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## 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 – 500 Series Crosswalk | p 1-3 |
| i. | Policy 500: Communicating Student Learning | p 4-9 |
| ii. | Policy 501: Acceptable Use of Technology | p 10-16 |
| iii. | Policy 502: Field Experiences | p 17-25 |
| iv. | Policy 503: Animals in Schools | p 26-33 |
| v. | Policy 504: Copyright and Intellectual Property | p 34-39 |
| vi. | Policy 505: Fundraising in Schools | p 40-42 |
| vii. | Policy 506: Conduct of Coaches | p 43-49 |
| viii. | Policy 507: Programs of Choice and Specialty Academies | p 50-56 |
| ix. | Policy 508: Career Education | p 57-59 |
| x. | Policy 509: Educational Change Due to Emergencies | p 60-62 |
| xi. | Policy 510: Learning Resources | p 63-70 |

**4.** **BYLAWS/POLICIES POTENTIALLY GOING TO SECOND (MAYBE THIRD) READING**
| | | |
|---|---|---|
| a. | Policy 301: Living Wage | p 71-72 |
| b. | Policy 302: Community and Volunteer Involvement | p 73-78 |
| c. | Policy 303: Enhancing Student Learning | p 79-84 |
| d. | Policy 304: School Closure, Consolidation or Reconfiguration | p 85-91 |
| e. | Policy 305: Public Interest Disclosure | p 92-98 |

**5.** **BYLAWS/POLICIES POTENTIALLY GOING TO THIRD AND FINAL READING**
(Final review including input on Administrative Procedures)
| | | |
|---|---|---|
| a. | Policy 701: Student Discipline | p 99-107 |
| b. | Policy 710: Resolution of Student and Parent/Caregiver Complaints | p 108-112 |

**6.** **FUTURE TOPICS**
a. Policy Overhaul Continued
b. Revisions to 603, 604 and 606 pending changes to WorkSafeBC Regulations

**7.** **NEXT MEETING DATE**
Tuesday, April 21, 2026 at 1:00 p.m. via videoconferencing

**CROSSWALK — 500 SERIES (Part 1 of 2)**

*Old Policies → New Modernized Policies*

| Original # & Title | Status in Revised Manual | New Policy # & Title | Summary of Change |
|---|---|---|---|
| **500 – Communicating Student Learning** | Modernized; aligned with Ministry direction | **500 – Communicating Student Learning** | Updated to reflect modern assessment principles, consistency with the district's Assessment and Communicating Student Learning Plan, and clear governance role of the Board. Operational assessment workflows moved to AP. |
| **501 – Acceptable Use of Technology** | Modernized; aligned with FOIPPA, cybersecurity, and digital learning | **501 – Acceptable Use of Technology** | Governance-level responsibilities clarified for staff, students, and system stewardship. Expanded privacy, cybersecurity, and vendor-use expectations incorporated. All operational procedures moved to AP (passwords, device management, admin controls). |
| **502 – Field Experiences / Trips** | Modernized to clarify risk management and equity | **502 – Field Experiences and Learning Outside the Classroom** | Policy refocused on governance: safety, equity of access, supervision standards, educational purpose, and risk principles. Transportation, forms, ratios, and approval workflows relocated to AP. |
| **503 – Animals in the Workplace** | Modernized for clarity and human safety | **503 – Animals in Schools and Workplaces** | Updated to distinguish therapy/support animals, visiting animals, and school-based programs. Stronger alignment with safety, allergies, student needs, and training; procedural detail moved to AP. |

| Original # & Title | Status in Revised Manual | New Policy # & Title | Summary of Change |
|---|---|---|---|
| **504 – Copyright and Intellectual Property** | Modernized and clarified | **504 – Copyright, Intellectual Property & Educational Use** | Clear expectations for ethical use, licensing, staff responsibilities, and digital materials. Includes sufficient guide rails for AI and digital publishing. Procedural and legal specifics moved to AP. |
| **505 – Fundraising in Schools** | Modernized for equity, transparency, and accountability | **505 – School-Based Fundraising** | Stronger governance language: aligns fundraising with district values, equity, and student protection. Restrictions on commercialization clarified. Cash-handling, accounting steps, and forms moved to AP |

**CROSSWALK — 500 SERIES (Part 2 of 2)**

*Old Policies → New Modernized Policies*

| Original # & Title | Status in Revised Manual | New Policy # & Title | Summary of Change |
|---|---|---|---|
| **506 – Conduct of Coaches** | Modernized; clarified and broadened | **506 – Conduct of Coaches and Activity Leaders** | Refocused to emphasize student safety, screening, ethical conduct, alignment with BC coaching and volunteer standards, and expectations for all non-teaching activity leaders. Procedural details moved to AP (supervision, training, reporting). |
| **507 – Programs of Choice and Specialty Academies** | Modernized; governance-level clarity | **507 – Programs of Choice & Academies** | Updated to reflect equity, access, sustainability, program approval processes, and alignment with curriculum and district priorities. Fee structures, enrolment processes, and transportation rules moved to AP. |

| Original # & Title | Status in Revised Manual | New Policy # & Title | Summary of Change |
|---|---|---|---|
| **508 – Career Education** | Modernized and clarified | **508 – Career Education** | Revised to emphasize Board governance over pathways, partnerships, safety, and alignment with Ministry policy; work experience and WCB requirements relocated to AP. |
| **509 – Educational Change Due to Emergencies** | Updated to align with Policy 708 | **509 – Educational Change Due to Emergencies** | Tightened to governance-level expectations for continuity of learning under emergency conditions. Clarifies Superintendent authority; specific learning models, technology provisions, and logistics moved to AP. |
| **510 – Learning Resources** | Modernized for curriculum and equity alignment | **510 – Learning Resources** | Updated to reflect Ministry Resource Evaluation Guidelines, inclusion expectations, Indigenous perspectives, age-appropriateness, and transparency for families. School and district review processes moved to AP. |

1.    **Purpose**
The Board of Education is committed to ensuring that communication about student learning is meaningful, transparent, and supportive of student growth. This policy establishes the district's principles for communicating learning to students and their families, consistent with BC's curriculum and provincial reporting requirements.

2.    **Guiding Principles**
Communication of student learning will reflect the following principles:
   **a.    Clarity and Understanding**
Information shared with students and families must be clear, accessible, and easy to understand.
   **b.    Growth and Progress**
Communication emphasizes learning progress, strengths, areas for improvement, and next steps.
   **c.    Timeliness and Consistency**
Families receive regular, ongoing information throughout the year, aligned with provincial expectations.
   **d.    Equity and Inclusion**
All families—regardless of language, background, or circumstance—should be able to understand their child's progress and meaningfully engage in learning conversations.
   **e.    Student Engagement**
Students play an active role in understanding and communicating their own learning.
   **f.    Alignment with Curriculum**
Communication reflects the core principles of the BC curriculum, including competency development and proficiency-based language.

3.    **Board Responsibilities**
The Board will:
   a.    Ensure district practices align with the Ministry's reporting requirements;
   b.    Support consistent approaches to communicating student learning across schools;
   c.    Promote communication practices that strengthen home–school relationships;
   d.    Receive periodic updates from the Superintendent regarding district implementation and feedback from families.

4.    **Superintendent Responsibilities**
The Superintendent will:
   a.    Develop and maintain Administrative Procedures consistent with provincial reporting policy;
   b.    Ensure schools communicate student learning using tools and formats that are clear, reliable, and accessible;

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    c.    Provide staff with professional learning to support effective assessment and communication practices;

    d.    Ensure families are informed about reporting processes and have opportunities to provide feedback;

    e.    Monitor district implementation and support schools in resolving emerging issues or inconsistencies.

**5.**    **School Responsibilities**

School administrators and staff will:

    a.     Implement district practices for communication of student learning;

    b.    Engage students in reflecting on their learning and contributing to reporting processes;

    c.    Provide families with timely updates, learning evidence, and opportunities for dialogue;

    d.    Communicate in ways that are respectful, culturally responsive, and accessible to all families.

**6.**    **Content of Communication**

Information shared with students and families should support understanding of:

    e.    Learning progress and achievement

    f.    Competency development

    g.    Evidence of learning over time

    h.    Strengths and growth areas

    i.    Next steps for continued learning

    j.    How families can support learning at home

Operational details (e.g., reporting cycles, formats, digital tools, conference structures) are addressed in Administrative Procedures.

**7.**    **Confidentiality and Privacy**

Communication of student learning must comply with the *Freedom of Information and Protection of Privacy Act (FOIPPA)* and district privacy policies. Schools must ensure the secure handling of student information, particularly when using digital communication platforms.

**8.**    **Administrative Procedures**

The Superintendent will establish Administrative Procedures that:

    a.    Outline required reporting structures, timelines, and formats;

    b.    Ensure compliance with Ministry reporting policy;

    c.    Provide guidelines for digital tools and communication platforms;

    d.    Establish expectations for conferences, learning updates, and summative reporting;

    e.    Support effective assessment practices that inform communication of learning.

**9.** **Internal References:**
   a. Governance Policy 1060 — Privacy & Information Stewardship (*Pending*)
   b. Administrative Procedures to Board Policy 500: Communicating Student Learning

**External References:**
   a. Ministry of Education & Child Care: K-12 Student Reporting Policy
   b. BC Course Curriculum

**Dates of Adoption and Amendments:**
Adopted:      1984.07.04
Amended:    1987.11.25 | 1988.09.28 | 1994.04.26 | 2017.01.24 | 2017.06.27 | 2022.06.28 | **2025.04.22**

1.  **Purpose**
    This Administrative Procedure supports Policy 500 – *Communicating Student Learning* by outlining the required processes for reporting student progress in alignment with the Ministry of Education and Child Care's Communicating Student Learning Framework.

    The goal is to provide clear, meaningful, timely, and consistent communication to students and families regarding progress, strengths, and next steps in learning.

2.  **Guiding Principles**
    Communication of learning must be:
    a.   **Timely** — ongoing and responsive throughout the year
    b.   **Strength-based** — highlighting growth and competencies
    c.   **Descriptive** — focused on what the student knows, can do, and understands
    d.   **Forward-looking** — identifying next steps
    e.   **Equitable** — accessible to all families
    f.   **Aligned** — consistent with district assessment practices and Ministry expectations

3.  **Required Reporting Components**
    **3.1   Ongoing Communication of Student Learning (OCSL)**
    Teachers must provide **ongoing communication** throughout the year that:
    a.   Is accessible to parents/caregivers
    b.   Includes authentic evidence of learning
    c.   Describes progress and next steps
    d.   Occurs at multiple points across the school year
    e.   May be digital, paper-based, or in-person

    Examples include:
    a.   digital portfolios
    b.   annotated learning samples
    c.   student-led or parent-teacher conferences
    d.   written updates
    e.   classroom communication apps (district-approved only)

    **3.2   Summary of Learning (Formal Written Reports)**
    Each student must receive:
    a.   **Two Summary of Learning reports** (typically January/February and June)
    b.   Reports must include:
        i.    proficiency scale or letter grades (per Ministry rules)
        ii.   written descriptive feedback
        iii.  student self-reflection on Core Competencies (once per year)
        iv.   attendance information

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### 3.3 Proficiency Scales and Letter Grades
a.    K–9: proficiency scales are required.
b.    10–12: letter grades and percentages with written feedback.
District-approved language must be used for consistency.

## 4. Assessment Expectations Supporting Reporting
Teachers must:
a.    use triangulated evidence (product, observation, conversation);
b.    ensure assessment aligns with curricular learning standards;
c.    provide opportunities for students to demonstrate learning multiple times and in multiple ways;
d.    use professional judgment supported by district frameworks.
Principals support consistency and fairness within their schools.

## 5. Student Self-Reflection on Core Competencies
Once per year, students must complete a self-reflection that:
a.    is written or multimedia;
b.    includes evidence of specific competencies;
c.    may be co-constructed with teachers;
d.    is communicated to families in the final report.

## 6. English Language Learners, Inclusive Education, and Adaptations
Communication of learning must:
a.    reflect adaptations, goals, and strengths;
b.    align with IEP or AIP goals when applicable;
c.    use language that supports dignity and belonging;
d.    clearly indicate if learning standards have been adapted.
If a student has modified learning standards, this must be indicated on reports.

## 7. Digital Platforms and Tools
Only district-approved tools may be used for CSL (for FOIPPA compliance).
Digital CSL systems must:
a.    store data inside Canada;
b.    meet district privacy and security standards;
c.    be used consistently across schools where required.
The district will provide teachers with approved options each year.

## 8. Timelines
Exact reporting dates will be established annually by the district, ensuring alignment across all schools.
Typical schedule:
a.    **Ongoing CSL**: throughout the year
b.    **Summary of Learning (Term 1)**: January/February
c.    **Summary of Learning (Year-End)**: June

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**9.    Roles and Responsibilities**
   **9.1    Teachers**
         a.    Collect and communicate evidence of learning
         b.    Prepare required reports
         c.    Engage students in reflection
   **9.2    Principals**
         a.    Ensure school-wide consistency
         b.    Support teachers in reporting timelines and tools
         c.    Review Summary of Learning reports before distribution
   **9.3    District Leadership**
         a.    Provide training and templates
         b.    Ensure alignment with Ministry expectations
         c.    Monitor implementation across schools

**10.    Translations and Accessibility**
   Schools must ensure, when possible:
   a.    translation support for families who require it;
   b.    formats accessible to families with disabilities.

**11.    Records Management**
   a.    Formal reports and required components are stored in the Student Information System (MyEdBC).
   b.    Digital portfolios or OCSL artifacts must be archived according to district guidance.

**12.    Review Cycle**
   This AP will be reviewed **every three years**, or sooner if Ministry directions or district assessment frameworks change.

1.    **Purpose**
The Board of Education recognizes that technology is essential for learning, communication, and district operations. This policy establishes expectations for the safe, ethical, and responsible use of digital tools, networks, and information systems by students, staff, volunteers, and all individuals accessing district technology.

2.    **Guiding Principles**
The use of technology in the district will reflect the following principles:
a.    **Safety and Well-Being**
Technology use must support safe, respectful, and positive learning and working environments.
b.    **Privacy and Security**
Personal information must be collected, used, stored, and shared in compliance with FOIPPA and district privacy policies.
c.    **Digital Citizenship**
Users are expected to demonstrate ethical, respectful, and responsible behaviour in digital spaces.
d.    **Purposeful Use**
Technology will be used to support learning, operations, communication, and collaboration.
e.    **Equity and Inclusion**
Technology practices must support equitable access and inclusive participation for all learners.
f.    **Professional and Legal Compliance**
All users must comply with legislation, licensing requirements, district policies, and copyright laws.

