




Sooke School District
3143 Jacklin Road, Victoria, BC V9B 5R1
(250) 474-9800
www.sd62.bc.ca

Public Notice – Board of Education Public Meeting

A public meeting of the Board of Education for School District 62 (Sooke) will be held on **April 28, 2026 at 7:00 pm.**

Please note that all Public Board and Committee meetings are held **in person** at the District School Board Office, located at 3143 Jacklin Road, Victoria.

To encourage more public participation, the meeting will be **livestreamed** via Microsoft town hall. To join the meeting please click here: [Follow Link](#)

- Anyone who has the link can attend the meeting online. Ensure you have the Microsoft Teams app downloaded on your device.
- Members of the public will have the opportunity to ask questions related to agenda items discussed at the meeting:
 - Select the **Q&A**  function at the top of your Teams window.
 - Type in the **Ask a question** text box at the top of the Q&A panel. When asking a question, please identify yourself. **Anonymous questions will not be responded to.**
 - You will be notified that your question was received and will be published after a moderator approves it.
 - Members of the media can direct their questions to the Communications Manager at School District 62 for a response following the meeting.

If you have questions regarding the meeting or how to access it, please email info@sd62.bc.ca. See link for upcoming and previous Board and Committee meetings [Public Meetings | Sooke School District \(sd62.bc.ca\)](#) materials.

BOARD OF EDUCATION PUBLIC MEETING

By Microsoft Townhall

April 28, 2026 – 7:00 p.m.

AGENDA

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

With gratitude and respect, we acknowledge that we live, learn, and work on the traditional territories of the Coast Salish: T'Sou-ke Nation, SCÍÅNEW (Beecher Bay) Nation, and the Nuuchah-nulth: Paaʔčiidʔath (Pacheedaht) Nation. We also recognize that some of our schools are located on the traditional territories of the MÁLEXEŁ (Malahat) Nation, and the Ləkʷəŋən peoples of Songhees and Esquimalt Nations. (Words gifted by the Nations SD62 works with)

2. AGENDA (page 2)

2.1 Call for amendments and additional items

Recommended Motion: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of April 28, 2026, as presented (or as amended).

2.2 Report on In Camera Meeting – Amanda Dowhy

This notice is to inform the public that prior to this meeting an “in-camera” meeting of the Board was held where issues of legal, land and personnel were discussed.

3. MINUTES (page 7)

3.1 Call for corrections to minutes of the March 31, 2026 Public Board Meeting.
Minutes to be adopted by unanimous consent.

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Amanda Dowhy

5. EDUCATIONAL PRESENTATIONS – Lucas MacNeil/Melissa Horner (page 13)

- 5.1a. Royal Bay Secondary School Lacross trip to Tacoma, Washington, October 23-25, 2026
- b. Royal Bay Secondary School Lacross trip to Long Island, New York, November 18-23/24, 2026
- c. Royal Bay Secondary School Lacross trip to Seattle, Washington, December 4-6, 2026

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the Royal Bay Secondary School Lacrosse trip to Tacoma, Washington, October 2026 subject to the oversight and direction of the Superintendent's office.

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the Royal Bay Secondary School Lacrosse trip to Long Island, New York, November 2026 subject to the oversight and direction of the Superintendent's office.

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the Royal Bay Secondary School Lacrosse trip to Seattle, Washington, December 2026 subject to the oversight and direction of the Superintendent's office.

6. INDIGENOUS EDUCATION COUNCIL

- 6.1 Indigenous Education Council Update – Jo-Ina Young

7. CORRESPONDENCE & DELEGATIONS

- 7.1 Correspondence – Amanda Dowhy (page 27)
 - a. Email from Jordyn A. Dated March 12, 2026 RE Savory Bridge
 - b. Email from Tara F. Dated March 14, 2026 RE Kindergarten Placement Concern
- 7.2 Standing Delegations (CUPE, SPEAC, SPVPA, STA) – 5 minutes each
- 7.3 Other Delegations – 5 minutes each

8. FINANCE, FACILITIES AND SERVICES

- 8.1 Resources Committee Meeting April 14, 2026 – Christine Lervold (page 30)

Recommended Motion: That the Board of Education of School District 62 (Sooke) allow all three readings of the Capital Plan Bylaw 2026/27-CPSD62-01 at its meeting of April 22, 2026.

Recommended Motion: That the Board of Education of School District 62 (Sooke) give first, second and third readings of the Capital Plan Bylaw 2026/27-CPSD62-01

Recommended Motion: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of April 14, 2026.

8.2 2026/27 Draft Budget - ECOW May 19, 2026 – Brian Jonker (page 84)

Recommended Motion: Be it resolved that the Board of Education of School District 62 (Sooke) convene for an Education Committee of the Whole meeting on May 19, 2026 at 6:00pm for the purpose of considering the draft 2026/27 budget and providing advice and recommendations to the Board.

8.3 Child Care Minor Capital – Lisa Leclerc (page 86)

Recommended Motion: That the Board of Education of School District 62 (Sooke) support application to the Ministry of Infrastructure minor capital child care program intake for projects to be completed by March 31, 2027.

9. EDUCATION PROGRAM

9.1 Education-Policy Committee – Meeting of April 7, 2026 – Trudy Spiller (page 88)

Recommended Motion: That the Board of Education for School District 62 (Sooke) receive the 2026 – 27 Operational Plan as presented at the Education-Policy Committee meeting of April 7, 2026.

Recommended Motion: That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-329 “Field Trips”.

Recommended Motion: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of April 7, 2026.

10. STUDENTS

10.1 Superintendent’s Report – Paul Block (page 191)

11. FOUNDATIONS AND GOVERNANCE

11.1 Motion Alignment – Paul Block (page 197)

Recommended Motion: That aligned with motion 48, the Board of Education of School District 62 (Sooke) rescind prior motion 29 “That the Board of Education of School District 62 (Sooke) refer development of a Public Correspondence Policy and accompanying Regulations to the Governance Committee for consideration by the Board.”

11.2 Adoption of Draft Revised Policy A-500, “Policy Development” – Paul Block (page 199)

Recommended Motion: That the Board of Education of School District 62 (Sooke) adopt the revised policy A-500, “Policy Development” as presented at the Governance Committee meeting of April 13, 2026.

Recommended Motion: That the Board of Education of School District 62 (Sooke), consistent with revised Policy A-500 “Policy Development”, rescind effective immediately, the A-500 regulation “Policies & Regulations” as presented at the Governance Committee meeting of April 13, 2026.

11.3 Trustee Liaison Reports – Board of Education

- BCSTA AGM April 9-11, 2026 – Christine Lervold
- Victoria Family Court and Youth Justice Committee April 23, 2026 – Christine Lervold

12. ADMINISTRATION

12.1 Board of Education Work Plan: May to July - Amanda Dowhy (page 201)

13. PERSONNEL

14. UPCOMING EVENTS

- National Day of Mourning – April 28
- National Child and Youth Mental Health Day – May 1
- School Principals Day – May 1
- International Day for the Rights of Persons with Disabilities – May 5
- National Day of Awareness for Missing and Murdered Indigenous Women and Girls – May 5
- Education-Policy Meeting – May 5
- Mothers Day – May 10
- Non-instructional Day – May 11
- Resources Committee Meeting – May 12
- International Day Against Homophobia, Biphobia and Transphobia – May 17
- Victoria Day – May 18
- Education Committee of the Whole (ECOW) – May 19
- SPEAC AGM – May 20
- Next Public Board Meeting – May 26
- SPEAC Summit – May 27



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15. RISE AND REPORT

16. QUESTION PERIOD

Members of the public have the opportunity to ask questions related to agenda items discussed at tonight's meeting using the QA function in MS Teams. Individuals must identify themselves and ask questions directed to the Chair. Members of the media can direct their questions to the Manager, Communications for response following the meeting.

17. ADJOURNMENT



MINUTES

BOARD OF EDUCATION

PUBLIC MEETING

March 31, 2026 – 7:00 p.m.

TRUSTEES: Amanda Dowhy, Board Chair
Christine Lervold, Vice Chair (online via MS Teams)
Russ Chipps (online via MS Teams)
Trudy Spiller

STAFF: Paul Block, Superintendent
Brian Jonker, Secretary Treasurer
Monica Braniff, Deputy Superintendent
D’Arcy Deacon, Associate Superintendent
Lisa Leclerc, Associate Superintendent
Fred Hibbs, Executive Director, Human Resources
Steve Tonnesen, Manager, Information Technology - Operations

REGRETS: Cendra Beaton, Trustee
Ebony Logins, Trustee

SECRETARY: Jenny Seal

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting start was delayed to allow remote participants to connect. The meeting was called to order at 7:05 p.m. by the Board Chair who acknowledged the territories of the First Nations.

2. AGENDA

2.1 Call for amendments and additional items

In the interest of maintaining decorum, the Board Chair reviewed Robert’s Rules of Order and provided procedural direction.

97. **MOVED** Trudy Spiller/Christine Lervold
That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of March 31, 2026, as presented.
CARRIED

2.2 Report on In Camera Meeting – Amanda Dowhy

This notice is to inform the public that prior to this meeting an “in-camera” meeting of the Board was held where issues of legal, land and personnel were discussed. The Board received an update on budget development and no decisions were made.

3. MINUTES

3.1 Call for corrections to minutes

As per direction from the Board Chair at the February Board meeting, the minutes from the February 24th Board meeting were adopted by unanimous consent.

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Amanda Dowhy

The Board Chair expressed appreciation for the CUPE staff that worked over the spring break. As the District heads into budget season, more direction from the Ministry of Education and Childcare is anticipated. No big news is expected; however, confirmation was received that previously approved projects will continue to receive funding. A reminder that the Education Committee of the Whole meeting date is changed to May 19th and will be held in person and online. Families, staff and public have been given access to a link to the budget survey, open until April 2nd. Spring represents significant transition planning. Events to prepare grades 5 and 8 students for transition to middle and secondary, as well as events to prepare students for graduation and beyond are taking place across the District.

5. EDUCATIONAL PRESENTATIONS – no presentations

6. INDIGENOUS EDUCATION COUNCIL

6.1 Indigenous Education Council Update – Michele Thut and Jessica Kisby

Michele Thut introduced herself as Co-Chair of Indigenous Education Council (IEC) and Administrator for T’Sou-ke First Nation. Also in attendance was Elder Jo-Ina Young, Métis Nation Representative. The IEC is made up of representatives from local nations, Métis nations, and community partners, along with District staff working together to support Indigenous students’ success. The role of the IEC is to advise the Board on Indigenous education priorities. The IEC Terms of Reference have been finalized, ensuring alignment with provincial guidelines. Upcoming work includes Indigenous grad, land-based learning opportunities and community gatherings. There is increasing pressure on IEC targeted funds and a growing risk that these funds are being used to support operational costs. On behalf of the IEC, a letter is being brought forward for the Board’s consideration, requesting operational funding to support Indigenous Educational work.

7. CORRESPONDENCE & DELEGATIONS

7.1 Correspondence – Amanda Dowhy

1. Email from Erik L. Dated February 20, 2026 RE Review of Kindergarten Placement
2. Email from Savory PAC Dated March 4, 2026 RE Savory Bridge
3. Email from Colette M. Dated March 5, 2026 RE Savory Bridge
4. Email from Gail L. Dated March 5, 2026 RE Savory Bridge
5. Email from Heather G. Dated March 5, 2026 RE Savory Bridge
6. Email from Sherry D. Dated March 6, 2026 RE Savory Bridge
7. Email from Alisha C. Dated March 7, 2026 RE Savory Bridge
8. Email from Amanda W. Dated March 7, 2026 RE Savory Bridge
9. Email from Beverly T. Dated March 7, 2026 RE Savory Bridge
10. Email from Chris W. Dated March 7, 2026 RE Savory Bridge
11. Email from Danielle V. Dated March 7, 2026 RE Savory Bridge
12. Email from Dora S. Dated March 7, 2026 RE Savory Bridge
13. Email from Kim K. Dated March 7, 2026 RE Savory Bridge
14. Email from Matthew D. Dated March 7, 2026 RE Savory Bridge
15. Email from Michele N. Dated March 7, 2026 RE Savory Bridge
16. Email from Sarah S. Dated March 7, 2026 RE Savory Bridge
17. Email from Shauna S. Dated March 7, 2026 RE Savory Bridge
18. Email from Tanya S. Dated March 7, 2026 RE Savory Bridge
19. Email from Teresa M. Dated March 7, 2026 RE Savory Bridge
20. Email from Angela B. Dated March 8, 2026 RE Savory Bridge
21. Email from Bev S. Dated March 8, 2026 RE Savory Bridge
22. Email from Shannon R. Dated March 8, 2026 RE Savory Bridge
23. Email from Skye L. Dated March 8, 2026 RE Savory Bridge
24. Email from Tiff & Chris C. Dated March 8, 2026 RE Savory Bridge
25. Email from Alexa G. Dated March 9 & 10, 2026 RE Savory Bridge
26. Email from Amy S. Dated March 9, 2026 RE Savory Bridge
27. Email from Gina & Cameron B. Dated March 9, 2026 RE Savory Bridge
28. Email from Leanne W. Dated March 9, 2026 RE Savory Bridge
29. Email from Katlin C. Dated March 10, 2026 RE Savory Bridge
30. Email from Sarah. G. Dated March 10, 2026 RE Savory Bridge
31. Email from Tyler G. Dated March 10, 2026 RE Savory Bridge

As aligned with governance practices, the above noted correspondence as listed in items 1-31 has been received.

7.2 Standing Delegations (STA, CUPE, PVP, SPEAC) – 5 minutes each

STA - Rita Zeni:

The President of Sooke Teacher's Association shared a message from a teacher in

another district. This teacher is transgender, and March 31st is the International Transgender Day of Visibility (TDOV). This day was created to combat the doom and gloom narratives that surround transgender lives. Transgender Day of Visibility is a call to action and recognition that visibility is a privilege and a risk. With the increase of transgender visibility came an increase in proposed transphobic bills over the years. We have a duty to have hard conversations with those in our circles; compassion isn't enough in supporting this population. Teachers have the duty to incorporate diversity into our lessons.

The Board Chair expressed appreciation for the letter emphasizing that as leaders, we must ensure we are doing everything we can to support transgender people in our schools at this time of increased intolerance.

The Superintendent congratulated the STA/BCTF on the successful completion of a new collective agreement.

SPVPA – Laura Lancaster and Toby Owen

The Principal and Vice Principal of Centre Mountain Lellum presented a slideshow featuring school events that bring light or joy to our days across the District.

SPEAC – Tom Davis

The President of SPEAC expressed appreciation for students returning to shiny schools and rested and refreshed staff after spring break. The next SPEAC meeting is April 15th. The SPEAC President shared a letter written as a reminder to district partners that attendance at PAC meetings should only occur when mutually discussed and agreed.

CUPE 459 – Amber Leonard

The President of CUPE 459 sent her regrets.

7.3 Other Delegations – 5 minutes each

8. FINANCE, FACILITIES AND SERVICES

8.1 Resources Committee Meeting of March 10, 2026 – Cancelled due to lack of quorum

9. EDUCATION PROGRAM

9.1 Education-Policy Committee Meeting of March 3, 2026 – Trudy Spiller

Trustee Spiller read the motions included in the Education-Policy Committee report.

98. **MOVED** Trudy Spiller/Christine Lervold

That the Board of Education of School District 62 (Sooke) approve a Soccer Academy at Journey Middle School to begin in September 2026.

CARRIED

99. **MOVED** Trudy Spiller/Christine Lervold
That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee meeting of March 2, 2026.
CARRIED

10. STUDENTS

There were no student presentations.

11. FOUNDATIONS AND GOVERNANCE

Trustee Liaison Reports – Board of Education

- a. Vancouver Island School Trustee Association (VISTA) March 6-7, 2026 – Amanda Dowhy

The Board Chair provided highlights from the VISTA conference held in Cowichan Bay, also attended by Trustee Spiller. Trustees were inspired by students who stood up and spoke in Hul'q'umi'num'.

- b. BCPSEA Ratification March 6th – Trudy Spiller

As previously noted, the ratification was successful, and a new collective agreement is in place.

12. ADMINISTRATION

- 12.1 Board of Education Work Plan – Amanda Dowhy

The Board Chair provided an overview of the Board work plan from April to June.

13. PERSONNEL

- 13.1 Superintendent's Report – Paul Block

The Superintendent welcomed everyone back from spring break and expressed appreciation for the staff that worked over the break. Highlights from the report were presented by the Superintendent, Deputy Superintendent Braniff and Associate Superintendents Deacon and Leclerc.

The Board Chair noted that bus registration is now open for the 2026-27 school year. Seats are allocated on a first come-first served basis. Registration closes on April 30th.

14. UPCOMING EVENTS

- Good Friday – April 3
- Easter Monday – April 6
- Education-Policy Meeting – April 7
- Resources Committee Meeting – April 14
- SPEAC monthly meeting – April 15
- Non-instructional Day – April 20
- Earth Day – April 22

- Administrative Professionals Day – April 22
- Next Public Board Meeting – April 28
- National Day of Mourning (Workers) – April 29
- Education Committee of the Whole – May 19

15. RISE AND REPORT

The Board Chair reported that the Board received some information on budget development during the in-camera meeting; however, no decisions or direction were provided by the Board.

16. QUESTION PERIOD

Members of the public had the opportunity to ask questions related to agenda items discussed at tonight's meeting. There were no questions.

17. ADJOURNMENT

The meeting was adjourned at 8:24 p.m.

Certified Correct:

Chairperson of the Board

Secretary Treasurer

① Border Wars.
Oct.

INTERNATIONAL EDUCATIONAL TRIPS
PRELIMINARY APPLICATION
STEP ONE

This form must be completed as Step One of an approval process. It must be approved by the Principal and Associate Superintendent (outside Canada and continental USA) six months before the date of departure. Once this completed form has been approved, the trip details may be confirmed and communication to student and parents/guardians can commence.

Part A:

School: Jagal Bay Date Submitted: April 1 2026

Principal: Mrs. Horner

Supervisor (Educator in charge): Lucas MacNeil

Destination of Trip: Tacoma, WA

Departure Date: Oct 23 2026 Return Date: Oct 25 2026

Grade level(s): 9-12 No. of students involved: ≈ 40

Approx. cost of tour: \$ \$10,000 Approx. cost to students: \$ ≈ \$250.

Transportation: ferry + bus.

No. of school days missed (recommend 3 days maximum) 0

Source of Funding: family.

Accommodation Arrangements: Billet Hotel/Motel Camping Other

- How has the proposed International Educational Trip been included in the overall plan for the year?

Students do not miss any classes. This event is a warm up for our next 2 recruiting events.

- Unique Risk/Safety Considerations: Bumps, bruises, broken bones.

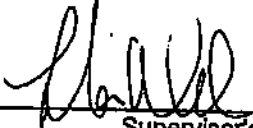
All must have proof of medical + cancell insurace.

Part B

Please provide a detailed attachment with the following information:

1. Educational objectives/purpose of the trip
2. Proposed draft itinerary
3. Method of financing the trip
4. Plan for supervision (include number of supervisors and names - minimum 1:10)
5. Travel insurance and alternate destination planning to ensure minimal financial impact to participants should travel plan changes need to be made, to ensure student safety.
6. Any other pertinent information

Permission is requested to plan the above International Educational Trip. I have read all applicable documents and addressed the responsibility of the supervisor. The preliminary International Educational Trip application form has been reviewed and parent/ legal guardian approval for student participation will be obtained. Volunteers as defined by Policy and Regulations D-111 Volunteers in Schools will obtain criminal record checks.



Supervisor's Signature

(Lucas MacNeil)

Apr. 1 2026

Date

**PERMISSION GRANTED TO PLAN THE PROPOSED
INTERNATIONAL EDUCATIONAL TRIP**



Principal's Signature

(Melissa Horner)

April 9, 2026

Date

Associate Superintendent's Signature

(D'Arcy Deacon)

Date

STEP 1 – PART B**1. Educational objectives/purpose of the trip.**

- Purpose of the extracurricular trip is to take a grade 9/10 and a 11/12 team to Tacoma for a lacrosse tournament. The lacrosse academy students work very hard in their academy/PHE class. Going to this tournament allows the students an opportunity to show/preform their development and learnings that they have worked on each day at school. This trip does have a curricular aspect to it, as we are teaching students how to travel appropriately within a group, during a school sanctioned event. Students will be participating against other high schools and teams of students the same age. We will be going with a grade 9/10 group, and a grade 11/12 group.
- During this trip, there will be a ratio of 1:10 adults (including teachers, supervisors and chaperones). Students will always be under supervision, even during “free time”. Students will be spending most of their time either at the playing fields or hotel. We may go for a team dinner if the restaurant allows large groups.

2. Proposed Itinerary – please see last pages.**3. Method of Financing the Trip – We will be using money from our academy fundraising account, as well as money from families that want to pay themselves.******Families will need to provide physical evidence of...**

- trip cancelation insurance, trip medical insurance, 2 copies of student pass port (1 for the school and 1 for Lucas to have on the trip)

4. Supervisors.

- Lucas MacNeil (staff), Adam Ranns (coach), plus 2 more
- All participants will comply with the school And District Codes of Conduct, acting as ambassadors of both the school and school district. They will be provided with a trip booklet and waiver form that outlines expectations for international travel.
- Activities include playing lacrosse, going for food, and staying at the hotel.

5. Travel Insurance

- Families will be informed that they MUST have trip cancelation insurance, and travel medical insurance. The families will be accountable for any changes. Again, they must provide physical proof of this before the trip.
- Alternate destination plan for this trip is likely not needed. But in case of an issue arising, communication with both Mike Huck and Melissa Horner will occur. Because we are driving over the border, we can still have the opportunity to get home via Black Ball Ferry Line, or Anacortes Ferry Terminal.

6. Pertinent information.

- We have been to this event several times. It is a great event for family to watch and for students to spend time together on the bus to build a positive/inclusive culture.
- Due to the tournament having a waiver to be signed as a condition of participation, It is pertinent that students will have individual medical insurance to ensure they are taken care of and will safely get home.

7. All students will sign trip waivers promising to be good citizens as they are ambassadors of the school and school district. Students may be returned home with notification to the parents if the student compromises safety to self or others and does not follow expectations. In addition, if a student has to return home, parent/guardians will be responsible for the travel costs for both the child and the supervisor accompanying them. That said, cancelation insurance will be the responsibility of the parent/guardian. Trips can be cancelled or postponed and the cost will not be covered by the school district. Families are responsible for trip cancellation insurance as well as medical insurance. THIS WILL BE DISCUSSED WITH THE PARENTS.

8. All tournaments have waivers where it requires the participant to sign as a condition to participate. However, because it is mandatory that parents MUST have medical and cancelation insurance before travelling, this ensures that their child will be taken care of in case of a medical emergency.

Field Trip Itinerary – Can change based on schedule

Estimated times

LOCATIONS:

Hotel – Best Western Lakewood, 6125 Motor Avenue SW, Lakewood Washington. 253-584-2212

Playing Fields – Chambers Bay Park, 10311 Chambers Creek Rd. W, University Place, WA

FRIDAY, October 23, 2026

Time	Details
6:15 am	Meet at Swartz Bay Ferry Terminal
7 am	BC ferry leaves Swartz bay terminal for Tsawwassen
8:40 am	Walk off the ferry, gather bags. Load charter bus and head to Tulalip
9 am	Depart Tsawwassen Ferry terminal – Drive directly to hotel. Approx 3.5 hours so bring food!
1:00 pm	Arrive @ hotel and Check into rooms.
1:30 pm	Leave hotel and walk to Lakewood Town Center (approx. 1 mile) and students have options of where to get lunch and early dinner. Also get groceries.
3:00 pm	Back to hotel and rest.
4:45 pm	Leave hotel and go to Islander Middle School – 7447 84th Ave SE, Mercer Island, WA 98040 -- for 2 scrimmages
6:30 and 7:30 pm	Games vs Mercer Island and Bothell
8:30 pm	Leave the school and return to hotel.
10 pm	Lights out
10:30 pm	Lights out and in room

PARENTS PLEASE NOTE:

This is a very long day of travel and playing. We are going to Safeway to get groceries for the 2 days.

To keep up to date, please download the app, tourney machine. They update the app about every 15 minutes.

SATURDAY, October 24, 2026

- 11/12 teams play at 12:10, 1:50 and 4:20 pm
- 9/10 teams play 1:00 pm and 2:40 pm

Time	Details
9 am	Mandatory wake up for all and meet for breakfast by 9:10 am
9:45 am	Everyone is outside to throw the ball around and get some fresh air/activity.
10:45 am	Leave hotel for Chambers Creek Park – Entrance Address: 10311 Chambers Creek Rd. W, University Place
12:10 pm	SR vs South Sount Elite
1:00 pm	JR vs Seattle Starz
1:50 pm	SR vs City Side Lax
2:40 pm	JR vs Team Oregon 2028
4:20 pm	SR vs Seattle Starz
5:30 pm	Load Bus and back to hotel
6:30 pm	Go to Lake Wood Town Center to get dinner. There will be food trucks at the field.
8/8:30 pm	Return to hotel and have meeting about Sunday schedule as it is TBD
10 pm	Lights out and sleeping as Sunday is an early day.

We will have a group meeting in the evening to discuss what our Sunday looks like at 10:30sh pm

FOOD: Because our schedule is so fluid, students are recommended to get groceries from Safeway. Right next to the hotel is food options. There is also a food trucks at the event.

SUNDAY, October 25

Time	Details
6:50 am	
7:40 am	
8:30 am	
8:50 am	
9:40 am	
7 pm or 9 pm	Return Ferry home from Tsawassen Ferry and back to Swartz Bay

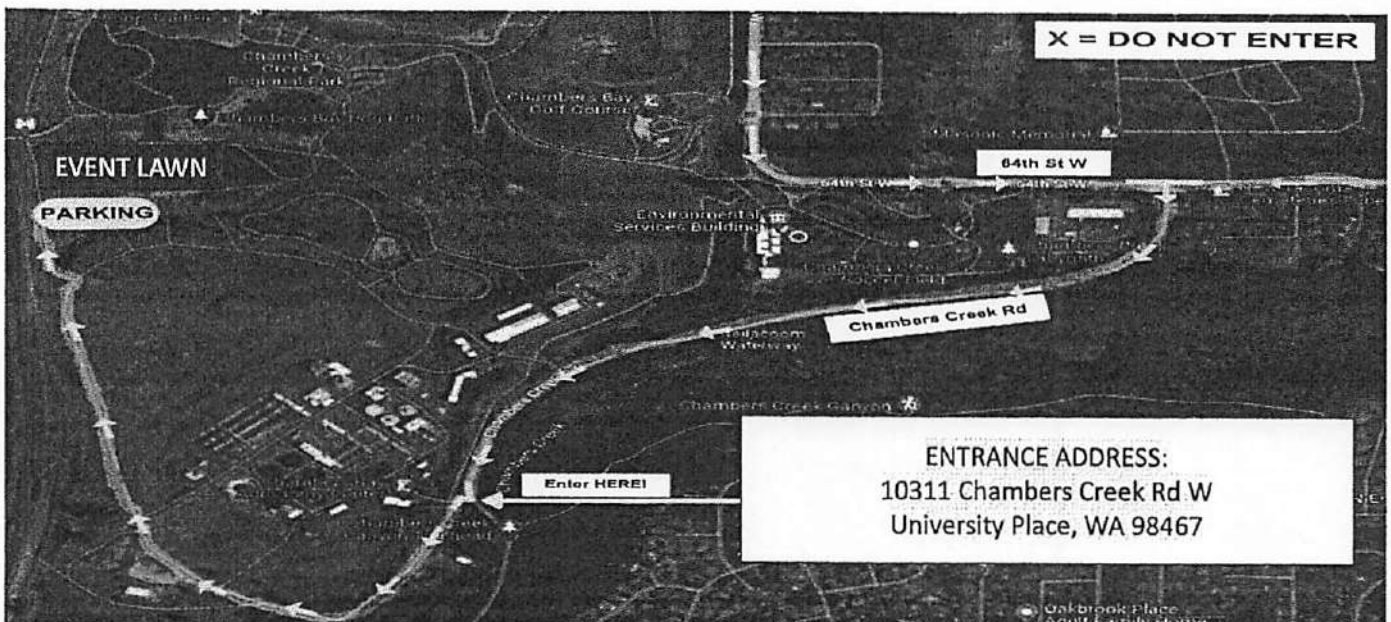
****Sunday is all dependent on how we place.**

After all games, we will load up the bus and go back to the ferry to return home.

TRAVELING HOME:

- Pending how we do; we will be back on the earliest ferry possible from Tsawwassen to Swartz Bay.
- We will walk off the Swartz Bay Ferry Terminal, and we will have the kids call their parents to update our plans.
- We currently have a reservation for the 9 pm ferry, but may be on the 7 pm ferry pending how we do. We will have the kids call you to let you know.

Event Lawn Parking Directions



New York

Nov
18-23

2026

INTERNATIONAL EDUCATIONAL TRIPS
PRELIMINARY APPLICATION
STEP ONE

This form must be completed as Step One of an approval process. It must be approved by the Principal and Associate Superintendent (outside Canada and continental USA) six months before the date of departure. Once this completed form has been approved, the trip details may be confirmed and communication to student and parents/guardians can commence.

Part A:

School: Royal Bay Date Submitted: April 1 2026

Principal: Melissa Horner

Supervisor (Educator in charge): Lucas MacWeil

Destination of Trip: Long Island New York.

Departure Date: Nov 18 2026 Return Date: Nov 23/24 2026

Grade level(s): 10-12 No. of students involved: _____

Approx. cost of tour: \$ 40,000 Approx. cost to students: \$ 2,000

Transportation: flight & rental van.

No. of school days missed (recommend 3 days maximum) 3-4.

Source of Funding: family

Accommodation Arrangements: Hotel/Motel Billet Camping Other

- How has the proposed International Educational Trip been included in the overall plan for the year?

Students miss 3-4 days of school. We will also use this trip as educational purposes to see grand o, times square, central park etc.

- Unique Risk/Safety Considerations: _____

Bumps, bruises, broken bones. Everyone must have proof med/travel/cancel ins.

Part B

Please provide a detailed attachment with the following information:

1. Educational objectives/purpose of the trip
2. Proposed draft itinerary
3. Method of financing the trip
4. Plan for supervision (include number of supervisors and names - minimum 1:10)
5. Travel insurance and alternate destination planning to ensure minimal financial impact to participants should travel plan changes need to be made, to ensure student safety.
6. Any other pertinent information

Permission is requested to plan the above International Educational Trip. I have read all applicable documents and addressed the responsibility of the supervisor. The preliminary International Educational Trip application form has been reviewed and parent/ legal guardian approval for student participation will be obtained. Volunteers as defined by Policy and Regulations D-111 Volunteers in Schools will obtain criminal record checks.



Supervisor's Signature

(Lucas MacNeil)

April 1, 2026

Date

PERMISSION GRANTED TO PLAN THE PROPOSED INTERNATIONAL EDUCATIONAL TRIP



Principal's Signature

(Melissa Horner)

April 9, 2026

Date

Associate Superintendent's Signature

(D'Arcy Deacon)

Date

STEP 1 – PART B**1. Educational objectives/purpose of the trip.**

- Purpose of the extracurricular trip is to take a grade 10-12 team to New York for a lacrosse tournament. The lacrosse academy students work very hard in their academy/PHE class. Going to this tournament allows the students an opportunity to show/preform their development and learnings that they have worked on each day at school. This trip does have a curricular aspect to it, as we are teaching students how to travel appropriately within a group, during a school sanctioned event. Students will be participating against other high schools and teams of students the same age.
- During this trip, there will be a ratio of 1:10 adults (including teachers, supervisors and chaperones). Students will always be under supervision, even during "free time". Students will be spending most of their time either at the playing fields or hotel. We may go for a team dinner if the restaurant allows large groups.

2. Proposed Itinerary – please see last pages.**3. Method of Financing the Trip – We will be using money from our academy fundraising account, as well as money from families that want to pay themselves.******Families will need to provide physical evidence of...**

- trip cancelation insurance
- trip medical insurance
- covid-19 vaccine proof (if required)
- 2 copies of student pass port (1 for the school and 1 for Lucas to have on the trip)

4. Supervisors.

- Lucas MacNeil (staff), Adam Ranns
- All participants will comply with the school And District Codes of Conduct, acting as ambassadors of both the school and school district. They will be provided with a trip booklet and waiver form that outlines expectations for international travel.
- Activities include playing lacrosse, going for food, and staying at the hotel.

5. Travel Insurance

- Families will be informed that they MUST have trip cancelation insurance, and travel medical insurance. The families will be accountable for any changes. Again, they must provide physical proof of this before the trip.
- Alternate destination plan for this trip is likely not needed. But in case of an issue arising, communication with both Mike Huck and Wayne Kelly will occur.

6. Pertinent Information.

- We have been to this event. It a HUGE recruiting showcase for students to be seen by NCAA coaches.
- Due to the tournament having a waiver to be signed as a condition of participation, it is pertinent that students will have individual medical insurance to ensure they are taken care of and will safely get home.

7. All students will sign trip waivers promising to be good citizens as they are ambassadors of the school and school district. Students may be returned home with notification to the parents if the student compromises safety to self or others and does not follow expectations. In addition, if a student has to return home, parent/guardians will be responsible for the travel costs for both the child and the supervisor accompanying them. That said, cancelation insurance will be the responsibility of the parent/guardian. Trips can be cancelled or postponed and the cost will not be covered by the school district. Families are responsible for trip cancellation insurance as well as medical insurance. THIS WILL BE DISCUSSED WITH THE PARENTS.

8. All tournaments have waivers where it requires the participant to sign as a condition to participate. However, because it is mandatory that parents MUST have medical and cancelation insurance before travelling, this ensures that their child will be taken care of in case of a medical emergency.

Wednesday November 18th 2026

- 5 AM – Everyone meet at Victoria airport. We will check in as a group and make this as easy as possible.
- At some point Wednesday early evening we will land at JFK International & get rentals.
- Check into hotel.

Thursday November 19th and Friday November 20th 2026

- 8 am wake up
- We will spend the two days touring times square, ground zero, Brooklyn bridge, MSG, Yankee stadium, Empire State Building

SATURDAY NOVEMBER 21

- Games 9:30, 11:30 am and 1:30 pm
- We will clean up after and do an early dinner.

SUNDAY NOVEMBER 22

- Games 7:30, 10 am and 12:30 pm
- Lunch
- Homework time (if timer permits)
- Dinner and check into flights.

MONDAY NOVEMBER 23

- 11 am Check out of hotel
- Fly out of JFK Airport
- Depart JFK _____ pm, Air Canada Flight _____
- Arrive Victoria, _____ pm

Seattle - Dec

**INTERNATIONAL EDUCATIONAL TRIPS
PRELIMINARY APPLICATION
STEP ONE**

This form must be completed as Step One of an approval process. It must be approved by the Principal and Associate Superintendent (outside Canada and continental USA) six months before the date of departure. Once this completed form has been approved, the trip details may be confirmed and communication to student and parents/guardians can commence.

Part A:School: Royal Bay Date Submitted: April 7 2026Principal: Melissa HornerSupervisor (Educator in charge): Lucas MacNeilDestination of Trip: SeattleDeparture Date: Dec 4 2026 Return Date: Dec 6 2026Grade level(s): 9-12 No. of students involved: 40-45Approx. cost of tour: \$ 8,000 Approx. cost to students: \$ 200Transportation: ferry & charter bus.No. of school days missed (recommend 3 days maximum) 1Source of Funding: family + fundraiseAccommodation Arrangements: Billet Hotel/Motel Camping Other

- How has the proposed International Educational Trip been included in the overall plan for the year?

Students miss 1 day. They won't make up the work.

- Unique Risk/Safety Considerations: Beams, bruise, broken bones

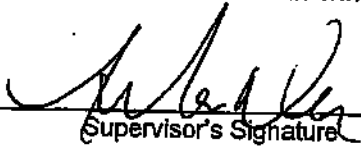
All must have travel/med/cancel ins.

Part B

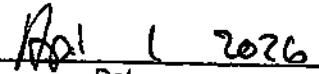
Please provide a detailed attachment with the following information:

1. Educational objectives/purpose of the trip
2. Proposed draft itinerary
3. Method of financing the trip
4. Plan for supervision (include number of supervisors and names - minimum 1:10)
5. Travel insurance and alternate destination planning to ensure minimal financial impact to participants should travel plan changes need to be made, to ensure student safety.
6. Any other pertinent information

Permission is requested to plan the above International Educational Trip. I have read all applicable documents and addressed the responsibility of the supervisor. The preliminary International Educational Trip application form has been reviewed and parent/ legal guardian approval for student participation will be obtained. Volunteers as defined by Policy and Regulations D-111 Volunteers in Schools will obtain criminal record checks.




 Supervisor's Signature
 (Lucas MacNeil)

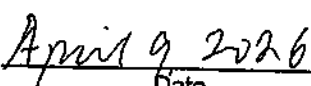


 Date

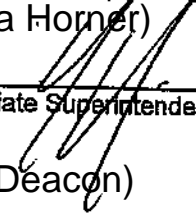
PERMISSION GRANTED TO PLAN THE PROPOSED INTERNATIONAL EDUCATIONAL TRIP



 Principal's Signature
 (Melissa Horner)



 Date



 Associate Superintendent's Signature
 (D'Arcy Deacon)

 Date

STEP 1 – PART B

1. **Educational objectives/purpose of the trip.**
 - Purpose of the extracurricular trip is to take a grade 9/10 and a 11/12 team to Seattle for a lacrosse tournament. The lacrosse academy students work very hard in their academy/PHE class. Going to this tournament allows the students an opportunity to show/preform their development and learnings that they have worked on each day at school. This trip does have a curricular aspect to it, as we are teaching students how to travel appropriately within a group, during a school sanctioned event. Students will be participating against other high schools and teams of students the same age. We will be going with a grade 9/10 group, and a grade 11/12 group.
 - During this trip, there will be a ratio of 1:10 adults (including teachers, supervisors and chaperones). Students will always be under supervision, even during "free time". Students will be spending most of their time either at the playing fields or hotel. We may go for a team dinner if the restaurant allows large groups.

2. **Proposed itinerary** ~ please see last pages.

3. **Method of Financing the Trip** – We will be using money from our academy fundraising account, as well as money from families that want to pay themselves.
 - **Families will need to provide physical evidence of...
 - trip cancelation insurance, trip medical insurance, 2 copies of student pass port (1 for the school and 1 for Lucas to have on the trip)

4. **Supervisors.**
 - Lucas MacNeil (staff), Adam Ranns plus 2 more
 - All participants will comply with the school And District Codes of Conduct, acting as ambassadors of both the school and school district. They will be provided with a trip booklet and waiver form that outlines expectations for international travel.
 - Activities include playing lacrosse, going for food, and staying at the hotel.

5. **Travel Insurance**
 - Families will be informed that they MUST have trip cancelation insurance, and travel medical insurance. The families will be accountable for any changes. Again, they must provide physical proof of this before the trip.
 - Alternate destination plan for this trip is likely not needed. But in case of an issue arising, communication with both Mike Huck and Wayne Kelly will occur. Because we are driving over the border, we can still have the opportunity to get home via Black Ball Ferry Line, or Anacortes Ferry Terminal.

6. **Pertinent information.**
 - We have been to this event several times. It is a great event for family to watch and for students to spend time together on the bus to build a positive/inclusive culture.
 - Due to the tournament having a waiver to be signed as a condition of participation, It is pertinent that students will have individual medical insurance to ensure they are taken care of and will safely get home.

7. All students will sign trip waivers promising to be good citizens as they are ambassadors of the school and school district. Students may be returned home with notification to the parents if the student compromises safety to self or others and does not follow expectations. In addition, if a student has to return home, parent/guardians will be responsible for the travel costs for both the child and the supervisor accompanying them. That said, cancelation insurance will be the responsibility of the parent/guardian. Trips can be cancelled or postponed and the cost will not be covered by the school district. Families are responsible for trip cancellation insurance as well as medical insurance. THIS WILL BE DISCUSSED WITH THE PARENTS.

8. All tournaments have waivers where it requires the participant to sign as a condition to participate. However, because it is mandatory that parents MUST have medical and cancelation insurance before travelling, this ensures that their child will be taken care of in case of a medical emergency.

Field Trip Itinerary – Can change based on schedule

Estimated times

Friday December 4 2026

8:05 am. Students will meet at BC Walk on Ferry Terminal - Swartz Bay

9:00 am. Coaches and Students will board the ferry to Vancouver, Tsawwassen Terminal as walk ons.

10:50 am. Group will board a 54 seat charter bus.

12:30 pm. Group stop off at 10600 Quil Ceda Blvd, Tulalip, WA 98271, United States for lunch and an hour of shopping.

1:30 pm. Re-board the bus.

4:30 pm. Arrive at Hotel

5 pm. Students will be playing games anywhere between, 5 pm and 9 pm.

11:00 pm. Curfew. Kids are in bed.

All times and events are flexible, depending on game schedule.

Saturday December 5th 2026

7am Wake up for JR team.

Games will be all day. If we can, we will do a team dinner.

****There are food trucks and a warm field house for players to stay during the day. There are also change rooms with warm showers if needed****

Sunday December 6th 2026

Estimated times. Games can go from 8am – 3pm

Pending on game time, we will be up an hour and a half before start time.

7:00 am Wake up and go for breakfast.

8:45 am check out and leave hotel for playing field.

Remainder of day we will be finishing off our games to be played.

1:30-4:00 pm leave field to head back to Tsawwassen Terminal as walk ons.

7 or 9:00 pm catch the ferry back to Victoria.

9:30 or 10:30 arrive to Swartz Bay ferry terminal where students will be picked up by parents.

Supplies and Equipment for Staff to Bring

- Cell phone
- First aid kit
- Garbage bags for bus
- Students medical card information and emergency contact information
- DOWN LOAD "TOURNEY MACHINE" ON YOUR PHONE FOR ALL SCHEUDLES AND UPDATES

Jenny Seal

From: Jordyn A [REDACTED]
Sent: March 12, 2026 9:17 PM
To: board@sd62.bc.ca; superintendent@sd62.bc.ca; Ravi.Parmar.MLA@leg.bc.ca; Trustees; Amanda Dowhy (Trustee); clevoid@sd62.bc.ca; Cendra Beaton (Trustee); Allison Watson (Trustee); Ebony Logins (Trustee); Russell Chipps (Custodian); Trudy Spiller (Trustee); pleross@langford.ca; editor@goldstreamgazette.com
Subject: Student Safety Concerns – Savory Elementary Pedestrian Bridge

CAUTION - EXTERNAL SENDER: This email originated from outside of School District 62. Do not click links or open attachments unless you have verified the sender and know the content is safe.

