



**QUALICUM SCHOOL DISTRICT
POLICY COMMITTEE OF THE WHOLE AGENDA
TUESDAY, APRIL 21, 2026
1:00 P.M.
VIA VIDEO CONFERENCING**

[Join the meeting now](#)

Meeting ID: 264 167 093 557 7

Passcode: fN7oR6LW

(Meeting will be recorded)

Facilitator: Trustee Eve Flynn

Mandate: *To discuss and make recommendations to the Board on all matters related to Bylaws, Policy, Administrative Procedures.*

- 1. INDIGENOUS LAND ACKNOWLEDGEMENT AND INTRODUCTIONS**
- 2. BYAWS/POLICIES POTENTIALLY GOING TO FIRST READING**
600 Series Crosswalk – Personnel

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e.	605: Leadership Development and Educational Loan Program	p 17-24
f.	617: Selection and Assignment of Exempt Leadership Staff	p 25-29
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- 3. BYLAWS/POLICIES POTENTIALLY GOING TO SECOND READING**

a.	Policy 500: Communicating Student Learning	p 37-42
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- 4. BYLAWS/POLICIES POTENTIALLY GOING TO THIRD AND FINAL READING**
(Final review including input on Administrative Procedures)

a.	Policy 301: Living Wage	p 105-106
b.	Policy 302: Community Engagement and Volunteers	p 107-112
c.	Policy 303: Enhancing Student Learning	p 112-118
d.	Policy 304: School Closure, Consolidation or Reconfiguration	p 119-125
e.	Policy 305: Public Interest Disclosure	p 126-132
f.	Policy 701: Student Discipline	p 133-140
- 5. FUTURE TOPICS**

a.	Policies 604 and 606	
b.	Policy Overhaul Continued	
- 6. NEXT MEETING DATE**
Tuesday, May 19, 2026 at 1:00 p.m. via videoconferencing

CROSSWALK — 600 SERIES (DRAFT)

Old Policies → New Modernized Policies

Original # & Title	Status in Revised Manual	New Policy # & Title	Summary of Change
600 – Personnel	Modernized and reframed as umbrella policy	600 – Human Resources Governance & Framework	Shifted from a descriptive catch-all to a governance-level statement outlining Board role, Superintendent authority, equity, hiring principles, and alignment with legislation. Operational HR practices moved to AP or specific sub-policies.
601 – Employee Conflict of Interest	Modernized; clarified expectations	601 – Conflict of Interest for Employees	More precise definitions, alignment with public-sector standards, and clearer guidance on outside employment, relationships, financial interests. Investigative steps moved to AP.
602 – Exempt Staff Supplementary Employment Benefits (SEB)	Modernized; tightened for clarity and compliance	602 – Exempt Staff SEB (Revised)	Clearer boundaries for eligibility, alignment with provincial standards, and simplified governance language. Detailed claim processes and documentation moved to AP.
603 – Employee Attendance Support	Modernized, trauma-informed, consistent with privacy law	603 – Attendance Support & Employee Wellness	Reframed through a wellness and accommodation lens; clarified early support, fairness, and non-disciplinary intent. All process-heavy workflow moved to AP.
604 – Workplace Bullying and Harassment	Modernized; aligned with WorkSafeBC requirements	604 – Bullying & Harassment Prevention	Stronger focus on psychological safety, definitions aligned with legislation, clearer reporting expectations, and explicit anti-reprisal statements. Full investigation

Original # & Title	Status in Revised Manual	New Policy # & Title	Summary of Change
606 – Respectful Workplace	Modernized and harmonized with 604	606 – Respectful Workplace	and documentation processes moved to AP. Streamlined as a complementary governance policy emphasizing dignity, equity, professionalism, and restorative responses. Procedural overlap removed; operational processes in AP.
617 – Selection and Assignment of Exempt Leadership Staff	Modernized; aligned with contemporary leadership practices	617 – Exempt Leadership Selection & Assignment	Clarified Superintendent authority, alignment with succession planning, values-based leadership, conflict-of-interest screening, and transparent recruitment principles. Hiring workflows moved to AP.



1. Purpose

The Board of Education is committed to attracting, supporting, and retaining high-quality employees who contribute to safe, inclusive, and engaging learning environments. This policy establishes overarching principles that guide the district's approach to human resource practices, consistent with provincial legislation, collective agreements, and BCPSEA standards.

2. Guiding Principles

a. Respect and Dignity

Every employee is entitled to work in an environment that is respectful, professional, and free from discrimination, bullying, harassment, and violence.

b. Equity, Inclusion, and Cultural Safety

Hiring, development, and workplace practices will support equitable access, welcome diverse identities, and respect Indigenous rights and worldviews.

c. Professionalism and Integrity

Employees are expected to uphold high standards of professional conduct, ethical behaviour, accountability, and confidentiality.

d. Health, Safety, and Well-Being

The district is responsible for providing safe, healthy workplaces, and supporting the physical and psychological well-being of employees.

e. Collaboration and Positive Workplace Culture

The district values respectful communication, meaningful engagement, and positive working relationships among all employee groups.

f. Leadership Development and Capacity Building

The district encourages ongoing learning, leadership development, and professional growth for all employees.

g. Compliance and Alignment

Personnel practices must comply with the *School Act*, *BC Human Rights Code*, *Workers Compensation Act*, *Employment Standards Act*, FOIPPA, collective agreements, and BCPSEA guidelines.

3. Board Responsibilities

The Board will:

- a. Set the overall direction for human resource principles and priorities;
- b. Approve personnel policies and ensure alignment with legislation and collective agreements;
- c. Oversee and evaluate the performance of the Superintendent;
- d. Support the development of a positive, respectful workplace culture;
- e. Ensure the district follows BCPSEA frameworks for exempt staff compensation and human resource practices.



4. Superintendent Responsibilities

The Superintendent is responsible for all human resource operations, including:

- a. Recruiting, selecting, assigning, evaluating, and developing personnel;
- b. Ensuring respectful, safe, and healthy workplaces;
- c. Implementing inclusive hiring practices and supporting equity-seeking groups;
- d. Providing leadership development and professional learning;
- e. Ensuring alignment with BCPSEA standards, collective agreements, and applicable legislation;
- f. Maintaining confidentiality and secure handling of personal employee information;
- g. Establishing Administrative Procedures to operationalize personnel policies.

5. Employee Responsibilities

All employees must:

- a. Contribute to respectful, safe, and inclusive workplaces;
- b. Demonstrate professionalism, ethical conduct, and integrity;
- c. Follow district policies, procedures, collective agreements, and applicable laws;
- d. Protect privacy and confidentiality of student and staff information;
- e. Report safety concerns, incidents, and violations of district policy as required.

6. Commitment to Indigenous Rights and Truth & Reconciliation

The district will:

- a. Support Indigenous employees and leadership development;
- b. Ensure personnel practices honour the rights of Indigenous peoples under the *Human Rights Code* and TRC Calls to Action;
- c. Collaborate with Indigenous partners to strengthen cultural safety across worksites.

7. Confidentiality and Privacy

- a. Personal employee information will be collected, used, stored, and disclosed only in accordance with FOIPPA and district privacy policies.
- b. Employees with access to confidential information must use it only for authorized purposes.

8. Administrative Procedures

The Superintendent will develop procedures that address:

- i. recruitment and selection
- ii. onboarding and orientation
- iii. evaluation and growth planning
- iv. workplace health and safety
- v. respectful workplace expectations
- vi. attendance support
- vii. conflict of interest
- viii. compensation and benefits



- ix. employee records management
- x. training and professional development

These procedures must align with legislation, collective agreements, and BCPSEA standards.

9. Internal References

- [Policy 604- Workplace Bullying and Harassment](#)
- [Policy 606 - Respectful Workplace](#)
- Governance Policy 1060 — Privacy & Information Stewardship (*Pending*)

External References

- [School Act](#)
- [BC Human Rights Code](#)
- [Employment Standards Act](#)
- [Workers Compensation Act / WorkSafeBC](#)
- [Freedom of Information and Protection of Privacy Act \(FIPPA\)](#)
- [BCPSEA Standards, Guidelines, and Frameworks](#)
- Relevant provincial and local collective agreements

Dates of Adoption and Amendments:

Adopted: 2021.09.28

Amended: 2022.11.22 | 2023.11.28 | **2025.05.27**



1. Purpose

The Board of Education is committed to ensuring public confidence in the integrity and impartiality of the Qualicum School District. Employees must perform their duties in a manner that is free from conflicts of interest, both real and perceived. This policy establishes expectations for identifying, avoiding, and disclosing conflicts of interest.

2. Guiding Principles

a. **Integrity and Public Trust**

Employees must conduct themselves in a way that upholds public trust and avoids situations that compromise, or appear to compromise, professional judgment.

b. **Transparency**

Employees must disclose actual or potential conflicts promptly so they can be assessed and addressed appropriately.

c. **Fairness and Impartiality**

District decisions must not be influenced by personal, financial, or family interests.

d. **Accountability**

Employees are responsible for understanding and applying conflict-of-interest standards.

e. **Protection of Confidential Information**

Confidential information obtained through employment must not be used for personal gain or to benefit others improperly.

3. Definitions

A conflict of interest exists when an employee's personal, financial, or other private interests could improperly influence—or be perceived to influence—the performance of their duties.

Conflicts may be:

a. **Actual** (a real conflict exists)

b. **Potential** (a conflict could arise)

c. **Perceived** (a reasonable person might believe a conflict exists)

4. Common Types of Conflict of Interest

Conflicts may include, but are not limited to:

a. **Financial Interests**

Personal financial gain tied to district decisions, contracts, procurement, or vendor relationships.

b. **Family or Personal Relationships**

Participation in decisions affecting family members or close associates (e.g., hiring, evaluation, discipline, awarding contracts).

c. **Outside Employment or Activities**

External employment, consulting, tutoring, or business interests that conflict with district duties or use district resources.



