




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

Public Notice – Board of Education Public Meeting

A public meeting of the Board of Education for School District 62 (Sooke) will be held on **May 26, 2026 at 7:00 pm.**

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

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

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

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

BOARD OF EDUCATION PUBLIC MEETING

By Microsoft Townhall

May 26, 2026 – 7:00 p.m.

AGENDA

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

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

2. AGENDA (page 2)

2.1 Call for amendments and additional items

Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of May 26, 2026, as presented (or as amended).

2.2 Report on In Camera Meeting – Amanda Dowhy

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

3. MINUTES (page 6)

3.1 Call for corrections to minutes from the April 28, 2026 Board meeting and May 19th Education Committee of the Whole meeting.

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Amanda Dowhy

5. EDUCATIONAL PRESENTATIONS – no presentations

6. INDIGENOUS EDUCATION COUNCIL

6.1 Indigenous Education Council Update – Michelle Thut

7. CORRESPONDENCE & DELEGATIONS

- 7.1 Correspondence – Amanda Dowhy (page 15)
- a. BC Ombudsperson Quarterly Report
 - b. Email from Sebastien B. Dated April 30, 2026 RE Proposal for Counsellor Supervision
- 7.2 Standing Delegations (CUPE, SPEAC, SPVPA, STA) – 5 minutes each
- 7.3 Other Delegations – 5 minutes each

8. FINANCE, FACILITIES AND SERVICES

- 8.1 Education Committee of the Whole Meeting of May 19, 2026 – Christine Lervold (page 25)

Recommended Motion: That the Board of Education of School District 62 (Sooke) give first and second readings of the 2026/27 Annual Budget Bylaw, specifying a total of \$245,935,907.

Recommended Motion: That the Board of Education of School District 62 (Sooke) receive the report from the Education Committee of the Whole (ECOW) meeting on May 19, 2026.

- 8.2 Resources Committee Meeting May 12, 2026 – Christine Lervold (page 62)

Recommended Motion: That the Board of Education of School District 62 (Sooke) receive the Quarter 3 Financial Forecast Report as presented at the Resources Committee meeting of March 12, 2026.

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve 2027/28 Five Year Capital Plan submission as presented to the Resources Committee on May 12, 2026.

Recommended Motion: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of May 12, 2026.

9. EDUCATION PROGRAM

- 9.1 Education-Policy Committee – Meeting of May 5, 2026 – Christine Lervold (page 72)

Recommended Motion: That the Board of Education of School District 62 (Sooke) accept and endorse the 2026/27 School Codes of Conduct.

Recommended Motion: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of May 5, 2026.

- 9.2 Adoption of Draft Revised Policy C-329 – Paul Block (page 85)

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

10. STUDENTS

- 10.1 Superintendent’s Report – Paul Block (page 158)

11. FOUNDATIONS AND GOVERNANCE

- 11.1 Trustee Liaison Reports – Board of Education

- 11.2 Trustee Elections and By-Elections Bylaw – Brian Jonker (page 162)

Recommended Motion: That the Board of Education of School District 62 (Sooke) allow all three readings of the School Trustee Elections and By-Elections Bylaw No. 1-26 at its meeting of May 26, 2026.

Recommended Motion: That the Board of Education of School District 62 (Sooke) give first, second and third readings of the School Trustee Elections and by-Elections Bylaw No. 1-26.

- 11.3 Governance Committee Meeting of April 13, 2026 – Amanda Dowhy (page 170)

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

12. ADMINISTRATION

- 12.1 Board of Education Work Plan: June to August - Amanda Dowhy (page 176)

13. PERSONNEL

14. UPCOMING EVENTS

- District Long Service & Retirement Recognition – May 27
- SPEAC Summit – May 27
- Anti-Racism Awareness Week – May 26 to June 1
- National AccessAbility Week – May 31 – June 6
- Education-Policy Meeting – June 2
- Resources Committee Meeting – June 9
- Audit Committee Meeting – June 16
- National Indigenous Peoples Day Gathering – June 19 (at Royal Roads University)
- National Indigenous Peoples Day – June 21
- Next Public Board Meeting – June 23
- Last Day of School – June 25

15. RISE AND REPORT

16. QUESTION PERIOD

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

17. ADJOURNMENT

MINUTES

BOARD OF EDUCATION

PUBLIC MEETING

April 28, 2026 – 7:00pm

TRUSTEES: Amanda Dowhy, Board Chair
Cendra Beaton(online via MS Teams)
Trudy Spiller

Christine Lervold, Vice Chair
Ebony Logins

STAFF: Paul Block, Superintendent
Brian Jonker, Secretary Treasurer
Monica Braniff, Deputy Superintendent
D’Arcy Deacon, Associate Superintendent
Lisa Leclerc, Associate Superintendent
Fred Hibbs, Executive Director, Human Resources (online via MS Teams)
Steve Tonnesen, Manager, Digital Solutions - Operations

REGRETS: Russ Chipps

SECRETARY: Jenny Seal

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 7:00pm by the Board Chair who acknowledged the territories of the First Nations.

The Chair provided guidance to trustees regarding meeting decorum and guidance to public regarding the Q&A function.

2. AGENDA

2.1 Call for amendments and additional items

There were two items added to the agenda:

- 11.1 Information Item - Trustee resignation
- 11.4 PACE production

100. MOVED Christine Lervold/Trudy Spiller

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

CARRIED

2.2 Report on In Camera Meeting – Amanda Dowhy

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

3. MINUTES

3.1 Call for corrections to minutes

The minutes of the March 31st Public Board meeting were adopted by unanimous consent.

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Amanda Dowhy

The Board Chair acknowledged:

- National Day of Mourning on April 28th, a day dedicated to honouring workers who have lost their lives, suffered injuries, or developed illnesses due to workplace-related tragedies.
- National Day of Awareness for Missing and Murdered Indigenous Women, Girls and Two Spirit people on May 5th
- The District long-service and retirement recognition event on May 27th

5. EDUCATIONAL PRESENTATIONS

5.1 Royal Bay Secondary School Lacross Team Trips – Lucas MacNeil/Melissa Horner

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

Highlights of the school trips for the lacrosse teams were presented. In addition to the experience, scholarship opportunities become available for students as a result of these trips.

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

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

CARRIED

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

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

CARRIED

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

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

CARRIED

6. INDIGENOUS EDUCATION COUNCIL

6.1 Indigenous Education Council Update – No report

7. CORRESPONDENCE & DELEGATIONS

7.1 Correspondence – Amanda Dowhy

- a. Email from Jordyn A. dated March 12, 2026 RE Savory Bridge
- b. Email from Tara F. dated March 14, 2026 RE Kindergarten Placement Concern

The above noted correspondence as listed in items a & b was received.

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

STA - Rita Zeni

Professional development took place on April 20th and the next is May 11th. Spring staffing is underway, and May 14th is the STA AGM. There is a call for nominations for Executive positions for next year.

SPVPA – Ruchi McArthur

The term for Executive is ending making this the last co-presentation by Ruchi & Jen. May and June are busy with planning and reflection, looking back over the past year and forward to the start of the next. Year end celebrations are in the works as is transition planning for the upcoming year.

SPEAC – Tom Davis

The SPEAC AGM is on May 20th and there is a call for nominations for executive positions next year. The SPEAC summit takes place May 27th and is an annual opportunity to thank all of the volunteers in the District. The parent handbook is targeted for release at the end of the school year.

Community members can give feedback regarding parent education sessions by emailing SPEAC@sd62.bc.ca

CUPE 459 – Dana Savage

The CUPE 1st Vice president read UNDRIP call to action #11. The CUPE professional development day takes place May 11th and this year there will be a bus service for staff to Royal Bay Secondary. The Board is invited to attend.

CUPE requested any photos from events to mark the National Day of Mourning. Please email CUPE@sd62.bc.ca.

- 7.3 **Other Delegations** – 5 minutes each
There were no other delegations.

8. FINANCE, FACILITIES AND SERVICES

8.1 **Resources Committee Meeting April 14, 2026** – Christine Lervold

The Committee Chair provided an overview of items addressed at the Resources Committee meeting.