Dear School District 62 Trustees, Superintendent, MLA for Langford–Juan de Fuca, and City of Langford,

I am writing as a concerned Langford resident regarding the potential closure of the pedestrian bridge used by many Savory Elementary students, families, and members of the surrounding community.

This bridge provides a direct and established route not only for children walking to school but also for residents who use it daily to access neighbourhoods, parks, and the regional trail network. It is an important connection point for the community as a whole. Removing it would force students and residents to take a significantly longer alternate route along the nearby trail.

Many families have serious safety concerns about this alternative. The increased distance means younger students would be walking much farther to school, often without direct supervision. The trail is also heavily used in the mornings by cyclists, e-bikes, and electric scooters travelling at higher speeds, creating additional safety risks for elementary-aged children sharing the path.

Parents are also aware that police are occasionally called to incidents along sections of this trail, and there have been times when unhoused individuals have been staying in the bridge area. These factors understandably raise concerns for families when considering a route that children would need to use daily.

Additionally, with the upcoming changes related to daylight saving time next year, many students will be walking longer distances in darker morning conditions for part of the school year. Requiring children to travel farther along isolated trail sections in low-light conditions raises further safety concerns for the community.

Recent reporting has indicated that a seismic assessment of the bridge conducted in 2025 found that it does not meet current standards. If upgrades or replacement are required, we understand the need to address structural safety concerns. However, simply removing an important pedestrian connection without providing a safe alternative would significantly impact both students and the broader community.

We respectfully ask that School District 62, the Province, and the City of Langford work together to explore practical and cost-effective solutions, such as repair, reinforcement, or replacement with a simpler pedestrian bridge structure that maintains safe access for students and residents.

Before removing this important connection, we ask that a new and transparent safety review be completed that reflects current conditions and the real impact on children and community members who rely on this crossing daily.

The safety of students travelling to and from school, as well as the accessibility of our community pathways, should remain a top priority.

Sincerely,

Langford Resident

Jenny Seal

From: Tara F [REDACTED]
Sent: March 14, 2026 5:22 PM
To: Trustees
Subject: Kindergarten Placement Concern – [REDACTED] Catchment

CAUTION - EXTERNAL SENDER: This email originated from outside of School District 62. Do not click links or open attachments unless you have verified the sender and know the content is safe.

Hello,

My family purchased our home in 2019 with the understanding that a school would be built just down the road within walking distance. We planned our future around this, knowing we would eventually have children attending that school.

I now have a [REDACTED] who will be starting kindergarten this fall. In preparation, we enrolled [REDACTED] at [REDACTED] with the expectation that [REDACTED] would transition into the before- and after-school program connected with [REDACTED]

I was very surprised and concerned when I registered [REDACTED] at [REDACTED] and was informed that the school is already full and that [REDACTED] would instead be attending [REDACTED]. I was also told she has been placed on a lottery waitlist.

This situation has created significant challenges for our family. We carefully planned childcare and transportation based on [REDACTED] being our neighborhood school, and we are now scrambling to find before- and after-school care for a school that is much farther away.

I have since spoken with several other families who are in the same situation, and it appears this is affecting many in our community. I am wondering if alternative solutions have been considered. For example, I have heard of other schools bringing in portables and additional teachers when enrollment exceeds capacity. Has this option been explored for [REDACTED]?

What steps are being taken to support families in this situation? Are there any plans to expand capacity so that neighborhood children can attend their local school?

Thank you for your time and for considering the concerns of families in our community. I would appreciate any information you can provide.

Sincerely,
A concerned parent

RESOURCES COMMITTEE MEETING REPORT

April 14, 2026 – 6:00 p.m.

Present: Christine Lervold, Trustee (Committee Chair)
Amanda Dowhy, Trustee (Acting Committee Member)
Paul Block, Superintendent
Monica Braniff, Deputy Superintendent
David Lee-Bonar, Assistant Secretary Treasurer
Fred Hibbs, Executive Director of Human Resources
Ed Berlando, STA
Amber Leonard, CUPE
Dana Savage, CUPE
Tom Davis, SPEAC
Ceilidh Deichmann, SPVPA
Ben Macklin, Manager, Capital Planning
Evan Wilson, Manager, Energy & Minor Capital
Beth Kim, Network Analyst, Digital Solutions

Regrets: Cendra Beaton, Committee Member
Russ Chipps, Committee Member
Brian Jonker, Secretary Treasurer
Mhairi Bennett, Director of Facilities
Randy Cobb, Manager, Transportation

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:00 p.m. by the Committee Chair. The Chair acknowledged the traditional territories of the First Nations.

2. COMMITTEE REPORT

The March 10, 2026, Resources Committee meeting was cancelled due to lack of quorum. The February 10th Resources Committee report was received by the Board at its February 24, 2026, meeting.

3. PRESENTATIONS

There were no presentations on the agenda for this meeting.

4. BUSINESS

4.1 Capital Plan Bylaw – Ben Macklin/Evan Wilson

The Manager of Capital Planning and Manager of Energy & Minor Capital reviewed the Capital Plan Submission and subsequent Ministry response.

Ben responded to general questions from committee members about the bus types. Type C busses are the conventional busses that have a nose where the engine is located in front of the windshield. Type C busses seat 40-84 students. Type D busses have a flat front with a larger seating capacity; up to 90 students.

The Committee recommend the following motions go to the Board for consideration at its April 28, 2026 meeting:

Recommended Motion: That the Board of Education of School District 62 (Sooke) allow all three readings of the Capital Plan Bylaw 2026/27-CPSD62-01 at its meeting of April 22, 2026.

Recommended Motion: That the Board of Education of School District 62 (Sooke) give first, second and third readings of the Capital Plan Bylaw 2026/27-CPSD62-01

4.2 Q3/Q4 Minor Capital Update – Evan Wilson/ Ben Macklin

The Manager of Energy & Minor Capital and Manager of Capital Planning provided a financial report on the minor capital projects in progress across the District.

Both Evan and Ben responded to questions from committee members. There were two questions that they were unsure of. The questions and responses to those questions are now captured below:

Annual Facilities Grant: From the 2026/27 AFG, what is the total funding allocation committed to projects in the district?

The AFG allocated over the past 5 years is listed in the table below and publicly available on the [Ministry Capital Archives](#) Website.

	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
AFG Total	\$1,698,722	\$2,080,038	\$2,124,478	\$2,335,205	\$2,574,364

AFG is prioritizing deferred maintenance and system replacements, there is no allocation in 2026/27 for school or district generated requests, with the exception of emergent maintenance if we have an unanticipated system failure. In lieu of the SABER

(School Admin. Based Enhancement Requests) program and funding, we are looking at alternatives to support school initiatives, one consideration is offering a limited amount of facilities labour hours per school to support the smaller requests. We are still working on a proposal for 2026/27 and need feedback from PVP etc. but once we have a solidified plan, we will share with everyone.

Is there a high-level timeline for district projects that were awarded in minor capital, specifically, John Muir Elementary?

All minor capital projects are intended to be delivered within 12 months and fall on the Ministry fiscal year which runs April 1 to March 31. So, both Ministry programs are AFG projects will be completed by March 31, 2027. Due to scope and scale of several projects, we plan to schedule as much over the summer break as possible and will strategically schedule projects that can be done during the school year accordingly. Once we have the summer schedule planned, we will share with everyone.

4.3 2026/27 Budget Development Update –David Lee Bonar

The Assistant Secretary Treasurer provided an update on the 2026-27 budget development process. Part of that process was the Budget Development Survey which received over 1300 responses, (10%) representing a strong level of engagement. Responses consistently prioritized direct student support for learning, well-being and support for students with complex needs. The student budget survey remains open until April 17th.

The Assistant Secretary Treasurer and Superintendent responded to committee members questions regarding the presentation. The Superintendent shared that opportunities for district partners to meet individually with the Superintendent and Secretary Treasurer prior to the ECoW meeting in May will be made available. The ECoW meeting in May will provide further details of the budget development process and the Board's direction on the budget.

5. **ADJOURNMENT**

The meeting was adjourned at 6:54 p.m. The next meeting is scheduled for May 12, 2026.



Committee Information Note Resources Committee Meeting

April 14, 2026

Agenda Item 4.1 2026/27 Capital Bylaw

BACKGROUND:

- The District has received a formal response to its 2026/27 Capital Plan submission that was approved by the Board at their June 2025 meeting
- The summary of projects/buses that have been supported/approved by the Ministry for provincial government's 2026/27 fiscal year are summarized on the Response Letter (Attachment 1)
- To be in a position of delivering these projects, the Board must pass the Capital Bylaw (Attachment 2)
- As time is of the essence, staff are requesting that the Board conduct all three readings of this bylaw at their April 28th meeting
- To conduct all three readings, the Board must also pass a motion (unanimously) that supports conducting all three readings at the same meeting:

Recommended Motion: That the Board of Education of School District 62 (Sooke) allow all three readings of the Capital Plan Bylaw 2026/27-CPSD62-01 at its meeting of April 28, 2026.

Recommended Motion: That the Board of Education of School District 62 (Sooke) give, first, second and third readings of the Capital Plan Bylaw 2026/27-CPSD62-01.

Prepared by: Mhairi Bennett, Director of Facilities

Attachments:

- Attachment 1: Capital Plan Response Letter
- Attachment 2: Capital Bylaw



March 27, 2026
Our Ref. 27123

Paul Block
Superintendent
Sooke School District (SD62)

Email Address: pblock@sd62.bc.ca

Dear Paul Block:

Thank you for your organization's Capital Plan Submission, which was provided last year to the Ministry of Infrastructure.

This letter provides:

- 1) Direction for advancing supported capital projects in your submission (Appendix A).
- 2) Important information regarding your upcoming Capital Planning submission (Appendix B).

If you have questions about the information provided, please reach out to me or the contacts provided in the attached materials.

Sincerely,

A handwritten signature in black ink, appearing to read "Bobbi Plecas".

Bobbi Plecas
Deputy Minister

pc: Brian Jonker, Secretary-Treasurer, Sooke School District (SD62)

Education and Child Care Capital Branch

Appendix A: Direction for advancing supported capital projects

Capital Bylaw No.: 2026/27-CPSD62-01

Projects in Business Case Development

New Projects

There are no new projects identified at this time to proceed to business case development.

Minor Capital Projects

The table below reflects minor capital projects that are approved for funding and can proceed to procurement in the following program areas:

- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

Funding allocation for minor capital projects

Facility Name	Program Project Description	Amount funded by Ministry
Willway Elementary	SEP - HVAC Upgrades	\$800,000
John Muir Elementary	SEP - HVAC Upgrades	\$1,200,000
Sangster Elementary	CNCP - HVAC Upgrades	\$500,000
Journey Middle , Wishart Elementary	FIP - Kitchen Equipment Upgrades	\$125,000
Sangster Elementary	PEP - Universally Accessible Playground	\$200,000
A9621	ELECTRIC - Type C with 0 wheelchair space(s)	TBD
New	ELECTRIC - Type C with 3 wheelchair space(s)	TBD

These projects are now to proceed to design, tender and construction and to be completed by March 31, 2027.

School bus purchase approvals will have funding amounts confirmed after school districts place their order(s) with bus vendors through the upcoming Bus Standing Offer process.

Note the Ministry will provide funding for Type A2 and Type C buses, however, will not provide funding towards new or replacement Type D buses. School districts that wish to purchase a Type D bus may do so, however will be required to pay the difference in cost between the Type D bus and the Type C funding provided by the Ministry.

Bus funding amounts will be as identified in the Bus Standing Offer for the base cost of the chosen Type A2 or Type C bus, plus up to \$20,000 per bus in options, plus cost of wheelchair spaces (if applicable), plus cost of seat belted seats (if applicable), plus GST and PST.

The Ministry will not provide additional funding or compensation for any costs or fees associated with the Bus Standing Offer.

Please refer to the attached 2026/27 School Bus Purchasing Letter for additional details.

An Annual Programs Funding Agreement (APFA) accompanies this Letter which outlines specific Ministry and Board-related obligations associated with the approved Minor Capital projects for the 2026/27 fiscal year. Please email a signed/dated copy of the Annual Programs Funding Agreement to the Ministry at CMB@gov.bc.ca.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw. A Capital Bylaw identifies the Board's acknowledgement of the approved project and its responsibility to meet capital projects scope, schedule, and budget. The template for the Capital Bylaw can be found on the Ministry's website in the [Publications and Resources](#) section. Please use the Capital Bylaw Number provided at the top of Appendix A for the supported and/or approved 2026/27 Five-Year Capital Plan projects as identified in this letter. The Capital Bylaw must be adopted by your Board and uploaded onto your School District's online MyCAPS portal in order for the Ministry to issue Certificates of Approval. A step-by-step guide of this process is attached for your reference.

Note on Public Announcements

Prior to any public announcements pertaining to any of the projects identified in this document, please have your communications staff contact the Ministry of Infrastructure's communications lead - Preet Grewal, Communications Director, Ministry of Infrastructure Government Communications and Public Engagement, at preet.grewal@gov.bc.ca.

Project Signage

Projects proceeding to construction require a BC Government '[StrongerBC' construction sign](#). Signs should be affixed once fencing is up. Please connect with your Ministry of

Infrastructure contact when you are ready to begin design work on the construction sign for the project.

Terms on Management of Capital Projects

Existing terms and conditions for capital projects remain in effect. For more information and resources, please visit the [Capital Management Site](#).

Capital Procurement

Please ensure that all procurement is undertaken in accordance with the [Capital Asset Management Framework \(CAMF\)](#) for public sector bodies. Specifically, procurement must be fair, open, competitive, transparent, and must effectively manage budget and schedule risk. This includes conducting conflict of interest checks to identify any business or professional relationships between members of the capital project procurement team (and their advisors) and the proponents.

All priority investment projects require a procurement options analysis and may be audited to confirm that all procurement activities have been undertaken in accordance with CAMF.

School Site Acquisition Charge

As part of the Board's 2026/27 approved capital plan, the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the *Local Government Act*, is accepted by the Ministry.

The local government may commence the collection of an applicable per dwelling unit charge from residential developers on behalf of a Board after the Board's adoption of a bylaw setting the School Site Acquisition Charges for the School District as s. 575(3) of the *Local Government Act* prescribes. The School Site Acquisition Charge may only come into effect 60 days (including weekends and holidays) after that bylaw is adopted by a Board of Education.

Please contact CMB@gov.bc.ca with any questions regarding School Site Acquisition Charges.

Appendix B: Information for Annual Five-Year Capital Planning submissions

Updated Capital Plan Instructions for the Annual Five-Year Capital Plan submission process will be available on the Ministry's [Capital Management Site](#) in early April 2026.

School districts' capital plan submission deadlines are:

- **May 15, 2026**
 - 2026/27 Child Care Capital Program (SASG)
- **May 15, 2026**
 - 2026/27 Minor Capital Programs (AFG)
- **June 30, 2026**
 - 2027/28 Major Capital Programs (SMP, EXP, REP, RDP)
- **September 29, 2026**
 - 2027/28 Minor Capital Programs (SEP, CNCP, PEP, BUS, FIP, BEP)

For school district project planning purposes, the Annual Facility Grant (AFG) Allocation Table will be available on the Ministry's website in the [K-12 Capital Planning Resources](#) section in early April 2026.

The Ministry recommends school districts discuss draft versions of their intended capital projects requests with Child Care, Minor and Major [Capital Branch Staff](#) well in advance of the submission deadlines noted above.

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the current and next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

**CAPITAL BYLAW NO. 2026/27–CPSD62-01
CAPITAL PLAN 2026/27**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 62 (Sooke) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2026/2027 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary Treasurer and Superintendent, dated April 14, 2026, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District 62 (Sooke) Capital Bylaw No. 2026/27–CPSD62-01.

READ A FIRST TIME THE 28th DAY OF April 2026;
READ A SECOND TIME THE 28th DAY OF April 2026;
READ A THIRD TIME, PASSED THE 28th DAY OF April 2026.

APPLY CORPORATE SEAL

Board Chair

Secretary Treasurer

I HEREBY CERTIFY this to be a true and original School District 62 (Sooke) Capital Bylaw No. 2026/27–CPSD62-01 adopted by the Board the 28th day of April 2026.

Secretary Treasurer



Committee Information Note Resources Committee Meeting

April 14, 2026

Agenda Item 4.2 Quarter 3/4 Minor Capital Update

PURPOSE: Q3/Q4 Minor Capital Update

BACKGROUND:

- As reminder, the minor capital program is based on the Province of BC fiscal year which runs April 1 – March 31 making this the Q3 and partial Q4 update for the period of October 2025 to February 2026.
- Ministry Minor Capital Annual Programs are outlined below:

Program	Description
School Enhancement Program (SEP)	Intended to help school districts extend the life of their facilities through a wide range of improvement projects
Carbon Neutral Capital Program (CNCP)	Provides specific funding to energy-efficiency projects that lower the school districts carbon emissions.
Bus Acquisition Program (BUS)	Provides specific funding for new buses (growth) and replacement buses (end of life)
Playground Equipment Program (PEP)	Provides specific funding to purchase and install new or replacement playground equipment that is universal in design
Food Infrastructure Program (FIP)	Provides specific funding to support minor upgrades to support the delivery of prepared meals from centralized kitchen facilities to schools
Childcare Conversion/Minor (CC Minor/Equipment)	Provides dedicated funding to support small-scale projects to convert (renovate) an existing K-12 space to create childcare spaces as well as the purchase and installation of fixtures, furniture and equipment required to obtain a license.
Annual Facility Grant (AFG)	Provides funding for facility projects aimed at maintaining and extending the useful life of school buildings and preventing premature deterioration of facility assets.

- In addition to the Ministry annual programs, there are several capital projects that are supported and executed at the district level.

ANALYSIS:

- Attachment 1 provides the Q3/Q4 financial update for minor capital projects to February 28, 2026. It's important to note that the % complete provides the financial % and does not reflect the % of construction.

- All projects are expected to draw the maximum funding needed for completion.
- Projects that require extension past March 31, 2026 include: Middle school EV chargers (CNCP), EMCS LED Lighting (CNCP) and School Kitchens (FIP)
 - Staff will be working to extend the CoA's on these projects with the Ministry with initial conversations and verbal support from the Ministry of February 24, 2026

NEXT STEPS:

- Staff will continue to monitor projects to completion and maximise funding from the 2025/26 program.

Prepared by: Mhairi Bennett, Director of Facilities

Attachments:

- Attachment 1: Q3/Q4 Minor Capital Financial Report

Attachment 1

Q3/4 Minor Capital Financial Report

Resources Committee April 14, 2026

Project	Ministry Minor Capital Program	Minor Capital Project Funding	AFG 25/26	Expended	% Complete
EMCS Inclusive Washroom	SEP	\$ 750,000		\$ 650,000	97%
Dunsmuir, Spencer, John Stubbs EV Chargers	CNCP	\$ 100,000		\$ 15,000	15%
EMCS LED Lighting Upgrade	CNCP	\$ 125,000		\$ 15,000	12%
Kitchens	FIP	\$ 125,000		\$ 115,000	92%
Belmont Heat Pump Replacement	SEP	\$ 500,000		\$ 500,000	100%
John Muir HVAC and Electrification	CNCP	\$ 500,000		\$ 500,000	100%
	SUBTOTAL	\$ 2,100,000			

<i>Belmont Heat Pump Replacement*</i>	AFG	\$ 115,000	\$ 115,000	100%
<i>John Muir HVAC and Electrification*</i>	AFG	\$ 12,000	\$ 12,000	100%
John Muir Parking Lot Expansion	AFG	\$ 675,000	\$ 675,000	100%
Millstream Site Upgrades - Phase 1	AFG	\$ 300,000	\$ 300,000	100%
Transportation Ext. Wifi/ Bus Maint. Software	AFG	\$ 6,663	\$ 6,663	100%
Saseenos Re-Roofing	AFG	\$ 430,000	\$ 430,000	100%
Savory Interior Painting	AFG	\$ 85,000	\$ 85,000	100%
Poirier Exterior Painting	AFG	\$ 61,584	\$ 61,584	100%
Consulting and Feasibility	AFG	\$ 25,000	\$ 20,000	80%

Emergent System Replacements

- Spencer skylight replacement				
- Sooke El. portable roof replacement				
- Belmont boiler parts replacement				
- Septic pump replacements	AFG	\$ 150,000	\$ 110,000	73%
Saseenos Roof Drain/Rock Pits	AFG	\$ 15,000	\$ 15,000	100%
Energy Optimization	AFG	\$ 30,000	\$ 25,000	83%
Millstream Bottle Filling	AFG	\$ 10,000	\$ 10,000	100%
Westshore Bottle Filling	AFG	\$ 10,000	\$ 10,000	100%
SABER	AFG	\$ 96,000	\$ 35,000	36%

Total Allocated	\$ 2,021,247	\$ 1,910,247	95%
Variance (Pressure)	\$ 5,751		

AFG Project Funding	\$ 2,026,998
AFG Operating Funding	\$ 301,507
AFG CAMS	\$ 28,670
Capital WO System	\$ 6,700
Total AFG	\$ 2,363,875

Project	Funding	Project Budget	Expended	% Complete
Transportation EV Bus Charging Infrastructure	District/Grant	\$ 1,370,000	\$ 1,100,000	80%
EMCS Gym Floor Refinishing	District	\$ 85,000	\$ 85,000	100%
EMCS Bleacher Replacement	District	\$ 75,000	\$ 75,000	100%



Committee Information Note Resources Committee Meeting

April 14, 2026

Agenda Item 4.3 – 2026/27 Budget Development

BACKGROUND:

- The budget development process for the 2026/27 school year continues.
- The 2026/27 budget is being developed in alignment with the 2025-2029 strategic plan and the Board approved principles and assertions (see attachment 1).
- An initial estimate of enrolment and potential pressures have been identified and incorporated into the budget model to inform the budget development process (see attachment 2)
- The BC Association of School Business Officials (BCASBO) has prepared a report released in February 2026, that provides further background and context within which most school districts in BC are facing the need to reduce expenses to manage budget deficits, see attachment 3 for the report.
- Budget 2025/26 introduced changing enrolment growth dynamics for the district resulting in a slowing of enrolment growth, this dynamic continues into 2026/27 and is forecast to continue over the fiscal plan.
- The resulting reduction in revenues exposes a structural deficit that is unsustainable.

ANALYSIS:

Per Pupil Funding:

- The budget model now includes the preliminary operating grant information released by the Ministry of Education and Child Care in mid-March, 2026.
- As teacher and CUPE collective agreement negotiations were not finalized in time for inclusion in the preliminary operating grants, the per pupil funding levels for 2026/27 have not changed from the 2025/26 funding levels. The Ministry has communicated out the intention to release a labour settlement grant for 2025/26 intended to cover the 2025/26 cost impacts of the agreements and partially funding 2025/26 exempt/excluded staff increases.
- Based on consistent prior Ministry practice, staff have assumed that additional labour settlement grants will be issued for 2026/27 to cover collective agreement impacts. There is no indication of funding for other cost increases, further exposing inflationary cost pressures.

Enrolment

- Using the Baragar estimates, the long-range facilities planning estimates, local knowledge, Ministry projections, and statistical modelling, staff are estimating an additional 225 FTEs in K-12 standard enrolment starting in September 2026.
- If the forecast is reached it would bring our total K-12 standard enrolment to 13,879 FTE – an increase of 1.65% from the September 2025 amount of 13,654 FTE.
- Attachment 2 reflects September 2026 enrolment estimates provided to the Ministry as required in February and are the foundation of estimating revenues for the next fiscal year.

2026/27 Budget Model Estimate - Point in Time

- The Ministry released the estimated operating grant details in mid-March. Staff have incorporated the operating grant impacts on next year's budget and estimated associated expenses.

Revenues

- Staff currently estimate that total additional revenues for 2026/27 will amount to \$5.0 million:
- Of this amount, approximately \$3.7 million is attributed to the projected enrolment increase, calculated using the existing funding formula, including;
 - \$2.0 million from the forecasted increase in K-12 standard enrolment;
 - \$1.3 million from Inclusive Education enrolment growth, and;
 - \$0.4 million from increases in Continuing Education and Online Learning enrolment during February and May.
- The targeted amounts for both Indigenous Education (\$16k due to an anticipated decline in enrolment of 9.0 FE) and Indigenous Education Council funding (\$69k) is anticipated to decline by \$0.1 million.
- The structural holdback risk mitigation measures in budget 2025/26 of \$1.0 million is carried-forward.
- Due to changing school-age population density of communities within the District, it is anticipated there will be a reduction of approximately \$0.1 million in the Operating Grant supplement for unique geographic factors.
- The anticipated \$0.5 million increase in International Student Program revenues is reflective of the increased international student fees approved by the Board in February 2025.

	(in millions)
K-12 Standard	\$ 2.0
Inclusive Education	\$ 1.3
Other - Note 1	\$ 0.4
Indigenous Education & IEC	\$ (0.1)
2025/26 Carry Forward	\$ 1.0
Unique Geographic Factors	\$ (0.1)
International Student Program	\$ 0.5
Total Revenues	\$ 5.0
NOTE 1	
Other enrolment categories include: English Language Learners, Alternate, Continuing Education, Online Learning Newcomer Refugees, and Adult	

Expenditures

- Staff continue to assess both direct and indirect costs for the 2026/27 year, with current estimates indicating additional costs of approximately \$7.2 million.
- Teacher staffing (\$1.1 million)
 - Based on current staffing plans, the District anticipates adding roughly 9 teacher FTEs.
- Inclusive Education Supports (\$1.3 million)
 - The additional \$1.3 million in supplemental inclusive education revenue will support students with disabilities or diverse abilities within the District.

	(in millions)	
A	Total Revenues	\$ 5.0
	Expenses	
	Teacher / TTOC staffing	\$ 1.1
	Special needs supports	\$ 1.3
	International Student Program	\$ 0.5
	Inflationary pressures	\$ 2.9
	Structural holdback - Risk mitigation	\$ 1.0
	Various other	\$ 0.4
B	Total Expenses	\$ 7.2
C = A-B	Net pressure	\$ (2.2)

- Inflation (\$2.9 million)
 - Consistent with prior years, districts across the province are anticipating unfunded inflationary pressures. Please see the attached BCASBO information report: Responsiveness of Provincial Funding to Cost Pressures in BC School Districts for more details.
 - Preliminary inflationary pressures identified by staff include:
 - \$1.4 million – employee extended health and dental premium increases
 - \$1.0 million – teacher salary increments
 - \$0.5 million – excluded/exempt staff compensation increases
- Structural Holdback (\$1.0 million)
 - The structural holdback is a mechanism to embed stability within the budget by preventing significant in-year budget reductions (to programs and staffing) if identified risks materialize. The strategy recognizes that in-year budget adjustments requiring program and/or staffing reductions ultimately impacts students.
- Various other (\$0.4 million)
 - Approximately \$0.3 million is allocated to various other costs, such as additional resources to support increased enrolment in Career Education programs, the installation of a Vice Principal at Port Renfrew, and extra custodial time for Hans Helgesen Child Care.

	(in millions)
2026/27 Enrolment Risk	\$ 0.5
Updated Risk Analysis – Audit Risk	\$ 0.5
Total 2026/27 Structural Holdback	\$ 1.0

Pressure

- With estimated additional revenues of \$5.0 million and additional expenses of \$7.2 million, staff are currently projecting a pressure of \$2.2 million for the 2026/27 budget.

		(in millions)
A	Total Revenues	\$ 5.0
B	Less: Total Expenses	\$ (7.2)
C = A-B	Net pressure	\$ (2.2)

NEXT STEPS:

- Staff are working through a deficit mitigation plan to present to the Board.
- The budget and estimates will continue to be refined leading up to the Education Committee of the Whole (ECOW) meeting planned for May 19, 2026, at which time staff will present a proposed budget to the Board for consideration.
- Continued advocacy by the Board to the Province for adequate funding to support the actual costs of delivering high quality educational programs and services.

Prepared by:

Brian Jonker, Secretary Treasurer and David Lee-Bonar, Assistant Secretary-Treasurer

Attachments:

1. 2026/27 Budget Principles and Assertions
2. 2026/27 Enrolment Estimates
3. BCASBO Information Report February 2026

Attachment 1: Board approved 2026/27 Budget Principles and Assertions

Principles and Assertions

Principles

1. Budget decisions will be based on the refreshed Strategic Plan for 2025-2029;
2. Input from the Indigenous Education Council, District partners, and Leadership Team will help shape budget 2026/27;
3. The annual budget process will be informed by the 3-year budget estimates;
4. The budget planning process will be informed by a budget risk assessment and include mitigation strategies.

Assertions

1. The provincial funding formula will remain the same and be based on per FTE funding;
2. Domestic enrolment will growth will begin to slow;
3. Staff will consider multiple data points when developing the domestic enrolment estimates to strengthen the process; and
4. All negotiated/approved salary increases will be funded.



APPROVED

Attachment 2: 2026/27 Enrolment Estimates

	E	F	G = F-E
	FTE	FTE	FTE
	AMENDED	PRELIMINARY	BUDGET
	BUDGET	BUDGET	INCR / (DECR)
	2025-26	2026-27	FROM PY
TOTAL Standard (Regular) Schools	13,654.0000	13,879.0000	225.0000
Continuing Education	52.7500	55.0000	2.2500
Alternate Schools	212.0000	212.0000	-
Online Learning	141.3750	142.0000	0.6250
Home Schooling	46.0000	46.0000	-
Course Challenges	4.0000	4.0000	-
TOTAL NON-STANDARD ENROLMENT	456.1250	459.0000	2.8750
Level 1 Inclusive Education	12.0000	11.0000	(1.0000)
Level 2 Inclusive Education	1,004.0000	1,060.0000	56.0000
Level 3 Inclusive Education	564.0000	570.0000	6.0000
TOTAL Inclusive Education	1,580.0000	1,641.0000	61.0000
English Language Learning	1,489.0000	1,430.0000	(59.0000)
Indigenous Education	1,302.0000	1,293.0000	(9.0000)
Adult Education	12.6250	16.0000	3.3750

*As submitted to the Ministry February 2026.

RESPONSIVENESS OF PROVINCIAL FUNDING TO COST PRESSURES IN BC SCHOOL DISTRICTS

BC Association of School Business Officials



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Executive Summary

BC school districts are facing growing financial pressures because the cost of delivering K–12 programs is rising faster than provincial funding. This report highlights the drivers of financial pressure, the implications for programs, and the need for proactive planning and communication.

The key financial challenges faced by school districts include:

- **Unfunded Inflationary Costs:** Funding rate adjustments do not cover all inflationary pressures, including rising costs for employee benefits, technology, facility maintenance, equipment, and services and supplies.
- **Budget Rigidity:** School districts have limited flexibility in their budgets to absorb unfunded inflationary costs without making budget reductions that negatively impact programs.
- **Enrolment Trends:** Historically, enrolment growth has helped offset inflationary pressures, but provincial enrolment is stabilizing and expected to decline, reducing this buffer.
- **Targeted Funding Limitations:** While targeted funding has grown significantly in recent years, it cannot be used to address core program cost pressures.

School districts cannot presume that current programs will remain sustainable in the future. Proactive planning, robust community consultation, and strategic use of contingency reserves are essential to managing and responding to financial risks. The intention of this report is to support School District Business Officials in effectively communicating the complexities and realities of provincial funding, helping to focus budget planning and consultation on the best solutions given the circumstances.

The implications of this growing financial pressure in school districts include:

- Most districts had to implement program spending reductions in 2025/26 due to unfunded inflationary pressures and expect further reductions will be necessary in the future.
- Legislative and collective agreement obligations limit options for reductions, often forcing Boards to reduce in priority areas that are responsive to local student needs.
- Budget reductions are impacting classroom and student supports. These include reductions in teacher positions, educational assistant positions, other student support positions, custodial services, technology budgets, educational resources, and professional development for staff.
- Fiscal constraints are impeding the ability of districts to address operational risks, such as addressing cybersecurity vulnerabilities and deferred facility maintenance

Introduction & Purpose

In recent years, a growing number of school districts have reported that the cost of delivering core K-12 programs is rising faster than provincial funding. As a result, many districts report they are unable to sustain existing programs and must plan for program reductions to balance future budgets. BC school district budgeting and funding is complex, making it challenging to fully understand and communicate the drivers of financial pressure school districts must plan for.

This information report is intended to support BCASBO members who are responsible for budget consultation and planning, by assisting members in understanding and communicating the key drivers of financial pressure. This report is also intended to inform and support the important work of members of the BC School Trustees' Association (BCSTA), the BC School Superintendents' Association (BCSSA), the BC Confederation of Parent Advisory Councils (BCCPAC), and all others who have an interest in the financial sustainability of K-12 education programs in BC.

The scope of this report includes:

- School District Budgeting and Financial Accountability
- Overview of the BC K-12 Operating Funding Model
- Trends in Provincial Funding
- Budget Scenario Analysis
- The impact of the funding model in different scenarios
- The Impact of Unfunded Inflationary Pressures
- Key Observations and Implications

The observations in this report are based on review and analysis of the operating funding model, as well as information collected from senior financial staff in school districts.



School District Budgeting & Financial Accountability

School district budgets are comprised of three separate funds: Operating Fund, Special Purpose Fund and Capital Fund. Each of these funds differ with respect to the programs funded, the methods of accounting used, and the legislative and other constraints on expenditures.

OPERATING FUND – Core annual program revenues and expenditures are reported in the operating fund. This includes revenues from provincial grants, local education agreements, tuition, and other sources. Operating fund expenditures include salaries, benefits, supplies, services, and other costs required to deliver K-12 educational programs. BC school districts reported \$7.762 billion in operating fund revenues for the year ended June 30, 2025 with Provincial grants and per pupil funding received directly from First Nations accounting for 94.1% of total revenues. Salaries and benefits accounted for 89.7% of total expenditures for the year ended June 30, 2025. School districts are not permitted to budget for or incur an accumulated deficit position in the operating fund.¹

SPECIAL PURPOSE FUND – The Special Purpose Fund includes annual program funding and other revenues that are restricted for a specific purpose. BC school districts reported \$1.3 billion in special purpose fund revenues for the year ended June 30, 2025 with Provincial grants accounting for 83.4% of total special purpose fund revenues. If expenditures for a program within the special purpose fund exceeds available revenues, the resulting deficit is transferred to the operating fund reducing accumulated operating surplus.

CAPITAL FUND – The Capital Fund reports the acquisition, construction, and upgrade of capital assets such as land, buildings, vehicles and other major equipment. It includes funding from the Ministry of Education and Child Care and capital contributions from other sources including proceeds from the sale of capital assets. Expenditures from this fund are restricted for capital purposes. The capital budget is primarily determined through the Board of Education's approval of the annual capital plan and other funding applications, followed by subsequent approval from the Ministry.

This report focuses primarily on the Operating Fund because this is where the accountability for balancing the budget resides. School districts are unique in the BC public sector by adopting both a preliminary budget prior to the beginning of the fiscal year (July 1st to June 30th) and an amended budget partway through the school year. The preliminary budget is developed based on projected enrolment, while the amended budget reflects changes to funding and program costs resulting from the confirmation of actual fall enrolment.

¹Annual surplus is the extent to which annual revenues exceed expenses. If annual expenses exceed revenues the result is referred to as an annual deficit. An accumulated surplus position is the extent to which revenues from all previous years have exceeded expenses from all previous years. An accumulated deficit position occurs when expenses from all previous years exceed revenues from all previous years. When an accumulated deficit occurs, it means future revenues are needed to pay for past expenditures.

Overview of the K-12 Operating Funding Model

Prior to 2002 the allocation of funding for K-12 public education in BC was primarily cost-based. A new funding model was developed in 2002 in response to concerns with the historical cost-based approach, which included inequities between school districts, the significant administrative effort required to maintain a cost-based model, and a need for alternatives to be efficient.²

In 2002 a new funding model was introduced, which allocated funding primarily based on full-time equivalent (FTE) student enrolment. While some modification to the funding formula have been made over the past few decades to address specific funding pressures or program priorities, the fundamental approach to allocating funding in 2002 remains the same today.

In addition to the operating funding model, there are several provincial funding programs where funding is targeted for specific priorities. These targeted grants and related expenditures are typically reported in the Special Purpose Fund and will be discussed further in the next section “Trends in Provincial Funding”.

The operating grant allocation formula has the following four key components:

BASIC ALLOCATION – This is the common per student funding allocation for each school aged student Full Time Equivalent (“FTE”). For the 2025/26 school year, the funding rate is \$9,015 per student FTE (or \$7,280 per student FTE for online learning). Most operating funding is received through this basic allocation, which is estimated to comprise 74.5% of total operating funding in 2025/26.

UNIQUE STUDENT NEED ALLOCATIONS – These are additional funding allocations for students with identified unique needs. The vast majority of this funding (about 98%) is based on per student funding allocations for students with identified unique needs. Unique student need allocations are estimated to comprise about 18.4% of total operating funding in 2025/26.

UNIQUE DISTRICT ALLOCATIONS – These are additional funding allocations to address unique school district factors including geographic factors, low enrolment, and teacher salary differential (i.e. district differential from the provincial average). Unique district allocations are estimated to comprise 6.9% of total operating funding in 2025/26.

FUNDING PROTECTION/ENROLMENT DECLINE ALLOCATION – This funding is allocated to buffer the effects of declining enrolment. Funding for enrolment decline is received where enrolment decline exceeds 1% compared to the previous year. Funding protection ensures that no district experiences a decline in operating grants that is greater than 1.5% compared with the previous year. Allocations for funding protection/enrolment decline are estimated to comprise 0.2% of total operating funding in 2025/26.

More information on the funding rates within each of the above four key components can be found in Appendix 1.

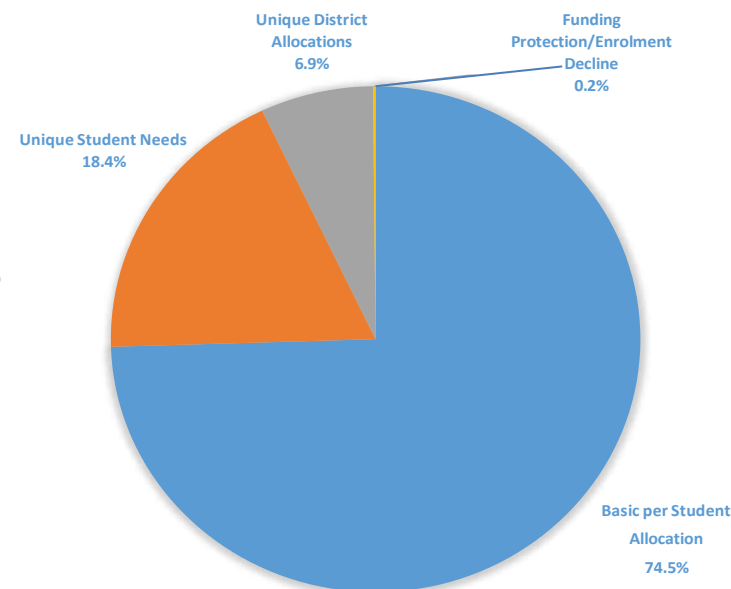


Exhibit 1: Operating Funding Components Estimated for 2025/26

²Source: Improving Equity and Accountability | Report of the Funding Model Review Panel (2018)

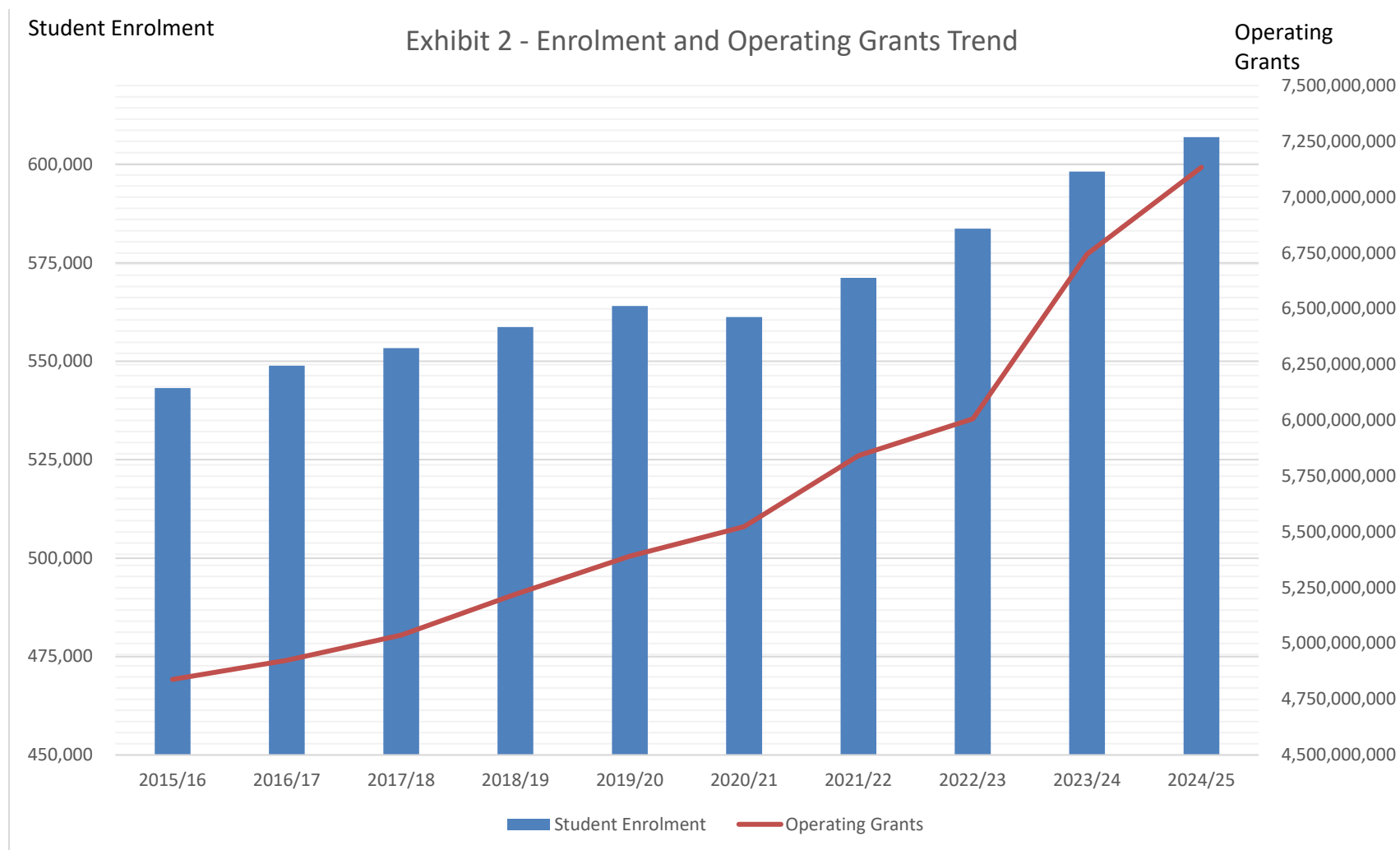
The basic allocation and the allocations for unique student needs are both driven by student enrolment, and together account for 92.9% of total estimated operating funding in 2025/26 (as shown Exhibit 1). This high proportion of funding determined by per pupil allocations means that the BC funding model is highly leveraged to student enrolment. The supplemental funding for Funding Protection/Enrolment decline is intended to buffer the impacts of significant enrolment decline providing districts more time to adjust expenditures to align with lower enrolment-based funding.