- d. **Gifts, Benefits, or Favours**
Accepting gifts, services, or advantages that could influence professional judgment or create an appearance of influence.
- e. **Use of Confidential Information**
Using privileged information for personal gain or to give an unfair advantage to others.
- f. **Use of District Resources**
Using district equipment, information, time, or materials for personal purposes beyond incidental use.

5. Employee Responsibilities

All employees must:

- a. Act the best interests of the district;
- b. Exercise professional boundaries and avoid situations that could create a conflict of interest;
- c. Disclose conflicts (actual, potential, or perceived) promptly to their supervisor;
- d. Disqualify themselves as participants in personnel decisions when their objectivity could be compromised for any reason, benefit or perceived benefit;
- e. Comply with decisions or measures put in place to resolve or mitigate the conflict;
- f. Not use their position for personal benefit or to benefit relatives or associates;
- g. Protect confidential information and district assets.

Employees who are uncertain whether a situation constitutes a conflict must seek guidance from their supervisor or Human Resources.

6. Supervisor Responsibilities

Supervisors will:

- a. Review disclosures of conflict of interest;
- b. Inquire when there is reasonable cause to believe that a conflict of interest exists;
- c. Consult with Human Resources as needed;
- d. Determine and document appropriate steps to mitigate or remove the conflict;
- e. Communicate expectations clearly to the employee;
- f. Escalate issues to the Superintendent where necessary.



7. Prohibited Conduct

Employees must not:

- a. Influence hiring, promotion, supervision, or evaluation of a family member or close associate;
- b. Participate in contract decisions where they or their associates have a financial interest;
- c. Give preferential treatment to individuals or organizations based on personal relationships;
- d. Use confidential information or district resources for personal benefit;
- e. Solicit or accept gifts that could influence decisions or appear to do so;
- f. Engage in outside work that conflicts with district duties or reputation.

8. Disclosure Requirements

- a. Employees must disclose conflicts proactively, in writing, in accordance with Administrative Procedures.
- b. Annual or periodic declarations may be required for certain positions.
- c. Employees must update disclosures if circumstances change.

9. Confidentiality

All conflict-of-interest disclosures will be handled with discretion, respecting employee privacy while meeting legal and organizational obligations.

10. Breaches of Policy

Failure to disclose or appropriately manage a conflict of interest may result in corrective or disciplinary action, up to and including termination, in accordance with collective agreements and district procedures.

11. Administrative Procedures

The Superintendent will establish procedures that:

- a. Define steps for disclosure, review, and resolution of conflicts;
- b. Provide examples to guide employee decision-making;
- c. Outline documentation requirements;
- d. Address conflicts related to procurement, employment relationships, and outside work;
- e. Support training and awareness.

12. Internal References

- Collective Agreements
- Governance Policy 1060 — Privacy & Information Stewardship (*Pending*)

External References

- [School Act](#)
- [BC Human Rights Code](#)
- [Employment Standards Act](#)
- [Freedom of Information and Protection of Privacy Act \(FIPPA\)](#)
- [BCPSEA Conflict of Interest Guidelines](#)



Dates of Adoption and Amendments:

Adopted: 1984.10.03

Amended: 1986.08.27 | 1990.03.28 | 1991.09.10 | 2005.03.29 | 2018.01.23 | 2021.11.23 |

Reviewed 2025.02.25

DRAFT



1. Purpose

This Administrative Procedure supports Policy 601 – Employee Conflict of Interest by setting out clear expectations and processes to identify, disclose, and address conflicts or potential conflicts.

Its goal is to ensure that employee decisions and actions are ethical, impartial, and in the best interests of the district, and that conflicts—actual, potential, or perceived—are managed appropriately.

2. Definitions

- a. **Conflict of Interest**
A situation in which an employee’s private interests—financial, personal, relational, or otherwise—could improperly influence, or appear to influence, their professional duties.
- b. **Actual Conflict**
A real and existing conflict between duties and private interests.
- c. **Potential Conflict**
A situation that could reasonably develop into a conflict.
- d. **Perceived Conflict**
A situation that may appear to the public or colleagues as conflicting with duties, even if no actual conflict exists.
- e. **Family Member**
Includes spouse/partner, parent, child, sibling, in-laws, and any relative residing with the employee.
- f. **Outside Employment / Activity**
Any paid or unpaid work, business venture, consulting, coaching, or service performed outside district employment.

3. Guiding Principles

Employees must:

- a. act with integrity, impartiality, and professionalism;
- b. avoid situations that compromise or appear to compromise objectivity;
- c. disclose conflicts early and proactively;
- d. protect the public trust in education;
- e. maintain clear boundaries with students and families;
- f. follow all procurement and financial controls.

Conflict of interest is not inherently wrongdoing; failure to disclose and manage it is.

4. Duty to Avoid and Disclose Conflicts

Employees must promptly disclose:

- a. actual conflicts;
- b. potential conflicts;
- c. perceived conflicts that may raise questions of impartiality.



Employee Conflict of Interest

(Personnel Series)

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Disclosure is made to:

- d. the employee's immediate supervisor;
- e. the Superintendent or Secretary-Treasurer (for complex cases);
- f. HR (for record keeping).

Supervisors must document and address disclosures in a timely manner.

5. Common Conflict of Interest Situations

5.1 Relationships and Personal Interests

Employees must not:

- a. supervise, evaluate, or participate in hiring decisions involving family members or close personal relationships;
- b. engage in preferential treatment;
- c. use influence to benefit themselves, family, or associates.

Assignments and evaluations must be reassigned where conflicts arise.

5.2 Procurement, Purchasing, and Contracting

Employees must not:

- a. recommend or approve purchases from businesses owned by themselves or family members;
- b. receive personal benefit, gifts, or commissions from vendors;
- c. share confidential pricing or bidding information;
- d. participate in contract evaluation where a personal connection exists.

Gifts or hospitality from vendors must be **declined** unless they are:

- e. of nominal value;
- f. not tied to purchasing decisions;
- g. disclosed when acceptance could otherwise appear improper.

5.3 Outside Employment, Businesses, and Tutoring

Outside work must **not**:

- a. occur during district working hours;
- b. use district resources (devices, software, equipment, vehicles, facilities);
- c. create competition with district services;
- d. impair the employee's ability to perform district duties;
- e. create a conflict in loyalty or judgment.

Tutoring:

Employees may not tutor students currently under their direct instruction or evaluation for personal financial gain.

Tutoring must occur:

- a. off-site;
- b. outside work hours;
- c. without use of district equipment or materials;
- d. with prior disclosure to the supervisor.



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5.4 Relationships with Students and Families

Employees must maintain professional boundaries at all times and avoid:

- a. private financial relationships;
- b. unapproved home visits;
- c. accepting gifts of significant value;
- d. private social media or messaging interactions;
- e. involvement in student family disputes or legal matters;
- f. offering preferential access, opportunities, or services.

Any perception of preferential treatment must be avoided.

5.6 Use of Inside Information

Employees must not use confidential district information for:

- a. personal benefit;
- b. external business ventures;
- c. advantage of family, friends, or associates.

FOIPPA applies in all circumstances.

6. Disclosure Process

- a. **Employee identifies a conflict or potential conflict.**
- b. **Employee completes a *Conflict of Interest Disclosure Form*** (district template).
- c. **Supervisor reviews** and discusses mitigation strategies, which may include:
 - i. recusal from decision-making;
 - ii. reassignment of duties;
 - iii. enhanced oversight;
 - iv. temporary modifications;
 - v. in rare cases, removal from a project or committee.
- d. Supervisor forwards documentation to HR for secure retention.
- e. Human Resources or senior leadership may provide additional direction in complex cases.
- f. Employees will **not** be penalized for good-faith disclosure.

7. Failure to Disclose

Failure to disclose or attempting to conceal a conflict may result in:

- a. reassignment of duties;
- b. removal from specific responsibilities;
- c. disciplinary action consistent with district policies and collective agreements.

Intentional misuse of position for personal gain constitutes serious misconduct.

8. Prohibited Conduct

Employees must not:

- a. use district property, equipment, or vehicles for personal business;



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ADMINISTRATIVE PROCEDURE 601-1

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- b. accept personal payment or benefit for performing district duties;
- c. directly negotiate contracts on behalf of the district where a personal relationship exists;
- d. privately hire or be hired by families they serve without disclosure and approval;
- e. make district purchasing recommendations that benefit personal or family interests.

9. Political Activity

Employees may participate in political activities on their own time but must not:

- a. use district resources for political work;
- b. engage in political advocacy during instructional or work time;
- c. give the impression of representing the district in political matters;
- d. use their position to influence student or parent political views.

10. Record Keeping

Human Resources maintains confidential records of disclosures:

- a. for the duration of employment;
- b. according to FOIPPA and retention schedules;
- c. accessible only on a need-to-know basis.

11. Support, Advice, and Questions

Employees who are unsure whether a situation constitutes a conflict should:

- a. consult their supervisor;
- b. contact HR;
- c. request guidance without penalty.

Early disclosure is always the safest approach.

12. Review Cycle

This AP will be reviewed every three years, or sooner if district HR guidelines or provincial legislation change.



EXEMPT STAFF SUPPLEMENTARY EMPLOYMENT BENEFITS

(Personnel Series)

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1. **Purpose**

The Board of Education is committed to supporting exempt staff through fair, transparent, and competitive employment benefits that promote well-being and help attract and retain high-quality leaders and professionals. This policy outlines the Board's principles related to Supplementary Employment Benefits (SEB) for eligible exempt employees, consistent with BCPSEA compensation frameworks.