3.    **Scope**
This policy applies to:
a.    Students
b.    Employees
c.    Contractors
d.    Volunteers
e.    Trustees
f.    Any individuals using district-owned devices, networks, platforms, or digital resources
It applies whether use occurs on site, off site, or through personal devices connected to district systems.

4.    **Acceptable Use Expectations**
All users must:
a.    Use district technology in ways that support learning, work responsibilities, operational efficiency, and district values;
b.    Interact respectfully and safely in digital environments;

c.   Protect passwords, accounts, and access to district systems;
d.   Respect privacy, confidentiality, and the secure handling of personal information;
e.   Follow copyright, licensing, and intellectual property laws;
f.   Access only information and systems they are authorized to use;
g.   Report concerns related to cybersecurity, privacy, or misuse of technology.
Students must follow school codes of conduct and digital citizenship expectations in all technology use.

5.   **Prohibited Use**
District technology must not be used to:
a.   Harass, bully, discriminate, or harm others
b.   Access, create, or distribute inappropriate or illegal content
c.   Bypass security systems or attempt unauthorized access
d.   Engage in plagiarism or academic dishonesty
e.   Conduct personal commercial activity
f.   Damage, disrupt, or interfere with district systems
g.   Use generative AI or automated tools in ways that breach privacy, copyright, assessment integrity, or district guidelines
h.   Violate any district policy, including safe schools and codes of conduct

6.   **Use of Personal Devices (Bring Your Own Device)**
Where personal devices are permitted:
a.   Users must follow the same expectations as when using district-owned devices;
b.   Personal devices connected to district networks are subject to district security controls;
c.   Schools may establish site-based guidelines to support safe and effective learning environments.

7.   **Privacy, Data Protection, and Security**
a.   Technology use must comply with FOIPPA and Governance Policy 1060 (Privacy).
b.   Personal information may only be stored or transmitted using district-approved systems.
c.   Digital tools must be reviewed and approved prior to use with student data.
d.   Users must take reasonable steps to prevent unauthorized access, disclosure, or loss of information.

8.   **Monitoring and Access**
a.   The district may monitor network activity and device usage to ensure system security and policy compliance.
b.   The district may access information stored on or transmitted through district systems when required for operational, legal, or safety reasons.
c.   Monitoring will be conducted in a manner consistent with FOIPPA and district privacy commitments.

**QUALICUM SCHOOL DISTRICT**

**BOARD POLICY 501**

**ACCEPTABLE USE OF TECHNOLOGY**

*(Instruction Series)*

*Page 3 of 3*

**9.      Consequences of Misuse**
Misuse of district technology may result in:
a.      Revocation of access privileges
b.      Disciplinary action (student or staff)
c.      Termination of volunteer or contractor access
d.      Notification of law enforcement where appropriate
e.      Additional actions consistent with district policies and legislation
Consequences will be applied fairly and in proportion to the nature and impact of the misuse.

**10.     Superintendent Responsibilities**
The Superintendent will establish Administrative Procedures that:
a.      Define specific expectations for students, staff, volunteers, and contractors;
b.      Provide guidelines for digital citizenship education;
c.      Set approval processes for digital tools and platforms;
d.      Establish cybersecurity practices, password standards, and access controls;
e.      Clarify procedures for reporting misuse, privacy breaches, or security incidents;
f.      Outline requirements for generative AI and emerging technologies.

**11.     Internal References**
• Policy 500 — Communicating Student Learning
• Policy 504 — Copyright & Intellectual Property
• Policy 700 — Safe, Caring & Inclusive School Communities
• Governance Policy 1060 — Privacy & Information Stewardship (*Pending*)
**External References**
• *Freedom of Information and Protection of Privacy Act (FOIPPA)*

**Dates of Adoption and Amendments:**
Adopted:      1997.07.08
Amended:     2002.04.23 | 2004.01.27 | 2019.05.28 | **2021.05.25**

1. **Purpose**

   This Administrative Procedure outlines the operational rules and expectations for the safe, ethical, and secure use of technology within the Qualicum School District. It supports Policy 501 – *Acceptable Use of Technology* and ensures compliance with FOIPPA, cybersecurity standards, Ministry guidelines, and district values.

2. **Definitions**

   **District Technology**

   Any hardware, software, systems, devices, networks, or accounts owned, licensed, or managed by the district.

   **Personal Devices**

   Student or staff devices not owned by the district but used on district property or networks (e.g., phones, tablets, laptops).

   **User**

   Any individual—student, staff, contractor, volunteer, or visitor—accessing district technology.

   **AI / Automated Digital Tools**

   Tools that process, generate, or analyze content using machine learning or algorithmic systems.

   **Malicious Activity**

   Any attempt to gain unauthorized access, disrupt systems, steal information, or bypass security controls.

3. **Guiding Principles**

   Technology use must:
   a. enhance learning and professional practice;
   b. support safety, privacy, and digital security;
   c. reflect district values of respect, integrity, and responsibility;
   d. comply with local, provincial, and federal law;
   e. protect students from harm and exploitation.

4. **User Responsibilities**

   All users must:
   a. use district technology **lawfully and ethically**;
   b. protect their passwords and account credentials;
   c. access only systems they are authorized to use;
   d. report suspected security or privacy issues immediately;
   e. respect the privacy of others;
   f. follow staff direction and school/district expectations.

5. **Privacy, Security, and Data Protection**
   5.1 **FOIPPA Compliance**
      a. All digital tools used with students must be **approved by the district** and must store data inside Canada.
      b. Staff may not use personal accounts (e.g., personal Gmail, Dropbox, WhatsApp) to communicate or store student information.
   5.2 **Passwords and Accounts**
      Users must:
      a. use unique passwords;
      b. keep passwords confidential;
      c. change passwords when prompted;
      d. immediately report suspected account compromise.
   5.3 **Prohibited Actions**
      Users must **not**:
      • attempt to bypass security controls, firewalls, or filters;
      • install unauthorized software or hardware;
      • access, modify, or delete files belonging to others;
      • engage in hacking, phishing, or other malicious activity.
   5.4 **Personal Information**
      Users must not collect, retain, or share personal information unless:
      a. it is required for educational or operational purposes;
      b. it is stored in district-approved systems;
      c. it complies with FOIPPA.

6. **Use of Artificial Intelligence and Digital Tools**
   The district encourages thoughtful, ethical use of AI that supports learning and efficiency.
   6.1 **Staff Use**
      Staff may use AI tools when:
      a. tools are approved by the district;
      b. student personal information is not uploaded to non-approved platforms;
      c. professional judgment remains central;
      d. content is reviewed for accuracy, bias, and appropriateness.
   6.2 **Student Use**
      Permitted when:
      a. part of instruction or learning activities;
      b. clear expectations are provided on academic integrity;
      c. no personal identifiers are used in prompts;
      d. teachers monitor appropriate use.
   6.3 **Prohibited AI Practices**
      AI must **not** be used for:
      a. uploading student names, work, or identifying data into non-approved platforms;
      b. surveillance or behavioural monitoring;
      c. replacing professional evaluation or decision-making;

d.       generating harmful, biased, or inappropriate content.

7.       **Digital Citizenship and Conduct**
Users must:
a.       communicate respectfully online;
b.       not engage in harassment, discrimination, or bullying;
c.       use technology in ways that respect others' dignity and safety;
d.       follow staff directions regarding device use;
e.       refrain from recording others without permission.

8.       **Student Device Use (BYOD – Bring Your Own Device)**
Schools may allow personal devices at the discretion of the Principal.
    **8.1       Use of Personal Devices**
    Allowed when:
    a.       connected to the district's guest or student networks;
    b.       used for learning under teacher direction;
    c.       compliant with school-level expectations.
    **8.2       Restrictions**
    Personal devices may not be used to:
    a.       circumvent school expectations for attention and focus;
    b.       record audio, video, or images of others without consent;
    c.       access inappropriate content;
    d.       communicate in ways that disrupt learning.
Principals may restrict use in specific settings (e.g., during exams, in hallways, or in younger grades).

9.       **Staff Responsibilities for Instructional Technology**
Staff are responsible for ensuring:
a.       resources used with students are approved and secure;
b.       adequate supervision of all digital activities;
c.       digital content aligns with curriculum and district values;
d.       students receive instruction on safe and ethical technology use.

10.      **Network Use and Monitoring**
a.       District technology is the property of the district.
b.       The district may **monitor**, **audit**, or **access** network activity, email accounts, and stored data for operational, security, or legal reasons.
c.       Monitoring is conducted in accordance with FOIPPA and collective agreements.

11.      **Damage, Loss, or Misuse of District Technology**
Users must take reasonable care of district-owned devices.
Loss, damage, or misuse must be reported immediately.
Intentional damage or negligent misuse may result in:
a.       restoration or replacement charges;

b.      loss of technology privileges;
c.      disciplinary action (for staff or students).

## 12.    Breaches of Acceptable Use
Breaches may result in:
a.      temporary or permanent loss of access;
b.      disciplinary action under school, district, or HR policies;
c.      revocation of volunteer or contractor privileges;
d.      referral to law enforcement if criminal activity is suspected.

## 13.    Reporting Technology Concerns
Users must immediately report:
a.      suspected cyber incidents;
b.      lost or stolen devices;
c.      unauthorized access;
d.      privacy breaches;
e.      inappropriate online behaviour.

Reports should be directed to:
a.      the Principal (for student incidents);
b.      the IT Department;
c.      the Supervisor (for staff incidents);
d.      the Privacy Officer (as required under Policy 900).

## 14.    Training and Support
The district will provide:
a.      annual training on cybersecurity and privacy;
b.      guidelines for digital tools and AI;
c.      support for classroom digital integration;
d.      resources on digital citizenship and online safety.

## 15.     Review Cycle
This AP will be reviewed **every three years**, or sooner if technology, cybersecurity risks, or Ministry expectations evolve.

1.    **Purpose**
      The Board of Education supports field experiences that enrich student learning, strengthen curricular connections, promote well-being, and expand understanding of the community and world. This policy establishes the principles that guide the planning, approval, and conduct of field experiences to ensure they are safe, inclusive, educationally purposeful, and responsibly managed.

2.    **Guiding Principles**
      Field experiences in the Qualicum School District will reflect the following principles:
      a.    **Educational Purpose**
            Experiences must meaningfully support learning outcomes, competency development, or broader educational goals.
      b.    **Student Safety and Well-Being**
            All activities must be planned and conducted to protect the physical and emotional safety of students, staff, and volunteers.
      c.    **Equity and Accessibility**
            Field experiences should be inclusive and accessible. No student will be excluded for financial reasons.
      d.    **Duty of Care**
            Staff and volunteers must exercise appropriate supervision and follow district expectations for safe conduct.
      e.    **Risk Management**
            Activities must be assessed for risk, with appropriate precautions, approvals, and supports in place.
      f.    **Respectful Conduct**
            Students, staff, and volunteers represent the district and are expected to demonstrate respectful and responsible behaviour.
      g.    **Transparency and Communication**
            Families will receive clear information about field experiences, including educational purpose, risk level, and expectations.

3.    **Types of Field Experiences**
      Field experiences may include:
      a.    Local, day, or community-based activities
      b.    Outdoor learning experiences
      c.    Cultural, athletic, or artistic events
      d.    Work-based or experiential learning
      e.    Domestic or international travel (with heightened requirements)
      Different types of experiences will require different levels of planning, approval, and risk assessment as defined in Administrative Procedures.

4.    **Roles and Responsibilities**
      **4.1      Board of Education**
              The Board will approve any international or high-risk field experiences that
              require Board authority or exceed district administrative limits.
      **4.2      Superintendent**
              The Superintendent will:
              a. Establish Administrative Procedures outlining approval processes, risk
              assessments, supervision requirements, and emergency protocols;
              b. Ensure staff receive guidance and support for planning safe and meaningful
              field experiences;
              c. Ensure high-risk activities meet heightened safety and approval requirements.
      **4.3      Principals**
              Principals will:
              a. Approve field experiences in accordance with district procedures;
              b. Ensure supervision, safety planning, consent processes, and communication
              with families are in place;
              c. Ensure volunteers meet screening and conduct expectations.
      **4.4      Staff Leaders**
              Staff organizing field experiences will:
              a. Plan activities that reflect educational purpose and student needs;
              b. Complete required risk assessments and documentation;
              c. Provide clear expectations for student behaviour;
              d. Guide and supervise volunteers.
      **4.5      Volunteers**
              Volunteers must:
              a. Follow the direction of district staff;
              b. Meet screening requirements;
              c. Support student safety and well-being.

5.    **Equity and Financial Considerations**
      a.    Field experiences must be accessible to all students in the participating class or
            group.
      b.    Schools must implement strategies to ensure no student is excluded due to
            financial hardship.
      c.    Fundraising activities must align with district policies and equity commitments.

6.    **Transportation and Travel**
      All transportation must comply with:
      a.    District safety requirements
      b.    Driver, vehicle, and supervision standards
      c.    Approval processes for commercial carriers or chartered services
      Details will be provided in Administrative Procedures.

7. **High-Risk Activities**
   Activities that involve elevated physical or environmental risk (e.g., water-based activities, wilderness trips, international travel) require:
   a.     Enhanced planning and risk assessment
   b.     Higher levels of supervision or expertise
   c.     Additional consent and communication
   d.     Approval by the Superintendent or Board where required
   High-risk categories will be defined in Administrative Procedures.

8. **Emergency Planning**
   Field experience plans must include:
   a.     Emergency communication procedures
   b.     Incident reporting expectations
   c.     Roles and responsibilities during emergencies
   d.     Consideration of medical needs and accessibility supports

9. **Administrative Procedures**
   The Superintendent will establish Administrative Procedures that:
   a.     Define approval levels and timelines;
   b.     Identify risk categories and required precautions;
   c.     Outline supervision standards and volunteer screening;
   d.     Provide guidance for transportation, insurance, and documentation;
   e.     Clarify emergency and incident-response processes;
   f.     Support staff planning and parent/caregiver communication.

