



**QUALICUM SCHOOL DISTRICT  
POLICY COMMITTEE OF THE WHOLE AGENDA  
TUESDAY, MAY 19, 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. REVISED WORKFLOW SUGGESTION FOR QSD BOARD** **p 1-2**
- 3. BYLAWS/POLICIES POTENTIALLY GOING TO THIRD AND FINAL READING**  
(Final review including input on Administrative Procedures)
  - a. Policy 302: Community Engagement and Volunteers **p 3-8**
  - b. Policy 701: Student Discipline **p 9-15**
- 4. BYLAWS/POLICIES POTENTIALLY GOING TO SECOND READING**
  - a. Policy 500: Communicating Student Learning **p 16-21**
  - b. Policy 501: Acceptable Use of Technology **p 22-28**
  - c. Policy 502: Field Experiences **p 29-37**
  - d. Policy 503: Animals in Schools **p 38-45**
  - e. Policy 504: Copyright and Intellectual Property **p 46-51**
  - f. Policy 505: School-Based Fundraising **p 52-54**
  - g. Policy 506: Conduct of Coaches **p 55-62**
  - h. Policy 507: Programs of Choice and Specialty Academies **p 63-69**
  - i. Policy 508: Career Education **p 70-72**
  - j. Policy 509: Educational Change Due to Emergencies **p 73-75**
  - k. Policy 510: Learning Resources **p 76-83**
- 5. BYAWS/POLICIES POTENTIALLY GOING TO FIRST READING**
  - a. Board Bylaw 1: Board of Education **p 84-93**
  - b. Policy 1000: Role of the Board **p 94-95**
  - c. Policy 1010: Role of the Superintendent **p 96-98**
  - d. Policy 1020: Board Superintendent Relationship **p 99-101**
  - e. Policy 1030: Indigenous Education and Reconciliation **p 102-104**
  - f. Policy 1040: Equity, Diversity and Inclusion **p 105-107**
  - g. Policy 1050: Community Engagement and Public Participation **p 108-110**
  - h. Policy 1060: Privacy and Information Stewardship **p 111-113**
- 6. FUTURE TOPICS**
  - a. Policy Overhaul Continued as per Revised Workflow Suggested
- 7. NEXT MEETING DATE**  
Tuesday, June 16, 2026 at 1:00 p.m. via videoconferencing

## REVISED WORKFLOW SUGGESTION FOR QSD BOARD

### MAY BOARD MEETING (Currently Planned)

#### Third Reading

- 302
- 701

#### Second Reading

- Entire 500 Series

#### First Reading

- Entire 1000 Series
- Board Bylaw 1 (re changes requires prior to elections)

### JUNE POLICY COW

#### Focus

- **700 Series** - Likely substantial enough on its own.
- **Continued 1000 Series Discussion**  
**Especially:**
  - governance philosophy
  - trustee conduct
  - committee structure
  - role clarity
  - community engagement language

### JUNE BOARD MEETING

#### Third Reading

- 500 Series

#### Second Reading

- 1000 Series

#### First Reading

- 700 Series

### AUGUST BOARD MEETING

#### Third Reading

- 1000 Series

#### Second Reading

- 700 Series

#### Administrative / Cleanup

- Any deferred amendments
- minor housekeeping motions

### SEPTEMBER POLICY COW

#### Focus

- **600 Series**  
Dedicated discussion space.

## REVISED WORKFLOW SUGGESTION FOR QSD BOARD

- **Bylaws Introduction / Alignment Review** (if capacity allows)

### SEPTEMBER BOARD MEETING

#### Third Reading

- 700 Series

#### First Reading

- 600 Series

#### First or Second Reading

- Bylaws (depending on readiness)

### OCTOBER POLICY COW

#### Focus

- **800 / 900 Series**
- **Final Cleanup**
  - policy consistency
  - numbering
  - rescinding old policies
  - AP alignment
  - any unresolved items

### OCTOBER BOARD MEETING

#### Second Reading

- 600 Series

#### First Reading

- 800/900 Series

#### Continued Bylaw Readings (as needed)

### LIKELY NOVEMBER / DECEMBER COMPLETION

At this point, realistically:

#### November

- Third Reading: 600 Series
- Second Reading: 800/900
- Final Bylaw approval

#### December

- Third Reading: 800/900
- Final omnibus adoption motions



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)

Page 2 of 2

- 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



### 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 school 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 expect 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. **Staff with a direct role in a student's education should be informed of disciplinary outcomes so they may better support their success.**

**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 student's 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 regular 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**



**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:



**Progressive School-Based Responses Checklist**

- 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:



**Progressive School-Based Responses Checklist**

**Referral to District**

---

**District-Based Team Referral**

Notes:

**Referral to Superintendent or Designate**

Notes:

DRAFT



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)

Page 2 of 3

- 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



QUALICUM SCHOOL DISTRICT  
ADMINISTRATIVE PROCEDURE 500-1  
COMMUNICATING STUDENT LEARNING

(Instruction Series)

Page 1 of 3

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



QUALICUM SCHOOL DISTRICT  
ADMINISTRATIVE PROCEDURE 500-1  
COMMUNICATING STUDENT LEARNING

(Instruction Series)

Page 3 of 3

**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

(Instruction Series)

Page 1 of 3

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;



ACCEPTABLE USE OF TECHNOLOGY

*(Instruction Series)*

*Page 2 of 3*

- 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.



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

(Instruction Series)

Page 2 of 4

**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;



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

(Instruction Series)

Page 3 of 4

- 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:



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

(Instruction Series)

Page 4 of 4

- 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)*

*Page 1 of 6*

**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.



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

(Instruction Series)

Page 2 of 6

- 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:



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

(Instruction Series)

Page 3 of 6

- 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)



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

*(Instruction Series)*

*Page 4 of 6*

- 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.



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

(Instruction Series)

Page 5 of 6

**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.



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

(Instruction Series)

Page 6 of 6

**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.



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

*(Instruction Series)*

*Page 3 of 5*

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;



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

*(Instruction Series)*

*Page 4 of 5*

- 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.



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

*(Instruction Series)*

*Page 5 of 5*

**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.



**BOARD POLICY 504  
COPYRIGHT AND INTELLECTUAL PROPERTY**

*(Instruction Series)*

*Page 1 of 2*

**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);



ADMINISTRATIVE PROCEDURE 504-1  
COPYRIGHT AND INTELLECTUAL PROPERTY

(Instruction Series)

Page 2 of 4

- 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;



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

*(Instruction Series)*

*Page 4 of 4*

- 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.