Historically, per pupil funding rates have been adjusted annually to reflect the cost of provincially negotiated collective agreements (wage and benefit enhancements). While it has not always been the case, in recent years funding rate adjustments have also reflected inflationary salary adjustments for non-unionized staff including Principals, Vice Principals and district management staff. However, funding rates are not adjusted annually to reflect all of the other inflationary costs that impact school districts, such as those relating to equipment, services, supplies, utilities/ fuel and employee benefit plans. This means annual funding rate adjustments do not fully fund all of the inflationary pressures school districts must plan for.

While funding rate adjustments do not fully reflect inflation, sufficient enrolment growth can provide school districts with the financial flexibility to more fully fund inflationary pressures. This is because the BC funding model is highly leveraged to enrolment and as enrolment grows, funding in some circumstances grows faster than direct program costs. This means a school district with sufficient enrolment growth may be able to reallocate funding from growth (in excess of program cost growth) to cover inflationary costs and potentially new program priorities. However, this is often not the case when a growing school district faces significant inflationary costs and/or needs to allocate operating funds to purchase portable classrooms (due to insufficient capacity to accommodate enrolment growth). In recent years, more districts are reporting that enrolment growth is resulting in financial pressure due to significant growth in the cost of portable classrooms. The Budget Scenario Analysis section further explores the impact of different enrolment change scenarios on the fiscal balance of school districts.

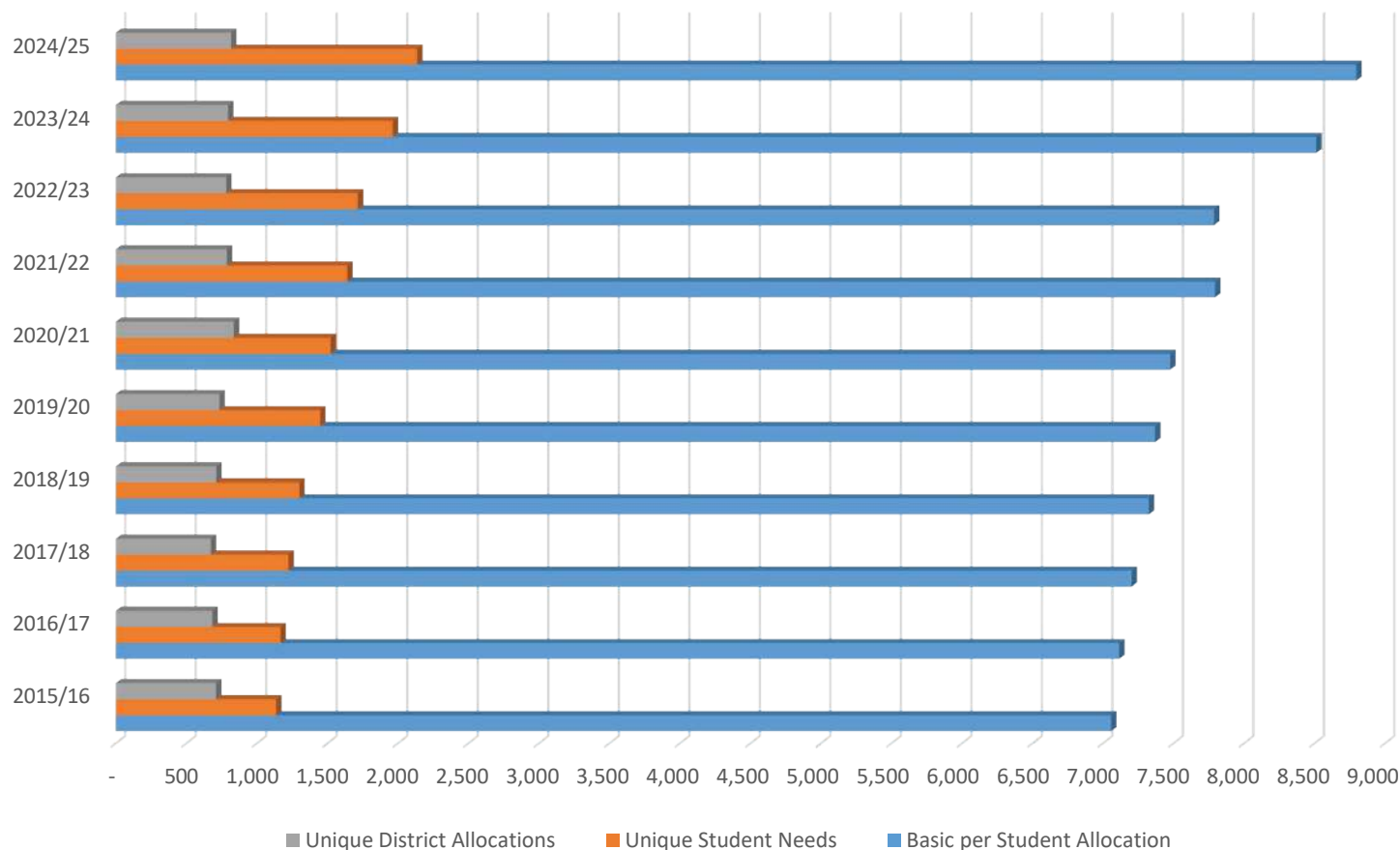
In 2018, the Province appointed an Independent Review Panel to undertake a comprehensive review of how public education is funded in BC. The report from the Panel titled “Improving Equity and Accountability” was released in December 2018 and included 22 recommendations organized under three key themes: equity, accountability, and financial management. Many of the recommendations in the report have since been implemented; however, most of the recommendations that relate to the funding model remain unimplemented. Many of these unimplemented recommendations and the related observations by the Panel align with the funding challenges identified in this information report.

Trends in Provincial Funding



As shown in Exhibit 2, provincial operating grants (orange line) have increased from \$4.84 billion in 2015/16 to \$7.13 billion in 2024/25, representing an average annual growth rate of approximately 4.45% over this period. Student enrolment (blue bars) has grown from 543,166 in 2015/16 to 606,930 in 2024/25, which represents an average annual growth rate of 1.24% over this same period.

Exhibit 3 - Operating Funding per Student FTE



In Exhibit 3, operating grants are shown as a ratio to student enrolment and are reported separately for each of the three operating grant categories: unique district allocations, unique student needs, and basic per student allocation. From 2015/16 to 2024/25, the basic per student allocation (per student FTE) grew by 2.51% annually on average. Because the basic per student allocation varies directly with student enrolment, the growth in this amount is reflective of annual funding rate adjustments over this period. Over the same period, unique district allocations (per student FTE) grew on average by 1.71% annually.

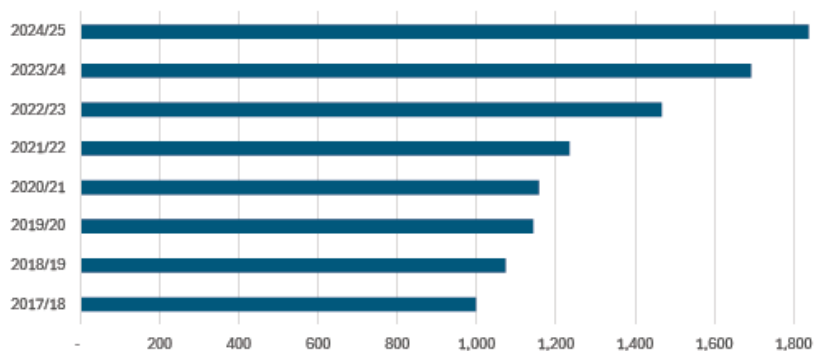
From 2015/16 to 2024/25, provincial unique student allocations (per student) grew by 7.31% annually on average. This higher rate of growth is attributed to an increase in the proportion of students designated with a funded unique need. In 2015/16 funding for unique student needs represented 12.8% of total operating grants; and by 2024/25, this had increased to 18.2%. As funding for unique student needs has increased with growth in designations, so have the expectations and the need for districts to provide enhanced program support for these students.

Exhibit 4 - Targeted Funding Programs

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Classroom Enhancement Fund	380,463,838	428,675,373	463,567,594	461,109,670	522,916,310	593,242,537	695,446,340	794,603,679
Feeding Futures	-	-	-	-	-	-	71,500,000	71,500,000
Student and Family Affordability Fund	-	-	-	-	-	60,000,000	18,893,000	-
Community Link	52,388,216	52,767,537	53,166,721	54,276,659	55,160,728	56,552,025	59,156,964	60,392,862
Provincial Resource Programs	31,019,058	30,222,506	32,293,091	29,091,237	32,592,677	32,513,378	38,070,411	42,146,767
Annual Facilities Grant	21,495,587	21,495,587	21,995,588	21,745,587	21,000,000	21,500,000	21,500,000	21,500,000
Learning Improvement Fund	19,999,998	20,000,004	19,999,999	20,000,000	19,999,999	20,747,996	24,999,999	25,000,000
Student Transportation Fund	15,403,131	15,403,131	15,403,131	15,403,131	15,403,131	15,403,131	15,403,131	15,403,131
Official Languages in Education French Programs	12,291,640	12,382,979	13,161,958	14,374,522	13,752,956	19,535,176	24,838,132	17,519,542
Strong Start Programs	10,359,200	10,624,800	10,519,988	10,491,560	10,452,000	10,516,000	10,516,000	10,324,000
Early Care and Learning	-	-	-	-	-	9,960,000	10,325,000	10,325,000
Professional Learning Grant	-	-	-	-	-	-	-	13,863,016
Other Targeted Funding Programs	8,612,554	7,972,068	14,645,651	22,925,446	13,549,966	16,185,808	21,454,733	33,204,426
Total	552,033,222	599,543,985	644,753,721	649,417,812	704,827,767	856,156,051	1,012,103,710	1,115,782,423
Targeted Funding per Student FTE	998	1,073	1,143	1,157	1,234	1,467	1,692	1,838

In addition to operating funding, school districts receive provincial funding through a number of targeted funding programs. Most of these programs are reported by school districts in the Special Purpose Fund. Exhibit 4 presents the trend in targeted funding for significant funding programs, as well as total targeted funding per student FTE. Note the figures in Exhibit 4 exclude event specific targeted funding provided in response to the COVID-19 pandemic. Descriptions of the significant targeted funding programs shown in Exhibit 4 are included in Appendix 2.

Targeted Funding per Student FTE



From 2017/18 to 2024/25, the average annual increase in targeted funding per student FTE increased at an annual rate of approximately 9.3%. Targeted funding per student FTE has increased significantly in recent years with an average annual increase per student of 14.3% between 2021/22 to 2024/25.

Over the past 7 years and particularly in recent years, targeted funding per student FTE has grown faster than operating funding. This growth in targeted funding has enabled districts to enhance programs and implement new initiatives where the funding has been targeted. However, growth in targeted funding typically cannot be used to address financial pressures in core programs funded by the operating fund.

Budget Scenario Analysis

In this section four different scenarios are analyzed to explore the impact of enrolment change and inflationary costs on budgetary balance in the Operating Fund. The intention of this section is to demonstrate how the funding model responds to several scenarios which are common in the sector. While the inflation assumptions reflect what school districts have experienced in recent years, the four scenarios do not capture all the many different budgetary realities faced by school districts.

The base scenario is a school district that has a balanced budget in 2024/25 with \$100 million in both revenues and expenditures. Each of the four scenarios presented in Exhibit 5 calculates the change in budgetary balance for the next fiscal year (2025/26) based on the assumptions outlined below.

SCENARIO 1

- Enrolment remains unchanged.
- Salaries for all employee groups increase by 3% and employee benefit costs increase by 2% for benefit costs that vary directly with salary.
- Provincial Operating Grant rates increase such that the cost of the 3% salary increase and related benefit costs that vary directly with salaries are fully funded. An exception is that salary increases in the international program salary and benefits budget (\$1,560,000 in 2024/25) are not funded.
- Other revenues, including international program tuition, increase by 3%.
- Employee benefit costs increase by a further 3% due to escalation in premiums for medical and dental plans, CPP, and WorkSafe BC.
- As a result of increase in the average placement of teachers on the salary scale, teacher salaries increase by an additional 0.75% and teacher benefit costs increase by an additional 0.5%.
- Service and Supplies Expense increases by 2% due to inflation
- Service and Supplies Expense increases by a further 2% due to additional escalation in the cost of technology for learning/operational requirements and to mitigate risks related to cybersecurity.

SCENARIO 2

The same assumptions as Scenario 1 apply, except for the following:

- Student enrolment grows by 250 FTE (approximately a 3% increase) resulting in an additional \$2,253,750 in funding (250 times \$9,015/student). The associated program cost increases are an additional 11.0 FTE teacher assignment (\$1,375,000 in salaries and benefits) and \$100,000 for other program costs. The district has existing space that can accommodate this growth and is able to allocate \$778,750 of this funding growth to offset inflationary pressures.
- The number of students with inclusive education designations increases by 20 for Level 2 and 25 for Level 3, increasing funding by \$794,300 (20 times \$24,340/student plus 25 times \$12,300/student). To balance the budget, \$352,320 of this funding is allocated to offset inflationary pressures. The remaining funding of \$441,980 (56% of funding growth) is allocated to increase inclusive education support (Education Assistant positions).

SCENARIO 3

The same assumptions as Scenario 2 apply, except for the following:

- The district does not have sufficient existing space to accommodate enrolment growth and invests \$1.2 million from the operating budget to purchase three portable classrooms.

SCENARIO 4

The same assumptions as Scenario 1 apply, except for the following:

- Student enrolment declines by 250 FTE (approximately a 3% decrease) resulting in a funding reduction of \$1,126,875 (supplemental funding for Funding Protection and Enrolment Decline limits the decrease in funding to be equivalent to a 1.5% decline in enrolment).
- The associated program cost decreases are an 11.0 FTE Teacher staffing reduction (\$1,375,000 salaries and benefits) and a \$100,000 reduction in service and supplies.

Exhibit 5: Budget Scenario Analysis Results

	24/25 Budget Base Scenario	25/26 Budget Scenario 1	25/26 Budget Scenario 2	25/26 Budget Scenario 3	25/26 Budget Scenario 4
Student FTE Change		0	+250	+250	-250
Provincial Grants	92,000,000	94,464,500	97,512,550	97,512,550	93,337,625
Other Revenues	8,000,000	8,240,000	8,240,000	8,240,000	8,240,000
Total Revenues	100,000,000	102,704,500	105,752,550	105,752,550	101,577,625
Teacher Salaries	41,800,000	43,367,500	44,467,500	44,467,500	42,267,500
PVP Salaries	5,600,000	5,768,000	5,768,000	5,768,000	5,768,000
EA Salaries	8,600,000	8,858,000	9,211,584	9,211,584	8,858,000
Support Staff Salaries	8,800,000	9,064,000	9,064,000	9,064,000	9,064,000
Other Professional Salaries	3,000,000	3,090,000	3,090,000	3,090,000	3,090,000
Substitute Salaries	3,600,000	3,708,000	3,708,000	3,708,000	3,708,000
Total Salaries	71,400,000	73,855,500	75,309,084	75,309,084	72,755,500
Employee Benefits	18,300,000	19,268,070	19,631,466	19,631,466	18,993,070
Total Salaries and Benefits	89,700,000	93,123,570	94,940,550	94,940,550	91,748,570
Services, Supplies, Capital	10,300,000	10,712,000	10,812,000	12,012,000	10,612,000
Total Expenditures	100,000,000	103,835,570	105,752,550	106,952,550	102,360,570
Surplus\ (Deficit)	-	(1,131,070)	-	(1,200,000)	(782,945)

As shown in Exhibit 5, a school district that is not experiencing enrolment growth (Scenario 1) will face increasing financial pressure in the following fiscal year. This is because annual funding rate adjustments do not fully cover all of the inflationary costs impacting the school district.

In Scenario 2 a school district experiencing enrolment growth, with existing physical space to accommodate this growth, is able to balance its budget. In order to balance, a portion of the funding from enrolment and unique needs designation growth is allocated to offset inflationary pressures. In this scenario, the district allocates only 56% of the funding received for additional students with inclusive education needs to increase inclusive education support for students.

As shown in Scenario 3, if a growing district needs to invest operating funds to expand physical space, it can face significant financial pressure.

A district with declining enrolment (Scenario 4) will experience financial pressure; however, supplemental funding for Funding Protection and Enrolment Decline helps to mitigate the negative financial impact compared to a district with stable enrolment (Scenario 1).

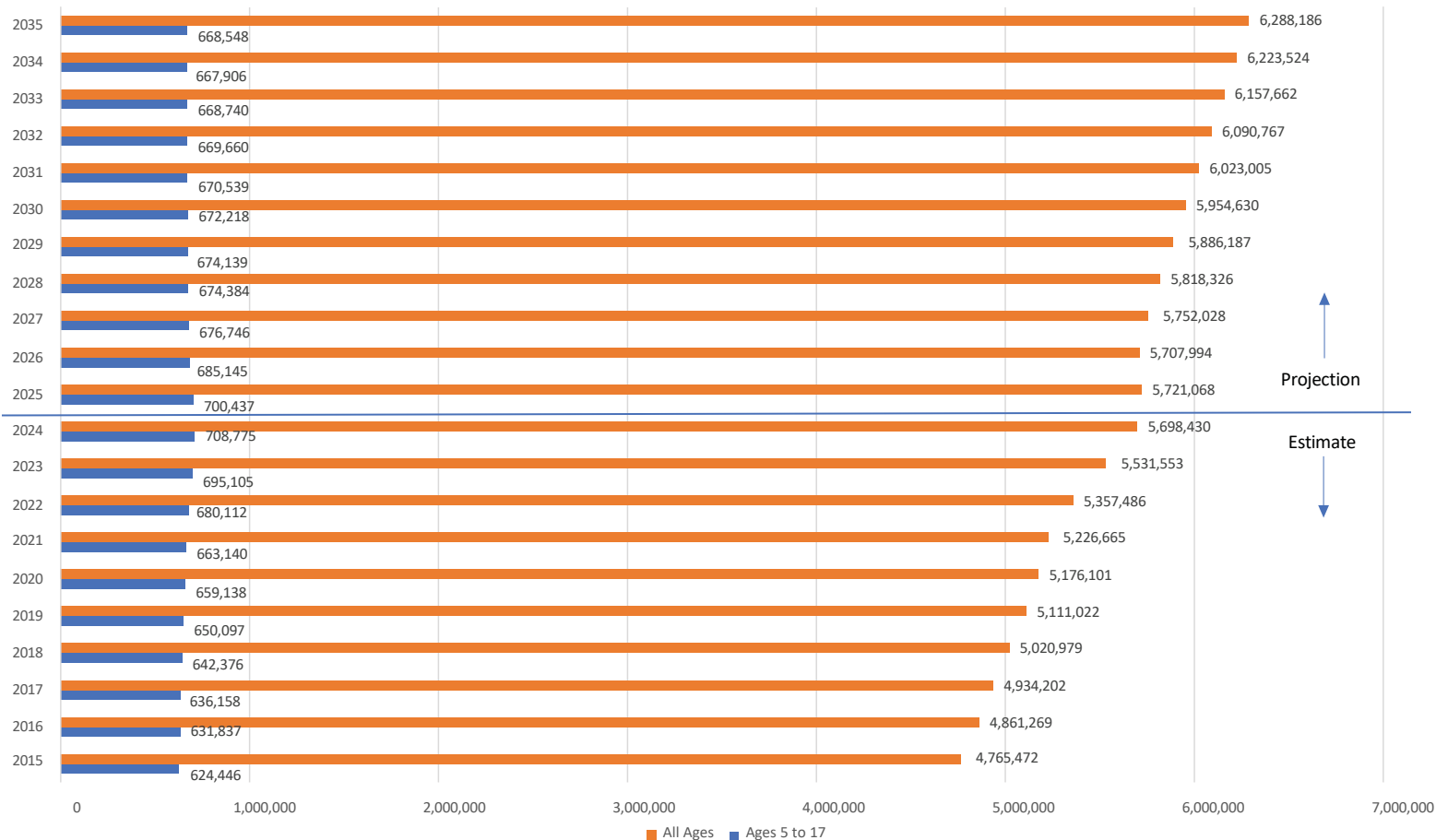
While these four scenarios do not capture all the budgetary realities faced by school districts, they demonstrate how funding changes often do not align with the actual drivers of cost pressure. As a result, the balance between revenues and expenditures can change significantly from one year to the next depending on a district's circumstances. The key factor driving this disconnect is that funding rates are not adjusted annually to fully reflect all inflationary pressures.

While enrolment growth does not guarantee funding will be sufficient to fund growth in program costs, historically it has been the only mechanism enabling districts to address non-wage inflation. With provincial enrolment growth slowing in recent years and significant inflationary pressures, more districts are reporting growing financial challenges that necessitate planned budget reductions.

As shown in Exhibit 6, between 2015 to 2024 the school aged population (ages 5 to 17) in BC grew from 624,446 to 708,775. Looking ahead, while the overall BC population is projected to continue growing over the next decade, the school-aged population is projected to slowly decline. Because of how the funding model works, this anticipated decline in provincial enrolment will further widen the gap between funding and the actual cost of delivering service.

A growing issue significantly impacting programs and operations in some districts, particularly those in rural and remote locations, is the inability to recruit the staff needed to fill all positions. Beyond the program and operational impacts, this inability to fill all positions results in expenditure savings relative to budget. These savings generate accumulated surplus that is often used to fund future inflationary pressures out of necessity. While this can allow districts to avoid some or all budget reductions in the short term, it masks a growing structural deficit where the gap between budgeted expenditures and available revenues continues to widen.

Exhibit 6: British Columbia Population Estimates and Projections (BC Stats)



Implications of Unfunded Inflationary Cost Pressures

To better understand the impact of unfunded cost pressures on the 60 school districts in BC, Secretary Treasurers were surveyed in June 2025 (45% response rate) and again in November 2025 (82% response rate).

The November 2025 survey included three closed-ended questions related to the necessity of budget reductions. These questions and the survey results are summarized in the table below.

Survey Question (November 2025)	Survey Results (49 Responses)
1. Did your district have to make budget reductions for the 2025/26 school year as a result of unfunded inflationary pressures? (Yes/No)	78% of respondents answered "Yes" (38 out of 49) and 22% of respondents answered "No" (11 out of 49).
2. Do you expect that budget reductions will be required in future years as a result of unfunded inflationary pressures? (Yes/No/Unsure)	90% of respondents answered "Yes" (44 out of 49) and 10% of respondents answered "Unsure" (5 out of 49).
3. Have savings resulting from an inability to fill all staff positions enabled your district to avoid budget reductions that otherwise would have been necessary for 2025-26 due to unfunded inflationary pressures? (Yes/No)	39% of respondents answered "Yes" (19 out of 49) and 61% of respondents answered "No" (30 out of 49).

The survey results show that in 2025/26 budget reductions were necessary in most (78%) school districts because of unfunded inflationary pressures. And that a greater majority (90%) of school districts expect that budget reductions will be required in future years because of unfunded inflationary pressures.

The third question in the above table was included in the survey to better understand the impact of staff recruitment challenges on budgets in the sector. Many districts (39% of respondents) reported that an inability to fill all staff positions enabled their district to avoid budget reductions that otherwise would have been necessary in 2025/26. This result reflects that the issue does not affect all districts equally with the greatest impacts generally being on districts in rural and remote locations. In the detailed survey results, it was noted that of the 11 districts that did not make budget reductions in 2025/26 (i.e. answered "No" to question 1), 6 districts reported that an inability to fill all staff positions enabled their district to avoid program budget reductions that would have otherwise been necessary (i.e. answered yes to question 3). This means 6 districts reported being able avoid budget reductions in 2025/26 due to savings resulting from their inability to fill all staff positions.

Districts that answered yes to question 3 above (confirming that the inability to fill all staff positions enabled their district to avoid budget reductions in 2025/26), were asked to comment on how unfunded inflationary pressures have impacted their structural budget balance. Most districts reported that while savings from an inability to fill all staff positions allowed their district to avoid some or all budget reductions in 2025/26, they expected that future budget reductions will be necessary. This is attributed to the cumulative impact of absorbing unfunded inflationary costs year after year, which results in a growing structural deficit (i.e. a growing gap between budgeted expenditures and revenues) that inevitably surpasses the generation of annual budget savings.

In both the June 2025 and November 2025 surveys, districts commented on unfunded inflationary pressures, the necessity of budget reductions, and the impacts of budget reductions. The next section reports on the review and analysis of these comments.

Unfunded Inflationary Pressures

In the surveys, school districts identified the following sources of budget pressure:

- Escalation in employee benefit plan premiums
 - Most districts reported particularly significant increases in medical and dental plan premiums in recent years, as well as rising costs for other benefit plans, including CPP and WorkSafeBC. Many also expressed concern that funding has not been provided to fund the actual and growing cost of benefit enhancements that were bargained provincially (as provincially bargained benefit enhancements are normally funded).
- Escalation in employee leave costs following the COVID-19 pandemic.
 - Most districts report that escalation in employee leaves has created significant budgetary pressure in recent years.
 - A component of this increase relates to additional leave entitlements for temporary employees resulting from amendments to the Employment Standards Act (the cost associated with this legislative change was not funded).
- Escalation in the cost of Information Technology.
 - This includes significant escalation in the cost of equipment, software licenses and other services, but also the growing cost of preparing students for a rapidly evolving world (by integrating technology into learning) and addressing growing risks related to cybersecurity and data security (including increased expectations regarding the protection of student data).
 - Many districts report they are no longer able to sustain their planned deployment of technology for education programs.
 - Several districts reported being unable to allocate sufficient budget to appropriately manage growing cybersecurity risks.
- Escalation in teacher salaries due to increasing average placement of teachers in the salary scale. This is partly attributed by some districts to more teachers completing master's degrees.
- Unfunded inflation in the cost of all services, supplies and equipment.
- Unfunded facility needs resulting from the rising costs to maintain aging facilities.
- Some districts reported having to allocate operating funding intended for educational programs to purchase portable classrooms to accommodate enrolment growth, as needed expansion was not funded through capital funding programs.
- Districts commented on cost pressures resulting from increasing regulatory expectations including those related to Occupational Health and Safety (OHS) and protection of data.
- A number of districts reported on the negative budgetary impact of stable or declining enrolment.

“We worked hard to cut \$1.6m in operating expenditures in 2023/24 and hoped to move forward with balanced budgets into the future. However, the combined pressures of declining enrolment (new for us in 25/26), inflation, salary increments, ballooning benefits and TTOC costs, technology and cyber-security costs have landed us right back in a structural deficit position again.”

“The district’s multi-year financial plan projects that funding growth will continue to fall short of expenditure growth (due to unfunded inflationary pressures) in each of the next three years. This continually growing structural deficit will necessitate significant program reductions in the years ahead.”

“Cybersecurity is one of our greatest business risks however, fiscal constraints are a key limitation to our ability to put appropriate safeguards in place.”

Budget Reductions & their Impact

The budget reductions that districts reported implementing in 2025/26 include:

- Reductions to administration, teacher positions, education assistants and other student supports in schools. Many districts specifically reported reductions to specialist teacher positions such as teacher librarians, counsellors, and inclusion support teachers.
- Reduced custodial services in schools.
- Reduced services and supply allocations to schools.
- Reduced funding of classroom technology.
- Reductions to transportation services.
- Reduced professional development and collaboration time.
- Reduced school supervision time.

Several districts reported not increasing student supports in line with growth in unique needs funding, in order to redirect funding from designation growth to cover inflationary costs.

Several districts noted that they had not been able to adjust service and supply budgets to reflect inflation for many years, and this was having an increasingly negative impact on school and district programs.

Several responses highlighted the limited flexibility school districts have to find budget savings that do not negatively impact education programs or increase operational risks. One factor is that, after years of financial pressure, lower-impact options for budget savings have largely been exhausted. Another limiting factor is that legislative and collective agreement obligations account for the majority of operating fund expenditures, including class size and composition language in the teacher's collective agreement, which sets minimum staffing ratios for teachers.

As a result of this limited discretion, often the areas where reductions are technically possible are the areas where investments have been made by Boards (beyond what is required by legislative or collective agreement) to support priorities addressing specifically identified gaps in student achievement. Several respondents expressed frustration that, while targeted funding for government priorities has increased, Boards are not able to maintain local program priorities established to meet the specific learning needs of their students.

“We are having to reduce staffing across all departments. Predominantly reductions in enrolling and non-enrolling teaching positions, custodial, operations, educational assistants, clerical/library assistants and administration.”

“We set a plan and have put it into action, and have reduced our expenditures next year by \$1.5M. The reductions are from all areas of the organization - teachers, EA's, maintenance, administration, custodial and transportation.”

“We had to eliminate our only two teacher coordinator positions (instructional support), an inclusive tech mentor, eliminate class review release time and IEP release time, reduce custodial time, and more. We are looking at implementing bussing fees to help recover the costs associated with providing that service.”

“Teaching staff has been reduced as have some programs offered to students. School supply allocations were not increased this year. Technology ever greening budget has been reduced to about 50% of what is required to maintain the current technology.”

“With 89% of our budget basically out of our control because it goes to salaries & benefits, and years of whittling away at services & supplies to find savings wherever possible, we will have no choice but to make cuts that impact the classroom and defer necessary maintenance and investments down the road.”

“It's very frustrating to see the continuing increase in special purpose funds that push government agendas without regard for actual district needs”

“Within function 1 (instruction), the teachers' collective agreement (class size and composition) limits the discretion of the Board to only certain areas. If not for class size requirements, increasing class size would be the least impactful option. However, the options that are available are those discretionary areas where historically investments had been made strategically to enhance student learning. This means the Board will have no choice but to reduce in areas that directly support inclusive education and the improvement of student achievement.”

Summary of Key Observations & Implications

Operating funding changes from one year to the next often does not align with the change in the cost of delivering programs. The most significant factor contributing to the disconnect between funding and program cost is that funding rates are not adjusted annually to fund all of the inflationary costs impacting school districts. Continuing to absorb unfunded inflationary costs is becoming increasingly difficult because historical budget reductions have significantly reduced flexibility in school district budgets. Most budgeted expenditures are allocated to meet legislative and contractual requirements and where budgetary discretion exists it is often budget allocated to support local student learning needs.

Enrolment growth has been the only mechanism historically enabling school districts to more fully fund inflation. However, with stable or declining enrolment forecasted provincially and the increased cost of managing growth for those districts growing, it is likely that more school districts will face significant budgetary challenges in the years ahead. School districts simply cannot presume that current programs will remain sustainable into the future.

School District Business Officials must be proactive in planning for and communicating the implications of growing fiscal imbalance and potential volatility in future budgets. A multi-year financial plan can be an important tool for communicating and building understanding regarding financial risks and the projected future trajectory of fiscal balance.

It is important that school districts maintain an appropriate accumulated surplus balance that is designated as contingency reserve. Sufficient contingency reserve reduces short-term financial risks by allowing a district to absorb the impacts of enrolment volatility or other changes that impact fiscal balance. And because school districts cannot presume existing programs can be sustained into the future, having sufficient contingency reserve allows a district to implement budget reductions in a future year following thoughtful analysis and consultation (instead of making immediate and reactive adjustments to program budgets).

The following factors put Boards of Education in a challenging position when planning for and communicating the need for budget reductions:

- When enrolment is stable, communities expect funding to at least keep pace with the cost of delivering core services; however, this is not the case.
- Legislation and collective agreement restrictions means that budget reductions are often limited to areas where discretionary funding has previously been allocated to support strategic priorities that address local gaps in student achievement.
- The community may question why a Board is reducing budgets supporting local strategic priorities while at the same time other programs are being implemented (using targeted funding) that do not appear to address local priorities.
- There are limited or no remaining opportunities to find budget savings that will not result in either negative impacts to student achievement or increase operational risks (such as cybersecurity risk).

Addressing these challenges requires robust planning and consultation with rightsholders, stakeholders and the community. The intention of this report is to support School District Business Officials in effectively communicating the complexities and realities of provincial funding, helping to focus budget planning and consultation on the best solutions given the circumstances.

Appendix 1

Overview of the 2025/26 Operating Grant Allocation Formula

74% allocated through the Basic Allocation	Basic Allocation Common per student amount for every FTE student enrolled by school type.	
	Standard School	\$9,015 per school age FTE
	Alternate School	\$9,015 per school age FTE
	Continuing Education	\$9,015 per school age FTE
	Online Learning	\$7,280 per school age FTE
18% allocated to recognize unique student enrolment	Unique Student Additional per student funding to address uniqueness of district enrolment and support additional programming. Includes Equity of Opportunity Supplement for children and youth in care and students with mental health challenges.	
	Level 1 Inclusive Education	\$51,300 per student
	Level 2 Inclusive Education	\$24,340 per student
	Level 3 Inclusive Education	\$12,300 per student
	English/French Language Learning	\$1,815 per student
	Indigenous Education	\$1,790 per student
	Adult Education	\$5,755 per FTE
7% allocated to recognize unique district factors	Unique District Additional funding to address uniqueness of district factors.	
	Small Community	For small schools located a distance away from the next nearest school
	Low Enrolment	For districts with low total enrolment
	Rural Factor	Located some distance from Vancouver and the nearest large regional population centre
	Climate Factor	Operate schools in colder/warmer climates; additional heating or cooling requirements
	Sparseness Factor	Operate schools that are spread over a wide geographic area
	Student Location Factor	Based on population density of school communities
	Supplemental Student Location Factor	Level 1 and 2 inclusive education enrolment
	Salary Differential	Funding to districts that have higher average educator salaries
	0.2% allocated to buffer the effects of declining enrolment	Funding Protection / Enrolment Decline
Funding Protection		Funding to ensure that no district experiences a decline in operating grants greater than 1.5% when compared to the previous September
Enrolment Decline		Funding to districts experiencing enrolment decline of at least 1% when compared to the previous year
CSF Supplement District receives a 15% funding premium on allocated funding.		

Source: Ministry of Education and Child Care (March 2025)

All funding information estimated for the 2025/26 School Year

Appendix 2

Targeted Funding Programs presented in Exhibit 4

CLASSROOM ENHANCEMENT FUND (CEF)

A Memorandum of Agreement (MoA) between the Ministry of Education, BC Public School Employers' Association (BCPSEA) and the BC Teachers' Federation (BCTF) was signed in 2017 to restore class size and composition language to local collective agreements. CEF was created to fund the implementation of the MoA at the district level. CEF is a complex, cost-based funding process for the restored language that is unique to each school district which is determined by class size and composition limits as well as specialist teacher ratios.

FEEDING FUTURES SCHOOL FOOD PROGRAMS (FFSFP)

Feeding Futures provides dedicated funding to all BC school districts to create or expand school food programs. Launched in 2023, the BC Government committed \$214 million over three years for Feeding Futures, the largest investment in school food programs in the province's history. Funding is used primarily to buy food for students, but may also support equipment, supplies, and staffing costs. Programs are designed to be equitable, accessible, and non-stigmatizing, and districts have flexibility to meet local needs.

STUDENT AND FAMILY AFFORDABILITY FUND (SFAF)

The Student and Family Affordability Fund provides temporary financial assistance to families facing challenges with the costs of school supplies, education-related fees, and food security. The fund is administered by school districts to directly offset costs for parents, guardians, and students, and is intended to be flexible, private, and stigma-free. Funding can be used for supplies, fees, clothing/footwear for school activities, and meal programs.

COMMUNITYLINK

CommunityLINK (Learning Includes Nutrition and Knowledge) is a special grant that supports the academic achievement and social functioning of vulnerable students. Programs and services can include breakfast, lunch and snack programs, academic supports, counselling, youth workers and after-school programs.

CommunityLINK provides funding to all school districts. Decisions about specific programs and services that districts provide are best left to Boards of Education so that the needs of individual students and local communities are met. Boards of Education are required to provide outcome reporting on CommunityLINK to the Ministry on an annual basis.

PROVINCIAL RESOURCE PROGRAMS (PRPS)

The BC Ministry of Education and Child Care funds PRPs, that are operated through the administrative oversight of school districts, independent school authorities and First Nations schools to meet the needs of a diverse student population. PRPs are grouped into Provincial Outreach Programs (POPs) and Provincial Inter-ministerial Programs (PIPs):

- POPs: Provide outreach services to support educators, students and families with disabilities and diverse abilities in public, independent, and First Nations schools, as well as distributed learning and homeschool settings. Staff are subject matter experts who work to ensure the academic, physical, social and emotional needs of students are met.
- PIPs: Provide an education program for school-age children and youth attending inter-ministerial programs (e.g. hospital, mental health, substance use, or custody programs) or full-time programs in provincial centres (e.g. BC School for the Deaf).

ANNUAL FACILITY GRANT

The Annual Facility Grant is intended for annual facility projects required to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets. The grant amount is calculated using a formula based on student enrolment and average age of facilities, with an adjustment made for unique geographic factors.

LEARNING IMPROVEMENT FUND (LIF)

Introduced in 2012, the LIF provides ongoing funding to school districts for the hiring of additional Educational Assistants to support students with diverse needs.

The LIF is a fixed amount (\$25 million, increased by \$5 million in 2023/24), divided among districts based on their proportion of their estimated operating grant for that school year. It is determined in the March before the school year begins, based on estimated operating grants but is not updated when those grants are finalized later in the school year.

STUDENT TRANSPORTATION FUND

The Student Transportation Fund (STF) is a special grant provided to school districts to assist with improving transportation services for students. Implemented in 2016, school districts can use the STF to eliminate bus fees, add new bus routes, make safety improvements, and increase bus service for students to use for field trips and extracurricular activities.

OFFICIAL LANGUAGES IN EDUCATION FRENCH PROGRAMS (OLEP)

OLEP provides additional funding to school districts and independent schools that offer French language programs, including Francophone, French Immersion, Intensive French, and Core French. Funding is intended to cover incremental costs associated with operating French language programs under the federal-provincial Protocol for Agreements for Minority Language Education and Second Language Instruction.

STRONGSTART PROGRAMS

StrongStart BC programs are free, drop-in early learning programs for children aged birth to five and their parents or caregivers. Led by qualified early childhood educators, StrongStart provides play-based activities that support language, physical, cognitive, social, and emotional development, helping prepare children for success in Kindergarten.

EARLY CARE AND LEARNING

Early Care and Learning in BC refers to programs and services that support the development and learning of young children from birth to age eight. This includes StrongStart BC, child care settings, preschools, and other early childhood development programs. The Early Learning Framework guides these programs, emphasizing respectful, inclusive, and holistic approaches to early childhood education.

PROFESSIONAL LEARNING GRANT

The Professional Learning Grant is provided to school districts to build the capacity of classroom teachers and support staff to deliver evidence-based literacy instruction, literacy screening for K-3 students and interventions for K-12 students, and to provide information and resources to parents and caregivers to support their child's literacy development.

Budget 2026/27

Resource Committee Meeting
April 14, 2026





Objectives

- Budget development – updates to point in time
- Next steps – in the budget development process

Budget Engagement – To Date

Group	Engagement	Date(s)
IEC	Budget Presentation Written Submission	February 3 March 31 (target)
CUPE STA	Written Submissions	February 13 February 17
SPEAC SPVPA	Partner Budget Presentations	February 18
Leadership Budget Working Group		February – March
Public	Survey	March 11 – April 2
Students	Survey	March 31 – April 17



Public Survey Results

- **Strong, consistent signal: prioritize direct student support & well-being**
- **Limited tolerance for cuts impacting classrooms**
- **Highest priorities:**
 - **Student learning**
 - **Mental health & wellness**
 - **Support for complex needs**

Budget decisions must visibly protect students first.



Participation Snapshot

- **978** Belmont Zone respondents (Colwood, Langford, the Highlands & Metchosin)
- **284** Milnes Landing Zone respondents (East Sooke, Sooke, Shirley, Jordan River & Port Renfrew)
- **1037** parents/guardians
- **390** employees
- **39** students*
- **114** community members

With over 1,300 responses (10%), this represents a strong level of engagement for a voluntary public survey and provides meaningful input into community priorities.