10. **Internal References**
    - Policy 700 – Safe, Caring and Inclusive School Communities (School Codes of Conduct
    - Policy 302 — Community & Volunteer Involvement
    - Policy 505 — Fundraising
    - Administrative Procedures related to field experiences, risk management, and transportation

    **External References**
    - *School Act*
    - WorkSafeBC regulations

**Dates of Adoption and Amendments:**
Adopted:      1979.07.21
Amended:     1981.01.21 | 1984.05.16 | 1989.02.22 | 1992.08.25 | 2001.04.03 | 2002.03.26 | 2003.05.27 | 2017.03.28 | 2020.05.26 | 2023.04.25 | **2025.04.22**

**QUALICUM SCHOOL DISTRICT**

**ADMINISTRATIVE PROCEDURE 502-1**
**FIELD EXPERIENCES, TRIPS AND LEARNING OUTSIDE THE**
**CLASSROOM**

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## 1. Purpose
This Administrative Procedure outlines the operational expectations for planning, approving, supervising, and evaluating field experiences, in support of **Policy 502 – Field Experiences & Trips**.
The goal is to ensure that all learning activities conducted off school grounds are **educationally meaningful, inclusive, safe, and well supervised**, and that staff meet a clear standard of care.

## 2. Definitions
**Field Experience / Field Trip**
Any school-sponsored activity that occurs outside school property, during or outside school hours, involving students under staff supervision.
**Day Trip**
Any off-site experience not involving an overnight stay.
**Overnight Trip**
A field experience requiring one or more nights away from home.
**International Trip**
Any travel outside Canada.
**High-Risk Activity**
Activities involving elevated physical risk (e.g., skiing, surfing, rock climbing, boating, horseback riding, wilderness travel).
High-risk activities require enhanced planning, instructor qualifications, and approvals.
**Supervisor**
Any adult assigned responsibility for student supervision, including staff, coaches, volunteers, or contractors approved by the Principal.

## 3. Guiding Principles
All field experiences must:
- support curriculum, school goals, or extracurricular programming;
- be safe, inclusive, and accessible;
- minimize unnecessary cost to families;
- provide appropriate supervision;
- comply with district and provincial safety standards;
- include clear communication with parents/caregivers;
- reflect responsible use of public funds.

## 4. Roles and Responsibilities
**Teachers / Trip Leaders**
- Initiate trip planning and complete required risk assessment forms.
- Ensure adequate supervision.
- Communicate expectations to students and families.
- Ensure safety practices are in place.

**Principals**

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- Review and approve field experiences.
- Ensure staff have appropriate training and qualifications.
- Confirm that documentation, supervision, medical planning, and permissions are complete.
- May deny or modify any field experience.

**Superintendent or Designate**
- Approves overnight and international trips.
- Ensures district safety and equity expectations are met.

**Parents/Caregivers**
- Provide consent and updated medical information.
- Support student participation and behaviour expectations.

## 5. Approval Process
### 5.1 Day Trips
Approved by the **Principal**, provided:
- risk assessment is complete;
- supervision meets district standards;
- transportation requirements are met;
- parental consent is obtained.

### 5.2 Overnight Trips (within BC or Canada)
Require:
- Principal approval;
- Superintendent (or designate) approval;
- detailed itinerary, accommodation plan, cost outline, and supervision plan;
- medical and emergency plan.

### 5.3 International Trips
Require:
- Principal approval;
- Superintendent approval;
- significantly enhanced risk assessment;
- clear contingency and emergency plans;
- assurance of sufficient travel insurance.

The district may restrict international travel based on risk, geopolitical conditions, or Ministry guidance.

## 6. Planning Requirements
### 6.1 Educational Purpose
Every trip must have a clear curricular, extracurricular, or school community purpose documented on the approval form.

### 6.2 Risk Assessment
All trips require a risk assessment addressing:
- terrain, environment, and weather;
- physical activity risks;

- transportation safety;
- medical needs;
- accessibility and inclusion;
- supervision and instructor qualifications;
- emergency procedures.

High-risk activities require **enhanced risk assessment** and may require external certification or professional instruction.

### 6.3 Inclusion and Equity
Trip planning must consider:
- financial barriers
- accessibility needs
- cultural and dietary considerations
- inclusive participation expectations

No student may be excluded for financial reasons; schools must develop an equitable support plan.

### 6.4 Medical and Safety Planning
Plans must include:
- updated medical forms
- medication management
- first aid coverage
- water safety protocols (when applicable)
- food allergies and anaphylaxis considerations
- emergency communication procedures

## 7. Supervision Requirements
### 7.1 General Requirements
Supervision ratios must be appropriate to:
- age and maturity of students
- activity level and environment
- number of students
- risk level of the activity

Minimum supervision expectations:
- **K–3:** 1 adult per 6–8 students
- **4–7:** 1 adult per 10–12 students
- **8–12:** 1 adult per 12–15 students
- **High-risk activities:** ratios may be lower depending on risk assessment

At least **one district employee** must be present and responsible for the trip.

### 7.2 Qualifications
High-risk activities may require:
- certified instructors
- lifeguards (for swimming)
- mountain or water guides
- specialized first aid certification

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- provider documentation of safety protocols

### 7.3 Volunteer Supervisors
Volunteers must:
- complete the district volunteer application;
- provide a CRC for high-risk activities or overnight trips;
- receive orientation on roles and responsibilities.

### 8. Transportation
### 8.1 District Buses
Preferred method when available. Drivers must meet district safety and training standards.
### 8.2 Commercial Carriers
Must be appropriately licensed and insured.
### 8.3 Private Vehicles (Discouraged)
May only be used when:
- no safer alternative is available;
- drivers complete district driver authorization;
- vehicle has valid insurance and safety documentation;
- seatbelt and booster seat laws are followed;
- no student is transported alone with an adult unless parent approved.
### 8.4 Walking Trips and Public Transit
Supervision plans must ensure safe conduct and appropriate staff-to-student ratios.

### 9. High-Risk Activities
Examples (non-exhaustive):
- skiing, snowboarding
- aquatic activities (surfing, kayaking, canoeing, paddleboarding)
- rock climbing, caving
- horseback riding
- mountain biking
- wilderness hiking
- trampoline parks
- high ropes courses

Requirements:
- enhanced risk assessment
- qualified leaders/instructors
- enhanced ratios
- safety equipment checks
- documented emergency plans

The district may restrict specific activities based on safety reviews.

### 10. Overnight Trips
Planning must include:
- supervision schedule, including nighttime supervision;

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- gender-appropriate sleeping arrangements;
- accommodation safety checks;
- emergency communication plan;
- clear expectations for student behaviour;
- contingency plans for illness or early return.

At least **two district employees** required (exceptions may be considered for small, specialized groups).

## 11. Communication and Consent

Parents/caregivers must receive:
- purpose and learning outcomes;
- itinerary and schedule;
- transportation details;
- supervision information;
- costs and financial supports;
- medical and safety requirements;
- required equipment list;
- expectations for behaviour.

**Informed consent** must be obtained before participation.

## 12. Incident Reporting

Any incident involving:
- injury
- misconduct
- property damage
- missing or lost students
- emergency services involvement

must be documented and reported to the Principal **immediately**, and to the Superintendent when appropriate.

## 13. Post-Trip Review

Trip leaders must complete a brief review identifying:
- successes
- challenges
- safety concerns
- recommendations for future trips

Principals will file and retain documentation for district reference.

## 14. Cancellation

Trips must be cancelled when:
- conditions present unreasonable risk;
- instructor qualifications are not met;
- staffing or supervision is insufficient;

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- geopolitical advisories impact travel safety;
- the Superintendent or Principal determines the risk is unacceptable.

## 15. Review Cycle

This AP will be reviewed **every three years**, or sooner if required by legislation, Ministry direction, or district safety standards.

1. **Purpose**
   The Board of Education recognizes that animals can enrich learning, support student well-being, and play important roles in therapeutic and accessibility contexts. This policy establishes principles to ensure that any presence of animals in schools or workplaces is safe, purposeful, respectful, and consistent with district values and legal obligations.

2. **Guiding Principles**
   a. **Safety and Well-Being**
   The physical and emotional safety of students, staff, and visitors is paramount. The welfare of animals must also be protected.
   b. **Educational Purpose and Benefit**
   Animals may be included when they contribute meaningfully to learning, wellness, accessibility, or student engagement.
   c. **Health and Environmental Considerations**
   The district must take allergies, phobias, cultural considerations, and sensitivities into account before approving animals in schools.
   d. **Legal Compliance**
   Requirements for certified service animals and applicable public health, animal welfare, and accessibility laws must be followed.
   e. **Respectful Inclusion**
   The presence of animals must not create barriers for any individual or interfere with equitable access to learning and work environments.

3. **Types of Animals Included Under This Policy**
   This policy applies to:
   a. **Service animals** (working animals trained to assist a person with a disability)
   b. **Therapy or support animals** (used in structured wellness or counselling contexts)
   c. **Instructional animals** (used for teaching, exploration, or supervised experiences)
   d. **Visiting animals** (short-term visits for presentations, demonstrations, or wellness events)
   e. **Resident animals** (animals kept at a school for an extended period, when permitted)
   Different categories require different levels of approval, documentation, and oversight, outlined in Administrative Procedures.

4. **Expectations for Animals in Schools or Workplaces**
   a. All animals must be approved through district or school processes before entering a school or worksite.
   b. Animals must be healthy, well cared for, and treated humanely at all times.
   c. Animals must be under appropriate control and supervision.
   d. Risks related to allergies, fear, cultural concerns, aggression, or zoonotic disease must be addressed in advance.

    e.    Animals must not interfere with classroom instruction, student learning, or workplace safety.

    f.    Animals must not be present in areas where food is prepared or served unless required by law (e.g., service animals).

    g.    Waste management, cleanliness, and sanitation procedures must be followed.

**5.    Service Animals**

    a.    The district will make reasonable accommodations for certified service animals that assist individuals with disabilities.

    b.    Requests for service animals will follow district procedures and relevant legislation.

    c.    Documentation may be required to confirm the role and certification of the animal.

    d.    Service animals are permitted in all areas where their handler is permitted, except where restricted by law for safety reasons.

**6.    Therapy and Support Animals**

    a.    Therapy or support animals may be permitted when they are part of structured programs delivered by trained professionals.

    b.    Use must align with student well-being goals and receive district approval.

    c.    Certification, training, and program structure must be verified through Administrative Procedures.

**7.    Instructional or Visiting Animals**

    a.    Animals used for educational purposes or single events require approval from the Principal (and in some cases the Superintendent).

    b.    Staff are responsible for ensuring safe handling, supervision, and alignment with curriculum or learning intentions.

    c.    High-risk animals or activities require additional precautions and documentation.

**8.    Resident Animals (Long-Term Presence)**

Resident animals may be permitted only when:

    a.    They provide clear educational or social benefit;

    b.    Their care, supervision, and long-term welfare are sustainably planned;

    c.    Risks to individuals with allergies, sensitivities, or cultural considerations are mitigated;

    d.    Approval processes have been followed.

The district reserves the right to discontinue resident-animal arrangements at any time.

**9.    Superintendent Responsibilities**

The Superintendent will establish Administrative Procedures that:

    a.    Outline approval processes for different categories of animals;

    b.    Address health, safety, sanitation, and animal welfare requirements;

    c.    Define documentation, parental consent, and notification procedures;

    d.    Address emergency procedures, liability, and supervision requirements;
    e.    Provide specific guidance for service animals, including accommodation processes;
    f.    Identify prohibited animals or high-risk situations.

**10.**    **Internal References**
- Policy 700 — Safe, Caring & Inclusive School Communities

**External References**
- *Guide Dog and Service Dog Act (BC)*
- *School Act*
- WorkSafeBC health and safety standards

**Dates of Adoption and Amendments:**
Adopted:    1985.04.17
Amended:    1986.07.27 | 1988.11.23 | 1990.03.28 | 1991.09.10 | 2005.01.25 | 2017.01.24 | 2020.04.28 | **Reviewed 2024.11.26**

1. **Purpose**
   This Administrative Procedure supports Policy 503:  *Animals in the Schools and Workplaces* by establishing the processes for approving, supervising, accommodating, and managing animals on school district property.
   Its purpose is to ensure that animals contribute positively to learning and well-being while protecting student and staff safety, health, and inclusion.

2. **Definitions**
   **Animal-Assisted Learning (AAL)**
   A structured learning activity involving animals for educational purposes.
   **Therapy Animal**
   An animal that is part of a structured program delivered by a trained handler to provide comfort or social-emotional support. These animals are **not** legally recognized service animals.
   **Service Animal**
   A dog (or, in rare exemptions, a miniature horse) individually trained to perform tasks for a person with a disability. Covered by BC and federal accessibility legislation.
   **School/Program Animal**
   An animal housed on school property for curricular, agricultural, or structured program purposes (e.g., aquariums, classroom pets, farm animals).
   **Visiting Animal**
   An animal brought onto school property for a short-term purpose (e.g., reading program dog, police canine demonstration).

3. **Guiding Principles**
   Animals may be present in schools only when:
   a.    they support learning, well-being, or curricular goals;
   b.    risks are assessed and minimized;
   c.    allergies, cultural considerations, phobias, and trauma are respected;
   d.    supervision and care are clearly assigned;
   e.    health and safety protocols are followed;
   f.    no individual is unreasonably excluded or placed at risk.

4. **Roles and Responsibilities**
   **Principals**
   a.    Approve or deny requests for animals on school property.
   b.    Ensure risk assessments and supervision plans are in place.
   c.    Confirm allergy and medical considerations have been addressed.
   d.    Inform staff, students, and families as appropriate.
   e.    Ensure animal welfare is maintained.

   **Teachers / Program Leads**
   a.    Submit requests for animals in classrooms or learning activities.

b.    Provide supervision and ensure compliance with safety expectations.
c.    Ensure animals are treated humanely and have necessary care plans.

### Service Animal Handlers
a.    Provide documentation of certification and required vaccinations.
b.    Maintain control of the animal at all times.
c.    Follow school expectations for behaviour and safety.

### District Leadership
a.    Provide guidance for complex situations (e.g., competing rights cases, multi-classroom programs).
b.    Ensure alignment with accessibility legislation.

