



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


Public Notice – Education-Policy Committee Meeting

A public meeting of the Education-Policy Committee for School District 62 (Sooke) will be held on
April 7, 2026 at 6:00 p.m.

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.

EDUCATION-POLICY COMMITTEE
School Board Office

Via MS Teams
April 7, 2026 – 6:00 p.m.

A G E N D A

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

3. COMMITTEE REPORT of March 3, 2026 Education-Policy Committee meeting (attached) **Pg. 3**

4. BAA COURSE PROPOSALS

There are no BAA course proposals for this meeting.

5. NEW BUSINESS (attached)

- a. 2026 – 27 Operational Plan – Paul Block **Pg. 6**

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.

6. REVIEW OF POLICIES/REGULATIONS (attached)

- a. Draft Revised Policy and Regulations C-329 “Field Trips” – D’Arcy Deacon **Pg. 33**

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”.

- b. Independent Directed Studies Guidelines – Denise Wehner **Pg. 106**

7. FOR INFORMATION

8. FOR FUTURE MEETINGS

9. ADJOURNMENT AND NEXT MEETING DATE: May 5, 2026

**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office**

March 3, 2026 – 6:00 p.m.

Present: Trudy Spiller, Trustee (Acting Chair)
Cendra Beaton, Trustee (Committee member)
Russ Chipps, Trustee (Acting Committee member)
Amanda Dowhy, Board Chair
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: Sean Pollitt, Kim Cobb, Mike Huck, Heather Lait, John Mennie, Jon Carr, Connie Swan

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: Paaʔčiidʔaṭṭ (Pacheedaht) Nation. We also recognize that some of our schools are located on the traditional territories of the MÁLEXEL (Malahat) Nation, and the Ləkʷəŋən peoples of Songhees and Esquimalt Nations.

2. Opening Remarks from Acting Chair

Acting Chair Spiller welcomed everyone and asked for patience as this is her first time as Acting Committee Chair. She noted important upcoming dates in the District and spoke specifically to the end of daylight savings time. Acting Chair Spiller also spoke about her family's Houses coming together to recognize their lands and culture.

3. COMMITTEE REPORT of Jan. 6, 2026 Education-Policy Committee meeting

The committee report for the January 6, 2026 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

4. BAA COURSE PROPOSALS

There were no BAA course proposals for this meeting.

5. NEW BUSINESS

a. Presentation - YEP! Program – Sean Pollitt and Kim Cobb

Sean Pollitt, Dunsmuir Counsellor, and Kim Cobb, Dunsmuir teacher, spoke about the Youth Engagement Project 2025 (YEP!). The project was created from the desire of school counsellors for a responsive and supported youth mental health conference.

The presentation was well received and the committee engaged with Mr. Pollitt and Ms. Cobb with questions and comments.

- b. Presentation – John Horgan Campus – Educational Programs Update – Mike Huck and Heather Lait
Mike Huck, District Principal – Pathways & Choice and Heather Lait, Principal – SD62 Online School, Continuing Education & MyEdBC, spoke about the SD62 education programs operating at the Royal Roads University John Horgan Campus in Langford. The district has some designated spaces within the building, including an office, large classroom and smaller classroom-type space. Shared, bookable spaces are also available. SD62 programming includes Continuing Education, Online School, and Careers.

The presentation was well received and the committee engaged with Mr. Huck and Ms. Lait with questions and comments.

- c. New Academy Proposal – Journey Soccer – Mike Huck
Mike Huck, District Principal – Pathways and Choice, and John Mennie, Principal – Journey Middle School, presented a proposal for a new Soccer Academy at Journey Middle School to begin in the 2026 – 27 school year. It would be open to grades 7 and 8 students and would accommodate thirty students per grade in the first year of the program. The expected cost would be \$890 per student. He reviewed the details of the proposed soccer academy and noted that it has the support of the Journey Parent Advisory Council. He noted that it would be a conduit to the EMCS Soccer Academy.

The presentation was well received and the committee engaged with Mr. Huck with questions and comments.

Recommended Motion:

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

- d. NA'TSA'MAHT Enhancement Agreement Report – Jon Carr and Connie Swan
Jon Carr, District Principal – NA'TSA'MAHT Indigenous Education Department and Connie Swan, District Vice-Principal – NA'TSA'MAST Indigenous Education Department, presented the NA'TSA'MAHT Enhancement Agreement Report. The NA'TSA'MAHT Enhancement Agreement is a five-year working agreement developed collaboratively by the Sooke School District, local First Nations rightsholders, Indigenous partners, and the Ministry of Education and Child Care. The purpose of the agreement is to improve educational outcomes for Indigenous students and to build safe, welcoming, and inclusive learning environments grounded in the First Peoples Principles of Learning. This report draws on the Ministry of Education and Child Care's 2024/25 *How Are We Doing* data and the Sooke School District's Equity in Action Survey results. They reviewed the strengths and stretches of each goal.

The presentation was well received and the committee engaged with Mr. Carr and Ms. Swan with questions and comments.

6. REVIEW OF POLICIES/REGULATIONS

There were no policies/regulations for this meeting.

7. FOR INFORMATION

a. Research Project Approval – Paul Block

“Considerations in Teacher Adoption of Screening and Progress Monitoring in Middle Schools”
- Meaghan MacDonald, VIU

Superintendent Block reviewed the details of the research project as approved.

8. FOR FUTURE MEETINGS

9. ADJOURNMENT AND NEXT MEETING DATE: Apr. 7, 2026

The meeting adjourned at 8:05 p.m.