**A separate survey was distributed to schools for students grade 6-12.*

What the Community Expects

Where to Protect vs. Where to Reduce

Protect:

- Classroom learning & safety
- Staffing tied to student support (teachers, counsellors, education assistants)
- Long-term financial sustainability

Reduce (preferred areas):

- Administrative & operational costs
- Discretionary programs/non-core initiatives
- Outdoor grounds such as landscaping, garbage, paths and walkways
- Early learning (0-5 years old)

Reality check:

- Admin savings = limited financial impact
- Many “overhead” areas support essential operations & compliance
- Reductions don’t come without implications



Transitioning to a New Normal

Acknowledge Our Changing Fiscal Reality

- Our financial landscape has fundamentally shifted
- Previous assumptions on growth no longer apply
- Economic instability

What This Means for Us

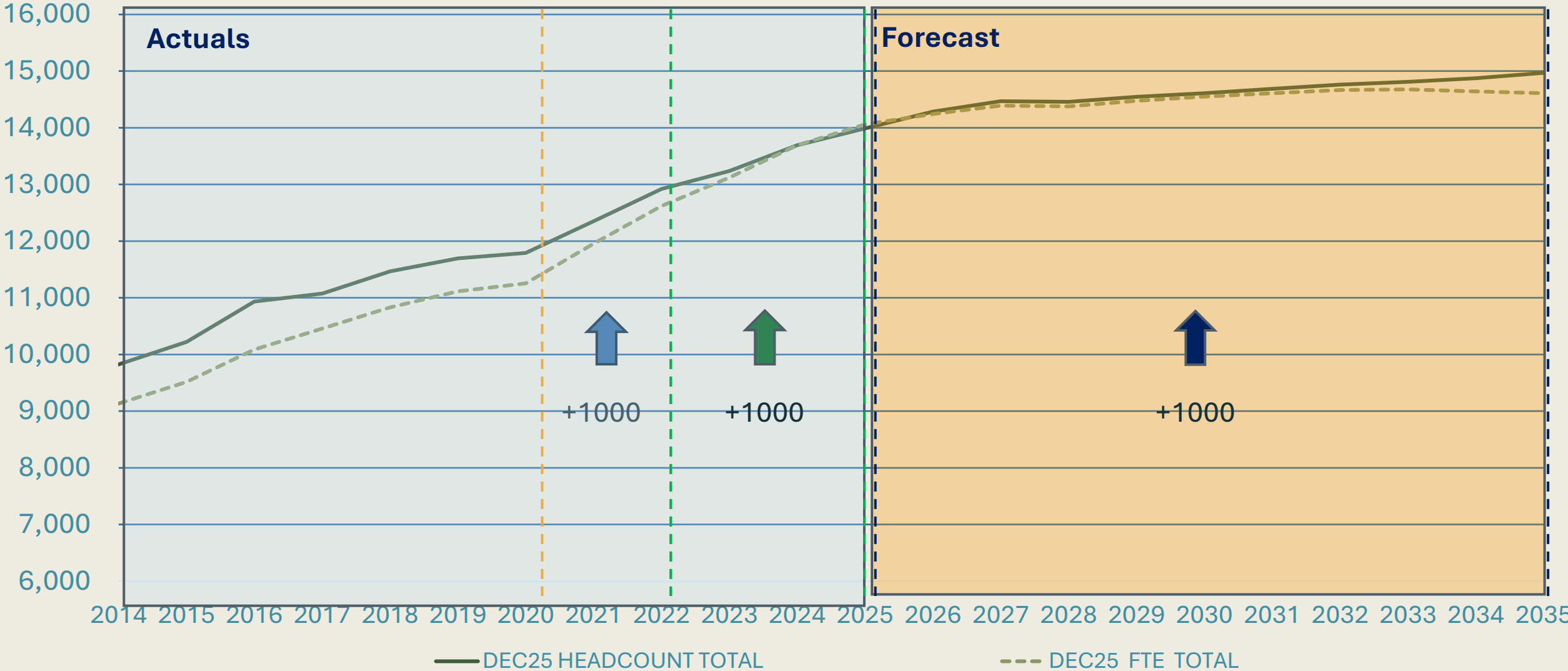
- Our decision-making requires a reset in expectations
- We need to carefully understand trade-offs, spending and resource allocation
- Embrace adaptability in planning and execution

Moving Forward

- Align strategies with current fiscal constraints
- Focus on resilience and long-term stability
- Continue commitment to transparency and accountability



Enrolment Forecast



Fiscal Plan Forecast

		2026/27	2027/28	2028/29	2029/30	2030/31
	Standard Enrolment Increase in FTE	225	150	150	150	150
	2026/27 Additional Revenues:					
	Operating Grant - Standard Enrolment Revenue	2,028,375	1,352,250	1,352,250	1,352,250	1,352,250
	Operating Grant - Inclusive Education Supplement	1,293,940				
	Operating Grant - Na'tsa'maht Indigenous Ed & IEC	(85,009)				
	Operating Grant - Unique Geographic Factors	(59,351)				
	Operating Grant - Other Enrolment & Supplements	377,257				
	International Tuition	460,500				
	Total 26/27 Additional Revenues	4,015,712	1,352,250	1,352,250	1,352,250	1,352,250
	25/26 Structural Holdback: Risk Mitigation	1,017,579				
A	Total Additional Revenues	5,033,291	1,352,250	1,352,250	1,352,250	1,352,250
	Additional Expenses / Pressures					
	Teacher & TTOC - Enrolment Increase Allocation	1,177,876	826,163	826,163	826,163	826,163
	Inclusive Education	1,293,940				
	Na'tsa'maht Indigenous Ed & IEC	(85,009)				
	International Student Program	460,500				
	RBSS Annex / Modulars		200,000			
	NLSS Opening - Sep 2029				1,800,000	
	Inflationary pressures	2,902,763	2,547,456	2,547,456	2,547,456	2,547,456
	Various other	452,363				
	Structural holdback - Risk mitigation	1,017,579				
B	Total Additional Expenses	7,220,012	3,573,619	3,373,619	5,173,619	3,373,619
C = A-B	NET PRESSURE	(2,186,721)	(2,221,369)	(2,021,369)	(3,821,369)	(2,021,369)

Risk Analysis

Risk	Likelihood	Impact	Consequence	Mitigation
Actual enrolment in September	M	H	Budget assumes 1.7% growth, an increase of 225 FTE.	Structural holdback
Audit Risk	M	H	Enrolment audit finds anomalies resulting in claw back and reduced revenue	Structural Holdback
Implementation of the collective agreement(s) do not fully fund obligations	M	H	Budget assumes the Province fully funds collective agreement requirements	Reserve increase
Geopolitical Risks (Tariff and Inflation)	H	H	Budget assumes operating costs remain relatively stable	Reserve increase
Temporary Accommodation/ Space Mitigation	H	H	Significant costs associated with required space mitigation and temporary accommodation.	Reserve increase

Key Tensions for Decision Making

Student Needs vs. Financial Sustainability

- Strong expectation to protect students
- But funding constraints are real

Staffing Paradox

- Seen as essential for safety/support
- Also viewed as a potential area for savings

Protect Classrooms vs. Reduce Overhead

- Community expects overhead cuts first
- But those reductions alone won't solve the gap

Provincial Context

We Are Not Alone.



BC Association of Business Officials (BCASBO) - 2025/26 Report

The implications of this growing financial pressure in school districts include:

- Most districts had to implement program spending reductions in 2025/26 due to unfunded inflationary pressures and expect further reductions will be necessary in the future.
- Legislative and collective agreement obligations limit options for reductions, often forcing Boards to reduce in priority areas that are responsive to local student needs.
- Budget reductions are impacting classroom and student supports. These include reductions in teacher positions, educational assistant positions, other student support positions, custodial services, technology budgets, educational resources, and professional development for staff.
- Fiscal constraints are impeding the ability of districts to address operational risks, such as addressing cybersecurity vulnerabilities and deferred facility maintenance

Survey Question (November 2025)	Survey Results (49 Responses)
1. Did your district have to make budget reductions for the 2025/26 school year as a result of unfunded inflationary pressures? (Yes/No)	78% of respondents answered "Yes" (38 out of 49) and 22% of respondents answered "No" (11 out of 49).
2. Do you expect that budget reductions will be required in future years as a result of unfunded inflationary pressures? (Yes/No/Unsure)	90% of respondents answered "Yes" (44 out of 49) and 10% of respondents answered "Unsure" (5 out of 49).

Bright Side of the Road

Our focus must remain on the successes, positive stories, and continued progress of our District and implementation of the strategic plan

Fiscal challenges are not our story, it is a circumstance that invites us to refocus, reaffirm what matters most, and align our resources accordingly.

Where are we leading?

- Provincially profiled for our work in Inclusive Education, particularly around literacy
- Our Safe Schools team including Game Ready
- Food programming and work with Flourish! School Food Society
- Presence in the John Horgan Campus and work with post-secondary institutions
- Students participating in trades programming
- Academies and post-secondary scholarships/career opportunities (e.g., LAX and PACE)

To sustain this important work, it is essential that our financial plan remains stable and sustainable.



Next Steps

1. Board direction as needed in April.
2. 2026/27 Budget Presentation at ECOW on May 19
3. First and Second readings in May
4. Third reading in June
5. Submit to Province no later than June 30, the legislated due date.

Thank You!



**SOOKE
SCHOOLS 62**
Shaping Tomorrow Today



Information Note Public Board Meeting

April 28, 2026

Agenda Item 8.2 – Education Committee of the Whole (ECOW)

ISSUE / TOPIC: Relevance, process and procedure for Committee of the Whole (COTW)

BACKGROUND / FACTS:

- The Sooke School District is one of many districts that uses a Committee of the Whole structure for various but specific matters.
- In the Sooke School District context, the Education Committee of the Whole (ECOW) has primarily been used in recent years for all trustees to receive delegations in a committee format and to provide advice and recommendations related to the draft budget.
- During the ECOW committee meeting in April 2025, there were some questions related to procedural clarity for ECOW.
- This information note is intended to provide clarity on the relevance, purpose and procedure for Committee of the Whole in advance of the upcoming ECOW meeting scheduled for May 19, 2026.

ANALYSIS:

- Under Board Policy A-340, the Board has the authority to “*use standing and ad hoc committees to review relevant issues and present findings to the whole Board in the form of additional information or recommendations for Board action.*” This policy is consistent with section 65(2) and (3) of the *School Act* which provide:
 - (2) *A board may*
 - (a) *establish committees and specify the functions and duties of those committees*
 - ...
 - (3) *Committees of trustees or individual trustees may not exercise the rights, duties and powers of the board.*
- Further, Roberts Rules of Order, newly revised 12th Edition, chapter 52 provides for the Committee of the whole structure and process.
- A Committee of the Whole is simply a committee of the Board, except that its membership comprises all trustees.
- The purpose for a Committee of the Whole structure is to allow for more free-flowing discussion and debate.
- The procedure is for the Board to move directly into or refer to a Committee of the Whole by resolution.
- While in Committee of the Whole, the Committee operates like any other committee.
 - The only business allowed is specified by the resolution of the board to go into or refer to the Committee of the Whole.
 - The Board Chair does not preside over the Committee, but another member would, usually the Vice Chair.

- Business for the Committee would be to receive any presentations respecting the proposed topic, including from staff and any delegations whose input would be considered.
- Following information reports and/or presentation, the business to be considered by the Committee is introduced by motion following standard process and procedures (a trustee moves the motion and assuming a trustee seconds the motion, it is before the board for debate).
 - The motion is debated amongst trustees and is subject to normal rules of amendment, which would then be debated based on standard rules.
- Following debate on a motion before the committee, a motion to “rise and report” the outcome to the Committee is needed.
 - The Committee may also rise and report by unanimous consent.
 - The report confirms the resolution, if any, adopted by the Committee.
 - Once the Committee has risen the Board receives the Committee report and any recommended resolutions in its next session.
- As Committee of the Whole follows the same rules and process as any other committee of the board, therefore any resolution from the committee simply becomes a recommendation to the Board for consideration. The Committee does not have the power to make decision, only recommendations.
- This district has not historically followed the procedural specificity for Committee of the Whole as provided in this note in favour of a more pragmatic approach.

NEXT STEPS:

- The board consider the following motion to convene the Education Committee of the Whole:
Recommended Motion: Be it resolved that the Board of Education of School District 62 (Sooke) convene for an Education Committee of the Whole meeting on May 19, 2026 at 6:00pm for the purpose of considering the draft 2026/27 budget and providing advice and recommendations to the Board.

Prepared by: Brian Jonker, Secretary Treasurer



Information Note Public Board Meeting

April 22, 2026

Agenda Item 8.3 – Minor Capital - Childcare

TOPIC: Minor Capital – Childcare Funding Opportunity

BACKGROUND / FACTS:

- In February 2026, the District received information from the Ministry of Education & Childcare that the Ministry of Infrastructure would give school districts access to minor capital funding to support new or expanded before- and after-school care programs.
- On April 14, 2026, District staff were invited to a Ministry of Infrastructure online information session where we were informed that a minor capital – childcare funding opportunity was opening soon with a May 15, 2026, submission deadline.

ANALYSIS:

- \$6,000 per new or expanded before & after school childcare spot is available for furnishings/equipment or minor capital improvements. Board-operated programs and not-for-profit third-party providers qualify, with a priority being placed on board-operated programs.
- Funding decisions are anticipated by mid-June 2026, and funds must be spent by March 31, 2027. As this funding only applies to new or expanded before & after school childcare spots and not existing spaces, the following programs are being considered for application to the program.

Priority	Childcare Program	Seat Increase	Funding Requested
1	Sooke Elementary Before & After Childcare Program (Board-operated)	24	\$144,000
2	Ruth King After School Program (Board-Operated)	12	\$72,000
3	BGC at Millstream Elementary (3 rd Party Provider)	4	\$24,000
4	Kids Klub at Lakewood Elementary (3 rd Party Provider)	24	\$144,000

- If approved by the Ministry, funding will be primarily used for items such as tables & chairs, locked cupboards, millwork, outside shelters and/or gymnasium dividers.
- If our funding application is approved, the Ministry of Infrastructure requires districts to maintain the childcare spaces for a minimum of 3 years.

NEXT STEPS:

- **The Board consider the following motion:**

Recommended Motion: That the Board of Education of School District 62 (Sooke) support application to the Ministry of Infrastructure minor capital child care program intake for projects to be completed by March 31, 2027.

- If the district application is approved by the Ministry, the Board will be required to pass a related capital by-law prior to advancing any approved project(s), likely in June 2026.

Prepared by: Frances Krusekopf, District Principal of Early Learning & Childcare

**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
April 7, 2026 – 6:00 p.m.**

- Present:** Trudy Spiller, Trustee (Chair)
Russ Chipps, Trustee (Acting Committee member)
Amanda Dowhy, Trustee, (Acting Committee member)
Dana Savage, CUPE
Amanda Culver, STA
Corrinne Kosik, SPVPA
Ash Senini, SPEAC
Paul Block, Superintendent/CEO
D’Arcy Deacon, Associate Superintendent
Lisa Leclerc, Associate Superintendent
- Guests:** Denise Wehner, District Principal – Curriculum Transformation
- Absent:** Trustee Cendra Beaton (Committee member)
Trustee Ebony Logins (Committee member)

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

With gratitude and respect, we acknowledge that we live, learn, and work on the traditional territories of the Coast Salish: T’Sou-ke Nation, SĆIÁNEW (Beecher Bay) Nation, and the Nuu-chah-nulth: Paaʔčiidʔath (Pacheedaht) Nation. We also recognize that some of our schools are located on the traditional territories of the MÁLEXEŁ (Malahat) Nation, and the Ləkʷəŋən peoples of Songhees and Esquimalt Nations.

2. Opening Remarks from Chair

Chair Spiller advised that the PACE Musical Theater shows are happening at Spencer Middle School and to refer to the district’s website for details.

3. COMMITTEE REPORT of March 3, 2026 Education-Policy Committee meeting

The committee report for the March 3, 2026 Education-Policy Committee meeting was received by the committee.

4. BAA COURSE PROPOSALS

There were no BAA course proposals for this meeting.

5. NEW BUSINESS

- a. 2026 – 27 Operational Plan – Paul Block

Superintendent Block reported on the 2026 – 27 Operational Plan. He said the Plan lays out what the executive team will share with departments and school to guide development of their department plans and school plans, keeping all cohesively aligned to the Strategic Plan.

Recommended Motion:

That the Board of Education for School District 62 (Sooke) receive the 2026 – 27 Operational Plan as presented at the Education-Policy Committee meeting of April 7, 2026.

Trustees in attendance gave unanimous support for the recommended motion.

6. REVIEW OF POLICIES/REGULATIONS

a. Draft Revised Policy and Regulations C-329 “Field Trips” – D’Arcy Deacon

Associate Superintendent Deacon provided an update on proposed revisions to Regulations C-329. The Regulations are considerations for field trips outside of the province and internationally. While Board approval is required in advance, supervision falls under the authority of the Superintendent’s office. Current guidance from BCSTA supports delegating of operational decisions to staff. Field trips fall under this. We are seeking to ensure that we align our policies with best practice around governance and decision-making regarding field trips.

Key points:

- That the Board specifically delegates authority to the Superintendent or designate to make clearly outlined decisions.
- For boating trips, there is language regarding wearing life jackets when using small vessels. However, the policy did not intend to suggest that students and staff needed to wear safety vests when travelling on BC Ferries, for example. Language has been added to distinguish between Transport Canada regulated vessels and smaller non-regulated vessels.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-329 “Field Trips”.

Trustees in attendance gave unanimous support for the recommended motion.

b. Independent Directed Studies Guidelines – Denise Wehner

Denise Wehner, District Principal – Curriculum Transformation, provided information on the Independent Directed Studies Guidelines:

- Directed Studies is an alternate pathway for a secondary student to get credit for a course. No guiding documents existed to date. School administrators, other districts and the Ministry of Children and Child Care were consulted to create this guiding document.
- The guidelines lay out a clear process and what to consider when approving an independent directed studies course. The guidelines provide a pathway for considerations related to cultural learning as well, a key component connected to the district’s Operational Plan.

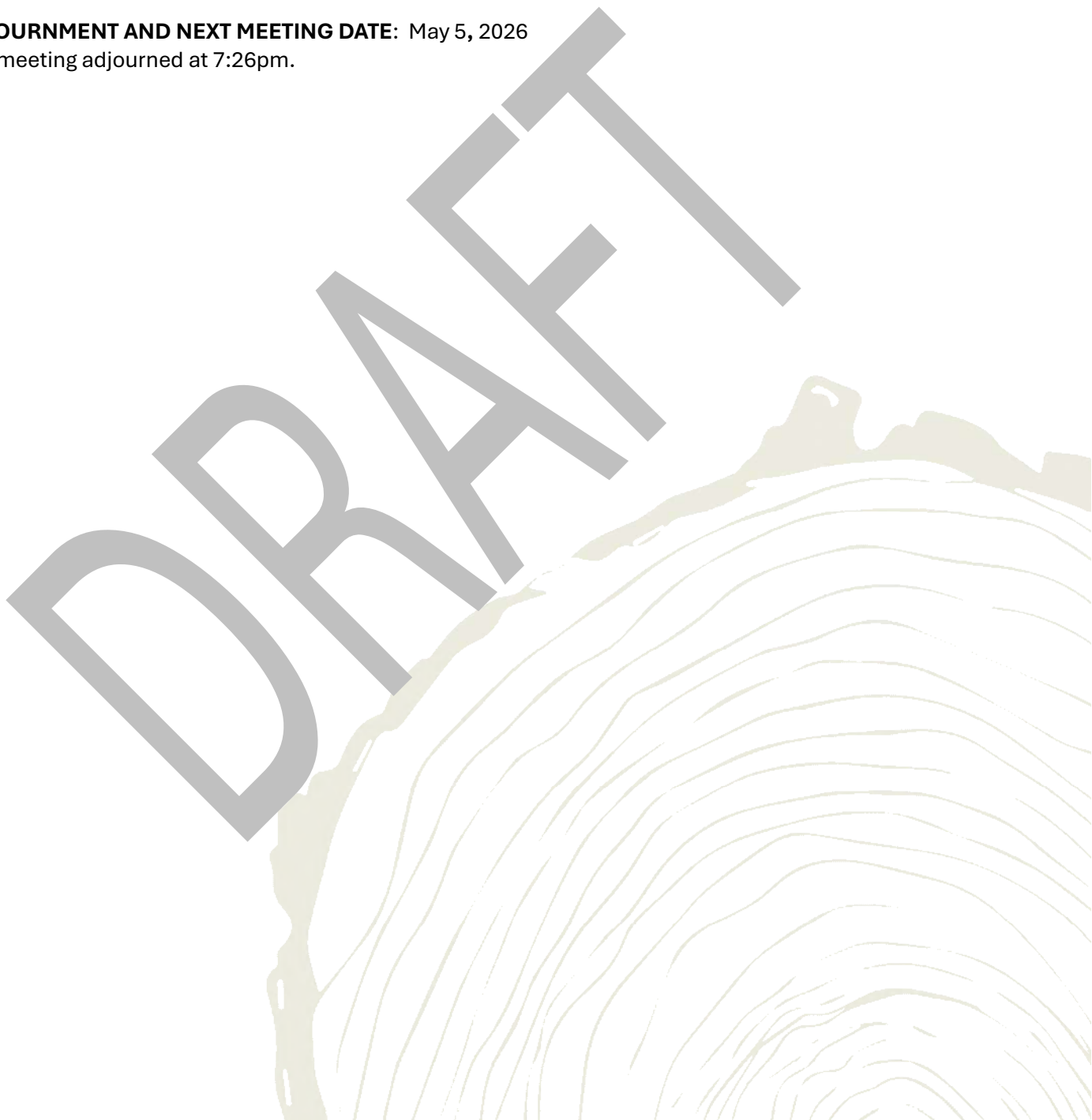
- The process for approval is robust and clear steps for addressing concerns are imbedded and clear in the document.

7. **FOR INFORMATION**

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** May 5, 2026
The meeting adjourned at 7:26pm.

DRAFT





EDUCATION POLICY COMMITTEE

Information Note

April 7, 2026

Agenda Item 5a: SD62 2026-2027 Operational Plan

PURPOSE

This information note provides an overview of the 2026-2027 Operational Plan and its alignment with the District's 2026-27 budget development process. The Committee is requested to receive the plan and provide any questions or feedback to inform implementation and ongoing budget alignment.

BACKGROUND

The SD62 Operational Plan advances the Strategic Plan 2025-2029 priorities of Learning, Engagement, and Growth.

Developing the Operational Plan

The development of the 2026-2027 Operational Plan reflects the ongoing maturity and pursuit of organizational excellence of the school district:

- The plan was developed in alignment with the Board of Education's 2025-2029 Strategic Plan and will be an instrumental tool in the budget development cycle. The approach strengthened the budget process by adding partner and community engagement. It also directly connects Operational Plan goals and objectives with resources through aligned budget planning.
- Revenue fluctuations driven by economic shifts affecting families, along with policy changes that have slowed enrolment growth, are contributing to projected budget pressures for 2026-27 and the remaining years of the 2025-2029 Strategic Plan. These pressures will require a review and reallocation process to deliver a balanced and stabilized budget over the coming years.
- The District will continue its strategic focus on economic stabilization by targeting discretionary funding within the 2026-27 budget. In 2025-26 and 2026-27, the District achieved its target of a fully funded reserve. Annual structural holdbacks within the 2026-27 budget cycle will support Operational Plan initiatives that require ongoing funding (e.g., additional staffing) throughout the duration of the Strategic Plan, using an internally reviewed and sustainably designed funding model.

The 2026-2027 Operational Plan

The 2026-2027 Operational Plan represents the second year of the annual operational planning cycle and advances progress toward the goals of the 2025-2029 Strategic Plan.

- **The plan contains 19 goals:**
 - 5 goals under Learning.
 - 6 goals under Engagement.
 - 8 goals under Growth.

Notable Operational Plan goals include:

Learning goals aligned with the Ministry of Education and Child Care's vision of the Educated Citizen:

- The goals focus on literacy, numeracy, and career development and are monitored and measured through an annual continuous improvement cycle. Following a collaborative review of the District's FESL report, Ministry of Education and Child

Care staff and District staff share a renewed emphasis on cross-departmental collaboration and evidence-based decision-making to maximize outcomes for priority learners.

Engagement goals reflecting changing demographics and the evolving needs of the District:

- Example: “Develop decision-making flowcharts, tools, and training modules to **support staff in effective communication with families and clients.**”
- Example: “**Modernize and transition school websites to a secure, cloud-based platform** that improves accessibility, consistency, and usability for schools and families.”
- Example: “Establish supports and processes to improve student attendance, empowering staff to foster respectful, wellbeing focused interactions with students and families.”
- Example: “Advance initiatives through a structured process to develop a district-wide generative AI plan for students, staff, District departments, and families.”

Growth goals supporting long-term resource sustainability:

- Example: “**Implement the information technology roadmap** to support reliable, resilient services and technology deployment.”
- Example: “**Continue to leverage technology to enhance operational efficiency and streamline processes**, supporting the District’s ability to meet the needs of a growing community.” This work is informed by a services review framework (2025-26) **designed to foster resiliency and sustainability in the context of continued growth.**
- Example: “Advance initiatives to **meet CleanBC climate targets and implement sustainability best practices.**”
- Example: “**Advance major and minor capital projects** to support District growth and effective asset management, rehabilitation, and maintenance.”

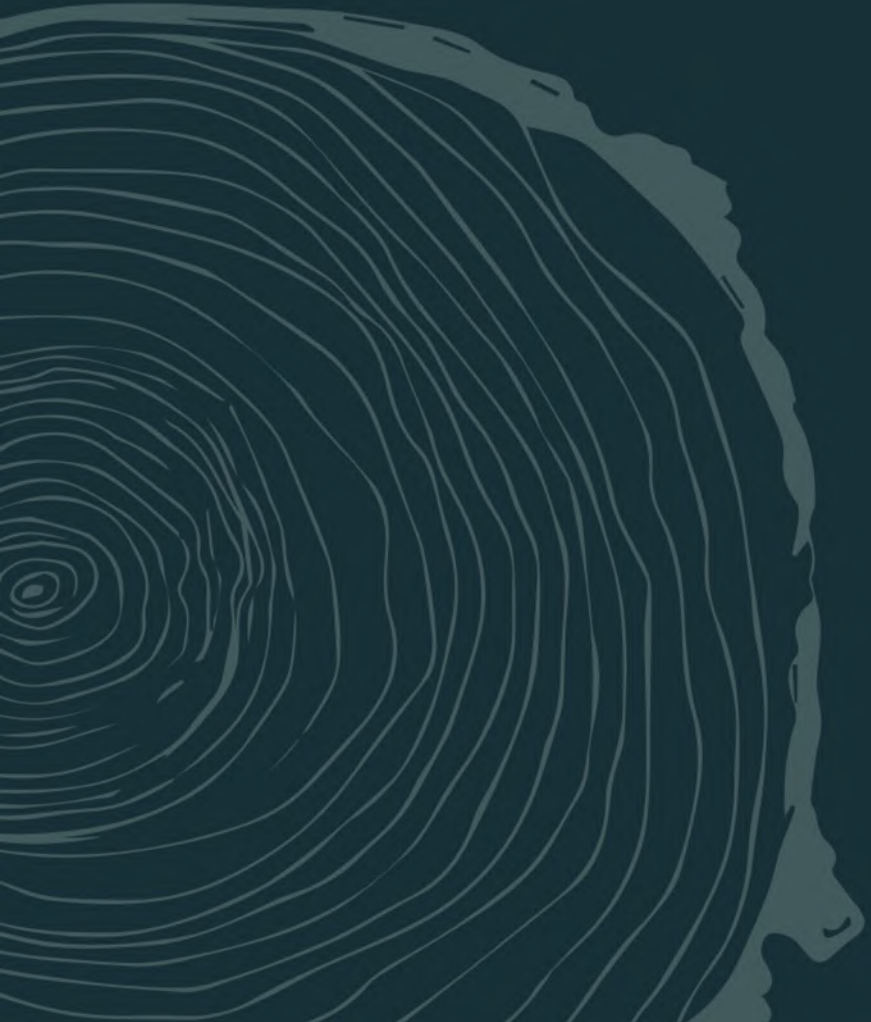
Next Steps

- The Executive will continue working with District departments and schools to review the 2026-2027 Operational Plan and confirm alignment with the Strategic Plan and department/school plans through spring 2026.
- For accountability and transparency, the Superintendent will provide Executive Team mandate letters that articulate prioritized system-level work for the 2026-2027 school year by June 2026.
- Executive leaders will initiate projects, collect progress measures, and report a mid-year implementation update to the Education Policy Committee by January 2027.

Recommended Motion: That the Board of Education for School District #62 (Sooke) receive the 2026–27 Operational Plan as presented at the Education-Policy Committee meeting of April 7, 2026.

Respectfully submitted,

Paul Block
Superintendent/CEO



2026-2027 Operational Plan

Advancing the Strategic Plan 2025-2029

Operational Plan Purpose

- Defines priorities, key actions and leadership responsibilities
- Guides the executive team in achieving 2026-27 district goals
- Translates the Strategic Plan into coordinated, measurable action
- Supports student success, staff development and system effectiveness



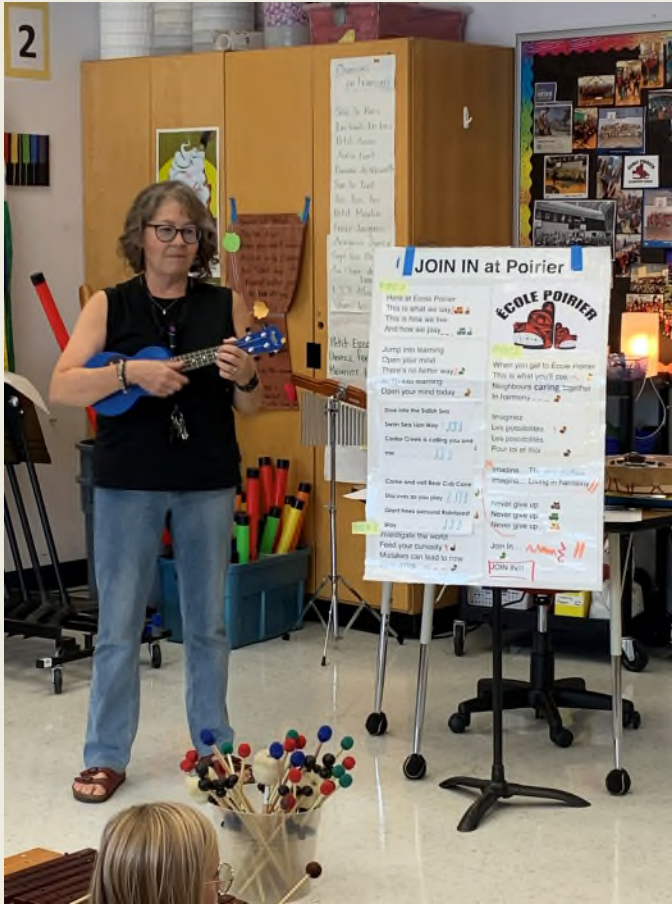


Strategic Alignment

Aligned with the Strategic Plan 2025-2029

- Advances three priority areas:
 - Learning
 - Engagement
 - Growth
- Represents year 2 of the operational planning cycle
- Drives progress towards long-term district goals

Developing the Operational Plan



A Maturing and Integrated Approach

- Developed in alignment with the Board's Strategic Plan
- Strengthened through partner and community engagement
- Integrated with the budget development cycle
- Directly connects:
 - Goals → Actions → Resources

Financial Context

Planning Within a Changing Fiscal Environment

- Revenue fluctuations due to economic shifts affecting growth and slower enrolment
- Projected budget pressures for 2026-27 and beyond
- Requires thoughtful review and reallocation of resources
- Focus on long-term financial sustainability



Financial Strategy

Supporting Sustainability and Stability

- Continued focus on economic stabilization
- Targeting discretionary funding in 2026-27
- Fully funded reserve achieved (2025-26 and 2026-27)
- Structural holdbacks support:
 - Ongoing operational priorities (e.g., staffing)
 - Sustainable funding model aligned to Strategic Plan

Operational Plan Overview

- 19 Total Goals
 - 5 – Learning
 - 6 – Engagement
 - 8 – Growth
- Focused on measurable progress across all priority areas
- Driven by continuous improvement and accountability



Learning Priorities

Improving Student Outcomes

- Key focus areas:
 - Literacy
 - Numeracy
 - Career Development
- Aligned with Ministry vision of the Educated Citizen
- Emphasis on:
 - Evidence-based decision-making
 - Cross-departmental collaboration
- Monitored through annual-improvement cycle



Engagement Priorities

Responding to Evolving Community Needs

- Strengthening communication and relationships
 - Supporting student wellbeing and attendance
 - Enhancing accessibility and user experience
-

Key focus areas:

- Staff tools for effective family communication
- Modernized, cloud-based school websites
- Improved student attendance supports
- Development of district-wide Generative AI plan



Growth Priorities

Ensuring Sustainable Systems and Infrastructure

- Supporting long-term resource sustainability
- Enhancing operational efficiency
- Planning for continued district growth

Key focus areas:

- Implement IT roadmap for reliable service
- Streamline processes through technology
- Deliver capital projects and asset management



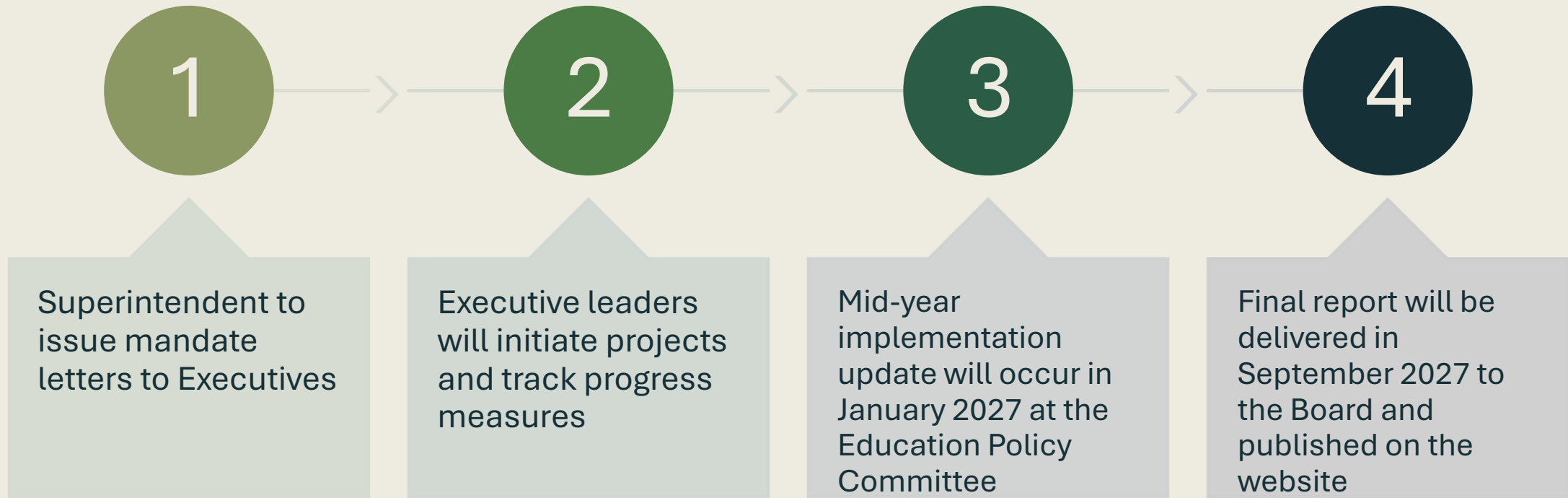
Implementation & Accountability

Ensuring Progress and Transparency

- Executive team leads implementation
- Ongoing collaboration and transparency with district partners
- Ongoing collaboration with schools and departments
- Alignment through 2026-27 school year
- Clear accountability structures in place

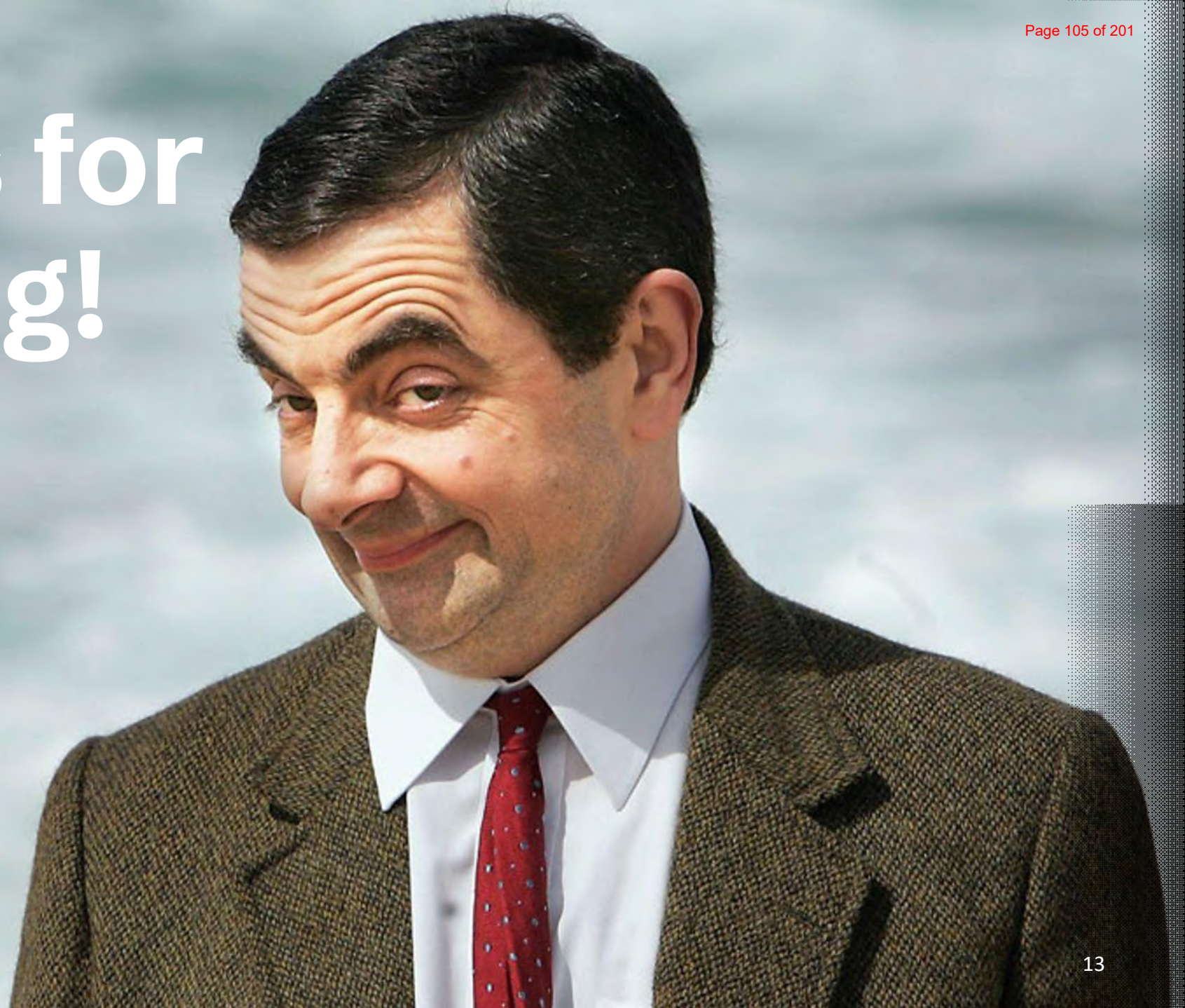


Next Steps



Thanks for listening!

Questions?

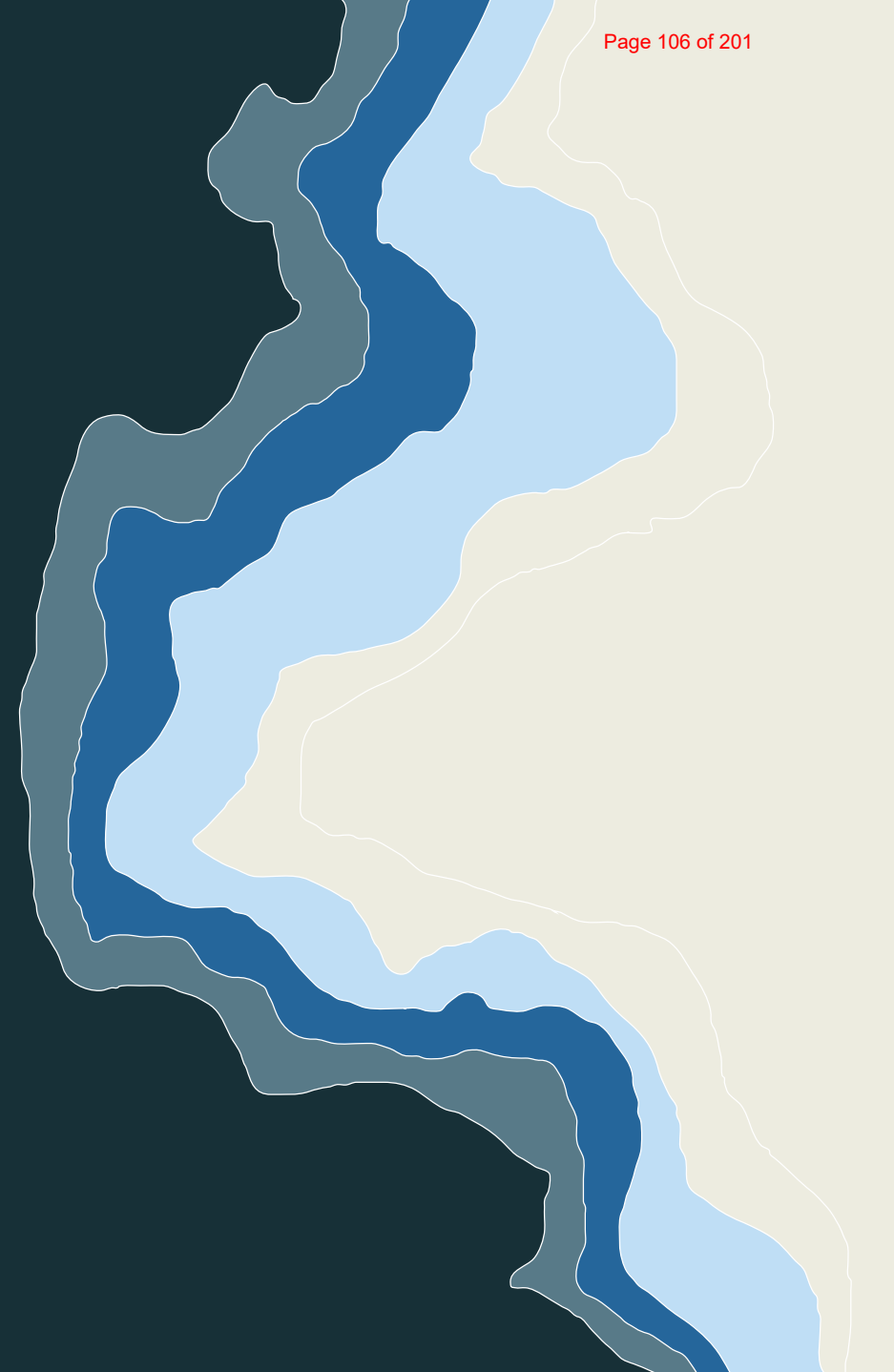


With gratitude...