2. **Guiding Principles**

a. **Compliance with BCPSEA Standards**

SEB provisions must align with provincial compensation guidelines and approval processes governing exempt staff.

b. **Equity and Consistency**

Benefits should be administered fairly and consistently across eligible exempt positions.

c. **Support for Employee Well-Being**

SEB programs provide financial stability for exempt employees during authorized leaves covered by collective agreement standards for unionized staff (e.g., maternity/parental leave, medical leave).

d. **Transparency and Accountability**

Eligibility, approval, and administration of SEB must be clearly defined and communicated.

e. **Responsible Stewardship**

SEB commitments must be managed sustainably within district budgets and in alignment with provincial direction.

3. **Scope**

This policy applies only to **exempt staff** of the Qualicum School District. It does not apply to unionized employees whose SEB provisions are defined in collective agreements.

4. **Eligibility**

Eligibility for SEB is determined by:

a. The employee's exempt employment status;

b. Alignment with BCPSEA compensation guidelines;

c. Legislative requirements (e.g., *Employment Standards Act* provisions on maternity/parental leave);

d. Specific criteria outlined in Administrative Procedures.

Eligibility conditions (e.g., length of service, approved leave categories) are operational and will be defined in the AP.



EXEMPT STAFF SUPPLEMENTARY EMPLOYMENT BENEFITS

(Personnel Series)

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5. Supplementary Employment Benefits (General Statement)

Where permitted under BCPSEA frameworks, the district may provide SEB to eligible exempt employees in circumstances such as:

a. Maternity and Parental Leave

Supplementary benefits may support income replacement consistent with standard SEB models used in the K–12 sector.

b. Approved Medical or Disability Leave

SEB may apply during medically supported absences when aligned with provincial guidelines.

c. Other Authorized Leaves

SEB may be provided for other provincial-authorized or Board-approved leave categories, where appropriate.

The specific percentage, duration, and structure of SEB will be defined in Administrative Procedures, consistent with BCPSEA requirements.

6. Roles and Responsibilities

6.1 Board of Education

The Board will:

- a. Approve the policy framework for exempt SEB;
- b. Ensure compliance with BCPSEA compensation standards;
- c. Approve any SEB structures requiring Board-level endorsement;
- d. Ensure SEB commitments are financially sustainable.

6.2 Superintendent

The Superintendent will:

- a. Administer SEB programs in accordance with this policy and provincial direction;
- b. Establish Administrative Procedures outlining eligibility, processes, documentation, and benefit calculations;
- c. Consult with BCPSEA on any proposed changes or unique circumstances;
- d. Ensure exempt staff receive clear information regarding SEB entitlements and processes.

6.3 Human Resources Department

HR will:

- a. Support exempt staff in understanding SEB provisions;
- b. Verify eligibility and required documentation;
- c. Ensure accurate calculation and administration of benefits;
- d. Maintain confidentiality of personal and medical information.



EXEMPT STAFF SUPPLEMENTARY EMPLOYMENT BENEFITS

(Personnel Series)

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7. Confidentiality and Privacy

All medical and personal information associated with SEB will be handled in accordance with FOIPPA and district privacy policies.

8. Administrative Procedures

Administrative Procedures will:

- a. Define eligibility and documentation requirements;
- b. Outline the process for requesting SEB;
- c. Specify benefit amounts, timelines, and payment structures;
- d. Ensure alignment with BCPSEA frameworks and provincial legislation;
- e. Provide examples and guidance for consistent application;
- f. Establish procedures for exceptional cases or appeals.

9. Internal References

- [Policy 600 — Personnel](#)

External References

- [School Act](#)
- [BCPSEA Exempt Staff Compensation Administration Guidelines](#)
- [Employment Standards Act](#) (maternity and parental leave provisions)
- [Freedom of Information and Protection of Privacy Act \(FIPPA\)](#)

Dates of Adoption and Amendments:

Adopted: 2021.02.23

Amended: **2025.05.27**



1. Purpose

The Board of Education is committed to promoting healthy, safe, and supportive workplaces where employees can attend work regularly and perform their duties effectively. This policy establishes principles for assisting employees whose attendance may be affected by health, disability, workplace conditions, or other extenuating circumstances. The district's approach is supportive—not disciplinary—and centres on employee well-being.

2. Guiding Principles

a. Well-Being and Support

Attendance support is grounded in a commitment to employee health, wellness, and psychological safety.

b. Respect and Dignity

Employees will be treated respectfully, without stigma or judgment related to illness or disability.

c. Early and Collaborative Assistance

Challenges affecting attendance are best addressed early and through collaborative problem-solving involving the employee, supervisor, and Human Resources.

d. Individualized Approach

Attendance support may require flexible or personalized accommodations in accordance with the *BC Human Rights Code*.

e. Shared Responsibility

Employee attendance is a shared responsibility supported by leadership, workplace culture, healthy environments, and employee engagement.

f. Confidentiality

Personal and medical information will be protected in accordance with FOIPPA and handled only by authorized personnel.

g. Legal Compliance

Attendance support will comply with the *School Act*, *Workers Compensation Act*, *Employment Standards Act*, and collective agreements.

3. Scope

This policy applies to all district employees—exempt, unionized, full-time, part-time, and casual.

Attendance concerns arising from disability, medical conditions, workplace injury, or protected grounds under the *BC Human Rights Code* must be addressed through appropriate accommodation processes.

4. District Responsibilities

The district will:

- a. Promote healthy and safe workplaces that support regular attendance;
- b. Engage employees in early, proactive discussions where attendance challenges arise;



- c. Provide access to supports such as wellness initiatives, accommodations, and return-to-work planning;
- d. Coordinate with medical professionals or support services when appropriate and authorized;
- e. Maintain accurate attendance records in accordance with privacy requirements;
- f. Ensure supervisors are trained to respond appropriately and sensitively.

5. Supervisor Responsibilities

Supervisors will:

- a. Foster supportive, respectful relationships that encourage open dialogue about well-being;
- b. Identify attendance patterns that may require follow-up;
- c. Meet with employees in a confidential, solutions-focused manner;
- d. Collaborate with Human Resources to support accommodations or return-to-work plans;
- e. Ensure workload, work environment, and interpersonal dynamics do not contribute to avoidable attendance issues;
- f. Document relevant discussions in accordance with district guidelines.

6. Employee Responsibilities

Employees are expected to:

- a. Attend work regularly and punctually, recognizing that unforeseen illness or personal circumstances may arise;
- b. Notify supervisors of absences as early as possible and follow district procedures;
- c. Participate in collaborative discussions and return-to-work planning when appropriate;
- d. Provide medical or supporting documentation where required and appropriate;
- e. Communicate openly about work-related or personal factors affecting attendance, within the bounds of personal comfort and privacy.

7. Accommodation and Return-to-Work

The district will:

- a. Follow its duty to accommodate employees affected by illness, injury, or disability;
- b. Collaborate with the employee, supervisor, and medical professionals to identify appropriate, reasonable accommodations;
- c. Develop individualized return-to-work or gradual-return plans when needed;
- d. Review accommodations regularly and adjust as appropriate;
- e. Ensure accommodations do not compromise safety or operational requirements.

8. Confidentiality

- a. All personal and medical information will be kept strictly confidential and shared only with authorized personnel;



- b. Information will be collected and stored in accordance with FOIPPA;
- c. Discussions regarding attendance will occur in private and with sensitivity.

9. Non-Punitive Approach

- a. Attendance support is not a disciplinary process.
- b. The focus is on understanding and resolving underlying causes, supporting employee wellness, and improving workplace conditions where applicable.
- c. Disciplinary action is only considered in cases of willful misconduct, dishonesty, or abuse of leave provisions—never for legitimate illness or disability.

10. Administrative Procedures

The Superintendent will establish procedures that:

- a. Define processes for attendance monitoring and early support;
- b. Provide guidance for confidential meetings, documentation, and follow-up;
- c. Outline the roles of Human Resources, supervisors, and external support services;
- d. Clarify medical documentation requirements;
- e. Support implementation of accommodations and return-to-work planning;
- f. Provide training for administrators on sensitive and appropriate implementation.

11. Internal References

- Collective Agreements
- [Policy 600 — Personnel](#)
- [Policy 801 — Health and Safety of Employees](#)
- [Administrative Procedures to Policy 603 – Employee Attendance Support](#)

External References

- [School Act](#)
- [BC Human Rights Code](#)
- [Employment Standards Act](#)
- [Workers Compensation Act / WorkSafeBC](#)
- [Freedom of Information and Protection of Privacy Act \(FIPPA\)](#)

Dates of Adoption and Amendments:

Adopted: 1981.02.18

Amended: 1984.04.04 | 1987.10.18 | 1989.06.28 | 1991.04.23 | 1991.09.10 | 2001.04.03 |
2008.02.26 | 2017.10.24 | **2022.02.22**



EMPLOYEE ATTENDANCE SUPPORT AND EARLY INTERVENTION

(Personnel Series)

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1. **Purpose**

This Administrative Procedure supports Policy 603 – Employee Attendance Support by providing a consistent, supportive, and non-punitive approach to employee attendance. The goal is to promote employee well-being, workplace safety, and continuity of student learning, while ensuring legal compliance and fair, respectful processes.

Attendance support is based on early identification, collaborative problem solving, and appropriate accommodation, not blame or discipline.

2. **Guiding Principles**

- a. Attendance support is a shared responsibility between the district and employees.
- b. Processes must be supportive, respectful, and confidential.
- c. The district has a duty to accommodate to the point of undue hardship under the BC Human Rights Code.
- d. Employees have a responsibility to be at work regularly, arrive on time, and communicate absences promptly.
- e. Medical information will be treated with the highest confidentiality and handled only by HR.
- f. Attendance patterns are addressed early to avoid long-term impacts on employee wellness and school operations.