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

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

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

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

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

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

8.2 2026/27 Draft Budget – ECOW May 19, 2026 – Brian Jonker

The Secretary Treasurer provided an overview of the information contained in the meeting package.

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

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

CARRIED

8.3 Child Care Minor Capital – Lisa Leclerc

New funding was announced by the Ministry of Education and Child Care. The overall one-time funding is up to \$384,000. There are wait lists and a mechanism in place to require expressions of interest each year. An online platform is being considered to improve efficiency.

108. **MOVED** Christine Lervold/Cendra Beaton

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

CARRIED

9. EDUCATION PROGRAM

9.1 Education-Policy Committee Meeting of April 7, 2026 – Trudy Spiller

The Committee Chair provided an overview of the items discussed at the Education-Policy Committee meeting.

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

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

CARRIED

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

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

CARRIED

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

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

CARRIED

10. STUDENTS

10.1 Superintendent's Report – Paul Block

The Superintendent has been visiting schools throughout the District for ½ days, witnessing the great learning and positive energy.

Associate Superintendents Lisa Leclerc and D'Arcy Deacon shared highlights from the Superintendent's report.

Deputy Superintendent Monica Braniff spoke to the importance of National Child and Youth mental health day hosted by Family Smart. Resources are available through www.familysmart.ca

The National Day of Mourning was observed at the Board Office on April 28th. The Superintendent invited the Board to join the breakfast being held for Bus Driver appreciation day on May 22nd.

11. FOUNDATIONS AND GOVERNANCE

11.1 Information Item – Trustee Resignation – Brian Jonker

The Secretary Treasurer notified the Board that written notice of resignation has been received from Trustee Logins, dated April 28, 2026, effective May 1st, 2026. As required in section 51 (1-3) of the *School Act*, the Board is hereby notified. A resignation is irrevocable after it is given to the Secretary Treasurer. As per Section 36 (2) of the *School Act*, If a vacancy occurs after January 1st in the year of a general school election, the board may hold the vacancy open until the election, as long as 3 trustees continue to hold office.

11.2 Motion Alignment – Paul Block

Work is underway to implement recommendations from the BCSTA Board Policy Review Report. Rescinding prior Board motion #29 aligns with best practice to implement Board motion #48.

11.2. MOVED Christine Lervold/Trudy Spiller

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

CARRIED

11.3 Adoption of Draft Revised Policy A-500, “Policy Development” – Paul Block

The Superintendent clarified foundational policy from administrative procedures. As per recommendations in the BCSTA Board Policy Review Report, board policy will address governance (currently category A, Foundations and Governance) and Administrative Procedures will address operational content. Governance policy changes will continue to be implemented via Board Motion and Administrative procedures fall under the Superintendent’s responsibility. Administrative procedures will still come through committee for feedback, and adjusted accordingly. Policies of the Board will not go through committee. Timelines for feedback have been adjusted to better align with monthly meetings.

The meeting was recessed at 8:41pm and reconvened at 8:47pm.

113. MOVED Christine Lervold/Trudy Spiller

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

CARRIED

NOTE: After the meeting a determination was made that motion 113 is null and void resulting from a lack of quorum due to internet connectivity issues experienced by a Trustee attending virtually. The motion will be revisited at the May board meeting.

The meeting was recessed at 9:02pm to address internet connection issues identified by a trustee attending virtually and reconvened at 9:06pm.

114. MOVED Christine Lervold/Trudy Spiller

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

CARRIED

11.4 Trustee Liaison Reports – Board of Education

BCSTA AGM April 9-11, 2026 – Christine Lervold

Besides the AGM, other events to note from the conference were a mental health and wellbeing workshop, a presentation by Klara Hughes, Olympian, the Vancouver Island branch meeting, and a communication session.

Victoria Family Court Youth Justice Committee April 23, 2026 – Christine Lervold

An update was provided by the Mobile Youth Services Team (MYST). More information is available www.victoriafamilycourt.ca. Victoria Family Court & Youth Justice Committee

Open House takes place June 2nd between 1:00 and 4:00pm and is open to the public. The next meeting will be held June 25th.

SD62 PACE Musical – Trudy Spiller

Trustee Spiller praised Sandra Webster-Worthy’s direction of the PACE musical “*And the Tony goes to*” noting how valuable this program is for students and community members.

12. ADMINISTRATION

12.1 Board of Education Work Plan – Amanda Dowhy

The Board Chair summarized the Board Work Plan for May-July. Scheduling changes are underway for the MoU meetings as well as some ad hoc committee meeting dates.

13. PERSONNEL

There were no personnel updates.

14. UPCOMING EVENTS

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

15. RISE AND REPORT

The Board Chair reported on the following:

- Audit Committee Meeting of April 15, 2026 – to inform the re-appointment of George Ambeault and approval of the Audit plan
- Trustee Information Session related to budget April 22, 2026
- In Camera Meeting of April 28, 2026



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- Appointment of Neilane Mayhew as Chief Election Officer and Joan Axford as Deputy Chief Election Officer and the upcoming Trustee election bylaw.

16. QUESTION PERIOD

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

17. ADJOURNMENT

The meeting was adjourned at 9:25pm

Certified Correct:

Chairperson of the Board

Secretary Treasurer





OMBUDSPERSON BRITISH COLUMBIA

The *Ombudsperson Act* requires that investigations be conducted in private. Ombudsperson investigation documents are not available through the *Freedom of Information and Protection of Privacy Act* and may be subject to rules preventing their use in court and tribunal proceedings. **Please contact the Office of the Ombudsperson before disclosing this document, or any responses, to any third parties.**

March 31, 2026

Ravi Parmar
Chair
School District 62 (Sooke)
3143 Jacklin Rd.
VICTORIA BC V9B5R1

Dear Ravi Parmar:

**Re: Office of the Ombudsperson Quarterly Report for the period covering
October 1 - December 31, 2025**

This package of documents details the complaint files the Office of the Ombudsperson closed for School District 62 (Sooke) between October 1 and December 31, 2025. Though no action is required on your part, we hope that you will find this information useful and share it within your organization.

These reports provide information about the complaint files we closed regarding your organization within the last quarter, including both files we investigated and files we closed without investigation. Files currently open with the office are not included in these reports.

If you would like further information about the complaints our office received about your organization, or you have identified inaccuracies in the data, please contact our office's Policy, Research and Continuous Improvement team. They can provide further details upon request and can be reached at PRCI@bcombudsperson.ca or by phone at 250-953-4171.

Enclosed you will find detailed reports containing the following:

- A one-page report listing the number of files closed and the category under which they were closed. The categories we use to close files are based on the sections of the *Ombudsperson Act*, which gives the Ombudsperson the authority to investigate complaints from the public regarding authorities under our jurisdiction. A more detailed description of our closing categories is available on our website at: <https://bcombudsperson.ca/assets/media/QR-Glossary.pdf>.



OMBUDSPERSON
BRITISH COLUMBIA

- If applicable: Copies of closing summaries written about the complaint files we investigated. These summaries provide an overview of the complaint received, our investigation and the outcome. Our office produces closing summaries for investigated files only, and not for enquiries or those complaints we chose not to investigate.
- If applicable: A summary of the topics identified in the complaint files closed during the quarter. We track general complaint topics for all complaints we receive, and when applicable, we include authority-specific and/or sector-specific topics for your organization and/or sector. Our office tracks the topics of complaints we investigate and those we close without investigation, but not for enquiries. Because complaints to our office are confidential, we do not share complaint topic information if we received too few complaints to preserve the complainants' anonymity.

If you wish to update your organization's contact information, please contact us by email at info@bcombudsperson.ca.

To learn more about educational opportunities on administrative fairness provided by our office, or if you wish to consult with our office to enhance fairness within your organization's policies or procedures, our Public Authority Consultation and Training (PACT) Team can assist you. Please contact them by phone at 250-508-2950 or by email at consult@bcombudsperson.ca.