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

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. 			
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GOAL: BUILD LEADERSHIP CAPACITY TO ENHANCE LABOUR RELATIONS, COMMUNICATIONS, STRENGTHENING ORGANIZATIONAL OPERATIONS AND SUPPORTING SYSTEM-WIDE SUCCESS. G4 (FH, BJ, PB)

<p>Staff will:</p> <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. 	<p>Students will:</p> <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. 	<p>The Organization will show progress by:</p> <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. 	<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: 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)

<p>Staff will:</p> <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. 	<p>Students will:</p> <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. 	<p>The Organization will show progress by:</p> <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 	<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"> Continue to explore options to improve transportation registration and fee collection processes. 	
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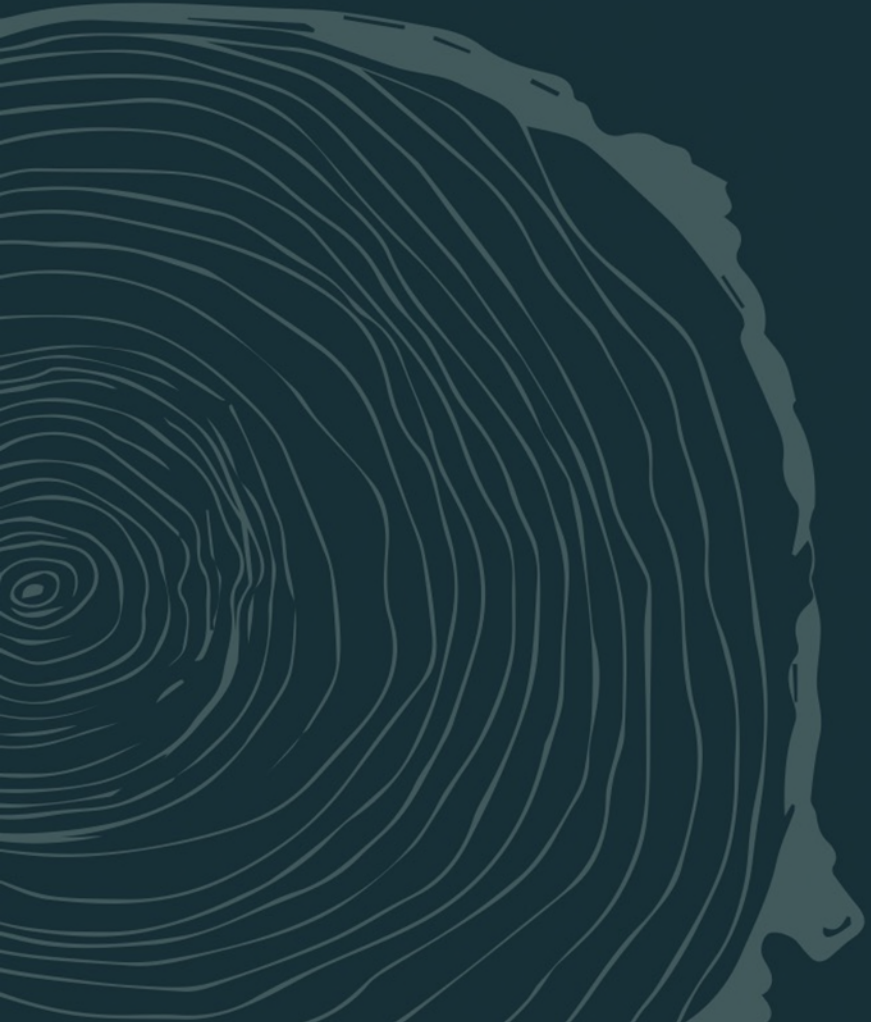
GOAL: ADVANCE INITIATIVES TO SUPPORT SUSTAINABILITY BEST PRACTICES. G1, 5 (BJ)

<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>
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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>
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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>