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

*(Instruction Series)*

*Page 2 of 5*

**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;



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

*(Instruction Series)*

*Page 3 of 5*

- 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.



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

(Instruction Series)

Page 4 of 5

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*.



**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.

DRAFT



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

*(Instruction Series)*

*Page 1 of 3*

**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*;



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

*(Instruction Series)*

*Page 2 of 3*

- 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;



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

*(Instruction Series)*

*Page 3 of 3*

- 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**

DRAFT



ADMINISTRATIVE PROCEDURE 507-1  
PROGRAMS OF CHOICE AND SPECIALTY ACADEMIES

(Instruction Series)

Page 1 of 4

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.



ADMINISTRATIVE PROCEDURE 507-1  
PROGRAMS OF CHOICE AND SPECIALTY ACADEMIES

(Instruction Series)

Page 2 of 4

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);



**ADMINISTRATIVE PROCEDURE 507-1  
PROGRAMS OF CHOICE AND SPECIALTY ACADEMIES**

*(Instruction Series)*

*Page 3 of 4*

- 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.



ADMINISTRATIVE PROCEDURE 507-1  
PROGRAMS OF CHOICE AND SPECIALTY ACADEMIES

(Instruction Series)

Page 4 of 4

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)*

*Page 3 of 4*

- 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**

*(Instruction Series)*

*Page 4 of 4*

- 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.



**PURPOSE**

A bylaw to provide for procedures for the conduct of general school elections, other trustee elections, outline board role, trustee role and code of conduct including process for breaches.

**I. ELECTION OF TRUSTEES:**

Under the *School Act*, the Board of Education may, by bylaw, determine various procedures and requirements to be applied in the conduct of trustee elections.

In Qualicum School District, under the *School Act*, trustee elections in the following trustee electoral areas are the responsibility of the Board of Education of Qualicum School District:

<u>No. of Trustees to be Elected</u>	<u>Electoral Areas to be Represented</u>
1	E of the Regional District of Nanaimo Regional District of Lantzville
1	F of the Regional District of Nanaimo
2	G of the Regional District of Nanaimo The City of Parksville The Town of Qualicum Beach, and E of the qathet Regional District
1	H of the Regional District of Nanaimo

The Board of Education wishes to establish various procedures and requirements under the authority of the *School Act* for trustee elections.

The Board of Education, in an open meeting of the board, enacts as follows:

**1. Definitions**

The terms used shall have the meanings assigned by the *School Act* and the *Local Government Act*, except as the context indicates otherwise.

"Election" means a trustee election.

"Board" or "school board" means the Board of Education of School District No.69 (Qualicum).

**“Local Government” means, as applicable, Regional District of Nanaimo, District of Lantzville, City of Parksville, Town of Qualicum Beach, and qathet Regional District**

**“By-election” means a trustee election other than one conducted as part of a general school election, to fill a vacancy on the Board in any of the circumstances described in section 36 of the *School Act*.**



**2. Voters List**

**The most current available Provincial list of voters prepared under the Election Act is the register of resident electors, effective 52 days before general voting day for any election to which this bylaw applies**

**3. Application**

This bylaw applies to both general elections and by-elections and to those trustee elections carried out by other authorities, except as otherwise indicated.

**4. Mandatory Advance Voting Opportunities and Local Government Special Voting Opportunities**

As required by the *Local Government Act* and the *School Act*, the mandatory advance voting opportunities are established as follows:

- i. on the tenth day before general voting day; and
- ii. for a trustee election that is the subject of an agreement or agreements with the local governments of the Regional District of Nanaimo, the City of Parksville, the Town of Qualicum Beach, the District of Lantzville or the qathet Regional District under which either the local government conducts all or part of the trustee election on behalf of the school board, or a local government election is conducted in conjunction with the trustee election: the date specified for the additional mandatory advance voting opportunity - as well as the date, location and voting hours of any special voting opportunities - in the general election bylaw of that local government, as it is amended from time to time, shall apply in the trustee electoral area or part of the trustee electoral area that is the subject of the agreement;
- iii. for a trustee election that is not the subject of an agreement referred to in (ii): the third day before general voting day.

**5. Additional Advance Voting Opportunities**

As authorized under the *Local Government Act* and the *School Act* the school board authorizes the chief election officer to establish additional advance voting opportunities for each election to be held in advance of general voting day and to designate the voting places, establish the date and the voting hours for these voting opportunities.

**6. Additional General Voting Opportunities**

As authorized by the *Local Government Act* and the *School Act*, the school board authorizes the chief election officer to establish additional voting opportunities for general voting day for each election and to designate the voting places and voting hours, within the limits set out in the *Local Government Act*, for such voting opportunities.

**7. Special Voting Opportunities**

As authorized under the *Local Government Act* and the *School Act*, the school board authorizes the chief election officer to establish special voting opportunities for each election and to designate the location, the date and the voting hours, within the limits set out in the *Local Government Act*, for such special voting opportunities.



**8. Mail Ballot Voting**

- a. **Where the local government carries out the election in conjunction with the local government election, the bylaws of the respective local governments shall apply for the purpose of mail ballot voting.**
- b. **Where the Board carries out the election, mail voting will not be made available.**

**9. Order of Names**

**The order of names of candidates on the ballot will be alphabetical**

**10. Resolution of Tie Votes after Judicial Recount**

In the event of a tie vote after a judicial recount, the tie vote will be resolved by conducting a lot in accordance with the *School Act* and the *Local Government Act*.