**Hych'ka
Kleco Kleco**



**SOOKE
SCHOOLS 62**
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OPERATIONAL PLAN

2026-2027



OPERATIONAL PLAN 2026-2027 DELIVERABLES AND METRICS: LEARNING

STAFF WILL	STUDENTS WILL	MEASURES	PROGRESS & EVIDENCE
GOAL: ADVANCE THE ANNUAL CONTINUOUS IMPROVEMENT CYCLE TO CREATE EXPERIENCES AND OPPORTUNITIES THAT SUPPORT STUDENTS' INTELLECTUAL GROWTH AND ACADEMIC ACHIEVEMENT. L1-2 (DD, LL, MB)			
<p>Staff will:</p> <ul style="list-style-type: none"> Expand communities of practice to support continuous improvement at the school (micro), department (meso), and executive (macro) levels. Enact a communication plan to enhance system-wide awareness and understanding of continuous improvement for student achievement to build awareness and shared understanding. Refine school goals and plans to further align with the strategic plan's focus on intellectual development. Annually review student achievement data (local and provincial) to guide decision-making and resource allocation. Identify and leverage school structures to enhance consistent continuous improvement practices across schools. 	<p>Students will:</p> <ul style="list-style-type: none"> Participate in the development of school goals and strategies to achieve them. Understand how school goals connect to the learning they are doing in the classroom through core competency reflections. Experience increased focus on literacy and numeracy achievement outcomes. Experience visible, school-wide efforts to monitor, evaluate, and celebrate progress toward school goals. Participate in monitoring and review of progress toward school-based goals. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Demonstrating organizational coherence through aligned strategic plan goals, operational plan goals, and school goals. Leveraging an effective communications plan to support broader shared understanding, awareness and engagement of continuous improvement for student success. Improving literacy and numeracy outcomes through district, school and classroom assessments. Collaborating with partner groups to review continuous improvement language and intentions Identify school structures to support continuous improvement strategies (staff meetings, consultation meetings, lunch and learn etc.). Identify alignment to instructional improvement, data use and collaboration Leveraging local and provincial data to guide decision making and resource allocation. 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> <i>To be completed in annual review cycle.</i>
GOAL: STRENGTHEN SYSTEM CAPACITY TO PREPARE STUDENTS AND PROMOTE PATHWAYS TO POST-SECONDARY EDUCATION OR ENTRY INTO THE WORKFORCE. L4 (DD)			
<p>Staff will:</p> <ul style="list-style-type: none"> Implement updated policy to support clarity of roles and responsibilities in promoting pathways to post-secondary transitions. Develop implementation guidelines for updated policy including school-based operating. Create a resource map for pathway conversations for students and families. Monitor and track pathway conversations in schools. 	<p>Students will:</p> <ul style="list-style-type: none"> Engage in high-quality career education opportunities that build clear pathways to post-secondary education, supporting successful transitions to post-secondary institutions. Experience increased dual credit, co-op, and work experience opportunities. Develop a deeper understanding of career education and post-secondary pathways. Utilize resources and experience pathway opportunity conversations. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Implementing revised and updated policy to support increased engagement with post-secondary transition pathways. Increasing dual credit, co-op, and work experience opportunities. Developing processes for placement of priority learners (Indigenous, CYIC, diverse abilities) in programs to support post-secondary transitions. 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> <i>To be completed in annual review cycle.</i>

<ul style="list-style-type: none"> • Support student and family understanding of career education and post-secondary options. • Support secondary school career educators with in-service training and awareness. • Explore increased dual credit, co-op, and work experience program offerings. • Pursue opportunities to secure increased post-secondary youth train in trades seats. • Maintain a focus on priority learner student placement in post-secondary transition programs (Indigenous, CYIC, diverse abilities). 	<ul style="list-style-type: none"> • Experienced increased access to post-secondary institutions through partnership with SD62. • Experience equity in access and participation in careers related cohort programs. 	<ul style="list-style-type: none"> • Increasing student post-secondary institution transition rates. • Developing implementation guidance for updated policy (what it should look like in schools, counselling, timetables). • Creating a map for pathway conversations for students and families (who should they talk to). • Monitoring consistent implementation in schools by tracking pathway conversations/meetings with students. • Providing in-service for career educators. • Advising priority learners into pathways, what does that look like? Develop targeted outreach and advising strategies for priority learners. • Supporting families understanding of career education and post-secondary options. • Yearly reporting (number of students in trades, dual-credit, work experience, students' stories, partner highlights). 	
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GOAL: FINALIZE IMPLEMENTATION OF A LITERACY SCREENING AND FRAMEWORK TO STRENGTHEN LITERACY SKILLS WITHIN THE CURRICULUM, EMPOWERING STUDENTS TO COMPREHEND, ANALYZE, AND CREATE TEXTS WHILE EFFECTIVELY EXPRESSING IDEAS ACROSS DIVERSE FORMATS AND PURPOSES. L1 (LL)

<p>Staff will:</p> <ul style="list-style-type: none"> • Continue implementation of K-3 universal screening and progress monitoring. • Continue implementation of universal screening and progress monitoring for students in Grades 4-8. • Continue developing communities of practice with LSTs to develop intervention practices as Tier 2 support. • Continue developing communities of practice with Grades 4-8 teachers to enhance evidence aligned Tier 1 literacy instruction. 	<p>Students will:</p> <ul style="list-style-type: none"> • Engage in high-quality inclusive literacy learning experiences which span subject areas. • Experience regular ongoing literacy screening and assessment throughout the year. • Demonstrate competency and confidence in reading, writing and oral language. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Increasing % of students 'on-track' or 'extending' on Provincial FSA literacy assessments. • Increasing % of students Proficient or Extending on Written Learning Updates and Summary of Learning. • Broad implementation and support of the use of common assessment practices across the district. • Staff can name and describe the instructional priorities of the literacy plan. 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> • <i>To be completed in annual review cycle.</i>
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GOAL: DEVELOP AND IMPLEMENT A COMPREHENSIVE K-12 NUMERACY PLAN TO ENHANCE STUDENTS' ABILITY TO INTERPRET INFORMATION, DEEPEN MATHEMATICAL UNDERSTANDING, SOLVE COMPLEX PROBLEMS, AND EFFECTIVELY ANALYZE AND COMMUNICATE SOLUTIONS. L2 (LL)

<p>Staff will:</p> <ul style="list-style-type: none"> • Develop and implement a District Numeracy Plan for K- 8. • Explore high quality numeracy classroom instruction and intervention resources, 	<p>Students will:</p> <ul style="list-style-type: none"> • Engage in high-quality inclusive numeracy learning experiences which spans subject areas. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Increasing % of students 'on-track' or 'extending' on Provincial FSA Numeracy Assessments. 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> • <i>To be completed in annual review cycle.</i>
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<p>including frameworks for monitoring impact and refining instruction based on data.</p> <ul style="list-style-type: none"> • Develop a system-wide curriculum-aligned learning progressions reference tool for educators. • Develop communities of practice to engage in collaborative job-embedded professional learning. • Develop communities of practice with LSTs to develop intervention practices as Tier 2 support. • Provide quality resources to support instruction and interventions that reflect the plan. 	<ul style="list-style-type: none"> • Develop increased number sense and conceptual understanding and procedural fluency in math. • Demonstrate increased confidence and competency in applying math reasoning to real world applications. 	<ul style="list-style-type: none"> • Increasing % of students Proficient or Extending on Written Learning Updates and Summary of Learning. • More effectively aligning staff learning opportunities with instructional intervention and intervention focus areas. • Broad implementation and support of the use of common assessment practices across the district. • Staff can name and describe the instructional priorities of the numeracy plan. 	
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GOAL: STRENGTHEN CROSS-DEPARTMENT COLLABORATION AND TEAM COHESION TO ENHANCE STUDENT SUCCESS, USING DATA-DRIVEN STRATEGIES TO SUPPORT STUDENT OUTCOMES WITH A FOCUSED COMMITMENT TO PRIORITY LEARNERS. L1, 2, 3 (MB, DD, LL)

<p>Staff will:</p> <ul style="list-style-type: none"> • Facilitate district PVP meetings that prioritize cohesion, data-informed decision-making, and targeted support for priority learners. • Align budgets and resource allocation to ensure cross-departmental initiatives effectively support student success. • Leverage data strategically by assessing its use in decision-making and identifying opportunities for improved utilization. • Review tools to support data analysis and integration in ways that ensure sustainability and work across platforms. • Conduct a comprehensive review of local and provincial data collection practices across departments to enhance alignment and effectiveness. • Celebrate highly effective and successful cross-departmental initiatives that showcase possibilities and foster connections. 	<p>Students will:</p> <ul style="list-style-type: none"> • Experience more coordinated and targeted support that enhances their learning and well-being, as departments work together using data-driven strategies to address their needs, with a focus on priority learners. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Demonstrating cross-departmental alignment in department goals, making visible the district’s shared priorities and collaboration. • Ensuring collaboration is evident in leadership teams, PVP meetings, and DP meetings. • Highlighting the collaborative strategies that support student outcomes through the annual Enhancing Student Learning Report. • Aligning school plans with departmental goals and operational priorities to create a cohesive, system-wide approach. • Investing resources collaboratively to support shared goals and maximize impact across departments. • Monitoring and reflecting on how resource alignment decisions impact student experience and outcomes. • Ensuring department plans transparently prioritize and target support for priority learners. • Identifying and exploring how data analysis may support instructional alignment, shared understanding of practice, and evidence-based decision making across the system. 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> • <i>To be completed in annual review cycle.</i>
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OPERATIONAL PLAN 2026-2027 DELIVERABLES AND METRICS: ENGAGEMENT

STAFF WILL	INTEREST HOLDERS WILL	MEASURES	PROGRESS & EVIDENCE
GOAL: DEVELOP DECISION-MAKING FLOWCHARTS, TOOLS, AND TRAINING MODULES TO SUPPORT STAFF IN EFFECTIVE COMMUNICATION WITH FAMILIES AND CLIENTS. E2-3 (PB)			
Staff will: <ul style="list-style-type: none"> Develop decision-making flowcharts to guide effective communication with parents and clients. Create tools and resources to support clear, consistent messaging. Design training modules to enhance staff communication skills. Implement professional development opportunities focused on effective communication. Embed shared communication practices through training and leadership modelling. Partner with STA and CUPE to co-deliver training focused on: difficult conversations, de-escalation and empathy, trauma-informed communication, managing conflict while managing relationships. Develop a district communication cycle that clarifies what schools communicate, what the district communicates and when. Guidance for teachers on frequency, tone and purpose of communication. At the leadership level, examine challenging communication cases safely and respectfully and identify patterns and gaps in communication practice. 	Families/clients will: <ul style="list-style-type: none"> Experience clearer and more consistent and timely communication from staff. Benefit from improved coordination between staff, families, and support services. Feel more informed and engaged in their educational experience. 	The Organization will show progress by: <ul style="list-style-type: none"> Ensuring clearer and more consistent communication from staff. Improving response times and support for students' needs and concerns. Strengthening coordination between staff, parents, and support services. 	The Organization has demonstrated progress by: <ul style="list-style-type: none"> <i>To be completed in annual review cycle.</i>
GOAL: MODERNIZE AND TRANSITION SCHOOL WEBSITES TO A SECURE, CLOUD-BASED PLATFORM THAT IMPROVES ACCESSIBILITY, CONSISTENCY, AND USABILITY FOR SCHOOLS AND FAMILIES. E2 (PB)			
Staff will: <ul style="list-style-type: none"> Develop a district-wide school website strategy that defines purpose, standards, governance, and sustainability. Select and implement a secure, cloud-hosted website platform that ensures reliability, scalability, and disaster recovery. 	Families will: <ul style="list-style-type: none"> Experience improved access to timely, accurate, and easy-to-navigate school information. Navigate school websites with consistent structure and layout, regardless of school. 	The Organization will show progress by: <ul style="list-style-type: none"> Successfully migrating school websites to a centralized, cloud-based platform. Reducing technical support issues related to website hosting and maintenance. Improving consistency, accessibility, and reliability of school websites across the district. 	The Organization has demonstrated progress by: <ul style="list-style-type: none"> <i>To be completed in annual review cycle.</i>

<ul style="list-style-type: none"> • Establish design, accessibility, and content standards to support consistent navigation and user experience across school websites. • Migrate existing school websites from locally hosted WordPress environments to the approved cloud-based platform. • Develop user-friendly templates that enable school staff to manage content efficiently with minimal technical expertise. • Provide training, documentation, and ongoing support for school-based website administrators. • Define roles, responsibilities, and update cycles to ensure websites remain current and accurate. 	<ul style="list-style-type: none"> • Access content that meets accessibility standards and supports diverse user needs. • Feel more informed and connected to school and district communications. 	<ul style="list-style-type: none"> • Increasing staff confidence in maintaining and updating school website content. • Ensuring compliance with accessibility, privacy, and security standards. 	
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GOAL: ESTABLISH SUPPORTS AND PROCESSES TO IMPROVE STUDENT ATTENDANCE, EMPOWERING STAFF TO FOSTER RESPECTFUL, WELL-BEING-FOCUSED INTERACTIONS WITH STUDENTS AND FAMILIES. E3 (DD, PB)

<p>Staff will:</p> <ul style="list-style-type: none"> • Analyze attendance data to identify priority areas. • Develop a communications plan to support the implementation of newly developed attendance improvement protocols. • Engage students and families in ongoing culturally-responsive conversations about improving attendance. • Implement newly developed protocols to support improved attendance across all schools. • Establish clear attendance targets and protocols to monitor and evaluate progress toward these targets. • Develop consistency in attendance support practices. • Expand secondary program supports such as the grade 9 cohort model. • Implement secondary blended learning models that foster belonging, voice, and choice. • Explore sustaining and expanding Board-Operated Child Care services and building on the integration of third-party child care. 	<p>Students will:</p> <ul style="list-style-type: none"> • Feel welcomed and supported through school efforts to encourage attendance. • Experience consistent attendance supports and interventions across schools. • Develop a stronger sense of belonging. • Attend class more consistently. • Experience smoother grade-to-grade transitions and greater academic success. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Improving attendance, with a focus on priority learner groups. • Improving a sense of belonging as reflected student learning survey data. • Standardize supportive practices, expand what works, and set clear improvement targets. • Develop a district attendance engagement guide that outlines: <ul style="list-style-type: none"> ○ When and how to initiate conversations ○ Language that emphasizes care and partnership ○ Roles of teachers, counsellors, administrators and other staff • Escalation pathways when additional support is needed. Establish clear attendance improvement targets to guide monitoring and resource allocation. 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> • <i>To be completed in annual review cycle.</i>
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GOAL: ADVANCE INITIATIVES IN BELONGING, ACCESS AND EQUITY (BAE) TO CULTIVATE A WELCOMING AND INCLUSIVE COMMUNITY. E2-3 (MB)

<p>Staff will:</p> <ul style="list-style-type: none"> • Foster inclusive practices that create a sense of belonging for all students and colleagues. • Engage in professional learning to deepen understanding of equity, accessibility, and cultural responsiveness. • Identify and address barriers to participation and success for students and staff. • Collaborate across departments to embed equity and accessibility into policies, programs, and daily practices. 	<p>Students will:</p> <ul style="list-style-type: none"> • Feel valued, seen, and supported in a school community that prioritizes belonging and inclusivity. • Experience equitable access to opportunities, resources, and learning environments that meet diverse needs. • Develop respect and understanding for diverse perspectives through an inclusive school culture. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Embedding equity and accessibility into strategic planning, policies, and decision-making. • Tracking and addressing barriers to participation, engagement, and success for all students and staff. • Providing targeted training and resources that are inclusive of all roles (educational and operational) to build staff capacity. • Delivering professional learning sessions focused on: <ul style="list-style-type: none"> ○ Inclusive classroom practices ○ Cultural humility and responsiveness ○ Addressing bias and accessibility • Creating welcoming environments through inclusive design, accessible resources, and culturally responsive initiatives. • Normalizing BAE through learning, storytelling, and student voice. • Establishing a clear and regularly updated BAE space on Engage to highlight progress and share learning and/or professional resources. 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> • <i>To be completed in annual review cycle.</i>
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GOAL: STRENGTHEN DISTRICT-LEVEL COMMUNICATION ACCESS BY EXPANDING TRANSLATION AND MULTILINGUAL SUPPORT FOR KEY INFORMATION AND SERVICES. E1-2 (PB/MB)

<p>Staff will:</p> <ul style="list-style-type: none"> • Identify the top three languages spoken by families across the district using enrollment and demographic data. • Develop a district translation strategy that prioritizes clarity, consistency, and sustainability. • Identify high-impact district documents and communications for translation, including but not limited to: <ul style="list-style-type: none"> ○ Student registration ○ School change and choice processes ○ Transportation information ○ Attendance and engagement supports • Establish a translation service model (e.g., contracted translator or service) to ensure accuracy and timely access to translated materials. 	<p>Students will:</p> <ul style="list-style-type: none"> • Access essential district information in clear, understandable language. • Feel more informed and confident navigating district processes and supports. • Experience increased inclusion and trust through communication that reflects their language needs. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Increasing the availability of translated district-level documents in identified priority languages. • Improving family access to key information related to registration, transportation, and school transitions. • Reducing reliance on ad-hoc or informal translation practices. • Increasing family engagement and understanding, particularly among multilingual communities. 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> • <i>To be completed in annual review cycle.</i>
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<ul style="list-style-type: none"> Ensure translated materials are easily accessible through district communication platforms. 			
GOAL: ADVANCE INITIATIVES TO ENGAGE IN A STRUCTURED PROCESS TO CREATE A DISTRICT-WIDE GENERATIVE AI PLAN, DESIGNED FOR STUDENTS, STAFF, DISTRICT SYSTEMS / DEPARTMENTS AND FAMILIES. E2-3 (PB, BJ, MB, DD, LL, FH)			
Staff will: <ul style="list-style-type: none"> Participate in a cohort-based program for Vancouver Island districts to collaboratively develop district-specific GenAI implementation plans. Define high-level goals and measurable objectives. Develop goals for students, employees, systems (Ops/Finance/IT), and families. Develop a complete implementation plan and a Key Performance Indicator (KPI) scorecard to track progress. Develop a governance structure for the use and support of Generative AI across the district. Collaborate across departments to embed equity and accessibility into policies, programs, and daily practices. 	Students will: <ul style="list-style-type: none"> Feel valued, seen, and supported in a school community that prioritizes technological tools and learning. Experience equitable access to opportunities, resources, and learning environments that meet diverse needs. Develop respect and understanding for the ethical use and application of Generative AI tools in the development of knowledge both individually and collectively. 	The Organization will show progress by: <ul style="list-style-type: none"> Providing targeted training and resources to build staff capacity in Generative AI. Enhancing representation and voice by engaging diverse perspectives in decision-making of tools and supports for the use of AI. Staff and students will demonstrate competencies in ethical and responsible use of AI. 	The Organization has demonstrated progress by: <ul style="list-style-type: none"> <i>To be completed in annual review cycle.</i>

OPERATIONAL PLAN 2026-2027 DELIVERABLES AND METRICS: GROWTH

STAFF WILL	STUDENTS WILL	MEASURES	PROGRESS & EVIDENCE
GOAL: EXECUTE HR ACTIONS THAT SUPPORT INDIGENOUS EDUCATION COUNCIL PRIORITIES AND LOCAL EDUCATION AGREEMENTS (LEAS) TO ENHANCE INDIGENOUS STUDENT SUCCESS AND STRENGTHEN RELATIONSHIPS WITH INDIGENOUS COMMUNITIES. G2, G4 (FH)			
Staff will: <ul style="list-style-type: none"> Prioritize recruitment, hiring, and retention strategies that support Indigenous representation in the workforce. Engage in professional learning to deepen understanding of Indigenous Education Council priorities and Local Education Agreements. Foster collaborative partnerships with Indigenous communities to ensure HR practices align with their priorities. Ensure equitable access to opportunities for Indigenous staff and students through intentional HR policies and practices. 	Students will: <ul style="list-style-type: none"> Benefit from a more inclusive and representative learning environment, supported by staff who understand and respect Indigenous perspectives. 	The Organization will show progress by: <ul style="list-style-type: none"> Increasing Indigenous representation in staffing at all levels. Aligning HR policies and practices with Indigenous Education Council priorities and LEAs. Tracking and reporting on HR actions that support Indigenous recruitment, retention, and professional development. Strengthening partnerships with Indigenous communities through ongoing engagement and collaboration. Securing an approved Special Program. 	The Organization has demonstrated progress by: <ul style="list-style-type: none"> <i>To be completed in annual review cycle.</i>

<ul style="list-style-type: none"> Complete and submit a Special Program application to the BCOHRC. 			
GOAL: BUILD LEADERSHIP CAPACITY TO ENHANCE LABOUR RELATIONS, COMMUNICATIONS, STRENGTHENING ORGANIZATIONAL OPERATIONS AND SUPPORTING SYSTEM-WIDE SUCCESS. G4 (FH, BJ, PB)			
Staff will: <ul style="list-style-type: none"> Develop leadership and strategy skills in labour relations, communications, and financial literacy to enhance decision-making and operational effectiveness. Foster collaboration across departments to improve transparency, efficiency, and alignment with system-wide goals. Apply financial literacy skills to ensure responsible resource management and long-term sustainability. Strengthen communication strategies to build trust and clarity within the organization and with partners. 	Students will: <ul style="list-style-type: none"> Benefit from a more predictable, well-managed system, where strong leadership supports effective resource allocation and student-centered decision-making. 	The Organization will show progress by: <ul style="list-style-type: none"> Increasing leadership capacity in key operational areas, demonstrated through improved decision-making and problem-solving. Enhancing financial accountability and strategic resource management to support system priorities. Improving communication and transparency, fostering stronger relationships across departments and audiences. Strengthening labour relations, creating a more collaborative and productive work environment. Developing a structured training calendar that incorporates diverse learning methodologies to engage leaders in meaningful and effective ways. 	The Organization has demonstrated progress by: <ul style="list-style-type: none"> <i>To be completed in annual review cycle.</i>
GOAL: CONTINUE TO LEVERAGE TECHNOLOGIES TO ENHANCE OPERATIONAL EFFICIENCY, STREAMLINE PROCESSES, AND SUPPORT THE DISTRICT'S ABILITY TO MEET THE EVOLVING NEEDS OF ITS GROWING COMMUNITIES. G1-3 (FH, BJ)			
Staff will: <ul style="list-style-type: none"> Adopt and utilize technologies to improve efficiency in recruitment, onboarding, and workforce management. Engage in training and professional development to effectively use new digital HR/Finance systems and tools. Leverage data-driven insights to support workforce planning and decision-making. Enhance communication and accessibility of HR/Finance services through digital solutions. 	Students will: <ul style="list-style-type: none"> Benefit from a more responsive and well-supported workforce, ensuring continuity and quality of services. Experience improved hiring and staffing processes, leading to greater consistency in classroom instruction and support services. 	The Organization will show progress by: <ul style="list-style-type: none"> Implementing and optimizing HR/Finance technologies to streamline administrative processes and enhance service delivery. Improving workforce planning and resource allocation through real-time data and analytics. Enhancing user experience for employees with more efficient, accessible HR/Finance systems. Reducing administrative burden on staff by automating repetitive tasks and improving workflow integration. Providing ongoing training and support to ensure staff can fully utilize HR/Finance technologies effectively. Develop AP's within departments to codify processes & expected service delivery 	The Organization has demonstrated progress by: <ul style="list-style-type: none"> <i>To be completed in annual review cycle.</i>

		<ul style="list-style-type: none"> Continue to explore options to improve transportation registration and fee collection processes. 	
GOAL: ADVANCE INITIATIVES TO SUPPORT SUSTAINABILITY BEST PRACTICES. G1, 5 (BJ)			
<p>Staff will:</p> <ul style="list-style-type: none"> Recruit and onboard an energy manager in alignment with policy F-201 (Energy Management) (\$). Develop an internal energy management practice to optimize energy usage in buildings and by their systems. Review and analyze data to inform and develop options and recommendations for future enhancement of energy savings and greenhouse gas emissions reductions. Maintain best practices for sustainable waste management. Develop a strategy and implementation plan for white fleet renewal, targeting 20% of the fleet being electric or PHEV by 2035. Provide recommendations for the district to become its own fuel supplier and transition to B100 fuel for buses, including exploring fuel supply and refueling with partners. 	<p>Students will:</p> <ul style="list-style-type: none"> Engage in sustainability initiatives and energy conservation practices in schools. Participate in waste reduction programs such as recycling, composting, and responsible consumption. Contribute to school-based sustainability teams and leadership initiatives that promote environmental stewardship. Support active and sustainable transportation options such as walking, biking, or carpooling. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Tracking and reporting energy consumption reductions and efficiency improvements across district facilities. Evaluating and adjusting policies and programs based on data analysis and energy performance reviews. Emphasize reducing the district’s operational footprint through practical, measurable actions. Prioritize data-informed decision-making to identify high-impact sustainability actions. Align sustainability actions with operational efficiency, reinforcing cost and environmental benefits together. 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> <i>To be completed in annual review cycle.</i>
GOAL: IMPLEMENT AN INFORMATION TECHNOLOGY ROAD MAP TO SUPPORT RELIABLE AND RESILIENT SERVICES AND TECHNOLOGY DEPLOYMENT. G2-4 (BJ)			
<p>Staff will:</p> <ul style="list-style-type: none"> Review infrastructure and digital services to develop strategies to support reliability and eliminate redundancy. Develop a plan for centralized lifecycle management of all district and school-based digital devices, including procurement, deployment, and retirement. Develop a technology and digital solutions multi-year investment plan that smooths investments over time. Ensure cybersecurity measures are integrated to protect district assets and information, including recommendations from the 2025 cybersecurity audit. 	<p>Students will:</p> <ul style="list-style-type: none"> Utilize district-provided digital tools and platforms responsibly to enhance learning and collaboration. Engage in opportunities to provide feedback on digital services and technology enhancements that support student learning. Follow cybersecurity best practices when accessing digital resources, including safeguarding personal information and recognizing online threats. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Establishing and maintaining a centralized inventory and lifecycle management system for all district and school-based devices. Enhancing system reliability and redundancy through infrastructure upgrades and digital service improvements. Strengthening cybersecurity through policy updates, security audits, and implementation of best practices. Demonstrating measurable improvements in cybersecurity awareness and compliance through mandatory staff training. Finalizing an IT Roadmap and developing an implementation plan. 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> <i>To be completed in annual review cycle.</i>

GOAL: ENHANCE FINANCIAL CONTROLS AND RISK MANAGEMENT THROUGH THE REVIEW AND REVISION OF POLICIES, PROCEDURES AND PRACTICE. G2 (BJ)			
<p>Staff will:</p> <ul style="list-style-type: none"> Develop and implement an internal controls risk analysis and review with recommendations on areas of focus. Recommend amendments to policy, procedures, and practices for executive and board approval where appropriate. 	<p>Students will:</p> <ul style="list-style-type: none"> Contribute to school-based initiatives that emphasize financial responsibility and ethical decision-making in resource allocation. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Completing an updated Enterprise Risk Management (ERM) assessment with support from KPMG. Embedding risk analysis in the annual budget development process. Planning for centralization of financial functions into the Finance department. Strengthening financial governance through the implementation of revised policies, procedures, and best practices. 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> <i>To be completed in annual review cycle.</i>
GOAL: CONDUCT A PROGRAM REVIEW TO BUILD CAPACITY AND SUPPORT RESILIENCY AND SUSTAINABILITY IN THE CONTEXT OF SLOWING ENROLMENT GROWTH. G1-5 (BJ)			
<p>Staff will:</p> <ul style="list-style-type: none"> Develop the program review process for implementation and identify priority areas of focus. Conduct a jurisdictional scan and develop recommendations for digital tools to improve services, maximize efficiency, and modernize reporting. 	<p>Students will:</p> <ul style="list-style-type: none"> Provide input on programs and services to ensure they align with student needs and enhance learning experiences. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Executing at least one program review in a priority area or function. Implement a year-long leadership budget working group cohort to build capacity across the organization. Ensure revenue generating programs are operating on a cost neutral basis including direct and indirect costs and mandate of the district. 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> <i>To be completed in annual review cycle.</i>
GOAL: ADVANCE MAJOR AND MINOR CAPITAL PROJECTS TO SUPPORT DISTRICT GROWTH AND EFFECTIVE ASSET MANAGEMENT, REHABILITATION AND MAINTENANCE. G1-3, 5 (BJ)			
<p>Staff will:</p> <ul style="list-style-type: none"> Design efficient and inclusive new schools prioritizing function while meeting Ministry Area Standards and Simplified Design Guidelines. Develop standardized spaces and maximize prefabricated components within renovations, expansions, and new builds. Use data and the VFA tool to prioritize investments based on the facility condition index and manage buildings and their systems proactively. Execute required certificates of approvals and obtain Board approval for necessary capital by-laws. Explore and leverage partnerships to support and/or augment capital projects where possible. 	<p>Students Will:</p> <ul style="list-style-type: none"> Learn in well-designed, inclusive, and functional learning environments that support accessibility and diverse learning needs. Provide feedback on school spaces and facilities through student engagement opportunities. Experience minimal disruptions to learning due to proactive facility maintenance and improvements. 	<p>The Organization Will Show Progress By:</p> <ul style="list-style-type: none"> Utilizing data-driven decision-making through the VFA tool to allocate resources effectively and maintain facilities proactively. Securing necessary approvals and funding for capital projects to ensure timely execution. Building strategic partnerships to enhance capital projects and maximize resources. Advancing the NLSS project through initial design processes and phase 1 civil works as applicable. Advance the Port Renfrew Seismic Replacement Project through procurement. 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> <i>To be completed in annual review cycle.</i>

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

April 28, 2026

Draft revised Policy and Regulations C-329 "Field Trips" are now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-329 "Field Trips".

School District #62 (Sooke)

FIELD TRIPS	No.: C-329
	Effective: Feb. 22, 2005 Revised: Dec. 14/16; Jan. 25/22 Reviewed: Dec. 7/21; Dec. 14/21; Jan. 25/22; Apr. 7/26; Apr. 28/26

SCHOOL BOARD POLICY

The Board recognizes that curricular and extra-curricular field trips enrich the academic, physical and social development of District students. When field trips are being considered they will be educationally valuable and properly planned. Ultimately, the Board wishes to ensure that all necessary safety precautions are included in the planning effort and the highest standard of care is applied during the activity.

The Board delegates authority for field trips to the Superintendent or designate. If the Superintendent or designate deems the trip unsafe, they can recall students at any time.

The Board also acknowledges the potential for accidental injury during curricular and extra-curricular field trips. The type of field trip, its location and level of participation will be matched to the qualifications and abilities of the leaders and students, supervisors and/or adjunct instructors so as to minimize the potential for injury. The health, safety and security of students and supervisors on field trips will take the highest priority.

Parents will be informed of the known risks of the activity being considered by a school-sponsored trip so that they can make informed decisions regarding their child's participation.

The Board believes that field trips should be planned with equity and inclusion for students as a primary consideration. All students should be afforded the opportunity to participate in field trips. Students with diverse abilities should be provided the support they need to participate fully.

Every effort must be made to ensure all students have the opportunity to access school organized field trips.

~~If the Superintendent of Schools deems the trip unsafe, they can recall students back at any time.~~

School District #62 (Sooke)

FIELD TRIPS	No.: C-329
	<p>Effective: Feb. 22, 2005 Revised: June 24/08; Sept. 22/15; Dec. 14/16; July 6/18 (trip forms only); Jan. 25/22; Aug. 24/23; Jan. 28/25 Reviewed: Sept. 22/15; Apr. 6/21; Sept. 7/21; Dec. 7/21; Dec. 14/21; Jan. 25/22; Dec. 3/24; Dec. 17/24; Jan. 28/25; Apr. 7/26; Apr. 28/26</p>

ADMINISTRATIVE REGULATIONS**A. FIELD TRIP CATEGORIES:****1. Curricular Field Trips**

These comprise of activities that take place as extensions of the classroom learning situation and involve trips away from the school for as little as one period or as long as several days. Attendance is required for all students as part of the class or course and may reflect grades or assessment practice. All costs will be paid by the school or through fundraising. No fees may be charged.

2. Extra-Curricular Activity Field Trips

While some activities may be part of the class or course, attendance is voluntary and so there is no grading or assessment associated with this type of field trip. Fees may be charged and paid by students/parents/guardians.

Optional curricular field trips, where attendance and grading do not constitute any part of the assessment in the class, have the same guidelines. Examples such as overnight music and sport trips that include curricular time because of an extended event can include student fees. Additionally, the students may fundraise, and the school may provide some funds to offset the cost of participation in the event.

3. Out-of-Province Educational Travel Field Trips (requires Board approval of the Superintendent or designate)

These comprise of travel to other provinces within Canada for the purpose of broadening students' understanding of Canada. All out-of-province field trips require Board approval of the Superintendent or designate. If the Superintendent of Schools deems the trip unsafe, they can recall students back at any time or can cancel the trip prior to travel taking place.

4. International Educational Trips (requires Board approval of the Superintendent or designate)

These trips are comprised of out of school activities in which the student travels outside of Canada. Examples include International Student Exchange Trips or International Sports-Based and student exchange trips. The examples attached to each category are intended to illustrate type of activity rather than to provide an exhaustive list.

B. COMMERCIAL OR INTEREST-BASED EXCURSIONS

The Board will not assume any responsibility for Commercial nor Interest-Based field trips nor excursions that have not been approved or endorsed by the Board Superintendent or designate. This includes but is not limited to companies specializing in student travel or individuals organizing trips for profit.

Individuals who organize and participate in student package tours for personal gain must make it clear to parents/guardians and students that neither the school nor the Board is involved. The Board's liability insurance does not apply to commercial or interest-based excursions.

The Principal shall ensure that ~~any~~ **no** advertising ~~of~~ or recruiting for these trips, ~~which may~~ **will not** occur within the school, **and** must clearly indicate that there is no Board approval or **Superintendent** endorsement of the excursion.

Exemptions are not limited to but may include:

Career Preparation, Career Education, Career Apprenticeship Programs and Career Co-op Programs trips where individual students travel to attend a place of work, are not normally considered Field Trips.

C. DEFINITIONS

The Field Trip Policy Regulations are intended to be reflective of the degree of risk inherent in a variety of activities. To this end, three risk categories for field trips have been identified. The examples attached to each category are intended to illustrate the type of activity rather than to provide an exhaustive list. The leader of the activity must do a risk assessment based on the abilities of each child. Principals must consult with the Superintendent or designate if they are unsure about which category an activity falls under.

1. Low Risk Field Trips are characterized as those involving activities that have:

- a. Little risk of injury because of the benign nature of the activity.
- b. Possible risk of injuries such as those routinely associated with common athletic activities. These risks are generally limited to minor injuries such as sprains and bruises or, at worst, broken bones.
- c. Medical attention within 30 minutes and accessible.

Examples may include:

- skating or swimming with direct adult supervision, depending on ability of students.
- trips to museums/libraries.
- school team games/tournaments.

N.B. This category may change based on the abilities of each participant.

2. Moderate Risk Field Trips are characterized as those involving activities that have:

- a. Possibility for serious injury (which could result in loss of limbs, paralysis or death) that may be reduced with appropriate consideration to safety precautions and risk management procedures. This includes attention to supervisory ratios, equipment, instruction, and supervisors'/instructors' experience and training.
- b. Medical attention may be more than 30 minutes and/or less accessible.

Examples include, but are not limited to, snow-based activities such as skiing, snowboarding, snowshoeing and tobogganing on reputable ski hills (e.g. Mt. Washington) or in backcountry, non-avalanche terrain.

- hiking, backpacking, cycling or mountaineering in gentle to moderate terrain and within the abilities of the participants.
- camping and associated activities such as campfires, wood-cutting, erecting shelters or building snow-caves.
- boating activities using canoe, kayak, raft, tube, sailboat and power boat equipment in Class 1 or 2 water (standard whitewater rating and sea kayak rating).
- rock climbing where top-roping and rappelling with instructor belaying.

N.B. This category may change based on the abilities of each participant.

3. High Risk Field Trips will not be permitted nor approved by the Board Superintendent or designate. They are characterized as those involving activities that have:

- a. Significant risk for serious injury (which could result in paralysis or death) because of dangers such as the possibilities of an avalanche, powerfully moving water, jumping or falling from heights and the nature of racing.
- b. Dangers that cannot be overlooked regardless of the attention to risk management considerations such as supervision ratios, equipment, instruction and supervisors'/instructors' experience and training.

Examples include, but are not limited to:

- backcountry activities in avalanche terrain.
- hiking, backpacking, cycling or mountaineering in extreme terrain or any terrain beyond the participants' abilities.
- downhill ski racing, bungee jumping, parachuting and hang gliding.
- boating activities in Class 3 or higher water (standard whitewater rating and sea kayak rating).
- free or lead climbing, and ice-climbing.

N.B. This category may change based on the abilities of each participant.

4. Definition of Roles:

Leader This is the adult (i.e. a lead teacher, employee or Principal approved non-employee) who is responsible for planning and decisions for any field trip. There is only one leader on any field trip. This person must report to the school Principal for consultation and direction on any critical issues arising on the trip.

Supervisor The supervisor(s) is a staff member or parent who is chosen and instructed by the leader to help achieve the goals of the activity and to help ensure the safety of the students.

Supervisors must be familiar with school and District rules along with basic safety precautions for the activity.

Supervision Supervision is the activity of ensuring that students are adequately instructed and supervised on skill and behaviour requirements necessary to participate in the activity in a safe manner. This includes anticipating potential problems.

Chaperone A Chaperone is a parent or other person who has made an accepted commitment to assist the school without expectation of compensation. This does not apply to students or school staff who volunteer.

Parent/Guardian A parent or guardian is an adult whose own child is participating in a field trip activity.

Instructor A qualified individual who delivers all or part of the program in consultation with the Leader.

Student Any child who is a registered student attending school regularly in a Sooke School District school.

Non-student Any child on a field trip who is not a registered student in the School District.

D. FIELD TRIP APPROVAL AND APPLICATION PROCESS AND CONDITIONS

1. For all field trips the Leader must complete Part A of the Field Trip Approval Form and obtain the Principal's signature. The Principal shall review the merits of the trip and ensure district and school policies are adhered to. Each school will have written procedures for field trips.
2. For all field trips, parents/guardians must be informed in writing of:
 - a. the potential risks inherent in the activity.
 - b. methods of travel.
 - c. duration of activity including departure and return times.
 - d. level of supervision and emergency contacts and accommodation arrangements planned if overnight.

- e. if the Superintendent of Schools deems a trip unsafe and cancels prior to departure or during the event, the Board will not be responsible. Parents/guardians are responsible for ensuring that they have trip cancellation insurance as well as medical insurance.
3. For any "moderate risk" trips, overnight trips and all out-of-province trips, the Leader must complete Part B of the Approval Form and obtain the approval of the Principal. The Principal will, with the Leader, review the Approval Form based on expectations and requirements of this policy. If the Superintendent of Schools deems the trip unsafe, they can recall students back at any time.
 4. After this review, the leader for any moderate trip, overnight trip, out-of-province trip or out-of-country trip shall meet with the parents/guardians well in advance of the proposed trip. Where a parent/guardian does not attend a meeting in person, the student shall not be permitted to attend the field trip until this requirement has been met. Informed consent by the parent/guardian can only be given after such meetings. Included in this meeting will be:
 - a. the clear expectation that the school's Code of Conduct applies for all field trips, whether local, provincial or international. Students are expected to observe the same rules and regulations as if they were attending school.
 - b. additionally, travel leaders will remind parents/guardians about health and cancellation insurance and any specific guidelines prior to the trip, either verbally or in writing.
 - c. there will be no consumption of alcohol, even if the legislated rules, regulations or customs of the destination allow for such. (Reference Policy C-314 Alcohol and Other Drugs).
 - d. If the Superintendent of Schools deems a trip unsafe and cancels prior to departure or during the event, the Board will not be responsible. Parents/guardians are responsible for ensuring that they have trip cancellation insurance as well as medical insurance.
 5. After the parent/guardian meeting, the Principal will review and sign the Approval Form based on any necessary changes for moderate trips and overnight trips. For all out-of-province trips and out-of-country trips, the Principal will recommend approval and forward the form to the Superintendent **or designate who shall take the request to the Board** for consideration.
 6. Principals will submit to the Superintendent by September 30 each year, a list of all overnight field trips for the year. Under special circumstances, additional activities may be given consideration.
 7. Supervision ratios must be consistent with the type of activity and the age of the participants. At a minimum, there should be a supervision ratio of sixteen students per adult (16:1), except for activities requiring higher levels of supervision as determined by the Principal.
 8. There must be a demonstrated match between the age and experience of the students relative to the activity. Additionally, student abilities, knowledge and experience with field trip activities must be assessed and accounted for so that appropriate instruction may be provided.
 9. Planning and consideration must be provided for any students with disabilities or diverse abilities involved in any activity.
 10. Parents/guardians must sign a consent form for each activity. However, parents/guardians may be asked to give blanket permission for a set of low-risk field trips that are of a continuing nature such as for an athletic season, library visits, community visits.
 11. Teachers and students shall make provisions for missed course work because of participation in curricular or extra-curricular trips. Additionally, students must take responsibility for completing work/assignments as the result of a field trip.
 12. Except for typical activities that are required for a course, such as excursions to business establishments, local sites and P.H.E., the leader must carry a copy of:
 - The district field trip policy and regulations.

- The school policy/school checklist and.
 - Emergency contact list (phone numbers and designated person).
 - Medical Care Card numbers and a list of students with identified medical concerns (i.e. anaphylactic reactions, seizures, etc.).
13. Field trips involving both male and female participants require supervisors of both genders if the field trip requires that the participants stay overnight. When necessary, the leader may arrange with the host school for a teacher-supervisor of the appropriate gender to help with supervision. The leader must be satisfied that the provisional teacher-supervisor is able to carry out the supervision adequately.
 14. The Principal, in consultation with the Transportation Department, must be satisfied that commercial vehicles have valid permits and that appropriate transportation arrangements are completed, including conveyancing forms approved for private vehicle use. If a private vehicle is used for transportation or any overnight trip, a driver's abstract will be required and identified on the "Transportation Form". This abstract must be checked and affirmed as a safe record by the Principal prior to approving the trip.
 15. Students shall not drive on field trips.
 16. Students are to leave and return with the group under the supervision approved by the Principal.
 17. Other children or adults who wish to accompany a sibling, chaperone or teacher on a trip must have prior approval from the Principal.
 18. Students shall conform to the School Code of Conduct while on all and any field trips, whether local or outside the province. This particular item will have been reinforced at the parent meeting as required under section 4 of the "Field Trip Approval Process and Conditions". (Reference Policy C-314, Alcohol and Other Drugs.)
 19. Foreign Travel
All participants travelling out of the country must have out-of-country medical insurance and the specific travel documents as identified by foreign customs offices. If the Superintendent of Schools deems a trip unsafe and cancels prior to departure or during the event, the Board will not be responsible. Parents/guardians are responsible for ensuring that they have trip cancellation insurance as well as medical insurance. International students registered with School District #62 (Sooke) must have passports/visas for all out of Canada trips. It is recommended that students travelling out of country have a consultation with one of the Region's Foreign Travel Clinics (found in the phone book and online). Parents/guardians will be made aware of the latest requirements and students can receive the necessary shots, prescriptions and travel information.

