

### Public Notice – Board of Education Online Public Meeting

A public meeting of the Board of Education for School District 62 (Sooke) **will be held on January 25, 2022 at 7:00 pm.**

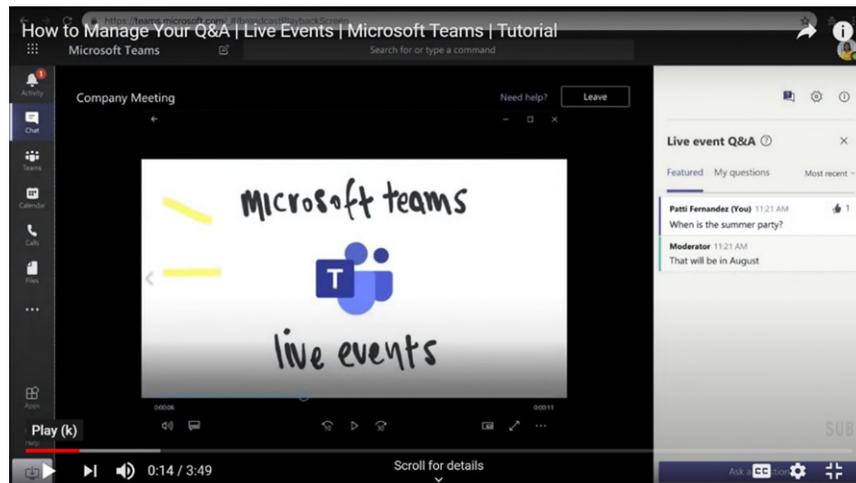
Requirements that limit the size of public gatherings due to the COVID-19 pandemic mean this meeting will proceed differently than they have in the past. The meeting will be conducted online via MS teams. We encourage members of the public to join the LIVE Event.

To participate in the meeting please click on this link: [PublicBoardMeeting-January25-2022](https://support.office.com/en-us/article/attend-a-live-event-in-teams-a1c7b989-ebb1-4479-b750-c86c9bc98d84)

To guide you, the following is information on how to join a live event in MS Teams.

<https://support.office.com/en-us/article/attend-a-live-event-in-teams-a1c7b989-ebb1-4479-b750-c86c9bc98d84>

- Anyone who has the link can attend the online meeting without logging in to MS Teams.
- Members of the public have the opportunity to ask questions related to agenda items discussed at the meeting:
  - Select the **Q&A**  function on the right side of the screen.
  - When asking a question using the Q&A function, please identify yourself. **Anonymous questions will not be responded to.**
    - A reminder for Stakeholder groups to use the **Q&A** function.
  - Members of the media can direct their questions to the Communications Manager at School District 62 for response following the meeting.



If you have questions regarding the meeting and how to access it that aren't answered in the link above please email [info@sd62.bc.ca](mailto:info@sd62.bc.ca).



**BOARD OF EDUCATION  
PUBLIC MEETING  
By Live Event  
January 25, 2022 – 7:00 p.m.**

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**A G E N D A**

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**  
*We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc'ianew Nation, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)*
2. **AGENDA (page 2)**
  - 2.1 Call for amendments and additional items  
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of January 25, 2022, as presented (or as amended).
3. **MINUTES (page 5)**
  - 3.1 Call for amendments to minutes  
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of the December 14, 2021, as presented (or amended).
4. **INFORMATIONAL ITEMS AND ANNOUNCEMENTS**
  - 4.1 Board Chair Update – Ravi Parmar
5. **EDUCATIONAL PRESENTATIONS**
6. **CORRESPONDENCE & DELEGATIONS**
  - 6.1 Correspondence: (page 10)
    - a. Letter from Judy Roper, dated January 12, 2022, RE: Vaccination in Children
  - 6.2 Standing Delegations (STA, CUPE, PVP, SPEAC, CPF) – 5 minutes each
7. **FINANCE, FACILITIES AND SERVICES**
  - 7.1 Resources Committee – Meeting of January 12, 2022 – Bob Beckett (page 14)  
Motion Requested: That the Board of Education of School District 62 (Sooke) allow all three reading of the 2021/22 Amended Budget Bylaw at its meeting of February 22, 2022.  
  
Motion Requested: That the Board of Education of School District 62 (Sooke)

approve the proposed 22/23 budget principles, assertions and process as outlined at the January 12, 2022 Resources Committee Meeting.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of January 12, 2022.

7.2 Real Property Disposal Bylaw – Harold Cull (page 17)

Motion Requested – That the Board *Disposal of Real Property Bylaw No. 2022-01*, specifying the Board of Education of School District 62 (Sooke) authorize the disposal of a 0.782 ha./1.932 ac portion of its 7900 McCallum Road be given first reading. This disposal involves a land exchange of equal value with the City of Langford.

## 8. EDUCATION PROGRAM

8.1 Education-Policy Committee – Meeting of January 4, 2022 – Allison Watson (page 21)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve BAA course Introduction to Eco Literacy 10.

Motion Requested: That the Board of Education of School District 62 (Sooke) approve BAA course Eco Literacy 11.

Motion Requested: That the Board of Education of School District 62 (Sooke) approve The SD 62 Climbing Academy at Belmont Secondary School to begin in September 2022.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of January 4, 2022.

8.2 Adoption of Policies and Regulations – Scott Stinson (page 54)

Motion Requested: Given that the required period for notice of motion has been served, that the Board of Education of School District 62 (Sooke) adopt the new Policy and Regulations B-118 “Social Media”.

Motion Requested: Given that the required period for notice of motion has been served, that the Board of Education of School District 62 (Sooke) adopt the revised Policy and Regulations E-530 “Use of Tobacco, Vapour and Cannabis on School Board Premises”.

Motion Requested: Given that the required period for notice of motion has been served, that the Board of Education of School District 62 (Sooke) adopt the revised Policy F-228 “Pest Management”.

Motion Requested: Given that the required period for notice of motion has been served, that the Board of Education of School District 62 (Sooke) adopt new Policy and Regulations C-317 “Police Requests for Student Interviews”.

Motion Requested: Given that the required period for notice of motion has been served, that the Board of Education of School District 62 (Sooke) adopt revised Policy C-350 “Appeals”.

Motion Requested: Given that the required period for notice of motion has been served, that the Board of Education of School District 62 (Sooke) adopt new Policy and Regulations A-410 “Live Streaming Public Board and Standing Committee Meeting”.

Motion Requested: Given that the required period for notice of motion has been served, that the Board of Education of School District 62 (Sooke) adopt revised Policy and Regulations C-329 “Field Trips”.

**9. STUDENTS**

**10. FOUNDATIONS & GOVERNANCE**

- 10.1 Board Work Plan 90 Day Outlook – Ravi Parmar (page 154)
- 10.2 Na’tsa’maht Education Committee Meeting of December 15, 2021 – Dianna Seaton (page 155)
- 10.3 Trustee Remuneration – Dianna Seaton (page 157)

Motion Requested: That the Board of Education of School District 62 (Sooke) increase the base rate of the annual trustee remuneration to \$19,500 effective July 1, 2022 and that a monthly expense allowance be provided to each trustee effective March 1, 2022. These amounts will be adjusted on July 1st of each year based on the provincial consumer price index amount for the preceding year.

**11. ADMINISTRATION**

- 11.1 Superintendent’s Report – Scott Stinson (page 160)

**12. PERSONNEL**

**13. UPCOMING EVENTS**

**14. FUTURE ITEMS**

**15. QUESTION PERIOD**

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

**16. ADJOURNMENT**



**MINUTES  
BOARD OF EDUCATION  
PUBLIC MEETING  
LIVE MS Teams Event  
December 14, 2021 – 7:00 p.m.**

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TRUSTEES: Ravi Parmar, Board Chair                      Bob Beckett, Vice-Chair  
               Bob Phillips    Margot Swinburnson  
               Allison Watson    Dianna Seaton  
               Wendy Hobbs

STAFF: Scott Stinson, Superintendent  
           Harold Cull, Secretary-Treasurer  
           Stephanie Hedley-Smith, Associate Superintendent  
           Paul Block, Associate Superintendent  
           Dan Haley, Executive Director, HR  
           Farzaan Nusserwanji, Executive Director, IT  
           Steve Tonnesen, Manager IT Operations  
           Sandra Szalipszki, Principal Ecole John Stubbs Memorial

GUESTS: Kyle Maa

REGRETS: Dave Strange, Associate Superintendent

SECRETARY: Kristina Ross

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**1. CALL TO ORDER**

The meeting was called to order at 7:01 p.m. by the Secretary-Treasurer. Harold Cull acknowledged the traditional territories of the First Nations.

**TRUSTEE ELECTIONS**

**1.1 Elections**

The Secretary-Treasurer thanked the Board of Education Trustees for their service and called for nominations for Board Chair. Ravi Parmar was declared elected by acclamation. Chair Parmar then assumed his duties and continued the election process.

- Bob Beckett was nominated for the position of Vice-Chair and was declared elected by acclamation.
- Margot Swinburnson was nominated as BCSTA Provincial Council Representative.
- Allison Watson was nominated as the Alternative BCSTA Provincial Council.
- Allison Watson was nominated as BCPSEA Trustee Representative.
- Ravi Parmar was nominated as Alternative BCPSEA Trustee Representative.

**2. AGENDA**

**2.1 Call for amendments and additional items**

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1. MOVED Bob Beckett/Margot Swinburnson  
That the Board of Education of School District 62 (Sooke) adopt the agenda of December 14, 2021 as presented.  
CARRIED

### **3. MINUTES**

#### **3.1 Call for amendments to minutes**

2. MOVED Allison Watson/Dianna Seaton  
That the Board of Education of School District 62 (Sooke) adopt the minutes of the November 23, 2021 meeting as presented.  
CARRIED

### **4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS**

#### **4.1 Board Chair Update**

The Board Chair thanked the Board of Education Trustees for their years of service and continued support to the District. He spoke of his story of service, his family's experience as immigrants in Canada and their love of the community. He thanked SD 62 stakeholder groups, SPVP, CUPE, STA and SPEAC for their ongoing commitment to the District, and acknowledged the challenging year that staff, students, and families have faced. He wished everyone a restful and safe winter break.

#### **4.2 WestShore Campus Naming – Paul Block**

Paul Block provided notice to the Board of Education that in January 2022 a formal process of consultation with students, parents, staff and our partner Indigenous Nations will begin to rename WestShore Centre for Learning and Training, Juan de Fuca Distributed Learning and Byte Alternative, commonly referred to as the WestShore's Family of Schools.

### **5. EDUCATIONAL PRESENTATIONS**

#### **5.1 French Immersion Student Presentation – Kyle Maa**

Sandra Szalipszki, Principal of Ecole John Stubbs Memorial School, introduced Grade 7 student Kyle Maa. Kyle, a French Immersion student in the District, provided a presentation to the Board of Education on the benefits of learning a second language.

### **6. CORRESPONDENCE & DELEGATIONS**

#### **6.1 Correspondence**

#### **6.2 Standing Delegations (STA, CUPE, PVP, SPEAC, CPF) – 5 minutes each**

##### STA – Rita Zeni

Rita Zeni described her story of origin and spoke of how coming from a French-Canadian background impacted her and her family. Language education is an important component to the STA, further diversity, inclusion and equity are key elements in a vibrant school district. STA thanked staff, students and families and wished everyone happy holidays.

##### CUPE – Amber Leonard

No delegation. The Board Chair shared a message from Amber Leonard wishing a happy and safe holiday to all. The Board Chair thanked CUPE members for their continued support and hard work this year.

##### PVP – Gord Johnson

Gord Johnson provided an update to the Board of Education on the activities around the District. Colwood Elementary school is conducting its 12 Days of Giving Campaign and is providing comfort kits with essential toiletries to Our Place Society. Poirier Elementary School is wearing red and green, focussing on kindness and calmness, and providing donations to the Sooke Food Bank. Spencer Middle School has concluded its silent auction, has sent its Christmas Cards to serving members of the Canadian Forces, and continues with Holiday Spirit Week. Millstream Elementary School continues to support 10,000 tonight Food Drive and has collected 550 food items so far. Saseenos Elementary School has been provided a new logo from a T'Sou-ke Nation local artist and will now be know as the Saseenos River Runners. PVP thanked the Executive Team and the Board of Education for all their hard work this year and wishes all staff, students and families a very safe and restful vacation period.

SPEAC – Melissa Da Silva

Melissa Da Silva, congratulated returning and newly elected members of CUPE 459. She praised student Kyle Maa for a wonderful presentation to the Board of Education. SPEAC has concluded its PAC 101 sessions and will hold its next SPEAC meeting on January 9, 2022. She wished everyone a safe and restful winter break.

Canadian Parents for French – Billie-Jo Cavanaugh

No delegation.

**7. FINANCE, FACILITIES AND SERVICES**

**7.1 Report on the Resources Committee – Meeting held on December 8, 2021**

Trustee Beckett provided the Board of Education with an overview of the Resources Committee Meeting.

3. MOVED Bob Beckett/Margot Swinburnson  
That the Board of Education of School District 62 (Sooke) support, in principle, the three partnership projects with the City of Colwood as presented at the Resources Committee Meeting of December 8, 2021. Furthermore, the Board directs staff to work with the City of Colwood staff to define the projects in greater detail for formal approval consideration.  
CARRIED
4. MOVED Bob Beckett/Dianna Seaton  
That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee meeting of December 8, 2021.  
CARRIED

**8. EDUCATION PROGRAM**

**8.1 Report on the Education Policy Committee – Meeting held on December 7, 2021**

Trustee Watson provided the Board of Education with an overview of the Education Policy Committee Meeting.

5. MOVED Allison Watson/Dianna Seaton  
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-329 “Field Trips”.  
CARRIED
6. MOVED Allison Watson/Bob Phillips  
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-317 “Police Requests for Student Interviews”.  
CARRIED

7. MOVED Allison Watson/Margot Swinburnson  
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy C-350 “Appeals”.  
CARRIED
  
8. MOVED Allison Watson/Dianna Seaton  
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft Policy and Regulations A-410 “Live Streaming Public Board and Standing Committee Meetings”.  
CARRIED
  
9. MOVED Allison Watson/Margot Swinburnson  
That the Board of Education of School District 62 (Sooke) receive the report from the Education Policy Committee meeting of December 7, 2021.  
CARRIED

8.2 Strategic Plan Operational Plan for 2021-2022 – Scott Stinson

Scott Stinson provided an overview of the SD 62 Operational Plan and its details concerning the work that will be undertaken in the upcoming year to assist in achieving the goals and objectives of the Strategic Plan. Key items of work include the Program Review, renewal of the Na’tsa’maht Agreement, and completion of the Middle School Philosophy.

**9. STUDENTS**

**10. FOUNDATIONS & GOVERNANCE**

10.1 Board Work Plan 90 Day Outlook – Ravi Parmar

The Board Chair provided a review of the next 90-day work plan. Committee Chair assignments are pending, please forward expressions of interest to the Board Chair.

10.2 Na’tsa’maht Education Council – Meeting of November 24, 2021 – Dianna Seaton

Trustee Seaton provided the Board of Education with an overview of the Na’tsa’maht Education Council Meeting. Paul Block provided a presentation to the Board of Education on the District Boardroom Naming Ceremonies held December 1, 2021.

**11. ADMINISTRATION**

11.1 Superintendent’s Report – Scott Stinson

Scott Stinson provided an update on the Superintendent’s Report and the progress on the District Program Review. Furthermore, he thanked staff for their professionalism, integrity and continued support to students as SD 62 strives to provide a welcoming learning environment to all students and families.

**12. PERSONNEL**

**13. UPCOMING EVENTS**

Winter Break – December 20 to January 3, 2022  
Rotary Club of Sooke – Sock Drive

**14. FUTURE ITEMS**

**15. QUESTION PERIOD**

No questions.

**16. ADJOURNMENT**

The meeting was adjourned at 8:25 p.m.