**11. Nomination Deposit**

**No nomination deposit is required for nomination for the office of school trustee.**

**12. Number of Nominators**

**The minimum numbers of qualified nominators for a trustee candidate is two.**

**13. Public Access to Election Documents**

~~The Board authorizes posting of nomination documents of trustee candidates on the website of Qualicum School District until 30 days after declaration of the election results.~~

- ~~i. The Board authorizes but does not require chief election officers to post nomination documents of trustee candidates for public access on any or all of websites of the City of Parksville, Town of Qualicum Beach, Regional District of Nanaimo and qathet Regional District, until such time as established by the bylaws of the relevant local government.~~
- ~~ii. The Board authorizes posting of trustee candidates' campaign financing disclosure statements and declarations and supplementary statements and declarations on the website of Qualicum School District until one year from general voting day.~~
- ~~iii. The Board authorizes but does not require chief elections officers to post campaign financing disclosure statements for public access on any or all of websites of the City of Parksville, Town of Qualicum Beach, Regional District of Nanaimo and qathet Regional District, until such time as established by the bylaws of the relevant local government.~~

**a. The Board authorizes public access to nomination documents of the trustee candidates:**

- i. during the regular office hours at the Board's office from the time the nomination documents are delivered until 30 days after declaration of the election results; [and, if applicable,]**
- ii. [specify other means by which public access is provided, and the time period within which access will be provided], except**



**that public access by the means set out in this sub-paragraph may not include the residential address of the person nominated, other than the municipality, electoral area or treaty lands in which the person is resident.**

- b. The Board will make available to the public, without charge, during the regular office hours of the Board's head office, the disclosure statements or supplementary reports required to be made available by the BC chief electoral officer on an Elections BC authorized website, other than:**
  - i. a mailing address or residential address of a significant contributor, or**
  - ii. a telephone number, mailing address, or residential address of a candidate.**

until 5 years after general voting day for the election to which the trustee's disclosure statements and supplementary reports relate by providing a copy of that information for inspection.

**14. Public Notice Posting Places**

**The following are designated as public notice posting places for purposes of Section 50 of the Local Government Act:**

- a. The entrance to the District Administrative offices located in the Parksville Civic and Technology Centre at 100 Jensen Avenue East, Parksville, BC**
- b. The main entrance door to the building in which the Administrative offices of the Qualicum School District are located at 100 Jensen Avenue East, Parksville, BC**

**15. Publication by Means Other Than Newspaper**

**The Board designates the following means of publication of notices required to be published pursuant to Section 94.2 of the Community Charter:**

- a. The local newspaper that is distributed weekly (PQB news)**
- b. The Qualicum School District's website; and**
- c. The website of each school within the Qualicum School District.**

**II. BOARD ROLE:**

As the corporate body elected by the voters, the Board of Education is responsible for the development of goals and policies to guide the provision of educational services to students attending District schools and programs, in keeping with the requirements of government legislation and the values of the electorate.

**SPECIFIC AREAS OF RESPONSIBILITY**

- 1. Accountability to Governments**



The Board shall:

- 1.1 Act in accordance with all statutory requirements of federal and provincial legislation to implement educational standards and policies.
- 1.2 Perform Board functions required by governing legislation and existing Board policy.

## **2. Accountability to and Engagement of Community**

The Board shall:

- 2.1 Make decisions that address the needs and demands of the district.
- 2.2 Establish processes and provide opportunities for community input including all stakeholders and rights holders.
- 2.3 Communicate the district strategic plan, and achievements of students and staff to the community, at least annually.
- 2.4 Develop procedures for and hear appeals as required by statute and/or board policy.
- 2.5 Provide for two-way communication between board and stakeholder groups.
- 2.6 Meet regularly with municipal governments and other educational/public service or business governing authorities to achieve educational ends.
- 2.7 Model a culture consistent with district values.

## **3. Planning**

The Board shall:

- 3.1 Provide overall direction for the district by establishing a vision, values and strategic issues to be addressed.
- 3.2 Develop and approve the district's long term strategic plan.
- 3.3 Annually set district goals and key results, aligned with the district's strategic plan
- 3.4 Monitor progress toward the achievement of student outcomes and other desired results.
- 3.5 Annually evaluate the effectiveness of the district in achieving established goals and desired results.

## **4. Policy**

The Board shall:

- 4.1 Identify the purpose to be achieved and the criteria for a new policy.
- 4.2 Make the final decision as to the approval of all policy statements.
- 4.3 Evaluate policy impact to determine if policy has created the desired change.
- 4.4 Determine policies and bylaws which outline how the board is to function.
- 4.5 Monitor policy changes and seek input on those changes.
- 4.6 Delegate authority to the superintendent and define commensurate responsibilities.

## **5. Board/Superintendent Relations**

The Board shall:



- 5.1 Select the superintendent
- 5.2 Provide the superintendent with clear corporate direction.
- 5.3 Delegate in writing, administrative authority and identify responsibility subject to the provisions and restrictions in provincial legislation and regulations.
- 5.4 Evaluate the superintendent and review compensation in accordance with the superintendent's contract.
- 5.5 Respect the authority of the superintendent to carry out executive action and support the superintendent's actions which are exercised within the delegated discretionary powers of the position.

**6. Political Advocacy**

The Board shall:

- 6.1 Address external issues in a manner consistent with district values.
- 6.2 Make decisions regarding British Columbia School Trustee Association (BCSTA) and British Columbia Public Sector Employees' Association (BCPSEA) issues.
- 6.3 Advance district positions and priorities through relevant provincial organizations and associations.
- 6.4 Educate and inform the public

**7. Board Development**

The Board shall:

- 7.1 Annually evaluate the Board's effectiveness.
- 7.2 Annually develop a Board development plan aligned with District priorities.

**8. Fiscal Accountability**

The Board shall:

- 8.1 Approve process and timelines for budget deliberations.
- 8.2 In collaboration with the superintendent, identify assumptions and draft priorities for the creation of the annual budget.
- 8.3 Approve the annual budget which aligns with key goals and the strategic plan.
- 8.4 Annually approve the district's facilities planning document.
- 8.5 Annually appoint or reappoint the auditor and approve the terms of engagement.
- 8.6 Review annually the audit report and management letter.
- 8.7 Provide direction regarding the mandate for local employee negotiations.
- 8.8 Make decisions regarding ratification of memoranda of agreement with bargaining units.
- 8.9 Approve the acquisition and disposition of district land and buildings.
- 8.10 Approve tender selection for contracts over \$50,000 (fifty thousand dollars)
- 8.11 Approve construction projects in excess of \$500,000 (five hundred thousand dollars)

**9. Selected Responsibilities**



- 9.1 Establish parameters for early retirement incentive plans.
- 9.2 Approve local school calendars, as requested in accordance with legislation.
- 9.3 Approve Board/Authority Authorized Courses
- 9.4 Hear appeals on the reconsideration of resource materials which are challenged.
- 9.5 Approve the naming of educational facilities and land.
- 9.6 Recognize students, staff and community members.
- 9.7 Approve school catchment areas.
- 9.8 Approve transportation service level changes.
- 9.9 Approve District partnerships.

**III. ROLE OF THE TRUSTEE:**

As members of the corporate board, trustees are accountable to the public for the collective decisions of the board and for the delivery and quality of educational services. A trustee must serve the community as an elected representative, but the trustee's primary task is to act as a member of a corporate board. A trustee acting individually has only the authority and status of any other citizen in the district.