Yours sincerely,

Sandy Hermiston
Ombudsperson
Province of British Columbia

Enclosures



OMBUDSPERSON BRITISH COLUMBIA

Quarterly Report for 1 October - 31 December, 2025
School District 62 (Sooke)

Type of complaint closure for Authority: School District 62 (Sooke)	# closed
Enquiries – Many people who contact us are not calling to make a complaint, but are seeking information or advice. These contacts are classified as <i>Enquiries</i> to distinguish them from <i>Complaints</i> , which are requests that our office conduct an investigation.	0
Complaints with No Investigation – Our office does not investigate every complaint it receives. First, we determine whether we have authority to investigate the complaint under the <i>Ombudsperson Act</i> . We also have discretion to decline to investigate for other reasons specified in the <i>Ombudsperson Act</i> .	2
Early Resolution Investigations – Early Resolution investigations provide an expedited process for dealing with complaints when it appears that an opportunity exists for the authority to take immediate action to resolve the issue. Typical issues that are addressed through Early Resolution include timeliness, communication, and opportunities for internal review.	0
Complaint Investigations – When we investigate a complaint we may conclude with a determination that a complaint is not substantiated, or with a negotiated settlement of the complaint, or with public findings and recommendations. We may also exercise discretion to cease investigation for a number of other reasons specified in the <i>Ombudsperson Act</i> .	0
Reason for closing an Investigation	
Pre-empted by existing statutory right of appeal, objection or review.	0
Investigation ceased with no formal findings under the <i>Ombudsperson Act</i> .	
More than one year between event and complaint	0
Insufficient personal interest	0
Available remedy	0
Frivolous/vexatious/trivial matter	0

Mailing address: PO Box 9039 Stn Prov Govt • Victoria BC V8W 9A5

Phone in Victoria: 250-387-5855 • Toll-Free: 1-800-567-3247 • Fax: 250-387-0198 • bcombudsperson.ca



**OMBUDSPERSON
BRITISH COLUMBIA**

Can consider without further investigation	0
No benefit to complainant or person aggrieved	0
Complaint abandoned	0
Complaint withdrawn	0
<p>Complaint settled in consultation with the authority – When an investigation leads us to conclude that action is required to resolve the complaint, we try to achieve that resolution by obtaining the voluntary agreement of the authority to settle the complaint. This allows matters to be resolved fairly for the complainant and authority without requiring a formal finding of maladministration.</p>	0
Complaint substantiated with formal findings under the <i>Ombudsperson Act</i> .	0
Complaint not substantiated under the <i>Ombudsperson Act</i> .	0
<p>Ombudsperson Initiated Investigations – The Ombudsperson has the authority to initiate investigations independently from our process for responding to complaints from the public. These investigations may be ceased at the discretion of the Ombudsperson or concluded with formal findings and recommendations.</p>	0



OMBUDSPERSON BRITISH COLUMBIA

Complaints Closed from 1 October - 31 December, 2025
School District 62 (Sooke)

The tables below summarize the complaint topics we are tracking for your sector and/or authority and the number of times this topic was identified in the files (investigated and non-investigated complaints) that were closed in the most recent quarter.

If you would like more information on the types of complaints we receive, please contact our Public Authority Consultation and Training Team: email us at consult@bcombudsperson.ca or call us at 250-508-2950.

Sector-Specific Complaint Topics – All School Districts

Enrolment/Registration	3	6%
Other	17	32%
Special Education	18	34%
Student Safety	7	13%
Student Suspension or Exclusion	8	15%

General Complaint Topics – All School Districts

Accessibility	7	8%
Administrative Error	1	1%
Communication	12	14%
Delay	2	2%
Disagreement with Decision or Outcome	21	25%
Discrimination	4	5%
Employment or Labour Relations	1	1%
Other	1	1%
Process or Procedure	23	27%
Review or Appeal Process	5	6%
Treatment by Staff	7	8%

Mailing address: PO Box 9039 Stn Prov Govt • Victoria BC V8W 9A5

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OMBUDSPERSON
BRITISH COLUMBIA

Jenny Seal

From: Sebastien B [REDACTED]
Sent: April 30, 2026 8:04 PM
To: Amanda Dowhy (Trustee)
Cc: Trustees; Paul Block; D'Arcy Deacon; Sharon Beloin
Subject: Proposal: District-Wide Supervision and Consultation Model for School Counsellors
Attachments: SSCA_Proposal_Counsellor_Supervision_April_2026.pdf

Follow Up Flag: Follow up
Flag Status: Flagged

Dear Chair Dowhy, Trustees, Superintendent Block, and Associate Superintendent Deacon,

Please find attached a formal letter from the Executive Committee of the Sooke School Counsellors Association (SSCA) outlining a proposal for the development of a district-wide counsellor supervision and consultation model.

As our district continues to grow, establishing a formal model for supervision will support high-quality ethical practice, enhance student safety, and promote consistency across schools. This proposal aligns with provincial standards and reflects our shared commitment to student well-being in SD62.

We would welcome the opportunity to present at a future Board meeting or Education Policy Committee meeting to provide additional context and respond to any questions. We look forward to discussing this further and to collaborating on potential next steps.

Thank you for your time and for your ongoing support of students and staff.

Sincerely,

Sébastien B [REDACTED]
District Elementary School Counsellor
Vice President - Sooke School Counsellors Association (SSCA)

To: Board of Education, School District 62 (Sooke)
Attn: Amanda Dowhy, Board Chair

CC: Paul Block, Superintendent of Schools
D'Arcy Deacon, Associate Superintendent
Sharon Beloin, District Principal - Safe Schools

Dear Trustees, Superintendent Block, and Members of the Senior Leadership Team:

We are writing on behalf of the Sooke School Counsellors Association, representing the school counsellors of SD62, to respectfully advocate for the creation of an official district-wide *counsellor consultation and supervision model*. As the mental health needs of students continue to grow, intentional structures are needed to support the staff who work most closely with students in navigating these challenges.

Counselling consultation and supervision is a long-established, collaborative process in which an experienced counsellor with training in supervision supports another counsellor in navigating complex situations. It is a cornerstone of counsellor training and ongoing professional growth, designed to enhance a counsellor's competence, confidence, and ethical decision-making. Nearly all helping professions rely on this model to ensure safe, reflective, and effective practice. In the context of school counselling, supervision could be a non-evaluative, collegial process that maintains the non-hierarchical structure of STA members.

Across the province and the country, community-based mental health agencies, including hospitals, are reporting a marked increase in mental health referrals. School counsellors within SD62 are seeing the same trend. Both the *qualitative complexity* of the cases we support and the *quantitative volume* of students seeking help have risen sharply in recent years. A structured system of group and/or peer consultation would allow counsellors to collaboratively process difficult cases, mitigate risk, and provide higher-quality support for students and families.

Across Canada psychotherapists, clinical counsellors, psychologists, and social workers are ethically mandated by their regulatory colleges to engage in ongoing supervision or consultation. While the work of teacher-counsellors in BC is not classified as clinical, the realities of our caseloads—trauma, risk assessment, family conflict, grief, substance use, self-harm, and increasingly complex socio-emotional presentations—mirror many of the same challenges faced in clinical settings.

Without a formal consultation structure, counsellors experience:

- reduced effectiveness in managing their caseloads,
- limited opportunities for professional growth,
- heightened isolation within their roles and
- increased stress and risk of burnout,

A comprehensive, board-led framework for student mental health must include a consultation and supervision model for counsellors; the very staff responsible for implementing this framework day-to-day. Without investing in the well-being and professional support of counsellors, the overall system of student mental health support is weakened at its foundation. Establishing such a model would meaningfully operationalize the district's strategic commitment to "build staff capacity by offering training and professional learning to support student learning and success" and to "encourage a culture of lifelong learning among staff". While these priorities are clearly articulated in the strategic plan, a supervision model would ensure they are fully reflected in the day-to-day realities of counselling practice.

Currently, teachers have an entire curriculum department supporting their work, while counsellors—especially following the discontinuation of school-based social workers—have essentially one district administrator as their primary point of contact. While this administrator is highly competent, deeply supportive, and committed to student well-being, they are not a trained counsellor and are therefore limited in providing the specialized, case-specific professional consultation that counsellors require. School counselling is only one part of this administrator's broader portfolio, leaving gaps in accessing the ongoing, practice-focused support our roles demand.