Certified Correct:

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Chairperson of the Board

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Secretary-Treasurer

## Judy Roper

[REDACTED]  
[REDACTED]  
[REDACTED]

January 12th, 2022

RE: Vaccination in children 5-11, Immunization Clinics in Schools,  
Vaccine Messaging

Dear Premier Horgan, Health Minister Adrian Dix, Dr. Bonnie Henry and SD 62  
Trustees

As a parent and educator with experience with virology research I am writing this letter. As the pandemic has progressed I have closely followed the public health updates and the decisions that were made to keep our society safe. I have followed the recommendations and my husband and I have received both doses of the Comirnaty vaccine when we were eligible. As of writing this letter, we have not received an invitation to receive our booster shot.

Our decisions throughout the pandemic have been based on a careful analysis of the risks and benefits our actions have for our personal lives and that of society. Following Public Health recommendations and getting vaccinated made sense from the data that was given for the original variants and that of Delta. But the Omicron variant is different and in response the public health recommendations have changed as they have learned more about how this variant behaves. One message, however, that has been consistent, is the need for vaccination amongst all age groups. In the older age groups this messaging is logical as we still need to be mindful of hospitalization rates and an already overwhelmed medical system. With Omicron, being vaccinated has shown to decrease the severity of the disease thus leading to less hospitalizations and deaths. However, with children in 5-11 age range, there

has been minimal hospitalizations and these children often show mild symptoms. The most recent BC Covid 19 Situation Report states that throughout the pandemic in the <10 age group (starting Jan.15, 2020 – Dec. 25, 2021) there have been a total of 178 hospitalizations, 17 ICU and 2 deaths in BC. In the 10-19 age groups there have been 139 hospitalizations, 29 ICU and 0 deaths. Every child's death is a tragedy, however these rates are similar and sometimes lower than what has been seen for other common respiratory virus's.

The Omicron variant is also showing different patterns of transmission. Vaccinated people are now able to transmit at much higher levels than with the Delta variant. I know of four fully vaccinated and boosted families who had small gatherings over the Christmas holidays. All were asymptomatic at the gatherings and everybody caught covid 1-2 days later. In one of the more recent public health updates, it was said that children's vaccinations do not prevent transmission.

When my 6 year old daughter was invited to register for her vaccination, my husband and I did a similar risk and benefit analysis of her getting the Comirnaty vaccination. My daughter is healthy (has no comorbidities), has been able to successfully fight off other respiratory infections and we want her to have a natural immunity to covid if her chances of developing severe symptoms are low. Since vaccinated children are still able to transmit covid and have low hospitalization rates, there isn't the benefit to society to get vaccinated like there was with the Delta variant.

To help us in this process we looked Pfizer's Product Monograph for Comirnaty and Pfizer's Comirnaty Fact Sheets for individuals 5 through 11 years of age. In Pfizer's clinical trials, for participants 5 -11, they enrolled approximately 4,600 participants. This number is quite small in comparison to the other clinical trials, 12 and older, which enrolled approximately 46,000 participants. Yes, these trials have shown that that vaccination is safe however within the product monograph Pfizer has identified several post-market adverse reactions. These include myocarditis and/or pericarditis,

severe allergic reactions - including anaphylaxis, facial paralysis/Bell's Palsy, skin rashes, pruritus (itchy skin), urticaria (chronic hives) and angioedema (swelling under the skin). None of these side effects showed up in Pfizer's original larger clinical trials. The safety evaluation in Study 3 for the 5-11 year group is still ongoing. In Pfizer's Covid Fact sheet they acknowledge that more serious and unexpected side effects may occur as they learn more through their age 5-11 stage 3 clinical trial.

We acknowledge that serious vaccine side effects are rare but the serious side effects from contracting covid within younger children is also minimal. Because the long term effects of the vaccination have not been fully studied my husband and I have decided to defer our daughters vaccination until more long term data is available.

In the past year there has been a lot of negative dialogue toward unvaccinated individuals. As a parent who is deciding to not vaccinate their child, I fear my daughter will also be judged as an antivaxxer and will receive hurtful comments in school and in the community. My children have received all their early years vaccinations and as mentioned above, my husband and I are covid double vaccinated. We are not antivaxxers and want to be respected for the risk/benefit analysis we have carefully made regarding our daughters vaccination status. As vaccination rates in the 5-11 year group remain low, there has been a call to implement immunization clinics in schools. We feel this may be confusing for our daughter and again lead to unfair judgement and possible hurtful comments. School is a safe space where all children are treated equally. By putting an immunization clinic in a school setting it puts emphasis and pressure on the children to get vaccinated. Young children are not able to fully understand the science and outcomes of vaccinations. It is the parents responsibility as to whether they want to educate their children about the covid vaccine and also their responsibility to make the decision to vaccinate.

As BC moves through its 5-11 year vaccination rollouts please consider the dialogue that is used. Our children are vulnerable and the language that is

used can have damaging effects on those children whose parents have decided to not vaccinate. Please consider opening other alternatives, such as pharmacies, to boost vaccination rates in that year group. It is a neutral place and can provide similar access to that of an in school immunization clinic. Please respect the decisions parents make to not vaccinate their children against covid. The low vaccination rates show that parents are not as comfortable vaccinating their children as they would be themselves. There are many sound reasons for these decisions and they should be honored without external pressure to change their stance. Thank-you for the time you have taken to read my letter.

Sincerely,

Judy Roper

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## Committee Report of Resources Committee Meeting Live and via MS Teams January 12, 2022

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**Present:**

- Bob Beckett, Trustee (Committee Chair)
- Wendy Hobbs, Trustee (Committee Member)
- Bob Phillips, Trustee (Committee Member)
- Ravi Parmar, Trustee
- Harold Cull, Secretary-Treasurer
- Ceilidh Deichmann, SPVPA
- Amber Leonard, CUPE
- Michelle Mackintosh, SPEAC
- Ed Berlando, STA
- Steve Tonnesen, IT
- Windy Beadall, Lead Educator Capital Planning
- Randy Cobb, Transportation Manager
- Pete Godau, Director Facilities
- David Lee-Bonar, Assistant Secretary-Treasurer

**Guests:**

**1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES**

*The meeting was called to order at 6:05 pm by the Committee Chair, Bob Beckett acknowledged that we are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation and acknowledge the three nation SD 62 works with directly in our schools; Sc'ianew Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)*

**2. COMMITTEE REPORT**

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated December 8, 2021 at its Public Board Meeting dated December 14, 2021.

**3. PRESENTATIONS**

**4. BUSINESS**

4.1 Committee Mandate/Reminders – Bob Beckett

The Resources Committee discussed the role and purpose of the Committee and the valuable input the Committee has in Board decisions. The Committee was provided a copy of policy and regulation A-340: School Board Committees which outlines the details of the committee mandate and membership. The Committee Chair recognized the long service of committee member Ed Berlando, and Trustees Hobbs and Phillips.

The Mandate of the Resources Committee: To meet with the Secretary-Treasurer, other appropriate staff, and district partner groups to review and recommend to the Board direction and actions pertaining to:

- Building construction, maintenance and district facilities, transportation and custodial services;
- Develop and recommend to the Board long range planning for accommodating the District's needs related to sites and buildings;
- Make recommendations to the Board regarding the annual Capital Budget submission to the Ministry of Education;
- Consider and make recommendations to the Board on the District's operating, special purpose and capital budgets;
- Consider and recommend to the Board new or adjusted bylaws;
- Consider and make recommendations to the Board on the District's business and accounting services;
- Consider, recommend and provide advice and information to the Board related to human resources; and
- Other matters referred by the Board.

The Membership consists of:

- Three Trustees appointed in December of each year by the Board Chairperson;
- Superintendent;
- District staff;
- Any Trustees not assigned may attend as a guest;
- A representative from Sooke Teachers' Association (STA);
- A representative from CUPE Local 459;
- A representative from Sooke Principals and Vice-Principals Association (SPVPA);
- A representative from Sooke Parent Education Advisory Council (SPEAC); and
- A Student representative.

#### 4.2 21/22 Budget Recalculation – David Lee Bonar

David Lee-Bonar provided an overview of the recalculated Operating Grant and Classroom Enhancement Fund Grant. Staff will be preparing the Amended Budget Bylaw for consideration by the Committee in February which will include staff's recommendation of an expenditure plan for one time funding this fiscal year.

Motion Requested: That the Board of Education of School District 62 (Sooke) allow all three readings of the 2021/22 Amended Budget Bylaw at its meeting of February 22, 2022.

#### 4.3 22/23 Budget Principles, Assertions and Process – Harold Cull

Based on the initial committee discussion back in December, Harold Cull requested support from the Committee on the proposed budget principles, assertions and process for the 22/23 fiscal year.

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the proposed 22/23 budget principles, assertions and process as outlined at the January 12, 2022 Resources Committee Meeting.

4.4 School Construction Guiding Principles – Ravi Parmar/Windy Beadall

Ravi Parmar and Windy Beadall provided an initial list of guiding principles to the Committee in support of future capital projects. The Board Chair discussed the importance of engaging our partner and stakeholder groups on this topic and requested feedback prior starting the conversation with the wider community of staff, students, parents and local municipalities. The Committee discussed options to ensure that it gains the valuable input of our students, and Indigenous Nations. The Board of Education would like to ensure that it fosters a culture of belonging and wellness in its District, and that it serves the diverse population while ensuring a positive impact on society and the environment.

4.5 Transportation Policy Update – Harold Cull/Randy Cobb

Randy Cobb was introduced and provided his initial comments on the District’s transportation system. Discussion centered around in and out catchment riders and walk limits vs. safe routes to school. The need to match services with our limited resources was also discussed.

**5. ADJOURNMENT AND NEXT MEETING DATE:** February 8, 2022

## Board Info Note

January 25, 2022

### Agenda Item: 7.2 Real Property Disposal Bylaw

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#### Background

- The School District was approached by the City of Langford to exchange a portion of the proposed school site at 7900 McCallum Road (~12 acre site)
- The City was looking to exchange a two acre parcel at the south end of the property for a 2 acre parcel at the northern end of the site
- This was a straight land exchange of the same amount and no other consideration was transferred
- The transfer provided the School District with a more rectangular school site to build on (advantage) and we wanted to continue to be a strong partner with Langford on common issues
- This transaction has been processed by the Land Titles Office and the District is now required to pass a real property disposal bylaw for retention by the Ministry of Education per the attached letter
- Staff are requesting the Board to consider passing the following bylaw with the 1<sup>st</sup> reading on January 25<sup>th</sup> and the 2<sup>nd</sup> and 3<sup>rd</sup> readings on February 22<sup>nd</sup>:

**Proposed Motion:** That the Board *Disposal of Real Property Bylaw No. 2022-01*, specifying the Board of Education of School District 62 (Sooke) authorize the disposal of a 0.782 ha/1.932 ac portion of its 7900 McCallum Road be given first reading. This disposal involves a land exchange of equal value with the City of Langford.

DISPOSAL OF REAL PROPERTY BYLAW NO. 2022-01

A BYLAW BY THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 62 (SOOKE) (hereinafter called the "Board") to adopt a Disposal of Real Property Bylaw.

WHEREAS section 65 (5) of the *School Act* provides that a board of education may exercise a power with respect to the acquisition or disposal of property owned or administered by the board only by bylaw;

AND WHEREAS pursuant to Section 96 (1) of the *School Act*, "land" includes any interest in land, including any right, title or estate in it of any tenure;

AND WHEREAS section 96 (3) of the *School Act* provides that a board of education may dispose of land or improvements, or both, subject to the orders of the minister;

AND WHEREAS section 3 of the *Disposal of Land or Improvements Order* provides that boards must not dispose of land or improvements by sale and transfer in fee simple or by way of lease or 10 years or more unless such disposal is to another board or an independent school for educational purposes or is approved by the Minister in accordance with section 5 of the *Disposal of Land or Improvements Order*;

AND WHEREAS section 5 of the *Disposal of Land or Improvements Order* provides that the Minister may approve, with any terms and conditions, a disposition of land or improvements;

NOW THEREFORE be it resolved that the Board of Education of School District No. 62 (Sooke) hereby authorizes the disposal of a portion of the property located 7900 McCallum Road, legally described as:

Lot D, Section 112A, Esquimalt District Plan EPP88774 Except Plan EPP11361  
PID: 030-760-721

The Board of Education confirms that the property is not required for future educational purposes in School District 62 (Sooke).

This bylaw may be cited as School District No. 62 (Sooke) Disposal of Real Property Bylaw No. 2022-001.

READ A FIRST TIME, THIS 25<sup>th</sup> DAY OF JANUARY, 2022  
READ A SECOND TIME, THIS 22<sup>ND</sup> DAY OF FEBRUARY, 2022  
READ A THIRD TIME, THIS 22<sup>ND</sup> DAY OF FEBRUARY, 2022

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 62 (Sooke) Disposal of Real Property Bylaw No. 2022-01 adopted by the Board of Education this \_\_\_\_\_ day of February 22, 2022.

\_\_\_\_\_  
Secretary-Treasurer



December 9, 2021

Ref: 252661

Harold Cull, Secretary Treasurer  
 School District No. 62 (Sooke)  
 3143 Jacklin Road  
 Victoria, BC V9B 5R1  
**Email:** hcull@sd62.bc.ca

Dear Harold Cull:

I am writing regarding the request from the Sooke Board of Education for ministerial approval, under authority of section 5 of the Disposal of Land or Improvements Order, to dispose of a 0.782 ha./1.932 ac. portion of its 7900 McCallum Road property. This disposal involves a land exchange of equal value with the City of Langford, where this portion of the future North Langford Secondary School site is valued at \$2,712,618.

Enclosed, please find a Disposal of Land or Improvements Approval Form signed by D. Scott MacDonald, Deputy Minister. This signed form will be required by Land Title Office for the transfer of title of the subdivided parcel to the City of Langford.

Please be aware that the Disposal of Land or Improvements Order also requires boards to provide the Ministry with written notification regarding the completion of a property disposal and the allocation of any resulting proceeds between restricted capital funds and local capital funds. A copy of a final disposal bylaw adopted by the Board once the disposition has fully concluded must also be provided to the Ministry.

If required, a Disposals of Sites and Buildings tool for use in calculating the resulting journal entries for financial statement reporting purposes may be found on the School District Financial Reporting website at:

<http://www2.gov.bc.ca/gov/content/education-training/administration/resource-management/school-district-financial-reporting/financial-statement-reporting>

I wish the Sooke Board of Education every success in completing the land exchange transaction with the City of Langford.

Sincerely,

A handwritten signature in blue ink, appearing to read "Francois Bertrand".

Francois Bertrand  
 Executive Director, Capital Management Branch

Enclosure: Disposal of Land or Improvements Approval Form; Title Search Print

pc: Pete Godau, Director of Facilities, Sooke School District  
 John Woycheshin, Regional Director, Capital Programs Unit  
 Geoff Croshaw, Regional Director, Capital Projects Unit  
 Eric Millette, Planning Officer, Capital Projects Unit

Subdivision Plan of  
-Lot D, Section 112A, Esquimalt District, Plan EPP88774,  
except part in Plan EPP11361  
-Lot E, Section 112A, Esquimalt District, Plan EPP88774  
-Lot F, Section 112A, Esquimalt District, Plan EPP88774  
-Lot G, Section 112A, Esquimalt District, Plan EPP88774,  
except part in Plan EPP11360  
BCGS 928.043

0 5 10 15 20 30 40 50  
m  
All distances are shown in meters.

The intended grid size of this plan is 30 meters x 30 meters in height and 30 meters in width.