**Specific Responsibilities:**

- 1. Support the decision of the Board and monitor progress to ensure decisions are implemented.
- 2. Strive to develop a positive and respectful learning and working culture both within the board and the district.
- 3. Become familiar with, and adhere to, the Trustee Code of Conduct.
- 4. Bring to the attention of the Board any issues that may significantly affect the District, and interpret the needs of the community to the board.
- 5. Refer queries, issues or problems raised by a parent or community member about a teacher or classroom, to the teacher or about a principal or a school, to the principal and, where appropriate, inform the Superintendent or designate. Also refer to Board Policy: 710: [Resolution of Student and Parent Complaints](#).
- 6. Act as a liaison to assigned schools according to purpose and parameters as outlined in Liaison Schools - Purpose and Parameters which can be found in the [Trustee Handbook](#).
- 7. Keep the Board and the Superintendent informed in a timely manner of matters coming to his/her attention that might affect the district.
- 8. Provide the Superintendent with counsel and advice, giving the benefit of the trustee's judgment, experience and familiarity with the community.



9. Come prepared to board meetings, participate in, and contribute to, the decisions of the board in order to provide the best solutions possible for the education of children within the district.
10. If a personal disagreement arises between a member of the team and another member, a one to one meeting between the two should be arranged to deal with and resolve the disagreement.
11. If there is any doubt about contacting employees of the district, the Superintendent or the Secretary Treasurer should be contacted first.
12. Strive to develop a positive and respectful learning and working culture both within the board and the district, based on collaboration and transparency.

**IV. TRUSTEE CODE OF CONDUCT:**

1. It is vital that the Board of Education commits itself and its members to conduct which is appropriate and ethical. All personal interactions should be respectful and should acknowledge the worth of each person.
2. In compliance with the B.C. Human Rights Code, trustees will endeavor to ensure that all schools in Qualicum School District provide the best quality education possible for all of our students regardless of their ability, sex, sexual orientation, gender identity or expression, creed, social standing or any physical or mental disability conditions.
3. Trustees must devote time, thought and study to the duties and responsibilities of being a trustee so as to be able to render effective and competent decisions.
4. Trustees must work together to communicate to the electorate the facts about our schools.
5. Trustees as individuals have no Board authority. All relationships must be conducted based on this fact. Media interviews must be handled by the Board Chair, Vice-chair or Superintendent unless expressly delegated to the individual trustee.
6. All in camera business is to be kept strictly confidential.
7. Trustees must respect the Superintendent's responsibility for the day-to-day administration of the district.
8. Trustees are expected to refer all complaints and criticisms to the proper process.
9. The board as a whole has to take responsibility to resolve potentially dysfunctional situations and strive to build dynamics that demonstrate:
  - 9.1 A commitment to collaborative decision-making
  - 9.2 A commitment to doing the homework and sharing responsibility



- 9.3 A commitment to contributing to public meetings in a way that earns public confidence in the work of the Board
- 9.3 A commitment to put the good of the school system before individual political agendas
- 9.4 A commitment to focus at least as much on assessing the value of initiatives as in controlling costs

**PROCEDURE FOR BEHAVIOUR CONTRARY TO THIS BYLAW:**

1. Trustees, **upon being elected**, are expected to abide by all policies and will be subject to the same procedures as all other board employees and contractors, **including completing and submitting criminal records checks**.
2. The Board may take action against a trustee to protect its dignity, integrity and proper function, and to act fairly in providing procedural protections based on the level of severity of a breach of conduct.
3. If proactive measures do not result in changed behaviour, disciplinary measures for breaches may be imposed in a remedial and restorative manner, reflecting the seriousness of the breach. These measures may include the offending trustee:
  - Writing a letter of apology;
  - Participating in a restorative justice process;
  - Participating in specific training, coaching, or counselling as directed by the board;
  - Being subject to a motion of censure passed by a majority of the voting trustees at a closed (i.e., in-camera) board meeting; or
  - Being removed from one, some, or all board committees or other appointments by a majority of voting trustees at an in-camera board meeting.
4. It is important to note that, except as expressly permitted by the School Act, a board's authority does not extend so far as to effectively remove a trustee from their elected office.

**V. TITLE**

This bylaw may be cited as "School District No.69 (Qualicum) Board of Education Bylaw No.1. "

Read a first time this \_\_\_\_ day of \_\_\_\_\_, 2026

Read a second time this \_\_\_\_ day of \_\_\_\_\_, 2026.

Read a third and final time, passed and adopted this \_\_\_\_ day of \_\_\_\_\_, 2026.

\_\_\_\_\_  
VICE CHAIRPERSON OF THE BOARD

\_\_\_\_\_  
SECRETARY TREASURER



**REFERENCES:**

- BC Ombudsperson  
<https://bcombudsperson.ca/guide/complaint-handling-guide/>  
<https://bcombudsperson.ca/fairness-education-resources/fairness-consultation/>
- Board Bylaws and Policies  
[https://www.sd69.bc.ca/Board/Policies-and-Bylaws/Pages/default.aspx#/=](https://www.sd69.bc.ca/Board/Policies-and-Bylaws/Pages/default.aspx#/)
- The School Act Part 4  
[https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412\\_04#part4](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_04#part4)
- The Local Government Act  
[https://www.bclaws.gov.bc.ca/civix/document/id/lc/statreg/r15001\\_00](https://www.bclaws.gov.bc.ca/civix/document/id/lc/statreg/r15001_00)
- Provincial Criteria Guidelines for Trustee Codes of Conduct  
<https://www.bced.gov.bc.ca/bulletin/20230602/criteria-guidelines---may-25.pdf>

**DATES OF ADOPTION AND AMENDMENTS:**

**Adopted:** January 1999

**Amended:** 2002.08.27: 2005.10.25: 2008.09.23: 2014.05.27: 2020.02.25: 2022.09.13:  
**2023.10.24**

DRAFT



**1. Purpose**

The Board of Education governs the Qualicum School District in the interests of student success and community confidence in public education. This policy defines the responsibilities of the Board as a corporate entity and guides how the Board exercises its authority.

**2. Governing Principles**

The Board is committed to:

- a. Acting in the best interests of all students;
- b. Governing with integrity, transparency, and respect;
- c. Upholding Indigenous rights and working in the spirit of reconciliation;
- d. Engaging meaningfully with students, families, rights-holders, and partners;
- e. Ensuring the district remains a safe, inclusive, and effective learning environment.