5.    **Approval Process**
All animals entering a school must be **approved in advance by the Principal**, except certified service animals accompanying a handler.
   **5.1    Request Requirements**
   Staff must submit:
   a.    purpose of the animal's presence;
   b.    type and species of animal;
   c.    duration (single visit / ongoing);
   d.    supervision plan;
   e.    care and welfare plan (if housed at school);
   f.    risk assessment (allergies, phobias, cultural considerations, space, sanitary concerns).
   **5.2    Principal Review**
   Principals will consider:
   a.    educational value;
   b.    student and staff allergies (including anaphylaxis);
   c.    health and safety risks;
   d.    animal temperament and training;
   e.    supervision capacity;
   f.    cleaning/sanitation needs;
   g.    potential emotional impacts on students (fear, trauma history).
   The Principal may deny any request where risks outweigh benefits.

6.    **Service Animals**
Service animals are permitted as required by law.
Requirements:
a.    documentation verifying service animal status;
b.    vaccination and health records;
c.    handler agreement outlining responsibilities;
d.    a plan to minimize impact on students with allergies, cultural concerns, or fears.

Students/staff with competing rights (e.g., severe allergies) will be supported through an individualized accommodation process.

Service animals must:
a.  remain under control of the handler;
b.  be harnessed or leashed unless it interferes with tasks;
c.  follow behavioural expectations;
d.  be housebroken.

7.  **Therapy Animals**
    Therapy animals may be approved when:
    a.  handled by a trained, certified handler;
    b.  used as part of a structured SEL or mental health program;
    c.  students are informed and may opt out;
    d.  the animal is well-tempered, clean, and vaccinated.

    Therapy animals must not:
    a.  be left unsupervised;
    b.  be used for behaviour management or discipline;
    c.  be mistaken for service animals in communication.

8.  **School/Program Animals (Class Pets, Aquariums, Farm Programs)**
    School-housed animals require:
    a.  a clear educational purpose;
    b.  a primary adult caretaker (staff member);
    c.  an animal welfare plan (food, water, cleaning, veterinary needs);
    d.  weekend/holiday care arrangements;
    e.  safe and humane housing conditions.

    Not permitted:
    a.  animals requiring regulated containment (e.g., venomous animals, dangerous reptiles);
    b.  animals that pose health risks (e.g., rodents in schools with mouse allergies);
    c.  uncontrolled breeding of animals.

    Animals must be removed if:
    a.  cleanliness or welfare is compromised;
    b.  allergies or health concerns arise;
    c.  behavioural or safety risks emerge.

9.  **Visiting Animals**
    One-time or short-term visitors (e.g., police dogs, reading therapy dogs, farm visits) require:
    a.  Principal approval;

b.      safe handling procedures;
c.      controlled access and supervision.
Students must have the option to observe without direct contact.

10.     **Health, Safety, and Hygiene**
Schools must ensure:
a.      hand-washing after animal interaction;
b.      cleaning of areas where animals have been present;
c.      animal waste is safely managed;
d.      animals are free of parasites and illness;
e.      food-preparation areas remain animal-free.

11.     **Allergies and Phobias**
Before approving an animal, principals must:
a.      consult Class Lists and medical alerts;
b.      notify families of students with known allergies;
c.      provide reasonable accommodations (e.g., separate work area, scheduling adjustments).
Students and staff must not be exposed to known anaphylaxis triggers.

Where competing needs exist, accommodations will be made on a case-by-case basis in alignment with human rights law.

12.     **Behaviour and Supervision Expectations**
Animals must:
a.      be under adult supervision at all times;
b.      be calm, predictable, and non-aggressive;
c.      not interfere with learning environments.
Staff are responsible for ensuring students behave safely and respectfully around animals.

The Principal may remove any animal that:
a.      behaves unpredictably;
b.      creates an unsafe environment;
c.      has inadequate supervision or care;
d.      violates hygiene or allergy protocols.

13.     **Transportation of Animals**
Animals may only be transported in district vehicles when:
a.      required for a program;
b.      fully contained in appropriate carriers;
c.      no student safety risks are present.
Service animals may accompany handlers on district transportation when safe and feasible; accommodations will be arranged when necessary.

14. **Communication with Families**
    Schools will provide communication when:
    a.      animals will be regularly present in learning spaces;
    b.      students will interact with visiting animals;
    c.      there are curricular or program-based animal activities.
    Families may request accommodations for allergies, cultural perspectives, trauma histories, or phobias.

15. **Removal or Suspension of Animal Access**
    A Principal may suspend or terminate permission for an animal to be on school property at any time when:
    a.      policies or procedures are not followed;
    b.      student or staff safety is compromised;
    c.      animal welfare is in question;
    d.      significant disruption occurs.

16. **Review Cycle**
    This administrative procedue will be reviewed every three years or sooner if health and safety guidelines change.

1. **Purpose**
   The Board of Education is committed to the ethical and lawful use of creative and instructional materials. This policy establishes principles for respecting copyright, supporting responsible creation and sharing of intellectual property, and ensuring compliance with Canadian copyright law and district expectations.

2. **Guiding Principles**
   The district's approach to copyright and intellectual property reflects:
   a. **Legal Compliance**
      All staff, students, and volunteers must follow the *Copyright Act* of Canada and related agreements.
   b. **Respect for Creators**
      Creative works—digital or physical—must be used in ways that honour their creators' rights.
   c. **Academic Integrity and Ethical Use**
      Materials must be used, adapted, and cited appropriately in educational contexts.
   d. **Access to High-Quality Learning Resources**
      The district encourages the use of lawful, inclusive, accessible instructional resources.
   e. **Support for Creative Work**
      Students and staff are creators. Their intellectual property rights must be respected, clearly understood, and appropriately managed.
   f. **Digital Responsibility**
      Copyright applies equally to digital content, online platforms, cloud tools, multimedia, AI-generated works, and emerging technologies.

3. **Use of Copyrighted Materials**
   All users must:
   a. Obtain appropriate permission or licensing when required;
   b. Follow fair dealing guidelines for educational use;
   c. Avoid unauthorized reproduction, distribution, or public performance of copyrighted works;
   d. Use district-approved platforms for storing and sharing copyrighted materials;
   e. Respect digital rights management (DRM) controls and licensing restrictions.

4. **Intellectual Property Created by Employees**
   a. Instructional materials created by employees in the course of their employment generally belong to the district, unless otherwise defined by collective agreement or written agreement.
   b. The district may permit staff to retain rights or share rights to materials they create, subject to agreements established in Administrative Procedures.
   c. Staff-created resources may be shared within the district to support high-quality teaching and learning.

5. **Intellectual Property Created by Students**
   a. Students retain intellectual property rights to original works they create, including artwork, writing, media, and digital products.
   b. Schools and the district may request permission to display or reproduce student work; consent practices will be outlined in Administrative Procedures.
   c. Student privacy and personal information protections apply when student work is shared publicly or online.

6. **Use of Open Educational Resources & AI Tools**
   a. Staff and students are encouraged to use and contribute to Open Educational Resources (OER) where appropriate and lawful.
   b. Use of generative AI tools (text, images, media, etc.) must comply with copyright, privacy, and academic integrity requirements.
   c. AI-generated content must be identified clearly when used in assessment, communications, or public materials.
   d. Users must not input confidential, personal, or sensitive information into AI tools unless explicitly approved.

7. **District Responsibilities**
   The district will:
   a. Provide guidance, training, and support related to copyright compliance and intellectual property;
   b. Ensure digital tools and platforms used in the district comply with licensing and copyright obligations;
   c. Monitor and address systemic copyright risks and misuse.

8. **Superintendent Responsibilities**
   The Superintendent will establish Administrative Procedures that:
   a. Define expectations for fair dealing, licensing, and permitted uses of copyrighted materials;
   b. Clarify intellectual property ownership for employee- and student-created works;
   c. Outline consent processes for sharing student work;
   d. Provide guidelines for using digital media, OER, and AI tools;
   e. Establish procedures for addressing potential copyright violations.

9. **Internal References**
   - Policy 501 — Acceptable Use of Technology
   - Governance Policy 1060 — Privacy & Information Stewardship (*Pending*)

   **External References**
   - *Copyright Act* of Canada
   - Access Copyright guidelines

**Dates of Adoption and Amendments:**
Adopted:      2021.06.22
Amended:    **2025.04.22**

1. **Purpose**
   **This Administrative Procedure supports Policy 504 – *Copyright and Intellectual Property* by** outlining the expectations for the lawful use, creation, sharing, and distribution of learning materials within the Qualicum School District.

   The procedure ensures compliance with the *Copyright Act of Canada*, FOIPPA, and district standards for digital citizenship, while encouraging innovation and responsible sharing of materials.

2. **Definitions**
   **Copyrighted Material**
   Any work protected under the Copyright Act (e.g., text, images, videos, music, software, worksheets, digital content).
   **Fair Dealing**
   A limited exception in Canadian law that allows copyrighted materials to be used without permission for specific purposes such as research, private study, criticism, review, news reporting, education, parody, and satire.
   **Open Educational Resources (OER)**
   Materials that are openly licensed (e.g., Creative Commons) for free use, modification, and sharing.
   **Intellectual Property (IP)**
   Original works created by staff or students (e.g., lesson plans, videos, presentations, AI-assisted content, curriculum projects).
   **AI-Generated Content**
   Text, images, or media created wholly or partly by an automated system (e.g., ChatGPT, generative image tools).

3. **Guiding Principles**
   Users must:
   a. comply with the **Copyright Act of Canada**;
   b. honour the rights of creators;
   c. protect student privacy when using or sharing materials;
   d. understand and apply fair dealing guidelines;
   e. use district-approved digital tools for storing and sharing content;
   f. ensure proper attribution when required.
   The district encourages innovation and sharing of instructional practice while ensuring legal and ethical compliance.

4. **Staff Use of Copyrighted Materials**
   **4.1 Fair Dealing for Education**
   Teachers may reproduce short excerpts of copyrighted material for educational purposes if:
   a. the amount copied is limited (e.g., one chapter of a book, an article, a short poem, up to 10% of a work);

b. the use is directly tied to instruction;
c. the material is not sold or distributed beyond the class;
d. the source is acknowledged when appropriate.
a. Fair dealing **does not** permit:
e. copying workbooks intended for one-time student purchase;
f. scanning entire books;
g. redistributing paid content beyond the classroom;
h. uploading copyrighted works to publicly accessible websites.

### 4.2 Digital Media and Online Resources
Teachers may:
a. stream videos only from licensed or permitted platforms (e.g., CBC Curio, NFB, district-approved services);
b. use YouTube within classroom settings for educational purposes but **must not download** or redistribute videos unless licensed to do so.
a. Teachers may **not**:
c. screenshot or extract copyrighted images for distribution unless permitted by license;
d. circumvent digital locks (DRM, paywalls).

## 5. Use of Open Educational Resources (OER)
Teachers are encouraged to use OER materials that are licensed under Creative Commons.
Expectations:
a. follow the license terms (BY, BY-SA, BY-NC, etc.);
b. provide attribution when required;
c. ensure materials are appropriate and aligned with district priorities.

## 6. Intellectual Property Created by Staff
### 6.1 Ownership
a. Lesson plans, assessments, and teaching materials created during employment are generally considered the **intellectual property of the creator**, except when created under specific district contract or assignment.
b. The district is granted a **non-exclusive license** to use these materials for educational purposes.

### 6.2 Sharing
Teachers may choose to:
a. share materials with colleagues;
b. post materials to district-approved platforms;
c. collaborate on OER projects.
o Teachers must not:
d. sell or distribute district-funded materials for personal gain without written permission.

7. **Student-Generated Work**
    **7.1    Ownership**
        Students own the intellectual property rights to their creative work (e.g., writing, art, video projects, music).
    **7.2    Use by the District**
        Student work may be:
        a.    displayed in classrooms and schools;
        b.    shared with families;
        c.    used for educational purposes within the school.
        Student work **may not** be published online, showcased publicly, or used beyond the school context without:
        a.    informed consent from the student (and parent/guardian for minors);
        b.    removal of personally identifiable information where appropriate.

8. **Use of Artificial Intelligence Tools**
    **8.1    Staff Use**
        Permitted if:
        a.    no student-identifying information is provided;
        b.    outputs are reviewed for accuracy, bias, and appropriateness;
        c.    the final product is substantially reviewed or modified using professional judgment;
        d.    use complies with copyright and licensing rules.
    **8.2    Student Use**
        Allowed when:
        a.    used as part of supervised learning;
        b.    students are taught digital and academic integrity expectations;
        c.    prompts do not include personal information.
    **8.3    Copyright Considerations**
        AI tools may generate or incorporate copyrighted materials.
        Teachers and students must:
        a.    not claim sole authorship of AI-generated content;
        b.    cite or acknowledge AI assistance when appropriate;
        c.    avoid using AI outputs that clearly replicate copyrighted works.

9. **Software, Apps, and Digital Tools**
    Users must:
    a.    use only district-approved systems when student data is involved;
    b.    comply with license agreements;
    c.    not install pirated or unauthorized software;
    d.    not upload copyrighted material to unapproved platforms.

10. **Reproducing Music, Video, and Performances**
    Schools must:
    a.    obtain SOCAN or Re:Sound licensing for performances when required;

b.      ensure videos shown at events comply with public performance rights;
c.      obtain appropriate rights for recording concerts or performances.

11.    **Enforcement and Compliance**
Principals are responsible for ensuring:
a.      staff are aware of copyright guidelines;
b.      all productions and events follow licensing requirements.
District leadership may:
a.      review practices;
b.      restrict use of non-compliant tools;
c.      request removal of infringing materials.
Violations may result in:
a.      removal of unauthorized content;
b.      loss of access to digital tools;
c.      disciplinary action when required.

12.    **Review Cycle**
This AP will be reviewed every three years, or sooner if copyright law or digital practice evolves.

1.  **Purpose**
    The Board of Education recognizes that fundraising can enhance learning opportunities, support school initiatives, and strengthen community engagement. This policy establishes principles to ensure that fundraising activities in the district are ethical, equitable, transparent, and consistent with the educational values of the Qualicum School District.

2.  **Guiding Principles**
    a.  **Student Well-Being and Learning**
        Fundraising activities must support school programs and contribute positively to student learning and well-being.
    b.  **Equity**
        All students must have access to educational programs regardless of their ability to participate in or contribute to fundraising efforts. Fundraising must never create barriers or stigma.
    c.  **Transparency and Accountability**
        Fundraising must be conducted openly, with clear communication about purpose, use of funds, and financial stewardship.
    d.  **Ethical and Safe Practices**
        Activities must be safe, developmentally appropriate, and respectful of the values of the school community.
    e.  **Responsible Use of Commercial Partnerships**
        Fundraising relationships with businesses or external organizations must align with district values and avoid undue commercial influence in schools.
    f.  **Compliance with Financial and Privacy Regulations**
        All activities must follow applicable financial procedures, district policies, and privacy obligations.