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





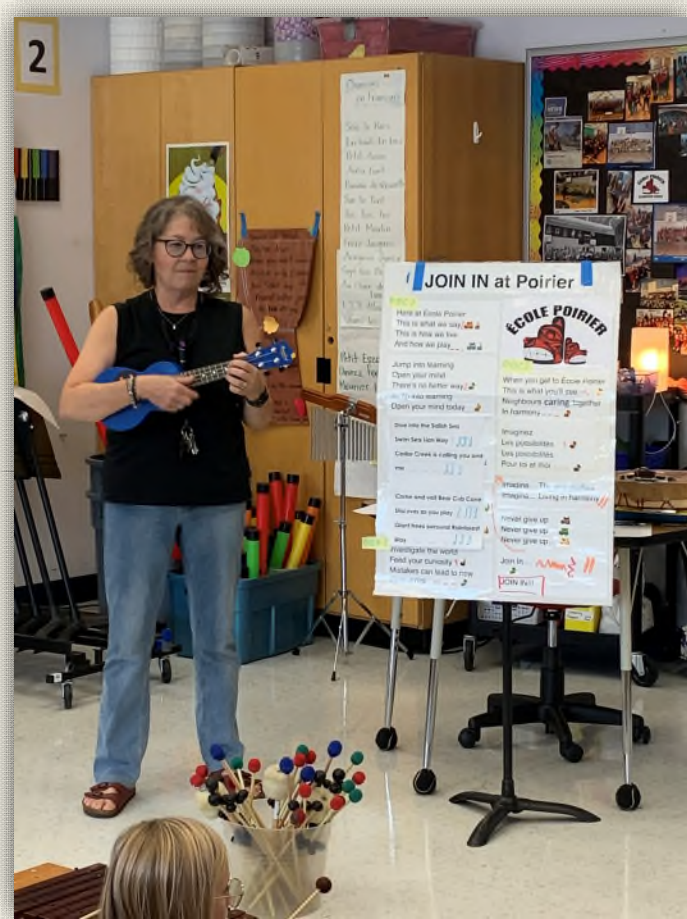
Strategic Alignment



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



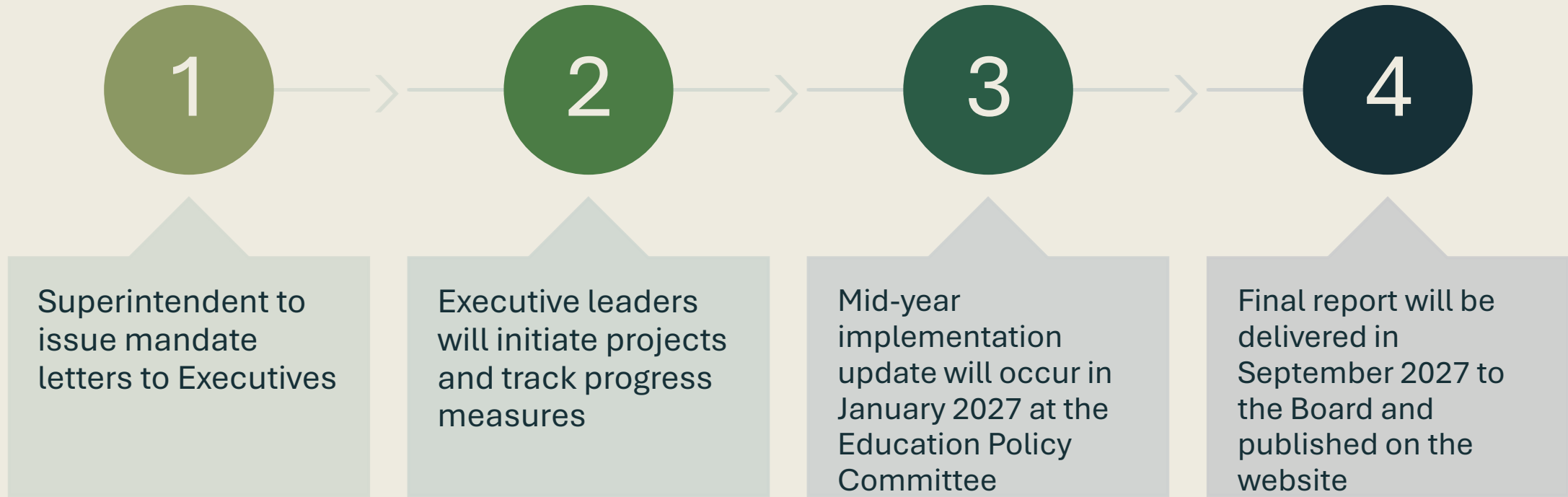
Implementation & Accountability

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

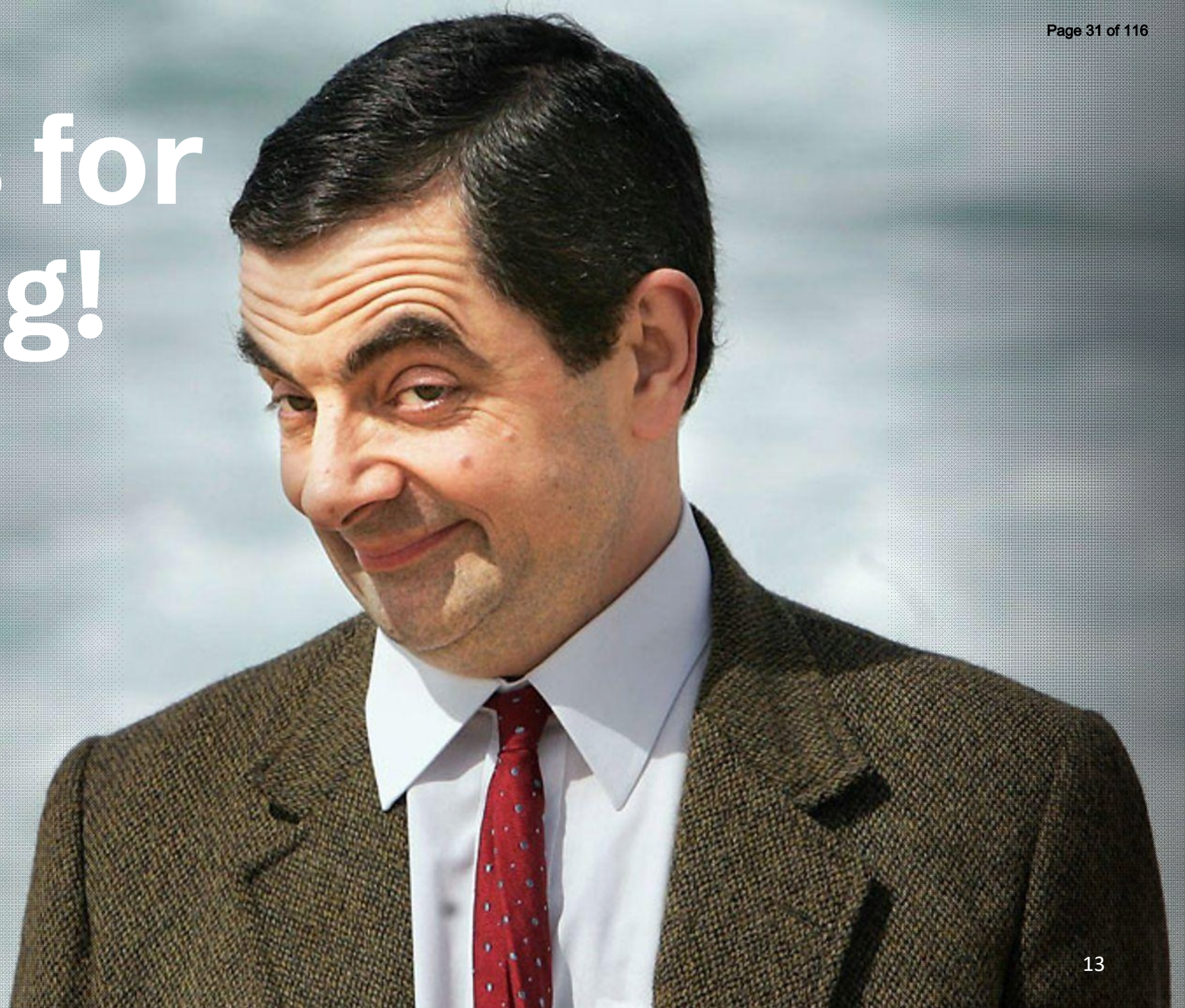


Next Steps



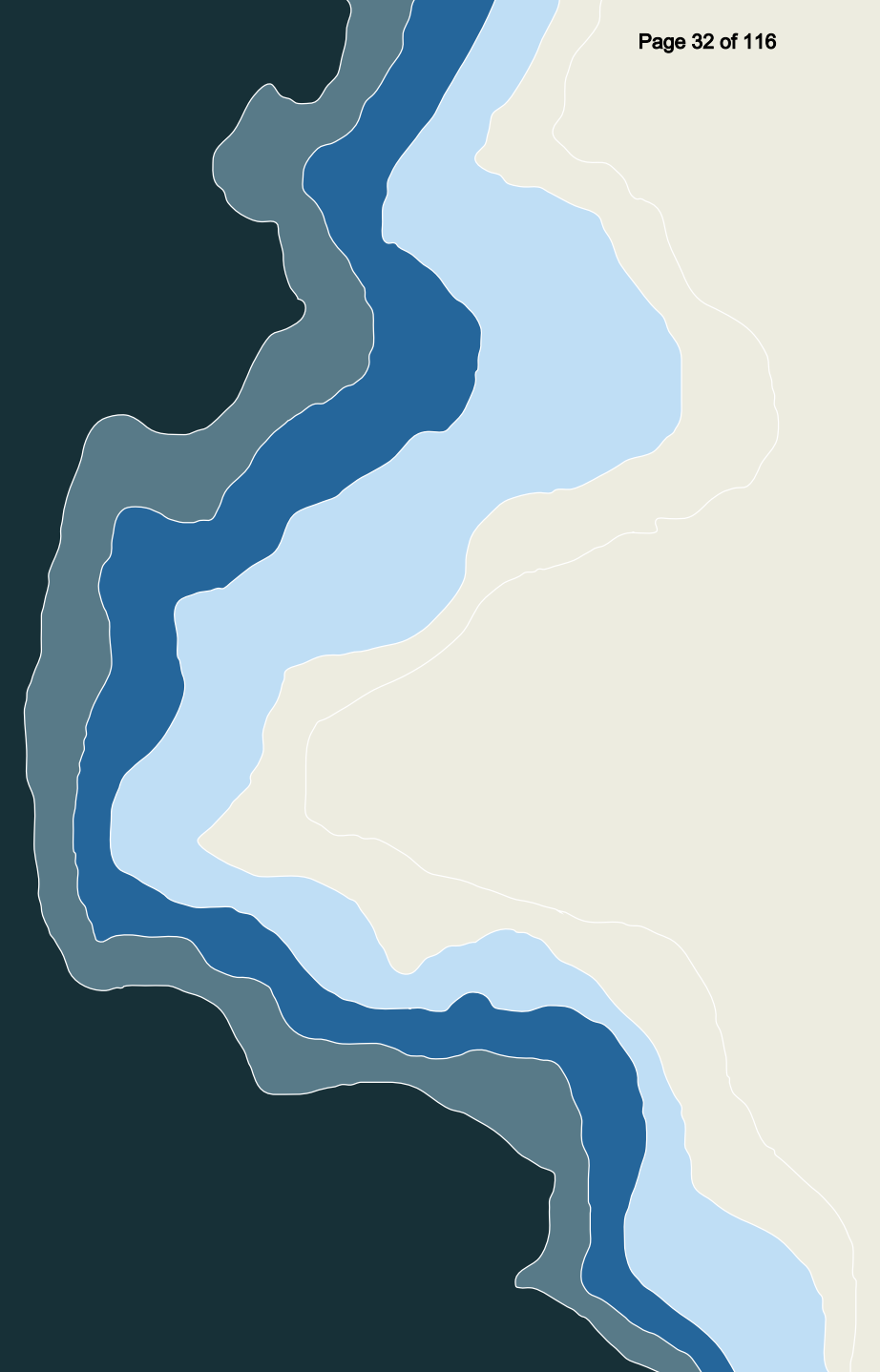
Thanks for listening!

Questions?



With gratitude...

**Hych'ka
Kleco Kleco**





Committee Info Note
Education-Policy Committee Meeting
April 7, 2025
Agenda Item 6a: Revised Policy and Regulation C-329 “Field Trips”

Background:

In School District 62 (Sooke), field trips are governed by Policy and Regulation C-329 “Field Trips”, which outlines approval processes based on the type, risk level, and location of the activity. Most curricular and extracurricular field trips are approved at the school level by the principal, following completion of the required field trip approval forms and risk assessment processes. Board approval is specifically required for out-of-province educational travel within Canada and for international educational trips, reflecting the higher level of oversight associated with travel beyond British Columbia or Canada. In these cases, the Board’s approval is required in advance, and the Superintendent retains authority to cancel or recall a trip if it is deemed unsafe at any point.

Current Context:

Recent BCSTA governance guidance, in collaboration with the Ministry of Education and Childcare, BCSSA, BCASBO, and BCPVPA, encourages boards to focus their governance work in the areas of policy direction and strategic oversight, while operational decisions are delegated to the superintendent or designate. Within this framework, field trips are considered an operational matter, as they relate to program delivery, safety planning, and day-to-day school operations rather than governance-level decision-making. Revising the policy and regulation to delegate field trip approval to the superintendent or designate is beneficial because it:

- Improves timeliness and flexibility for schools planning learning opportunities.
- Aligns SD62 practice with provincially endorsed governance best practices that distinguish governance from operations.
- Clarifies roles and accountability, placing decision-making with those responsible for managing risk, safety, and implementation.

Summary of changes:

Policy C-329

- Delegates field trip approval authority to the Superintendent or designate, removing references to Board approval.

Regulations C-329

- Replaces Board approval with Superintendent or designate approval throughout the regulation, including out-of-province and international trips.

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”.

Respectfully submitted,

D’Arcy Deacon
 Associate Superintendent

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

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</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 signature

Approved 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. _____
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.

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. _____
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, _____
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: _____