**3. Responsibilities of the Board**

The Board carries out its responsibilities collectively through approved bylaws, policies, and resolutions. The Board will:

**3.1 Strategic Direction**

- a. Establish a vision, mission, and strategic plan for the district;
- b. Set goals and expected outcomes for student learning and well-being;
- c. Monitor progress through regular reports and performance indicators.

**3.2 Governance & Policy**

- a. Adopt, review, and revise bylaws and policies;
- b. Ensure policies reflect district values, legal requirements, and community expectations;
- c. Delegate operational authority to the Superintendent through Board bylaw.

**3.3 Budget & Resource Allocation**

- a. Approve an annual balanced budget;
- b. Allocate resources to achieve Board priorities;
- c. Ensure responsible stewardship of district assets and public funds;
- d. Approve capital planning priorities for submission to the Ministry.

**3.4 Accountability & Assurance**

- a. Monitor district performance and outcomes;
- b. Evaluate the Superintendent annually;
- c. Ensure compliance with legislation, regulations, and Ministry directives;
- d. Oversee risk management, financial controls, and audit processes.



**3.5 Engagement & Advocacy**

- a. Engage with Indigenous partners, rights-holders, families, and communities;
- b. Advocate for the needs of students and the district with government and partners;
- c. Represent the district in provincial governance organizations such as BCSTA.

**3.6 Board Leadership & Conduct**

- a. Maintain a respectful, ethical, and professional governance culture;
- b. Support informed decision-making through collective responsibility;
- c. Model the behaviour expected across the district;
- d. Participate in continuous governance learning.

**4. Authority of the Board**

The Board exercises its authority only as a corporate body, not as individuals. Individual trustees have no authority to direct staff or make commitments on behalf of the Board.

**5. Delegation to the Superintendent**

- a. The Board delegates responsibility for district operations to the Superintendent, as set out in Bylaw 7 – Delegation of Authority.
- b. The Board does not involve itself in operational decisions except as required by law or policy.

**6. Review of Governance Practices**

The Board will periodically review its governance policies, bylaws, and practices to ensure alignment with legislation, Ministry expectations, and district needs.

**7. Internal References**

- [Bylaw 1 – Board of Education \(Composition\)](#)
- [Bylaw 2 – Board Structure](#)
- [Bylaw 3 – Meetings of the Board of Education](#)
- Bylaw 7 – Delegation of Authority (*pending*)
- [Strategic Plan for the Qualicum School District](#)
- Governance Policy 1010 – Role of the Superintendent (*pending*)
- Governance Policy 1020 – Board–Superintendent Relationship (*pending*)

**Dates of Adoption/Amendments:**

Adopted:

Amended:



**1. Purpose**

The Superintendent of Schools is the Chief Executive Officer (CEO) of the Qualicum School District. This policy defines the Superintendent's responsibilities in leading the district, implementing Board direction, and ensuring high-quality learning environments for all students.

**2. Leadership Role**

The Superintendent provides strategic and operational leadership to the school district. In fulfilling this role, the Superintendent:

- a. Inspires and promotes a culture focused on student learning, well-being, and equity;
- b. Leads the development and implementation of district plans aligned to Board priorities;
- c. Ensures continuous improvement across schools and programs;
- d. Builds trusting, respectful relationships with students, staff, families, partners, and rights-holders.

**3. Responsibilities**

The Superintendent is responsible for the overall management of the district and for ensuring compliance with legislation, regulation, Ministerial orders, collective agreements, and Board direction. Key responsibilities include:

**3.1 Educational Leadership**

- a. Support high-quality teaching, learning, and assessment;
- b. Promote inclusive, safe, and caring school communities;
- c. Lead district improvement initiatives that advance student achievement and well-being;
- d. Ensure schools are supported through effective staffing, resources, and professional learning.

**3.2 Strategic Planning**

- a. Lead the development of multi-year district and operational plans;
- b. Align resources with Board priorities;
- c. Monitor progress and report results to the Board and public.

**3.3 Operations & Administration**

- a. Administer and supervise all aspects of district operations;
- b. Develop and implement Administrative Procedures (APs) consistent with Board policy;
- c. Ensure effective systems in finance, human resources, facilities, transportation, technology, and student support;
- d. Respond to emergent operational issues and ensure continuity of service.

**3.4 Financial Stewardship**

- a. Prepare and recommend annual budgets for Board approval;
- b. Manage district finances responsibly and transparently;
- c. Ensure compliance with audit requirements and financial legislation;



- d. Supervise financial controls, risk management, and long-term capital planning.

**3.5 Human Resources Leadership**

- a. Recruit, assign, evaluate, and support district staff;
- b. Promote a positive, safe, and respectful workplace culture;
- c. Lead collective agreement implementation and labour relations;
- d. Ensure succession planning and leadership development.

**3.6 Community & Government Relations**

- a. Act as the primary spokesperson for operational matters;
- b. Build relationships with Indigenous partners, municipalities, agencies, and community organizations;
- c. Represent the district in regional and provincial networks;
- d. Advocate for district needs with the Ministry.

**3.7 Reporting & Transparency**

- a. Provide the Board with timely, accurate information for effective governance;
- b. Bring forward recommendations and expert advice to support informed decision-making;
- c. Report regularly on student outcomes, operational performance, and emerging issues;
- d. Ensure compliance with reporting requirements under the *School Act* and Ministry policy.

**4. Accountability**

- a. The Superintendent is accountable to the Board for the effective operation of the district.
- b. The Board evaluates the Superintendent annually through a Board-approved evaluation process.
- c. The Superintendent is responsible for ensuring delegated authority is exercised responsibly, even when further delegated to staff.

**5. Relationship with the Board**

- a. The Superintendent maintains an open, honest, and professional relationship with the Board.
- b. Communication with the Board flows primarily through the Chair, consistent with Board bylaws.
- c. The Superintendent supports the Board in its governance role by providing advice, information, and professional judgment.

**6. Delegation by the Superintendent**

- a. The Superintendent may delegate authority to staff but remains accountable for all decisions made under such delegation.
- b. Delegation must be consistent with legislation, Board policy, and Bylaw 7.



**7. Internal References**

- Governance Policy 1000 — Role of the Board (*pending*)
- Governance Policy 1020 — Board–Superintendent Relationship (*pending*)
- Bylaw 7 — Delegation of Authority (*pending*)

**External References**

- [School Act](#)

**Dates of Adoption/Amendments:**

Adopted:

Amended:

DRAFT



**1. Purpose**

This policy defines the working relationship between the Board of Education and the Superintendent. A clear, respectful, and well-defined relationship is essential to effective governance, district stability, and student success.