3. **Definitions**

Innocent Absence

Absence due to illness, injury, medical appointments, or other legitimate non-culpable reasons.

Culpable Absence

Absence due to misconduct or failure to follow procedures (e.g., failure to report absence, unauthorized leave). These are handled through discipline, **not** through this AP.

Attendance Concern

A pattern of absence or lateness that exceeds typical ranges, disrupts learning/workflow, or suggests health or workplace issues requiring support.

Early Intervention

A collaborative process aimed at removing barriers, supporting wellness, and preventing longer-term leave.

4. **Reporting Absences**

Employees must:

- a. follow established reporting procedures;
- b. notify their supervisor as early as possible;
- c. provide expected duration where known;
- d. submit required documentation (e.g., WorkSafeBC forms, medical certificates when required).

Supervisors must:



EMPLOYEE ATTENDANCE SUPPORT AND EARLY INTERVENTION

(Personnel Series)

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- a. ensure absence reporting procedures are known and accessible;
- b. document absences in the district system;
- c. maintain confidentiality.

5. Identifying Attendance Concerns

Supervisors monitor attendance for patterns such as:

- a. frequent short-term absences;
- b. repeated Monday/Friday or post-holiday absences;
- c. extended absences without clear timelines;
- d. frequent lateness or early departures;
- e. repeated failure to follow reporting procedures.

Pattern identification is not punitive but indicates potential need for support.

Supervisors consult HR before initiating any formal attendance support steps.

6. Attendance Support Process

The process typically includes three progressively supportive stages:

Stage 1: Informal Check-in (Supervisor-Led)

Purpose: Understand concerns early and offer help.

Steps:

- 1. Supervisor meets privately and respectfully with the employee.
- 2. Discusses attendance patterns factually and without judgment.
- 3. Asks whether workplace, health, or personal challenges may be contributing.
- 4. Reviews job expectations and outlines available supports.
- 5. Documents the meeting (summary only) and provides a copy to the employee.
- 6. HR is informed that a Stage 1 meeting occurred.

Possible supports:

- a. schedule adjustments;
- b. workload clarification;
- c. access to EFAP;
- d. assistance navigating benefits or medical supports;
- e. short-term flexibility.

Stage 2: Collaborative Attendance Support Meeting (HR & Supervisor)

Purpose: Provide structured support where attendance concerns persist.

Triggered when:

- a. patterns continue after Stage 1;
- b. absences significantly impact operations;
- c. the employee requests additional support;
- d. medical or workplace concerns are identified.



EMPLOYEE ATTENDANCE SUPPORT AND EARLY INTERVENTION

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Steps:

1. Supervisor contacts HR to request a Stage 2 meeting.
2. HR schedules a meeting including the employee and supervisor.
3. Discussion focuses on:
 - i. barriers to regular attendance;
 - ii. available accommodations;
 - iii. wellness supports;
 - iv. return-to-work or stay-at-work strategies.
4. Medical documentation may be requested (see Section 7).
5. A **Support Plan** is jointly developed and shared with the employee.
6. HR retains all documentation securely.

The Support Plan may include:

- a. temporary accommodation;
- b. graduated return-to-work schedule;
- c. ergonomic or environmental adjustments;
- d. modified duties (temporary or permanent);
- e. case management support from disability insurers.

Stage 3: Formal Attendance Support Review (HR-Led)

Purpose: Address ongoing attendance issues with enhanced support and clarity.

Triggered when:

- a. Stage 2 supports are not successful;
- b. absences continue to significantly impact operations;
- c. the employee does not engage in the support process.

Steps:

1. HR leads a formal review meeting with the employee and supervisor.
2. Updated medical documentation may be requested.
3. HR and the employee discuss all reasonable accommodation options.
4. A revised or formalized Attendance Support Plan is developed.
5. Expectations and supports are clearly articulated.
6. Follow-up meetings are scheduled to monitor progress.

Discipline is **not** part of attendance support. However, failure to follow reasonable employer expectations (e.g., not providing required medical documentation) may lead to the *separate* HR discipline process.



EMPLOYEE ATTENDANCE SUPPORT AND EARLY INTERVENTION

(Personnel Series)

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7. Medical Information and Privacy

- a. All medical information must be submitted directly to HR, not supervisors.
- b. supervisors receive only functional information (e.g., restrictions, abilities), not diagnoses.
- c. HR may request medical documentation when:
 - i. patterns of absence indicate ongoing challenges;
 - ii. accommodation or return-to-work planning is required;
 - iii. duration of absence is unclear.
- d. The district respects employee privacy under FOIPPA and Human Rights Code.

8. Duty to Accommodate

The district will:

- a. explore accommodations in good faith;
- b. collaborate with disability insurers, WorkSafeBC, and medical providers;
- c. avoid assumptions about medical limitations;
- d. consider temporary or permanent modifications;
- e. assess whether undue hardship exists.

Employees must:

- a. participate in the accommodation process;
- b. provide necessary medical information;
- c. follow agreed-upon plans.

9. Union and Employee Representation

Employees may have a union representative or support person present during:

- a. Stage 2 and Stage 3 meetings;
- b. discussions requiring medical documentation;
- c. any meeting where the employee requests representation.

10. Extended Leaves and Return-to-Work Planning

For extended absences:

- a. HR coordinates with disability carriers;
 - b. a return-to-work plan is developed (graduated or full-time);
 - c. accommodation needs are assessed;
 - d. communication occurs with supervisors before return.
- Employees must not return to work earlier than medically approved.



EMPLOYEE ATTENDANCE SUPPORT AND EARLY INTERVENTION

(Personnel Series)

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11. Documentation and Record Keeping

HR maintains:

- a. attendance support records;
- b. medical documentation (confidential, separate file);
- c. support plans;
- d. meeting summaries.

Supervisors retain **only** non-medical documentation relevant to operational planning.

12. Non-Culpable Termination (Rare)

Only considered when:

- a. extensive accommodation efforts have been exhausted;
- b. the employee remains medically unable to perform essential duties;
- c. no further accommodation is possible without undue hardship.

Any such case requires:

- a. legal review;
- b. HR and Superintendent involvement;
- c. respectful, dignified communication.

(Note: This is included for completeness; AP retains a supportive tone.)

13. Review Cycle

This AP will be reviewed every three years, or sooner if BCPSEA, WorkSafeBC, or legislative changes occur.



**BOARD POLICY 605
LEADERSHIP DEVELOPMENT AND EDUCATIONAL LOAN PROGRAM**

(Personnel Series)

Page 1 of 2

(Proposed new policy for the 600 Series)

1. Purpose

The Qualicum School District recognizes that cultivating strong internal leadership capacity is essential to sustaining high-quality learning environments, retaining talented employees, and ensuring thoughtful succession planning across all levels of the organization.

This policy establishes a framework for a Leadership Development and Educational Loan Program designed to support educators who are pursuing approved post-secondary degree programs that contribute to leadership, instructional excellence, and long-term workforce stability in the district.

2. Guiding Principles

a. Leadership Development from Within

The District values the development of leadership capacity among its employees and supports pathways that build skills, confidence, and readiness for future roles.

b. Retention and Succession Planning

Encouraging continued education strengthens employee retention, deepens expertise, and promotes sustainability in key instructional and leadership areas.

c. Equity and Access

The District is committed to ensuring fair and transparent access to leadership development opportunities.

d. Shared Investment

The program operates as a shared investment: educators invest in their own learning while the District supports growth that benefits schools, students, and organizational capacity.

e. Fiscal Responsibility

Participation in the program is subject to available funding and will be managed to protect the District's financial stability.

3. Policy Statement

The Qualicum School District will develop and maintain a Leadership Development and Educational Loan Program that provides financial support to eligible educators enrolled in approved degree programs that enhance leadership, instructional practice, and organizational capacity.

Loan recipients who successfully complete their degree and continue employment with the District may receive loan forgiveness on a year-for-year basis: one year of service = one year of loan forgiveness.

The Superintendent is responsible for establishing administrative procedures governing eligibility, application, approval, funding limits, and accountability requirements.



**BOARD POLICY 605
LEADERSHIP DEVELOPMENT AND EDUCATIONAL LOAN PROGRAM**

(Personnel Series)

Page 2 of 2

4. Scope

For the purposes of this policy, an educator is defined as any adult employed by the District who works directly with students and contributes to the instructional or support environment, including teachers, educational assistants, counsellors, youth workers, and administrators.

5. Review Cycle

This policy will be reviewed every three years, or sooner if required due to financial, regulatory, or operational considerations.

6. References:

Internal References
External References

Dates of Adoption and Amendments:

Adopted:

Amended:

DRAFT



**ADMINISTRATIVE PROCEDURE 605-1
LEADERSHIP DEVELOPMENT AND EDUCATIONAL LOAN PROGRAM**

(Personnel Series)

Page 1 of 3

1. Purpose

This Administrative Procedure outlines the processes for administering the Qualicum School District's Leadership Development and Educational Loan Program, including eligibility requirements, application procedures, funding parameters, selection processes, and loan forgiveness.

2. Eligibility Requirements

To be eligible, applicants must:

- a. Be current employees of the District.
- b. Demonstrate leadership potential or interest, supported by references or performance records.
- c. Be enrolled in an approved degree program that aligns with District needs (e.g., M.Ed., M.A. Leadership, Inclusive Education, Counselling, Ed. Admin, etc.).
- d. Commit to continuing their employment with the District upon completion of the program.
- e. Have a performance record showing professionalism, reliability, and alignment with District values.