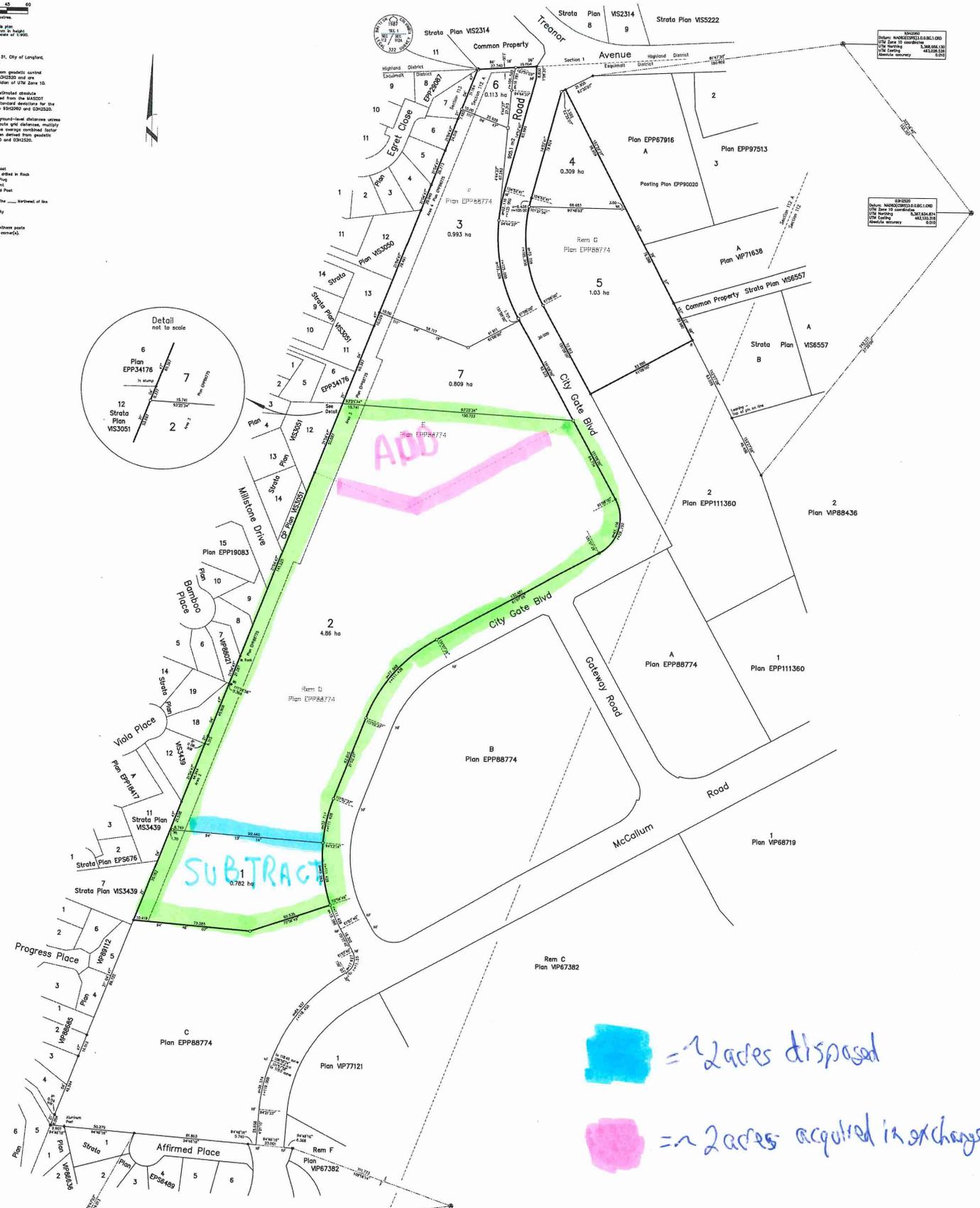
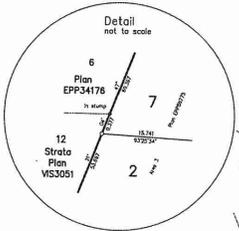
Grid bearings are defined from geodetic control monuments 950000 and 0342500 and are referred to the central meridian of UTM Zone 18.

The UTM coordinates and unrounded bearings are defined from the MAD2011 datum and are referred to the central meridian of UTM Zone 18.

This plan shows horizontal ground-line distances unless otherwise specified. To compute grid distances, multiply ground-line distances by the average combined factor of 0.9999978 which has been derived from geodetic control monuments 950000 and 0342500.

- | Found | Set                          | Denotes           |
|-------|------------------------------|-------------------|
| ○     | Standard Iron Peg            |                   |
| ●     | Shore line Peg (set in bank) |                   |
| ■     | Standard Lead Peg            |                   |
| □     | Central Monument             |                   |
| ⊙     | Standard Caped Post          |                   |
| ⊛     | Aluminum Post                |                   |
| ⊞     | Field line Pin (set in)      | Northwest of line |
| ⊟     | Survey Flag                  |                   |
| CP    | Common Property              |                   |

This plan shows one or more witness posts which are not set on the true corner(s).



BCGS 928.043  
 Date: 2021-09-28  
 File Name: 20210928\_114034.dwg  
 User: JAMES WORTON  
 Plot Number: 163-726-8046

BCGS 928.043  
 Date: 2021-09-28  
 File Name: 20210928\_114034.dwg  
 User: JAMES WORTON  
 Plot Number: 163-726-8046

117751 - CIVILIAN  
 Powell & Associates  
 210-230 Douglas Street  
 Victoria BC V8W 2E6  
 phone (250) 382-6653

This plan lies within the jurisdiction of the Approving Officer for the City of Langford.  
 This plan lies within the Capital Regional District.  
 The field survey represented by this plan was completed on the 1st day of September, 2021.  
 James Worton, BCLS 725



**COMMITTEE REPORT OF THE  
EDUCATION-POLICY COMMITTEE via MS Teams Live  
January 4, 2022 – 6:00 p.m.**

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Present: Allison Watson, Trustee (Committee Chair)  
Margot Swinburnson, Trustee (Committee Member)  
Dianna Seaton, Trustee (Committee Member)  
Christina Kempenaar, STA  
Lou Leslie, CUPE  
Sandra Arnold, SPEAC  
Georgette Walker, SPVPA  
Stephanie Hedley-Smith, Associate Superintendent  
Dave Strange, Associate Superintendent  
Paul Block, Associate Superintendent  
Sue Grundy, Manager of Executive Operations

Regrets: Scott Stinson

Guests: Jim Lamond, District Principal, Wayne Kelly, District Vice-Principal

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**

*We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.*

2. **Opening Remarks from Chair, Allison Watson**

Trustee Watson welcomed everyone back from the winter break. She acknowledged the recent tragic death of a local teen in a car accident. She also said it is an honour to be part of the Education-Policy Committee and expressed her appreciation for the work that has been put into this committee.

3. **COMMITTEE REPORT** of December 7, 2021 Education Standing Committee meeting

The committee report for the December 7, 2021 Education-Standing Committee meeting was reviewed by the committee members.

4. **BAA COURSE PROPOSALS**

a. Community Connections 10 – Paul Block

Paul Block spoke about the BAA course which has been developed by EMCS teacher, Patrick Gale. The intention of the course is to support and supplement courses that bring students together through the communal experience of on and off campus learning spaces. Students will be encouraged to understand and learn about ecological literacy: sustainable principles, green building features, off-grid power management, and seasonal water flows. Local and global food systems are also key topics of exploration.

A request was made to develop differentiation between the grade 10 and 11 courses as currently written and to also reconsider the title. Committee members commented on how relevant this course is for the District.

**Recommendation**

That the Board of Education approve BAA course Introduction to Eco Literacy 10.

b. Community Connections 11 – Paul Block

Mr. Block spoke about this BAA course. He said it is a continuation of the grade 10 course.

**Recommendation**

That the Board of Education approve BAA course Eco Literacy 11.

5. **REVIEW OF POLICIES/REGULATIONS**

a. Draft Revised Operating Procedures C-411 “Band Instrument Rental” – Paul Block

Paul Block reviewed the revisions to the Administrative Regulations which were originally written in 1984 and revised once in 2005. He said the revisions have been made in consultation with middle and secondary school band program teacher leads and the Principals and Vice-Principals at each of these schools. He spoke about rental fee payment schedules, refunding of rental fees, and financial assistance. Mr. Block noted that schools offering band programs will now need to add language to their course selection books regarding band program/course fees stating that no student will be denied educational opportunities due to financial constraints. He advised that the revisions do not require a recommendation of Notice of Motion to the Board.

Committee members were appreciative of the revisions that are being made to the Administrative Regulations and the district’s continued support of music and the arts for its students.

6. **NEW BUSINESS** (attached)

a. Presentation – Pathways & Choice – Overview and Directions – Jim Lamond, District Principal

Jim Lamond gave a presentation on the four significant areas in the Pathways & Choice portfolio – post-secondary transitions and career education, alternative education, online learning, and continuing education (adult).

Committee members discussed the presentation and expressed appreciation for this work and the positive impact it has had and will continue to have for the district.

b. Presentation – Introduction to Climbing Academy – Wayne Kelly, District Vice-Principal

Wayne Kelly gave a presentation on a proposed Climbing Academy at Belmont Secondary School starting in September 2022. He provided details on the district’s Policy and Regulations B-349 “Specialty Academies”, the structure of the program and proposed fee of \$860 per student based on 28 participants. He noted there are several bursary programs available that students and parents can access to assist with the fees. Mr. Kelly advised that local business, Boulder House, will be used for the academy.

Committee members expressed appreciation for the academy and the work and depth of knowledge that Mr. Kelly has with regards to the subject and creating equity as a focus of the new academy.

**Recommendation:**

That the Board of Education approve the SD62 Climbing Academy at Belmont Secondary School to begin in September 2022.

7. **FOR INFORMATION**

- a. Research Project Approval – Robin Tosczak – “Tracking Lesson Fidelity and Time Management in Reading Recovery”.

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** Feb. 1, 2022



## Board/Authority Authorized Course Application

<b>School District/Independent School Authority Name:</b> SD#62 Sooke	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD#62
<b>Developed by:</b> Patrick Gale	<b>Date Developed:</b> Dec. 15, 2021
<b>School Name:</b> EMCS	<b>Principal's Name:</b> Mike Bobbitt
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Introduction to ECO Literacy	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120.00

Board/Authority Prerequisite(s): Ideally students will have completed or be concurrently enrolled in Career Life Education.

**Special Training, Facilities or Equipment Required: none**

**Course Synopsis:**

The intention of this Board/Authority Authorized course is to support and supplement courses that bring students together through the communal experience of on and off campus learning spaces. Ideally place-based learning explorations with the holistic integration of content and curricular competencies from several academic courses (i.e. Science; Food Studies; Sustainability; Physical Health Education, Social Studies, and Careers).

Students are encouraged to understand and learn about ecological literacy: sustainable principles, green building features, off-grid and renewable power management, and seasonal water flows. Local and Global Food System security are also key topics of exploration.

During a year-long course combined with seasonal out-trips, a cohort of students develop strong social bonds with their peers, learning to feel, understand and act positively for their fellow classmates. This BAA course is focused on developing a peer to peer support system as well as strengthening student relationships with their community.

Students are challenged to participate in inquiry learning to pursue their passions and develop skills to be articulate and learn to facilitate place-based ecological experiences for members of the school and community.

**Goals and Rationale:**

With an educational approach that strengthens connections between school and community, this course will emphasize social responsibility, ecological literacy and critical thinking. This course will tie together the unique experience of being together in a cohort program as well as members of the local community.

**Aboriginal Worldviews and Perspectives:**

Although this course is not explicitly focusing on First Nations content, it is possible that this course be delivered by a teacher in the context of aboriginal learners.

For example, in a rural community that is looking to deepen its connection with land-based practices, out trips would focus on traditional indigenous knowledge, and/or mentorships between local elders and students. It is advisable that the First Peoples Principals of learning be included where ever possible. Some suggestions are as follows:

The individual: every learner will have the dignity of knowing who they are, the knowledge of where they are from and the confidence to shape their future

The community: every learner will have the opportunity to connect with community members to enhance and extend the learning beyond the classroom.

## BIG IDEAS

<p><b>Social Emotional Learning:</b></p> <p>Being a part of a community requires self-awareness, group awareness and communication about actions</p>	<p><b>Demonstrating Autonomy:</b></p> <p>Learning to make good choices based on interests, available resources and place-based contexts.</p>	<p><b>Service learning:</b></p> <p>Interact with the community to develop relationships, work and life skills, and participate in service learning</p>	<p><b>Sustainable Living:</b></p> <p>Building the competencies to contribute to monitoring of the impact and stewardship of the school and near environment</p>	<p><b>Environmental values:</b></p> <p>Act as an ambassador, teacher and co facilitator to promote the importance of ecological literacy in place</p>
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## Learning Standards

Curricular Competencies	Content
<p>Students are expected to do the following:</p> <p><b>SEL: Social Emotional Learning (Belonging)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an awareness of the social environment to maintain positive and collegial relationships while on out trips and working collaboratively.</li> <li>• Ability to self-regulate and advocate for one's self and ideas.</li> <li>• Choose to take ownership over feelings and behaviours and demonstrates a sustained willingness to be reflective, receive criticism and modify actions appropriately.</li> <li>• Awareness to empathize, advocate for and help others to feel included, understood, and/or accommodated for.</li> <li>• Contribute to finding solutions to challenging situations.</li> </ul>	<p>Students are expected to know the following:</p> <ul style="list-style-type: none"> <li>• strategies for de-escalating conflicts.</li> <li>• utilize peer models of feedback.</li> <li>• be able to pick up on physical, audible and emotional needs and boundaries.</li> </ul>

### **Social Responsibility: Community connections and Service learning**

- Co-operatively design projects with a focus on local connections and applications that serve an environmental focus to local and global issues.
- Ask questions about and propose strategies to address problems in the community.
- Demonstrate sustained initiative and curiosity in starting, pursuing and following through on projects at the school or on the island.
- Seek, analyze, plan, react and perform tasks that involve community service to a local community need.
- Describe specific ways to improve their interactions and the quality of the experience.

### **Environmental Advocacy Leadership**

- Environ-mentors: Participate in facilitating challenge activities that get younger kids to enjoy being in nature, understand ecological concepts.
- Teach and Learn: Ability to communicate ecology principles to visiting groups, the public at large, while also coming across as an expert on site specific energy designs or place-based issues.
- Place-based learning: be an observer and witness to science and environmental issues as they play out in the context of the integrated learning sites.

Students are expected to know the following:

- Goal setting:
  - Specific, measurable, attainable, realistic timeline.
  - Objective, key results (quantified).
- Develop a relationship of interest that involves inter-generational roles and responsibility (First Peoples principal of learning).
- Project management.

Students are expected to know the following:

- An understanding of alternative energy power generation including solar and current in micro hydro.
- Cardinal direction and seasonal changes.
- Metacognitive awareness of a group.
- A variety of strategies for facilitation of problem based and challenge based experiential activities.
- Presentation skills and teaching strategies.

## Living Environments

- Monitor environmental footprint and impact of school and conception choices both individually and collectively.
- Connect individual, school, and community choices to environmental impacts.

Students are expected to know the following:

- Creating a menu that is flexible and can be eaten outside
- awareness of packaging ecological foot print in regards to food choices: such as food miles, virtual water and recycling.
- Food wastes vs compost.
- thermodynamic and energy systems of trophic levels layering for warmth and management of wet and dry layers.

## Big Ideas – Elaborations

### Sample questions to support inquiry with students:

#### **Social Emotional Learning:**

What do positive and negative interactions look like?

Are my actions and decisions ethical and environmentally sound?

How am I perceived by my peers and community?

#### **Autonomy:**

How do I problem solve?

Who are stakeholders in a community?

What are the elements of communication that will help me achieve what I am interested in?

#### **Service Learning:**

What choices help me balance priorities in academic and life goals?

#### **Sustainable Living:**

How does burning wood relate to global issues of climate change?

How much carbon vs water is in a piece of wood?

What factors of my daily life impact the environment, and how can I shift towards a sustainable lifestyle for myself, my family, and my communities?

## Curricular Competencies – Elaborations

### Social Emotional Learning:

What learning opportunity(ies) are provided by this challenge?

How can I support my learning and the learning of others?

### Social Responsibility:

How can I begin to identify challenges within my community and develop strategies to help address these issues?

How can I reflect on the successes and challenges of community projects I am involved in?

What issues can I identify at global to local scales, and how can I have a positive impact on addressing these?

### Environmental Advocacy Leadership:

What knowledge and skills can I share with other/younger learners, and what are some ways I can do so?

How can I develop the skills to communicate my learning related to sustainability issues and solutions on and off campus?

What actions can I identify and sustain as I move towards leading by example? How can I magnify the positive impacts of these actions through communication and collaboration?