**2. Guiding Principles**

The Board–Superintendent relationship is grounded in the following principles:

- a. Mutual respect and trust guide all interactions;
- b. Clarity of roles supports accountable governance and effective leadership;
- c. Open, timely communication ensures well-informed decision-making;
- d. Collective authority of the Board is respected by all parties;
- e. Professional integrity is expected at all times.

**3. Distinct Roles**

**3.1 Role of the Board**

The Board governs the district by:

- a. Setting strategic direction and policy;
- b. Establishing bylaws and budgets;
- c. Monitoring district performance;
- d. Holding the Superintendent accountable for results;
- e. Engaging with the community as elected representatives.

**3.2 Role of the Superintendent**

The Superintendent leads the district by:

- a. Managing all operations;
- b. Implementing Board direction;
- c. Providing professional advice and recommendations;
- d. Ensuring high-quality educational programs;
- e. Maintaining an effective district organization.

These roles are complementary and interdependent.

**4. Communication & Information Flow**

**4.1 Communication Through the Chair**

- a. The primary communication link between the Board and the Superintendent is the Board Chair.
- b. Trustees direct operational inquiries or requests for information through the Chair or through Board resolution.

**4.2 Information for Governance**

The Superintendent will provide:

- a. Accurate and timely information to support Board decision-making;
- b. Advance notice of emerging issues or risks;
- c. Reports on student learning, operational performance, and progress toward strategic goals.

The Board relies on the Superintendent's professional judgment as its key source of operational insight.



**5. Professional Advice**

- a. The Superintendent provides the Board with impartial, evidence-based advice.
- b. The Board considers this advice carefully but is not bound by it.
- c. The Superintendent accepts and implements Board decisions, even when recommendations differ.

**6. Conduct & Interactions**

**6.1 Expectations of Trustees**

Trustees will:

- a. Respect the Superintendent's responsibility for district operations;
- b. Refrain from attempting to direct staff, individually or through committees;
- c. Model respectful communication and confidentiality;
- d. Support the Superintendent's leadership publicly once decisions are made.

**6.2 Expectations of the Superintendent**

The Superintendent will:

- a. Treat all trustees equally and provide each with the information necessary to fulfill their role;
- b. Maintain a professional, non-partisan relationship with the Board;
- c. Communicate honestly, promptly, and thoroughly;
- d. Respond constructively to trustee concerns brought through the Chair.

**7. Evaluation of the Superintendent**

- a. The Board will evaluate the Superintendent annually according to a Board-approved evaluation process.
- b. The evaluation will be based on progress toward strategic priorities, leadership effectiveness, and operational performance.
- c. The evaluation process will reinforce shared goals, clarity, and continuous improvement.

**8. Handling Disagreements**

- a. Disagreements between the Board and the Superintendent will be addressed respectfully and privately whenever possible.
- b. The Chair and Superintendent will work collaboratively to resolve issues promptly.
- c. Where necessary, the Board may hold an in-camera session to address relationship or performance concerns.

**9. Unity of Direction**

- a. Once the Board makes a decision, the Board and Superintendent will work together to implement it.
- b. Trustees who disagree with a decision will not direct or pressure the Superintendent to act contrary to Board direction.



**10. Review of the Relationship**

- a. The Board and Superintendent will periodically review this policy and their working relationship to ensure effectiveness.
- b. Adjustments may be made by Board resolution as needed.

**11. Internal References**

- Governance Policy 1000 — Role of the Board (*pending*)
- Governance Policy 1010 — Role of the Superintendent (*pending*)
- Bylaw 2 — Board Structure (*pending*)
- [Bylaw 3 — Meetings of the Board](#) (*revised bylaw also pending*)
- Bylaw 7 — Delegation of Authority (*pending*)

**Dates of Adoption/Amendments:**

Adopted:

Amended:

DRAFT



INDIGENOUS EDUCATION & RECONCILIATION  
(Governance Series)

1. **Purpose**

The Board of Education is committed to advancing Indigenous student success and strengthening relationships with Indigenous peoples. This policy affirms the Board's responsibility to support reconciliation, uphold Indigenous rights, and foster respectful, collaborative partnerships with ~~local First Nations~~ **the Qualicum and Snaw-Naw-As First Nations**, Indigenous communities, and Indigenous organizations.

2. **Guiding Commitments**

The Board recognizes:

- a. The inherent rights of Indigenous peoples, as affirmed in the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP);
- b. The provincial commitment to reconciliation through the Declaration on the Rights of Indigenous Peoples Act (DRIPA);
- c. The Truth and Reconciliation Commission (TRC) Calls to Action, particularly those related to education;
- d. The responsibility of public school districts to actively support equitable outcomes for Indigenous learners.
- e. **The importance of aligning district practice with the Declaration on the Rights of Indigenous Peoples Act (DRIPA), the Framework for Enhancing Student Learning (FESL), Local Education Agreements, and ongoing guidance from the Indigenous Education Council.**

3. **Relationships & Partnership**

The Board will:

- a. Build respectful, collaborative, and enduring relationships ~~local First Nations~~ **the Qualicum and Snaw-Naw-As First Nations**, especially those whose traditional territories include the Qualicum School District;
- b. Engage meaningfully with Indigenous families, Métis and Inuit organizations, and community partners;
- c. Ensure Indigenous voice, perspectives, and priorities inform district decisions, programs, and policies;
- d. Honour local protocols and cultural practices when engaging with Indigenous communities.
- e. **Continue to strengthen relationships with the Indigenous Education Council as an advisory body supporting Indigenous student success, equity, and reconciliation.**

4. **Indigenous Student Success**

The Board is committed to improving educational outcomes for Indigenous learners by ensuring:

- a. Schools are welcoming, culturally safe, and inclusive environments;



**INDIGENOUS EDUCATION & RECONCILIATION**  
*(Governance Series)*

- b. Indigenous knowledge, perspectives, and histories are embedded throughout learning;
- c. Evidence-informed strategies support Indigenous student achievement, well-being, and belonging;
- d. Regular monitoring of Indigenous student results occurs at the Board level.
- e. **Indigenous student success measures align with the Framework for Enhancing Student Learning (FESL), Local Education Agreements, district equity work, and ongoing dialogue with Indigenous rightsholders and the Indigenous Education Council.**

The Board will receive annual reporting on Indigenous student success as part of the Enhancing Student Learning reporting process.