We want to emphasize that school counsellors are deeply grateful for the professional development opportunities the district continues to provide. However, we also strongly request renewed investment in a consultation and supervision model that directly supports counsellors in the complex, emotionally demanding work we do every day.

Importantly, such a model can be implemented effectively without substantial additional cost to the district. The consensus among SD62 counsellors is that a peer-to-peer structure would be both feasible and impactful. In this model, a small group of experienced counsellors could receive training in supervision and consultation and then offer monthly small-group sessions—or as-needed support—across the district. This approach builds internal capacity and strengthens the skillset of the entire counselling team. While this peer-based model appears promising, we recognize that other structures may better meet the district's needs and are open to collaborative exploration of alternative approaches.

A consultation and supervision model would not only strengthen student mental health services within SD62 but would also position the district as a province-wide leader in school counselling practice. By implementing one, SD62 would set a precedent that other districts could follow, demonstrating bold, student-centered leadership at a time when innovative mental health support structures are urgently needed.

Finally, we wish to note that counsellors should not have to rely on their personal extended health benefits to access supervision, yet many are currently doing so out of necessity. This is neither sustainable nor equitable and further highlights the need for a district-supported model.

We respectfully urge the Sooke School District to adopt a formal consultation and supervision framework for school counsellors—an initiative that would strengthen our district’s mental health system, support staff well-being, and ultimately lead to better outcomes for students.

Thank you for your consideration and for your ongoing commitment to student wellness.

Respectfully submitted,

Executive Committee

Sooke School Counsellors Association (SSCA)

REPORT
BOARD OF EDUCATION
EDUCATION COMMITTEE OF THE WHOLE
May 19, 2026 – 6:00pm

TRUSTEES: Christine Lervold, Committee Chair
Cendra Beaton (online via MS Teams)
Amanda Dowhy, Trustee
Russ Chipps (online via MS Teams)

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

REGRETS: Trudy Spiller, Trustee

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:00 p.m. by the Committee Chair who acknowledged the territories of the First Nations. Approximately thirty members of the public were in attendance. The Committee Chair introduced members of the Board and partner groups and provided an overview of the meeting format.

2. PRESENTATIONS

2.1 Superintendent Remarks – Paul Block

During the budget consultation process, over 1300 public survey responses were received as well as 430 student survey responses across grades 6-12. This strong response rate reflects an engaged school community and feedback indicated priorities are students first with a focus on mental health. Although the budget is increased from last year, enrolment growth has declined from 4.5% to 1.7%. Careful planning is required, guided by the District’s values and Strategic Plan.

2.2 Budget 2026/27 Presentation – Brian Jonker

The Secretary Treasurer detailed the three streams of funding; Operational, Capital, and Special purpose funds that make up the budget bylaw of \$245,936,000. Explanation and rationale were provided for each category of the financial plan

included in the meeting materials. Next year would see an additional thirteen teachers, two more full time counsellors, 10-15 new Education Assistants, funds for Elders in classrooms, and an accessible bus and driver. Plans are underway (awaiting Ministry approval) for prefabricated classrooms to address space in schools.

Slowed enrolment growth has resulted in a budget deficit of \$2.2 million. Mitigation of this deficit is required to avoid an untenable situation. Recommendations follow a measured approach in line with feedback received with the deficit mitigation strategy using a three pronged approach including \$1.374M in administrative savings, \$.562M in savings through ending of the ECE in kindergarten classrooms pilot and \$.267M in a draw from reserves. Examples of items to be reduced through administrative savings were provided.

3. DELEGATIONS

3.1 Standing Delegations (STA, CUPE, SPEAC, PVP, Students)

Rita Zeni – President of the STA

The President of the STA urged the Board to advocate for more provincial funding. Thirty-five percent of funding allocated to public schools (\$575 million) was spent on private schools last year. Ending funding of ECEs in classrooms takes away an adult in the room is the wrong direction for early learners.

SPVPA – Jen Nixon and Ruchi MacArthur

The SPVPA co-presidents were happy to see there is continued support for literacy, numeracy, and students across the district in the proposed budget. This is foundational to all the partner groups.

Amber Leonard – CUPE President

The CUPE President stressed the important role of ECEs and other CUPE staff in the classroom highlighting that services provided by CUPE members are essential.

Tom Davis – SPEAC President

There were many positives shared tonight and SPEAC applauds the maintenance of counselling staff. The survey input received was not to cut services in classrooms; however, cutting the ECEs is a cut to classrooms. The SPEAC President suggested the use of reserve funds and advocating to the province for funding.

3.2 Delegations (Members of the Public)

Sixteen members of the public, including some staff, advocated to the Board to maintain ECEs in classrooms.

The Committee Chair thanked everyone for their participation and feedback.



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

4. BUSINESS

4.1 2026/27 Annual Budget By-law – Brian Jonker

MOVED: Amanda Dowhy/Russ Chipps

That the Board of Education of School District 62 (Sooke) give first and second readings to its 2026/27 Annual Budget Bylaw, specifying a total of \$245,935,907.

CARRIED

Discussion of the motion ensued with Trustees speaking both for and against the reduction of the ECE program with all trustees in attendance ultimately supporting the motion.

5. RISE AND REPORT

The Committee Chair reported the Committee has recommended the following motion for board consideration at its next meeting:

That the Board of Education of School District 62 (Sooke) give first and second readings to its 2026/27 Annual Budget Bylaw, specifying a total of \$245,935,907.

6. ADJOURNMENT

The meeting was adjourned at 8:16 p.m.

Annual Budget

School District No. 62 (Sooke)

June 30, 2027

School District No. 62 (Sooke)

June 30, 2027

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*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 62 (SOOKE) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2026/2027 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 62 (Sooke) Annual Budget Bylaw for fiscal year 2026/2027.
3. The attached Statement 2 showing the estimated revenue and expense for the 2026/2027 fiscal year and the total budget bylaw amount of \$245,935,907 for the 2026/2027 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2026/2027.

READ A FIRST TIME THE 26th DAY OF MAY, 2026;

READ A SECOND TIME THE 26th DAY OF MAY, 2026;

READ A THIRD TIME, PASSED AND ADOPTED THE 23rd DAY OF JUNE, 2026;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 62 (Sooke) Annual Budget Bylaw 2026/2027, adopted by the Board the 23rd DAY OF JUNE, 2026.

Secretary Treasurer

School District No. 62 (Sooke)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	14,467,000	14,189,125
Adult	40,000	32,250
Total Ministry Operating Grant Funded FTE's	14,507,000	14,221,375
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	213,857,672	211,815,053
Other	142,050	169,121
Tuition	8,758,703	8,276,500
Other Revenue	7,648,342	9,109,878
Rentals and Leases	589,114	589,114
Investment Income	919,286	933,246
Amortization of Deferred Capital Revenue	13,202,377	13,109,632
Amortization of Deferred Capital Revenue - For Lease	61,477	61,477
Total Revenue	245,179,021	244,064,021
Expenses		
Instruction	202,924,738	201,862,620
District Administration	8,579,286	8,704,798
Operations and Maintenance	29,264,655	29,806,567
Transportation and Housing	5,167,228	5,180,175
Total Expense	245,935,907	245,554,160
Net Revenue (Expense)	(756,886)	(1,490,139)
Budgeted Allocation (Retirement) of Surplus (Deficit)		3,907,014
Budgeted Surplus (Deficit), for the year	(756,886)	2,416,875
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)	263,071	1,017,579
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(1,019,957)	1,399,296
Budgeted Surplus (Deficit), for the year	(756,886)	2,416,875

School District No. 62 (Sooke)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	190,840,472	187,642,833
Operating - Tangible Capital Assets Purchased		2,328,094
Special Purpose Funds - Total Expense	40,072,117	42,540,149
Capital Fund - Total Expense	15,023,318	15,371,178
Total Budget Bylaw Amount	245,935,907	247,882,254