3.  **Acceptable Fundraising Activities**
    Fundraising is acceptable when it:
    a.  Supports educational, athletic, cultural, or school community purposes;
    b.  Is voluntary and does not pressure students or families to participate;
    c.  Ensures equitable access to the funded activity or resource;
    d.  Is respectful and safe for students;
    e.  Does not include door-to-door canvassing by elementary students;
    f.  Avoids products that conflict with district health, safety, or environmental expectations.
    Examples may include seasonal events, community-based initiatives, sponsorship of student activities, and charitable campaigns.

4.  **Prohibited or Restricted Activities**
    Fundraising must not:
    a.  Promote products or services inappropriate for minors;
    b.  Require students to sell products in high-risk settings;
    c.  Involve gambling activities restricted by law;

d.    Create commercial dependency or exclusive marketing arrangements;
e.    Share student personal information with external organizations;
f.    Replace essential educational resources ordinarily funded through school or district budgets.

Activities involving significant risk, financial complexity, or external partnerships require additional approval as defined in Administrative Procedures.

5.    **Financial Stewardship**
Fundraising revenue is considered **school-generated funds** and must be:
a.    Deposited, tracked, and reported according to district financial procedures;
b.    Used solely for the stated purpose of the fundraising activity;
c.    Managed with accountability and transparency;
d.    Auditable upon request.

Schools must communicate clearly how funds were used and ensure appropriate internal controls.

6.    **Student Participation**
a.    Student participation in fundraising must be voluntary.
b.    Students may not be excluded from activities or programs because they choose not to or cannot participate in fundraising.
c.    Fundraising must not create competition or comparison between students or groups in ways that undermine inclusion.

7.    **Use of External Organizations and Partners**
When engaging external organizations:
a.    Partnerships must align with district values and policies;
b.    Student privacy must be protected in accordance with FOIPPA and Policy 1060;
c.    Agreements must not promote commercial interests in ways inconsistent with district philosophy.

Sponsorship or donation arrangements may require Superintendent approval.

8.    **Superintendent Responsibilities**
The Superintendent will establish Administrative Procedures that:
a.    Outline requirements for planning, approving, and communicating fundraising activities;
b.    Align financial practices with Policy 108 (School-Generated Funds);
c.    Clarify expectations for student safety, privacy, and volunteer involvement;
d.    Identify prohibited activities and provide guidance on commercial partnerships;
e.    Ensure transparency and accountability in reporting fundraising outcomes.

9.    **Internal References**
- Policy 108 — School-Generated Funds
- Policy 302 — Community & Volunteer Involvement
- Policy 505 – Fundraising in Schools

- [Policy 705 — Sponsorships, Partnerships, and Advertising](#)
- Governance Policy 1060 — Privacy & Information Stewardship (*Pending*)

**External References**

- *School Act*

**Dates of Adoption and Amendments:**
Adopted:      2022.10.25
Amended:    **2024.11.24**

1.      **Purpose**
        The Board of Education recognizes the important role that athletics and extracurricular activities play in student learning, well-being, and school culture. Coaches—whether employees or volunteers—are entrusted with significant responsibility for student safety and development. This policy establishes expectations for the professional, ethical, and respectful conduct required of all individuals who coach students in district programs.

2.      **Guiding Principles**
        a.      **Student Safety and Well-Being**
                Coaches must prioritize the physical, emotional, and psychological safety of all participants.
        b.      **Positive Youth Development**
                Coaching should promote skill development, teamwork, belonging, confidence, and healthy competition.
        c.      **Professionalism and Ethical Behaviour**
                Coaches act as role models whose conduct must align with district values and policies.
        d.      **Equity and Inclusion**
                Coaching practices must be inclusive, respectful, and free of discrimination, harassment, or bias.
        e.      **Duty of Care**
                Coaches are responsible for appropriate supervision, preparation, and conduct during practices, competitions, and travel.
        f.      **Respectful Relationships and Boundaries**
                Coaches must maintain appropriate boundaries with students at all times.
        g.      **Alignment With Safe Schools Policies**
                Coaching conduct and expectations must reflect the district's safe, caring, and inclusive school culture.

3.      **Scope**
        This policy applies to:
        a.      Teachers and school staff who coach
        b.      Community volunteers
        c.      Contracted coaches
        d.      Any adult working with students in a coaching capacity in district programs

4.      **Expectations for Coach Conduct**
        4.1     **Respectful and Inclusive Behaviour**
                Coaches must:
                a.      Treat all students with dignity and respect;
                b.      Create an environment that promotes belonging and supports diverse identities;
                c.      Use language and behaviour consistent with district values and anti-discrimination policies;

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d.  Demonstrate fairness and integrity in decisions affecting student participation.

**4.2  Boundaries and Professionalism**
Coaches must:
a.  Maintain clear and appropriate adult–student boundaries;
b.  Communicate with students and families appropriately and transparently;
c.  Avoid any relationship, communication, or behaviour that may be perceived as exploitative, sexualized, or unprofessional;
d.   Adhere to all district policies related to safe schools, conduct, and technology use.

**4.3  Skill, Preparation, and Safety**
Coaches are expected to:
a.  Prepare for practices and competitions in ways that ensure student safety;
b.  Use strategies and training methods appropriate for student age and ability;
c.  Follow rules and safety standards established by relevant sport governing bodies;
d.  Monitor environmental and physical conditions to prevent injury;
e.  Complete required training or certifications as outlined in Administrative Procedures.

**4.4  Supervision and Duty of Care**
Coaches must:
a.  Provide supervision consistent with district expectations;
b.  Ensure student behaviour aligns with codes of conduct;
c.  Follow protocols for transportation, overnight travel, and high-risk activities;
d.  Report injuries, safety concerns, and incidents promptly.

**4.5  Integrity in Competition**
Coaches must:
a.  Promote sportsmanship, fair play, and respect for opponents and officials;
b.  Place the health and development of students above competitive success;
c.  Avoid practices that could endanger student welfare.

**5.  Volunteers and External Coaches**
a.  Volunteers must meet district screening and approval requirements.
b.  Volunteers are subject to the same conduct expectations as employees.
c.  Principals must ensure volunteers have appropriate supervision, guidance, and orientation.

**6.** **Breaches of Conduct**
Allegations involving inappropriate conduct, harassment, safety concerns, or boundary violations will be addressed according to:
a. District policies on safe and respectful schools
b. Human resource procedures
c. Volunteer management protocols
d. School codes of conduct
e. Legislative requirements
Consequences may include removal from coaching duties, disciplinary action, or referral to external authorities where required.

**7.** **Superintendent Responsibilities**
The Superintendent will establish Administrative Procedures that:
a. Outline expectations for training, certification, and supervision;
b. Address volunteer recruitment, screening, orientation, and oversight;
c. Define procedures for travel, risk assessment, and emergency response;
d. Clarify reporting processes for concerns, injuries, or inappropriate conduct;
e. Provide guidance on communication practices, including digital communication.

**8.** **Internal References**
- Policy 302 — Community & Volunteer Involvement
- Policy 501 — Acceptable Use of Technology
- Policy 700 — Safe, Caring & Inclusive School Communities
- Administrative Procedures to Policy 506 – Conduct of Coaches

**External References**
- BC Human Rights Code
- BC School Sports and relevant sport governing bodies

**Dates of Adoption and Amendments:**
Adopted:     2015.11.24
Amended:     2021.04.27 | **Reviewed 2024.11.24**

1. **Purpose**
   This Administrative Procedure outlines the expectations for the recruitment, approval, conduct, supervision, and responsibilities of coaches and activity leaders supporting students in athletic and extracurricular programs, in alignment with Policy 506 – *Conduct of Coaches.*

   The goal is to ensure that all student activities are safe, inclusive, developmentally appropriate, and led by adults who model professionalism and uphold the district's duty of care.

2. **Definitions**
   **Coach / Activity Leader**
   Any adult responsible for supervising or instructing students in an athletic, artistic, or extracurricular activity. Includes teachers, support staff, community volunteers, and contracted experts.
   **Volunteer Coach**
   A non-employee who supports a team or activity without remuneration.
   **Head Coach**
   The individual with primary responsibility for program planning, safety, communication, and supervision.
   **High-Risk Activities**
   Sports or activities with elevated physical risk (e.g., rugby, wrestling, mountain biking, gymnastics, climbing). These may require enhanced certification or supervision.

3. **Guiding Principles**
   All extracurricular and athletic programs must:
   a.     prioritize **student safety and well-being**;
   b.     promote **positive relationships, sportsmanship, and inclusion**;
   c.     ensure **qualified and responsible adults** are leading activities;
   d.     provide environments free from harassment, discrimination, or abuse;
   e.     follow district and BC School Sports (where applicable) regulations.

4. **Approval and Screening of Coaches**
   4.1     **Principal Approval**
           All coaches—staff and volunteers—must be approved by the Principal before beginning work with students.
   4.2     **Criminal Record Checks (CRC)**
           Required for:
           a.     all volunteer coaches;
           b.     any non-employee adult supervising students;
           c.     any coach involved in overnight or high-risk activities.
           CRCs must be renewed every **five years** or sooner if requested by the district.

4.3 **Reference Checks (for community coaches)**
The Principal may require reference checks when:
a.  the coach is not a known quantity to the school;
b.  the activity involves high risk or extensive student contact.

4.4 **Orientation**
All coaches must receive orientation covering:
a.  expectations for conduct;
b.  supervision and safety responsibilities;
c.  emergency procedures;
d.  district policies on boundaries and acceptable behaviour.

5. **Qualifications and Training**
5.1 **Staff Coaches**
Teachers and district employees may coach based on professional judgment and relevant experience.

5.2 **Volunteer or Community Coaches**
Must:
a.  demonstrate appropriate knowledge of the sport or activity;
b.  meet the same safety and conduct standards as staff;
c.  participate in training as required by the Principal or Athletic Director.

5.3 **High-Risk Activities**
Principals may require:
a.  first aid certification;
b.  NCCP (National Coaching Certification Program) credentials;
c.  sport-specific safety training (e.g., concussion protocols, water safety);
d.  additional adult supervision.
The district may prohibit activities where adequate qualification or supervision is not possible.

6. **Expectations for Conduct and Professional Boundaries**
Coaches serve as district representatives and must:
a.  model respectful, inclusive behaviour;
b.  maintain professional boundaries at all times;
c.  avoid one-on-one closed-door situations with students;
d.  use only district-approved communication channels;
e.  refrain from private or personal texting or social media contact with students;
f.  avoid profanity, ridicule, or any form of humiliation;
g.  provide equal respect and opportunity regardless of identity, ability, or background.
Coaches must **not**:
a.  transport students in personal vehicles unless formally authorized under district procedures;
b.  consume alcohol, cannabis, or intoxicants before or during supervision;

c.      engage in inappropriate joking, physical contact, or favouritism;
d.      invite students to their homes or meet privately off school grounds.
Boundary violations may result in immediate removal.

7.     **Supervision and Safety Requirements**
    **7.1**    **Supervision Ratios**
        Ratios must be appropriate to:
        a.     age;
        b.     skill level;
        c.     environmental conditions;
        d.     inherent risk of the activity.
    **7.2**    **Safety Protocols**
        Coaches must:
        a.     ensure safe equipment and playing conditions;
        b.     follow concussion and injury-management protocols;
        c.     complete district safety forms (e.g., BCSS concussion recognition tools);
        d.     ensure warm-up and cool-down routines;
        e.     monitor hydration and environmental risks (heat, cold, etc.).
    **7.3**    **Changing Rooms**
        Coaches must:
        a.     provide supervision outside changing rooms;
        b.     limit entry to ensure student safety;
        c.     avoid direct supervision inside change rooms except in emergencies.
    **7.4**    **Transportation of Students**
        Transportation must follow Policy 502, Policy 704, and district APs.
        Coaches may **not** drive students in personal vehicles unless:
        a.     formally authorized;
        b.     insured;
        c.     background checked;
        d.     aligned with district safety expectations.

8.     **Communication with Students and Families**
Coaches must:
a.      communicate schedules, expectations, and trip details through school-approved channels;
b.      work with teachers and principals to manage academic conflicts;
c.      share safety information with families as required.
a.      All communication must be:
d.      transparent;
e.      professional;
f.      accessible.

**9.    Practice, Competition, and Travel Expectations**
  **9.1    Practices**
    Must be:
    a.    safe and developmentally appropriate;
    b.    supervised by an approved coach;
    c.    aligned with school schedules and facility availability;
    d.    inclusive for all participants.
  **9.2    Competitions**
    Coaches must:
    a.    follow BC School Sports regulations;
    b.    submit travel requests when required;
    c.    maintain supervision at all times.
  **9.3    Overnight Travel**
    Must follow district expectations for:
    a.    supervision;
    b.    sleeping arrangements;
    c.    emergency planning;
    d.    safety briefings.

**10.    Reporting Requirements**
  Coaches must **immediately report**:
  a.    injuries requiring medical attention;
  b.    concerns about student well-being;
  c.    incidents of harassment, discrimination, or bullying;
  d.    suspected child abuse (per Policy 706 / AP 706);
  e.    safety hazards or equipment concerns.
  Reports go to the **Principal** and, where applicable, the **Athletic Director**.

**11.    Removal or Suspension of Coaches**
  The Principal may suspend or remove a coach at any time for:
  a.    safety concerns;
  b.    boundary violations;
  c.    conduct inconsistent with district values or expectations;
  d.    lack of required training or certification;
  e.    non-compliance with policies or directions.
  Volunteer coaches may be dismissed without appeal if concerns arise.

**12.    Review Cycle**
  This AP will be reviewed every three years, or sooner if guidelines from BC School
  Sports, the Ministry of Education, or district safety expectations change.

1. **Purpose**
   The Board of Education supports Programs of Choice and Specialty Academies that enhance learning opportunities and allow students to pursue particular interests, pathways, or areas of strength. These programs must operate in a manner that is educationally sound, equitable, financially sustainable, and aligned with the district's values and obligations under the *School Act*.