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

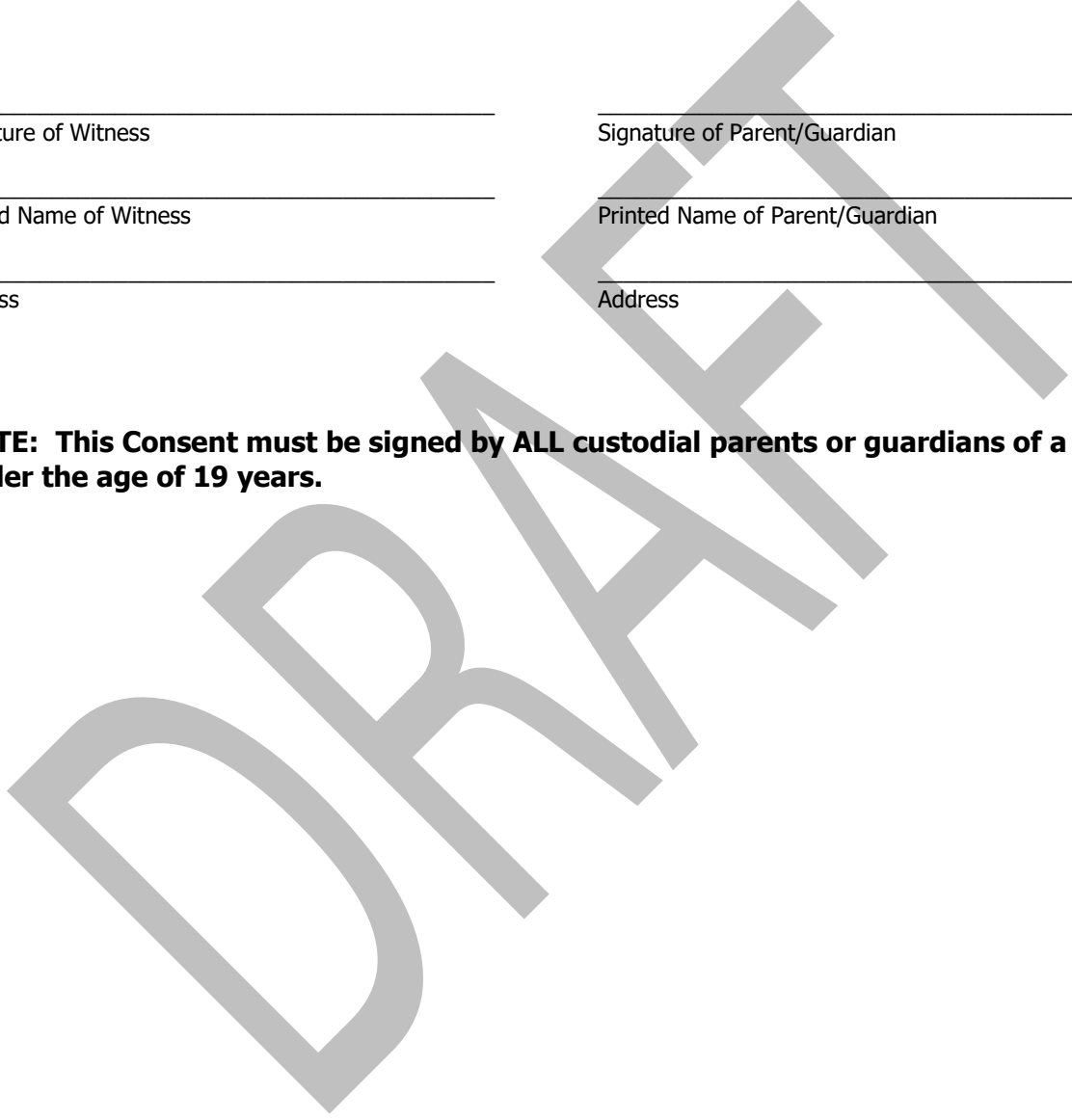
Printed Name of Witness

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.

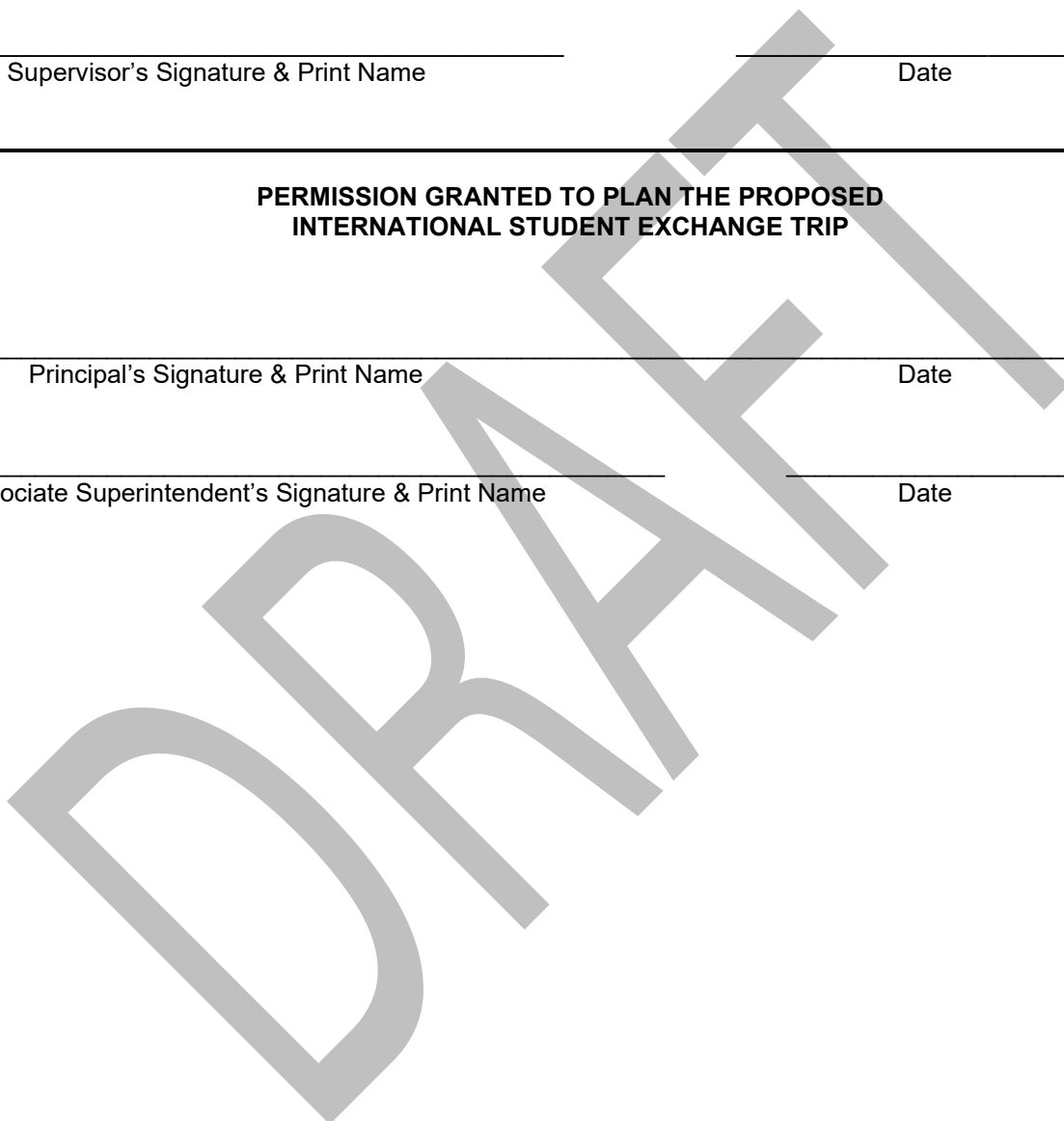
Permission is requested to plan the above International Student Exchange, Sister School, Humanitarian Program or Sports-Based Trip. I have read all applicable documents and addressed the responsibility of the supervisor. The preliminary International Student Exchange, Sister School, Humanitarian Program 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