Note:

Short courses, micro-credentials, and non-degree programs are not eligible for this loan.

3. Application Process

Applicants must submit:

- a. A completed program application form.
- b. A statement outlining:
 - i. the degree program pursued,
 - ii. relevance to leadership capacity or instructional growth,
 - iii. expected benefits to the District.
- c. Confirmation of acceptance into the degree program.
- d. A letter of support from their Principal or Supervisor.
- e. A current résumé.

Applications are accepted annually by a posted deadline.

4. Selection Process

The Superintendent (or delegate) and HR will:

- a. Review all applications against eligibility criteria.
- b. Consider alignment with District leadership and succession priorities.
- c. Assess the applicant's demonstrated potential and history of contribution.
- d. Make final selections based on:
 - i. program relevance,
 - ii. strength of application,
 - iii. available funding.

The Board does not participate in individual selection to avoid conflict of interest and maintain appropriate separation of governance and personnel management.

5. Funding Parameters



**ADMINISTRATIVE PROCEDURE 605-1
LEADERSHIP DEVELOPMENT AND EDUCATIONAL LOAN PROGRAM**

(Personnel Series)

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- a. Loan amounts will be established annually subject to available funds.
- b. The District may set a maximum per-person or per-year limit.
- c. Funding may cover:
 - i. tuition,
 - ii. mandatory fees,
 - iii. course materials where appropriate.
- d. Funding is not added to existing Pro-D allocations but sits as a separate program.

6. Loan Agreement

Selected applicants must sign a Loan Agreement confirming:

- a. amount of the loan;
- b. repayment terms;
- c. conditions for loan forgiveness;
- d. expectations for academic progress;
- e. requirement to remain employed by the District;
- f. consequences for early resignation or program withdrawal.

7. Loan Forgiveness

Loan forgiveness occurs on a year-for-year basis:

- a. One completed year of post-degree service in QSD eliminates one year's loan.
- b. Forgiveness is administered annually through payroll/Human Resources.
- c. Employees who resign or retire early must repay the outstanding balance according to repayment terms in the agreement.

Exceptions may be considered in extraordinary circumstances (e.g., medical leave).

8. Program Completion Requirements

Participants must:

- a. complete all required coursework successfully;
- b. provide proof of degree completion;
- c. remain in good standing with their employer;
- d. continue contributing positively to their role.

9. Accountability and Monitoring

HR will:

- a. maintain records of all loan agreements, payments, and forgiveness;
- b. track participant obligations;
- c. provide annual reporting to the Superintendent on program status and outcomes;
- d. notify participants of repayment obligations where applicable.

10. Number of Participants

The Superintendent will determine annually:

- a. the number of employees who may participate;
- b. funding limits;



ADMINISTRATIVE PROCEDURE 605-1
LEADERSHIP DEVELOPMENT AND EDUCATIONAL LOAN PROGRAM

(Personnel Series)

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- c. targeted leadership priority areas (e.g., Indigenous leadership, diverse learning, counselling, admin prep).

The program is **not unlimited** and will be adjusted to reflect District capacity.

11. Review Cycle

This AP will be reviewed every three years or adjusted earlier in response to program data or financial considerations.



SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

(Personnel Series)

Page 1 of 3

1. Purpose

The Board of Education is committed to attracting, developing, and retaining high-quality exempt leadership staff who support strong instructional practice, positive school cultures, effective district operations, and student success. This policy establishes the principles guiding the selection, appointment, transfer, and assignment of exempt leaders in the district.

2. Guiding Principles**a. Merit-Based and Transparent Selection**

Exempt leadership positions must be filled through fair, objective, and clearly articulated processes that assess candidates' skills, experience, values, and leadership capacity.

b. Equity, Diversity, and Inclusion

Hiring and assignment practices must actively support equitable access, reduce systemic barriers, reflect district commitments to inclusion, and honour Indigenous rights and ways of knowing.

c. Alignment with BCPSEA Guidelines

All processes must comply with provincial expectations for exempt staffing, classification, and compensation.

d. Leadership Development and Succession Planning

The district will cultivate internal leadership through mentorship, professional learning, and growth opportunities.

e. District Needs and Strategic Alignment

Assignments and placements will reflect student needs, operational requirements, and district priorities.

f. Professionalism and Confidentiality

All personnel decisions must be handled with discretion, sensitivity, and respect for individual privacy.

g. Flexibility and Operational Efficiency

The Superintendent may reassign exempt leaders when necessary to meet evolving district needs, ensuring transparent communication and support.

3. Board Responsibilities

The Board will:

- a. Approve the creation or elimination of exempt leadership positions;
- b. Approve exempt job classifications and salary placements in accordance with BCPSEA guidelines;
- c. Evaluate and hire the Superintendent, and delegate all other exempt hiring to the Superintendent;
- d. Ensure clarity and fairness in policy and oversight, without participating in operational staffing decisions below the Superintendent level.

The Board does *not* participate in screening, interviewing, or selecting individual candidates for exempt positions other than the Superintendent.



SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

(Personnel Series)

Page 2 of 3

4. Superintendent Responsibilities

The Superintendent is responsible for all aspects of exempt leadership staffing, including:

4.1 Recruitment and Selection

- a. Ensuring recruitment is fair, competitive, transparent, and equitable;
- b. Advertising and promoting opportunities in ways that broaden and diversify candidate pools;
- c. Ensuring selection processes include objective, job-related assessments of leadership capacity;
- d. Consulting BCPSEA when required for classification, compensation, or non-standard scenarios;
- e. Providing timely communication to candidates throughout the process.

4.2 Appointment and Assignment

- a. Making appointments and assignments based on district needs, leadership competencies, and candidate strengths;
- b. Reassigning exempt leaders when necessary to support system improvement, resolve leadership gaps, or meet strategic and operational needs;
- c. Providing appropriate orientation, coaching, and transition support for newly assigned administrators.

4.3 Leadership Development and Succession Planning

- a. Developing comprehensive leadership development pathways for aspiring and current exempt staff;
- b. Supporting mentorship, evaluation, and growth planning;
- c. Identifying potential succession needs and preparing leaders accordingly.

5. Equity and Inclusion in Staffing

The district will:

- a. Ensure hiring and assignment practices align with the *BC Human Rights Code*;
- b. Proactively address systemic barriers faced by underrepresented groups;
- c. Honour Indigenous rights and ensure culturally safe processes for Indigenous applicants;
- d. Promote diversity among exempt leadership to better reflect and support the student population.

6. Confidentiality and Records Management

- a. All aspects of exempt staffing processes must be handled confidentially and in accordance with FOIPPA;
- b. Documentation related to staffing decisions will be stored securely and retained as required by policy and legislation.

7. Appeals or Concerns

- a. Concerns regarding process fairness may be raised through the Superintendent.



SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

(Personnel Series)

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- b. Concerns regarding the Superintendent's own conduct in staffing matters may be directed to the Board.
- c. Disagreements with assignment decisions are not grounds for appeal unless procedural fairness concerns exist.

8. Administrative Procedures

The Superintendent will establish procedures that:

- a. Define recruitment, screening, and interview processes;
- b. Clarify reference, credential, and background requirements;
- c. Outline orientation, onboarding, and transition supports;
- d. Describe expectations for evaluation and leadership growth planning;
- e. Provide frameworks for transfers, reassignments, and vacancy management;
- f. Ensure alignment with BCPSEA exempt staffing guidelines.

9. Internal References

- [Policy 600 — Personnel](#)
- [Administrative Procedures to Policy 617](#)

External References

- [School Act](#)
- [BC Human Rights Code](#)
- [Freedom of Information and Protection of Privacy Act \(FIPPA\)](#)
- [BCPSEA Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement](#)

Dates of Adoption and Amendments:

Adopted: 2020.05.26
Amended: 2024.06.25 (AP) | **2025.02.25 (AP)**



SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

(Personnel Series)

Page 1 of 4

1. Purpose

This Administrative Procedure supports Policy 617: *Selection and Assignment of Exempt Leadership Staff* by establishing fair, transparent, and consistent processes for:

- a. recruitment and selection,
- b. assessment and reference checking,
- c. appointment and assignment, and
- d. reassignment of Principals, Vice-Principals, and district-level exempt leaders.

The goal is to ensure that leadership staffing decisions are **equitable, merit-based, aligned with district needs, and supportive of school and organizational success.**

2. Guiding Principles

Leadership selections will:

- a. support student learning, safe and caring schools, and district priorities;
- b. identify high-quality leaders through fair, evidence-based processes;
- c. demonstrate transparency, consistency, and integrity;
- d. honour equity, diversity, and inclusion;
- e. maintain the confidentiality and privacy of candidates;
- f. match skill sets to school and district needs;
- g. provide stable and sustainable staffing across the district;
- h. support leadership succession and development.

The district retains the authority to make staffing decisions as required to meet organizational needs.

3. Scope

This AP applies to all exempt leadership roles, including:

- a. Principals
- b. Vice-Principals
- c. District Directors, Managers, and Leadership Staff
- d. Temporary or acting assignments in the above categories

It does not apply to unionized positions or superintendent-level hiring (which is governed by the Board).

4. Recruitment and Posting

4.1 Posting Requirements

Leadership vacancies are typically posted publicly unless:

- a. the Superintendent determines an internal or limited posting better meets district needs;
- b. emergent circumstances require a temporary acting assignment before full posting;
- c. succession planning identifies a specific developmental opportunity.

All postings will include:

- d. role description and key responsibilities;
- e. required qualifications and competencies;



SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

(Personnel Series)

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- f. preferred experience;
- g. closing date and application instructions.