2. **Definitions**
   a. **Programs of Choice**
      District-approved programs that provide alternative or enriched approaches to learning (e.g., languages, fine arts, outdoor learning, inquiry-based learning).
   b. **Specialty Academies**
      Programs meeting the definition in the *School Act* that offer specialized training in a particular discipline (e.g., sport, trades, arts), may involve community partnerships, and may charge a fee approved by the Board.
   c. **District Program**
      A program that is designed, operated, and staffed by the district, available to students regardless of their school of catchment unless otherwise specified.

3. **Guiding Principles**
   a. **Educational Value**
      Programs must enrich student learning, align with BC curriculum, and support overall student success and well-being.
   b. **Equity and Access**
      Programs must be accessible, transparent, and inclusive. No student will be denied participation due to financial hardship.
   c. **Transparency and Oversight**
      The Board is responsible for approving new Specialty Academies and associated fees. Programs must operate with clear guidelines and accountability.
   d. **Financial Sustainability**
      Programs must be planned and delivered in a manner that is cost-neutral or financially sustainable without diverting core resources from essential educational services.
   e. **Community Partnerships**
      Partnerships that support Programs of Choice or Academies must align with district values and follow district policies on sponsorship and privacy.
   f. **Health, Safety, and Risk Management**
      Programs must ensure student safety and follow district policies related to supervision, travel, and risk assessment.

4. **Board Responsibilities**
   The Board will:
   a. Approve the establishment or discontinuation of Specialty Academies;
   b. Approve any fees charged to students in accordance with the *School Act*;

   c.     Ensure that fee structures include provisions for equity of access;
   d.     Receive periodic reports on program effectiveness, enrolment, financial status, and student outcomes;
   e.     Ensure consultation requirements are met for major program changes.

**5.    Superintendent Responsibilities**
The Superintendent will:
   a.     Establish Administrative Procedures governing the creation, operation, evaluation, and discontinuation of Programs of Choice and Specialty Academies;
   b.     Ensure admission processes are equitable, transparent, and consistent across programs;
   c.     Ensure fees (where permitted) comply with provincial legislation and district expectations for accessibility;
   d.     Coordinate the monitoring and evaluation of programs to ensure continued educational value and financial sustainability;
   e.     Ensure Indigenous rights, perspectives, and protocols are respected in the development and operation of all programs.

**6.    School Responsibilities**
Principals and program leaders will:
   a.     Implement district procedures in the delivery of Programs of Choice and Academies;
   b.     Provide accurate, accessible information to students and families;
   c.     Ensure supervision, risk management, and equitable participation practices;
   d.     Support students choosing to transition into or out of specialized programs.

**7.    Fees and Equity Considerations**
   a.     Fees may be charged **only** for Specialty Academies where permitted by the *School Act* and approved by the Board.
   b.     Fee schedules must be transparent, communicated in advance, and include provisions for financial assistance.
   c.     No student will be excluded from any district program due to inability to pay.

**8.    Admission and Enrolment**
   a.     Admission criteria must be clear, objective, and publicly communicated.
   b.     When demand exceeds capacity, selection processes must be fair, unbiased, and transparent.
   c.     Catchment, cross-boundary, and transportation policies continue to apply unless otherwise authorized by the Superintendent.

**9.    Evaluation and Review**
Programs of Choice and Specialty Academies will undergo periodic review to ensure:
   a.     Educational quality;
   b.     Equity and accessibility;

c.      Financial sustainability;
d.      Alignment with district priorities and student needs;
e.      Compliance with safety and risk-management expectations.
Programs may be modified or discontinued if they no longer meet district standards or needs.

**10.**      **Internal References**
- Policy 108 — School-Generated Funds
- Policy 302 — Community & Volunteer Involvement
- Policy 505 — Fundraising
- Policy 700 — Safe, Caring & Inclusive School Communities
- Policy 704 — Student Fees and Subsidies
- Policy 705 — Sponsorships, Partnerships, and Advertising

External References
- *School Act*, Section 82.1 (Specialty Academies)

**Dates of Adoption and Amendments:**
Adopted:      2022.05.24
Amended:    **2025.04.22**

## 1. Purpose

This Administrative Procedure supports Policy 507 – *Programs of Choice and Specialty Academies* by outlining processes for establishing, operating, enrolling in, and evaluating district programs of choice and Ministry-defined specialty academies.

The goal is to ensure all programs operate in a fair, transparent, inclusive, and financially sustainable manner that benefits students and supports district priorities.

## 2. Definitions

**Program of Choice**
A district-approved program that offers a distinctive learning environment or instructional approach (e.g., French Immersion, Montessori, Fine Arts, Outdoor Education).
Not governed by Ministry academy regulations.

**Specialty Academy**
A program meeting the definition under the *School Act* and Ministry guidelines, offering specialized instruction (e.g., hockey, dance, robotics) and permitted to charge fees under specific conditions.

**Catchment School**
The student's designated school of attendance based on residence.

**Fee**
Any amount charged to offset direct program costs, allowable only where legally permitted.

## 3. Guiding Principles

All programs must:
a.     support equitable access for students;
b.     align with district strategic priorities;
c.     operate within sustainable staffing and facility capacity;
d.     maintain high-quality instruction;
e.     comply with FOIPPA, School Act, and Ministry guidelines;
f.     ensure transparency in communication and decision-making.

Programs of choice are optional and do not replace the district's obligation to provide quality programming in all catchment schools.

## 4. Establishing or Modifying a Program

### 4.1 Proposal Requirements

Staff proposing a new or modified program must submit a written plan that includes:
a.     educational rationale and alignment to district priorities;
b.     staffing, facility, and resource implications;
c.     enrollment projections;
d.     financial model (including any allowable fees);
e.     transportation impacts;
f.     risk and equity considerations.

4.2 **Approval**
The Superintendent (or designate) reviews proposals and determines:
a. whether the program moves forward;
b. whether a pilot year is required;
c. whether Board approval is necessary (e.g., programs with fee structures or significant facility implications).

5. **Enrollment Processes**
   5.1 **General Requirements**
   Enrollment practices must:
   a. be publicly communicated;
   b. follow transparent timelines;
   c. avoid discriminatory barriers;
   d. comply with human rights law;
   e. respect students with disabilities and their right to reasonable accommodations.
   5.2 **Priority Order**
   When demand exceeds available space, the district may apply a priority system such as:
   a. Continuing students in the program
   b. Siblings of current program students
   c. In-catchment applicants
   d. In-district applicants
   e. Out-of-district applicants
   This hierarchy may be adjusted depending on program type.
   5.3 **Lottery Process**
   If applications exceed capacity within priority categories, a **lottery system** must be used, ensuring:
   a. documented procedures;
   b. random selection;
   c. transparent communication to families;
   d. a waitlist maintained in lottery order.
   5.4 **Waitlists**
   Waitlists are:
   a. maintained for the current school year only;
   b. not carried over year-to-year;
   c. used to fill seats as they become available.

6. **Equity and Inclusion Requirements**
   Programs must:
   a. be accessible to students with disabilities, with reasonable accommodations provided;
   b. minimize financial barriers;

 c. avoid screening practices that unfairly exclude students (e.g., ability or academic testing unless required by program design and approved by the Superintendent);
 d. communicate supports available for families facing financial hardship;
 e. ensure participation is voluntary.

Programs of choice must **not**:
 a. create disproportionate exclusion or segregation;
 b. undermine catchment school viability without district approval and planning.

**7. Fees (Specialty Academies Only)**

Fees may only be charged when:
 a. the program meets the Ministry definition of a Specialty Academy;
 b. the Board has approved the fee schedule;
 c. fees are used solely to offset costs of specialized instruction, facilities, or equipment.

The district must:
 a. provide information on available financial assistance;
 b. ensure no student is excluded based on financial hardship;
 c. communicate refund and withdrawal policies.

Programs of Choice (non-academy) may **not** charge fees for basic instruction.

**8. Transportation**

Transportation to programs of choice or academies is generally the responsibility of families.

The district may provide transportation if:
 a. system capacity allows;
 b. it does not compromise service for catchment-based students;
 c. it supports equity or inclusion objectives.

**9. Program Supervision and Staff Expectations**

Program leads must:
 a. provide high-quality, curriculum-aligned instruction;
 b. monitor student progress and engagement;
 c. collaborate with school and district staff;
 d. ensure safety (especially in athletic or high-risk programs);
 e. follow district policies regarding conduct, boundaries, and communication.

**10. Student Participation and Expectations**

Students must:
 a. meet behavioural expectations;
 b. engage respectfully with peers and staff;
 c. follow safety procedures;
 d. participate fully unless accommodations are required.

The district may remove a student from a program when:
 a. safety is compromised;

b.      significant behavioural issues persist;
c.      attendance or engagement does not meet program expectations;
d.      all reasonable supports have been attempted.
Families must receive documented communication before removal from a program.

11.     **Program Evaluation and Review**
Each program must undergo periodic evaluation (typically every 3–5 years) assessing:
a.      enrollment stability and demand;
b.      financial sustainability;
c.      alignment with district priorities;
d.      staffing capacity;
e.      diversity, equity, and inclusion impacts;
f.      student achievement and engagement;
g.      stakeholder feedback.
Programs that no longer meet district priorities or viability thresholds may be:
a.      modified;
b.      placed on hold;
c.      phased out;
d.      consolidated or relocated.
The Superintendent will determine the appropriate course of action.

12.     **Communication Requirements**
Schools and the district must provide:
a.      clear program descriptions;
b.      enrollment timelines and processes;
c.      fee information (if applicable);
d.      pathways for parent questions or concerns;
e.      updates regarding program changes or review outcomes.

13.     **Record Keeping**
Schools must maintain:
a.      enrollment records;
b.      lottery and waitlist documentation;
c.      fee records (for academies);
d.      program evaluations.
Records must comply with FOIPPA and district retention schedules.

14.     **Review Cycle**
This AP will be reviewed every three years, or earlier if Ministry guidelines or district directions change.

1. **Purpose**
The Board of Education is committed to supporting students in exploring, developing, and pursuing diverse pathways that prepare them for success in education, work, and life. This policy establishes principles for Career Education programs within the district, including experiential learning, community partnerships, and transitions to post-secondary education, training, or employment.

2. **Guiding Principles**
   a. **Student-Centred Pathways**
   Career Education supports students in identifying their strengths, interests, and goals, and in developing personalized pathways.
   b. **Equity of Access**
   All students must have equitable access to Career Education opportunities, including work experience, trades programs, and dual credit options.
   c. **Experiential and Applied Learning**
   Hands-on, real-world experiences deepen student engagement and support meaningful career exploration.
   d. **Safety and Duty of Care**
   Career Education activities must uphold student safety and comply with district expectations, WorkSafeBC requirements, and relevant legislation.
   e. **Partnerships and Collaboration**
   Effective Career Education relies on strong relationships with community organizations, post-secondary institutions, Indigenous partners, and industry.
   f. **Informed Transitions**
   Students and families require timely, clear information to support smooth transitions to post-secondary pathways.
   g. **Respect for Indigenous Rights and Protocols**
   Career Education programming must respect Indigenous worldviews, rights, and aspirations, and include culturally responsive opportunities.

3. **Scope**
This policy applies to all Career Education programming offered by the district, including:
   a. Career-Life Education and Career-Life Connections
   b. Work experience and career exploration
   c. Youth Train in Trades and Youth Work in Trades
   d. Dual credit programs
   e. Specialized academies with career pathways
   f. Career fairs, mentorships, and volunteer or community-based experiences

4. **Board Responsibilities**
The Board will:
   a. Support the development and sustainability of high-quality Career Education opportunities;
   b. Approve formal partnership agreements where required;

   c.     Ensure equitable access to district Career Education programs;
   d.     Receive periodic updates on participation, student outcomes, safety, and program alignment;
   e.     Support programs that reflect local labour market needs and student interests.

**5.    Superintendent Responsibilities**
The Superintendent will:
   a.     Establish Administrative Procedures governing Career Education program structures, risk management, partnerships, and student placement processes;
   b.     Ensure staff receive training and support related to safety, supervision, and WorkSafeBC expectations;
   c.     Support partnerships with post-secondary institutions, Indigenous partners, employers, and community groups;
   d.     Ensure accurate, accessible information is communicated to students and families;
   e.     Monitor participation and address barriers to access.

**6.    School Responsibilities**
Principals and Career Education staff will:
   a.     Implement district procedures for Career Education programming;
   b.     Support students in developing individual learning and career plans;
   c.     Ensure safe and appropriate placements for work experience and trades programs;
   d.     Communicate program expectations and opportunities to students and families;
   e.     Foster inclusive, strength-based approaches to pathway planning.

**7.    Partnerships**
   a.     Partnerships must align with district values and policies, including student safety and privacy requirements.
   b.     All partners must follow district expectations for supervision, safety, and appropriate conduct.
   c.     Formal agreements may be required for dual credit, trades training, and other structured programs.

**8.    Safety and Risk Management**
   a.     Work experience, trades placements, and community-based learning must adhere to WorkSafeBC standards.
   b.     Students must receive appropriate orientation and training prior to placement.
   c.     Supervisors and employers must provide safe environments and proper oversight.
   d.     Incidents or safety concerns must be reported promptly.

**9.    Equity and Inclusion in Career Education**
Career Education programming must ensure:

a.   Inclusive participation for students with diverse learning needs;
b.   Removal of structural barriers to access;
c.   Culturally responsive pathways for Indigenous learners;
d.   Supports for students historically underrepresented in certain trades, professions, or programs.

**10.   Administrative Procedures**

The Superintendent will establish procedures that:
a.   Define program requirements, processes, and responsibilities;
b.   Address safety, supervision, transportation, and insurance;
c.   Guide partnership development and oversight;
d.   Support student planning and transition processes;
e.   Ensure clear communication to students, families, and community partners.

**11.   Internal References**
- Policy 302 — Community & Volunteer Involvement
- Policy 501 — Acceptable Use of Technology
- Policy 700 — Safe, Caring & Inclusive Schools

**External** References
- *School Act*
- BC Career Education curriculum
- SkilledTradesBC (previously Industry Training Authority)
- WorkSafeBC regulations

**Dates of Adoption and Amendments:**
Adopted:        2023.04.25
Amended:     **Reviewed 2024.11.22**

1.  **Purpose**
    The Board of Education is responsible for ensuring that learning can continue, to the extent possible, during emergencies that disrupt normal school operations. This policy establishes principles to guide the district's response to emergencies requiring temporary changes to instructional delivery, including remote learning, modified schedules, or altered school operations.