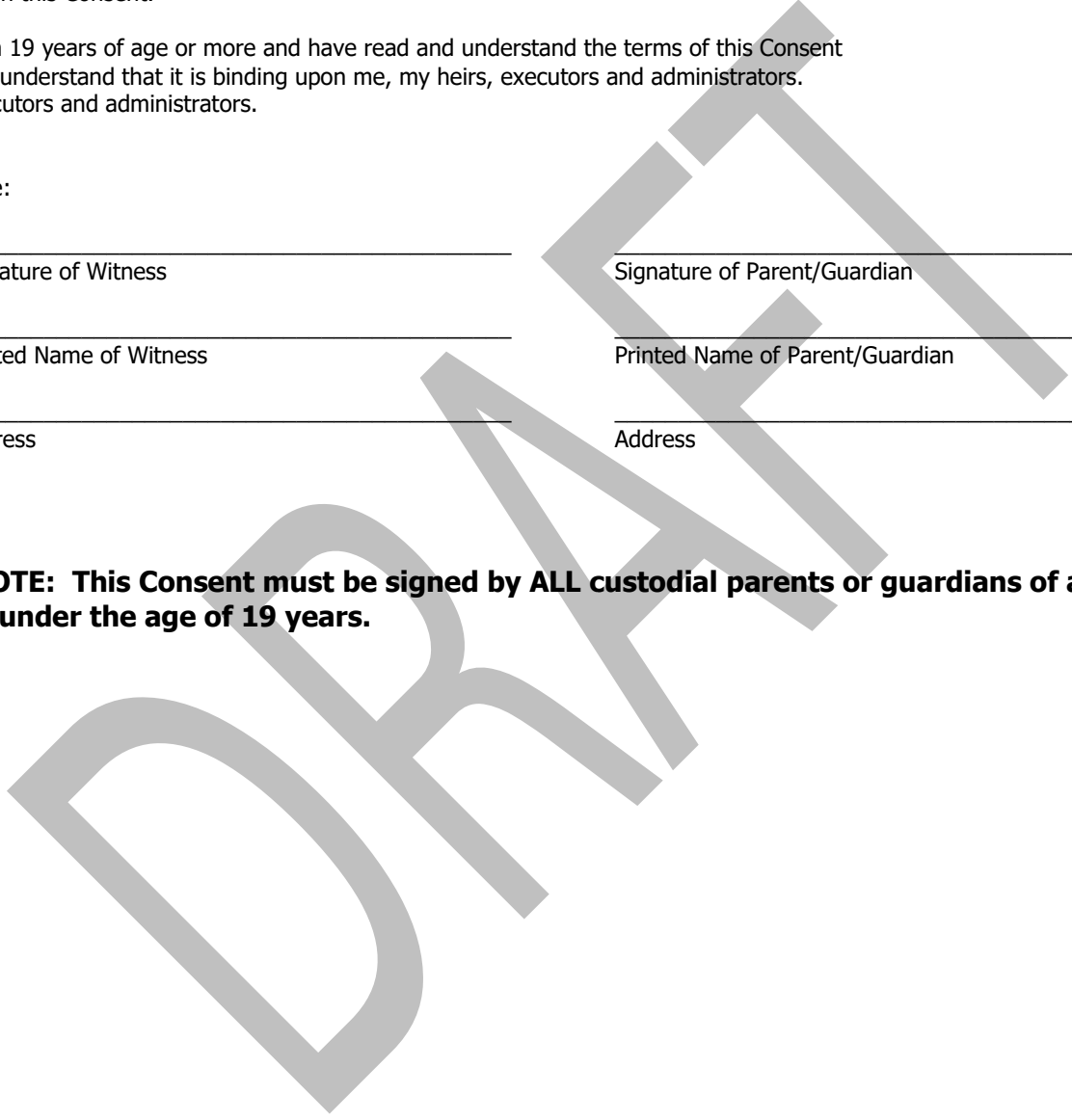
Printed Name of Witness

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.





Committee Information Note
Education-Policy Committee Meeting
April 7, 2026

Agenda Item 6b – Independent Directed Studies Guidelines

Background:

Independent Directed Studies (IDS) is a Ministry-sanctioned pathway that allows Grade 10–12 students to design personalized learning tied to approved BC curriculum (Ministry or Board/Authority Authorized), supervised by a teacher mentor, and earn elective graduation credit (2 or 4 credits).

While IDS has long existed as a provincial option for credits, the Sooke School District has not had a consistent process for initiating, approving, or monitoring these plans. Formalizing an IDS process across the district addresses this gap and promotes consistent implementation and equitable access for secondary students as a flexible learning pathway.

Current Context:

Two documents are being brought forward for Education Policy Committee endorsement to establish clear, consistent district process for IDS:

1. **IDS Guidelines for Secondary Leaders and Educators** – A reference document outlining the rationale for IDS, key roles and responsibilities and approval considerations. It includes an FAQ for teacher mentors covering workload, assessment, credit decisions, and what to do if a student falls behind.
2. **IDS Plan & Approval Form with General Proficiency Rubric** – A standardized form for co-designing, approving, and assessing IDS plans, capturing student rationale, curriculum connections, learning activities, timelines, evidence of learning, and assessment criteria.

Together, these resources establish a shared district process that protects students, supports teacher mentors, ensures appropriate use of IDS as an elective credit pathway, and promotes equitable access across all secondary schools.

Next Steps:

Pending committee endorsement, the following steps will be taken:

- The IDS Guidelines and Plan & Approval Form will be shared with secondary principals, vice-principals, counsellors, and department heads.
- Both IDS Documents to be posted to Engage for district-wide access and implementation.

Prepared by:

Denise Wehner
 District Principal, Curriculum Transformation



Independent Directed Studies (IDS) – Guide for Secondary Leaders & Counsellors

What is IDS?

Independent Directed Studies (IDS) enables Grade 10–12 students to pursue personalized, in-depth learning based on Ministry-Developed or Board/Authority Authorized (BAA) course curriculum under the supervision of a BC certified teacher.

- **Credit value:** 2 or 4 credits per IDS
 - **Graduation impact:** IDS credits count as **electives only**—they cannot replace required graduation program courses.
 - **Adult Dogwood:** IDS credits cannot be used to satisfy LA 12 or Math 11/12 requirements as they can only be used for electives.
 - **Reporting:** IDS appears on transcripts as "IDS: [Course Title]" with a percentage and letter grade.
 - **Hours guideline:** Approximately 25–30 hours per credit (2 credits ≈ 50–60 hours; 4 credits ≈ 100–120 hours).
-

Why Offer IDS?