4.2 Internal Leadership Development Pool

The district may maintain a pool of pre-screened candidates for Principal or Vice-Principal roles.

Pool participation does not guarantee appointment but allows for expedited hiring when needed.

5. Application Screening

HR and the Superintendent (or designate) will:

- a. screen applications against required qualifications;
- b. apply consistent criteria to all candidates;
- c. document decisions;
- d. ensure that conflicts of interest are identified and addressed.

Shortlisted candidates proceed to the assessment stage.

6. Assessment and Interview Process

6.1 Assessment Components

Assessment may include:

- a. structured panel interview;
- b. presentation or facilitation activity;
- c. written task;
- d. scenario-based leadership responses;
- e. reference and background checks;
- f. review of past performance in the district (if internal).

6.2 Interview Panels

Panels typically include:

- a. the Superintendent or designate (Chair);
- b. a Director or senior leader;
- c. an experienced Principal or Vice-Principal;
- d. others as appropriate (e.g., Indigenous Education representative).

Panel members must declare any conflicts of interest.

6.3 Evaluation

Candidates are evaluated using:

- a. a common rubric;
- b. district leadership competencies;
- c. demonstrated alignment with district culture and strategic priorities;
- d. ability to support inclusive, safe, and successful learning environments.

Notes are documented and securely retained by HR.



SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

(Personnel Series)

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7. Reference Checks and Verification

Reference checks will:

- a. be conducted for all finalists;
- b. include direct supervisors where possible;
- c. ask consistent, behaviour-based questions;
- d. verify past performance, leadership style, strengths, and growth areas.

Additional checks may include:

- a. credential verification;
- b. background or criminal record checks (as required by law).

8. Appointment and Assignment

8.1 Appointment Decision

The Superintendent makes all final decisions regarding appointments and assignments.

Decisions will consider:

- a. candidate merit and readiness;
- b. school and district needs;
- c. leadership team balance;
- d. succession planning considerations;
- e. alignment with internal capacity-building goals.

8.2 School and District Fit

Assignments may be influenced by:

- a. school size and complexity;
- b. program offerings;
- c. cultural or community context;
- d. staffing stability;
- e. experience needed for leadership growth.

8.3 Acting Assignments

Acting appointments may be used:

- a. to provide short-term coverage;
- b. to assess leadership readiness;
- c. during transition periods;
- d. when time does not allow for a full posting process.

Acting time does not guarantee permanent placement.

9. Reassignment of Exempt Leaders

The Superintendent may reassign leaders when:

- a. school or district needs change;
- b. enrollment or program structures shift;
- c. operational issues require staffing adjustments;
- d. leadership strengths align better with another role;
- e. restorative or conflict-resolution strategies require a change;



SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

(Personnel Series)

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f. long-term succession planning is needed.

Reassignments will be:

- a. communicated respectfully;
- b. considered in light of family circumstances where possible;
- c. timed to minimize disruption to students and staff.

10. Feedback to Candidates

Internal and external candidates may request feedback following a competition.

Feedback will:

- a. respect the confidentiality of other candidates;
- b. focus on strengths and growth areas;
- c. support professional development.

11. Orientation, Mentorship, and Performance Development

Successful candidates will receive:

- a. role-specific orientation;
- b. mentorship from an experienced leader;
- c. support with district systems and expectations;
- d. a structured growth plan and annual performance check-in.

This supports stability, retention, and leadership development.

12. Documentation and Record Keeping

HR will maintain:

- a. posting records;
- b. interview notes and rubrics;
- c. reference check summaries;
- d. appointment letters;
- e. performance and development documentation.

All information is stored in accordance with FOIPPA.

13. Confidentiality

- a. All participants in the hiring process must maintain strict confidentiality.
- b. Candidate information will not be shared outside the hiring process.
- c. Panel deliberations remain confidential.

14. Review Cycle

This AP will be reviewed **every three years**, or sooner if BCPSEA or district HR guidelines change.



COMMUNICATING STUDENT LEARNING

(Instruction Series)

Page 1 of 3

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;



COMMUNICATING STUDENT LEARNING

(Instruction Series)

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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](#)
- c. [QSD Assessment and Communicating Student Learning Plan](#)

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

DRAFT



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



QUALICUM SCHOOL DISTRICT
ADMINISTRATIVE PROCEDURE 500-1
COMMUNICATING STUDENT LEARNING

(Instruction Series)

Page 2 of 3

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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COMMUNICATING STUDENT LEARNING

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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. Dispute Resolution

All questions or concerns regarding the operation of this policy and administrative procedure should be addressed the procedures outlined in Policy 710: *Resolution of Student and Parent/Caregiver Complaints*.

13. Review Cycle

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



ACCEPTABLE USE OF TECHNOLOGY

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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, including environmental considerations.
- 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;



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- 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.



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 (*Upcoming*)

External References

- [Freedom of Information and Protection of Privacy Act \(FOIPPA\)](#)
- [Canadian Anti-Spam Legislation \(CASL\)](#)

Dates of Adoption and Amendments:

Adopted: 1997.07.08

Amended: 2002.04.23 | 2004.01.27 | 2019.05.28 | **2021.05.25**



QUALICUM SCHOOL DISTRICT
ADMINISTRATIVE PROCEDURE 501-1
ACCEPTABLE USE OF TECHNOLOGY

(Instruction Series)

Page 1 of 4

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, CASL, and district values.

2. **Definitions**

a. **District Technology**

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

b. **Personal Devices**

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

c. **User**

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

d. **AI / Automated Digital Tools**

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

e. **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.



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ACCEPTABLE USE OF TECHNOLOGY

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5. Privacy, Security, and Data Protection

5.1 FOIPPA Compliance

- a. All digital tools used with students must be approved by the district. Data storage inside Canada is strongly preferred and exceptions require District IT approval.
- 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;



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- 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:



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ADMINISTRATIVE PROCEDURE 501-1
ACCEPTABLE USE OF TECHNOLOGY

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- 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. Dispute Resolution

All questions or concerns regarding the operation of this policy and administrative procedure should be addressed the procedures outlined in Policy 710: *Resolution of Student and Parent/Caregiver Complaints*.

16. 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**



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

(Instruction Series)

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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

a. Field Experience / Field Trip

Any school-sponsored activity that occurs outside school property, during or outside school hours, involving students under staff supervision.

b. Day Trip

Any off-site experience not involving an overnight stay.

c. Overnight Trip

A field experience requiring one or more nights away from home.

d. International Trip

Any travel outside Canada.

e. 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.

f. 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:

- i. support curriculum, school goals, or extracurricular programming;
- ii. be safe, inclusive, and accessible;
- iii. minimize unnecessary cost to families;
- iv. provide appropriate supervision;
- v. comply with district and provincial safety standards;
- vi. include clear communication with parents/caregivers;
- vii. reflect responsible use of public funds.

4. Roles and Responsibilities

a. Teachers / Trip Leaders

- i. Initiate trip planning and complete required risk assessment forms.
- ii. Ensure adequate supervision.
- iii. Communicate expectations to students and families.



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FIELD EXPERIENCES, TRIPS AND LEARNING OUTSIDE THE
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- iv. Ensure safety practices are in place.
 - b. Principals**
 - i. Review and approve field experiences.
 - ii. Ensure staff have appropriate training and qualifications.
 - iii. Confirm that documentation, supervision, medical planning, and permissions are complete.
 - iv. May deny or modify any field experience.
 - c. Superintendent or Designate**
 - i. Approves overnight and international trips.
 - ii. Ensures district safety and equity expectations are met.
 - d. Parents/Caregivers**
 - i. Provide consent and updated medical information.
 - ii. Support student participation and behaviour expectations.
- 5. Approval Process**
- 5.1 Day Trips**
Approved by the **Principal**, provided:
- i. risk assessment is complete;
 - ii. supervision meets district standards;
 - iii. transportation requirements are met;
 - iv. parental consent is obtained.
- 5.2 Overnight Trips (within BC or Canada)**
Require:
- i. Principal approval;
 - ii. Superintendent (or designate) approval;
 - iii. detailed itinerary, accommodation plan, cost outline, and supervision plan;
 - iv. medical and emergency plan.
- 5.3 International Trips**
Require:
- i. Principal approval;
 - ii. Superintendent approval;
 - iii. significantly enhanced risk assessment;
 - iv. clear contingency and emergency plans;
 - v. 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:



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- i. terrain, environment, and weather;
- ii. physical activity risks;
- iii. transportation safety;
- iv. medical needs;
- v. accessibility and inclusion;
- vi. supervision and instructor qualifications;
- vii. 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:

- i. financial barriers
- ii. accessibility needs
- iii. cultural and dietary considerations
- iv. 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:

- i. updated medical forms
- ii. medication management
- iii. first aid coverage
- iv. water safety protocols (when applicable)
- v. food allergies and anaphylaxis considerations
- vi. emergency communication procedures

7. Supervision Requirements

7.1 General Requirements

Supervision ratios must be appropriate to:

- i. age and maturity of students
- ii. activity level and environment
- iii. number of students
- iv. risk level of the activity

Minimum supervision expectations:

- i. **K-3:** 1 adult per 6-8 students
- ii. **4-7:** 1 adult per 10-12 students
- iii. **8-12:** 1 adult per 12-15 students

iv. **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:

- i. certified instructors
- ii. lifeguards (for swimming)



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FIELD EXPERIENCES, TRIPS AND LEARNING OUTSIDE THE
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- iii. mountain or water guides
- iv. specialized first aid certification
- v. provider documentation of safety protocols

7.3 Volunteer Supervisors

Volunteers must:

- i. complete the district volunteer application;
- ii. provide a CRC for high-risk activities or overnight trips;
- iii. 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:

- i. no safer alternative is available;
- ii. drivers complete district driver authorization;
- iii. vehicle has valid insurance and safety documentation;
- iv. seatbelt and booster seat laws are followed;
- v. 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):

- i. skiing, snowboarding
- ii. aquatic activities (surfing, kayaking, canoeing, paddleboarding)
- iii. rock climbing, caving
- iv. horseback riding
- v. mountain biking
- vi. wilderness hiking
- vii. trampoline parks
- viii. high ropes courses

Requirements:

- i. enhanced risk assessment
- ii. qualified leaders/instructors
- iii. enhanced ratios
- iv. safety equipment checks
- v. documented emergency plans

The district may restrict specific activities based on safety reviews.