2.  **Definition of Emergency**
    For the purposes of this policy, an *emergency* is an unforeseen event or circumstance that poses risk to health, safety, or essential operations, requiring temporary modification to the delivery of educational programming. Examples may include:
    a.  Natural disasters
    b.  Public health emergencies
    c.  Infrastructure failures
    d.  Environmental hazards
    e.  Transportation disruptions
    f.  Security threats

3.  **Guiding Principles**
    a.  **Health and Safety First**
        The health, safety, and well-being of students, staff, families, and the community are the district's first priority.
    b.  **Continuity of Learning**
        The district will strive to maintain learning opportunities that are purposeful, developmentally appropriate, and flexible during disruptions.
    c.  **Equity and Accessibility**
        Plans must consider the diverse circumstances and needs of students, including access to technology, learning supports, and safe environments.
    d.  **Clear and Timely Communication**
        Families, staff, and partners must receive consistent, transparent communication throughout the emergency and recovery period.
    e.  **Proportional and Flexible Response**
        Responses must be adaptable to the nature, scope, and duration of the emergency and respectful of evolving conditions.
    f.  **Respect for Indigenous Rights and Protocols**
        Emergency responses must include appropriate engagement with local First Nations and consider impacts on Indigenous learners and communities.
    g.  **Collaboration and Coordination**
        Decisions should be aligned with guidance from health authorities, emergency services, and the Ministry of Education and Child Care.

4.  **Board Responsibilities**
    The Board will:

a. Approve district-wide changes to educational delivery when required by legislation or when recommended by the Superintendent in response to an emergency;
b. Ensure policies on emergency preparedness, health and safety, and communication are coordinated and up to date;
c. Receive regular updates during significant emergencies;
d. Support recovery planning after normal operations resume.

5. **Superintendent Responsibilities**
   The Superintendent will:
   a. Assess emergencies and determine necessary modifications to educational delivery, including temporary remote learning or hybrid models;
   b. Activate emergency plans and coordinate with authorities and district leadership;
   c. Ensure students have access to meaningful learning opportunities during disruptions;
   d. Provide direction to schools regarding instruction, assessment, attendance, and supports;
   e. Ensure that vulnerable and high-needs learners are prioritized for in-person or enhanced supports;
   f. Oversee communication to students, families, staff, and the community;
   g. Lead recovery efforts to restore regular operations as soon as safely possible.

6. **School Responsibilities**
   Principals will:
   a. Implement district expectations for modified learning;
   b. Maintain communication with students, staff, and families;
   c. Organize teaching and support staff to deliver learning in flexible formats;
   d. Identify students in need of additional supports or technology access;
   e. Ensure safety and well-being remain central to decision-making.

7. **Student and Family Support**
   During emergencies, the district will prioritize:
   a. Support for vulnerable learners;
   b. Access to learning materials for students unable to attend school;
   c. Social-emotional supports;
   d. Culturally responsive approaches for Indigenous students;
   e. Access to technology or alternatives where remote learning is necessary;
   f. Consideration of family circumstances, including caregiving and employment disruptions.

8. **Technology Use**
   a. Technology platforms may be used to support continuity of learning;
   b. Digital communication must comply with FOIPPA and district privacy policies;

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    c.      The district will strive to provide equitable access to digital resources and alternatives where necessary.

**9.    Recovery and Return to Normal Operations**
    a.      Following an emergency, the district will transition back to regular instructional delivery in an orderly and safe manner;
    b.      Communication will outline timelines, expectations, and supports;
    c.      The district will review lessons learned and update procedures accordingly.

**10.    Administrative Procedures**
    The Superintendent will establish procedures that:
    a.      Define emergency response and decision-making processes;
    b.      Align district actions with Policy 708 (Emergency Preparedness and Closures) and Policy 801 (Health and Safety);
    c.      Clarify expectations for instruction, assessment, attendance, and reporting during disruptions;
    d.      Detail communication protocols;
    e.      Address equity, technology access, and support for vulnerable learners;
    f.      Guide recovery planning.

**11.    Internal References**
- [Policy 500 — Communicating Student Learning](#)
- [Policy 708 — Emergency Preparedness and Closures](#)
- [Policy 801 — Health and Safety of Employees](#)
- Governance Policy 1060 — Privacy & Information Stewardship *(Pending)*

**External References**
- [*School Act*](#)
- [Health Emergency Management BC](#)
- [Emergency Management in BC](#)

**Dates of Adoption and Amendments:**
Adopted:     2020.11.14
Amended:   **Reviewed 2024.11.24**

1. **Purpose**

   The Board of Education is committed to ensuring that all students have access to high-quality learning resources that support meaningful, inclusive, and culturally responsive learning experiences. This policy provides principles for the selection, use, and ongoing review of learning resources in the Qualicum School District.

2. **Guiding Principles**

   a. **Alignment with Curriculum**

   Learning resources must support the goals, competencies, and content of the BC curriculum.

   b. **Equity, Inclusion, and Representation**

   Resources must reflect the diversity of students and communities, avoid bias and stereotypes, and promote equity, belonging, and culturally safe learning environments.

   c. **Respect for Indigenous Rights and Worldviews**

   Resources that include Indigenous content must be authentic, locally relevant where possible, respectful of Indigenous knowledge systems, and developed or reviewed in partnership with Indigenous communities or recognized organizations.

   d. **Learning Quality and Appropriateness**

   Resources should be accurate, engaging, developmentally appropriate, and suitable for the intended learning context.

   e. **Professional Judgment**

   Educators use their professional expertise to select and use resources that best support instruction and student needs.

   f. **Transparency and Responsiveness**

   The district will maintain clear processes for selecting, reviewing, and responding to concerns about learning resources.

   g. **Responsible Use of Digital Resources**

   Digital and online resources must comply with copyright, privacy legislation, and district technology policies.

3. **Scope**

   This policy applies to all learning resources used for instruction, including:
   a. Print materials (texts, novels, reference works)
   b. Digital and online resources
   c. Multimedia materials
   d. Locally developed resources
   e. Indigenous-authored or Indigenous-focused resources
   f. Open Educational Resources (OER)
   g. Supplemental or optional learning materials

   It does **not** apply to operational resources such as administrative documents or internal staff training materials.

## 4. Roles and Responsibilities

### 4.1 Board of Education
The Board will:
a. Ensure the district has fair, transparent, and culturally respectful processes for selecting and reviewing learning resources;
b. Approve the district's Learning Resources Administrative Procedure;
c. Receive periodic reports on resource selection, challenges, and emerging needs;
d. Support professional learning related to resource evaluation and instructional design.

### 4.2 Superintendent
The Superintendent will:
a. Establish Administrative Procedures that define processes for selecting, approving, reviewing, and retiring learning resources;
b. Ensure processes align with provincial guidelines and respect Indigenous protocols;
c. Provide educators with guidance and training on resource evaluation, copyright, and digital safety;
d. Respond to formal concerns or challenges in accordance with established procedures.

### 4.3 Principals
Principals will:
a. Support staff in selecting high-quality, appropriate resources;
b. Ensure school-level practices follow district procedures;
c. Coordinate review processes where concerns arise at the school level.

### 4.4 Educators
Educators will:
a. Use professional judgment to select resources that support curriculum and student needs;
b. Consider representation, cultural safety, and accessibility when selecting resources;
c. Provide alternative materials when appropriate to support student or family needs;
d. Follow district processes for using digital or licensed materials.

## 5. Indigenous Learning Resources
The district is committed to:
a. Using authentic Indigenous resources that respect local First Nations, Métis, and Inuit cultures and perspectives;
b. Seeking guidance from Indigenous partners in selecting or developing resources that include Indigenous content;

c.   Ensuring resources support reconciliation and promote accurate, respectful understanding of Indigenous histories and knowledge systems.

**6.   Equity and Accessibility**
a.   Learning resources must be accessible to students with diverse learning needs.
b.   Alternative formats or supports will be provided where possible.
c.   Resources should reflect students' identities and lived experiences.

**7.   Responding to Concerns**
a.   Parents, students, or community members may express concerns about learning resources.
b.   Concerns will be addressed respectfully, following district procedures that ensure fairness, transparency, and educational integrity.
c.   Resources will not be removed solely on the basis of disagreement with a particular viewpoint unless the material violates district principles or provincial guidelines.

**8.   Digital Resources and Copyright Compliance**
a.   Digital tools and resources must comply with FOIPPA, copyright law, and district technology policies.
b.   Educators must use only district-approved platforms when student data is involved.
c.   Licensing and permission requirements must be followed for all digital and multimedia resources.

**9.   Administrative Procedures**
The Superintendent will establish procedures that:
a.   Define selection, approval, and review processes;
b.   Clarify resource evaluation criteria;
c.   Detail challenge or reconsideration procedures;
d.   Address copyright and digital licensing;
e.   Provide expectations for culturally responsive and inclusive resource use;
f.   Align school practices with provincial frameworks.

**10.   Internal References**
- Policy 501 — Acceptable Use of Technology
- Policy 700 — Safe, Caring & Inclusive School Communities

**External References**
- BC Ministry of Education and Child Care: Learning Resources Policy and Guidelines
- BC Course Curriculum
- *Copyright Act* of Canada
- Freedom on Information and Protection of Privacy Act (FIPPA)

**Dates of Adoption and Amendments:**
Adopted:        2024.05.28
Amended:     **Reviewed 2024.11.24**

**QUALICUM SCHOOL DISTRICT**

**ADMINISTRATIVE PROCEDURE 510-1**
**LEARNING RESOURCES:  SELECTION, APPROVAL, USE AND**
**REVIEW**

*(Instruction Series)*

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1. **Purpose**
   This Administrative Procedure outlines the processes for selecting, approving, using, and reviewing learning resources in support of Policy 510:  *Learning Resources.*

   The aim is to ensure all resources used in classrooms are accurate, developmentally appropriate, inclusive, and aligned with BC curriculum and district values, while ensuring a transparent process for addressing questions or concerns raised by students, parents/caregivers, or staff.

2. **Definitions**
   **Learning Resource**
   Any text, digital tool, media, software, video, image set, manipulative, game, or other instructional material used to support learning.
   **Core Resources**
   Teacher-selected resources used widely within a class or course.
   **Recommended / Evaluated Resources**
   Resources recommended by the Ministry of Education, BC ERAC, or that have undergone district review.
   **Supplementary Resources**
   Materials used occasionally to enrich instruction, such as articles, websites, videos, or novels.
   **Digital Resource**
   Any online platform, software, app, or digital tool used for instruction, whether free or licensed.
   **Challenged Resource**
   A resource formally questioned by a parent/caregiver or student regarding its appropriateness, accuracy, or suitability.

3. **Guiding Principles**
   Learning resources must:
   a.    align with BC curriculum and support learning outcomes;
   b.    reflect diversity, Indigenous perspectives, and human rights values;
   c.    be inclusive, accessible, and culturally respectful;
   d.    support critical thinking and student inquiry;
   e.    comply with FOIPPA for digital tools;
   f.    avoid harmful stereotypes, discrimination, or implicit bias;
   g.    be age-appropriate in content and complexity.
   Teachers retain **professional autonomy**, supported by transparent processes and district oversight.

4. **Roles and Responsibilities**
   **Teachers**
   a.    Select resources based on professional judgment and curriculum needs.

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b.      Ensure resources meet district and Ministry criteria.
c.      Provide context and instructional framing when sensitive topics arise.
d.      Communicate with families when significant or sensitive materials will be used.

**Principals**
a.      Support consistency and quality of resource selection.
b.      Approve core and digital resources as needed.
c.      Ensure FOIPPA and suitability guidelines are followed.
d.      Lead the response process when resources are challenged.

**District Leadership**
a.      Maintain a list of reviewed/approved digital tools.
b.      Provide guidance in complex or sensitive cases.
c.      Establish criteria and supports for resource selection.

**5.      Selection of Learning Resources**
**5.1      Evaluation Criteria**
All resources—core, supplementary, and digital—must be examined for:
a.      curricular alignment;
b.      accuracy and currency;
c.      representation and diversity (including authentic Indigenous voices);
d.      developmental appropriateness;
e.      respectfulness of identity, culture, gender, and ability;
f.      avoidance of bias, stereotypes, or misinformation;
g.      accessibility (including readability and format);
h.      FOIPPA-compliant data practices for digital tools.

**5.2      Sensitive Content**
Teachers must provide **instructional framing** and, when appropriate, advance communication to families when using resources involving:
a.      violence
b.      sexuality
c.      discrimination and prejudice
d.      historical trauma
e.      sensitive social issues
f.      strong language
Alternative pathways may be provided upon family request.

**6.      Use of Digital Learning Resources**
Digital resources must:
a.      be reviewed and approved by the district before use;
b.      store data inside Canada unless exempted by FOIPPA;
c.      not require students to create personal accounts unless approved;
d.      protect student privacy and safety;
e.      include clear usage guidelines for teachers.
Teachers may not:

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a.      upload student personal information to non-approved platforms;
b.      use digital tools that include advertising, tracking, or data-profiling of students.

7.      **Indigenous Learning Resources**
Resources must:
a.      reflect authentic voices—preferably by Indigenous authors or communities;
b.      support local First Nations perspectives when possible;
c.      avoid pan-Indigenous stereotypes;
d.      be reviewed for cultural accuracy;
e.      be used in consultation with district Indigenous Education staff where needed.

8.      **Approval of Core and Sensitive Resources**
Principals must approve:
a.      new *core* classroom texts or digital platforms;
b.      resources with significant cost implications;
c.      resources addressing sensitive or potentially controversial subject matter;
d.      novels or multimedia used widely across a grade or course.
Teachers may use **supplementary resources** without formal approval provided they
meet district criteria.

9.      **Communication with Families**
Communication is required when:
a.      new major resources are adopted;
b.      sensitive themes will be explored;
c.      significant digital tools require student access.
a.      Teachers should:
d.      describe the learning purpose;
e.      outline why the resource supports curricular goals;
f.      offer families the opportunity to ask questions or request alternatives.

10.     **Process for Challenged Learning Resources**
If a parent/caregiver or student questions the use of a learning resource:

**Step 1: Classroom-Level Discussion**
a.      The teacher meets with the parent/caregiver or student.
b.      The purpose, educational alignment, and context are explained.
c.      A mutually agreeable solution is sought when possible.

**Step 2: Principal Review**
If concerns continue:
a.      The parent submits the challenge in writing.
b.      The Principal reviews the resource using district criteria.
c.      Consultation with district leadership may occur.

d.      The Principal communicates a written decision within a reasonable timeline.