## Content – Elaborations

**Autonomy:** the state of being independent.

**Place-based:** application of concepts, ideas, through a local context.

**Leadership:** a practical skill encompassing the ability of an individual to "lead" or guide other individuals, groups, or teams.

**Metacognitive:** to be able to observe oneself in situations/scenarios, to be reflective in action.

**Environ-mentor:** being able to transfer ecological awareness, environmental values and place-based learning to visiting groups through presentations, activities and through facilitating outdoor challenges.

**Service Learning:** teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

**Experiential Education:** the learner to take initiative, make decisions and be accountable for results when carefully chosen experiences are supported by reflection, critical analysis and synthesis.

**Recommended Instructional Components:**

Guest lecturers, community partnerships, experiential activities, nature-based programs, visiting groups, science and environmental monitoring partnerships and consultations with local First Nations.

Formative Assessment	<p>ongoing specific descriptive feedback, fair, transparent, meaningful, multiple opportunities, gathered over time, self and peer assessment.</p> <p>create a profile of student strengths, areas of growth and areas for further development.</p> <p>co-create criteria, rubrics, celebrate successes, reflection, encourage metacognition.</p> <p>check-ins – exit slips, informal conversations.</p>
Summative Assessment	<p>a measurement of success or proficiency at the end of the learning process – performance, written, spoken tasks – rubrics, standards.</p> <p>Showcase student learning, consider authentic audience - exhibits, gallery walks, displays, community engagement.</p>
Assessment for, as, and of Learning	<p>Rubric based, conferencing, written reflections, journaling.</p>

**Learning Resources:** This will depend on the community and the context in which this course is delivered.

**Additional Information:**

NB- This course was originally developed and approved in SD#64 Gulf Islands in 2018 and has been offered as part of the Saturna Ecological Education Centre program since. Information provided here has been adapted for use in SD#62, specifically as one facet of the ECO Academy program at EMCS.



## Board/Authority Authorized Course Application

<b>School District/Independent School Authority Name:</b> SD#62 Sooke	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD#62
<b>Developed by:</b> Patrick Gale	<b>Date Developed:</b> Dec. 15, 2021
<b>School Name:</b> EMCS	<b>Principal's Name:</b> Mike Bobbitt
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> ECO Literacy	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120.00

Board/Authority Prerequisite(s): Ideally students will have completed or be concurrently enrolled in Career Education Life.

### Special Training, Facilities or Equipment Required: none

Course Synopsis: The intention of this Board/Authority Authorized course is to support and supplement courses that bring students together through the communal experience of on and off campus learning spaces. Ideally place-based learning explorations with the holistic integration of content and curricular competencies from several academic courses (i.e. Science; Food Studies; Sustainability; Physical Education, Social Studies, and Careers).

Students are encouraged to understand and learn about ecological literacy. Local and Global Food Systems are key topics of exploration; soil sciences, climate issues, Indigenous food systems, and regenerative agriculture will be explored.

During a year-long course or seasonal out-trips, a cohort of students develop strong social bond with their peers, learning to feel, understand and act positively for their fellow classmates. This BAA course is focused on developing a peer to peer support and student to community.

Students are challenged to begin to lead inquiry to pursue their passions and furthermore to be able to articulate and facilitate place-based ecological experiences and challenges for members of the greater school community, the public and community at large.

### **Goals and Rationale:**

With such an educational approach that blurs the lines between school and community learning, this course will emphasize social responsibility, ecological literacy and critical thinking. This course will tie together the unique experience of being together in a cohort program and as members of a community.

### **Aboriginal Worldviews and Perspectives:**

Although this course is not explicitly focusing on First Nations content, it is possible that this course be delivered by a teacher in the context of aboriginal learners.

For example, in a rural community that is looking to deepen its connection with land-based practices, out trips focusing on traditional indigenous knowledge, or mentorships between elders and students. It is advisable that the First Peoples Principals of learning be included where ever possible. Some suggestions are as follows:

The individual: every learner will have the dignity of knowing who they are, the knowledge of where they are from and the confidence to shape their future.

The community: every learner will have the opportunity to connect with community members to enhance and extend the learning beyond the classroom.

## BIG IDEAS

<p>Social Emotional Learning : Being an active contributor in a community requires self awareness, group awareness and communication about actions</p>	<p>Develop Leadership: Helping others make good choices based on interests, available resources and place-based contexts, beginning to mentor other learners.</p>	<p>Service learning: In collaboration, create and execute community projects to develop relationships, employment and life skills through service learning.</p>	<p>Sustainable Living: With a focus on food systems issues, grow competencies to contribute to measuring impacts and stewardship of environments.</p>	<p>Environmental values: Act as an ambassador, teacher and co facilitator to promote the importance of ecological literacy to the greater community.</p>
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## Learning Standards

Curricular Competencies	Content
<p>Students are expected to do the following:</p> <p><b>SEL: Social Emotional Learning (Belonging)</b></p> <ul style="list-style-type: none"> <li>● Develop an expanded awareness of the social environment to maintain positive and collegial relationships while on out trips and working collaboratively.</li> <li>● Finding voice to advocate for one's self and ideas.</li> <li>● Choose to take ownership over feelings and behaviours and demonstrates a sustained willingness to be reflective, receive criticism and modify actions appropriately.</li> <li>● Awareness to empathize, advocate for and help others to feel included, understood, and/or accommodated for.</li> <li>● Begin to take initiative towards finding solutions to challenging situations.</li> </ul>	<p>Students are expected to know the following:</p> <ul style="list-style-type: none"> <li>● Demonstrate strategies to work collaboratively.</li> <li>● utilize peer models of feedback.</li> <li>● feedback strategies: positive; to; try, rose and thorn.</li> <li>● be able to pick up on physical, audible and emotional needs and boundaries.</li> <li>● begin to develop self-direction and autonomy.</li> </ul>

### **Social Responsibility: Community connections and Service learning**

- Co-operatively design and enact projects that positively impact local and global communities and environments.
- Explore and propose strategies to address issues in the community.
- Demonstrate sustained initiative and curiosity in starting, pursuing and following through on community collaborative projects.
- Seek, analyze, plan, react and perform tasks that involve community service to a local community need.
- Describe specific ways to improve their interactions and the quality of the experience.

### **Environmental Advocacy Leadership**

- Environ-mentors: facilitate challenge activities that get younger learners to enjoy being in nature, understand ecological concepts.
- Teach and Learn: Ability to communicate ecological principles to visiting groups, and the public.
- Place based learning: be an observer and witness to science and environmental issues as they play out in the context of the integrated learning sites. Begin to envision and execute positive impacts on these places.

*Students are expected to know the following:*

- Goal setting:
  - specific measurable attainable realistic time bound.
  - Objective, key results (quantified).
- Develop relationships of interest that involves inter-generational roles and responsibility (First peoples principal of learning).
- Project management with group feedback mechanisms.

*Students are expected to know the following:*

- Issues in Indigenous Food Systems.
- Factors influencing soil, climate, and ecological health in food systems.
- Metacognitive awareness of a group.
- A variety of strategies for facilitation of problem based and challenge based experiential activities.
- Presentation skills and teaching strategies.

***Living Environments***

- Measure specific aspects of environmental footprint and impact of school and conception choices both individually and collectively.
- Connect individual, school, and community choices to environmental impacts.
- Collaboratively propose, develop, and pilot in school and community projects to enact measurable positive impacts.

*Students are expected to know the following:*

- Creating a locally focused and environmentally aware menu that is flexible and can be eaten outside.
- awareness of packaging ecological foot print in regards to food choices: such as food miles, virtual water and recycling
- Food waste reduction and addressing food security issues.
- Soil ecology and impacts of industrial vs sustainably agricultural methods.

## Big Ideas – Elaborations

### Sample questions to support inquiry with students:

#### **Social Emotional Learning:**

- How are positive and negative interactions effectively managed?
- How can my actions and decisions become ethical and environmentally sound?
- How can I effect how I am perceived by my peers and community?

#### **Autonomy:**

- How do I problem solve as part of an effective group?
- How are the stakeholders in a community effected by and contributing towards issues?
- What are the elements of communication that will help me achieve what I am interested in?

#### **Service Learning:**

- What choices help me balance priorities in academic and life goals?
- How do I reflect on my positive impacts on communities and environments?

#### **Sustainable Living:**

- How does soil ecology connect to my food habits and those of my community?
- What is the energy potential for micro-hydro in nearby rivers?
- What factors of my daily life impact the environment, and how can I shift towards a sustainable lifestyle for myself, my family, and my communities?
- How are food waste and food security connected?

## Curricular Competencies – Elaborations

#### **Social Emotional Learning:**

- What learning opportunity(ies) are provided by this challenge?
- How can I support my learning and the learning of others?

#### **Social Responsibility:**

- How can I begin to identify challenges within my community and develop strategies to help address these issues?
- How can I reflect on the successes and challenges of community projects I am involved in?

What issues can I identify at global to local scales, and how can I have a positive impact on addressing these?

Environmental Advocacy Leadership:

What knowledge and skills can I share with other/younger learners, and what are some ways I can do so?

How can I develop the skills to communicate my learning related to sustainability issues and solutions on and off campus?

What actions can I identify and sustain as I move towards leading by example? How can I magnify the positive impacts of these actions through communication and collaboration?

## Content – Elaborations

**Autonomy:** the state of being independent.

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**Environ-mentor:** being able to transfer ecological awareness, environmental values and place-based learning to visiting groups through presentations, activities and through facilitating outdoor challenges.

**Service Learning:** teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

**Experiential Education:** the learner to take initiative, make decisions and be accountable for results when carefully chosen experiences are supported by reflection, critical analysis and synthesis.

### Recommended Instructional Components:

Guest lecturers

Community partnerships

Experiential activities

Nature based programs

Visiting Groups

Science and Environmental monitoring

Partnerships and consultations with local First Nations

**Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

**[\(Classroom Assessment 2017 Update Link\)](#)**

Formative Assessment	<p>ongoing specific descriptive feedback, fair, transparent, meaningful, multiple opportunities, gathered over time, self and peer assessment.</p> <p>create a profile of student strengths, areas of growth and areas for further development.</p> <p>co-create criteria, rubrics, celebrate successes, reflection, encourage metacognition.</p> <p>check-ins – exit slips, 3,2,1, informal conversations.</p>
Summative Assessment	<p>a measurement of success or proficiency at the end of the learning process – performance, written, spoken tasks – rubrics, standards.</p> <p>Showcase student learning, consider authentic audience - exhibits, gallery walks, displays, etc.</p>

Assessment for, as, and of Learning

Rubric based

Conferencing

Written reflections

**Learning Resources:** This will depend on the community and the context in which this course is delivered.

**Additional Information:**

NB- This course was originally developed and approved in SD#64 Gulf Islands in 2018 and has been offered as part of the Saturna Ecological Education Centre program since. Information provided here has been adapted for use in SD#62, specifically as one facet of the ECO Academy program at EMCS.

# *Pathways & Choice*

*Department/Program overview*

# Pathways & Choice Portfolio

## **Alternative Education** – Grades 9-12 (Approx. 200 students)

- Main campus is Westshore Colwood with a satellite classroom at Westshore Sooke
- Cohort, “Tutorial,” Friday School
- Site lead is VP John Lyall

## **Careers K-12** – including SIP (South Island Partnership: SDs 61,62,63,64,79), WEX, WTT, & YWT, Dual Credit programs

- Careers District team Dante DiPonio , Brian Hotovy (YWT), Kristy Caldwell
- Focus on secondary programs partnered with Camosun (SIP), the ITA, VIU (MIP) and community employers
- Offering great opportunities for middles school students and staff through Skills Canada support.

# Pathways & Choice Portfolio

**Continuing Ed** – a vision for growth in providing adult learning options.

- Currently we host an adult program at Wilkinson Correctional Facility, as well as our District EA program

**Online Education (formerly DL)** – predominantly focused on grad program grades 10-12.

- Westshore Langford hosts blended at Dunsmuir
- New Blended program for grade 6-8 has been a success with daily virtual classes and F2F on Wednesdays
- Self paced Online courses supported by SD62 teachers with F2F time if necessary
- Academy students enrolled in Online via Westshore Langford
- Site lead is P Heather Lait

Alternate - a vision for  
**At Promise Students:**

**School based programs** support identified students with deliberate interventions in pursuit of equity, opportunity, & engagement.

**Middle Schools** – Host a program to provide foundations of care, nutrition, community connections/careers, and targeted support – literacy/numeracy “recovery.” **District team support.**

**Secondary Schools** – Host **wrap around** program for grades 9/10 with a Coop approach providing foundations of care, nutrition, community connections/careers, and targeted support – literacy/numeracy “recovery” with grad program prep. District team support.

**Alternative/Online for Secondary – Westshore “Secondary”**

**Grad program options** – Dogwood, Evergreen, Adult Grad programs attained through Outdoor Ed (Take a Hike), School based & District Coops,

# Careers

## Mandated Curriculum

A comprehensive **K-12 Careers plan** with themes/focuses for Elementary, Middle, and Secondary.

A District **Trades program** in each secondary school. Student mentors (grades 10-12) from the programs act as ambassadors to K-8 to inspire & promote.

Continued growth of our **Dual Credit** programs.

With consideration of a new funding model, review how we “deliver” **CLE 10, CLC 12, & Capstone** – DL, Blended, or face to face?

Annual **Careers awareness** campaigns, skills competitions, “hands on” open houses, & Careers **Speaker Series**

Broader **promotion of WEX** credit and opportunities

# Middle School Careers Focus



## Skills Canada

An engaging opportunity for grade Gr 6-12  
students to try a trade or compete

The South Island Partnership and Camosun will partner with schools to host the Jr. Skills Canada Regional competitions. The first round of events will take place in schools and the finalists will travel to Camosun in March for the Regional Finals competitions. Winners from these events will be able to compete in their event at the Provincials, which will be held on the Lower Mainland this spring.

Secondary school students will have the opportunity to compete in trades and other competitions to build or accomplish a task, with the gold medal recipients sponsored to move on to Provincials. For more information on events and individual competitions please visit: <http://skillscanada.bc.ca/>

Gravity Cars video

[https://drive.google.com/open?id=1VvKX7qu7P5QWWMHPO\\_hTAFzapmSNO38e](https://drive.google.com/open?id=1VvKX7qu7P5QWWMHPO_hTAFzapmSNO38e)

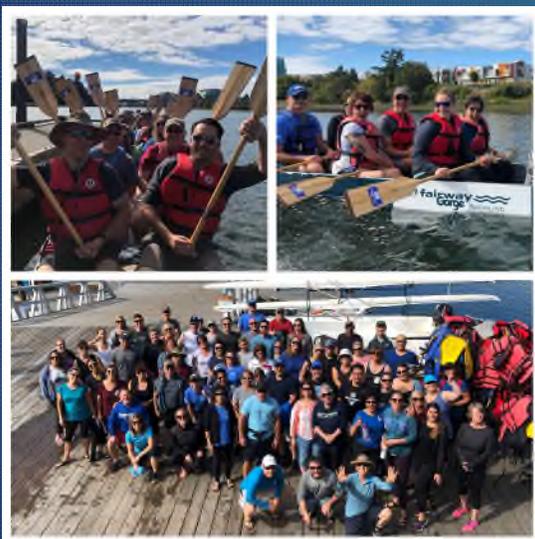
# Online Learning & Blended Options

Via Program Review, reflect/review the overall success of **JDFL**. If healthy and popular for students, sustain and grow.

If not, we should consider options in our schools such as “**blended**” courses offering flexible scheduling or “**flipped**” learning.

Can we **rethink the use** of our middle and secondary school **spaces** so they are also accessed through the evenings and on weekends in addition to community use and space lease/rental.