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FIELD EXPERIENCES, TRIPS AND LEARNING OUTSIDE THE
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10. Overnight Trips

Planning must include:

- i. supervision schedule, including nighttime supervision;
- ii. gender-appropriate sleeping arrangements;
- iii. accommodation safety checks;
- iv. emergency communication plan;
- v. clear expectations for student behaviour;
- vi. 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:

- i. purpose and learning outcomes;
- ii. itinerary and schedule;
- iii. transportation details;
- iv. supervision information;
- v. costs and financial supports;
- vi. medical and safety requirements;
- vii. required equipment list;
- viii. expectations for behaviour.

Informed consent must be obtained before participation.

12. Incident Reporting

Any incident involving:

- i. injury
- ii. misconduct
- iii. property damage
- iv. missing or lost students
- v. 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:

- i. successes
- ii. challenges
- iii. safety concerns
- iv. recommendations for future trips

Principals will file and retain documentation for district reference.



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14. Cancellation

Trips must be cancelled when:

- i. conditions present unreasonable risk;
- ii. instructor qualifications are not met;
- iii. staffing or supervision is insufficient;
- iv. geopolitical advisories impact travel safety;
- v. the Superintendent or Principal determines the risk is unacceptable.

15. Dispute Resolution

All questions or concerns regarding the operation of this policy and administrative procedure should be addressed the procedures outlined in Policy 710: *Resolution of Student and Parent/Caregiver Complaints*

16. Review Cycle

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

DRAFT



**BOARD POLICY 503
ANIMALS IN SCHOOLS AND WORKPLACES**

(Instruction Series)

Page 1 of 3

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**

DRAFT



**ADMINISTRATIVE PROCEDURE 503-1
ANIMALS IN SCHOOLS AND WORKPLACES**

(Instruction Series)

Page 1 of 5

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.



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ANIMALS IN SCHOOLS AND WORKPLACES**

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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;



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- 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. Dispute Resolution

All questions or concerns regarding the operation of this policy and administrative procedure should be addressed the procedures outlined in Policy 710: *Resolution of Student and Parent/Caregiver Complaints*.

17. Review Cycle

This administrative procedure 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**



**ADMINISTRATIVE PROCEDURE 504-1
COPYRIGHT AND INTELLECTUAL PROPERTY**

(Instruction Series)

Page 1 of 4

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

a. Copyrighted Material

Any work protected under the Copyright Act (e.g., text, images, videos, music, software, worksheets, digital content).

b. 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.

c. Open Educational Resources (OER)

Materials that are openly licensed (e.g., Creative Commons) for free use, modification, and sharing.

d. Intellectual Property (IP)

Original works created by staff or students (e.g., lesson plans, videos, presentations, AI-assisted content, curriculum projects).

e. 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);



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COPYRIGHT AND INTELLECTUAL PROPERTY**

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- 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;



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COPYRIGHT AND INTELLECTUAL PROPERTY**

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- 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. Dispute Resolution

All questions or concerns regarding the operation of this policy and administrative procedure should be addressed the procedures outlined in Policy 710: *Resolution of Student and Parent/Caregiver Complaints*.

13. 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 – School-Based Fundraising](#)



- [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**

DRAFT



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. 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;



- 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](#)
- QSD Athletics Handbook

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**



**ADMINISTRATIVE PROCEDURE 506-1
COACHES, TEAM SPONSORS AND ACTIVITY LEADERS**

(Instruction Series)

Page 1 of 5

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

a. Coach / Activity Leader

Any adult responsible for supervising or instructing students in an athletic, artistic, or extracurricular activity. Includes teachers, support staff, volunteers, and contracted experts.

b. Volunteer Coach

A non-employee who supports a team or activity without remuneration.

c. Head Coach

The individual with primary responsibility for program planning, safety, communication, and supervision.

d. 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.



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4.3 Reference Checks (for volunteer 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 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;



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- 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.

All communication must be:

- a. transparent;
- b. professional;
- c. 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. Dispute Resolution

All questions or concerns regarding the operation of this policy and administrative procedure should be addressed the procedures outlined in Policy 710: *Resolution of Student and Parent/Caregiver Complaints*.



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13. 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.

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**BOARD POLICY 507
PROGRAMS OF CHOICE AND SPECIALTY ACADEMIES**

(Instruction Series)

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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*;



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PROGRAMS OF CHOICE AND SPECIALTY ACADEMIES**

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- 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;



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- 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**

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ADMINISTRATIVE PROCEDURE 507-1
PROGRAMS OF CHOICE AND SPECIALTY ACADEMIES

(Instruction Series)

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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**

a. **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.

b. **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.

c. **Catchment School**

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

d. **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.



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g.
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 one year only;
- b. 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);



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- 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.



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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. Dispute Resolution

All questions or concerns regarding the operation of this policy and administrative procedure should be addressed the procedures outlined in Policy 710: *Resolution of Student and Parent/Caregiver Complaints*.

15. 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;



- 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**

DRAFT



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

(Instruction Series)

Page 1 of 4

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

a. Learning Resource

Any text, digital tool, media, software, video, image set, manipulative, game, or other instructional material used to support learning.

b. Core Resources

Teacher-selected resources used widely within a class or course.

c. Recommended / Evaluated Resources

Resources recommended by the Ministry of Education, BC ERAC, or that have undergone district review.

e. Supplementary Resources

Materials used occasionally to enrich instruction, such as articles, websites, videos, or novels.

f. Digital Resource

Any online platform, software, app, or digital tool used for instruction, whether free or licensed.

g. 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.



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

(Instruction Series)

Page 2 of 4

- 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:



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

(Instruction Series)

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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.
- Teachers should:
- a. describe the learning purpose;
 - b. outline why the resource supports curricular goals;
 - c. 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.



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

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- 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. Dispute Resolution

All questions or concerns regarding the operation of this policy and administrative procedure should be addressed the procedures outlined in Policy 710: *Resolution of Student and Parent/Caregiver Complaints*.

13. Review Cycle

This Administrative Procedure 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**

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COMMUNITY AND VOLUNTEER INVOLVEMENT

(Governance Series)

Page 1 of 2

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, parent/caregiver groups (DPAC/PAC), 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;
- c. Work under the direction and supervision of district staff;



COMMUNITY AND VOLUNTEER INVOLVEMENT

(Governance Series)

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- 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. District Parent Advisory Council (DPAC) and School Parent Advisory Councils (PACs)
- c. Municipalities and regional governments
- d. Community and non-profit organizations
- e. Post-secondary institutions
- f. Service clubs, recreation providers, and arts organizations
- g. 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

a. 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.

b. High-Risk Volunteer

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

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

3. Roles and Responsibilities

Superintendent (or designate):

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

Secretary-Treasurer:

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

Principals:

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

Teachers / Staff Supervisors:

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

Volunteers:

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



4. Volunteer Screening Process

4.1 Application

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

- a. personal information;
- b. acknowledgement of policies;
- c. confirmation of understanding of boundaries and expectations;
- d. 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 of charge 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.

DRAFT



1. **Purpose**

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

2. **Guiding Principles**

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

a. **Student-Centred Learning**

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

b. **Equity & Inclusion**

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

c. **Continuous Improvement**

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

d. **Shared Responsibility**

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

e. **Transparency & Public Accountability**

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

f. **Alignment with Strategic Priorities**

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

3. **Board Responsibilities**

The Board will:

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



4. Superintendent Responsibilities

The Superintendent will:

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

5. Evidence & Indicators of Success

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

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

6. Engagement & Partnerships

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

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

7. Public Reporting

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

- a. Evidence of student learning, transitions, and well-being;
- b. Analysis of strengths, challenges, and inequities;
- c. Actions taken and results achieved;
- d. Alignment to district strategic priorities;
- e. Plans for further improvement.



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

8. Superintendent's Administrative Procedures

The Superintendent will establish Administrative Procedures that:

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

9. Internal References

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

External References

- [Ministry of Education & Child Care — Policy for Student Success](#)
- [Enhancing Student Learning Reporting Order M302/20](#)
- *School Act* [Section 8.3](#) and [Section 81](#)

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)



FRAMEWORK FOR ENHANCING STUDENT LEARNING (FESL)

(Governance Series)

Page 1 of 3

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, as per the provincial FESL mandate and the QSD Assessment and Communicating Student Learning Plan, and the QSD Planning Learning for Each Student Plan.