Personalization & agency

IDS centres **student voice** by inviting learners to co-design a course of study that reflects their genuine interests, strengths, and goals. Students identify a topic or inquiry question, link it to Grade 10–12 curriculum, and work with a teacher mentor to co-construct outcomes, activities, and ways of demonstrating learning. This design process builds ownership, as students see a clear line between “what I care about” and “what I’m being assessed on.” Over time, the experience of making choices, managing a project, and reflecting on their learning strengthens self-regulation and confidence as learners.

Concrete examples: a student passionate about mountain biking designs an IDS around biomechanics and training principles linked to PE/Science standards; a student interested in social justice builds an inquiry around media literacy and representation, tied to English or Social Studies. In both cases, the student isn’t just “doing a project,” they’re consciously working with known course standards in a context that matters to them.

Depth over breadth



Where many courses necessarily sample a wide range of outcomes, IDS is intentionally designed for **deep** engagement with a focused subset of standards. Students are expected to go beyond recall or basic application toward analysis, synthesis, creative production, or real-world implementation. This depth can look like designing and carrying out an investigation, curating and critiquing multiple sources, developing and testing a prototype, or creating a polished public-facing product and evaluating its impact.

From an instructional perspective, IDS can function as a built-in extension pathway. Students who demonstrate readiness can use IDS to move into higher-order tasks that may not fit comfortably in a typical unit or timetable. This allows teachers to honour curriculum while also supporting students who are ready to explore a domain in much more nuance and complexity, without turning the core class into an individualized program for a few.

Flexible pathways for diverse learners

IDS is a key tool for **flexible pathways**. As IDS courses can be scheduled inside or outside the regular timetable, it can support learners whose needs aren't fully met by existing course offerings:

- Students seeking **extension or acceleration** can explore advanced topics within the same curricular area, rather than jumping immediately to post-secondary content.
- Students wishing to engage in **localized or cultural learning** (e.g., land-based projects, language revitalization work, community histories, Elder-supported learning) can frame that work within related Social Studies, English, ADST, Arts, or BAA standards.
- Students with complex schedules (e.g., work, elite athletics, family responsibilities) can use IDS to pursue rigorous learning in more flexible time blocks, while still being accountable to clear outcomes and evidence of learning.

Community connections and relational learning

Because IDS is not constrained to the four walls of a classroom, it's a natural vehicle for **community-connected learning**. Projects can involve local organizations, businesses, cultural groups, post-secondary partners, Elders, or other knowledge holders. A student might:

- Collaborate with a local non-profit on a communications campaign (linked to English or Media Arts).
- Work with a community artist on a public art project (linked to Visual Arts).
- Participate in land-based stewardship with a community partner (linked to Environmental Science, or Indigenous-focused courses).



Role	Responsibilities
Student	Initiates interest; co-constructs the IDS plan; works independently with minimal supervision; documents time and learning; completes agreed evidence and reflection.
Teacher Mentor	Co-designs plan with student (outcomes, activities, assessment); provides ongoing supervision, feedback, and scheduled check-ins; assesses learning and recommends final mark; confirms hours and achievement of standards.
Counsellor	Screens for Graduation Program fit (elective credit); confirms student readiness; may connect student with potential mentors; monitors progress via check-ins; ensures correct transcript entry.
Principal	Reviews and approves each IDS plan before student begins (confirms curriculum alignment, appropriate credit value, duty of care); approves any major changes to scope or credits; authorizes final mark and credits for MyEd reporting.

Key Roles at a Glance

Considerations:

✓ **Curriculum alignment** – Verify that the proposed learning standards come from an approved Grade 10–12 Ministry or BAA course and are explicitly listed in the plan.

✓ **Credit value fits scope** – 2 credits should address a focused subset of standards; 4 credits should involve broader/deeper standards or multi-phase work. If the plan looks too thin or too ambitious, ask for revision.

✓ **Student readiness** – Check attendance, work habits, and prior success with independent tasks. IDS is not a "credit recovery" option; students must demonstrate capacity for self-directed learning.

✓ **Teacher capacity** – Confirm the mentor has time and willingness (IDS is voluntary for teachers). Ensure clear meeting schedule is documented.

✓ **Duty of care** – If IDS involves off-site, community, or online activity, ensure supervision plan and



parent consent are clear.

✓ **Assessment plan** – Evidence, criteria, and reporting method should be explicit and align with the chosen credit value.

Red flags to watch for:

- Vague learning outcomes ("explore photography" with no link to curriculum standards).
- Unrealistic timelines or hour estimates (e.g., 4 credits proposed for 40 hours of work).
- No interim checkpoints or assessment criteria documented.
- Student seeking IDS to avoid or replace a required course (IDS = electives only).

Counsellor Quick Tips

Screening conversation starters:

- "What specific Grade 10–12 course will this IDS be based on?"
- "Why is this a better fit than taking the full course or an existing elective?"
- "How many hours per week can you realistically dedicate to independent work?"
- "Who do you see as your teacher mentor, and have you spoken with them?"

Graduation planning notes:

- Confirm the student understands IDS credits are **elective only** and cannot replace required courses (e.g., cannot use IDS: English 12 to satisfy Literacy 12 requirement).
- If student is already credit-rich in electives, discuss whether IDS adds value to their plan or if another pathway (Dual Credit, Work Experience, etc.) is more strategic.
- For students with IEPs or modifications, confirm IDS plan aligns with their goals and support structure.

Progress monitoring:

- Schedule a mid-point check-in (with or without teacher mentor present) to confirm the student is on track with hours, deadlines, and engagement.
- Flag concerns early to principal if student is not meeting checkpoints or if scope needs adjustment.

Resources & Forms

- **IDS Plan & Approval Form and general Rubric** (on Engage) * *not yet but will be once approved*



- **BC Ministry IDS Overview:** www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/independent-directed-studies

Independent Directed Studies (IDS) – Teacher Mentor FAQ

1. What is my role as a teacher mentor?

You co-design the IDS plan with the student, ensure the learning is clearly tied to Grade 10–12 curriculum, supervise and support their work over time, assess their learning using agreed criteria/rubrics, and recommend a final mark and credit completion to the principal.

2. How do I know if a student is a good fit for IDS?

Look for:

- Reliable work habits and follow-through.
- Ability to manage time and meet deadlines with minimal prompting.
- Genuine interest in the focus area.
- Enough background knowledge to engage meaningfully with the chosen course standards. If a student often needs intensive day-to-day scaffolding, a standard course or support block may be a better fit.