## 3 Year Plan for Pathways & Choice



Aligned with the renewal of our **Strategic Plan**, the District Pathways & Choice programs evolves through inquiry with a **3 year plan**:

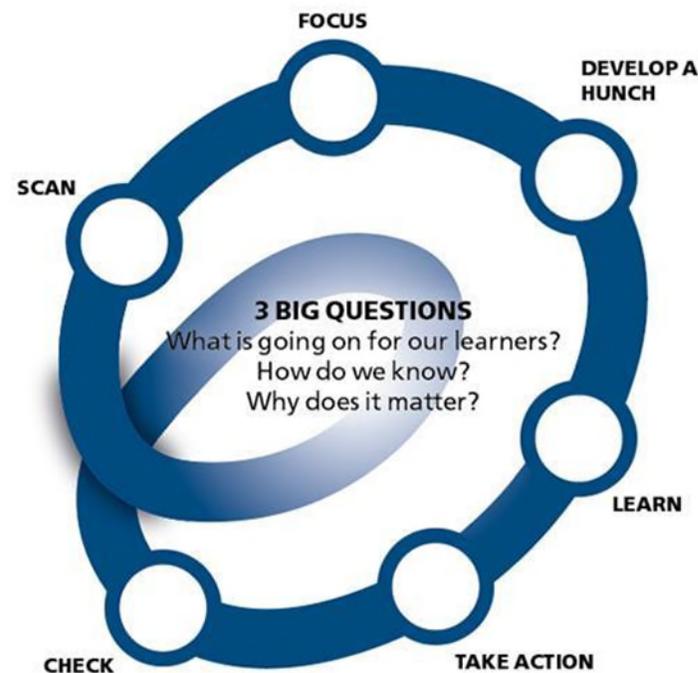
### Year 1: Program Review

- Reflect on past and current initiatives/programs – data driven
- **Analyze data**, processes, and structures.
- Identify focus(s)/themes for **action/direction**.

# 3 Year Plan for Pathways, & Choice

**Year 2 - Take Action** - Implementation of recommendations and findings from year 1.

**Year 3 - Scan** - District wide survey on pathway & choice programs. Sustain focus or pivot.



# Pathways & Choice

4 months in...

Building relationships, supporting identity, taking stock

Collaborating with Academies, Curriculum, HR, NIE, Safe & Healthy Schools...

Take a Hike Partnership

WS RCMP Canoe Project

SIP (Camosun) & MIP (VIU)

Incredible personal and organizational learning

Alternate identity

Communication & promotion



1

 SOOKE  
SCHOOLS 62  
Shaping Tomorrow Today

***Proposed Location:*** Belmont Secondary School  
and Boulder House in Langford

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***Grades Impacted:*** 9-12

***School Based:*** Replaces Students Physical Education Class

***Start Date:*** September 2022/23 School Year

***Registration:*** February 7th 2022

2

## *Fee Schedule for 1 year Climbing Academy*

*Costs are based on a class registration of 28 students:*

1) Membership : \$8,400 ( \$300 per student for 10 month membership @ Boulder House)

\*\*Each student will have a membership they can use for the 10 months of the program

2) Coaching : \$8,190 ( 35 weeks @ \$234 per week )

\*\* 2 Boulder House certified coaches will be provided each day@ \$76 per climbing day



3



### *Additional Costs*

3) Shoes : \$1,400 for the year @ \$50 per student

Proper climbing shoes will be provided for each student in the program

4) Supplies \$2,800 @ \$100 per student

Additional equipment and supplies. Caulk and climbing kit

5) Admin Fee \$3,220 @ \$115 per student

**Total Costs: \$ 860 based on 28 students**

4

### **Bursary Programs:**



We do have a bursary program that students and parents can access to assist with fees.

- 1) KidSport - Local Victoria chapter provides up to \$400-\$600 per child to assist with academy fees.
- 2) Jumpstart - Local Victoria chapter can provide up to \$300 per child to assist with academy fees
- 3) Sport Assist - Funding available for SD 62 students up to \$1,000
- 4) Lace'Em Up - Provides up to \$1,000 per child to assist with Academy fees

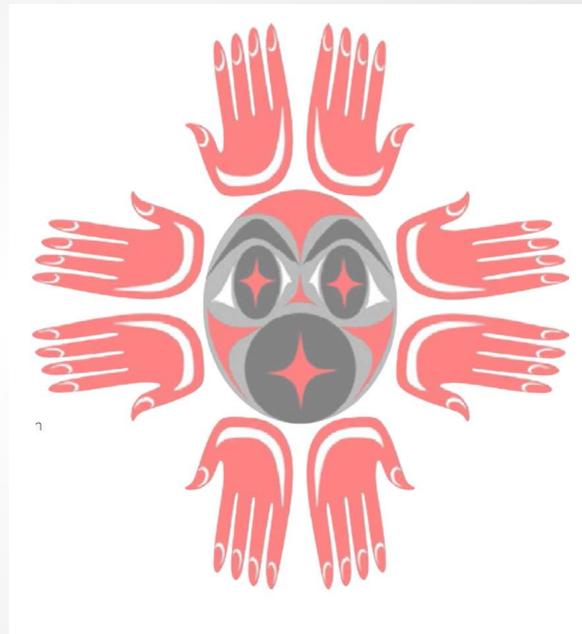
5

### **Thank You**

*Hych'ka - Coast Salish*

*Kleco Kleco - Nuuchahnulth*

*Marsee - Michif*



6

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

January 25, 2022

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Draft new Policy and Regulations B-118 "Social Media" are scheduled for approval.

**RECOMMENDATION**

That draft new Policy and Regulations B-118 "Social Media" be approved and included within the District Policy Manual.

**School District #62 (Sooke)**

<b>SOCIAL MEDIA</b>	No.: B-118
	Effective: Revised: Reviewed: Nov. 2/21; Nov. 23/21; Jan. 25/22

**SCHOOL BOARD POLICY****Use of electronic technology and social media**

SD62 recognizes that electronic social media and district technology are important means of engaging with and communicating with colleagues, parents, students in the enhancement of student learning and district operations. The District is committed to responsible digital citizenship and minimizing the risks associated with district technology and social media tools including websites.

The Board believes employees and students should be aware of the impact of social media and its appropriate use to ensure best practices and to mitigate both the school district's and employees' exposure to risk. This policy and related regulations apply to all SD62 employees, students, volunteers, Trustees, and guests.

The Board expects staff will ensure appropriate codes of conduct are followed while conducting school related activities that involve students and the parent community. The Board expects students and parents will follow the regulations and guidelines for use of social media.

The Board believes that sound judgement and due care must be used when using district technology and social media during and outside of school hours, both personally and professionally. Although staff lead private lives, the Supreme Court of Canada has ruled that teachers' off duty conduct, even when not directly related to their school or students, is relevant to their suitability to teach.

**References:**

*School Act*

*Freedom of Information and Protection of Privacy Act*

Canadian Charter of Rights and Freedoms

Canadian Criminal Code

B-117 Acceptable Use of Technology Policy

<b>SOCIAL MEDIA - EMPLOYEES</b>	No.: B-118
	Effective: Revised: Reviewed: Nov. 2/21; Nov. 23/21;

## ADMINISTRATIVE REGULATIONS

### Context

In recognition of the public and pervasive nature of social media communications, as well as the fact that in this digital era, the lines between professional and personal endeavors are sometimes blurred, these regulations also address caveats for use of personal social media by staff.

Every time a person communicates, whether it is in-person or on social media, the public opinion is shaped about that person, his/her profession, school, board and public education. Statements like *"Tweets are my own and do not reflect those of my employer's"* does not hold true for educators.

These regulations are meant to provide general guidance and not cover every potential social media situation.

### Definition

"Social media" refers to all internet-based technology tools that enable people or organizations to communicate, share information and resources, collaborate, message other users, etc. online. Social media includes, but is not limited to: Blogs, wikis, podcasts, forums, instant messaging, texting, video streaming and posting through apps on mobile devices. Platform examples include, but are not limited to, Facebook, Twitter, Instagram, LinkedIn, Pinterest, YouTube and Snap Chat, TikTok, Google+ and Google Hangouts.

### **1. Personal Use and Responsibility**

- 1.1 Employees should understand that there is no expectation of privacy in the use of social media or electronic communications, and that online and other electronically recorded communications may potentially be read, accessed or published by third parties or transferred to others without the knowledge or consent of the creator.
- 1.2 SD62 employees are personally responsible for the professional and personal content they publish online.
- 1.3 Anything posted by an employee to non-school district parties may be perceived to be an official representative of the school district.
- 1.4 **All employees are encouraged to model an appropriate online presence and to exercise good judgement to ensure that postings do not reflect negatively on the employee's professional reputation or that of the school district. What is inappropriate in the workplace is also inappropriate online, including criticizing students, administrators, fellow employees, the school district or Board of Education.**

**1.5 When commenting on ministry directions, other school districts, other school boards and community organizations, all employees are encouraged to maintain a professional tone while exercising their right to express their opinion.**

- 1.6 Employees should not speak on behalf of SD62 or use district logos on private social media sites unless they are authorized to do so by the Superintendent or District Communications Department.
- 1.7 SD62 employees should not 'friend' students to their personal social media sites, especially if there is a student/teacher relationship and should not request or accept any students as 'friends' on social media sites. Employees should also refrain from interacting with students on social media sites for purposes not related to the delivery of the student's educational program.
- 1.8 Employees should be aware of any policies, privacy features and limitations on social media platforms that they use.
- 1.9 Confidential/sensitive information pertaining to the employee's role in the school district or information involving the operation of SD62 that is/was obtained through the course of employment shall not be disclosed on social media sites without permission.
- 1.10 Policy and Regulations B-117 "Acceptable Use of Technology" provides standards associated and relevant to these guidelines.
- 1.11 Social media may be used to highlight and celebrate unique educational and school events or events of general interest to the community. In cases where personal information or images are used, consent must be obtained.
- 1.12 District operational issues should be communicated using targeted platforms where possible instead of social media and concurrent with specific information individually communicated to impacted staff, students and families.

**2. Employee Use of Professional Social Media Sites**

- 2.1. The School District recognizes that there are potential benefits to the use of social media and other electronic communications as an educational tool. However, employees must at all times ensure that social media and electronic communications used for communicating with parents and students is consistent with appropriate professional boundaries and the policies, procedures, and practices of the School District.
- 2.2. Use of social networking websites and services must adhere to the British Columbia Freedom of Information and Protection of Privacy Act (FOIPPA), the guidelines for teachers from the BC Ministry of Education, BCSTA, CUPE and the body that regulates teacher conduct, particularly where issues related to personal information are concerned.
- 2.3. Any use of social media related to work or school that involves students or other SD62 employees must be of a professional, rather than personal, nature and adhere to district and professional codes of conduct. Online activities must not interfere with the performance of an employee's duties or their effectiveness as an employee of the school district.
- 2.4. Employees who use social media for professional purposes must use a professional email address; accounts must be completely separate from personal email or social accounts.

- 2.5. Users of professional social media sites are responsible for complying with all applicable federal, provincial and local legislation.
- 2.6. All existing Board policies and District procedures, and legislation that cover employee conduct may be applicable in the social media environment.

### **3. General School Use of Professional Social Media Sites**

- 3.1. The School District recognizes that there are potential benefits to the use of social media and other electronic communications as an educational tool. However, employees must at all times ensure that social media and electronic communications use for communicating with parents and students is consistent with appropriate professional boundaries and the policies, procedures, and practices of the School District.
- 3.2. Use authorized school district sites and tools for online communication with students and parents. Should employees wish to create other sites and/or use other online forums for communicating with students, parents, or the community, they must obtain approval from the principal and/or department supervisor.
- 3.3. Annually, school administrators will distribute guidelines to students explaining appropriate students' use of social media for school related activities (not students' personal use).
- 3.4. All professional social media sites are to be set-up with the highest setting level for blocking profanity and/or obscenity. When required, access must be appropriately restricted (i.e. limited to students assigned to a class or activity). Employees are responsible for understanding privacy settings of social media sites.
- 3.4. All new professional social media sites are to be set up using the school or program name and email address (i.e. schoolname@sd62.bc.ca). No sites should be set up using specific employee information. Existing school and/or district social media sites should be changed to a school/program email address, where possible.
- 3.5. All professional social media site email addresses and passwords are to be kept on file with school administration, so that there is an ability to pass the information along in the event of personnel changes or to suspend the site, if necessary.
- 3.6. All public-facing social media sites representing a school are required to be active, meaning that there is a commitment to regular posting of current and relevant content while school is in session. If a site becomes inactive for a period greater than four months during, it must be shut down.
- 3.7. All professional social media sites are to be maintained by a school administrator/supervisor or a school/district employee delegated by the school administrator/supervisor. Responsibility is not to be delegated to a parent volunteer or student, as the established social media site will represent SD62. Official school district social media account login credentials must be shared with the school administrator.
- 3.8. Employees are required to monitor contributions to any site they create, administer or moderate for professional purposes. Posts that are not in keeping with the spirit of the page should be removed immediately.

- 3.9. Any use of social media that involves students must be focused on teaching and learning, and not linked to personal sites.
- 3.10. Employees are responsible for ensuring that any use of social media or other electronic communications with students complies with School District policies. Any personal student information that is posted to social media websites or circulated in other electronic communications while the student is under an employee's supervision must be compliant with the permission granted by the student's parents/guardians in a signed District Media Release form.
- 3.11. SD62 is not responsible for social media accounts established and maintained by school or district Parent Advisory Councils.
- 3.12. The School District reserves the right to remove, disable and provide feedback regarding professional social media sites that do not adhere to the law or do not reasonably align with these regulations.

#### **4. Copyright and Fair Use**

- 4.1. Employees must respect and model copyright and fair use guidelines. A hyperlink citation to outside sources is required. Employees must not plagiarize and must give credit where it is due.
5. **Employees who do not follow these terms and conditions may face disciplinary action.**

## Appendix

### Guidelines for Student use of social media and electronic technology

#### DEFINITION

Online technology tools that enable people or organizations to communicate, share information and resources, collaborate, message other users, etc. over the Internet. Social media includes, but is not limited to: Blogs, wikis, podcasts, forums, instant messaging, texting and video streaming and posting through apps on mobile devices. Platform examples include, but are not limited to, Facebook, Twitter, Instagram, LinkedIn, Pinterest, YouTube and Snap Chat, TikTok, Google+ and Google Hangouts.

These regulations are meant to provide general guidance and not cover every potential social media situation.

1. Student online behaviour should reflect the Sooke School District values of relationships, choice, respect, integrity, trust, safety, diversity and equity.
2. Online activities related to school are an extension of the classroom and subject to all school and district expectations. Student online behavior should reflect their school and/or SD62's Code of Conduct.
3. Students should report any content or behavior through school-related social media that is not suitable for the school environment.
4. Students should consider the potential consequences of what they post online. What students contribute leaves a digital footprint for all to see. Students should only post what they want friends, peers, teachers, or a future employer to see. Links to other websites should be appropriate for their school setting.
5. Students should be safe online; they should never give out personal information, including last names, birthdates, phone numbers, addresses, and pictures. Students should not share their password with anyone except their parents/guardians.
6. Students must not intentionally misrepresent themselves or use someone else's identity.
7. Students are responsible for the work they create. They should not use intellectual property without permission. When paraphrasing another's idea(s), the sources must be cited.
8. Pictures are protected under copyright and protection of privacy laws.
9. Students who do not follow these terms and conditions may face disciplinary action.

## School District #62 (Sooke)

<b>SMOKING/ELECTRONIC CIGARETTES- USE OF TOBACCO, VAPOUR PRODUCTS AND CANNABIS ON SCHOOL BOARD PREMISES</b>	No.: E-530
	Effective: Nov. 22/83 Revised: July 11/89; May 14/91; Apr. 22/97 Reviewed: Nov. 2/21; Nov. 23/21; Jan. 25/22

### SCHOOL BOARD POLICY

The Board of Education agrees with the evidence that smoking poses a threat to the current and future health of individuals. It also recognizes it has the responsibility as an educational agency to provide programs and initiatives which will help prevent the start of smoking and to assist in the cessation of smoking behaviours. As an employer, the Board also believes it has a responsibility to provide a smoke-free work environment.

~~The Board acknowledges regional and federal regulations that restrict the use of tobacco products by young people and prohibit the possession of burning tobacco in workplaces and educational institutions including school yards. The Board will support enforcement of applicable Capital Regional District Bylaws in all buildings, property, and vehicles under the jurisdiction of the school district.~~ **In accordance with the *Tobacco and Vapour Products Control Act* and *The Cannabis Control and Licensing Act*, all school district properties are designated no smoking and no vaping allowed. The use of tobacco, vapour products and cannabis (in all forms) is banned on all public and private Kindergarten to Grade 12 schools in British Columbia. The ban extends to all school district property 24 hours a day, 7 days a week, regardless of whether or not school is in session. The ban also includes district owned vehicles, parking lots, sports fields, driveways, courtyards, private vehicles parked on school property and areas abutting school property.**

**The Board believes in providing welcoming, safe and sustainable facilities that enhance the learning and teacher environment and is committed to its fundamental responsibility of enforcing the ban on the use of tobacco, vapour products and cannabis on school district property, as required under the legislation and this policy.**

~~In view of the above, the Board wishes to promote all efforts that will lead to smoke free environments throughout the district.~~

#### Resources:

***Tobacco and Vapour Products Control Act***

***Cannabis Control and Licensing Act***

## School District #62 (Sooke)

<p><b>SMOKING/ELECTRONIC CIGARETTES USE OF TOBACCO, VAPOUR PRODUCTS AND CANNABIS ON SCHOOL BOARD PREMISES</b></p>	No.: E-530
	<p>Effective: Nov. 22/83 Revised: July 11/89; May 14/91; Apr. 22/97; June 24/14 Reviewed: Nov. 2/21; Nov. 23/21; Jan. 25/22</p>

### ADMINISTRATIVE REGULATIONS

~~No persons shall carry or have in their possession a burning cigarette, cigar, pipe containing burning tobacco or electronic cigarette (e-cigarette), or burn tobacco in any other manner in any school yard or inside any part of a building, structure or vehicle which is owned or operated by the school district, or where a district educational program is offered.~~

~~The term "smoking" shall include the use of electronic cigarettes (e-cigarettes).~~

~~"No Smoking" signs of a type approved by the Capital Regional District must be prominently posted in all district buildings, vehicles and school yards.~~

### Designation

**All school district property will be designated no smoking and no vaping allowed, with the use of tobacco, vapour products and cannabis (in all forms) on school property and areas abutting school property prohibited at all times for all employees, students and visitors. School property is defined as all school buildings, grounds and properties including school district offices and facilities and any properties owned or leased by or operated under the authority of the Board. The use of tobacco, vapour products and cannabis will not be permitted in private vehicles on school property, in school district owned vehicles and equipment, and in any vehicle used to transport students.**

### Exercising Reasonable Care and Diligence

**All employees are expected to comply with the tobacco, vapour products and cannabis restrictions described in this policy and accompanying regulations relating to the use of tobacco, vapour products and cannabis on Board premises and to assist with the enforcement of these restrictions. In accordance with the legislative requirements, the Superintendent and principals must demonstrate that reasonable care and diligence have been taken to prevent a contravention of the ban on the use of tobacco, vapour products and cannabis. In exercising due diligence, the Superintendent and principals will inform the public of Policy E-530 and provide appropriate signage and website information. The policy will be communicated to existing and new employees.**

## **Rentals**

**Organizations and persons using, renting or leasing School District property shall not be permitted to use tobacco, vapour products or cannabis on that property or areas abutting school property. Adherence to Policy E-530, the *Tobacco and Vapour Products Control Act* and the *Cannabis Control and Licensing Act* will be a condition of use, rental, or lease of the facility. It is the responsibility of the contract holder to inform any prescribed groups of the policy and regulations.**

## **Exceptions**

**The following are exceptions to this policy:**

- **The ceremonial use of tobacco if approved by the Board and if performed in relation to a traditional Indigenous cultural activity.**
- **Exemptions from prohibition against consumption of cannabis on school property under the current legislation.**

## **Resources:**

***Tobacco and Vapour Products Control Act***  
***Cannabis Control and Licensing Act***

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

January 25, 2022

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Draft revised Policy F-228 "Pest Management" is scheduled for approval.

**RECOMMENDATION**

That draft revised Policy F-228 "Pest Management" be approved and included within the District Policy Manual.

## School District #62 (Sooke)

<b>PEST MANAGEMENT</b>	No.: F-228
	Effective: Apr. 22/03 Revised: Jan. 24/17; Reviewed: May 16/16; June 20/16; Dec. 5/16; Dec. 13/16; Nov. 2/21; Nov. 23/21; Jan. 25/22

**SCHOOL BOARD POLICY**

The Board of Education recognizes that it has a responsibility for the health and safety of students, employees and users of school sites. Additionally, there is a concomitant responsibility to control **rodents**, insect infestations and noxious weeds on school property.

School District #62 (Sooke) shall use Integrated Pest Management (IPM) methods in the operation and maintenance of its facilities. An IPM approach is the best combination of cultural, biological, and genetic methods for the most effective control of pests.

Alternative measures will be fully explored before consideration is given to the use of pesticides, herbicides or insecticides.

The Board recognizes that under an IPM program there may be extenuating circumstances when it is necessary to use chemicals to control pest populations. This will be done in accordance with all applicable environmental Acts and regulations of the Province of British Columbia.

The following is a list of products that will not be used on School District property:

- Paraquat and Simazine (Agent Orange)
- Diazinon
- Carbaryl
- Neonicotinoid
- Fungicide
- Molluscicide
- Avicide
- Nematicide
- Plant growth regulators
- **Glyphosates**

## POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

January 25, 2022

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Draft new Policy and Regulations C-317 "Police Requests for Student Interviews" are scheduled for approval.

### **RECOMMENDATION**

That draft new Policy and Regulations C-317 "Police Requests for Student Interviews" be approved and included within the District Policy Manual.

**School District #62 (Sooke)**

<b>POLICE REQUESTS FOR STUDENT INTERVIEWS</b>	No.: C-317
	Effective: Revised: Reviewed: Dec. 7/21; Dec. 14/21; Jan. 25/22

**SCHOOL BOARD POLICY**

The District acknowledges that police officials may find it necessary to visit school or District property in order to interview a student or students. School personnel must co-operate with law enforcement personnel, in accordance with this Policy and existing statutes. Schools have an obligation to ensure both students' and parents'/guardians' rights are respected and that they are informed about the situation.

The duty of an educator to act "in loco parentis" on behalf of a student remains paramount in dealing with any police involvement in the school. It is essential that parents or guardians be informed and offered an opportunity to attend when their child may be interviewed by police. Certain exceptions, granted by law (e.g. suspected child abuse), may apply. When parents/guardians are unable to attend, school staff are expected to act "in loco parentis" and in the best interest of the student. Consideration should be given to support that may be available through other district experts such as counsellors or inclusion support teachers or Indigenous supports.

The District recognizes the importance of co-operating with agencies that have legally prescribed responsibilities which relate to students. There must exist a respectful and co-operative relationship between school personnel and police departments. However, this relationship must respect the lawful right(s) of all parties. This includes ensuring that the rights, dignity and compassion of the individuals must be respected at all times.

**School District #62 (Sooke)**

<b>POLICE REQUESTS FOR STUDENT INTERVIEWS</b>	No.: C-317
	Effective: Revised: Reviewed: Dec. 7/21; Dec. 14/21; Jan. 25/22

**ADMINISTRATIVE REGULATIONS**

The police shall always be encouraged to conduct interviews outside of school. There are situations that may require different approaches when police may wish to interview a student, such as interviewing a witness at school, interviewing a victim at school and interviewing a suspect at school.

It is for this reason that all police contact with students at school shall occur with the knowledge and consent of the administrator and with prior notice (except in a crisis situation).

Students are not to be arrested at school, unless absolutely necessary.

Requests by police to interview students on school or other District premises are subject to the following:

1. Students are not to be interviewed on school or other District premises, except in the following circumstances:

1.1 In cases where child abuse is suspected, the police and/or social worker may interview the student under the legislative regulation for the protection of children:

“Police officers and child welfare workers have complementary roles in responding to reports of suspected child abuse or neglect. Police have authority under the Criminal Code of Canada and the *Child, Family and Community Service Act* to respond:

- when a child or youth is in immediate danger; and
- when a criminal offence against a child or youth is suspected.

When an officer has reasonable grounds to believe that a child’s or youth’s safety or well-being is in immediate danger, the officer has authority to take charge of the child or youth and notify a child welfare worker as soon as possible.

Where a criminal offence against a child or youth is suspected, police may investigate, working in collaboration with child welfare workers.  
(See BC Handbook for Action on Child Abuse and Neglect, page 12)

1.2 In an emergent situation where there is no question of compromising the student’s legal rights and where immediate information is necessary for quick action:

- 1.2.1 When police officials request an interview with a student on school or District premises in accordance with Section 1.2, a Principal or designate must ensure that the student's parent(s)/guardian(s) are contacted immediately.
  - 1.2.2 If parent(s) and/or guardian(s) cannot be reached or are unable to attend the interview, the Principal shall request the police officer to delay the interview until such time as the parent(s)/guardian(s) can be contacted or be present.
  - 1.2.3 If this request is refused, then the Principal or designate shall act "in loco parentis". The Principal or designate must sit in on the interview and provide a written report to the parent(s)/guardian(s), with a copy to the Superintendent.
2. A student is not to be released to the custody of other legal authorities in the absence of clear legal authority to do so.
  - 2.1 Any such release shall be in accordance with the District's duty of care for students and any formal regulations governing such release, including notification of parents/guardians/childcare authorities.
  - 2.2 In the case of students of Indigenous ancestry, processes delineated in Local Education Agreements shall be followed.
3. In situations where police wish to have contact with a student at school:
  - 3.1 The Principal shall request that the police complete interviews, question searches and arrests at the student's home or at another location away from school, if possible.
  - 3.2 The school shall make every attempt to notify the parent(s)/guardian(s) and confirm whether they wish to attend. The administrator shall document the attempt to make contact.
  - 3.3 The Principal shall determine from the police officer what the nature of the contact will be, and support the student as required.

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

January 25, 2022

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Draft revised Policy C-350 "Appeals" is scheduled for approval.

**RECOMMENDATION**

That draft revised Policy C-350 "Appeals" be approved and included within the District Policy Manual.

## School District #62 (Sooke)

<b>APPEALS</b>	No.: C-350
	Effective: May 27/08 Revised: Reviewed: Nov. 2/21; Dec. 7/21; Dec. 14/21; Jan. 25/22

### SCHOOL BOARD POLICY

Employee decisions relating to individual students should be carried out in accordance with principles of fairness. The appeal process should encourage all parties to disputes to understand the concerns of the other parties and make good faith efforts to resolve disputes to mutual satisfaction.

The Board of Education generally encourages complaints and disputes to be dealt with at the point closest to where the dispute first arises. **The Board, by By-law, requires the appellant to have followed the "Levels of Consultation" outlined in By-Law 1-08.**

If an employee's decision is disputed or a complaint is made about an employee's decision, the dispute or complaint is not resolved to the satisfaction of the student or the parent of the student affected, and the decision "significantly" affects the education, health or safety of the student, the Board of Education recognizes the right of a student and/or his or her parents (including guardians and persons acting in place of parents) to appeal to the Board.

The Board also recognizes that employee decisions that do not "significantly" affect the education, health or safety of a student are within the final authority of the Superintendent as the Board's chief educational officer.

"Decision" includes a failure to make a decision.

"Parent" is as defined in the *School Act*, and includes a guardian.

Appeals to the Board of Education are to be carried out in accordance with principles of fairness, including:

1. The appeal process should be accessible to parents and students. Information about the appeal process and relevant policies should be readily accessible to all, including employees, students and parents. Reasonable accommodation should be provided where necessary to allow parents or students to make use of the appeal process.
2. Appellants are entitled to receive the same written and oral information to be used in the appeal as is provided to the Board by administration and to have an opportunity to respond to it.

3. The Board accepts its responsibility to exercise its independent judgment when hearing appeals. In particular, a Board officer who has participated in making the decision being appealed, who has attempted to mediate it or who has investigated it shall not be present in the absence of the appellant during the deliberations of the Board of Education on the appeal.
4. A student or parent shall not be subjected to retribution by the Board, its officers or employees because an appeal has been made.

Appeal procedures shall be established by By-law and shall be applied in accordance with the previous four principles.

The Board recognizes that whether a decision "significantly" affects a student's education, health or safety is a matter for individual consideration. The following will normally be considered to be matters that "significantly" affect a student's education, health or safety:

- suspension or exclusion of a student from a school for a period in excess of five days, or that could prevent the student from fulfilling graduation requirements in a timely way;
- **Exclusion from school for a health condition;**
- ~~decisions regarding placement in an educational program (this does not include classroom or teacher preference issues) other than access to a specific course or class (unless denial of access to a class or course would significantly affect the student's education, health or safety);~~
- **grade promotion or graduation;** ~~decisions regarding whether a student has met the requirements for promotion from one grade or course to the next, or has met the requirements for secondary school graduation;~~
- **refusal to offer an educational program to a non-graduated student sixteen (16) years of age or older;**
- ~~denial of a request for a student is not provided with an individual education plan program; and,~~
- failure to consult with regard to a student's individual education program.

Decisions made on appeals are not precedential and are not binding on future decision-makers.

In considering appeals of employee decisions, the Board shall consider:

- whether the decision appealed is in accordance with legislation, board policies and procedures;
- whether the decision appealed was reached through a process that was fair to the student and after consideration of relevant information;

- whether the evidence presented to the Board supports the decision or calls it into question;
- whether the decision is reasonable in the circumstances; and
- whether there are special circumstances that would warrant making an exception to a board policy.

Legislation – *School Act* Sec. 11

Policy Reference – By-law No. 1-08

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

January 25, 2022

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Draft new Policy and Regulations A-410 "Live Streaming Public Board and Standing Committee Meetings" are scheduled for approval.

**RECOMMENDATION**

That draft new Policy and Regulations A-410 "Live Streaming Public Board and Standing Committee Meetings" be approved and included within the District Policy Manual.

**School District #62 (Sooke)**

<b>LIVE STREAMING PUBLIC BOARD AND STANDING COMMITTEE MEETINGS</b>	No.: A-410
	Effective: Revised: Reviewed: Nov. 23/21; Dec. 7/21; Dec. 14/21; Jan. 25/22

**SCHOOL BOARD POLICY**

The Board of Education believes in the value of engagement and participation in the governance process. The Board further believes that increasing access to meetings through the use of live streaming technology to allow virtual participation will assist to inform the public of the proceedings of the Board.

Regular and special public meetings of the Board as well as publicly attended Board Standing Committee meetings will be streamed live, archived, and accessed online. In order to protect the integrity of Board proceedings, the Board reserves, at its sole discretion, the right to edit any recorded portion of a meeting, including for reasons of personal privacy, decorum and to remove defamatory or otherwise improper content.

**School District #62 (Sooke)**

<b>LIVE STREAMING PUBLIC BOARD AND STANDING COMMITTEE MEETINGS</b>	No.: A-410
	Effective: Revised: Reviewed: Nov. 23/21; Dec. 7/21; Dec. 14/21; Jan. 25/22

**ADMINISTRATIVE REGULATIONS**

1. Regularly scheduled or special public meetings of the Board of Education, as well as publicly attended standing committees of the Board (Education-Policy and Resources Committee) will be live streamed except as provided herein.
2. Members of the public will use the "Q&A" function of the online meeting platform for the Board to consider any public questions during the "Question Period" portion of the Board Meeting agenda as outlined in Policy A-400 – School Board Meetings or as invited by the committee chair for standing committee meetings.
3. When asking a question participants must identify themselves as per *Policy A-412 "Delegations and Questions to the Board"*.
4. The online meeting "chat" function will only be used by meeting participants to indicate that they wish to speak, and not as a mechanism to add information to the discussion.
5. The communication mechanism for live streaming meetings of the Board must permit the meeting participants to hear each other and, except for any part of the meeting which is closed in accordance with Policy A-400, that permits the public present at the meeting to hear the participation of all members during the meeting.
6. The video recording of any public meeting of the Board of Education or standing committee of the Board produced by the District is the exclusive property of the District.
7. Video recordings of Regular Public Board Meetings and standing committee meetings of the Board will be available for public viewing until the official minutes of the meeting have been approved by the Board.
8. By participating in Board or Committee Meetings, participants agree to be recorded and live streamed as part of the proceedings. Notice must be provided in the Notice of Meeting and at the start of a public meeting that recording and live streaming will occur. To the extent possible, members of the public attending the meeting in person, except for delegations, will not be recorded.
9. The Board Chair or Committee Chair may direct staff to edit the video recording of a meeting prior to posting including for reasons such as avoiding possible legal liability to the Board, the District and District employees, personal privacy, decorum and to remove defamatory or otherwise improper content. Legal advice will be sought as necessary.
10. Where the recording of the meeting posted on the Internet is edited, a notation to that effect will be made in the minutes and on the electronically posted version.
11. An unedited recording of any meeting where a posted recording has been edited, will be archived by the Board.
12. If there is an interruption in the communication link to a member who is participating electronically, the Presiding Member may;
  - a. adjourn the meeting until it is determined whether or not an electronic or telephone link can be re-established, or
  - b. continue the meeting and treat the interruption in the same manner as if a member who is physically present leaves the meeting room unless it is established that the cause of the interruption was an interruption in the School District's system.

School District #62 (Sooke)

January 25, 2022

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Draft revised Policy and Regulations C-329 "Field Trips" are scheduled for approval.

**RECOMMENDATION**

That draft revised Policy and Regulations C-329 "Field Trips" be approved and included within the District Policy Manual.

**School District #62 (Sooke)**

<b>FIELD TRIPS — CURRICULAR AND EXTRACURRICULAR</b>	No.: C-329
	Effective: Feb. 22, 2005 Revised: Dec. 14/16 Reviewed: Dec. 7/21; Dec. 14/21; Jan. 25/22

**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 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, ~~he or she~~ **they** can recall students back at any time.

## School District #62 (Sooke)

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

**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** success 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)**

These comprise of travel to other provinces within Canada ~~or to foreign countries~~ for the purpose of broadening students' understanding of ~~other cultures and of helping them to see their relationship in the world as a Canadian~~ **Canada**. All out-of-province field trips require Board approval. If the Superintendent of Schools deems the trip unsafe, ~~he or she~~ **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)**

**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. 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 advertising of or recruiting for these trips, which may occur within the school, must clearly indicate that there is no Board approval or 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 of **for** field trips, ~~based upon the degree of risk,~~ 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. Close or immediate access to medical attention.

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. Delayed or limited access to immediate medical attention.

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. 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 must be informed in writing of the potential risks inherent in the activity, methods of travel, duration of activity including departure and return times, level of supervision and emergency contacts and accommodation arrangements planned if overnight.~~
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 must be cancelled cancels prior to departure or during the event, the parents/guardians will be responsible the Board will not be responsible for covering all appropriate costs. Parents/guardians must ensure they have all appropriate 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, ~~he or she~~ **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 ~~students and~~ parents/guardians **about health and cancellation insurance and** of 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 must be cancelled the parents/guardians will be responsible for covering all appropriate costs. Parents/guardians must ensure they have all appropriate trip cancellation insurance as well as medical insurance. If the Superintendent of Schools deems a trip unsafe and must be cancelled cancels prior to departure or during the event, the parents/guardians will be responsible the Board will not be responsible for covering all appropriate costs. Parents/guardians must ensure they have all appropriate 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 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** ~~special-needs student~~ 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 must be cancelled the parents/guardians will be responsible for covering all appropriate costs. Parents/guardians must ensure they have all appropriate trip cancellation insurance as well as medical insurance.~~ **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. A first aid safety kit must accompany all school field trips.
2. For "moderate risk" activities, first aid services will be readily available.
3. **Any activities that take place in water requires** ~~Swimming may only take place under~~ direct adult supervision **and must have a certified lifeguard present.**
4. 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 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 and/or red or yellow pinnies must be worn by all participants cycling on any public road.
- d. For boating activities, students must be wearing a life jacket or following the specific rules for competition (e.g. rowing).

#### **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. However, the district believes that they are not a right of any student, class or group.**

**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 **District Leadership Team Board**.
- 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 Superintendent and **District Leadership Team 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 **District Leadership Team Board** 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 **District Leadership Team Board** 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.
  - i. the impact of the absence of attending school staff from the school.
  - j. the supervision plan.
- 1.6 Students are not permitted to participate in field trips where the service providers requires a waiver to be signed as a condition of participation in the event or activity. 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 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 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.~~ If the Superintendent of Schools deems a trip unsafe and cancels prior to departure or during the event, the parents/guardians will be responsible the Board will not be responsible for covering all appropriate costs. 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 requires a waiver to be signed as a condition of participation in the event or activity. 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 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 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 8c. 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. First Aid kit – Student Contacts
7. Cell Phone
8. **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).
9. **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 licence and insurance papers with the school.**
10. 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 \_\_\_\_\_ (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 son/daughter 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 Training: \_\_\_\_\_

Contingency Plans for Emergencies: \_\_\_\_\_

\_\_\_\_\_

**Section 3 – Any Relevant Additional Information**

\_\_\_\_\_

**Planned By:**

**Approved/Recommended by:**

**Date:**

\_\_\_\_\_  
Leader’s Signature

\_\_\_\_\_  
Principal’s Signature

\_\_\_\_\_  
Date

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: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**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 provision 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. Are there provisions for first aid?
- 4. 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. Are transportation arrangements in accordance with Board Policy? Check Policy No. C-329, C-320, C-330, C-331, D-111, Form 62-21
- \*2. Has adequate supervision been provided?

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

**Date:**

**Dear:**

~~In consideration of School District No. 62 (Sooke) offering my child \_\_\_\_\_, an opportunity to participate in a field trip for Grade \_\_\_\_ students on \_\_\_\_\_ (mm/dd/yy), I waive any and all claims I may have against, and release from all liability and agree not to sue the Board of Education of School District No. 62 (Sooke) and its officers, employees, agents, volunteers and representatives, and the Ministry of Education for any personal injury, death, property damage or loss sustained as a result of my child's participation in the field trip.~~

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

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

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

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

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

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

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

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

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

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

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

\_\_\_\_\_  
Initial

Accidents can be the result of the nature of the activity and can occur with or without any fault on either part of the student, or the School Board or its employees or agents, or the facility where the activity is taking place. By allowing your son/daughter 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 ~~and Waiver~~, 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 ~~and Waiver~~.

\_\_\_\_\_  
Initial

I am 19 years of age or more and have read and understand the terms of this Consent ~~and Waiver~~ 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 ~~and Waiver~~ must be signed by ALL custodial parents or guardians of a child who is under the age of 19 years.**

**APPENDIX C**

*School District #62 (Sooke)*

**MODERATE RISK FIELD TRIP APPROVAL FORM  
FOR OVERNIGHT WITHIN PROVINCE 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

**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 Training: \_\_\_\_\_

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 – 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\_\_

**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
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 provision 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. Has provision 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. Are there provisions for first aid?
4. 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.**

**TRANSPORTATION**

1. Are transportation arrangements in accordance with Board Policies? Check Policy No. C-329 C-320, C-330, C-331, D-111, Form 62-21
2. Has adequate supervision been provided?
3. Are drivers given clear directions regarding routes and stops?

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

4. If using Charter Buses/rental vehicles, have safety inspection for school bus been approved and on file with SBO?
- 5 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.
6. Is list of students going, and home telephone numbers been filed in school office?
7. Does means of transport have adequate luggage/equipment storage?
8. Are arrangements made well in advance for meals enroute?
9. Will there be access to the school on departure or return?
10. 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:**

~~In consideration of School District No. 62 (Sooke) offering my child \_\_\_\_\_, an opportunity to participate in a field trip for Grade \_\_\_\_\_ Students on \_\_\_\_\_ (mm/dd/yy), I waive any and all claims I may have against, and release from all liability and agree not to sue the Board of Education of School District No. 62 (Sooke) and its officers, employees, agents, volunteers and representatives, and the Ministry of Education for any personal injury, death, property damage or loss sustained as a result of my child's participation in the field trip.~~

**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 son/daughter 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 ~~and Waiver~~, 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 ~~and Waiver~~.

\_\_\_\_\_  
Initial

I am 19 years of age or more and have read and understand the terms of this Consent ~~and Waiver~~ 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 ~~and Waiver~~ 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/~~COUNTRY~~ 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

**Date:** \_\_\_\_\_

**PART B** (to be submitted 45 days prior to trip)  
Required only for field trips that are overnight, out-of-province/country 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 Training: \_\_\_\_\_

Contingency Plans for Emergencies: \_\_\_\_\_

**Section 3 – Any Relevant Additional Information**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Planned By:**

**Approved/Recommended by:**

**Date:**

\_\_\_\_\_  
Leader’s Signature

\_\_\_\_\_  
Principal’s Signature

\_\_\_\_\_  
Date

**School District No. 62 (Sooke)**

**MODERATE RISK FIELD TRIP – OVERNIGHT OUT-OF-PROVINCE/~~COUNTRY~~  
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\_\_

**TEACHER’S SIGNATURE:** \_\_\_\_\_

**PRINCIPAL’S SIGNATURE INDICATING PLANNING COMPLETE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

*School Travel Activity Checklist – Moderate Risk – Overnight, Out-of-Province/~~Country~~ 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 provision 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/Country ~~Country~~ 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. Has provision 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. Are there provisions for first aid?
4. 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.**

**TRANSPORTATION**

1. Are transportation arrangements in accordance with Board Policies? Check Policy No. C-329 C-320, C-330, C-331, D-111, Form 62-21
2. Has adequate supervision been provided?

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

3. Are drivers given clear directions regarding routes and stops?
4. If using Charter Buses/rental vehicles, have safety inspection for school bus been approved and on file with SBO?
- 5 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.
6. Is list of students going, and home telephone numbers been filed in school office?
7. Does means of transport have adequate luggage/equipment storage?
8. Are arrangements made well in advance for meals enroute?
9. Will there be access to the school on departure or return?
10. 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/~~COUNTRY~~ **WITHIN CANADA** ACTIVITY

**Date:**

**Dear:**

~~In consideration of School District No. 62 (Sooke) offering my child \_\_\_\_\_, an opportunity to participate in a field trip for Grade \_\_\_\_\_ Students on \_\_\_\_\_ (mm/dd/yy), I waive any and all claims I may have against, and release from all liability and agree not to sue the Board of Education of School District No. 62 (Sooke) and its officers, employees, agents, volunteers and representatives, and the Ministry of Education for any personal injury, death, property damage or loss sustained as a result of my child's participation in the field trip.~~

**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 son/daughter 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 ~~and Waiver~~, 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 ~~and Waiver~~.

\_\_\_\_\_  
Initial

I am 19 years of age or more and have read and understand the terms of this Consent ~~and Waiver~~ 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 ~~and Waiver~~ 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 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 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  
PRELIMINARY APPLICATION  
STEP ONE**

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

**Part A:**

School: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

Principal: \_\_\_\_\_

Supervisor (Educator in charge): \_\_\_\_\_

Destination of Trip: \_\_\_\_\_

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 (recommend 3 days maximum) \_\_\_\_\_

Source of Funding: \_\_\_\_\_

Accommodation Arrangements: \_\_\_\_\_ Billet \_\_\_\_\_ Hotel/Motel \_\_\_\_\_ Camping \_\_\_\_\_ Other

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

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

---

Supervisor's Signature

---

Date

---

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

---

Principal's Signature

---

Date

---

Associate Superintendent's Signature

---

Date

**INTERNATIONAL EDUCATIONAL TRIPS  
PLANNING UPDATE  
STEP TWO**

**NOTE: Approval for International Educational Trips 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 International Educational Trip \_\_\_\_\_

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/**other**, 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 International Education trip.

\_\_\_\_\_  
 \_\_\_\_\_

b. What follow-up activities are planned for the students?

\_\_\_\_\_  
 \_\_\_\_\_

c. Location \_\_\_\_\_

**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?

\_\_\_\_\_  
 \_\_\_\_\_

d) First Aid Training: \_\_\_\_\_

**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 a) and b)?  
\_\_\_\_\_
4. How much is the staff required to pay? \_\_\_\_\_
5. What is the total cost of the International Educational trip? \_\_\_\_\_
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? \_\_\_\_\_
8. First Aid Training: \_\_\_\_\_

**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? \_\_\_\_\_  
\_\_\_\_\_

*\*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/guardian consent forms.

**RETENTION OF KEY DOCUMENTATION**

Following approval from the Associate Superintendent, it is expected the Principal will retain on file all pertinent documentation. Teacher will complete International Educational Trip forms. The Trip 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 INTERNATIONAL EDUCATIONAL TRIP**

\_\_\_\_\_

<b>School</b>	<b>Supervising Teacher</b>	<b>Travel Date</b>
---------------	----------------------------	--------------------

**Destination:** \_\_\_\_\_

**Purpose:** \_\_\_\_\_

**Date Plan and Update Signed Off:** \_\_\_\_\_

**Associate Superintendent's Signature:** \_\_\_\_\_

## 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.

*School District #62 (Sooke)*  
**MODERATE RISK FIELD TRIP APPROVAL FORM  
FOR INTERNATIONAL EDUCATIONAL 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

**Date:** \_\_\_\_\_

**PART B** (to be submitted 45 days prior to trip)  
Required only for field trips that are International Educational trips,  
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 Training: \_\_\_\_\_

Contingency Plans for Emergencies: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Section 3 – Any Relevant Additional Information**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Planned By:**

**Approved/Recommended by:**

**Date:**

\_\_\_\_\_  
Leader’s Signature

\_\_\_\_\_  
Principal’s Signature

\_\_\_\_\_  
Date

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) \_\_\_\_\_

**TEACHER’S SIGNATURE:** \_\_\_\_\_

**PRINCIPAL’S SIGNATURE INDICATING PLANNING COMPLETE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

*School Travel Activity Checklist – Moderate Risk – Int'l Educational trips***CHECK ✓ WHEN COMPLETE; N/A IF NOT APPLICABLE.****RATIONALE**

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

**SAFETY KIT – TO BE BROUGHT BY TRIP LEADER**

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

**COMMUNICATION WITH PARENTS/GUARDIANS**

1. a) Date of Parent Information Meeting: \_\_\_\_\_
- b) Are parental permission slips on file for participating students?
2. Has a detailed trip itinerary been:
- a) filed at school?
- b) sent home?
3. Are behavioural expectations made clear to students and parents/guardians well before the time of the trip?
4. Have arrangements been made to cope with known individual medical situations?
5. Have students/parents/guardians been provided with equipment list?
6. Have provision 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 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. Has provision 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. Are there provisions for first aid?
4. 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.**

**TRANSPORTATION**

2. Are transportation arrangements in accordance with Board Policies?  
Check Policy No. C-329C-320, C-330, C-331, D-111, Form 62-21
2. Has adequate supervision been provided?

*School Travel Activity Checklist – Moderate Risk – Int’l Educational, Int’l Student Exchange or Int’l Sports-Based Trips*

- 3. Are drivers given clear directions regarding routes and stops?
- 4. If using Charter Buses/rental vehicles, have safety inspection for school bus been approved and on file with SBO?
- 5. 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.
- 6. Is list of students going, and home telephone numbers been filed in school office?
- 7. Does means of transport have adequate luggage/equipment storage?
- 8. Are arrangements made well in advance for meals enroute?
- 9. Will there be access to the school on departure or return?
- 10. 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:**

~~In consideration of School District No. 62 (Sooke) offering my child \_\_\_\_\_, an opportunity to participate in a field trip for Grade~~

~~Students on \_\_\_\_\_ (mm/dd/yy), I waive any and all claims I may have against, and release from all liability and agree not to sue the Board of Education of School District No. 62 (Sooke) and its officers, employees, agents, volunteers and representatives, and the Ministry of Education for any personal injury, death, property damage or loss sustained as a result of my child's participation in the field trip.~~

**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 son/daughter 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 ~~and Waiver~~, 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 ~~and Waiver~~.