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. Literacy, numeracy, and graduation success are foundational priorities that require sustained attention and intentional action through the **To Learn** goal area.
2. Student well-being is enhanced through the **To Give, To Grow**, and the **To Belong** goal areas, with each also acting as a means to support the primary goal of **To Learn**.
3. Improving the equity of outcomes requires differentiated supports and the purposeful use of data to identify and address barriers to student success.
4. **Students with unique needs, students living in care, and Indigenous students living both on and off reservation, will be considered priority populations who will receive additional support and reporting emphasis on each FESL report.**
5. Professional learning for teachers and school leaders is essential to continuous improvement in student learning.
6. 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 select from the Strategic Plan goals and outcomes 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;



FRAMEWORK FOR ENHANCING STUDENT LEARNING (FESL)

(Governance Series)

Page 2 of 3

- b. Providing adequate instructional and technical preparation, including practice with online assessment components;
 - c. Establishing safe, supportive, and normalized assessment environments.
 3. As per the Assessment and Communicating Learning Plan, schools will use district-supported assessments for grades that do not already have a provincial assessment, in order to:
 - a. Normalize the assessment experience for students;
 - b. Triangulate with provincial and classroom 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 and support them in classroom goal setting;
 - b. Use this information 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 and share progress with senior staff.
3. Schools will use graduation data and related evidence to inform targeted interventions and supports for students at risk of not completing graduation requirements.
4. Counsellors will work directly with students to co-plan and update course selections that prioritize successful completion while providing the maximum postgraduation options.
5. Barriers to student graduation that are non-curricular, arbitrary, or procedural in nature must be identified and addressed.

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.



FRAMEWORK FOR ENHANCING STUDENT LEARNING (FESL)

(Governance Series)

Page 3 of 3

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 reviewed annually by the Board, and updated versions will be published on the school's website each year prior to summer break.
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 FESL data and School Plans for Impact, as well as the observation of 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, the QSD Assessment and Communicating Student Learning Plan and the QSD Planning Learning for Each Student Plan, along with emerging evidence of effective practice.



SCHOOL CLOSURE, CONSOLIDATION, OR RECONFIGURATION

(Governance Series)

Page 1 of 3

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.



SCHOOL CLOSURE, CONSOLIDATION, OR RECONFIGURATION

(Governance Series)

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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.



SCHOOL CLOSURE, CONSOLIDATION, OR RECONFIGURATION

(Governance Series)

Page 3 of 3

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:

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

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

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

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

5. Consultation Process

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

5.1 Develop a Consultation Plan

The plan will:

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

DRAFT



QUALICUM SCHOOL DISTRICT
ADMINISTRATIVE PROCEDURE 305-1
PUBLIC INTEREST DISCLOSURE

(Governance Series)

Page 1 of 4

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.



QUALICUM SCHOOL DISTRICT
ADMINISTRATIVE PROCEDURE 305-1
PUBLIC INTEREST DISCLOSURE

(Governance Series)

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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.



QUALICUM SCHOOL DISTRICT
ADMINISTRATIVE PROCEDURE 305-1
PUBLIC INTEREST DISCLOSURE

(Governance Series)

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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



QUALICUM SCHOOL DISTRICT
ADMINISTRATIVE PROCEDURE 305-1
PUBLIC INTEREST DISCLOSURE

(Governance Series)

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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

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

Accountability

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



Internal References

- [Administrative Procedure I to Policy 701: Student Discipline](#)
- [Administrative Procedure II to Policy 701: Substance Use](#)
- [Board Policy 700: Safe, Caring and Inclusive School Communities](#)

External References

- School Act ([S. 26](#), [85\(2\)\(c\)\(ii\)](#), [85\(2\)\(d\)](#))
- [Canadian Charter of Rights and Freedoms](#)

Dates of Adoption and Amendments:

Adopted: 1998.02.24

Amended: 2000.08.29 | 2016.12.13 | **2022.01.25**

DRAFT



1. **Purpose**
To implement Policy 701 by setting expectations for progressive discipline, due process, restorative practice, and equitable responses to student misconduct.
2. **Roles and Responsibilities**
 - a. **Teachers and Administrators:** require students to apply themselves to learning; teach, model, and reinforce Code of Conduct expectations; implement progressive school-based responses.
 - b. **Principals/Vice-Principals:** hold primary responsibility for school discipline; ensure documentation, communication with families, and access to supports.
3. **Progressive Discipline (School-Level)**
 - a. Schools must implement progressive, individualized responses prior to district referral, unless there is an imminent safety risk or statutory duty to report.
 - b. Responses should be restorative and instructional whenever possible.
 - c. Schools will use Appendix A – Progressive School-Level Responses Prior to District Referral to guide planning, documentation, and follow-up.
4. **Support and Capacity Building**
 - a. Principals may invite senior team members or specialists to attend school-level meetings to provide additional expertise and collaborative problem-solving.
 - b. All school-level administrators will have access to ongoing training in restorative practices to ensure consistent and confident implementation.
5. **Venues and Cultural Safety**

Discipline meetings will normally occur at the school. Meetings may also occur at a neutral discreet site, or within the relevant Indigenous community, based on context and family preference, to promote psychological and cultural safety.
6. **Suspension (up to 5 days)**
 - a. Principals/Vice-Principals may suspend for up to five (5) days.
 - b. Provide an educational program during suspension; notify parents/caregivers verbally **and** in writing; complete documentation.
 - c. A re-entry meeting will establish conditions for return and supports.
 - d. All exclusions from the learning environment of a half-day or more in length must be documented in the student information system.
7. **Suspension (more than 5 days) / District Review Meeting**
 - a. For serious or persistent behaviours where school-level responses and interventions have not resolved concerns—or where safety/legal obligations require—refer to a District Review Meeting.
 - b. Notify parents/caregivers and the Superintendent or designate immediately. Family is provided written materials and informed of key meeting details (purpose,



process, participants) at least 24 hours in advance so that the family can participate meaningfully.

- c. 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.
- d. Purpose and Outcomes: consider circumstances, review records, and recommend next steps (supports, program adjustments, restorative actions, or further discipline). The meeting should be as collaborative and solution/strategy focused as possible.
- e. Final decisions remain in the purview of the Superintendent or designate. Decisions are communicated within 24 hours and confirmed in writing.
- f. District Review Meetings may be held at the District Office at the discretion of the Superintendent or designate should the behaviour be deemed serious enough.

8. Confidentiality and Records

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

9. Appeals

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

10. Internal References

- [Policy 701: Student Discipline](#)
- [Board Bylaw 5: Student and/or Parent/Caregiver Appeals to the Board of Education](#)

External References

- [The School Act](#)
- [Canada's Department of Justice - Food and Drugs Act](#)
- [Canada's Department of Justice – Controlled Drugs and Substances Act](#)

Dates of Adoption and Amendments:

Adopted: 1998.02.24

Amended: 2000.08.29 | 2016.12.13 | 2022.01.25 | **2022.11.22**



1. **Purpose**
To provide clear expectations and consistent, progressive, and supportive responses to student substance use, balancing discipline with health promotion and care.
2. **Principles**
 - a. Emphasize safety, learning, and restoration over consequences.
 - b. Use school-based progressive responses first, except where safety or legal duty requires immediate escalation.
 - c. Collaborate with families and, where appropriate, community partners.
3. **Procedures**
 - 3.1 **Initial Incidents**
 - a. **Elementary (K–7):** Principal/counsellor meet with student and parents/guardians; apply school-based responses from Appendix A; consider health education and supports.
 - b. **Secondary (8–12):** Use progressive, school-based responses (e.g. restorative conference, health education/counselling, behaviour plan, re-entry conditions).
 - c. Referral to DDARC is normally reserved for repeated, serious, or safety-related circumstances.
 - 3.2 **Repeated/Serious Incidents**
 - a. For repeated infractions or significant safety concerns, the principal informs the Superintendent and may refer to the District Drug and Alcohol Review Committee (DDARC).
 - b. RCMP may be contacted when required by law or when safety dictates.
4. **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.
5. **DDARC – Composition and Process**
 - a. 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.
 - b. Include student, family, and school representative; recommend supports such as counselling, family services, educational program changes, and, where appropriate, discipline consistent with Policy 701.
6. **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.

7. Documentation, Confidentiality, and Appeals

Follow district documentation standards; maintain confidentiality; appeals per Board Bylaw No. 5.

8. Internal References

- [Policy 701: Student Discipline](#)
- [Board Bylaw 5: Student and/or Parent/Caregiver Appeals to the Board of Education](#)

External References

- [Canada's Department of Justice - Food and Drugs Act](#)
- [Canada's Department of Justice – Controlled Drugs and Substances Act](#)

Dates of Adoption and Amendments:

Adopted: 1998.11.24

Amended: 2000.04.25 | 2000.10.24 | 2008.05.27 | 2009.05.26 | 2010.11.23 | 2014.11.25 | 2016.12.13 | 2022.01.25 AP Rescinded | 2023.01.24 AP Reinstated/Revised

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

Classroom Level Responses

- Learning/attendance/engagement plans**

Notes:

- Parent/Caregiver Communications (List dates and type)**

Notes:

- Parent/Caregiver meetings (List dates)**

Notes:

- Teaching/re-teaching of expectations and/or regulation strategies**

Notes:

- Success/behaviour support plans/check-in: check-out**

Notes:

- School-Based Team Referral**

Notes:

School Level Responses (non-exclusionary)

- Learning supports**

Notes:

- Timetable and/or daily schedule adjustments without reduced day**

Notes:

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

Notes:

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

Notes:

- CYCW/IEW Check-Ins**

Notes:

- Cultural supports and Indigenous community involvement (as appropriate)**

Notes:

- Relationship repair and restorative conversations/circles**

Notes:

- Learning Journey/ SAILS/PATH processes**

Notes:

- BDTA (threat assessment)**

Notes:

- Integration Support Plan**

Notes:

- RCMP officer consultation**

Notes:

School Level Responses (with exclusion)

- In-school suspension or connection room referral (must be formally documented)**

Notes:

- Time out or reset day (must be formally documented)**

Notes:

- Reduced day (must be formally documented)**

Notes:

- Suspension up to five days with re-entry meetings with clear conditions and follow-up (must be formally documented)**

Notes:

Referral to District

- District-Based Team Referral**

Notes:

- Referral to Superintendent or Designate**

Notes:
