. Gross mismanagement or misuse of public funds or assets;
- c. An act or omission that creates a substantial and specific danger to life, health, or safety;
- d. A serious breach of district policy that undermines public trust;
- e. Directing or counselling a person to commit serious wrongdoing.

Routine human resource matters (e.g., performance management, interpersonal disputes) do **not** meet the threshold of serious wrongdoing unless linked to the above.

4. Reporting Mechanisms

Individuals may report serious wrongdoing to:

- a. The district's **Designated Officer** (as appointed under PIDA);
- b. The **Superintendent**, if appropriate;
- c. The **Ombudsperson**, in cases permitted under PIDA.

Reports must be handled in a manner that protects confidentiality and complies with statutory requirements.

**5. Protection from Reprisal**

- a. No employee or individual acting in good faith may face reprisal for making a disclosure, seeking advice, or cooperating in an investigation.
- b. Reprisals may include dismissal, demotion, discipline, harassment, or other disadvantage.
- c. Allegations of reprisal will be addressed promptly and may be referred to the Ombudsperson as required.

6. Responsibilities of the Board

The Board will:

- a. Promote a district culture where ethical conduct is expected and valued;
- b. Ensure compliance with PIDA;
- c. Receive anonymized or aggregate reporting on PIDA-related activity;
- d. Support processes that ensure fair, timely, and impartial investigations;
- e. Protect the confidentiality and safety of individuals involved in disclosures.

7. Responsibilities of the Superintendent

The Superintendent will:

- a. Implement procedures consistent with this policy and PIDA;
- b. Support the Designated Officer in receiving, reviewing, and managing disclosures;
- c. Ensure training and awareness for staff regarding their rights and responsibilities;
- d. Maintain appropriate records while protecting confidentiality;
- e. Report annually to the Board on district implementation of PIDA.

8. Responsibilities of the Designated Officer

The Designated Officer (appointed by the Board or Superintendent, depending on structure) will:

- a. Receive and assess disclosures;
- b. Determine whether an investigation is warranted under PIDA;
- c. Conduct or coordinate investigations that are fair, thorough, and impartial;
- d. Communicate required updates to the discloser, subject to confidentiality requirements;
- e. Report findings and recommendations to the Superintendent and, where appropriate, to the Ombudsperson.

9. Confidentiality

- a. Personal information will be collected, used, and disclosed only as permitted by PIDA and FOIPPA.
- b. Confidentiality will be maintained to the extent possible, recognizing that some information may need to be disclosed to investigate allegations, protect individuals, or comply with law.



10. Administrative Procedures

The Superintendent will establish Administrative Procedures that:

- a. Detail how disclosures may be made, received, documented, and reviewed;
- b. Specify thresholds for referral to the Ombudsperson;
- c. Outline investigation processes, timelines, and communication requirements;
- d. Address protection from reprisal and confidentiality safeguards;
- e. Support training and staff awareness.

11. References

- **Public Interest Disclosure Act (PIDA)**
- *School Act*
- Ombudsperson of British Columbia: PIDA Guidelines
- Governance Policy 1060 — Privacy & Information Stewardship
- Administrative Procedures related to PIDA implementation



PUBLIC INTEREST DISCLOSURE (Whistleblower Reporting)

Governance Series

1. Purpose

This Administrative Procedure outlines the operational process for reporting, investigating, and responding to serious wrongdoing in support of Policy 305 – *Public Interest Disclosure*.

The purpose is to ensure that employees can report concerns confidentially, safely, and without fear of reprisal, and that the district responds to disclosures in a fair, timely, and impartial manner.

2. Definitions**Disclosure / Report**

A good-faith report of suspected wrongdoing that affects the public interest or the integrity of district operations.

Wrongdoing may include:

- a. a contravention of legislation;
- b. misuse or waste of public funds;
- c. gross mismanagement;
- d. serious breach of district policy;
- e. substantial danger to the health, safety, or security of the public or environment;
- f. directing or counselling someone to commit wrongdoing.

Reprisal

Any negative employment action taken against an employee because they made, attempted to make, or cooperated in a disclosure. Reprisal includes dismissal, discipline, demotion, intimidation, or discriminatory treatment.

Designated Officer

A senior district administrator assigned to receive and respond to disclosures (typically the Secretary-Treasurer or Associate Superintendent).

3. Roles and Responsibilities**Superintendent**

- a. Ensures appropriate processes are in place.
- b. Appoints a **Designated Officer** to receive disclosures.
- c. May act as Designated Officer when appropriate.

a. Secretary-Treasurer / Designated Officer

- d. Receives disclosures in confidence.
- e. Conducts preliminary reviews.
- f. Determines whether an investigation is warranted.
- g. Coordinates investigations and responses.
- h. Ensures protection from reprisal.
- i. Maintains secure records.



PUBLIC INTEREST DISCLOSURE (Whistleblower Reporting)

*Governance Series***Employees**

- a. Report suspected wrongdoing in good faith.
- b. Cooperate with investigations.
- c. Maintain confidentiality.

Board of Education

- a. Receives final reports on substantiated wrongdoing when required.
- b. Does not participate in investigations except where the allegation involves the Superintendent.

External Oversight Bodies

Where appropriate, the district may refer matters to:

- a. Police;
- b. Ministry of Education & Child Care;
- c. Office of the Information and Privacy Commissioner;
- d. BC Securities Commission;
- e. WorkSafeBC;
- f. Other statutory authorities.

4. Reporting a Disclosure

Employees may make a disclosure:

1. **To the Designated Officer** (preferred route)
2. **To the Superintendent** (if the Designated Officer is implicated)
3. **To the Board Chair** (if the Superintendent is implicated)
4. **To an external authority** (if the matter involves an immediate risk to public safety or a criminal act)

4.1 Method of Reporting

Reports may be made:

- in writing;
 - a. by secure email;
 - b. by confidential meeting;
 - c. through a district-provided reporting tool (if applicable).

Anonymous reports are accepted but may limit the district's ability to investigate.

4.2 Required Information

Employees should provide:

- a. description of the suspected wrongdoing;
- b. names of individuals involved;
- c. dates, times, and locations;
- d. supporting evidence, if available;
- e. whether the matter has been raised previously.

Employees are not expected to prove wrongdoing — only to report concerns in good faith.

5. Confidentiality

- a. The district will protect the identity of the person making the disclosure to the greatest extent possible under FOIPPA and applicable law.



PUBLIC INTEREST DISCLOSURE (Whistleblower Reporting)

Governance Series

- b. Information will be shared strictly on a **need-to-know** basis.
- c. All investigation records will be stored securely.
 - a. **Confidentiality cannot be absolute** if disclosure is necessary to:
- d. conduct a fair investigation;
- e. meet legal obligations;
- f. prevent imminent harm.

6. Protection from Reprisal

No employee may be disciplined, dismissed, demoted, or otherwise penalized for:

- a. making a good-faith disclosure;
- b. seeking advice;
- c. cooperating in an investigation.

Any employee who believes they are experiencing a reprisal must report it immediately to the **Superintendent or Board Chair** (if the Superintendent is implicated).

Reprisal allegations will be investigated as a separate and serious breach of policy.

7. Preliminary Assessment

Upon receiving a disclosure, the Designated Officer will complete a preliminary review within **10 business days** to determine whether:

- a. the allegation appears credible;
- b. the matter falls within the definition of wrongdoing;
- c. another formal process (e.g., HR investigation, student safety reporting, financial audit) is more appropriate.

The employee will be informed whether the matter is proceeding to investigation.

8. Investigation Process**8.1 Assignment of Investigator**

The Designated Officer may:

- a. conduct the investigation;
- b. assign another senior administrator; or
- c. retain an external investigator for independence.

8.2 Investigation Standards

Investigations must be:

- a. impartial
- b. timely
- c. thorough
- d. consistent with procedural fairness

8.3 Scope of Investigation

May include:

- a. interviews;
- b. review of documents and records;
- c. examination of financial or technical data;
- d. consultation with experts.

**8.4 Timelines**

Most investigations should be completed within **60 days**, depending on complexity.

9. Findings and Outcomes

The investigator will prepare a **written report** including:

- a. summary of allegations;
- b. evidence reviewed;
- c. findings of fact;
- d. whether wrongdoing was substantiated;
- e. recommendations for corrective action.

The Designated Officer will determine next steps.

Possible outcomes:

- f. corrective action or discipline (if warranted);
- g. policy or procedure changes;
- h. training or communication measures;
- i. referral to external authorities;
- j. closure of the file if allegations are unsubstantiated.

Employees who made the disclosure will be informed of the general outcome, subject to privacy and HR constraints.