\_\_\_\_\_  
Initial

I am 19 years of age or more and have read and understand the terms of this Consent ~~and Waiver~~ 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 ~~and Waiver~~ 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 the 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](http://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

\_\_\_\_\_  
Date

---

**PERMISSION GRANTED TO PLAN THE PROPOSED  
INTERNATIONAL STUDENT EXCHANGE TRIP**

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Associate Superintendent's Signature

\_\_\_\_\_  
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:** \_\_\_\_\_

**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.

*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

**Approved by:** \_\_\_\_\_  
Principal's Signature

**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 Training: \_\_\_\_\_

Contingency Plans for Emergencies: \_\_\_\_\_

**Section 3 – Any Relevant Additional Information**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Planned By:**

**Approved/Recommended by:**

**Date:**

\_\_\_\_\_  
Leader’s Signature

\_\_\_\_\_  
Principal’s Signature

\_\_\_\_\_  
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) \_\_\_\_\_

**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 provision 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. Has provision 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**

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. Are there provisions for first aid?
4. 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.**

**TRANSPORTATION**

3. Are transportation arrangements in accordance with Board Policies?  
Check Policy No. C-329C-320, C-330, C-331, D-111, Form 62-21
2. Has adequate supervision been provided?

*School Travel Activity Checklist – Moderate Risk – Int’l Student Exchange, Sister School, Humanitarian or Int’l Sports-Based Trips*

3. Are drivers given clear directions regarding routes and stops?
4. If using Charter Buses/rental vehicles, have safety inspection for school bus been approved and on file with SBO?
- 5 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.
6. Is list of students going, and home telephone numbers been filed in school office?
7. Does means of transport have adequate luggage/equipment storage?
8. Are arrangements made well in advance for meals enroute?
9. Will there be access to the school on departure or return?
10. 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:**

~~In consideration of School District No. 62 (Sooke) offering my child \_\_\_\_\_, an opportunity to participate in a field trip for Grade \_\_\_\_\_ Students on \_\_\_\_\_ (mm/dd/yy), I waive any and all claims I may have against, and release from all liability and agree not to sue the Board of Education of School District No. 62 (Sooke) and its officers, employees, agents, volunteers and representatives, and the Ministry of Education for any personal injury, death, property damage or loss sustained as a result of my child's participation in the field trip.~~

**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. \*\*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 son/daughter 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 ~~and Waiver~~, 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 ~~and Waiver~~.

\_\_\_\_\_  
Initial

I am 19 years of age or more and have read and understand the terms of this Consent ~~and Waiver~~ 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 ~~and Waiver~~ must be signed by ALL custodial parents or guardians of a child who is under the age of 19 years.**



## School District 62 (Sooke)

### Board of Education 90 Day Work Plan Summary

Action	February	March	April
<b>Approve</b>	<ul style="list-style-type: none"> <li>- Amended Budget</li> <li>- School Fees</li> </ul>	<ul style="list-style-type: none"> <li>- School Calendar</li> <li>- Annual Facilities Grant Plan</li> </ul>	<ul style="list-style-type: none"> <li>- 1st reading of Initial Budget Bylaw</li> <li>- 1st reading of Capital Plan Bylaw</li> </ul>
<b>Review</b>	<p><i>2nd Quarter Report Package:</i></p> <ul style="list-style-type: none"> <li>- Strategic Plan</li> <li>- FESL (if applicable)</li> <li>- Na'tsa'maht agreement</li> <li>- Financial forecast</li> <li>- Enrolment report</li> <li>- Minor &amp; Major Capital Work</li> </ul>	<ul style="list-style-type: none"> <li>- Estimated Enrolment Update</li> <li>- Budget Instructions</li> </ul>	
<b>Complete</b>	<ul style="list-style-type: none"> <li>- Partner Budget Presentations</li> <li>- BCSTA Provincial Council</li> <li>- Board Planning Session</li> </ul>	<ul style="list-style-type: none"> <li>- Municipal Partner Meetings (Chair &amp; CEO)</li> </ul>	<ul style="list-style-type: none"> <li>- BCSTA Annual General Meeting</li> </ul>
<b>Engage</b>	<ul style="list-style-type: none"> <li>- Host Leadership Team Event</li> </ul>	<ul style="list-style-type: none"> <li>- Host Virtual All Staff Meeting</li> </ul>	<ul style="list-style-type: none"> <li>- Host Student Event</li> </ul>

Committee Key [Education Policy Committee](#). [Resources Committee](#). [Audit Committee](#)

## RE: Na'tsa'maht Education Council Meeting at Royal Bay Secondary held on December 15, 2021

*We are honored to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation; and acknowledge the three nations SD62 works with directly in our schools: Scia'new Nation, Coast Salish; T'Sou-ke Nation, Coast Salish; the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the Nations SD62 works with.)*

### In Attendance:

Bryan Johnson, SD 62, Acting Principal, Na'tsa'maht Indigenous Education

Dianna Seaton, SD 62, School Trustee

Dorothea Harris, University of Victoria

Elder Henry Chipps, Sc'ianew Nation

Jo-Ina Young, Métis Nation of Greater Victoria, (MNGV)

Jon Carr, SD62, PVP Association

Lindsay Lockhart, STA, Teacher's Union Rep

Lorraine Velie, SD 62, Na'tsa'maht Indigenous Education District Secretary

### Guest:

Janelle McGinley, Island Métis Family and Community Services Society

Marlys Denny, SD 62, Vice Principal, Na'tsa'maht Indigenous Education

Matthew Simpson, University of Victoria

Paul Block, SD 62, Associate Superintendent

Sandra Bowes, CUPE Local 459

Tiffany Adams, Na'tsa'maht Indigenous Education Curriculum Coordinator Teacher

Vivian Leik, Camosun College

Wayne Kelly, SD62, District Principal Academy Programs

Cindy Andrew, SD62, Healthy Schools Consultant

### 1. Presentation: District Academies – Wayne Kelly

- Looking for input on how to increase Indigenous students' participation in the District Academy programs.
- How do we connect with their families?
- Academy information nights are offered at the schools, but we only reach the families in attendance.

#### Comments:

- Clear information on Bursary Programs that are available and who to contact.
- Provide NIE teachers at the Middle/Secondary level with printed information about all the District Academies offered. They can connect and reach out to the students and families they support.
- Reach out to ISPAC to see if they are interested in forming a partnership.
  - Contact Tiffany Adam for more information. [tadams@sd62.bc.ca](mailto:tadams@sd62.bc.ca)

### 2. Presentation: Healthy Schools, Healthy People-Cindy Andrew

- Youth in Action Campaign, in partnership with United Way. To inspire youth for youth.
  - If you were given \$500 to make an impact on youth in your community, what would you do?
  - The deadline has been extended, will be launched again in January.
- We welcome your input on how our work can better serve the needs of Indigenous children, youth and families.

#### Comments:

- Include more Indigenous spaces in the facilities that provide support to our students
- Hire Indigenous counselors/service providers within the services that are offered.
- Is there a representative from the Na'tsa'maht Education Council that would like to join the Regional Network Table? Please contact Cindy Andrew anytime if interested [candrew@sd62.bc.ca](mailto:candrew@sd62.bc.ca)
  - Paul Block to connect with Cindy for more information regarding the topics at Regional Network Table as it may be difficult for an NEC member to join as they have responsibilities associated with their own community groups.

### 3. School District Update – Paul Block

#### 3.1. Boardroom Naming Blessing Event

- Year long process, it was a wonderful event
  - Boardroom names are: Lukengem, Pacheedaht, T'Sou-ke, Sc'ianew & Métis Gathering Space

#### 3.2. New Schools: language & artwork

- Centre Mountain Lellum and Pexsisen, names were gifted to SD62.
  - Working with Chief Chipps and Brad Dick, along with our partner Nations to include Indigenous artwork.
  - We are looking into the idea of having a Welcoming Pole project, have the raw log delivered to the school sites. Indigenous carvers work on the pole at the school over a few years, then raise it once completed
- 3.3.** Selection of Advisory Panel Representatives for Associate Superintendent on Tuesday, January 11, 2022 & PVP Pool Candidates on Monday & Tuesday January 17 & 18, 2022.

**Comments:**

- As a district we are moving in the right direction.
- First priority should be given to the Nations, secondly to a person on the council working within SD62, then thirdly to a member of the Na'tsa'maht Education Council.

**4. Na'tsa'maht Indigenous Education Update** – Bryan Johnson

**4.1.** City of Langford – request to use & alter the Douglas Treaties Poster

- Is asking for permission to remove the words *“THAT ARE WITH IN THE SOOKE SCHOOL DISTRICT”* from the poster.
  - Elder Henry Chipps, is ok with removing these words from the poster.

**4.2.** City of Colwood – donation

- Has offered 3 panels of Truth & Reconciliation Day artwork to the Na'tsa'maht Indigenous Education Department. We plan to display them in the Indigenous garden at Royal Bay Secondary or within our office space.

**4.3.** BCTEA

- The BCTEA has been approved for PRE bus (\$14300) A bus and driver are in place to transport students from community to PRE and home.

**4.4.** Equity in Action – Table Talk -How can we best engage families in?

- Kindergarten Registration
  - Education Managers
  - Facebook
  - PAC Groups – via email and Facebook
- Nature Kindergarten
- French Immersion
- Academy Registration
  - Re work the name *“Academy”* as it can be perceived as elitist.
  - Poster to families and the Nations for families without access to online technology.
- Self-Identification
  - Provide the Community Health Centres within our schools with more information to share with students and families.
  - NIE department work with the Strong Start programs to meet families before they even are registered at our schools.
  - Have NIE staff reach out through phone calls and pamphlets about programming.

**5. Adjournment**

*Next Meeting: February 23<sup>rd</sup> via Zoom 1:00 - 3:00*

**Board Information Note**  
**Public Board Meeting**  
**January 25, 2022**  
**Agenda Item 10.3: Trustee Remuneration**

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**Background**

- Over the last several months, staff have been reviewing the District's remuneration of trustees to ensure it properly reflects the complexity of duties and responsibilities of a trustee
- Historically, adjustments to trustee remuneration have been few and far between and the District has once again fallen out of line with comparable Districts
- The District stands at 17<sup>th</sup> out of 60 Districts in terms of size in both FTE and operating budget yet is ranked 25<sup>th</sup> in compensation (minus 8)
- Correcting this misalignment prior to the trustee election is important to ensure potential candidates fully understand the role and remuneration of a trustee and can make an informed decision prior to submitting their name for consideration
- Staff have conducted an analysis of comparable Districts and have developed a proposed approach for the Board to consider
- The following is a snippet of Section 71 of the School Act that addresses trustee remuneration and expense allowance:

**Remuneration and expense allowance**

71 (1) A board may

(a) authorize annually the payment of remuneration to the chair, vice chair and other trustees, and

(b) authorize annually the payment of a reasonable allowance for expenses necessarily incurred by trustees in the discharge of their duties.

(2) The board is responsible for any payments under subsection (1).

(3) The remuneration for the chair and vice chair may be greater than for the other trustees.

## Analysis

- The following table reflects historical changes to the trustee compensation in the District:

Date	Chair	Vice	Trustee	Student FTEs	\$/FTE	Comments / % Increase
~ Dec 1996	\$10,000	\$8,750	\$7,500			> 10 years prior to 2006
Dec 2006	\$12,000	\$11,000	\$10,000	8,323	\$1.20	33% increase
Sep 2015	\$16,500	\$15,500	\$14,500	9,515	\$1.52	45% increase in 2 steps
Jul 2016	\$17,000	\$16,000	\$15,000	10,087	\$1.49	3.4% increase or 50% of the 2 steps
Jan 2019	\$18,750	\$17,750	\$16,750	10,832	\$1.55	11.7% to offset 1/3 tax exemption

- The increase in January 2019 was to offset the CRA change that removed the tax exemption for 33% of the trustee remuneration – 11.7% was added to the stipend to keep each trustee whole from a take home pay perspective
- Staff also looked at the provincial averages of trustee remuneration for the last 5 years that can be summarized by the following table:

Year	Chair	Vice	Trustee	% Increase	SD62 % of Average
2021	\$21,342	\$19,328	\$18,474	4.5%	90.7%
2020	\$20,585	\$18,967	\$17,681	8.9%	94.7%
2019	\$19,185	\$17,583	\$16,235	2.4%	103.2%
2018	\$18,550	\$17,006	\$15,847	.8%	94.7%
2017	\$18,470	\$16,955	\$15,719		95.4%

- As the District continues to grow at a lighting fast pace, the next comparable district in size becomes School District #57 (Prince George) at 12,860 Standard School Age FTEs
- The District's current Standard School Age FTE is 11,661 and is expected to grow by 300 to 400 FTEs/year
- SD 57's current trustee remuneration is set at \$20,115 effective July 1, 2021
- Staff also looked at providing trustees an expense allowance for costs necessarily incurred by trustees in the discharge of their duties
- The staff's analysis determined that 12 of 60 Districts provide trustees with a monthly expense allowance for connectivity (cell phone, internet, communications) at a monthly average of \$76/trustee

## **Recommended Approach**

- Based on the analysis conducted, staff are making the following recommendations for the Board to consider:

1) That trustee remuneration be set at \$19,500 effective July 1, 2022.

This amount is a combination of the projected provincial average (assuming a ~5% increase as has been the average for the last several years) and the rate set by the next comparable District (SD#57 at a current rate of \$20,115). This reflects an annual increase of 4.7% since the last adjustment which is consistent with the provincial average.

2) That a monthly expense allowance of \$75 be provided to trustees for costs necessarily incurred by trustees in the discharge of their duties effective March 1, 2022.

This amount is based on the provincial average and it intended to cover costs incurred by the trustee for connectivity related costs (cell phone, internet and/or communication).

3) That both the remuneration and expense allowance amounts be adjusted on July 1<sup>st</sup> of each year by the amount of the provincial consumer price index amount for the preceding year.

This annual adjustment will keep the rates current and staff recommend these amounts are also reviewed every 4 years prior to the trustee election to ensure they are aligned with comparable districts at the time.

- Based on the recommendations, staff ask the Board to consider the following motion:

### **Recommended Motion:**

That the Board of Education of School District #62 (Sooke) increase the base rate of the annual trustee remuneration to \$19,500 effective July 1, 2022 and that a monthly expense allowance be provided to each trustee effective March 1, 2022. These amounts will be adjusted on July 1<sup>st</sup> of each year based on the provincial consumer price index amount for the preceding year.



## Board Info Note

### Public Board Meeting

### January 25, 2022

### Agenda Item 11.1: Superintendent's Update

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#### Learning

##### **Return-To-School Planning:**

Over the past several weeks our school staff have been working to ensure continuity of learning for our students. This includes planning for the possibility of school closures and the temporary move to at-home learning. To date, in-person learning has continued with varying degrees of student absenteeism across our schools. While these are uncertain times, our staff have been incredibly professional and supportive in their work.

#### Engagement

##### **Budget:**

We are heading into our annual budget setting process over the next few months. Utilizing recommendations from our Program Review process, emerging needs and feedback from stakeholders will assist in balancing our budget.

#### Growth

##### **PVP Placements and Pool Information:**

We have just completed our annual process of posting and interviewing candidates to refill our elementary principal and elementary and middle school vice-principal pools. This will allow us to ensure that our new schools are ready to go in September and our existing schools have strong leadership teams to lead us out of the pandemic.

##### **Program Review:**

In January, our Executive Team led the six Technical Working Groups in completing 27 Road Maps that emerged from an initial 120 recommendations. The Road Maps detail the elements and considerations required for implementation. The Executive Team engaged in a thorough assessment process grounded in two over-arching principles: "Value to the District" and the "Probability of Success."

When assessing “Value to the District,” we considered: our over-arching principles and both strategic and operational alignment. When assessing the “Probability of Success”, we considered: engagement; overall efficiency; and risk.

Using these criteria, we reached consensus to send five (5) recommendations directly to the Budget Development Process for further consideration. Another 13 recommendations will move to the New Initiative Approval Process (NIAP).

The NIAP process is a framework based on the principles of project planning that further maps out the purpose, alignment, timelines, deliverables, measurables, costs and interdependencies required to consider what would be required for full implementation.