**The Board will monitor evidence related to Indigenous student achievement, transitions, attendance, belonging, graduation, and literacy and numeracy outcomes through the FESL process and related reporting structures.**

**5. Equity & Cultural Safety**

The Board will:

- a. Address systemic barriers that affect Indigenous learners;  
**Systemic barriers may include policies, practices, structures, or norms that unintentionally disadvantage Indigenous learners or other historically marginalized groups.**
- b. Support culturally responsive instruction and assessment practices;
- c. Promote staff learning that deepens understanding of Indigenous histories, cultures, and contemporary realities;
- d. Ensure staff build capacity to create culturally safe learning environments.
- e. **Support the development and implementation of district strategies and action plans intended to identify, address, and prevent anti-Indigenous racism.**

**6. District Plans & Agreements**

The Board affirms and supports:

- a. The district's Indigenous Education Enhancement Agreement (or successor agreements); **Current and future agreements, frameworks, and collaborative processes intended to support Indigenous student success and reconciliation, including Local Education Agreements and ongoing partnership work with Indigenous rightsholders;**
- b. Strategic and operational plans that reflect Indigenous priorities;
- c. Collaboration with Indigenous partners in the planning, delivery, and evaluation of community-based and school-based programs.



**7. Recognition of Territory**

The Board acknowledges the importance of recognizing and respecting the traditional territories of Indigenous peoples in all district work, including meetings, public events, and communications.

**8. Accountability & Transparency**

The Board will:

- a. Engage in continuous learning related to Indigenous rights and reconciliation;
- b. Review policies and practices to ensure alignment with reconciliation commitments;
- c. Communicate progress publicly through Board meetings, district reports, and the FESL process;
- d. Include Indigenous partners in evaluating and strengthening district efforts.

**9. Internal References**

- Indigenous Education Enhancement Agreement (current or successor)
- Strategic Plan for the Qualicum School District
- **Indigenous Education Council**

**External References**

- [United Nations Declaration on the Rights of Indigenous Peoples](#)
- [Truth and Reconciliation Commission Calls to Action \(Education, Language & Culture, Equity\)](#)
- [Declaration on the Rights of Indigenous Peoples Act \(BC\)](#)
- [Equity in Action Project Toolkit](#)
- [Framework for Enhancing Student Learning](#)

**Dates of Adoption/Amendments:**

Adopted:

Amended:



**1. Purpose**

The Board of Education is committed to creating and sustaining equitable, inclusive, and welcoming learning and working environments for all students, staff, and families. This policy affirms the Board's responsibility to remove systemic barriers, uphold human rights, and ensure that diversity is respected and valued throughout the Qualicum School District.

**2. Guiding Principles**

The Board believes that:

- a. Every student has the right to feel safe, included, and supported at school;
- b. Diversity—of identity, culture, ability, language, orientation, and belief—is a strength **and a gift that enriches learning and working environments;**
- c. Equity requires proactive action to ensure fair outcomes for all learners;
- d. Discrimination, harassment, or exclusion have no place in public education;
- e. Learning environments must reflect dignity, respect, and belonging.

**3. Commitment to Students**

The Board will ensure that:

- a. All students see themselves reflected positively in curriculum, environment, and experience;
- b. Schools foster a climate of belonging where every student's identity is valued;
- c. Policies, practices, and resource allocation decisions support equitable access to opportunities;
- d. ~~Staff are equipped to recognize and address bias, racism, and discrimination;~~ **The District will provide and prioritize professional learning related to anti-racism, anti-Indigenous racism, trauma-informed practice, cultural competency, and inclusive practices in order to support staff in recognizing and addressing bias, racism, and discrimination;**
- e. Student voice—particularly those who have been historically marginalized—is included in district decision-making.
- f. **Schools and district staff remain attentive to the experiences of students and groups who have historically experienced marginalization, discrimination, or barriers to equitable outcomes.**

**4. Commitment to Staff**

The Board will:

- a. Promote a respectful, inclusive, and safe workplace for all employees;
- b. Support equitable hiring, development, and advancement practices;
- c. Ensure employees have access to learning related to equity, cultural competency, and inclusive practice;
- d. Expect all district staff to model inclusive behaviour and uphold human rights.

**5. Removing Systemic Barriers**

The Board commits to:

- a. Reviewing district policies, procedures, and practices to identify and remove systemic barriers;





**9. Internal References**

- Governance Policy 1030 — Indigenous Education & Reconciliation (*upcoming*)
- [Policy 700— Safe, Caring & Inclusive School Communities](#)
- [Qualicum School District Strategic Plan](#)

**External References**

- [BC Human Rights Code](#)
- [School Act](#)
- [SOGI 123 Resources](#)
- **Declaration on the Rights of Indigenous Peoples Act (BC)**

**Dates of Adoption/Amendments:**

Adopted:

Amended:

DRAFT



**COMMUNITY ENGAGEMENT & PUBLIC PARTICIPATION**  
*(Governance Series)*

**1. Purpose**

The Board of Education is committed to meaningful engagement with students, families, staff, rights-holders, and the wider community. This policy establishes principles and expectations for public participation in district decision-making and communication.

**2. Guiding Principles**

The Board believes that effective community engagement:

- a. Strengthens public confidence in the school district;
- b. Enhances decision-making by incorporating diverse perspectives;
- c. Builds relationships based on trust, respect, and transparency;
- d. Supports student learning and well-being;
- e. Reflects the values of accessibility, inclusivity, and responsiveness.

**3. Board Commitments**

The Board will:

- a. Communicate openly about district priorities, decisions, and progress;
- b. Provide opportunities for the public to contribute to planning and policy development when appropriate;
- c. Respect and uphold local protocols in engagement with First Nations and Indigenous partners;
- d. Ensure communication is clear, timely, and accessible;
- e. Encourage participation from groups who may be underrepresented in public processes.

**4. Engagement in Decision-Making**

The Board will determine the level and type of engagement required for major initiatives. Engagement may include:

- a. Public meetings or open houses;
- b. Online or print surveys;
- c. Focus groups or advisory committees;
- d. Invitations for written submissions;
- e. Direct engagement with rights-holders and partner groups;
- f. Student voice opportunities through school and district structures.

Engagement processes will be proportional to the scope and impact of the decision.