E. INCIDENT REPORTING

1. Serious injuries and infractions of District policies and/or school rules must be reported to the Principal immediately by the leader.
2. Where a student is in serious violation of the school code of conduct the leader must contact the Principal or the Superintendent/designate if the Principal is not available before taking disciplinary action. A student shall not be asked to return home on his or her own unless specific arrangements are approved by the Principal, nor shall the action taken by a leader deprive a student of appropriate supervision or safety.
3. For any student injured on a field trip, the Incident Report Form and the signed consent form must be kept for two years after a student reaches 19 years of age. These forms will be forwarded and maintained in the School Board Office.

F. SAFETY PROVISIONS

1. Prior to all field trips, the following must be completed;
 - First Aid Risk Assessment,

- Risk Assessment-Public Interactions, and
 - If transporting a student in a worker's personal vehicle, the Student Transportation in Employee Vehicle Risk Assessment Checklist.
2. Any activities that take place in water require direct adult supervision and must have a certified lifeguard present.
 3. All "moderate risk" activities shall take place with appropriate equipment and supervision ratios as well as under the leadership of teachers or instructors with experience and credentials that meet or exceed "industry standards" e.g. certified ocean kayak guides using ocean kayaks with proper flotation hatches and rescue equipment as well as industry-recognized guide-to-participant ratios.

Specific requirements:

- a. Safety helmets meeting CSA or Snell Standards must be worn by all participants, including supervisors/chaperones involved in cycling, skating, downhill skiing, tobogganing, snowboarding, tubing, rock climbing, skateboarding, rollerblading, and whitewater activities.
- b. All snowboarders must wear wrist guards.
- c. Safety vests meeting class 2 or 3 CSA standards must be worn by all participants cycling on any public road.
- d. For boating activities, students and staff must wear a life jacket meeting CGBS or British Safety Standards and/or following the specific rules for competition (e.g. rowing).
- e. **For boating activities utilizing vessels that are registered through Transport Canada (i.e. BC Ferries, whale watching vessels) student and staff will follow the safety protocols outlined by the service provider as required by their insurance).**

G. SKI TRIP/WINTER ACTIVITY GUIDELINES FOR SCHOOLS

1. Trips that occur during instructional time are an extension of the P.H.E. curriculum. As such, all necessary preplanning and preparation is to be made prior to departure such as safety instruction, sizing and dry land lessons. Pre-checks of required equipment and supplies by the teacher are required before departure.
2. Two adults, one of whom must be a teacher, must be responsible for each bus. Students must only embark or disembark at school or the ski hill except where the Principal has made specific other arrangements. In such a case, the teacher must ensure suitable attendance records are maintained. Additionally, the leader and other supervisors shall have a cell phone for use throughout the trip.
3. Attendance must be taken prior to departure and made available to the school office. A copy is to be carried on the trip by the teacher.
4. Upon arrival, all students must remain together while ski hill personnel provide instructions, lessons and designate appropriate ski areas based on skill level observed. The teachers in charge of the ski activity shall be responsible for co-ordinating with ski personnel.
5. Supervisors/chaperones shall provide designated "on hill" minimum supervisory ratios of 1:6 for elementary and 1:10 for middle/secondary students as established by the leader.
 - a. Supervision shall involve movement around different slopes at set times designated by the leader.
 - b. Each supervisor/chaperone shall have responsibility for a specific group of students and shall take attendance at designated times throughout the day.
 - c. Supervisors/chaperones will actively monitor and enforce areas of use on the hill re out-of-bounds areas, and ensure runs are appropriate for the level of the skier.
 - d. There must be one supervisor in the chalet at all times.
6. At the end of the day, students shall return to the same bus on which they arrived. Attendance must be taken before departing from the ski area. No student shall return to school on a different vehicle, private or otherwise, except for emergencies, in which case the leader shall determine the new travelling arrangement. Should a parent/guardian provide written authorization for different travel arrangements,

the leader may permit alternate arrangements if deemed appropriate. All records must reflect this arrangement.

7. The leader must check with ski hill personnel for messages or complaints before allowing the buses to leave.
8. Once all students are accounted for, the leader shall give approval for the buses to return to the school.

H. INTERNATIONAL EDUCATIONAL TRIPS

School District 62 (Sooke) believes that International Educational Trips for students can be of great learning value. Organizers will review field trip costs through the lens of equity and inclusion to reduce costs as much as possible and to provide financial support where possible.

The district endorses-in-principle International Educational Trips for students during school time provided:

- a. advantage is taken whenever possible of weekends and holiday periods.
- b. the trip has curricular or extra-curricular relevance for participating students.
- c. the trip is initiated by school staff and approved by the Principal, Associate Superintendent and the ~~Board~~ **Superintendent or designate**.
- d. the trip is appropriately supervised.
- e. that all financial transactions associated with the trip meet school district requirements.

Guiding Principles

1. It is the Principal's responsibility to ensure the appropriateness of all International Educational Trips and the planning for safety of students.
2. Supervisors and chaperones are a valued resource in the school community and during International Educational Trips. Efforts will be made wherever possible to locate volunteer supervisors who are employees of the school district. When this is not possible, outside volunteers may be recruited and must provide background references and Criminal Record Checks and may be required to provide a Driver's Abstract. (Refer to Policy E-118 for Criminal Record Checks). All volunteer supervisors will take direction from the sponsor teacher and/or Principal.
3. All International Educational Trips must be planned to ensure that changes in travel plans, on short notice, to ensure the safety of students are possible without significant costs to participating students and/or their parents/guardians. Trip cancellation insurance, travel and medical insurance plans and/or alternate destination plans are essential to International Educational Trips proposals. If the Superintendent of Schools deems a trip unsafe and must be cancelled the parents/guardians will be responsible for covering all appropriate costs. Parents/guardians must ensure that they have all appropriate trip cancellation insurance as well as medical insurance.
4. At all times the use of alcohol, tobacco, misuse of prescription drugs or illegal substances by student participants, volunteers, supervisors or staff is strictly prohibited during International Educational Trips, regardless of the circumstances, the age of the participants, or local laws, customs and culture.

Procedures

1. Application for Approval Conditions of Participation
 - 1.1 A sponsor teacher proposing an International Educational Trip must submit an application to the Principal and Associate Superintendent for approval prior to any communication to students or parents/guardians about the proposed trip.
 - 1.2 Once approval is obtained from the Principal, ~~Associate~~ **and** Superintendent or designate ~~and Board~~, the sponsor teacher MUST communicate the proposed International Educational Trip to parents/guardians and students (as per Section C-4 of the Administrative Regulations).

- 1.3 For International Educational Trips, approval from the ~~Board~~ **Superintendent or designate** must be obtained at least six months prior to departure. Exceptions to this include championships and challenges which teams and clubs may qualify for.
- 1.4 An application for a proposed International Educational Trip submitted by a sponsor teacher must:
 - a. demonstrate the curricular or extra-curricular relevance of the proposed trip and that it is appropriate for the proposed group of student participants.
 - b. include a supervision plan appropriate to the nature of the trip, the age and the development of the students, and the activities being undertaken.
 - c. provide details of any fundraising activities to be undertaken in support of the proposed trip.
 - d. provide a plan for any special training necessary for participation in the International Educational Trip.
- 1.5 In considering whether to approve an International Educational Trip, the Principal, Associate Superintendent and ~~Board~~ **Superintendent** will consider all relevant facts and, in particular, will consider:
 - a. the substantive educational rationale for the proposed trip.
 - b. the reasonableness of the length of the proposed trip, having regard to the number of school days that will be used and the age of the students.
 - c. the risks associated with the trip and whether the application for approval provides an appropriate safety management plan.
 - d. the destination and the risks of travel to that destination (the Principal and Associate Superintendent will not approve travel to a destination where the Department of Foreign Affairs has published a travel warning which indicates "avoid non-essential travel" or "avoid all travel").
 - e. equity of opportunity.
 - f. the activities to be undertaken on the trip.
 - g. the affordability of the proposed trip for its intended participants.
 - h. how the proposed trip co-ordinates with overall school plans.
 - i. contingency and emergency planning included in the application.
 - j. the impact of the absence of attending school staff from the school.
 - k. the supervision plan.
- 1.6 Students are not permitted to participate in field trips where the service providers require a waiver to be signed as a condition of participation in the event or activity (Exceptions may be granted by Superintendent or designate). Acknowledgment of Risk forms may be used by service providers to gather informed consent from parents/guardians by indicating the risks associated with the field trip activity. Acknowledgment of Risk forms must accompany the initial application for the International Educational Trip.

2. Conditions of Participation

- 2.1 All participants on an International Educational Trip must comply with the school and District Student Codes of Conduct, abide by all laws and customs of the destination, and act as ambassador of the school district. When the behaviour of a student on a trip, in the opinion of the sponsor teacher, compromises safety of self or others and does not adhere to previously established expectations, that student will be returned home at the expense of the parents/guardians. If it is necessary for the student to be accompanied by a supervisor on the return trip, the parents/guardians of the student will be responsible for the travel costs of that supervisor. Parents/guardians will be advised of this possibility as part of the trip conditions. Prior to the student being sent home, parents/guardians will be notified.
- 2.2 Cancellation insurance or an alternate destination plan must be in place for the field trip. For reasons of student safety, an International Educational Trip may need to be changed, postponed or canceled (i.e. - global catastrophic events such as hurricane, pandemic, war or other military conflict). The cost for such a decision will not be covered by the school district. If the Superintendent of Schools deems a trip unsafe

and cancels prior to departure or during the event, the Board will not be responsible. Parents/guardians are responsible for ensuring that they have trip cancellation insurance as well as medical insurance.

- 2.3 Should the school or school district require the field trip to change or return home, all field trip participants will be required to comply with this directive.

3. Volunteers and Supervision

- 3.1 At least one of the volunteer supervisors, the sponsor teacher or a trip director must have knowledge of the customs and culture of the region, province or state being visited.
- 3.2 The minimum adult/student ratio for all trips is 1 to 10.
- 3.3 Staff and volunteer supervisors must be available to respond to the supervisory needs of the student twenty-four hours a day for each day of the event. All participants travelling on an International Educational Trip must be in the role of supervisor or student. This includes all attending staff's spouses. Staff and volunteer supervisor's children are not permitted on the trip unless they are legitimately part of the curricular or extra-curricular program. In the case of extra-curricular trips where students' family members wish to be present to encourage the team, all travellers organized through the auspices of the school/school district must comply with the guiding principles and conditions of participation.
- 3.4 Volunteer supervisors must be informed of their responsibilities in writing. Volunteer supervisors must be screened for suitability and advised of the expectations of their role as outlined by Administrative Regulations D-111 Volunteers in Schools. The Principal will approve the participation of each volunteer supervisor. Volunteer supervisors must have the appropriate skills and knowledge to participate in the field trip. It is required that a meeting of the sponsor teacher, volunteer supervisors and the Principal be held to review the expectations and standard of conduct expected of volunteer supervisors on the International Educational Trip.
- 3.5 Any CUPE employee who attends and is outside of their classification is considered to be a volunteer; therefore, they will not receive pay for the activity.

4. Financial Arrangements

- 4.1 Teachers will need to consider equity and inclusion when planning international field trips that have significant financial costs. Every effort should be made to reduce costs and to explore financial supports. For example, planning trips in advance to allow fundraising opportunities, working with travel companies to mitigate costs, and seeking any discounts or contributions. All financing arrangements for an International Educational Trip must be transparent, including the use of any "free" or discounted tickets associated with the selection of an organizing company, or the accrual of rewards benefits such as travel points, free trips or any other items related to the group travel. Sponsor teachers shall not place themselves in a financially compromising position or a conflict of interest with their students or with commercial agencies as a result of trips. A summary of costs associated with the trip shall be completed by the sponsor teacher and submitted to the Principal within two weeks of the completion of the field trip.
- 4.2 International Educational Trips are assumed by the teacher and any supervisor on a voluntary basis. There shall be no compensation for the provision of extracurricular activities (Article D.17 STA Collective Agreement: Extra-Curricular Activities).
- 4.2 If a teacher-on-call is required as a result of the International Educational Trip, the cost of the teacher-on-call will be included in the students' cost of the trip.
- 4.4 The school district will not be responsible for the costs of any International Educational Trip. Parents/guardians must be advised in writing before any funds are collected from parents/guardians or students, that should the travel have to be cancelled for any reason the school district is not responsible for any costs incurred. If the Superintendent of Schools deems a trip unsafe and must be cancelled the

parents/guardians will be responsible for covering all appropriate costs. Parents/guardians must ensure that they have all appropriate trip cancellation insurance as well as medical insurance.

I STUDENT EXCHANGE, SISTER SCHOOL OR HUMANITARIAN PROGRAMS

1. School District 62 (Sooke) recognizes the educational merit and supports the objectives of Student Exchange, Sister School and Humanitarian Programs which promote learning, foster international understanding and cultural appreciation and provide educational advancement for all participants. Student Exchange, Sister School and Humanitarian Programs are also an important component of the district's International Education program. For the purposes of this Administrative Procedure, the following definitions are provided:
 - a. Student Exchange Programs provide students with affordable and practical opportunities to experience new and diverse settings in which to study and learn about other cultures and countries. Students will gain inter-cultural communications skills, develop lasting friendships and experience another way of life. Students will exchange educational experiences by both visiting and hosting students from another culture.
 - b. Sister School Programs provide opportunities to develop positive associations between two countries through the establishment of links between students, staff, schools and school communities. The opportunity to participate in a sister school relationship is open to any school with a desire to learn more about the languages and culture of countries other than their own. Sister school relations are agreements formed for the purpose of strengthening educational exchange, to enhance students' language skills and to promote mutual friendship.
 - c. Humanitarian Programs provide students with an opportunity to gain awareness of the developing world and its complex issues, with the goal of developing reflective, action-oriented, global-minded citizens. The intention of the program is to support student learning in this area through an interdisciplinary academic learning program, focusing on global education with hands on experiences both locally and internationally.
2. The district endorses in principle Student Exchange, Sister School and Humanitarian Programs for students during school time provided:
 - a. advantage is taken whenever possible of weekends and holiday periods.
 - b. the program has curricular relevance for participating students and is mutually beneficial to all groups.
 - c. the program is initiated by school staff and approved by the Principal and District Leadership Team.
 - d. the program is appropriately supervised.

Guiding Principles

1. It is the Principal's responsibility to ensure the appropriateness of all programs and the planning for safety of students.
2. All Student Exchange, Sister School and Humanitarian Program proposals will be brought forward to the attention of the District Leadership team for discussion. The Associate Superintendent for the school has the responsibility to approve proposed programs.
3. Programs offered through the school or school district must be under the general supervision of school district staff. Planning and supervision for the program are the shared responsibility of the Principal and the sponsor teacher.
4. The safety and welfare of students and staff is the primary consideration in planning and implementing the program. The supervisors of each such program must incorporate appropriate safety practices that consider factors such as the location to which the students are travelling, the nature of the activity in which the students are participating, the skill level of the students, the number of students and the age and development of the students.
5. Parents and guardians must provide informed consent for their child's participation in a program, including informed consent for activities undertaken in that program. Parents and guardians must be provided with all

appropriate information regarding the date, location, arrangements, levels of supervision and known inherent risks specific to the program in order to give informed consent.

6. Volunteer supervisors are a valued resource in the school community and in assisting with programs. Volunteers will take direction from the sponsor teacher or Principal. Volunteers must provide background, reference, and Criminal Record Checks and may be required to provide a Driver's Abstract. (Refer to Policy/Regulations D-111 Volunteers in the Schools).
7. All Student Exchange, Sister School or Humanitarian Programs must be planned to ensure that changes in travel plans, on short notice, to ensure the safety of students are possible without significant costs to participating students and/or their parents/guardians. Travel insurance plans and/or alternate destination plans are essential to Student Exchange, Sister School or Humanitarian Programs Trips proposals. If the Superintendent of Schools deems a trip unsafe and must be cancelled the parents/guardians will be responsible for covering all appropriate costs. Parents/guardians must ensure that they have all appropriate trip cancellation insurance as well as medical insurance.
8. At all times the use of alcohol, tobacco or illegal substances by student participants, volunteers, supervisors or staff is strictly prohibited during all program activities and travel, regardless of the circumstances, the age of the participants, or local laws, customs and culture.

Procedures

1. Application for Approval

- 1.1 A sponsor teacher proposing a program must submit an application to the Principal and Associate Superintendent for approval prior to any communication to students or parents/guardians about the proposed program.
- 1.2 Once approval is obtained from the Principal, Associate Superintendent and District Leadership Team, the sponsor teacher may communicate the proposed program to parents/guardians and students.
- 1.3 For programs outside British Columbia but inside Canada or the United States, approval from the Associate Superintendent must be obtained at least six months prior to departure.
- 1.4 For programs involving international travel, approval from the District Leadership Team must be obtained at least six months prior to departure.
- 1.5 An application for a proposed program submitted by a sponsor teacher must:
 - a. demonstrate the curricular relevance, which would include the reciprocal cultural exchange benefits and details of the proposed program.
 - b. include a supervision plan appropriate to the nature of the program, the age and the development of the students, and the activities being undertaken.
 - c. provide details of any fundraising activities to be undertaken in support of the proposed program.
 - d. provide a plan for any special training necessary for participation in the program.
- 1.6 In considering whether to approve a program, the Principal and District Leadership Team will consider all relevant facts and in particular, will consider:
 - a. the substantive educational rationale for the proposed program.
 - b. the reasonableness of the length of the proposed program, having regard to the number of school days that will be used and the age of the students.
 - c. the risks associated with the program and whether the application for approval provides an appropriate safety management plan.
 - d. the destination and the risks of travel to that destination (the Principal and Associate Superintendent will not approve travel to a destination where the Department of Foreign Affairs has published a travel warning which indicates "avoid non-essential travel" or "avoid all travel").
 - e. the activities to be undertaken in the program.

- f. the affordability of the proposed program for its intended participants.
 - g. how the proposed program co-ordinates with overall school plans.
 - h. contingency and emergency planning included in the application.
 - i. the impact of the absence of attending school staff from the school.
 - j. the supervision plan.
- 1.7 Students are not permitted to participate in field trips where the service providers require a waiver to be signed as a condition of participation in the event or activity (Exceptions may be granted by Superintendent or designate). Acknowledgment of Risk forms may be used by service providers to gather informed consent from parents/guardians by indicating the risks associated with the field trip activity. Acknowledgment of Risk forms must accompany the initial application for the Student Exchange, Sister School or Humanitarian Program.

2. Conditions of Participation

- 2.1 Any School District No. 62 student in good standing is eligible to take part in a Student Exchange, Sister School or Humanitarian Program, subject to the criteria and guidelines of the program. Students who participate in a program must be currently enrolled in the school and must be known by the teacher undertaking the planning of the program.
- 2.2 Participation in a program is not a right. The Principal may determine whether a student may participate. Non-participation will not affect a student's standing or grade. As necessary, an appropriate educational program must be provided to students not participating in the program.
- 2.3 All participants in a program must comply with the school and district Student Codes of Conduct, abide by all laws and customs of the destination, and act as ambassador of the school district. When the behaviour of a student in a program, in the opinion of the sponsor teacher, compromises safety of self or others and does not adhere to previously established expectations, that student will be returned home at the expense of the parents/guardians. If it is necessary for the student to be accompanied by a supervisor on the return home, the parents/guardians of the student will be responsible for the travel costs of that supervisor. Parents/guardians will be advised of this possibility as part of the program conditions. Prior to the student being sent home, parents/guardians will be notified.
- 2.4 Student participants in a program must attend pre-program meetings at which the activities to be undertaken in the program, the risks associated with the program, and the expected standards of conduct and consequences of noncompliance with that standard of conduct are reviewed. No student may participate in a program without attending such a meeting and agreeing to comply with that expected standard of behaviour. Student participants must satisfy any academic responsibilities prior to and during a program.
- 2.5 A sponsor teacher must provide detailed information to the parents/guardians of proposed student participants outlining the proposed activities to be undertaken in the program, including any known risks or dangers associated with that program, the educational purpose behind the program, the supervision to be provided in the program, and must obtain informed parental consent for each student participating in the program. The sponsor teacher will also communicate expectations to parents/guardians of responsibilities and expectations of student and adult participants and the consequences of failure to comply with the expected standards of conduct. A pre-program meeting must be held to provide parents/guardians information about the program, and parental attendance must be documented.
- 2.6 Cancellation insurance or an alternate destination plan must be in place for the field trip. For reasons of student safety, a Student Exchange, Sister School or Humanitarian Program may need to be changed, postponed or cancelled. The cost for such a decision will not be covered by the school district. If the Superintendent of Schools deems a trip unsafe and must be cancelled the parents/guardians will be responsible for covering all appropriate costs. Parents/guardians must ensure that they have all appropriate trip cancellation insurance as well as medical insurance.
- 2.7 Should the school or school district require the field trip to change or return home, all field trip participants will be required to comply with this directive.

3. Volunteers and Supervision

- 3.1 At least one of the volunteer supervisors, the sponsor teacher or a program director must have knowledge of the customs and culture of the country being visited.
- 3.2 The minimum adult/student ratio for all trips is 1 to 10.
- 3.3 If the students in the program are either male or female students, there must be at least one supervisor of the same sex. If the program includes both male and female students, then there must be at least one supervisor of each sex.
- 3.4 Staff and volunteer supervisors must be available to respond to the supervisory needs of the student twenty-four hours a day for each day of the event. All participants in a program must be in the role of supervisor or student. This includes all attending staff's spouses. Staff and volunteer supervisor's children are not permitted on the trip unless they are legitimately part of the curricular or extra-curricular program. In the case of extra-curricular trips where family members wish to be present to encourage the team, all travellers organized through the auspices of the school/school district must comply with the guiding principles and conditions of participation.
- 3.5 Volunteer supervisors must be informed of their responsibilities in writing. Volunteer supervisors must be screened for suitability and advised of the expectations of their role as outlined by Policy and Regulations D-111 Volunteers in Schools. The Principal will approve the participation of each volunteer supervisor. Volunteer supervisors must have the appropriate skills and knowledge to participate in the program. It is required that a meeting of the sponsor teacher, volunteer supervisors and the Principal is held to review the expectations and standard of conduct expected of volunteer supervisors in the program.
- 3.6 Any attending district CUPE employee is attending outside of their classification and is considered to be a volunteer and will not receive pay for the activity.

4. Financial Arrangements

- 4.1 Fundraising activities to support a program must comply with school district procedures and be approved by the Principal (refer to Policy and Regulations D-205 Fund Raising).
- 4.2 Teachers will need to consider equity and inclusion when planning international field trips that have significant financial costs. Every effort should be made to reduce costs and to explore financial supports. For example, planning trips in advance to allow fundraising opportunities, working with travel companies to mitigate costs, and seeking any discounts or contributions.
- 4.3 All financing arrangements for a program must be transparent, including the use of any "free" or discounted tickets associated with the selection of an organizing company, or the accrual of travel rewards benefits such as Air Miles related to the group travel. Sponsor teachers shall not place themselves in a financially compromising position or a conflict of interest with their students or with commercial agencies as a result of Student Exchange, Sister School or Humanitarian Programs. A summary of costs associated with the program shall be completed by the sponsor teacher and submitted to the Principal within two weeks of the completion of the program.
- 4.4 Programs are assumed by the teacher on a voluntary basis. There shall be no compensation for the provision of extra-curricular activities (Article D.17 STA Collective Agreement – Extra-Curricular Activities).
- 4.5 If a teacher-on-call is required as a result of the program, the cost of the teacher-on-call will be included in the students' cost of the program.
- 4.6 The school district will not be responsible for the costs of any Student Exchange, Sister School or Humanitarian Program. Parents/guardians must be advised, in writing, before any funds are collected from parents/guardians or students, that should the travel have to be cancelled for any reason the school district is not responsible for any costs incurred.

LIST OF APPENDICES FOR ALL TRIP FORMS

Appendix A – Low Risk Trip Forms

Appendix B – Moderate Risk Trip Forms – for Day Trips

Appendix C – Moderate Risk Trip Forms – Overnight Within Province Trips

Appendix D – Moderate Risk Trip Forms – Overnight Out-of-Province, Within Canada Trips

Appendix E – International Educational Trip Forms

Appendix F – International Student Exchange, Sister School, Humanitarian Programs or Sports-Based Trip Forms

APPENDIX A

School District #62 (Sooke)
LOW RISK FIELD TRIP APPROVAL FORM

- The Leader must read the School District Field Trip Policy before completing this form.
- The Leader must take this completed form to the Principal for approval (and, when it is an out-of-province request, the Principal's recommendation for approval is to be forwarded to the Superintendent).
- Where Part B applies, the Principal should meet with the Leader and review the information prior to the parent/guardian meeting. After this meeting, Part B is to be returned to the Principal for final approval.

PART A - Required for all field trips

Teacher/Leader/Supervisor: _____

School: _____

Date of Application: _____ Date(s) of Field Trip: _____

Purpose/Activities: _____

Number of Students: _____ Grade(s): _____ Male _____ Female _____ Other _____

Number of Supervisors/Chaperones: _____ Male _____ Female _____ Other _____

Times & Locations (When & Where?):

Method(s) of Transportation: _____

Costs: _____ Source of Funds: _____

I have read School District #62 Field Trip Policy C-329.

Planned by: _____

Leader's signature

Approved by: _____

Principal's Signature

Date: _____

CHECK LIST FOR LOW RISK FIELD TRIPS

So, you want to go on a field trip! Please follow these steps to help make the process go smoothly.

PLEASE PREPARE AT LEAST ONE WEEK BEFORE THE TRIP:

1. Make sure you have money for the field trip. *PAC does give some money for field trips, but this money is not available until late fall. Also, you can charge students a small fee for trips.*
2. I have looked into funding options/alternatives for students who can't afford this.
3. Fill out the permission form (located _____) **at least three days before trip.** NOTE: if using parent/guardian drivers, please see 10c. deadline.
4. Give form to Principal for approval and signature. *On approval, office will put completed form in field trip book with photocopy to your box so you know the trip is approved.*
5. Send out a form to parents/guardians describing trip and requesting their signed permission. *If you do not have a generic form, please check the District SharePoint site.*
6. Complete First Aid Risk Assessment on [Engage](#) at to determine;
- Correct level of first aid kit and
 - Correct level of first aid attendant on the trip.
7. Complete Risk Assessment for Potential Violent Interactions with Public from the Task Based Procedures – Interactions with the Public on [Engage](#) before the field trip. Ensure a completed copy of this Assessment is brought on the field trip.
8. Cell Phone
9. **If you require a bus:**
- a. Fill out bus request form and then give it to Principal for signature. *Form is located _____.*
*The **form needs an account number** before it can be booked.*
 - b. The School Secretary will book the bus(es).
10. **If you use Parent/Guardian drivers:**
- a. Request that insurance and licence be presented to the office. *They will be photocopied and place in binder.*
 - b. Check insurance for valid dates and minimum \$1,000,000.00 liability coverage (\$2,000,000.00 is preferred).
 - c. Send list of parent drivers to office **at least three days** before trip.
- Teachers are responsible for checking binder to confirm parent/guardian drivers have filed license and insurance papers with the school.**
11. If you use Staff drivers:
- a. Complete Appendix D-Student Transportation in Employee Vehicle Risk Assessment Checklist from the Working Alone or From Home Safe Work Procedure on [Engage](#) prior to transporting student.
12. Write your trip in office calendar so office staff can inform parents/guardians when they call about field trips.

Have a great field trip!

**SCHOOL
FIELD TRIP CONSENT FORM
FOR LOW RISK ACTIVITIES**

WHEN: We are arranging a field trip for students in Grade _____ on _____ (dd/mm/yyyy).

WHERE: We will be going to _____ (location), and will be away from the school from _____ to _____ (times). We will be travelling by _____ (i.e. school bus, public transport, foot).

WHAT: On this field trip, we will be: _____ (describe activities – a field trip to a park might include hiking, walking, using climbing apparatus, eating lunch, etc.)

Students will need to bring:

WHY: The class will be supervised by _____ (a typical response might be "2 school employees and hopefully 2 – 4 volunteers"). It is important to indicate supervisory arrangements that will not be modified or reduced. For instance, consider whether the trip will proceed even if there are no parent volunteers, or if a specific teacher is sick, but a substitute is available. **With older grades, you should add a sentence saying: Your child will not necessarily be supervised by an adult at all times.)

COST:

If you do not wish your child to accompany his or her class on this trip, please contact _____, who will arrange alternate supervision.

Accidents can be the result of the nature of the activity and can occur with or without any fault on either the part of the student or the School Board or its employees or agents, or the facility where the activity is taking place. By allowing your child to participate in this activity, you are accepting the risk of an accident occurring, and agree that this activity, as described above, is suitable for your child.

I give _____ (name of student) permission to participate in the field trip to on _____ (dd/mm/yyyy). I understand that my child may be exposed to certain risks while participating in this activity. Accidents and injuries may occur.

Signature of Parent/Guardian

Date

Printed name of Parent/Guardian

Address of Parent/Guardian

APPENDIX B*School District #62 (Sooke)***MODERATE RISK FIELD TRIP (DAY) APPROVAL FORM**

- The Leader must read the School District Field Trip Policy before completing this form.
- The Leader must take this completed form to the Principal for approval (and, when it is an out-of-province request, the Principal's recommendation for approval is to be forwarded to the Superintendent).
- Where Part B applies, the Principal should meet with the Leader and review the information prior to the parent/guardian meeting. After this meeting, Part B is to be returned to the Principal for final approval.

PART A - Required for all field trips

Teacher/Leader/Supervisor: _____

School: _____

Date of Application: _____ Date(s) of Field Trip: _____

Purpose/Activities: _____

Number of Students: _____ Grade(s): _____ Male _____ Female _____ Other _____

Number of Supervisors/Chaperones: _____ Male _____ Female _____ Other _____

Times & Locations (When & Where?):

Method(s) of Transportation: _____

Costs: _____ Source of Funds: _____

I have read School District #62 Field Trip Policy C-329.

Planned by: _____
Leader's signatureApproved by: _____
Principal's Signature

Date: _____

PART B (to be submitted to the Principal at least 30 days prior to trip)
Required only for field trips that are overnight, within province,
and/or involve “moderate risk” activities.

Date of Parent/Guardian Information Meeting(s) (required by policy): _____

Section 1 – Required for all Overnight Field Trips

Itinerary (attach detailed itinerary, including educational and logistical activities prior to, during, and after the trip as well as names of chaperones and/or supervisors).

Lodging Arrangements _____

Meal Arrangements _____

Section 2 - Required if Field Trip involves any “Moderate Risk” Activities

List “Moderate Risk” Activities (see Field Trip Policy for definitions): _____

Location of Activities (terrain, potential hazards, remoteness/access to medical care, etc.): _____

Leader’s and/or Instructors’ Local Knowledge: _____

Type & Quality of Safety Equipment: _____

Ratio of Students-to-Instructors (qualified to lead activities): _____ / 1

Ratio of Students-to-Adults (including teachers/supervisors/chaperones/etc.): _____ / 1

Details of Student Preparation for Activities: _____

Details of Leader’s, Supervisor’s, and/or Instructor’s Experience and Qualifications: _____

First Aid requirements: (e.g. level of first aid attendant and first aid kit): _____

Contingency Plans for Emergencies: _____

Section 3 – Any Relevant Additional Information

Planned By:

Approved/Recommended by:

Date:

Leader’s Signature

Principal’s Signature

School District No. 62 (Sooke)

MODERATE RISK FIELD TRIP
SCHOOL TRAVEL/ACTIVITY CHECKLIST

This checklist is designed to ensure that trips are given proper planning and adequate supervision. All students shall be under the supervision and direction of school personnel during the activity, during associated "free time" and while being transported. (School district policies regarding student travel, student behaviour and the teachers' duty of care are applicable and should be referred to.) They may be found in the District Policy Manual in Section C — Students.

Please ensure that all relevant documents are on file in the school office.

Items marked () are related to all trips.*

SCHOOL: _____ DATE OF TRIP: _____

DESTINATION: _____ PURPOSE: _____

SUPERVISORS: _____

First Aid Attendant with valid certificate (if applicable): _____

NOTE: NAMES OF NON-TEACHING SUPERVISORS MUST BE REGISTERED WITH THE PRINCIPAL.

NUMBER OF STUDENTS: _____ LENGTH OF TRIP: _____ DAYS

NOTE: NAMES AND PHONE NUMBERS OF STUDENTS AND SUPERVISORS MUST BE REGISTERED IN SCHOOL OFFICES, SEPARATED BY TRANSPORTING VEHICLE.

DEPARTURE FROM: _____ (AM) (PM) _____ 20__

ARRIVAL AT: _____ (AM) (PM) _____ 20__

LEAVE FROM: _____ (AM) (PM) _____ 20__

ARRIVE AT: _____ (AM) (PM) _____ 20__

TEACHER'S SIGNATURE _____

PRINCIPAL'S SIGNATURE INDICATING PLANNING COMPLETE _____

DATE _____

*Moderate Risk Field Trip - School Travel Activity Checklist.***CHECK ✓ WHEN COMPLETE; N/A IF NOT APPLICABLE.*****SAFETY KIT – TO BE BROUGHT BY TRIP LEADER***

- *1. First Aid Kit
- *2. Charged cell phone
- *3. Emergency contact numbers on a separate sheet of paper
- *4 Medical information for each student
- *5. Emergency Plan for trip (what to do in the event of an emergency)

COMMUNICATION WITH PARENTSGUARDIANS

- *1. a) Date of Parent/Guardian Information Meeting (*for Moderate risk*) _____
- b) Are parental/guardian permission slips on file for participating student?
- *2. Have a detailed trip itinerary been:
 - a) filed at school?
 - b) sent home?
- *3. Are behavioural expectations made clear to students and parents/guardians well before the time of the trip?
- *4. Have arrangements been made to cope with known individual medical situations?
- 5. Have destination contact persons, addresses and phone numbers been
 - a) carried on trip?
 - b) filed at school?
 - c) given to parents/guardians?
- 6. Have students/parents/guardians been provided with equipment list?
- 7. Have provisions been made to check student preparation before trip date?
- 8. For lone or extended trips has the supervisor a list of medical numbers and insurance coverage?
- 9. Have procedures for serious behaviour problems been communicated to the parent/guardian?

*Moderate Risk Field Trip - School Travel Activity Checklist,***SAFETY**

1. To the best of your knowledge, do teacher supervisors and adult helpers have adequate qualifications and experience for this trip?
 2. Have potential hazards been considered in your planning?
 - *3. Complete First Aid Risk Assessment on [Engage](#) at to determine;
 - a. Correct level of first aid kit and
 - b. Correct level of First Aid Attendant on the trip.
 - *4. Complete Risk Assessment for Potential Violent Interactions with Public from the Task Based Procedures – Interactions with the Public on [Engage](#) before the field trip.
- Ensure a completed copy of this Assessment is brought on the field trip.
6. Is the Supervisor familiar with the route/destination?

FUNDING

- *1. Has funding been organized and reviewed with the Principal?
2. I have looked into funding options/alternatives for students who can't afford this.

TRANSPORTATION

1. If you require a bus:
 - a. Fill out bus request form and then give it to Principal for signature.
Form is located _____.
 - b. *The form needs an account number before it can be booked.*
 - c. The School Secretary will book the bus(es).
2. If you use Parent/Guardian drivers:
 - a. Request that insurance and licence be presented to the office.
They will be photocopied and place in binder.
 - b. Check insurance for valid dates and minimum \$1,000,000.00 liability coverage (\$2,000,000.00 is preferred).
 - c. Send list of parent drivers to office at least three days before trip.

Teachers are responsible for checking binder to confirm parent/guardian drivers have filed license and insurance papers with the school.

- *3. If you use Staff drivers:
 - a. Complete Student Transportation in Employee Vehicle Risk Assessment Checklist from the Working Alone or From Home Safe Work Procedure on [Engage](#) prior to transporting student.
- *4. Has adequate supervision been provided?

**SCHOOL
CONSENT FORM
FOR CHILD PARTICIPATING IN
MODERATE RISK ACTIVITY**

Date:

Dear:

I hereby give my consent and acknowledge by my signature that:

Students will be going to _____ (location) and will be away from the school from _____
to _____ (times). They will be travelling by _____ (i.e. school bus, public transport, foot). _____
Initial

On this field trip, up to _____ (number) students will be: _____
(describe all activities – i.e. skiing, hiking, walking, using climbing apparatus, cooking meals on
camp stoves, tenting.) _____
Initial

The students will be supervised by _____ (a typical response might be "school
employees and hopefully 2 – 4 parent/guardian volunteers". It is important to indicate supervisory
arrangements that will not be modified or reduced. For instance, consider whether the trip will
proceed even if there are no parent volunteers, or if a specific teacher is sick, but a substitute is available.
**With older grades, you should add a sentence saying "Your child will not necessarily be supervised by
an adult at all times.") _____
Initial

My child has no illnesses, allergies or disabilities that may require special attention, except as
described here: _____
Initial

I am aware of the usual risks and dangers inherent in participation in all of the activities associated
with this trip and of the possibility of personal injury, death, property damage or loss resulting from
the activities. The dangers and risks may include, but are not limited to: (provide specific
and comprehensive information on any risks that are applicable. Some examples follow.) _____
Initial

- Unorthodox or high-risk travel arrangements.
- Program locations.
- Rugged terrain.
- Rock fall and avalanches.
- Weather.
- Equipment breakage, failures.
- Delayed rescue, accessibility.
- Conduct of the guide, chaperone or other group members.
- The possibility that your child may not heed safety instructions or restrictions given to the group.

I acknowledge that if the Superintendent of Schools deems the trip unsafe, they can recall
students back at any time. _____
Initial

I will supply suitable equipment and clothing for my child's participation in all activities associated
with the field trip, including: _____
Initial

I am aware that I should contact the school for further information if I am unaware what clothing
and equipment is required for the activities or possible weather conditions of this field trip. My
child and I understand that it is our responsibility to ensure my child has all necessary equipment
and clothing. _____
Initial

My child and I understand that the school's Code of Conduct applies during this field trip. I will be
responsible for any costs caused by my child's failure to abide by the Code of Conduct, including
any costs to send my child home. _____
Initial

Accidents can be the result of the nature of the activity and can occur with or without any fault on either part of the student, or the School Board or its employees or agents, or the facility where the activity is taking place. By allowing your child to participate in this activity, you are accepting the risk of an accident occurring, and agree that this activity, as described above, is suitable for your child.

Initial

In signing this Consent, I am not relying on any oral or written representation or statements made by the School Board and its servants, agents, employees, or authorized volunteers, or the Ministry of Education, to induce me to permit my child to take the trip, other than those set out in this Consent.

Initial

I am 19 years of age or more and have read and understand the terms of this Consent and understand that it is binding upon me, my heirs, executors and administrators.

Initial

Date:

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

NOTE: This Consent must be signed by ALL custodial parents or guardians of a child who is under the age of 19 years.

PART B (to be submitted to the Principal at least 30 days prior to trip)
Required only for field trips that are overnight, within province,
and/or involve “moderate risk” activities.

Date of Parent/Guardian Information Meeting(s) (required by policy): _____

Section 1 – Required for all Overnight Field Trips

Itinerary (attach detailed itinerary, including educational and logistical activities prior to, during, and after the trip as well as names of chaperones and/or supervisors).

Lodging Arrangements _____

Meal Arrangements _____

Section 2 - Required if Field Trip involves any “Moderate Risk” Activities

List “Moderate Risk” Activities (see Field Trip Policy for definitions): _____

Location of Activities (terrain, potential hazards, remoteness/access to medical care, etc.): _____

Leader’s and/or Instructors’ Local Knowledge: _____

Type & Quality of Safety Equipment: _____

Ratio of Students-to-Instructors (qualified to lead activities): _____ / 1

Ratio of Students-to-Adults (including teachers/supervisors/chaperones/etc.): _____ / 1

Details of Student Preparation for Activities: _____

Details of Leader’s, Supervisor’s, and/or Instructor’s Experience and Qualifications: _____

First Aid requirements: (e.g. level of first aid attendant and first aid kit): _____

Contingency Plans for Emergencies: _____

Section 3 – Any Relevant Additional Information

Planned By: _____
Print name

Approved/Recommended by: _____
Print name

Date: _____

Leader’s Signature

Principal’s Signature

School District No. 62 (Sooke)**MODERATE RISK FIELD TRIP – OVERNIGHT WITHIN PROVINCE**
SCHOOL TRAVEL/ACTIVITY CHECKLIST

This checklist is designed to ensure that trips are given proper planning and adequate supervision. All students shall be under the supervision and direction of school personnel during the activity, during associated “free time” and while being transported. (School district policies regarding student travel, student behaviour and the teachers’ duty of care are applicable and should be referred to.) They may be found in the District Policy Manual in Section C — Students.

Please ensure that all relevant documents are on file in the school office.

SCHOOL: _____ DATE OF TRIP: _____

DESTINATION: _____ PURPOSE: _____

SUPERVISORS: _____

NOTE: NAMES OF NON-TEACHING SUPERVISORS MUST BE REGISTERED WITH THE PRINCIPAL.

NUMBER OF STUDENTS: _____ LENGTH OF TRIP: _____ DAYS

NOTE: NAMES AND PHONE NUMBERS OF STUDENTS AND SUPERVISORS MUST BE REGISTERED IN SCHOOL OFFICES, SEPARATED BY TRANSPORTING VEHICLE.

DEPARTURE FROM: _____ (AM) (PM) _____ 20__

ARRIVAL AT: _____ (AM) (PM) _____ 20__

LEAVE FROM: _____ (AM) (PM) _____ 20__

ARRIVE AT: _____ (AM) (PM) _____ 20__

First Aid Attendant with valid certificate (if applicable): _____

TEACHER’S SIGNATURE: _____

PRINCIPAL’S SIGNATURE INDICATING PLANNING COMPLETE: _____

DATE: _____

School Travel Activity Checklist – Moderate Risk – Overnight, Within Province

CHECK ✓ WHEN COMPLETE; N/A IF NOT APPLICABLE.