10. Documentation and Record Retention

All records relating to disclosures:

- a. must be stored securely by the Designated Officer;
- b. are confidential under FOIPPA;
- c. must be retained for **at least seven years**.

11. False or Malicious Reports

Disclosures made in bad faith, with intent to mislead or harm others, may result in disciplinary action.

However, a report that is unsubstantiated but made in good faith will not result in discipline.

12. Review Cycle

This AP will be reviewed every three years, or sooner if provincial legislation changes or if a review of practice suggests revision.

**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 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 timely 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.



STUDENT DISCIPLINE

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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

1. **All students comply with school and district Codes of Conduct and policies.**
2. **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.**
3. **Suspended students continue to receive an appropriate educational program.**
4. **The District Review process ensures fairness and provides recommendations for support and resolution.**
5. **The Superintendent will annually review discipline data for equity, consistency, and outcomes and provide a summary to the Board and the Indigenous Education Council.**

Definitions

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

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 Sections 26, 85\(2\)\(c\)\(ii\) and \(d\)](#)
- [The Canadian Charter of Rights and Freedoms](#)

DATES OF ADOPTION AND AMENDMENTS:



QUALICUM SCHOOL DISTRICT

BOARD POLICY 701

STUDENT DISCIPLINE

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Adopted: 1998.02.24

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

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QUALICUM SCHOOL DISTRICT
ADMINISTRATIVE PROCEDURES II TO BOARD POLICY 701
SUBSTANCE USE

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1. FIRST INCIDENT

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

- consumes alcohol or illicit drug(s)
- is under the influence of alcohol or illicit drug(s)
- is in possession of alcohol or illicit drug(s) or drug paraphernalia

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

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

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

- consumes alcohol or illicit drug(s)
- is under the influence of alcohol or illicit drug(s)
- is in possession of alcohol or illicit drug(s) or drug paraphernalia

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

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

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

2. REPEAT INCIDENTS

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



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ADMINISTRATIVE PROCEDURES II TO BOARD POLICY 701
SUBSTANCE USE

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

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

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

4. DISTRICT DRUG AND ALCOHOL REVIEW COMMITTEE

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

- the Superintendent or designate
- two school administrators

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

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

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

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

References:

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

Dates of Adoption/Amendments:

Adopted: 1998.11.24:

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



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 701:
STUDENT DISCIPLINE

(Student Services Series)

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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

1. **Teachers and Administrators: require students to apply themselves to learning; teach, model, and reinforce Code of Conduct expectations; implement progressive school-based responses.**
2. **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.**



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

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

Venues and Cultural Safety

1. 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)

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

Suspension (more than 5 days) / District Review Meeting

1. 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.
2. Notify parent(s)/caregiver(s) and the Superintendent immediately; provide written materials at least 48 hours in advance; ensure the student and parent(s)/caregiver(s) can participate meaningfully; and, bring an advocate if desired.
3. 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.
4. 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.
5. 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: Student and/or Parent/Caregiver Appeals to the Board of Education



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 701:
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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 Sections 26, 85\(2\)\(c\)\(ii\) and \(d\)](#)
- [The Canadian Charter of Rights and Freedoms](#)

DATES OF ADOPTION AND AMENDMENTS:

Adopted: 1998.02.24

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

DRAFT



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.



QUALICUM SCHOOL DISTRICT

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

DRAFT



QUALICUM SCHOOL DISTRICT

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:

- a. Involve serious misconduct or legal matters requiring independent investigation;
- b. Are covered by a collective agreement or another established process;
- c. Involve student suspensions exceeding five days (handled under Policy 701); or
- d. 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)

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

Step 2 – District Review

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

Step 3 – Appeal to the Board of Education

- a. 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

- a. **Confidentiality:** Information will be shared only as required to fairly address the concern.
- b. **Timeliness:** Concerns should be raised as soon as possible, normally within 30 days of the incident.



QUALICUM SCHOOL DISTRICT

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

(Student Services Series)

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- c. **Support:** Parents and students may seek advice from their school, PAC, DPAC, or Indigenous Education staff.
- d. **Access:** Information and an **electronic complaint form** are available on the district website.
- e. **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





SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

(Student Services Series)

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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:

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

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

Policy Statement

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

Guiding Principles

The Board believes that:

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

Board Expectations

1. Every school shall establish and maintain a Code of Conduct that:
 - a. Uses the district template.
 - b. Clearly articulates expected and unacceptable behaviours.
 - c. Includes anti-discrimination language and digital-device use expectations.
 - d. 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.

INTERNAL REFERENCES:

- [Administrative Procedure: Safe, Caring, and Inclusive School Communities](#)
- [Board Policy 701: Student Discipline and its attendant Administrative Procedures](#)
- [Violence, Threat-making, Risk and Threat Assessment Community Protocol](#)



QUALICUM SCHOOL DISTRICT

BOARD POLICY 700

SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

(Student Services Series)

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EXTERNAL REFERENCES:

- [B.C. Human Rights Code as of July 2021](#)
- [Provincial Standards for Codes of Conduct Order \[Ministerial Order 276/07\(\[M89\]\(#\)\)\]](#)
- [SOGI 1 2 3](#)
- [Universal Declaration of Human Rights \(United Nations\)](#)
- [Canadian Charter of Rights and Freedoms](#)
- [Ministry of Education Province of B.C. Core Competencies](#)

Dates of Adoption/Amendments:

Adopted: 2016.11.22

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

NEW DRAFT

**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

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

Procedures

1. **Codes of Conduct**
 - a. Principals, with input from students, staff, and parents, shall develop and annually review a school Code of Conduct using the district template.
 - b. Codes must include:
 - i. Positive behaviour expectations (matrix format encouraged).
 - ii. Restrictions on personal digital devices, consistent with provincial directives.
 - iii. Clear consequences and restorative options for misconduct.
 - iv. Safe reporting processes and protection from retaliation.
 - c. Codes shall be filed annually with the Superintendent by **July 15** and approved by the Board in **September**.
2. **Roles and Responsibilities**
 - a. Principals/Vice-Principals hold primary responsibility for discipline and Code of Conduct enforcement.
 - b. All staff are expected to model respectful behaviour and act to protect student safety.
 - c. Students and families shall be engaged in consultation and communication processes.
3. **Instruction and Support**
 - a. Schools will actively teach and reinforce expected behaviours through curriculum, advisory programs, and assemblies.
 - b. Staff shall access ongoing professional learning in restorative and trauma-informed practices.
4. **Documentation**
 - a. Significant breaches and interventions must be recorded in the district student information system.
5. **Equity and Accessibility**
 - a. Codes of Conduct must consider age, developmental stage, accessibility, medical needs, and equity of outcomes.



QUALICUM SCHOOL DISTRICT

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 700

SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

(Student Services Series)

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Accountability and Review

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

INTERNAL REFERENCES:

- [Administrative Procedure: Safe, Caring, and Inclusive School Communities](#)
- [Board Policy 701: Student Discipline and its attendant Administrative Procedures](#)
- [Violence, Threat-making, Risk and Threat Assessment Community Protocol](#)

EXTERNAL REFERENCES:

- [B.C. Human Rights Code as of July 2021](#)
- [Provincial Standards for Codes of Conduct Order \[Ministerial Order 276/07\(\[M89\]\(#\)\)\]](#)
- [SOGI 1 2 3](#)
- [Universal Declaration of Human Rights \(United Nations\)](#)
- [Canadian Charter of Rights and Freedoms](#)
- [Ministry of Education Province of B.C. Core Competencies](#)

Dates of Adoption/Amendments:

Adopted: 2016.11.22

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

BOARD OF EDUCATION BURSARY SCHOLARSHIPS/ BURSARIES

Page 1 of 1

Context

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

Policy Statement

The Board believes that every student should be offered an opportunity to attend a post-secondary institution should they desire to do so. The Board will set aside an amount for scholarships/bursaries a bursary for Ballenas (BSS), Kwalikum (KSS) and Winchelsea Learning Centre (PASS, CEAP, 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.~~

References

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

Dates of Adoption/Amendments:

Adopted: 2022.09.13

Amended:

**Purpose**

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

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

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

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

The Board will establish an interview team composed of:

1. Two School Trustees (~~one of whom will facilitate the interview process~~)
2. The Director of Instruction, who will facilitate and organize the interview process (~~responsible for organizing the interviews~~)
3. A member of the management team
4. A representative of the **Qualicum District** Principals and Vice-Principals' Association.

Candidates will be considered by a combination of the following:

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

At the Interview

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

After the Interview

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



At the Graduation Ceremonies

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

References:

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

Dates of Adoption/Amendments:

Adopted: 2004.12.14: 2005.03.08: 2018.02.27: 2018.04.24

Amended: 2022.09.13