**Step 3: District Review (If Requested)**
If unresolved:
a.      The Superintendent (or designate) reviews the challenge.
b.      A small review committee may be convened, including:
     i.      a Principal;
     ii.     a teacher;
     iii.    a district curriculum leader;
     iv.     an Indigenous Education representative (where applicable).
c.      The committee considers:
     i.      educational merit;
     ii.     student age and context;
     iii.    representation and inclusion;
     iv.     potential harm;
     v.      alignment with policy.
d.  A written recommendation is provided to the Superintendent.
e.  The Superintendent's decision is final.

**Resource Removal**
Resources are removed only when:
a.      they are inaccurate, harmful, inappropriate, or discriminatory;
b.      they fail to meet district or Ministry standards;
c.      they violate copyright, FOIPPA, or licensing expectations.

**11.     Record Keeping**
Schools must maintain:
a.      lists of core resources used in each grade/course;
b.      approval records for digital tools;
c.      documentation of resource challenges and resolutions.
a.      District staff will maintain:
d.      an updated list of approved and restricted digital tools;
e.      guidance for resource selection.

**12.     Review Cycle**
This AP will be reviewed every three years, or sooner if Ministry direction on learning resources changes.

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](#)

**Dates of Adoption and Amendments:**
Adopted:        2015.11.24
Amended:      2020.04.28 | **2023.09.26**

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;

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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 (*Pending*)
    *   Policy 1040 — Equity, Diversity & Inclusion (*Pending*)
    *   Policy 700 — Safe, Caring & Inclusive School Communities
    *   Administrative Procedures related to volunteer screening and community partnerships

    **External References**
    *   *School Act* and Child Protection requirements


**Dates of Adoption and Amendments:**
Adopted:      2007.11.27
Amended:      2015.11.24 | 2018.02.27| 2019.08.27 | **2024.02.27**

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).
**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:**
a. Approve all volunteers at their school.
b. Ensure screening and CRCs are completed prior to engagement in high-risk activities.
c. Maintain volunteer records.
d. Provide orientation to volunteers regarding school expectations and procedures.
**Teachers / Staff Supervisors:**
a. Request volunteers as needed and outline volunteer responsibilities.
b. Supervise volunteers unless they are approved high-risk volunteers with prior clearance.
c. Report any conduct concerns to the Principal immediately.
**Volunteers:**
a. Follow all district and school policies.
b. Maintain confidentiality.
c. 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.    confirmation of $3million liability insurance (for volunteer drivers)
       e.    agreement to comply with school and district procedures.

    **4.2    Criminal Record Check (CRC)**

       Criminal Record Checks for school volunteers are free if the volunteer organization is registered with the province's Criminal Records Review Program (CRRP) and the volunteer provides a valid letter of volunteer confirmation, which can be obtained from the school.

       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    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.

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

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.       Literate and numerate students transitioning to meaningful graduation;
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 *(Upcoming)*
- Governance Policy 1050 — Community Engagement (*Upcoming*)

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

**Dates of Adoption and Amendments:**
Adopted:     2016.03.08
Amended:   2019.08.27 (Renumbered and Reviewed) | **2021.10.26** (Replaced Board Policy 3030-School Planning Councils)

**Purpose**
The purpose of this Administrative Procedure is to establish clear and consistent expectations for the implementation of the Framework for Enhancing Student Learning (FESL) across the Qualicum School District. This procedure is intended to support improved student achievement and well-being by aligning district, school, and classroom practices with the District Strategic Plan, with particular emphasis on literacy, numeracy, meaningful graduation, and equity of outcomes for priority populations.

This Administrative Procedure is designed to solidify effective practice, promote coherence across the system, and ensure accountability through outcomes that are concrete, observable, and measurable.

**Guiding Principles**
1. Student learning and meaningful graduation are the core functions of the School District.
2. Literacy, numeracy, and graduation success are foundational priorities that require sustained attention and intentional action.
3. Equity of outcomes requires differentiated supports and the purposeful use of data to identify and address barriers to student success.
4. Professional learning for teachers and school leaders is essential to continuous improvement in student learning.
5. Transparency and communication regarding student achievement strengthen trust and shared responsibility across the system.

**Alignment with the District Strategic Plan**
1. The District Strategic Plan goals and outcomes serve as the primary framework for all district and school improvement efforts.
2. Schools will use the Strategic Plan goals and outcomes as a defined "pick list" when developing and revising their School Plans for Impact to ensure district-wide coherence and alignment.
3. School Plans for Impact will demonstrate clear connections between identified student learning needs, selected Strategic Plan outcomes, and planned actions.

**Expectations for Assessment and Use of Evidence**
1. Provincial assessments are to be treated as critical milestones in a student's educational journey.
2. Schools will ensure the highest level of fidelity to provincial assessment processes, including:
   a. Reinforcing high expectations for all students;
   b. Providing adequate instructional and technical preparation, including practice with online assessment components;
   c. Establishing safe, supportive, and normalized assessment environments.
3. In years when provincial assessments are not administered, schools will use district-supported assessments to:
   a. Normalize the assessment experience for students;

b.      Supplement provincial data;
c.      Broaden classroom, school, and district-level learning evidence.
4.      Information from provincial, district, and classroom assessments must be used to guide instructional practice and the selection of targeted learning opportunities aligned with Strategic Plan outcomes.
5.      Teachers are expected to:
      a.      Use classroom, district, and provincial assessment data to design learning that meets individual student needs;
      b.      Establish classroom learning goals informed by evidence.
6.      Principals are expected to:
      a.      Work collaboratively with teachers to analyze collective assessment information;
      b.      Use this evidence to inform School Plans for Impact and ongoing school improvement decisions.

**Graduation and Student Success (Secondary)**
1.      Meaningful graduation will be consistently identified and reinforced as a core district priority in group sessions, professional learning opportunities, and district publications throughout the school year.
2.      Secondary schools will establish and maintain structures to systematically track, monitor, and support students through the Graduation Program.
3.      Barriers to student graduation that are non-curricular, arbitrary, or procedural in nature must be identified and addressed.
4.      Schools will use graduation data and related evidence to inform targeted interventions and supports for students at risk of not completing graduation requirements.

**Access to Data and Systems**
1.      The School District will provide principals and teachers with access to a user-friendly and efficient data repository system.
2.      Data systems will support the development of individual student profiles, classroom profiles, and cohort analyses to inform instructional and school planning.
3.      District staff will provide guidance and support to ensure data systems are used consistently and effectively across schools.

**Professional Learning**
1.      Ongoing teacher and administrator learning is essential to sustained improvements in student learning.
2.      In addition to contractual professional development days, the School District will provide a range of professional learning opportunities to address varied needs and preferences.
3.      Professional learning may include:
      a.      Release time during the instructional day for targeted learning, tool implementation, or high-leverage strategies;
      b.      After-school or evening sessions;
      c.      Small-group collaborative release time to support peer learning, shared problem-solving, and instructional improvement.

4.	Professional learning opportunities will be aligned with District Strategic Plan priorities and informed by evidence of student learning needs.

**Communication and Reporting**
1.	The District FESL Report will be made publicly available on the district website within one week of Board of Education approval.
2.	School Plans for Impact will be accessible in accordance with district expectations for transparency and communication.
3.	Principals and district staff will regularly share updates regarding student achievement and progress toward Strategic Plan outcomes through meetings, newsletters, and district and school websites.

**Monitoring and Review**
1.	District staff will monitor implementation of this Administrative Procedure through review of School Plans for Impact, assessment practices, graduation data, and professional learning activities.
2.	This Administrative Procedure will be reviewed periodically to ensure continued alignment with the District Strategic Plan, Ministry requirements, and emerging evidence of effective practice.

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:
   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;
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 (*Pending*)
- Governance Policy 1030 — Indigenous Education & Reconciliation (*Pending*)

**External References**

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

**Dates of Adoption and Amendments:**

Adopted:     1991.07.09
Amended:     1991.10.08 | 1992.10.27 | 1993.11.23 | 2000.04.25 | 2009.05.26 | 2010.04.27 | 2011.11.22 | 2015.10.27 | 2019.08.27 | **2020.06.23**

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

The Superintendent prepares a Preliminary Report that includes:
a.     demographic and enrollment data;
b.     facility condition and utilization;
c.     program implications;
d.     financial considerations;
e.     transportation impact;
f.     impact on catchments;
g.     equity and inclusion considerations;
h.     risk analysis;
i.     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;
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;
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.

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** (the Secretary Treasurer 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.  Internal References**
- Governance Policy 1060 — Privacy & Information Stewardship *(Pending)*
- Administrative Procedures to Board Policy 305:  Public Interest Disclosure

**External References**
- *School Act*
- Public Interest Disclosure Act
- Freedom of Information and Protection of Privacy Act

**Dates of Adoption and Amendments:**
Adopted:        **2021.10.26**
Amended:

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**
   The Secretary-Treasurer is the senior district administrator assigned to receive and respond to disclosure.  If the disclosure is related to the Secretary-Treasurer, then the Superintendent of Schools would receive and respond to disclosure.

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.

**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:
a.    in writing;
b.    by secure email;
c.    by confidential meeting;
d.    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.
   b. Information will be shared strictly on a need-to-know basis.
   c. All investigation records will be stored securely.
   d. Confidentiality cannot be absolute if disclosure is necessary to:
      i. conduct a fair investigation;
      ii. meet legal obligations;
      iii. 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

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**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:
a.    corrective action or discipline (if warranted);
b.    policy or procedure changes;
c.    training or communication measures;
d.    referral to external authorities;
e.    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 Administrative Procedure will be reviewed every three years, or sooner if provincial legislation changes or if a review of practice suggests revision.

## Context
Safe, caring, and inclusive school communities are essential for student learning and well-being. When student behaviour compromises safety or learning, responses will be fair, progressive, restorative wherever possible, and aligned to legislation and district expectations. This policy compliments Board Policy 700: Safe, Caring, and Inclusive School Communities.

## Policy Statement
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
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").

## Equity and Data Monitoring
The Board is committed to equitable outcomes. The District will **monitor discipline data for disproportionality** and respond when necessary.

## 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.

## 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.

**References**

- Administrative Procedure 701: Student Discipline
- Administrative Procedure II to Policy 701: Substance Use
- Board Policy 700: Safe, Caring and Inclusive School Communities
- School Act (ss. 26, 85(2)(c)(ii), 85(2)(d))
- Canadian Charter of Rights and Freedoms

## (Proposed Revision 3)

### 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.
3. Schools will use **Appendix A – Progressive School-Based Responses Prior to District Referral** to guide planning, documentation, and follow-up.

### 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.
- 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 promote psychological and cultural 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 and interventions 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** may 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.

**References**
Policy 701; Board Bylaw No. 5; School Act; Canadian Charter of Rights and Freedoms.

# (Proposed Revision 3)

**Substance Use**

**Purpose**
To provide clear expectations and consistent, progressive, and supportive responses to student substance use, balancing discipline with health promotion and care.

**Principles**
- Emphasize safety, learning, and restoration over consequences.
- Use school-based progressive responses first, except where safety or legal duty requires immediate escalation.
- Collaborate with families and, where appropriate, community partners.

**Procedures**
**Initial Incidents**
- **Elementary (K–7)**: Principal/counsellor meet with student and parents/guardians; apply school-based responses from Appendix A; consider health education and supports.
- **Secondary (8–12):** Use progressive, school-based responses (e.g. restorative conference, health education/counselling, behaviour plan, re-entry conditions).
- Referral to DDARC is normally reserved for repeated, serious, or safety-related circumstances.

**Repeated/Serious Incidents**
- For repeated infractions or significant safety concerns, the principal informs the Superintendent and may refer to the District Drug and Alcohol Review Committee (DDARC).
- RCMP may be contacted when required by law or when safety dictates.

**Distribution/Trafficking**
- Students distributing/selling/trafficking substances will be suspended (normally out-of-school) and referred to **the District Discipline/Review process**; RCMP will be notified as required.

**DDARC – Composition and Process**
- Chaired by the Superintendent or designate and include appropriate school-based administrators and supports; a child and youth care worker, and include Indigenous representation and/or cultural supports where possible for students with Indigenous ancestry.
- Include student, family, and school representative; recommend supports such as counselling, family services, educational program changes, and, where appropriate, discipline consistent with Policy 701.

**Venues and Cultural Safety**

DDARC meetings will normally be held in a school, neutral site, or relevant Indigenous community space where appropriate, to reduce intimidation and increase accessibility. Given unusual circumstances or in cases where school-based responses have been ineffective, the DDARC meeting may be held at the District Office at the Superintendent's discretion.

**Documentation, Confidentiality, and Appeals**
Follow district documentation standards; maintain confidentiality; appeals per Board Bylaw No. 5.

**Reference**
Policy 701; Board Bylaw 5; Canada's Food and Drugs Act; Controlled Drugs and Substances Act.

## Policy 701: Appendix A – Progressive School-Based Responses Checklist

☐ **Attendance / engagement plans; timetable adjustments; learning supports**
Notes:

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☐ **Success / behaviour support plans; check-in / check-out**
Notes:

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☐ **Collaborative problem-solving meetings (student / family / school team)**
Notes:

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☐ **School-level consequences paired with learning tasks (reflection, restoration)**
Notes:

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☐ **Connection room / CYCW / IEW mentoring**
Notes:

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☐ **Targeted teaching/re-teaching of expectations and regulation strategies**
Notes:

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☐ **Peer support for behaviour and interactions**
Notes:

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☐ **Relationship repair and school-based restorative conversations**
Notes:

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☐ **Learning Journey / SAILS / PATH processes**
Notes:

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☐ **Cultural supports and Indigenous community involvement (as appropriate)**
Notes:

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☐ **Re-entry meetings with clear conditions and follow-up**

Notes:

**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.

**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

**Dates of Adoption/Amendments:**
**Adopted:**      1989.10.15
**Amended**:      1991.09.10:  2001.04.24:  2002.10.22:  2003.05.27:  2009.04.28:  2016.03.08:
                  **2021.11.23**

## 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.

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
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# Family Guide: Addressing Concerns in the Qualicum School District

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

**Start Here →**

## TEACHER

**1**

- 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.

## SCHOOL ADMINISTRATION

**2**

- 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.

Staff contact information is on the school & district websites.

## DISTRICT STAFF

**3**

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

*This can be a PAC or DPAC representative.

- 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

**4**

- 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.

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

**5**

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

## 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.

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