Approved by the Board

 Signature of the Chairperson of the Board of Education

Date Signed

 Signature of the Superintendent

Date Signed

 Signature of the Secretary Treasurer

Date Signed

School District No. 62 (Sooke)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	<u>(756,886)</u>	<u>(1,490,139)</u>
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds		(2,328,094)
From Deferred Capital Revenue	<u>(7,455,000)</u>	<u>(9,801,882)</u>
Total Acquisition of Tangible Capital Assets	<u>(7,455,000)</u>	<u>(12,129,976)</u>
Amortization of Tangible Capital Assets	<u>14,222,334</u>	<u>14,038,430</u>
Total Effect of change in Tangible Capital Assets	<u>6,767,334</u>	<u>1,908,454</u>
	<u>-</u>	<u>-</u>
(Increase) Decrease in Net Financial Assets (Debt)	<u><u>6,010,448</u></u>	<u><u>418,315</u></u>

School District No. 62 (Sooke)
Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	178,631,875	175,076,663
Other	142,050	169,121
Tuition	8,758,703	8,276,500
Other Revenue	2,092,515	2,116,219
Rentals and Leases	589,114	589,114
Investment Income	889,286	853,875
Total Revenue	191,103,543	187,081,492
Expenses		
Instruction	163,207,697	159,659,348
District Administration	8,579,286	8,704,798
Operations and Maintenance	15,045,534	15,257,785
Transportation and Housing	4,007,955	4,020,902
Total Expense	190,840,472	187,642,833
Net Revenue (Expense)	263,071	(561,341)
Budgeted Prior Year Surplus Appropriation		3,907,014
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased		(2,328,094)
Total Net Transfers	-	(2,328,094)
Budgeted Surplus (Deficit), for the year	263,071	1,017,579

School District No. 62 (Sooke)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	177,627,278	174,072,066
ISC/LEA Recovery	(631,134)	(631,134)
Other Ministry of Education and Child Care Grants		
Pay Equity	931,052	931,052
Funding for Graduated Adults	40,000	40,000
Student Transportation Fund	358,365	358,365
Foundation Skills Assessment (FSA) Scorer Grant	12,000	12,000
Child Care Funding	294,314	294,314
Total Provincial Grants - Ministry of Education and Child Care	178,631,875	175,076,663
Provincial Grants - Other	142,050	169,121
Tuition		
Continuing Education	90,000	90,000
International and Out of Province Students	8,668,703	8,186,500
Total Tuition	8,758,703	8,276,500
Other Revenues		
Funding from First Nations	631,134	631,134
Miscellaneous		
Grants for Crossing Guards	156,000	156,000
Rebates	61,000	51,000
SGF Discretionary	200,000	200,000
Transportation Safety Fees	80,000	80,000
Miscellaneous	-	111,920
Bus Fees	650,000	600,365
Child Care Fees	314,381	285,800
Total Other Revenue	2,092,515	2,116,219
Rentals and Leases	589,114	589,114
Investment Income	889,286	853,875
Total Operating Revenue	191,103,543	187,081,492

School District No. 62 (Sooke)

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
	\$	\$
Salaries		
Teachers	69,035,990	67,197,647
Principals and Vice Principals	11,729,673	11,510,769
Educational Assistants	22,995,311	21,984,311
Support Staff	16,317,836	16,791,318
Other Professionals	7,146,433	6,926,937
Substitutes	7,217,120	7,212,657
Total Salaries	134,442,363	131,623,639
Employee Benefits	37,781,332	35,639,587
Total Salaries and Benefits	172,223,695	167,263,226
Services and Supplies		
Services	8,794,474	9,650,459
Professional Development and Travel	1,321,488	1,270,035
Rentals and Leases	445,809	394,114
Dues and Fees	200,456	188,596
Insurance	618,154	740,451
Supplies	4,954,252	5,763,808
Utilities	2,266,344	2,346,344
Bad Debt	15,800	25,800
Total Services and Supplies	18,616,777	20,379,607
Total Operating Expense	190,840,472	187,642,833

School District No. 62 (Sooke)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2027

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	58,022,677	290,691	227,500	1,906,098	693,469	4,545,971	65,686,406
1.03 Career Programs	431,529			189,260		28,600	649,389
1.07 Library Services	544,466			293,672		6,699	844,837
1.08 Counselling	2,436,013						2,436,013
1.10 Inclusive Education	4,830,757	469,292	21,814,819	171,634	1,584,375	1,731,510	30,602,387
1.20 Early Learning and Child Care			260,192	4,268		12,814	277,274
1.30 English Language Learning	811,126			155,100		24,032	990,258
1.31 Indigenous Education	651,000	281,235	551,000	104,511		10,000	1,597,746
1.41 School Administration		10,187,106		3,114,378		256,680	13,558,164
1.61 Continuing Education							-
1.62 International and Out of Province Students	1,294,222	330,555		418,212			2,042,989
Total Function 1	69,021,790	11,558,879	22,853,511	6,357,133	2,277,844	6,616,306	118,685,463
4 District Administration							
4.11 Educational Administration	14,200	135,794	141,800	9,000	1,077,677	2,000	1,380,471
4.20 Early Learning and Child Care		35,000			80,000		115,000
4.40 School District Governance					166,884		166,884
4.41 Business Administration				720,992	2,692,840	43,997	3,457,829
Total Function 4	14,200	170,794	141,800	729,992	4,017,401	45,997	5,120,184
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				136,297	171,346		307,643
5.50 Maintenance Operations				6,080,550	449,950	405,514	6,936,014
5.52 Maintenance of Grounds				845,000			845,000
5.56 Utilities							-
Total Function 5	-	-	-	7,061,847	621,296	405,514	8,088,657
7 Transportation and Housing							
7.41 Transportation and Housing Administration				132,909	229,892		362,801
7.70 Student Transportation				2,035,955		149,303	2,185,258
Total Function 7	-	-	-	2,168,864	229,892	149,303	2,548,059
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	69,035,990	11,729,673	22,995,311	16,317,836	7,146,433	7,217,120	134,442,363

School District No. 62 (Sooke)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2027

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2027 Annual Budget	2026 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	65,686,406	19,035,295	84,721,701	3,417,198	88,138,899	87,308,426
1.03 Career Programs	649,389	195,022	844,411	781,266	1,625,677	1,512,961
1.07 Library Services	844,837	239,985	1,084,822		1,084,822	1,130,223
1.08 Counselling	2,436,013	687,098	3,123,111	4,000	3,127,111	2,917,503
1.10 Inclusive Education	30,602,387	8,715,144	39,317,531	898,938	40,216,469	38,418,440
1.20 Early Learning and Child Care	277,274	101,732	379,006	84,189	463,195	414,856
1.30 English Language Learning	990,258	277,743	1,268,001	24,200	1,292,201	1,362,906
1.31 Indigenous Education	1,597,746	388,500	1,986,246	353,224	2,339,470	2,330,580
1.41 School Administration	13,558,164	3,465,115	17,023,279	604,039	17,627,318	17,303,121
1.61 Continuing Education	-		-	40,405	40,405	40,405
1.62 International and Out of Province Students	2,042,989	540,959	2,583,948	4,668,182	7,252,130	6,919,927
Total Function 1	118,685,463	33,646,593	152,332,056	10,875,641	163,207,697	159,659,348
4 District Administration						
4.11 Educational Administration	1,380,471	294,346	1,674,817	719,191	2,394,008	2,397,903
4.20 Early Learning and Child Care	115,000	28,000	143,000	2,500	145,500	165,258
4.40 School District Governance	166,884	10,527	177,411	187,923	365,334	472,755
4.41 Business Administration	3,457,829	875,998	4,333,827	1,340,617	5,674,444	5,668,882
Total Function 4	5,120,184	1,208,871	6,329,055	2,250,231	8,579,286	8,704,798
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	307,643	79,304	386,947	439,800	826,747	890,698
5.50 Maintenance Operations	6,936,014	1,935,285	8,871,299	1,654,815	10,526,114	10,602,654
5.52 Maintenance of Grounds	845,000	234,240	1,079,240	347,089	1,426,329	1,418,089
5.56 Utilities	-		-	2,266,344	2,266,344	2,346,344
Total Function 5	8,088,657	2,248,829	10,337,486	4,708,048	15,045,534	15,257,785
7 Transportation and Housing						
7.41 Transportation and Housing Administration	362,801	96,349	459,150	54,991	514,141	504,849
7.70 Student Transportation	2,185,258	580,690	2,765,948	727,866	3,493,814	3,516,053
Total Function 7	2,548,059	677,039	3,225,098	782,857	4,007,955	4,020,902
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	134,442,363	37,781,332	172,223,695	18,616,777	190,840,472	187,642,833