**5. Public Participation at Board Meetings**

- a. The Board provides opportunities for the public to attend and observe regular meetings.
- b. The Board may include opportunities for public input, delegations, or presentations, consistent with Bylaw 3.
- c. Public participation must be respectful and consistent with Board values and meeting procedures.
- d. The Chair may limit or defer participation to maintain orderly and efficient meetings.



**COMMUNITY ENGAGEMENT & PUBLIC PARTICIPATION**  
*(Governance Series)*

**6. Engagement with Indigenous Partners**

- a. Engagement with First Nations and Indigenous organizations will reflect local protocols, cultural practices, and principles of respectful partnership.
- b. The Board acknowledges its responsibility under DRIPA, UNDRIP, and reconciliation frameworks.
- c. Indigenous partners will be consulted early and meaningfully on matters that directly affect Indigenous students or communities.

**7. Communication Standards**

The district will communicate:

- a. Clearly, using plain language;
- b. In formats accessible to diverse audiences;
- c. In ways that support two-way dialogue;
- d. Through multiple platforms, including digital tools, to reach as many community members as possible.

The Superintendent is responsible for establishing and monitoring district communication practices.

**8. Student Voice**

The Board values student voice as essential to understanding the lived experience of learning. The Board will:

- a. Create opportunities for students to provide input into district planning and decision-making;
- b. Encourage student participation in advisory groups, committees, or presentations to the Board;
- c. Consider student perspectives when developing or reviewing policies.

**9. Partnerships & Collaboration**

The Board supports collaboration with:

- a. Local First Nations
- b. Municipalities and regional government
- c. Parent advisory councils and DPAC
- d. Unions and employee groups
- e. Community service organizations
- f. Post-secondary institutions
- g. Business and industry partners
- h. Neighbouring school districts

Partnerships must align with Board values and student success.

**10. Evaluation & Continuous Improvement**

- a. The Board will periodically review its engagement practices.
- b. Feedback from the community and partners will inform improvements.
- c. Engagement outcomes will be reflected in strategic plan reporting and the Enhancing Student Learning process.



COMMUNITY ENGAGEMENT & PUBLIC PARTICIPATION  
(Governance Series)

11. Internal References

- [Bylaw 3 — Meetings of the Board](#)
- [Qualicum School District Strategic Plan](#)
- Governance Policy 1000 — Role of the Board (*pending*)
- Governance Policy 1030 — Indigenous Education & Reconciliation (*pending*)

External References

- [Declaration on the Rights of Indigenous Peoples Act \(BC\)](#)
- [United Nations Declaration on the Rights of Indigenous Peoples](#)

Dates of Adoption/Amendments:

Adopted:

Amended:

DRAFT



**PRIVACY & INFORMATION STEWARDSHIP**  
*(Governance Series)*

**1. Purpose**

The Board of Education is committed to protecting personal information, ensuring responsible data stewardship, and upholding the privacy rights of students, staff, families, and community members in accordance with the *Freedom of Information and Protection of Privacy Act* (FOIPPA) and other applicable legislation.

This policy defines the Board's governance responsibilities for privacy and information management.

**2. Guiding Principles**

The Board believes that:

- a. Privacy is a fundamental right that supports trust in public education;
- b. Personal information must be collected, used, stored, and disclosed responsibly and lawfully;
- c. Data stewardship is essential to supporting student success, operational integrity, and public confidence;
- d. Transparency and accountability strengthen the district's privacy culture;
- e. Technology and digital tools must be used in ways that respect privacy and enhance learning.

**3. Board Responsibilities**

The Board will:

- a. Establish bylaws and policies that promote effective privacy and information management;
- b. Ensure the district complies with FOIPPA and other relevant legislation;
- c. Receive periodic reporting on privacy practices, risk assessments, and breach responses;
- d. Approve resources necessary for secure and effective information management systems;
- e. Promote a district culture that values privacy, confidentiality, and responsible data use.

**4. Superintendent Responsibilities**

The Superintendent is responsible for:

- a. Implementing privacy and information management practices throughout the district;
- b. Developing and maintaining Administrative Procedures (APs) consistent with this policy and FOIPPA;
- c. Ensuring that staff understand their obligations regarding privacy and data protection;
- d. Ensuring that digital tools, platforms, and services comply with district and provincial privacy requirements;
- e. Reporting privacy breaches, risks, and mitigation strategies to the Board.



**5. Privacy Officer**

- a. The Board designates the **Secretary-Treasurer** as the district's **Privacy Officer**.
- b. The Privacy Officer is responsible for:
  - i. overseeing compliance with FOIPPA;
  - ii. coordinating responses to privacy breaches;
  - iii. managing access-to-information requests;
  - iv. supporting staff training and awareness;
  - v. advising the Board and Superintendent on privacy matters.
- c. The Privacy Officer may delegate aspects of these responsibilities but retains accountability under FOIPPA and district policy.

**6. Collection, Use & Protection of Information**

The district will ensure that:

- a. Only the minimum necessary personal information is collected for educational or operational purposes;
- b. Personal information is used only for the purposes for which it was collected or as permitted by law;
- c. Records are stored and managed securely using approved systems;
- d. Access to personal information is limited to authorized individuals who require it for their work;
- e. Digital tools and cloud services meet provincial privacy standards.

Operational details of these requirements are addressed in Administrative Procedures under Policy 900.

**7. Information Access & Transparency**

The district will:

- a. Respond to access-to-information requests in accordance with FOIPPA;
- b. Make non-personal information available to the public to support transparency and accountability;
- c. Communicate clearly about privacy practices, data collection, and the use of technology.

**8. Privacy Breaches**

- a. The Superintendent will ensure timely response to privacy breaches, including containment, investigation, mitigation, and notification as required by FOIPPA.
- b. Significant breaches will be reported to the Board at the earliest reasonable opportunity.
- c. The district will maintain documentation of breach investigations and corrective actions.

**9. Continuous Improvement**

The Board supports ongoing improvement in privacy practices through:

- a. Staff training and awareness;
- b. Regular review of privacy risks;
- c. Updates to digital tools, procedures, and security measures;
- d. Review of relevant policies and administrative procedures.



**10. Internal References**

- Governance Policy 1000 — Role of the Board (*pending*)
- Bylaw 7 — Delegation of Authority (*pending*)
- [Policy 900 Series — Privacy Management & Accountability](#)

**External References**

- [Freedom of Information and Protection of Privacy Act \(FOIPPA\)](#)

**Dates of Adoption/Amendments:**

Adopted:

Amended:

DRAFT