RATIONALE

1. Is trip consistent with Board policy?
2. Has appropriate permission been received? (e.g. Principal)
3. Have provisions been made for non-participating students who remain at school?

SAFETY KIT – TO BE BROUGHT BY TRIP LEADER

1. First Aid Kit
3. Charged cell phone Cell Number _____
4. Emergency contact numbers for school & emergency services on a separate sheet of paper
5. Medical information and contacts for each student
6. Emergency Plan for trip (what to do in the event of an emergency)
7. Have destination contact persons, addresses and phone numbers been:
 - a) carried on trip?
 - b) filed at school?
 - c) given to parents/guardians?

COMMUNICATION WITH PARENTS/GUARDIANS

1. a) Date of Parent/Guardian Information Meeting: _____
- b) Are parental/guardian permission slips on file for participating students?
2. Has a detailed trip itinerary been:
 - a) filed at school?
 - b) sent home?
3. Are behavioural expectations made clear to students and parents/guardians well before the time of the trip?
4. Have arrangements been made to cope with known individual medical situations?
5. Have students/parents/guardians been provided with equipment list?
6. Have provisions been made to check student preparation before trip date?
7. For lone or extended trips has the supervisor a list of medical numbers and insurance coverage?
8. Have procedures for serious behaviour problems been communicated to the parent/guardian?

*School Travel Activity Checklist – Moderate Risk – Overnight, Within Province***TEACHER-ON-CALL**

1. Is a TTOC needed? Yes _____ No _____
2. Has a TTOC been booked? Yes _____ No _____
3. Has funding been approved by the Principal? Yes _____ No _____

SUPERVISION

1. Have all supervisors been briefed on their responsibilities and trip details?
2. Are supervisors provided with student/billet accommodation lists?
3. Have provisions been made for supervision during structured and unstructured time?
4. Curfew times/billets detailed?
5. Are supervisors of both sexes required? (sports constitution requirement)
6. Do supervisors have Criminal Record Checks?

SAFETY

1. To the best of your knowledge, do teacher supervisors and adult helpers have adequate qualifications and experience for this trip?
 2. Have potential hazards been considered in your planning?
 3. Complete First Aid Risk Assessment on [Engage](#) at to determine;
 - a. Correct level of first aid kit and
 - b. Correct level of First Aid Attendant on the trip.
 - *4. Complete Risk Assessment for Potential Violent Interactions with Public from the Task Based Procedures – Interactions with the Public on [Engage](#) before the field trip.
- Ensure a completed copy of this Assessment is brought on the field trip.
5. Is the Supervisor familiar with the route/destination?

FUNDING

1. Has funding for the trip been obtained in accordance with Board policy?
2. Are payment methods organized for the trip?
3. Has an itemized budget been filed?
4. Ensure all receipts are turned into the office.
5. I have looked into funding options/alternatives for students who can't afford this.

School Travel Activity Checklist – Moderate Risk – Overnight, Within Province

TRANSPORTATION

1. If you require a bus:
 - a. Fill out bus request form and then give it to Principal for signature.
Form is located _____.
 - b. The form needs an account number before it can be booked.
 - c. The School Secretary will book the bus(es).

2. If you use Parent/Guardian drivers:
 - a. Request that insurance and licence be presented to the office.
They will be photocopied and place in binder.
 - b. Check insurance for valid dates and minimum \$1,000,000.00 liability coverage
(\$2,000,000.00 is preferred).
 - c. Send list of parent drivers to office at least three days before trip.

Teachers are responsible for checking binder to confirm parent/guardian drivers have filed license and insurance papers with the school.

3. If you use Staff drivers:
 - a. Complete Student Transportation in Employee Vehicle Risk Assessment Checklist from the Working Alone or From Home Safe Work Procedure on [Engage](#) prior to transporting student.

4. Has adequate supervision been provided?

5. Are drivers given clear directions regarding routes and stops?

6. If using Charter Buses/rental vehicles, have safety inspection for school bus been approved and on file with SBO?

7. a. If more than one vehicle is being used, is list on file showing who is in which vehicle?
- b. If any student changes vehicles, a record of this change must be made and communicated to each supervisor.

8. Is list of students going, and home telephone numbers been filed in school office?

9. Does means of transport have adequate luggage/equipment storage?

10. Are arrangements made well in advance for meals enroute?

11. Will there be access to the school on departure or return?

12. Have provisions been made to deal with the
 - a. alarm system?
 - b. fire gates?

**SCHOOL CONSENT FORM
FOR CHILD PARTICIPATING IN MODERATE RISK
– OVERNIGHT, WITHIN PROVINCE ACTIVITY**

Date:

Dear:

I hereby give my consent and acknowledge by my signature that:

Students will be going to _____ (location) and will be away from the school from _____
to _____ (times). They will be travelling by _____ (i.e. school bus, public transport, foot). _____
Initial

On this field trip, up to _____ (number) students will be: _____
(describe all activities – i.e. skiing, hiking, walking, using climbing apparatus, cooking meals on
camp stoves, tenting.) _____
Initial

The students will be supervised by _____ (a typical response might be "school
employees and hopefully 2 – 4 parent volunteers". It is important to indicate supervisory
arrangements that will not be modified or reduced. For instance, consider whether the trip will
proceed even if there are no parent volunteers, or if a specific teacher is sick, but a substitute is available.
**With older grades, you should add a sentence saying "Your child will not necessarily be supervised by
an adult at all times.") _____
Initial

My child has no illnesses, allergies or disabilities that may require special attention, except as
described here: _____
Initial

I am aware of the usual risks and dangers inherent in participation in all of the activities associated
with this trip and of the possibility of personal injury, death, property damage or loss resulting from
the activities. The dangers and risks may include, but are not limited to: (provide specific
and comprehensive information on any risks that are applicable. Some examples follow.) _____
Initial

- Unorthodox or high-risk travel arrangements.
- Program locations.
- Rugged terrain.
- Rock fall and avalanches.
- Weather.
- Equipment breakage, failures.
- Delayed rescue, accessibility.
- Conduct of the guide, chaperone or other group members.
- The possibility that your child may not heed safety instructions or restrictions given to the group.

I acknowledge that if the Superintendent of Schools deems the trip unsafe, they can recall
students back at any time. _____
Initial

I will supply suitable equipment and clothing for my child's participation in all activities associated
with the field trip, including: _____
Initial

I am aware that I should contact the school for further information if I am unaware what clothing
and equipment is required for the activities or possible weather conditions of this field trip. My
child and I understand that it is our responsibility to ensure my child has all necessary equipment
and clothing. _____
Initial

My child and I understand that the school's Code of Conduct applies during this field trip. I will be
responsible for any costs caused by my child's failure to abide by the Code of Conduct, including
any costs to send my child home. _____
Initial

Accidents can be the result of the nature of the activity and can occur with or without any fault on either part of the student, or the School Board or its employees or agents, or the facility where the activity is taking place. By allowing your child to participate in this activity, you are accepting the risk of an accident occurring, and agree that this activity, as described above, is suitable for your child.

Initial

In signing this Consent, I am not relying on any oral or written representation or statements made by the School Board and its servants, agents, employees, or authorized volunteers, or the Ministry of Education, to induce me to permit my child to take the trip, other than those set out in this Consent.

Initial

I am 19 years of age or more and have read and understand the terms of this Consent and understand that it is binding upon me, my heirs, executors and administrators.

Initial

Date:

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

NOTE: This Consent must be signed by ALL custodial parents or guardians of a child who is under the age of 19 years.

APPENDIX D

School District #62 (Sooke)

**MODERATE RISK FIELD TRIP APPROVAL FORM
FOR OVERNIGHT OUT-OF-PROVINCE/WITHIN CANADA TRIPS**

- The Leader must read the School District Field Trip Policy before completing this form.
- The Leader must take this completed form to the Principal for approval (and, when it is an out-of-province request, the Principal's recommendation for approval is to be forwarded to the Superintendent).
- Where Part B applies, the Principal should meet with the Leader and review the information prior to the parent/guardian meeting. After this meeting, Part B is to be returned to the Principal for final approval.

PART A - Required for all field trips

Teacher/Leader/Supervisor: _____
School: _____

Date of Application: _____ Date(s) of Field Trip: _____

Purpose/Activities: _____

Number of Students: _____ Grade(s): _____ Male _____ Female _____ Other _____
Number of Supervisors/Chaperones: _____ Male _____ Female _____ Other _____

Times & Locations (When & Where?):

Method(s) of Transportation: _____

Costs: _____ Source of Funds: _____

I have read School District #62 Field Trip Policy C-329.

Planned by: _____
Leader's signature

Approved by: _____
Principal's Signature

Print name

Print name

Date: _____

PART B (to be submitted 45 days prior to trip)
Required only for field trips that are overnight, out-of-province/within Canada,
and/or involve “moderate risk” activities.

Date of Parent/Guardian Information Meeting(s) (required by policy): _____

Section 1 – Required for all Overnight Field Trips

Itinerary (attach detailed itinerary, including educational and logistical activities prior to, during, and after the trip as well as names of chaperones and/or supervisors).

Lodging Arrangements _____

Meal Arrangements _____

Section 2 - Required if Field Trip involves any “Moderate Risk” Activities

List “Moderate Risk” Activities (see Field Trip Policy for definitions): _____

Location of Activities (terrain, potential hazards, remoteness/access to medical care, etc.): _____

Leader’s and/or Instructors’ Local Knowledge: _____

Type & Quality of Safety Equipment: _____

Ratio of Students-to-Instructors (qualified to lead activities): ____ / 1

Ratio of Students-to-Adults (including teachers/supervisors/chaperones/etc.): ____ / 1

Details of Student Preparation for Activities: _____

Details of Leader’s, Supervisor’s, and/or Instructor’s Experience and Qualifications: _____

First Aid requirements: (e.g. level of first aid attendant and first aid kit): _____

Contingency Plans for Emergencies: _____

Section 3 – Any Relevant Additional Information

Planned By: _____
Print name

Approved/Recommended by: _____
Print name

Leader’s Signature

Principal’s Signature

Date: _____

School District No. 62 (Sooke)

**MODERATE RISK FIELD TRIP – OVERNIGHT OUT-OF-PROVINCE/WITHIN
CANADA
SCHOOL TRAVEL/ACTIVITY CHECKLIST**

This checklist is designed to ensure that trips are given proper planning and adequate supervision. All students shall be under the supervision and direction of school personnel during the activity, during associated “free time” and while being transported. (School district policies regarding student travel, student behaviour and the teachers’ duty of care are applicable and should be referred to.) They may be found in the District Policy Manual in Section C – Students.

Please ensure that all relevant documents are on file in the school office.

SCHOOL: _____ DATE OF TRIP: _____

DESTINATION: _____ PURPOSE: _____

SUPERVISORS: _____

NOTE: NAMES OF NON-TEACHING SUPERVISORS MUST BE REGISTERED WITH THE PRINCIPAL.

NUMBER OF STUDENTS: _____ LENGTH OF TRIP: _____ DAYS

NOTE: NAMES AND PHONE NUMBERS OF STUDENTS AND SUPERVISORS MUST BE REGISTERED IN SCHOOL OFFICES, SEPARATED BY TRANSPORTING VEHICLE.

DEPARTURE FROM: _____ (AM) (PM) _____ 20__

ARRIVAL AT: _____ (AM) (PM) _____ 20__

LEAVE FROM: _____ (AM) (PM) _____ 20__

ARRIVE AT: _____ (AM) (PM) _____ 20__

First Aid Attendant with valid certificate (if applicable): _____

TEACHER’S SIGNATURE: _____

PRINCIPAL’S SIGNATURE INDICATING PLANNING COMPLETE: _____

DATE: _____

School Travel Activity Checklist – Moderate Risk – Overnight, Out-of-Province/ Within Canada

CHECK ✓ WHEN COMPLETE; N/A IF NOT APPLICABLE.

RATIONALE

1. Is trip consistent with Board policy?
2. Has appropriate permission been received? (1. Principal; 2. Board approval;
3. Parent/guardian consent)
3. Have provisions been made for non-participating students who remain at school?

SAFETY KIT – TO BE BROUGHT BY TRIP LEADER

1. First Aid Kit
2. Charged cell phone Cell Number _____
3. Emergency contact numbers for school & emergency services on a separate sheet of paper
- 4 Medical information and contacts for each student
5. Emergency Plan for trip (what to do in the event of an emergency)
6. Have destination contact persons, addresses and phone numbers been:
 - a) carried on trip?
 - b) filed at school?
 - c) given to parents/guardians?

COMMUNICATION WITH PARENTS/GUARDIANS

1. a) Date of Parent/Guardian Information Meeting: _____
- b) Are parental/guardian permission slips on file for participating students?
2. Has a detailed trip itinerary been:
 - a) filed at school?
 - b) sent home?
3. Are behavioural expectations made clear to students and parents/guardians well before the time of the trip?
4. Have arrangements been made to cope with known individual medical situations?
5. Have students/parents/guardians been provided with equipment list?
6. Have provisions been made to check student preparation before trip date?
7. For lone or extended trips has the supervisor a list of medical numbers and insurance coverage?
8. Have procedures for serious behaviour problems been communicated to the parent/guardian?

*School Travel Activity Checklist – Moderate Risk – Overnight, Out-of-Province/Within Canada***TEACHER-ON-CALL**

1. Is a TTOC needed? Yes _____ No _____
2. Has a TTOC been booked? Yes _____ No _____
3. Has funding been approved by the Principal? Yes _____ No _____

SUPERVISION

1. Have all supervisors been briefed on their responsibilities and trip details?
2. Are supervisors provided with student/billet accommodation lists?
3. Have provisions been made for supervision during structured and unstructured time?
4. Curfew times/billets detailed?
5. Are supervisors of both sexes required? (sports constitution requirement)
6. Do supervisors have Criminal Record Checks?

SAFETY

1. To the best of your knowledge, do teacher supervisors and adult helpers have adequate qualifications and experience for this trip?
2. Have potential hazards been considered in your planning?
3. Complete First Aid Risk Assessment on [Engage](#) at to determine;
 - a. Correct level of first aid kit and
 - b. Correct level of First Aid Attendant on the trip.
- *4. Complete Risk Assessment for Potential Violent Interactions with Public from the Task Based Procedures – Interactions with the Public on [Engage](#) before the field trip. Ensure a completed copy of this Assessment is brought on the field trip.
5. Is the Supervisor familiar with the route/destination?

FUNDING

1. Has funding for the trip been obtained in accordance with Board policy?
2. Are payment methods organized for the trip?
3. Has an itemized budget been filed?
4. Ensure all receipts are turned into the office.
5. I have looked into funding options/alternatives for students who can't afford this.

School Travel Activity Checklist – Moderate Risk – Overnight, Out-of-Province/Within Canada

TRANSPORTATION

1. If you require a bus:
 - a. Fill out bus request form and then give it to Principal for signature.
Form is located _____.
 - b. The form needs an account number before it can be booked.
 - c. The School Secretary will book the bus(es).

2. If you use Parent/Guardian drivers:
 - a. Request that insurance and licence be presented to the office.
They will be photocopied and place in binder.
 - b. Check insurance for valid dates and minimum \$1,000,000.00 liability coverage
(\$2,000,000.00 is preferred).
 - c. Send list of parent drivers to office at least three days before trip.

Teachers are responsible for checking binder to confirm parent/guardian drivers have filed license and insurance papers with the school.

3. If you use Staff drivers:
 - a. Complete Student Transportation in Employee Vehicle Risk Assessment Checklist from the Working Alone or From Home Safe Work Procedure on [Engage](#) prior to transporting student.

4. Has adequate supervision been provided?

5. Are drivers given clear directions regarding routes and stops?

6. If using Charter Buses/rental vehicles, have safety inspection for school bus been approved and on file with SBO?

7. a. If more than one vehicle is being used, is list on file showing who is in which vehicle?
- b. If any student changes vehicles, a record of this change must be made and communicated to each supervisor.

8. Is list of students going, and home telephone numbers been filed in school office?

9. Does means of transport have adequate luggage/equipment storage?

10. Are arrangements made well in advance for meals enroute?

11. Will there be access to the school on departure or return?

12. Have provisions been made to deal with the:
 - a. alarm system?
 - b. fire gates?

SCHOOL CONSENT FORM
FOR CHILD PARTICIPATING IN MODERATE RISK
– OVERNIGHT, OUT-OF-PROVINCE/WITHIN CANADA ACTIVITY

Date:

Dear:

I hereby give my consent and acknowledge by my signature that:

Students will be going to _____ (location) and will be away from the school from _____
to _____ (times). They will be travelling by _____ (i.e. school bus, public transport, foot). _____ Initial

On this field trip, up to _____ (number) students will be: _____
(describe all activities – i.e. skiing, hiking, walking, using climbing apparatus, cooking meals on camp stoves, tenting.) _____ Initial

The students will be supervised by _____ (a typical response might be "school employees and hopefully 2 – 4 parent volunteers". It is important to indicate supervisory arrangements that will not be modified or reduced. For instance, consider whether the trip will proceed even if there are no parent volunteers, or if a specific teacher is sick, but a substitute is available. **With older grades, you should add a sentence saying "Your child will not necessarily be supervised by an adult at all times.") _____ Initial

My child has no illnesses, allergies or disabilities that may require special attention, except as described here: _____ Initial

I am aware of the usual risks and dangers inherent in participation in all of the activities associated with this trip and of the possibility of personal injury, death, property damage or loss resulting from the activities. The dangers and risks may include, but are not limited to: (provide specific and comprehensive information on any risks that are applicable. Some examples follow.) _____ Initial

- Unorthodox or high-risk travel arrangements.
- Program locations.
- Rugged terrain.
- Rock fall and avalanches.
- Weather.
- Equipment breakage, failures.
- Delayed rescue, accessibility.
- Conduct of the guide, chaperone or other group members.
- The possibility that your child may not heed safety instructions or restrictions given to the group.

I acknowledge that if the Superintendent of Schools deems the trip unsafe, they can recall students back at any time. _____ Initial

I will supply suitable equipment and clothing for my child's participation in all activities associated with the field trip, including: _____ Initial

I am aware that I should contact the school for further information if I am unaware what clothing and equipment is required for the activities or possible weather conditions of this field trip. My child and I understand that it is our responsibility to ensure my child has all necessary equipment and clothing. _____ Initial

My child and I understand that the school's Code of Conduct applies during this field trip. I will be responsible for any costs caused by my child's failure to abide by the Code of Conduct, including any costs to send my child home. _____ Initial

Accidents can be the result of the nature of the activity and can occur with or without any fault on either part of the student, or the School Board or its employees or agents, or the facility where the activity is taking place. By allowing your child to participate in this activity, _____ Initial

you are accepting the risk of an accident occurring, and agree that this activity, as described above, is suitable for your child.

In signing this Consent, I am not relying on any oral or written representation or statements made by the School Board and its servants, agents, employees, or authorized volunteers, or the Ministry of Education, to induce me to permit my child to take the trip, other than those set out in this Consent.

Initial

I am 19 years of age or more and have read and understand the terms of this Consent and understand that it is binding upon me, my heirs, executors and administrators.

Initial

Date:

Signature of Witness

Signature of Parent/Guardian

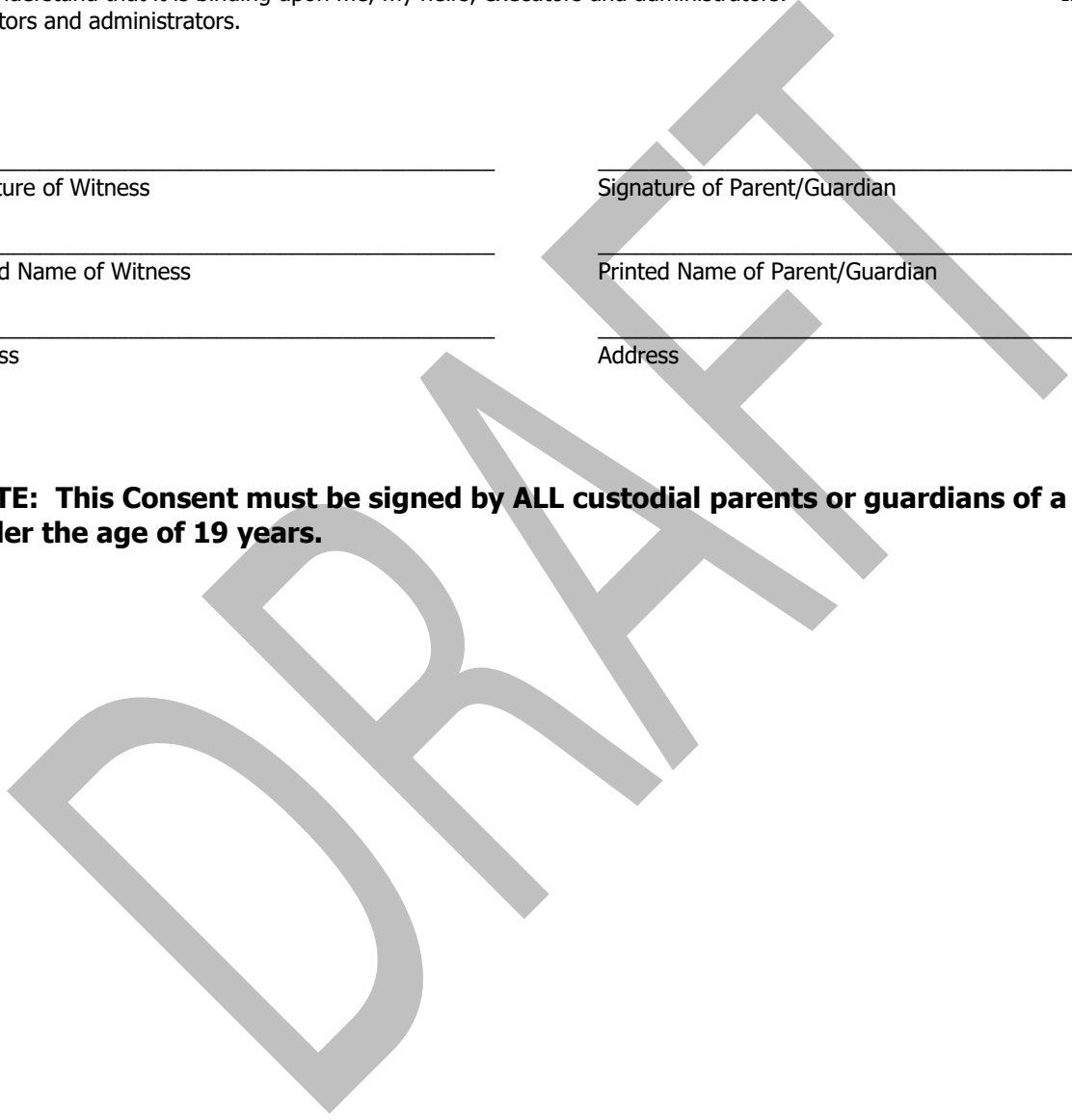
Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

NOTE: This Consent must be signed by ALL custodial parents or guardians of a child who is under the age of 19 years.



APPENDIX E**International Educational Trips****1. Pre-Trip Review**

- 1.1 Not less than one month prior to departure on an Out of Province or International Educational Trip, the sponsor teacher will meet with the Principal to review and revise, as appropriate:
- a. the critical incident plan to deal with health, financial or discipline emergencies, that includes a telephone tree and arrangements for two-way communication.
 - b. the supervision plan.
 - c. the list of student participants and volunteers.
 - d. the detailed itinerary.
 - e. the general state of readiness and preparedness for the trip.

2. Documentation

- 2.1 Prior to embarking upon the International Educational Trip, the sponsor teacher will provide the school administration a copy of all relevant documents for the trip (the "Trip File"), and specifically:
- a. a list of all participants and volunteers, with medical and emergency contact information.
 - b. a copy of the informed consent form signed by the parent/guardian of each participating student.
 - c. a detailed itinerary, including transportation arrangements, accommodation, activities, with contact numbers and addresses.
 - d. emergency contact numbers for sponsor teacher and supervisors.
 - e. a copy of each student's valid passport and, if necessary, travel visa.
 - f. information about travel insurance and alternate destination planning.
- 2.2 A copy of the Trip File will be kept by the Principal and provided to the Associate Superintendent at least one week prior to the departure of the trip.

3. Health and Safety

- 3.1 All participants on an International Educational Trip, including students, volunteers and the sponsor teacher, must provide confirmation of adequate cancellation, health and hospital insurance coverage prior to departure.
- 3.2 All participants on an International Educational Trip must provide the sponsor teacher with information concerning any known medical or health condition that may require emergency attention on the trip.
- 3.3 The sponsor teacher must carry with them on the trip a copy of the relevant health information for students, including emergency contact information for parents/guardians and school district administration.

**INTERNATIONAL EDUCATIONAL TRIPS
APPLICATION INFORMATION
STEP ONE**

This form must be completed as part of a detailed approval process. It must be reviewed and supported **approved** by the Principal and Associate Superintendent or **designate** (for trips outside of Canada and continental USA) and ~~submitted to the Board of Education for approval~~ at least six months prior to date of departure. Once the field trip has been approved, trip details may be confirmed and communication to students and parents/guardians can commence.

Part A:

School: _____ Date Submitted: _____

Principal: _____

Supervisor (Educator in charge): _____

Destination of Trip: _____

Departure Date: _____ Return Date: _____

Grade level(s): _____ No. of students involved: _____

Part B:SUPERVISION:

1 a) Name of Lead Supervisor: _____

b) Names of Supervisors (indicate male/female/other, teacher, parent/guardian, volunteer, etc.):

(Note: Volunteers have obtained Criminal Record Checks (as per Policy E-118). Copies filed with school principal prior to trip departure.)

c) Names of Supervisor or tour company representative with firsthand knowledge of customs and culture of country being visited:

TRAVEL:

2. Method of travel/transportation:

ITINERARY:

3. Brief Itinerary and Details (attach a detailed itinerary):

Destination	Accommodation	Contact Person	Phone Number	Date

PLANNING DETAILS:

4 Educational Objectives:

- a. Describe the curricular and/or extra-curricular relevance students will receive from the International Education trip.

- b. Follow-up activities for students.

5. Supervision:

- a. Proposed adult/gender/student ratio: _____ (minimum 1:10)
- b. Evidence of experience for supervising staff:

- c. Arrangements or coverage of supervising staff's assignment (if necessary):

- d. First Aid requirements: (e.g. level of first aid attendant and first aid kit):

6. Accommodation Arrangements:

- Billet Hotel/Motel Camping Other: _____

7. Student Participation

Selection process for participating students:

(Parents/guardians have been notified that if a student compromises safety of self or others and does not adhere to previously established expectations, that student and possibly a supervisor may be returned home at the expense of the parent/guardian.)

FINANCES

8. Total per student cost for the International Education trip: _____

9. Total per student cost to be paid by each student: _____

10. Source of funds (include amounts when there is a difference between total cost and amount paid per student): _____

11. TTOC time required? Yes No

12. Total per staff cost for International Field Trip: _____

13. Total per staff cost to be paid by each staff member: _____

14. Total overall cost of the International Educational trip: _____

15. Commercial tour company assisting with arrangements (if applicable):

a. Company name: _____

b. Contact person: _____

- Phone: _____

- E-mail: _____

LIABILITY COVERAGE

16. Describe the arrangements that have been made to ensure that all applications have adequate health and cancellation insurance for travelling out of the country:

17. What provisions have been made regarding proof of citizenship or immigration status and/or required vaccinations?

18. Unique Risk/Safety Considerations: _____

(Parents/guardians have been notified in writing that should the tour/program be cancelled for any reason; the district is not responsible for any costs involved.)

INSURANCE AND ALTERNATE DESTINATION PLANS

Cancellation Insurance Options Communicated to Parents and Students Yes
Medical and Trip Insurance Options Communicated to Parents and Students Yes
Details (attach documentation):

Information to Parents/Guardians:

Please include a sample of proposed letter or notices to parents/guardians.

Parental Consent Forms:

Please include a sample of proposed parental/guardian consent forms.

Supervisor's Signature & Print Name

Date

Principal's Signature & Print Name

Date

Associate Superintendent's Signature & Print Name

Date

**INTERNATIONAL EDUCATIONAL TRIPS
PLANNING UPDATE
STEP TWO**

NOTE: Planning for International Educational Trips is a two-step process which includes approval and detailed planning. This form must be completed as an update and is to be provided to the Principal and Associate Superintendent one month before the departure of the trip.

School

Date Final Form Submitted

GENERAL DESCRIPTION (complete items 1 – 6 and update any other information that has changed from the original application)

1. Supervisor (Educator in Charge): _____
2. Destination of Trip: _____
3. Departure Date: _____ Return Date: _____
4. Number of school days missed (recommended 3 days max.): _____
5. Names and grade levels of students participating. Please indicate male/female/**other**. Attach list current to (insert date here _____).
6. Final list of participants (names & phone numbers) must be submitted to the Associate Superintendent prior to departure.
Date submitted: _____
7. a) Name of Lead Supervisor: _____
b) Names of supervisors (indicate male/female/other, teacher, parent/guardian, volunteer, etc.)

Note: All volunteers must have obtained Criminal Record Checks (as per Policy E-118). Copies attached.

- c) Names of supervisor or tour company representative with firsthand knowledge of customs and culture of country being visited.

8. Brief Itinerary and Details: Please attach a detailed itinerary that contains the following information. Please highlight any changes from original application.

Destination	Accommodation	Contact Person	Phone Number	Date

FINANCES**Costs:**

1. What is the total per student cost for the International Educational trip? _____
2. Of the total per student cost, how much is each student required to pay? _____
3. What is the source of funds and amounts when there is a difference between 1 and 2?

4. How much is the staff required to pay? _____
5. What is the total cost of the International Educational trip? _____
6. Commercial tour company used to assist in the arrangements: Yes No
 - a. Agency Name: _____
 - b. Contact Person:
 - Name: _____
 - Telephone Number: _____
 - E-Mail: _____

LIABILITY COVERAGE

1. Explain the arrangements that have been made to ensure that all applications have **adequate health and cancellation insurance for travelling out of the country.**

2. What provisions have been made regarding **proof of citizenship** or immigration status, and/or required vaccinations? _____

3. Parents/guardians have been notified in writing that should the tour/program be cancelled for any reason; the district is not responsible for any costs involved. Yes No

INSURANCE AND ALTERNATE DESTINATION PLANS

RETENTION OF KEY DOCUMENTATION

Prior to departure, it is expected the Principal will retain on file all pertinent documentation. The Trip File will be available to the Associate Superintendent should it be required.

Included Trip File Information:

- a. Information to Parents/Guardians – include actual letter or notices to parents/guardians.
- b. Parental Consent Forms – include all signed parental/consent forms.

FINAL SIGN OFF FOR INTERNATIONAL EDUCATIONAL TRIP

_____ **School**

_____ **Supervising Teacher**

_____ **Travel Date**

Destination: _____

Purpose: _____

Date Plan and Update Signed Off: _____

Associate Superintendent's Signature: _____

DRAFT

INTERNATIONAL EDUCATIONAL TRIP FILE FINAL CHECKLIST

This checklist must be submitted to School Administrator at least one week prior to departure. Label folder/binder with school name, location and dates of travel.

- Copy of signed informed consent forms
- Detailed trip Itinerary – includes name of accommodation and contact numbers
- List and phone numbers of accommodations
- Transportation schedules including any flight numbers, bus and/or train schedules. Please also include company names
- Insurance and Alternate Destination Plans
- List of students, gender, grade levels and home/cell contact phone numbers for time of travel
- List of all supervisors and chaperones
- If using a travel company, include name and contact numbers of tour guides.
- Confirm with students/parents/guardians all medical and necessary trip insurance.
- Acknowledgement of Risk/Consent form for outdoor or indoor activities that involve significant risk (if applicable).
- Understanding of travel insurance and parent/guardian responsibility
- Completed First aid risk Assessment
- Completed Risk Assessment for Potential Violent Interactions with Public
- Completed Student Transportation in Employee Vehicle Risk Assessment Checklist, if applicable

School District No. 62 (Sooke)**MODERATE RISK FIELD TRIP – INTERNATIONAL EDUCATIONAL TRIPS**
SCHOOL TRAVEL/ACTIVITY CHECKLIST

This checklist is designed to ensure that trips are given proper planning and adequate supervision. All students shall be under the supervision and direction of school personnel during the activity, during associated “free time” and while being transported. (School district policies regarding student travel, student behaviour and the teachers’ duty of care are applicable and should be referred to.) They may be found in the District Policy Manual in Section C — Students.

Please ensure that all relevant documents are on file in the school office.

SCHOOL: _____ DATE OF TRIP: _____

DESTINATION: _____ PURPOSE: _____

SUPERVISORS: _____

NOTE: NAMES OF NON-TEACHING SUPERVISORS MUST BE REGISTERED WITH THE PRINCIPAL.

NUMBER OF STUDENTS: _____ LENGTH OF TRIP: _____ DAYS

NOTE: NAMES AND PHONE NUMBERS OF STUDENTS AND SUPERVISORS MUST BE REGISTERED IN SCHOOL OFFICES, SEPARATED BY TRANSPORTING VEHICLE.

DEPARTURE FROM: _____ (AM) (PM) _____

ARRIVAL AT: _____ (AM) (PM) _____

LEAVE FROM: _____ (AM) (PM) _____

ARRIVE AT: _____ (AM) (PM) _____

First Aid Attendant with valid certificate (if applicable): _____

TEACHER’S SIGNATURE: _____

PRINCIPAL’S SIGNATURE INDICATING PLANNING COMPLETE: _____

DATE: _____

*School Travel Activity Checklist – Moderate Risk – Int'l Educational trips***CHECK ✓ WHEN COMPLETE; N/A IF NOT APPLICABLE.****RATIONALE**

1. Is trip consistent with Board policy?
2. Has appropriate permission been received? (1. Principal 2. Board approval 3. Parent/guardian consent)
3. Have provisions been made for non-participating students who remain at school?

SAFETY KIT – TO BE BROUGHT BY TRIP LEADER

1. First Aid Kit
2. Charged cell phone Cell Number _____
3. Emergency contact numbers for school & emergency services on a separate sheet of paper
4. Medical information and contacts for each student
5. Emergency Plan for trip (what to do in the event of an emergency)
6. Have destination contact persons, addresses and phone numbers been:
- a) carried on trip?
- b) filed at school?
- c) given to parents/guardians?

COMMUNICATION WITH PARENTS/GUARDIANS

1. a) Date of Parent Information Meeting: _____
- b) Are parental permission slips on file for participating students?
2. Has a detailed trip itinerary been:
- a) filed at school?
- b) sent home?
3. Are behavioural expectations made clear to students and parents/guardians well before the time of the trip?
4. Have arrangements been made to cope with known individual medical situations?
5. Have students/parents/guardians been provided with equipment list?
6. Have provisions been made to check student preparation before trip date?
7. For lone or extended trip,s has the supervisor a list of medical numbers and insurance coverage?
8. Have procedures for serious behaviour problems been communicated to the parent/guardian?

*School Travel Activity Checklist – Moderate Risk – Int'l Educational trips***TEACHER-ON-CALL**

1. Is a TTOC needed? Yes _____ No _____
2. Has a TTOC been booked? Yes _____ No _____
3. Has funding been approved by the Principal? Yes _____ No _____

SUPERVISION

1. Have all supervisors been briefed on their responsibilities and trip details?
2. Are supervisors provided with student/billet accommodation lists?
3. Have provisions been made for supervision during structured and unstructured time?
4. Curfew times/billets detailed?
5. Are supervisors of both sexes required? (sports constitution requirement)
6. Do supervisors have Criminal Record Checks?

SAFETY

1. To the best of your knowledge, do teacher supervisors and adult helpers have adequate qualifications and experience for this trip?
2. Have potential hazards been considered in your planning?
3. Complete First Aid Risk Assessment on [Engage](#) at to determine;
- a. Correct level of first aid kit and
- b. Correct level of First Aid Attendant on the trip.
4. Complete Risk Assessment for Potential Violent Interactions with Public from the Task Based Procedures – Interactions with the Public on [Engage](#) before the field trip. Ensure a completed copy of this Assessment is brought on the field trip.
5. Is the Supervisor familiar with the route/destination?

FUNDING

1. Has funding for the trip been obtained in accordance with Board policy?
2. Are payment methods organized for the trip?
3. Has an itemized budget been filed?
4. Ensure all receipts are turned into the office.
5. I have looked into funding options/alternatives for students who can't afford this.

School Travel Activity Checklist – Moderate Risk – Int'l Educational Trips

TRANSPORTATION

1. If you require a bus:
 - a. Fill out bus request form and then give it to Principal for signature.
Form is located _____.
 - b. *The form needs an account number before it can be booked.*
 - c. The School Secretary will book the bus(es).

2. If you use Parent/Guardian drivers:
 - a. Request that insurance and licence be presented to the office.
They will be photocopied and place in binder.
 - b. Check insurance for valid dates and minimum \$1,000,000.00 liability coverage
(\$2,000,000.00 is preferred).
 - c. Send list of parent drivers to office at least three days before trip.

Teachers are responsible for checking binder to confirm parent/guardian drivers have filed license and insurance papers with the school.

3. If you use Staff drivers:
 - a. Complete Student Transportation in Employee Vehicle Risk Assessment Checklist from the Working Alone or From Home Safe Work Procedure on [Engage](#) prior to transporting student.

4. Has adequate supervision been provided?

5. Are drivers given clear directions regarding routes and stops?

6. If using Charter Buses/rental vehicles, have safety inspection for school bus been approved and on file with SBO?

7. a. If more than one vehicle is being used, is list on file showing who is in which vehicle?
- b. If any student changes vehicles, a record of this change must be made and communicated to each supervisor.

8. Is list of students going, and home telephone numbers been filed in school office?

9. Does means of transport have adequate luggage/equipment storage?

10. Are arrangements made well in advance for meals enroute?

11. Will there be access to the school on departure or return?

12. Have provisions been made to deal with the:
 - a. alarm system?
 - b. fire gates?

**SCHOOL CONSENT FORM
FOR CHILD PARTICIPATING IN MODERATE RISK
INTERNATIONAL EDUCATIONAL TRIP**

Date:

Dear:

I hereby give my consent and acknowledge by my signature that:

Students will be going to _____ (location) and will be away from the school from _____
to _____ (times). They will be travelling by _____ (i.e. school bus, public transport, foot). _____
Initial

On this field trip, up to _____ (number) students will be: _____
(describe all activities – i.e. skiing, hiking, walking, using climbing apparatus, cooking meals on
camp stoves, tenting.) _____
Initial

The students will be supervised by _____ (a typical response might be "school
employees and hopefully 2 – 4 parent volunteers". It is important to indicate supervisory
arrangements that will not be modified or reduced. For instance, consider whether the trip will
proceed even if there are no parent volunteers, or if a specific teacher is sick, but a substitute is available.
**With older grades, you should add a sentence saying "Your child will not necessarily be supervised by
an adult at all times.") _____
Initial

My child has no illnesses, allergies or disabilities that may require special attention, except as
described here: _____
Initial

I am aware of the usual risks and dangers inherent in participation in all of the activities associated
with this trip and of the possibility of personal injury, death, property damage or loss resulting from
the activities. The dangers and risks may include, but are not limited to: (provide specific
and comprehensive information on any risks that are applicable. Some examples follow.) _____
Initial

- Unorthodox or high-risk travel arrangements.
- Program locations.
- Rugged terrain.
- Rock fall and avalanches.
- Weather.
- Equipment breakage, failures.
- Delayed rescue, accessibility.
- Conduct of the guide, chaperone or other group members.
- The possibility that your child may not heed safety instructions or restrictions given to the group.

I acknowledge that if the Superintendent of Schools deems the trip unsafe, they can recall
students back at any time. _____
Initial

I will supply suitable equipment and clothing for my child's participation in all activities associated
with the field trip, including: _____
Initial

I am aware that I should contact the school for further information if I am unaware what clothing
and equipment is required for the activities or possible weather conditions of this field trip. My
child and I understand that it is our responsibility to ensure my child has all necessary equipment
and clothing. _____
Initial

My child and I understand that the school's Code of Conduct applies during this field trip. I will be
responsible for any costs caused by my child's failure to abide by the Code of Conduct, including
any costs to send my child home. _____
Initial

Accidents can be the result of the nature of the activity and can occur with or without any fault
on either part of the student, or the School Board or its employees or agents, or the facility
where the activity is taking place. By allowing your child to participate in this activity,
you are accepting the risk of an accident occurring, and agree that this activity, as described above,
is suitable for your child. _____
Initial

In signing this Consent, I am not relying on any oral or written representation or statements made by the School Board and its servants, agents, employees, or authorized volunteers, or the Ministry of Education, to induce me to permit my child to take the trip, other than those set out in this Consent.

Initial

I am 19 years of age or more and have read and understand the terms of this Consent and understand that it is binding upon me, my heirs, executors and administrators.