School District No. 62 (Sooke)

Schedule 3

Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2027

	2027	2026 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	34,486,290	35,467,119
Other Revenue	5,555,827	6,993,659
Investment Income	30,000	79,371
Total Revenue	40,072,117	42,540,149
Expenses		
Instruction	39,717,041	42,203,272
Operations and Maintenance	355,076	336,877
Total Expense	40,072,117	42,540,149
Budgeted Surplus (Deficit), for the year	-	-

School District No. 62 (Sooke)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2027

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
Deferred Revenue, beginning of year	-	-	-	-	-	-	-	-	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	355,076	614,860			204,000	49,000	306,705	800,343	1,630,981
Other				4,140,000					
Investment Income			30,000						
	355,076	614,860	30,000	4,140,000	204,000	49,000	306,705	800,343	1,630,981
Less: Allocated to Revenue	355,076	614,860	30,000	4,140,000	204,000	49,000	306,705	800,343	1,630,981
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	355,076	614,860			204,000	49,000	306,705	800,343	1,630,981
Other Revenue				4,140,000					
Investment Income			30,000						
	355,076	614,860	30,000	4,140,000	204,000	49,000	306,705	800,343	1,630,981
Expenses									
Salaries									
Teachers							92,370	123,064	
Principals and Vice Principals								54,106	
Educational Assistants		472,969						5,000	
Support Staff				10,026	144,844			5,000	
Other Professionals								301,609	
Substitutes				56,333		20,237	6,700	73,275	1,336,870
	-	472,969	-	66,359	144,844	20,237	99,070	562,054	1,336,870
Employee Benefits		141,891		526	46,928	4,047	23,485	137,184	294,111
Services and Supplies	355,076		30,000	4,073,115	12,228	24,716	184,150	101,105	
	355,076	614,860	30,000	4,140,000	204,000	49,000	306,705	800,343	1,630,981
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2027

	Classroom Enhancement Fund - Staffing	First Nation Student Transportation	Mental Health in Schools	ECL Early Care & Learning	Feeding Futures Fund	National School Food Program	Academies	Donations	Theatres
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	-	-	-	-	-	-	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	28,279,220	31,000	51,000	228,019	1,683,076	253,010			
Other							1,375,327	37,000	3,500
Investment Income									
	28,279,220	31,000	51,000	228,019	1,683,076	253,010	1,375,327	37,000	3,500
Less: Allocated to Revenue	28,279,220	31,000	51,000	228,019	1,683,076	253,010	1,375,327	37,000	3,500
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	28,279,220	31,000	51,000	228,019	1,683,076	253,010			
Other Revenue							1,375,327	37,000	3,500
Investment Income									
	28,279,220	31,000	51,000	228,019	1,683,076	253,010	1,375,327	37,000	3,500
Expenses									
Salaries									
Teachers	22,240,834						137,509		
Principals and Vice Principals				43,200			96,721		
Educational Assistants									
Support Staff				13,697	213,279		47,062		
Other Professionals				83,103					
Substitutes			13,154				8,707		
	22,240,834	-	13,154	140,000	213,279	-	289,999	-	-
Employee Benefits	6,038,386		3,497	35,000	49,154		77,053		
Services and Supplies		31,000	34,349	53,019	1,420,643	253,010	1,008,275	37,000	3,500
	28,279,220	31,000	51,000	228,019	1,683,076	253,010	1,375,327	37,000	3,500
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2027

	<u>TOTAL</u>
	\$
Deferred Revenue, beginning of year	-
Add: Restricted Grants	
Provincial Grants - Ministry of Education and Child Care	34,486,290
Other	5,555,827
Investment Income	<u>30,000</u>
	40,072,117
Less: Allocated to Revenue	<u>40,072,117</u>
Deferred Revenue, end of year	<u><u>-</u></u>
Revenues	
Provincial Grants - Ministry of Education and Child Care	34,486,290
Other Revenue	5,555,827
Investment Income	<u>30,000</u>
	40,072,117
Expenses	
Salaries	
Teachers	22,593,777
Principals and Vice Principals	194,027
Educational Assistants	477,969
Support Staff	433,908
Other Professionals	384,712
Substitutes	<u>1,515,276</u>
	25,599,669
Employee Benefits	6,851,262
Services and Supplies	<u>7,621,186</u>
	40,072,117
Net Revenue (Expense)	<u><u>-</u></u>

School District No. 62 (Sooke)
Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2027

Schedule 4

	2027 Annual Budget			2026 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education and Child Care	739,507		739,507	1,271,271
Amortization of Deferred Capital Revenue	13,202,377		13,202,377	13,109,632
Amortization of Deferred Capital Revenue - For Lease	61,477		61,477	61,477
Total Revenue	14,003,361	-	14,003,361	14,442,380
Expenses				
Operations and Maintenance	800,984		800,984	1,332,748
Amortization of Tangible Capital Assets				
Operations and Maintenance	13,063,061		13,063,061	12,879,157
Transportation and Housing	1,159,273		1,159,273	1,159,273
Total Expense	15,023,318	-	15,023,318	15,371,178
Net Revenue (Expense)	(1,019,957)	-	(1,019,957)	(928,798)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased			-	2,328,094
Total Net Transfers	-	-	-	2,328,094
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	
Budgeted Surplus (Deficit), for the year	(1,019,957)	-	(1,019,957)	1,399,296



**Financial Plan
2026-2029**

DRAFT



Acknowledgement of Traditional Lands

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

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Executive Summary

The Sooke School District Board of Education presents this financial plan as a multi-year framework aligning resources with the priorities of the Strategic Plan 2025–2029. It outlines projected revenues and expenditures from 2026 to 2029, ensuring that financial decisions are purposeful, transparent, and focused on supporting student success and the systems that sustain it.

Guided by our Strategic Plan, we focus on three defining priorities: learning, engagement, and growth. These commitments shape our decisions and inform how resources are allocated across the organization.

The financial environment in which this plan is developed is increasingly complex. Inflationary pressures, rising capital demands, and global uncertainty continue to influence costs and funding assumptions. These are immediate and evolving pressures that require careful planning, disciplined stewardship, and a strong commitment to long-term stability.

At the same time, slowing enrolment growth presents additional challenges that require adaptability and thoughtful planning. The plan also assumes full provincial funding for recently negotiated collective agreements with both teachers and support staff.

Within this context, the financial plan reflects a balanced approach: managing limited resources responsibly while remaining responsive to the needs and priorities of our community. It is grounded in long-term thinking, collaboration, and a shared commitment to educational excellence.





Creating the Budget

The Board of Education has established a budget process rooted in collaboration, purpose and transparency. It ensures that the priorities of the Strategic Plan are fully supported by the resources required to bring them to life and that we are fulfilling our mandate in the School Act.

This process invites meaningful engagement through communication and consultation with partners and the public, while reinforcing trust by reporting decisions back to the community. At every stage, it remains aligned with the requirements of the *School Act*, collective agreements, Board Policy and all regulatory obligations.

In a complex and evolving environment, this approach ensures that financial decisions are both responsible and responsive, grounded in integrity and focused on the needs of those we serve.

Timelines

As per the *School Act*, the Board must adopt an annual budget on or before June 30 of each year for the next fiscal year. The District started the budget process in November with the first reading of the budget planned for May. Through the Resources Committee, a special Education Committee of the Whole meeting in May, public Board Meetings, surveys, and communication through the District website and social media, the process is transparent and provides multiple consultation opportunities for partner and public input.