3. How much time will this take me?

Time commitments vary, but typically include:

- Initial planning meeting(s) to shape the IDS plan and agree on assessment.
- Short, regular check-ins (e.g., 10–20 minutes every 1–2 weeks).
- Reviewing work products and providing feedback.
- Final assessment and mark/credit recommendation.
You can manage workload by setting clear boundaries up front (e.g., maximum number of IDS students, fixed meeting times).

4. How do I decide between 2 credits and 4 credits?

Use hours and depth as your guide:

- 2 credits ≈ 50–60 hours of meaningful work on a focused subset of learning standards.
- 4 credits ≈ 100–120 hours with broader/deeper learning standards, and a multi-phase project (research/planning, creation, revision, reflection).
If you can't see enough authentic work and evidence to justify the proposed credit level, adjust the scope or recommend fewer credits.



5. How do I assess an IDS fairly?

Use the shared IDS rubric and align it with the specific standards and products in the student's plan. Helpful practices:

- Agree with the student up front how each major task will be weighted.
- Use a mix of product (what they created) and process (logs, drafts, check-ins).
- Have the student complete a brief self-assessment and reflection before you finalize the grade. You still use your professional judgement; the rubric is there to make expectations transparent and defensible.

6. What if the student stops checking in or falls behind?

Address it early:

- Contact the student directly and clarify expectations and deadlines.
- Loop in the counsellor; if needed, schedule a joint meeting.
- Document missed check-ins and incomplete work.
If the student cannot realistically complete the agreed scope, you may:
- Revise the plan and reduce credit value (with principal approval), or
- Conclude the IDS with the earned mark/evidence to date (which may include a failing grade if outcomes are not met).

7. Can I change the IDS plan once it's approved?

Minor adjustments (e.g., shifting an activity or resource) are fine and should be noted in the student's log or your records. Major changes, such as altering the core learning standards, project scope, or credit value must be recorded on a revised plan and re-approved by the principal.

8. How the IDS reported?

You recommend a final **percentage and letter grade** and confirm that the student has met the approved learning standards and hours for the credit value. The course is recorded as "IDS: [Course Title]" and counts only as elective credit on the Graduation Program.

9. Can IDS replace a required course?

No. IDS credits cannot be used to substitute for a required course (e.g., English Studies 12, required Math, Career Education). They are intended to **extend** curriculum, not replace core requirements.

10. Can a student do IDS in a course they've never taken?

A: Yes, as long as the IDS is based on the learning standards from that Grade 10–12 course.



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Independent Directed Studies (IDS) Plan & Approval (Grades 10–12)

Independent Directed Studies (IDS) lets you design your own learning based on a BC Grade 10–12 course (Ministry or BAA), work independently with a teacher mentor, and earn elective graduation credit (2 or 4 credits). IDS credits cannot replace graduation required courses.

STUDENT AND COURSE INFORMATION

Student name: _____ PEN: _____

Grade: 10 11 12 School: _____

School year: 20____ Counsellor: _____

Teacher mentor: _____ Dept: _____

Community mentor (if applicable): _____

Related BC course (Ministry or BAA) and code
(e.g., Life Sciences 11 – MLFSC11):

Proposed IDS course title (for report card)
(e.g., IDS: Life Sciences 11 – Marine Ecology):

Term: Sem 1 Sem 2 Full year

Proposed credit value (check one):

2 credits 4 credits

(2 credits ≈ 50–60 hrs, 4 credits ≈ 100–120 hrs.)

RATIONALE AND LEARNING GOALS (to be completed by the student)

- What you want to learn (topic or guiding question)
- Why this matters to you (interests, strengths, future plans)
- How this connects to the related BC course above

Rationale:



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CURRICULUM CONNECTIONS (to be completed by teacher mentor and student)

List the specific learning standards from the related Grade 10–12 course that this IDS will address (you may attach a page if needed).

Targeted learning standards:

(2 credits: smaller set of standards / 4 credits: more comprehensive set of standards)

LEARNING ACTIVITIES, HOURS, AND TIMELINE (to be completed by teacher mentor and student)

Briefly describe the main learning activities and estimated hours for each. Total hours should match the approved credit value.

Activity / task: _____	Hours: _____
Activity / task: _____	Hours: _____
Activity / task: _____	Hours: _____
Activity / task: _____	Hours: _____

Total estimated hours: _____

Planned timeline and checkpoints (meetings, drafts, milestones):

Start date: _____ Target completion date: _____

Frequency of check-ins with teacher mentor (e.g., every 2 weeks): _____

EVIDENCE OF LEARNING AND ASSESSMENT

What will you hand in or present? Check all that apply and add details.

Project / product (describe): _____

Written work (report, essay, scripts): _____



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- Portfolio (photos, videos, samples): _____
- Presentation / performance to: _____
- Learning log / journal / online portfolio: _____
- Other: _____

Assessment plan (completed by teacher mentor):

Main criteria / rubric focus (e.g., understanding of standards, quality of product, independence, reflection):

Final mark will be reported as a percentage and letter grade for “IDS: [Course Title]” and will count as elective credit on the Graduation Program.

SECTION 6 – SIGNATURES AND APPROVAL

By signing, we agree that this IDS plan is clear and achievable, and that the student will meet expectations for the approved credit value.

Student: _____ Date: _____

Parent/Guardian (if under 19): _____ Date: _____

Teacher mentor: _____ Date: _____

Community mentor (if any): _____ Date: _____

Principal (approval): _____ Date: _____

Principal confirmation (office use):

Approved credits: _____

Course entered as: IDS: _____

Independent Directed Studies (IDS) – General Proficiency Rubric (Grades 10–12)

Sample Criterion

1. **Understanding & Application of Course Learning Standards** - Clear understanding and demonstration of learning in targeted standards; consistently and accurately applies concepts to topic/project; explains thinking with relevant details and examples.
2. **Quality of Work / Product** - Product fully matches IDS plan and expectations; well-organized and coherent; appropriate for audience; details/examples/data accurate and well chosen.
3. **Independence, Initiative & Time Management** - Consistently meets deadlines and check-ins; clear evidence of time on task appropriate to credit value; plans and follows through with minimal prompting.
4. **Reflection & Communication of Learning** - Reflection clearly explains what was learned, including strengths, challenges, and next steps; explicit links to standards and core competencies; clear communication in appropriate forms