Initial

Date:

Signature of Witness

Signature of Parent/Guardian

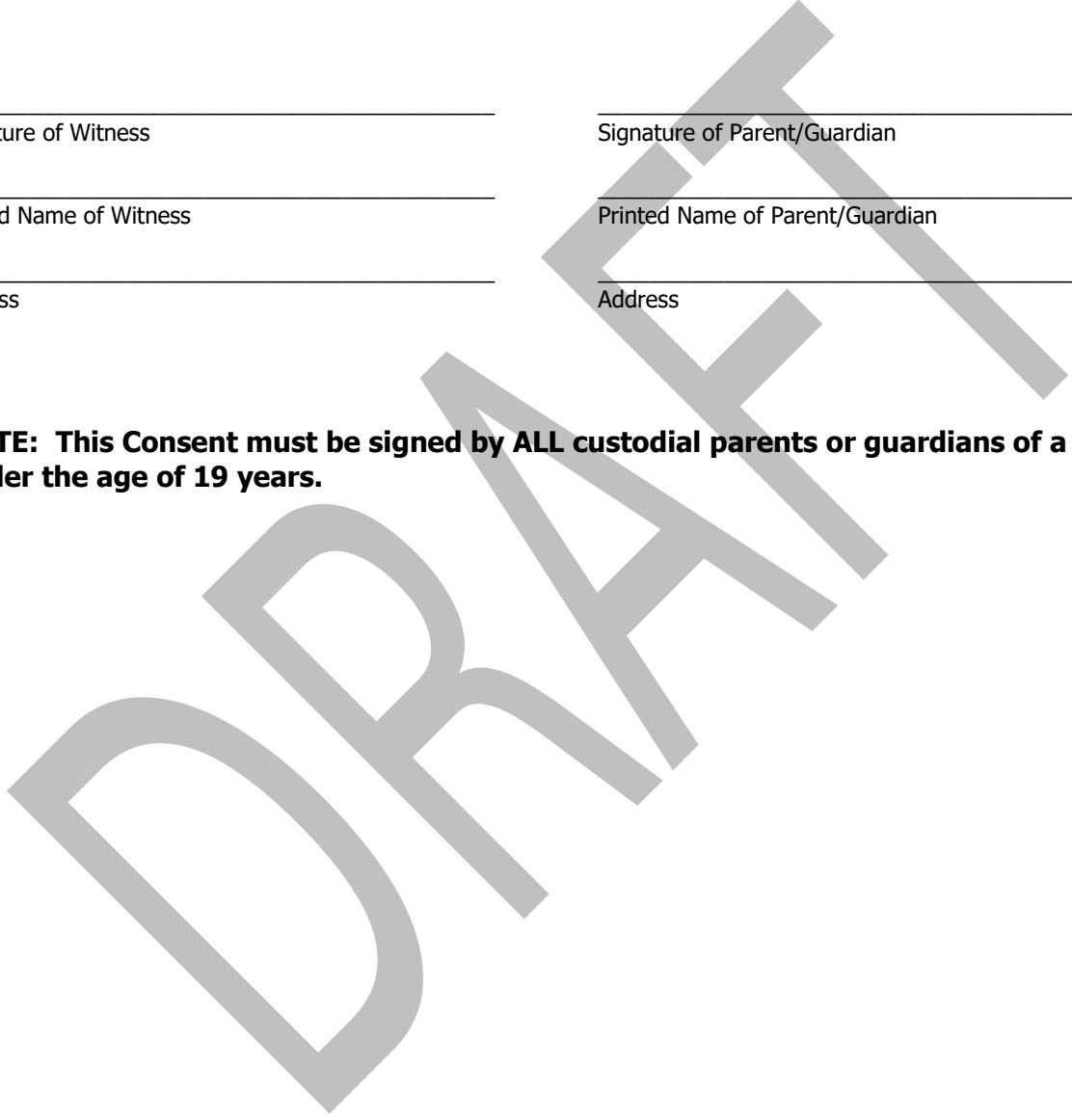
Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

NOTE: This Consent must be signed by ALL custodial parents or guardians of a child who is under the age of 19 years.



APPENDIX F**INTERNATIONAL STUDENT EXCHANGE, SISTER SCHOOL,
HUMANITARIAN PROGRAMS OR SPORTS-BASED TRIPS****1. Pre-Program Review**

- 1.1 Not less than one month prior to departure on a program, the sponsor teacher will meet with the Principal to review and revise, as appropriate:
 - a. the critical incident plan to deal with health, financial or discipline emergencies, that includes a telephone tree and arrangements for two-way communication.
 - b. the supervision plan.
 - c. the list of student participants and volunteers.
 - d. the detailed itinerary.
 - e. the general state of readiness and preparedness for the Student Exchange, Sister School or Humanitarian Program.

2. Documentation

- 2.1 Prior to embarking upon the program, the sponsor teacher will provide the school administration a copy of all relevant documents for the program (the "Program File"), and specifically:
 - a. a list of all participants and volunteers, with medical and emergency contact information.
 - b. a copy of the informed consent form signed by the parent/guardian of each participating student.
 - c. a detailed itinerary, including transportation arrangements, accommodation, activities, with contact numbers and addresses.
 - d. emergency contact numbers for sponsor teacher and supervisors.
 - e. a copy of each student's valid passport and, if necessary, travel visa, if international travel is involved.
 - f. information about travel insurance and alternate destination planning.
 - g. A copy of the Program File will be kept by the Principal and provided to the Associate Superintendent at least one week prior to departure.

3. Health and Safety

- 3.1 All participants in a program, including students, volunteers and the sponsor teacher, must provide confirmation of adequate health and hospital insurance coverage prior to departure.
- 3.2 All participants in a program must provide the sponsor teacher with information concerning any known medical or health condition that may require emergency attention during the program.
- 3.3 The sponsor teacher must carry with them during the program a copy of the relevant health information for students, including emergency contact information for parents/guardians and school district administration.
- 3.4 Prior to any international travel, the Department of Foreign Affairs and International Trade must be consulted to determine if any travel warning has been issued. Should conditions require it, the sponsor teacher should register with DFAIT (www.voyage.gc.ca) prior to departure and activate the registration with the local Canadian Consulate upon arrival.

**INTERNATIONAL STUDENT EXCHANGE, SISTER SCHOOL, HUMANITARIAN
PROGRAMS OR SPORTS-BASED TRIPS
PRELIMINARY APPLICATION
STEP ONE**

This form must be completed as Step One of an approval process. Approval from the applicable Associate Superintendent must be received six months before the date of departure. Once this completed form has been approved, the program details may be confirmed and communication to student and parents/guardians can commence.

Part A:

School: _____ Date Submitted: _____

Principal: _____

Supervisor (Educator in charge): _____

Destination of Program: _____

Departure Date: _____ Return Date: _____

Grade level(s): _____ No. of students involved: _____

Approx. cost of tour: \$ _____ Approx. cost to students: \$ _____

Transportation: _____

No. of school days missed (recommended 3 days max.): _____

Source of funding: _____

Accommodation Arrangements: _____ Billet _____ Hotel/Motel _____ Camping _____ Other

• Has the proposed program been included in the overall plan for the year? _____

• Unique Risk/Safety Considerations: _____

Part B:

Please provide a detailed attachment with the following information:

1. Educational objectives/purpose of the program.
2. Proposed draft itinerary.
3. Method of financing the program.
4. Plan for supervision (include number of supervisors and names – minimum 1:10)
5. Any other pertinent information.

Permission is requested to plan the above International Student Exchange, Sister School, Humanitarian Program or Sports-Based Trip. I have read all applicable documents and addressed the responsibility of the supervisor. The preliminary International Student Exchange, Sister School, Humanitarian Program or Sports-Based Trip application form has been reviewed and parent/ legal guardian approval for student participation will be obtained. Volunteers as defined by Policy and Regulations D-111 Volunteers in Schools will obtain criminal record checks.

Supervisor's Signature & Print Name

Date

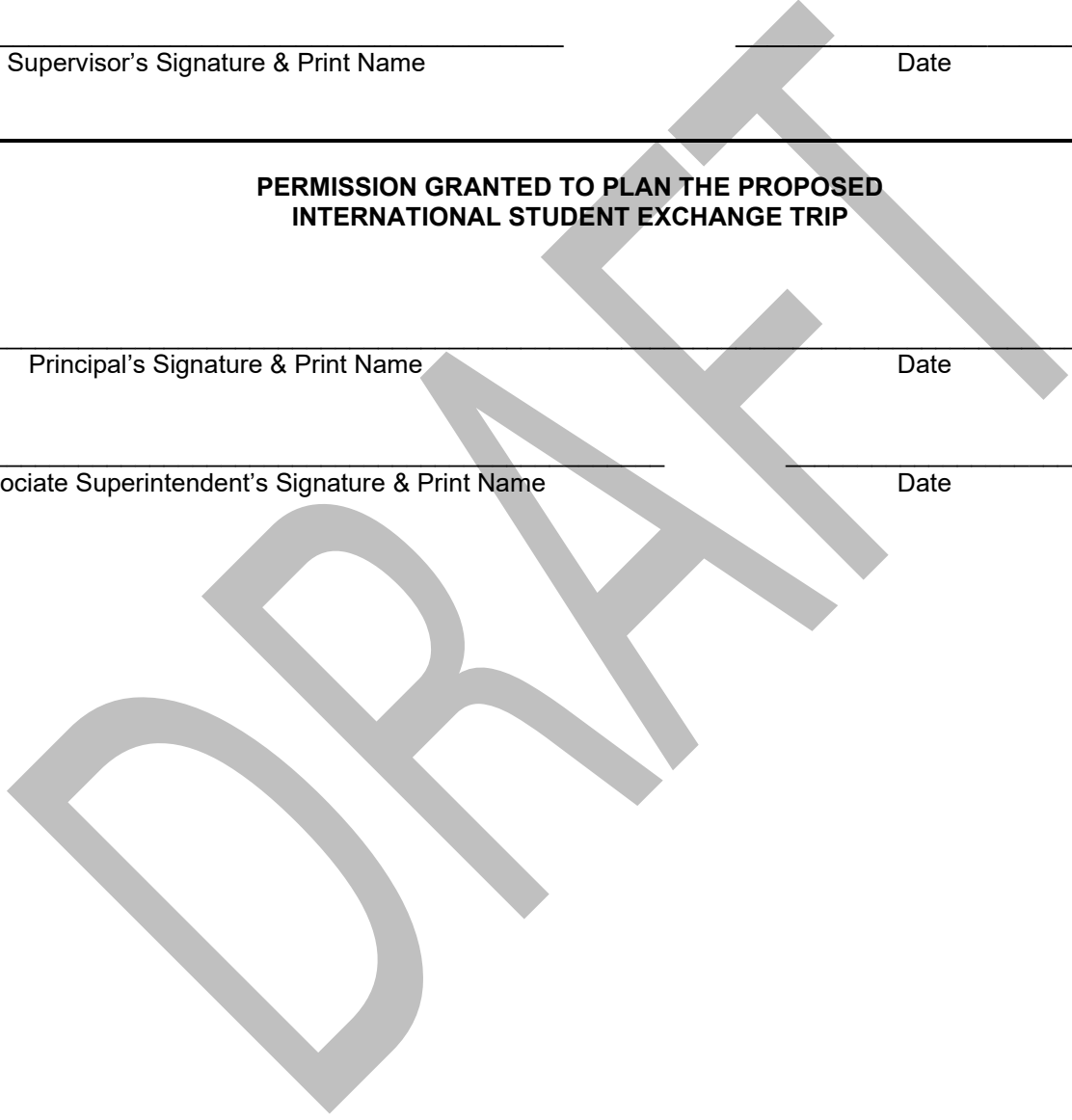
**PERMISSION GRANTED TO PLAN THE PROPOSED
INTERNATIONAL STUDENT EXCHANGE TRIP**

Principal's Signature & Print Name

Date

Associate Superintendent's Signature & Print Name

Date



**INTERNATIONAL STUDENT EXCHANGE, SISTER SCHOOL,
HUMANITARIAN PROGRAMS OR SPORTS-BASED TRIPS
PLANNING UPDATE
STEP TWO**

NOTE: Approval for a Program is a two-step process. This form must be completed as an update and is to be provided to the Principal and Associate Superintendent one month before the departure of the trip.

Please attach a copy of the approved Preliminary Application Form (Step One)

_____ **School** _____ **Date Final Form Submitted**

GENERAL DESCRIPTION

1. Destination _____

2. Dates of Student Exchange, Sister School or Humanitarian Program _____
3. Number of school days missed (recommended 3 days max.) _____
4. Names and grade levels of students participating. Please indicate male/female/other. (Attach list if necessary)

Final list of participants (names & phone numbers) must be submitted to the Associate Superintendent prior to departure.

5. a) Name of Lead Supervisor: _____
- b) Names of supervisors (indicate male/female, teacher, parent/guardian, volunteer, etc.)

Note: Volunteers have obtained Criminal Record Checks (as per Policy E-118). Copies attached.

- c) Names of supervisor or tour company representative with firsthand knowledge of customs and culture of country being visited.

6. Method of travel/transportation: _____

7. Brief Itinerary and Details: Please attach a detailed itinerary that contains the following information:

Destination	Accommodation	Contact Person	Phone Number	Date

PLANNING DETAILS

1. Educational Objectives

- a) Describe the curricular and/or extra-curricular relevance students will receive from the Student Exchange or Sister School program.

- b) What follow-up activities are planned for the students?

2. Supervision

- a) Proposed adult/gender/student ratio: _____ (minimum 1:10)
 b) What evidence is there that the supervising staff has the experience to assist the students in the intended outcome?

- c) What arrangements are in place to cover supervising staff's teaching assignment?

3. Student Participation

What are the qualifying factors (if any) required of participating students? How were students selected?

**Parents/guardians have been notified that if a student compromises safety of self or others and does not adhere to previously established expectations, that student and possibly a supervisor may be returned home at the expense of the parent/guardian.*

FINANCES

1. What is the total per student cost for the International Education trip? _____
2. Of the total per student cost, how much is each student required to pay? _____
3. What is the source of funds and amounts when there is a difference between 1 and 2? _____

4. How much is the staff required to pay? _____

- 5. What is the total cost of the program? _____
- 6. If a commercial tour company has been used to assist in the arrangements, what is the name of the agency? _____
 Identify the contact person and their telephone number and e-mail address. _____
- 7. If TTOC time is required, how will the cost be borne? _____

LIABILITY COVERAGE

- 1. Explain the arrangements that have been made to ensure that all participants have **adequate health insurance for travelling out of the country**. _____

- 2. What provisions have been made regarding **proof of citizenship** or immigration status, and/or required vaccinations? _____

**Parents/guardians have been notified in writing that should the tour/program be cancelled for any reason; the district is not responsible for any costs involved.*

INSURANCE AND ALTERNATE DESTINATION PLANS

Information to Parents/Guardians:

- Please include a sample of proposed letter or notices to parents/guardians.

Parental Consent Forms:

- Please include a sample of proposed parental consent forms.

RETENTION OF KEY DOCUMENTATION

Following approval from the Associate Superintendent, it is expected the Principal will retain on file all pertinent documentation. The sponsor teacher will complete all necessary forms. The Program File will be sent to the Associate Superintendent just prior to trip departure.

PRINCIPAL'S SIGNATURE: _____

SUPERVISOR'S SIGNATURE: _____

OTHER EDUCATORS' SIGNATURES: _____

Upon receiving the update, the Principal will submit to the Associate Superintendent. Once signed by the Associate Superintendent, it will be returned to the Principal.

**FINAL SIGN OFF FOR INT'L STUDENT EXCHANGE, SISTER SCHOOL,
HUMANITARIAN PROGRAM OR SPORTS-BASED TRIP**

_____ **School** _____ **Supervising Teacher** _____ **Travel Date**

Destination: _____

Purpose: _____

Date Plan and Update Signed Off: _____

Associate Superintendent's Signature: _____

DRAFT

**INTERNATIONAL STUDENT EXCHANGE, SISTER SCHOOL, HUMANITARIAN
PROGRAM OR SPORTS-BASED TRIP
FINAL CHECKLIST**

This checklist must be submitted to School Administrator at least one week prior to departure. Label folder/binder with school name, location and dates of travel.

- Copy of signed informed consent forms
- Detailed trip Itinerary – includes name of accommodation and contact numbers
- List and phone numbers of accommodations
- Transportation schedules including any flight numbers, bus and/or train schedules. Please also include company names
- Insurance and Alternate Destination Plans
- List of students, gender, grade levels and home/cell contact phone numbers for time of travel
- List of all supervisors and chaperones
- If using a travel company, include name and contact numbers of tour guides.
- Confirm with students/parents/guardians all medical and necessary trip insurance.
- Acknowledgement of Risk/Consent form for outdoor or indoor activities that involve significant risk (if applicable).
- Understanding of travel insurance and parent responsibility.
- Completed First aid risk Assessment
- Completed Risk Assessment for Potential Violent Interactions with Public
- Completed Student Transportation in Employee Vehicle Risk Assessment

School District #62 (Sooke)
MODERATE RISK FIELD TRIP APPROVAL FORM
FOR INTERNATIONAL STUDENT EXCHANGE, SISTER SCHOOL,
HUMANITARIAN PROGRAM OR SPORTS-BASED TRIPS

- The Leader must read the School District Field Trip Policy before completing this form.
- The Leader must take this completed form to the Principal for approval (and, when it is an out-of-province request, the Principal's recommendation for approval is to be forwarded to the Superintendent).
- Where Part B applies, the Principal should meet with the Leader and review the information prior to the parent/guardian meeting. After this meeting, Part B is to be returned to the Principal for final approval.

PART A - Required for all field trips

Teacher/Leader/Supervisor: _____

School: _____

Date of Application: _____ Date(s) of Field Trip: _____

Purpose/Activities: _____

Number of Students: _____ Grade(s): _____ Male _____ Female _____ Other _____

Number of Supervisors/Chaperones: _____ Male _____ Female _____ Other _____

Times & Locations (When & Where?):

Method(s) of Transportation: _____

Costs: _____ Source of Funds: _____

I have read School District #62 Field Trip Policy C-329.

Planned by: _____

Leader's signature & Print Name

Approved by: _____

Principal's signature & Print Name

Date: _____

PART B (to be submitted 45 days prior to trip)

Required only for field trips that are International Student Exchange, Sister School, Humanitarian or Sports-Based, and/or involve “moderate risk” activities.

Date of Parent/Guardian Information Meeting(s) (required by policy): _____

Section 1 – Required for all Overnight Field Trips

Itinerary (attach detailed itinerary, including educational and logistical activities prior to, during, and after the trip as well as names of chaperones and/or supervisors).

Lodging Arrangements _____

Meal Arrangements _____

Section 2 - Required if Field Trip involves any “Moderate Risk” Activities

List “Moderate Risk” Activities (see Field Trip Policy for definitions): _____

Location of Activities (terrain, potential hazards, remoteness/access to medical care, etc.): _____

Leader’s and/or Instructors’ Local Knowledge: _____

Type & Quality of Safety Equipment: _____

Ratio of Students-to-Instructors (qualified to lead activities): ____ / 1

Ratio of Students-to-Adults (including teachers/supervisors/chaperones/etc.): ____ / 1

Details of Student Preparation for Activities: _____

Details of Leader’s, Supervisor’s, and/or Instructor’s Experience and Qualifications: _____

First Aid requirements: (e.g. level of first aid attendant and first aid kit): - _____

Contingency Plans for Emergencies: _____

Section 3 – Any Relevant Additional Information

Planned By:

Approved/Recommended by:

Date:

Leader’s Signature & Print Name

Principal’s Signature & Print Name

Date

School District No. 62 (Sooke)

**MODERATE RISK FIELD TRIP – INTERNATIONAL STUDENT
EXCHANGE, SISTER SCHOOL, HUMANITARIAN PROGRAM OR
SPORTS-BASED TRIPS
SCHOOL TRAVEL/ACTIVITY CHECKLIST**

This checklist is designed to ensure that trips are given proper planning and adequate supervision. All students shall be under the supervision and direction of school personnel during the activity, during associated "free time" and while being transported. (School district policies regarding student travel, student behaviour and the teachers' duty of care are applicable and should be referred to.) They may be found in the District Policy Manual in Section C — Students.

Please ensure that all relevant documents are on file in the school office.

SCHOOL: _____ DATE OF TRIP: _____

DESTINATION: _____ PURPOSE: _____

SUPERVISORS: _____

NOTE: NAMES OF NON-TEACHING SUPERVISORS MUST BE REGISTERED WITH THE PRINCIPAL.

NUMBER OF STUDENTS: _____ LENGTH OF TRIP: _____ DAYS

NOTE: NAMES AND PHONE NUMBERS OF STUDENTS AND SUPERVISORS MUST BE REGISTERED IN SCHOOL OFFICES, SEPARATED BY TRANSPORTING VEHICLE.

DEPARTURE FROM: _____ (AM) (PM) _____

ARRIVAL AT: _____ (AM) (PM) _____

LEAVE FROM: _____ (AM) (PM) _____

ARRIVE AT: _____ (AM) (PM) _____

First Aid Attendant with valid certificate (if applicable): _____

TEACHER'S SIGNATURE: _____

PRINCIPAL'S SIGNATURE INDICATING PLANNING COMPLETE: _____

DATE: _____

School Travel Activity Checklist – Moderate Risk – Int'l Student Exchange, Sister School, Humanitarian or Int'l Sport-Based Trips

CHECK ✓ WHEN COMPLETE; N/A IF NOT APPLICABLE.

RATIONALE

1. Is trip consistent with Board policy?
2. Has appropriate permission been received? (1. Principal 2. Board approval 3. Parent/Guardian consent)
3. Have provisions been made for non-participating students who remain at school?

SAFETY KIT – TO BE BROUGHT BY TRIP LEADER

1. First Aid Kit
2. Charged cell phone Cell Number _____
3. Emergency contact numbers for school & emergency services on a separate sheet of paper
4. Medical information and contacts for each student
5. Emergency Plan for trip (what to do in the event of an emergency)
6. Have destination contact persons, addresses and phone numbers been:
 - a) carried on trip?
 - b) filed at school?
 - c) given to parents/guardians?

COMMUNICATION WITH PARENTS/GUARDIANS

1. a) Date of Parent/Guardian Information Meeting: _____
- b) Are parental/guardian permission slips on file for participating students?
2. Has a detailed trip itinerary been:
 - a) filed at school?
 - b) sent home?
3. Are behavioural expectations made clear to students and parents/guardians well before the time of the trip?
4. Have arrangements been made to cope with known individual medical situations?
5. Have students/parents/guardians been provided with equipment list?
6. Have provisions been made to check student preparation before trip date?
7. For lone or extended trips, has the supervisor a list of medical numbers and insurance coverage?
8. Have procedures for serious behaviour problems been communicated to the parent/guardian?

School Travel Activity Checklist – Moderate Risk – Int'l Student Exchange, Sister School, Humanitarian or Int'l Sports-Based Trips

TEACHER-ON-CALL

1. Is a TTOC needed? Yes _____ No _____
2. Has a TTOC been booked? Yes _____ No _____
3. Has funding been approved by the Principal? Yes _____ No _____

SUPERVISION

1. Have all supervisors been briefed on their responsibilities and trip details?
2. Are supervisors provided with student/billet accommodation lists?
3. Have provisions been made for supervision during structured and unstructured time?
4. Curfew times/billets detailed?
5. Are supervisors of both sexes required? (sports constitution requirement)
6. Do supervisors have Criminal Record Checks?

SAFETY

1. To the best of your knowledge, do teacher supervisors and adult helpers have adequate qualifications and experience for this trip?
2. Have potential hazards been considered in your planning?
3. Complete First Aid Risk Assessment on [Engage](#) at to determine;
 - a. Correct level of first aid kit and
 - b. Correct level of First Aid Attendant on the trip.
4. Complete Risk Assessment for Potential Violent Interactions with Public from the Task Based Procedures – Interactions with the Public on [Engage](#) before the field trip. Ensure a completed copy of this Assessment is brought on the field trip.
5. Is the Supervisor familiar with the route/destination?

FUNDING

1. Has funding for the trip been obtained in accordance with Board policy?
2. Are payment methods organized for the trip?
3. Has an itemized budget been filed?
4. Ensure all receipts are turned into the office.
5. I have looked into funding options/alternatives for students who can't afford this.

School Travel Activity Checklist – Moderate Risk – Int'l Student Exchange, Sister School, Humanitarian or Int'l Sports-Based Trips

TRANSPORTATION

1. If you require a bus:
 - a. Fill out bus request form and then give it to Principal for signature.
Form is located _____.
 - b. *The form needs an account number before it can be booked.*
 - c. The School Secretary will book the bus(es).

2. If you use Parent/Guardian drivers:
 - a. Request that insurance and licence be presented to the office.
They will be photocopied and place in binder.
 - b. Check insurance for valid dates and minimum \$1,000,000.00 liability coverage
(\$2,000,000.00 is preferred).
 - c. Send list of parent drivers to office at least three days before trip.
Teachers are responsible for checking binder to confirm parent/guardian drivers have filed license
and insurance papers with the school.

3. If you use Staff drivers:
 - a. Complete Student Transportation in Employee Vehicle Risk Assessment Checklist
from the Working Alone or From Home Safe Work Procedure on [Engage](#) prior to transporting student.
4. Has adequate supervision been provided?
5. Are drivers given clear directions regarding routes and stops?
6. If using Charter Buses/rental vehicles, have safety inspection for school bus been
approved and on file with SBO?
7. a) If more than one vehicle is being used, is list on file showing who is in which vehicle?
- b) If any student changes vehicles, a record of this change must be made and communicated
to each supervisor.
8. Is list of students going, and home telephone numbers been filed in school office?
9. Does means of transport have adequate luggage/equipment storage?
10. Are arrangements made well in advance for meals enroute?
11. Will there be access to the school on departure or return?
12. Have provisions been made to deal with the:
 - a) alarm system?
 - b) fire gates?

**SCHOOL CONSENT FORM
FOR CHILD PARTICIPATING IN MODERATE RISK
INTERNATIONAL STUDENT EXCHANGE, SISTER SCHOOL, HUMANITARIAN
PROGRAM OR INTERNATIONAL SPORTS-BASED ACTIVITY**

Date:

Dear:

I hereby give my consent and acknowledge by my signature that:

Students will be going to _____ (location) and will be away from the school from _____
to _____ (times). They will be travelling by _____ (i.e. school bus, public transport, foot). _____ Initial

On this field trip, up to _____ (number) students will be: _____
(describe all activities – i.e. skiing, hiking, walking, using climbing apparatus, cooking meals on camp stoves, tenting.) _____ Initial

The students will be supervised by _____ (a typical response might be "school employees and hopefully 2 – 4 parent/guardian volunteers"). It is important to indicate supervisory arrangements that will not be modified or reduced. For instance, consider whether the trip will proceed even if there are no parent/guardian volunteers, or if a specific teacher is sick, but a substitute is available. _____ Initial
**With older grades, you should add a sentence saying "Your child will not necessarily be supervised by an adult at all times."

My child has no illnesses, allergies or disabilities that may require special attention, except as described here: _____ Initial

I am aware of the usual risks and dangers inherent in participation in all of the activities associated with this trip and of the possibility of personal injury, death, property damage or loss resulting from the activities. The dangers and risks may include, but are not limited to: (provide specific and comprehensive information on any risks that are applicable. Some examples follow.) _____ Initial

- Unorthodox or high-risk travel arrangements.
- Program locations.
- Rugged terrain.
- Rock fall and avalanches.
- Weather.
- Equipment breakage, failures.
- Delayed rescue, accessibility.
- Conduct of the guide, chaperone or other group members.
- The possibility that your child may not heed safety instructions or restrictions given to the group.

I acknowledge that if the Superintendent of Schools deems the trip unsafe, they can recall students back at any time. _____ Initial

I will supply suitable equipment and clothing for my child's participation in all activities associated with the field trip, including: _____ Initial

I am aware that I should contact the school for further information if I am unaware what clothing and equipment is required for the activities or possible weather conditions of this field trip. My child and I understand that it is our responsibility to ensure my child has all necessary equipment and clothing. _____ Initial

My child and I understand that the school's Code of Conduct applies during this field trip. I will be responsible for any costs caused by my child's failure to abide by the Code of Conduct, including any costs to send my child home. _____ Initial

Accidents can be the result of the nature of the activity and can occur with or without any fault on either part of the student, or the School Board or its employees or agents, or the facility where the activity is taking place. By allowing your child to participate in this activity, you are accepting the risk of an accident occurring, and agree that this activity, as described above, is suitable for your child.

Initial

In signing this Consent, I am not relying on any oral or written representation or statements made by the School Board and its servants, agents, employees, or authorized volunteers, or the Ministry of Education, to induce me to permit my child to take the trip, other than those set out in this Consent.

Initial

I am 19 years of age or more and have read and understand the terms of this Consent and understand that it is binding upon me, my heirs, executors and administrators.

Initial

Date:

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

NOTE: This Consent must be signed by ALL custodial parents or guardians of a child who is under the age of 19 years.



Board Information Note

Public Board Meeting

April 28, 2026

Agenda Item 10.1 - Superintendent's Report



PEXSISEN Nature Cubs

District Student Engagement Facilitator Corrinee, alongside Shannon, School Counsellor and District SEL Coordinator, has launched PEXSISEN Nature Cubs, an innovative program that supports students' social-emotional development through guided experiences in nature. Grounded in research, the initiative helps students regulate their nervous systems and build key skills such as self-awareness, empathy, and relationship-building.

The current group of students will participate in 12 sessions before the end of the school year, and early feedback has been very positive. Students are already benefiting from the opportunity to learn and practice social-emotional strategies in a calm, outdoor setting.

Looking ahead, staff are exploring ways to expand the program, including developing classroom resources to support outdoor SEL learning. This collaborative work reflects a strong commitment to student well-being and meaningful, lifelong skill development.

Concours d'art oratoire

Congratulations to this year's district-wide **Concours d'art oratoire** winners, Canada's French public speaking contest. To participate, each student writes and presents an original speech in French on a topic of their choosing.

Good luck to all first-place winners who will be travelling to Surrey next month to compete in the provincial semi-finals.

Thank you to the Canadian Parents for French Sooke Chapter for organizing this event, and to the judges, volunteers, parents, and students who made the evening a great success.



PACE Presents *And The Tony Goes To*

Congratulations to the students and staff of the PACE Academy, who will be wrapping up their final weekend of performances for *And The Tony Goes...* as this report goes to print. In early April, CHEK's *The Upside* visited rehearsals, highlighting the production and shining a spotlight on students, particularly those in their graduating year, as they complete their final season with PACE.

The PACE Academy is a unique program that brings together students of all ages and abilities, allowing them to grow and develop their skills throughout their school journey. This year's sold-out performances are a testament to the exceptional quality of the production and the remarkable talent of its participants.

Students in PACE also benefit from strong connections to the local arts community. Many are cast in local film and television projects and take part in workshops led by guest speakers, choreographers, and vocal directors from the professional industry.

For students with a passion for acting, singing, and dancing, PACE offers an engaging and enriching experience. The program also fosters a strong sense of community, with families playing an active role in supporting productions. PACE is more than a program, it's a collaborative and rewarding experience for students and their families alike.

Royal Bay Secondary's Black Wing Theatre Presents *Hadestown*

Under the guidance of Director/Choreographer Melissa Young and Music Director Karen Snowsell, Royal Bay Secondary's Black Wing Theatre Company is proud to present *Hadestown*. This compelling musical intertwines the timeless myths of Orpheus and Eurydice with the story of King Hades and Queen Persephone, inviting audiences to reflect not only on the world as it is, but on what it could be.

Performances run May 6–9 and are expected to sell out. I encourage everyone to attend and support this remarkable production, which showcases the dedication, talent, and countless hours of preparation by our students and staff. For ticket information and showtimes, please visit Royal Bay Secondary School's website.

Health Career Sampler

A reminder to our Grade 11 students who will be entering Grade 12 this fall: if you are interested in pursuing a career in health care, our district careers team is offering an exciting Health Career Sampler program.

This program provides the opportunity to earn 20+ credits through hands-on learning, simulations, and real-world case experiences. Students will gain valuable work experience alongside health care



professionals and develop a deeper understanding of what it takes to succeed in this rewarding field. There are also opportunities to complete dual credit coursework, giving you a valuable head start on your post-secondary journey.

The application deadline is April 23. If you are interested, please visit your school's career centre to learn more and take advantage of this opportunity.

Centre Mountain Lellum Grade 7/8 Band Books Ticket to Nationals in 2027

On April 8, the Centre Mountain Lellum Grade 7/8 Concert Band participated in the Vancouver Island Concert Band Festival, where they earned a superior rating from the panel of adjudicators. In recognition of their performance, the band has been invited to perform at the MusicFest Canada Nationals next year in Calgary.

Building on this success, the group is looking forward to their upcoming spring concert on May 7. Congratulations to all of the students, with special recognition to their band teacher, Jacky Siu, on this outstanding achievement.

Journey Middle School: T.R.A.I.L. Learning



Two Journey Middle School teachers have been utilizing innovative outdoor learning strategies in which up to 50% of classroom instruction for a cohort of Grade 7 students takes place outside. Led by teachers Jess Federici and Marina McClintock, the T.R.A.I.L. initiative —*Teaching Resilience through Adventure, Inquiry, and Leadership*—integrates science, mathematics, social studies, and other curricular areas through hands-on, experiential learning in natural environments.

Grounded in Journey's commitment to land-based learning, First Peoples' knowledge, and inquiry-driven practice, the strategy emphasizes meaningful connections to place and community.



Students extend their learning through partnerships and local engagement, including experiences with Charters River Salmon Hatchery and restoration initiatives, visits to the local museum, and regular use of nearby natural environments such as the Sooke River and the Salish Sea.

This year, students also participated in Eagle Wing Tours' *Exploring the Salish Sea* experience, collaborated with University of Victoria mentors in fossil exploration and mycelium studies, and investigated local history through visits to pioneer graveyards, including Beach Hill and Ross Bay cemeteries.

Student engagement has been exceptionally high, with learners expressing enthusiasm for opportunities to hike, gather plants, garden, and explore their environment as part of their academic program. The year will culminate in a camping experience at Horne Lake, further reinforcing resilience, teamwork, and connection to nature.

The T.R.A.I.L. initiative is anticipated to continue next year as educators build on this year's successes and lessons learned to refine and strengthen the experience.

Recent Athletics Achievements

Congratulations to Royal Bay Secondary senior Tzari Baines on an outstanding series of performances on the junior golf circuit. Tzari captured first place at the Junior Players Tour B.C. Open in Vancouver (March 24–26) and followed up with another victory at the Rocky Mountain Junior Tour Washington National Showcase (March 28–29), demonstrating remarkable consistency and competitive excellence. Teammate Ewan Baldwin also delivered a strong performance at the B.C. Open, finishing in a tie for second place. Adding to the family's success, Tzari's younger sister, Zaya Baines, a Grade 10 student, competed in both events, placing fifth in the U19 Junior Girls division at the B.C. Open and tying for sixth in Washington. These impressive results set the stage for an exciting high school golf season. All three athletes will represent Royal Bay Secondary when the season begins tomorrow at Olympic View Golf Course during the annual Victoria Police Golf Tournament.

Summer Learning Opportunity for Students Entering Grades 10-12

As a reminder, the Pathways & Choice Department is once again offering summer programming at Belmont Secondary School. This opportunity is open to students entering Grades 10, 11, or 12 in September, as well as current or recently graduated Grade 12 students who wish to take an additional course or retake one.

Course offerings include Math, Science, English, and BC First Peoples programming.

The program runs from July 6 to August 6. Participating in summer learning provides several benefits, including greater flexibility in a student's regular school-year schedule, support for early



graduation, and the chance to focus on one or two subjects in a more concentrated setting. Additionally, the smaller program size helps create a “small school” atmosphere, which may be a more supportive and engaging environment for some learners.

To learn more or to register, students are encouraged to speak with staff at their current school or visit our website.



Budget Survey

Thank you to everyone who participated in the public budget survey this spring. We received a record 1,350 responses, representing approximately 10% of our school community based on student enrollment. This level of participation is well above average for a voluntary survey, and we are truly grateful to each of you who took the time to share your perspectives.

Your input is invaluable as we work toward developing a budget for the upcoming school year, particularly in the context of challenging circumstances.

Bus Driver Appreciation Day

The District will recognize our Bus Drivers on Friday, May 22 with an annual appreciation breakfast. While it's a small gesture, it's an opportunity to thank those who navigate busy roads, work split shifts, and ensure our students travel to and from school safely each day.

The breakfast is typically held at the yard once morning drop-offs are complete, and it also provides an opportunity for our Executive Staff and Trustees to connect in person and express their appreciation.

Every role across the district is essential to supporting our students and schools. This particular celebration highlights the unique nature of bus driving, the skill, patience, and care it takes to manage daily traffic while supporting students of all ages, each with their own personalities and needs.

National Child & Youth Mental Health Day

On May 7, FamilySmart is hosting a free evening webinar, *When Children Are Hurting on the Inside*. This session offers a compassionate look at how children under 12 may experience and express deep emotional distress, including suicidal thoughts or self-injury.

The webinar will focus on hope, the importance of relationships, and the power of simple, caring presence in supporting children through difficult moments. It will be led by a registered clinical counsellor with over 20 years of experience as a teacher, elementary school counsellor, and parent. To register for this free webinar, please visit the FamilySmart website.

Lance Caven Fire & Safety Expo



On April 14 and 15, more than 1,000 Grade 4 students took part in a two-day safety education event designed to prepare them for a wide range of real-life situations. Through hands-on learning, students gained valuable skills from staying safe while home alone to properly using a fire extinguisher.

The event brought together all Westshore Fire Departments and the West Shore RCMP, providing students with expert guidance and interactive experiences.

A special thank you to the Metchosin Fire Department for hosting this important initiative. This annual event is held in honour of former Langford Fire Assistant Chief Lance Caven, recognizing his legacy and commitment to community safety.



No updates this month.



Board Information Note Public Board Meeting

April 28, 2026

Public Correspondence – Governance Committee Recommendation

Agenda Item 11.1 – Motion Alignment

ISSUE: Address the chronology and rationale for the recommended motion arising from the Governance Committee Meeting of April 2nd, 2026.

BACKGROUND / FACTS:

- At its October 28, 2025 - Board of Education Public Meeting the following resolution was made:

Motion 29. MOVED Allison Watson/Cendra Beaton

That the Board of Education of School District 62 (Sooke) refer development of a Public Correspondence Policy and accompanying Regulations to the Governance Committee for consideration by the Board. CARRIED

- The Governance Committee advanced work on the above resolution in the fall/winter of 2026.
- In January 2026, the BCSTA released its Board Policy Review Report which issued key recommendations aimed at assisting boards of education in modernizing their policy manuals.
- The recommendations focus on strengthening governance by separating foundational policy from administrative procedures or regulations. The report was endorsed by the Minister of Education.
- At its March 2, 2026 closed special meeting the following motion was resolved:

Motion 48. MOVED Spiller / Chipps – March 2, 2026

That the Board of Education of School District 62 (Sooke) refer to the Governance Committee the review of Board Policy and Regulations prioritizing recommendations from the BCSTA's 2026 Board Policy Review report. For clarity, the Governance Committee will bring any recommendations for changes to the Board for consideration and approval, no later than its June 2026 in-camera board meeting. CARRIED

ANALYSIS:

- In accordance with Motion 48, the Board has directed the Governance Committee to review Board policies with a view to implement the recommendations from the BCSTA report.
- While Motion 48 technically supersedes previous Board motion 29, procedural best practice suggests that formally rescinding the previous motion is the best course of action.

NEXT STEPS:

- The Board consider the following motion to formally rescind previous Motion 29:

Recommended Motion: That aligned with motion 48, the Board of Education of School District 62 (Sooke) rescind prior motion 29 “That the Board of Education of School District 62 (Sooke) refer development of a Public Correspondence Policy and accompanying Regulations to the Governance Committee for consideration by the Board.”

Prepared by: Paul Block, Superintendent



Board Information Note Public Board Meeting

April 28, 2026

Public Correspondence – Governance Committee Recommendation

Agenda Item 11.2 – Adopt Revised Policy A-500 “Policy Development”

ISSUE: Chronology and rationale for the recommended motions related to draft Policy A-500, “Policy Development” arising from the Governance Committee Meeting of April 13th, 2026,

BACKGROUND / FACTS:

- In January 2026, the BCSTA released its Board Policy Review Report developed by sector representative organisations including the BCSTA, BCSSA, BCASBO, FNEESC, ECC among others. The report was endorsed by the Minister of Education and Child Care
- The report issued key recommendations aimed at assisting boards of education in modernizing their policy manuals. The recommendations focus on strengthening governance by separating foundational policy from administrative procedures or regulations.

ANALYSIS:

- Through Motion #48, the Board endorsed the policy revision direction outlined in the BCSTA’s 2026 Board Policy Review report. As a result, staff have been directed to revise Board policies to focus on governance matters and to move operational content into administrative procedures.
- The recommended motions advance this work by first updating the “policy about policies,” Policy A-500, “Policy Development.”
- The first motion adopts the revised policy, confirms that Board policy will address governance only, and directs that operational matters be set out in administrative procedures under the Superintendent’s responsibility. This approach clarifies the respective roles of the Board (governance) and the Superintendent (operations) in supporting implementation of Board policy.
- The second motion rescinds the current A-500 regulation (“Policies & Regulations”) to align with the revised Policy A-500 and its distinction between governance responsibilities of the Board and operational responsibilities of the Superintendent and delegate staff.

NEXT STEPS:

- The Board consider the following recommended motions:

Recommended Motion: That the Board of Education of School District 62 (Sooke) adopt the revised policy A-500, “Policy Development” as presented at the Governance Committee meeting of April 13, 2026.

Recommended Motion: That the Board of Education of School District 62 (Sooke), consistent with revised Policy A-500 “Policy Development”, rescind effective immediately, the A-500 regulation “Policies & Regulations” as presented at the Governance Committee meeting of April 13, 2026.

- Pending Board direction, the Governance Committee will proceed accordingly with a policy revision/development process.

Prepared by: Paul Block, Superintendent

Board of Education 2025-26

90 Day Work Plan

MAY TO JULY 2026

Font Colour Legend:
Blue – Education Policy
Green – Resources
Red – Ad Hoc/District Partners
Black – Board of Education

ACTION	MAY	JUNE	JULY
Approve	<ul style="list-style-type: none"> – 1st reading of Budget Bylaw (if available) – Financial auditor engagement/plan – Board Election Bylaw 	<ul style="list-style-type: none"> – Year-end Board meeting reports: <ul style="list-style-type: none"> – Na'tsa'maht Enhancement Agreement Annual Report – Superintendent Annual Growth Plan Report – Final readings of Budget Bylaw 	
Review	<ul style="list-style-type: none"> – 3rd Quarter Report Package: <ul style="list-style-type: none"> – Financial forecast – Student Code of Conduct review at Ed-Policy 	<ul style="list-style-type: none"> – Review of all Board Motions for the school year 	
Complete	<ul style="list-style-type: none"> – Governance Committee (TBD) – Host Retirement/Long Service Event (May 27) 	<ul style="list-style-type: none"> – Audit Committee (June 16) – Governance Committee Meeting (June 11) 	<ul style="list-style-type: none"> – CBSA Conference in Whistler July 5-8, 2026
Engage	<ul style="list-style-type: none"> – ECOW – Budget 2026/27 (May 19) – Municipal Partner Meeting - Colwood Mayor/CAO & Chair/ST/Supe – May 7 – Municipal Partner Meeting - Sooke Mayor/CAO & Chair/ST/Supe – May 28 – Municipal Partner Meeting - Langford Mayor/CAO & Chair/ST/Supe – Jun 9 	<ul style="list-style-type: none"> – Grad/Year End Ceremonies – Acknowledgement Letters to Partner Groups – National Indigenous Peoples Day (June 21) – Acknowledgement letters to Valedictorians 	