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Partner, Public and Student Engagement

GROUP	ENGAGEMENT	DATES
IEC	Budget Presentation Written Submission	February 3, 2026 March 31, 2026
CUPE STA	Written Submissions	February 13, 2026 February 17, 2026
SPEAC SPVPA	Partner Budget Presentations	February 18, 2026
Leadership Budget Working Group	Advisory	February - March, 2026
Public	Survey	March 11 - April 2, 2026
Students	Survey	March 13 - April 17, 2026
SPEAC	Presentation	April 15, 2026



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Board Engagement

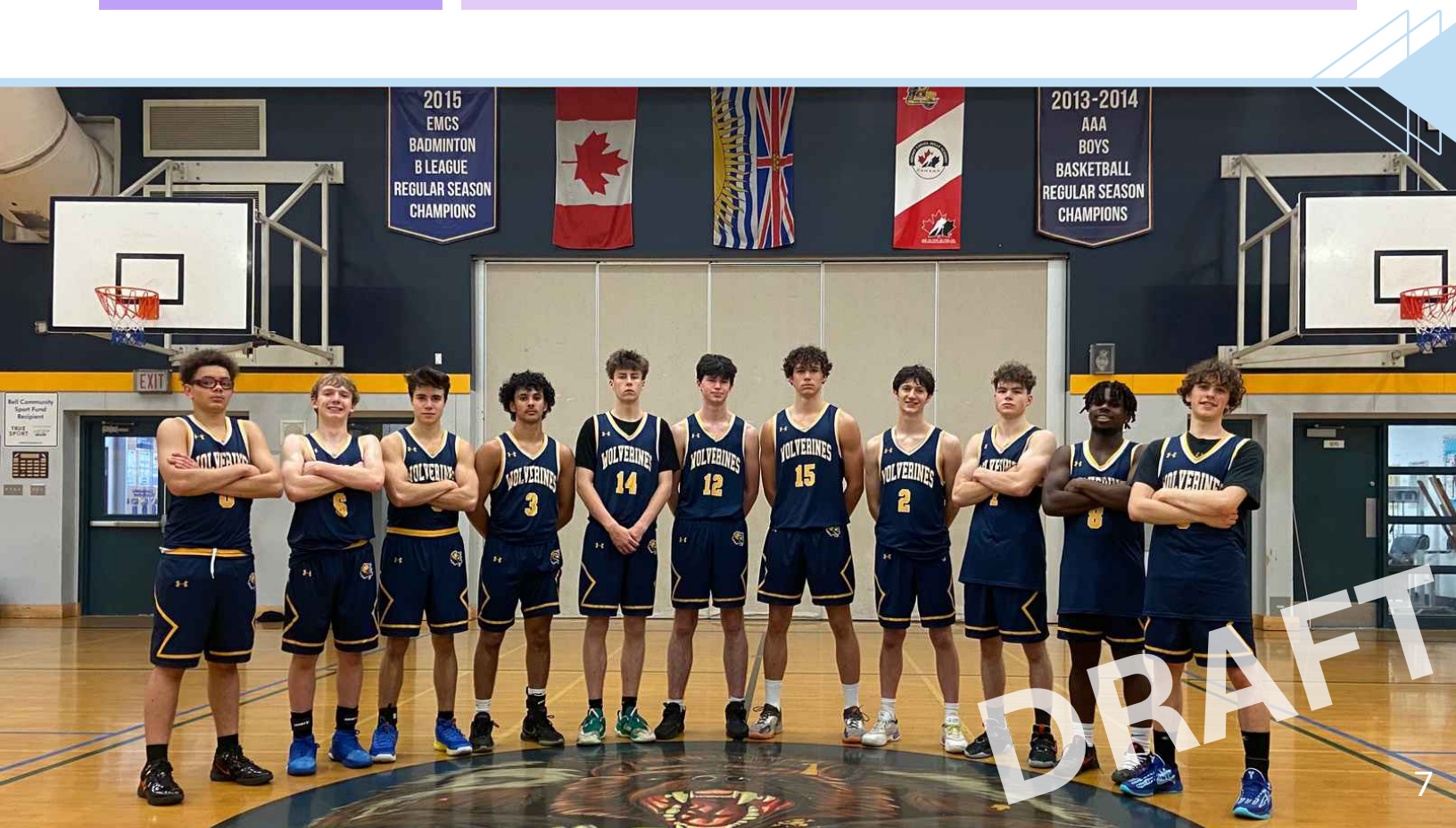
TOPIC	COMMITTEE	BOARD TABLE
Budget principles, assertions and process	Resources Committee November 18, 2025	November 25, 2025
2026/27 Fees	Resources Committee February 10, 2026	February 24, 2026
Budget Development Update	Resources Committee April 14, 2026	April 28, 2026
Presentation of Draft Budget	Education Committee of the Whole May 19, 2026	N/A
1st & 2nd Reading of Budget	N/A	May 26, 2026
3rd Reading of Budget	N/A	June 23, 2026

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Budgeting Strategic Priorities

Our budget allocations are intentionally aligned with the priorities of our Strategic Plan, balancing operational needs with Ministry mandates and the unique values of our community. This alignment sharpens our focus from the district level to each individual learner, fostering a cohesive and responsive environment that delivers on our mission.

PRIORITY	ACTION
Learning	Develop and support adaptable learners who are creative, critical, and social thinkers with the capacity to be educated citizens.
Engagement	Foster a strong sense of community and belonging among students, families, staff, and the wider community, encouraging a shared responsibility for education.
Growth	Strive for operational excellence by using sustainable practices and constantly improving our ability to meet the needs of our growing community.





Budget Fund Types

The District's Budget is comprised of three separate Funds: Operating Fund, Special Purpose Fund, and Capital Fund. The District's total budget bylaw amount includes expenses and asset purchases from all funds. The Operating Fund is where the majority of the District's expenses are reported and is driven by domestic and international student enrolment.

OPERATING FUND

Revenue

- Operating Grant Revenue
- International Revenue
- Other Revenue

Expenditures

- Instruction
- District Administration
- Operations and Maintenance
- Transportation

SPECIAL PURPOSE FUND

- Classroom Enhancement Fund (CEF)
- Annual Facilities Grant (AFG)
- Feeding Futures Fund
- Community Link
- Academies
- School Generated Funds

CAPITAL FUND

- New Schools
- School Enhancement Programs (HVAC, Roofing Upgrades)
- Seismic Mitigation Projects
- Bus Purchases
- Playgrounds
- Land Purchases

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Operating Grant Allocation

In March 2026, the Ministry announced the preliminary operating grants for school districts for 2026-2027 based on enrolment estimates provided by school districts. The District’s preliminary operating grant allocation is \$177.63 million. These grants do not include any increases to address inflationary cost pressures or estimated labour settlement costs. As such, each of the per FTE funding levels remained unchanged from the 2025/26 funding levels, including the Basic Allocation for standard, continuing education and alternate schools at \$9,015 per school age FTE.

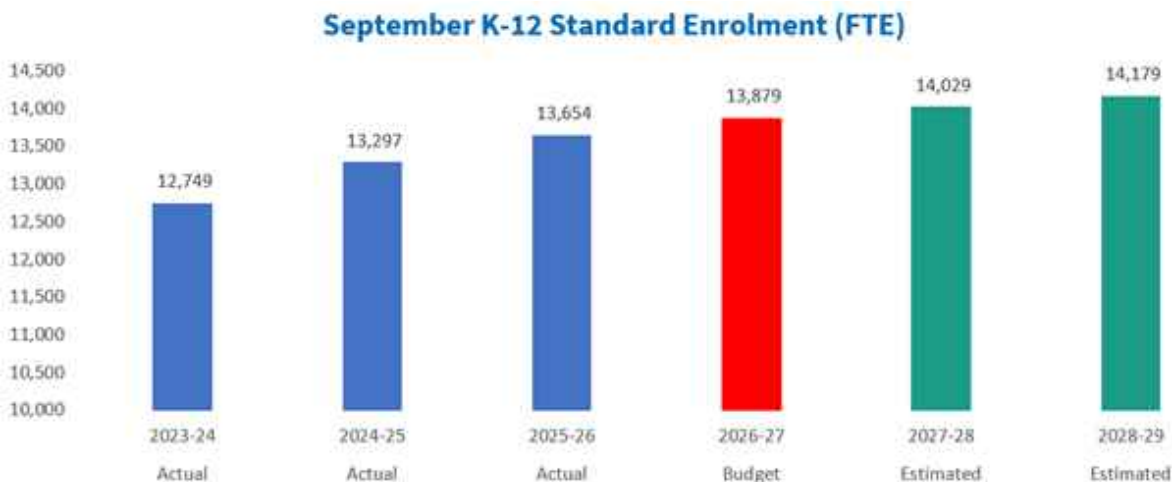
Basic Allocation per FTE



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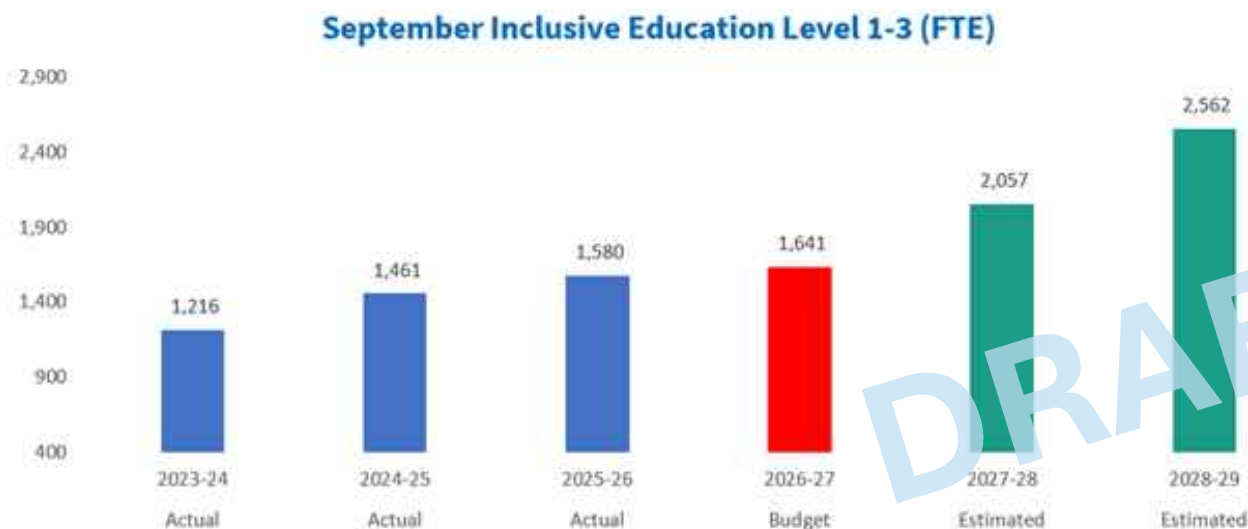
September K-12 Standard Enrolment

The chart below shows 3 years of historical September K-12 Standard Enrolment, and the projected enrolment for the next 3 years. At 13,879 FTE in 2026/27, enrolment is expected to increase by 225 FTE over the prior year which is 1.65% of anticipated growth from the prior year. This growth is contrary to the estimated enrolment decline of 5,442 FTE (4.13%) across the province. Enrolment growth is expected to continue to slow with an increase of 150 FTE in 2027/28 and another increase of 150 FTE in 2028/29.



September Inclusive Education Enrolment

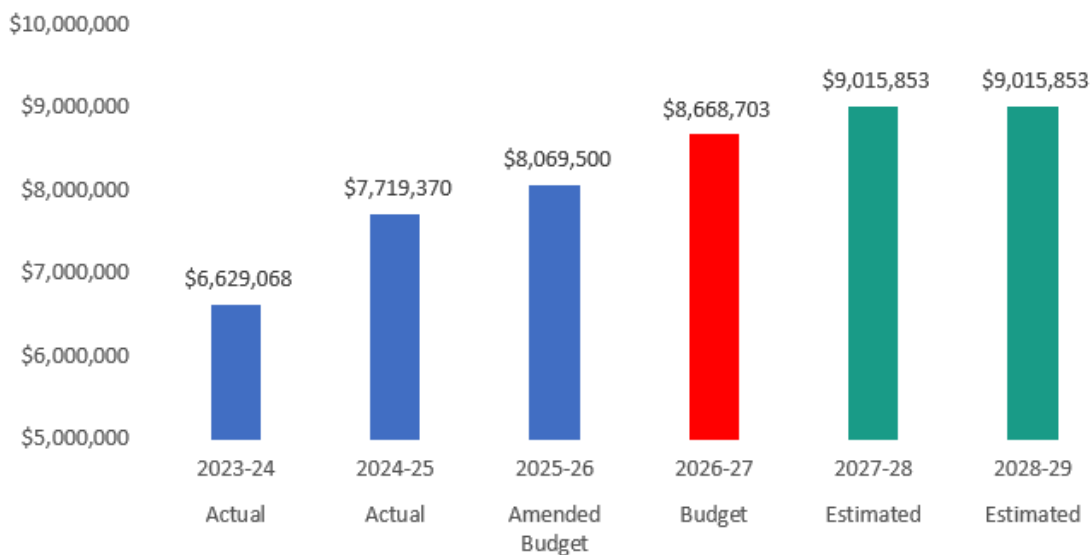
School districts also receive supplemental funding in the Operating Grant for those students with disabilities or diverse abilities in order to provide additional supports and resources. The enrolment count of students with disabilities or diverse abilities is reported in September and February. With an estimated September enrolment of 1,641 FTE in 2026/27, the chart below shows a budgeted increase of 61 FTE (4%) from the prior year. Based on Ministry projections, enrolment is expected to increase with another 416 FTE in 2027/28 and an increase of 505 FTE in 2028/29.



International Student Program

The International Student Program (ISP) generates additional tuition revenue separate from the Operating Grant and helps fund existing infrastructure and services elsewhere in the District. Due to the competitive nature of the international student programs around the world as well as the current geopolitical climate and space constraints within the District, the projected enrolment is estimated to remain relatively static at 262 FTE in 2026/27 and for the subsequent two years. Additionally, to pay for program cost increases, the ISP fees are increasing by \$1,325 per FTE to \$31,650 in 2026/27, and another \$1,450 to \$33,100 in 2027/28. As the tuition rates have yet to be set for 2028/29, they are estimated to remain the same as the prior year.

International Student Program Revenues



Operating Fund Expenses

Staffing levels take various factors into consideration including student and educational needs, funding availability, enrolment growth, and organizational capacity. As student enrolment is projected to increase so will staffing levels. For the 2027/28 to 2028/29 years, teacher staffing increases assume additions at a 1 to 24 teacher to student ratio. Staffing for educational assistants is still to be determined and will depend on the distribution of identified student needs and available resources.

Staffing Chart - Total FTE - Operating Fund

	Actual 2023-24	Actual 2024-25	Amended Budget 2025-26	Budget 2026-27	Estimated 2027-28	Estimated 2028-29
Teachers*	653	649	678	691	697	703
Principals and Vice Principals	71	70	74	75	75	75
Educational Assistants	452	520	567	TBD	TBD	TBD
Support Staff	297	294	295	296	296	296
Other Professionals	48	49	56	56	56	56
Total	1,521	1,581	1,670	TBD	TBD	TBD

*Total teachers (including CEF) for Budget 2026-27 is 900 FTE

NOTE - Final staffing for educational assistants in 2026/27 is estimated at an additional 10-15 FTE from prior year

Staffing Chart - Year over Year Changes in Total FTE - Operating

	Actual 2024-25	Amended Budget 2025-26	Budget 2026-27	Estimated 2027-28	Estimated 2028-29
Teachers*	(4)	29	13	6	6
Principals and Vice Principals	(1)	4	1	-	-
Educational Assistants	68	47	TBD	TBD	TBD
Support Staff	(3)	1	1	-	-
Other Professionals	1	7	-	-	-
Total	60	88	TBD	TBD	TBD

*Total teachers (including CEF) year over year increase for Budget 2026-27 is approximately 13 FTE

NOTE - Final staffing for educational assistants in 2026/27 is estimated at an additional 10-15 FTE from prior year

As labour settlement funding was not released in the preliminary operating grants in March 2026, the 2026/27 budget assumes collective agreement costs will be fully funded by the Province and will be reflected in the 2026/27 Amended Budget in February 2027.

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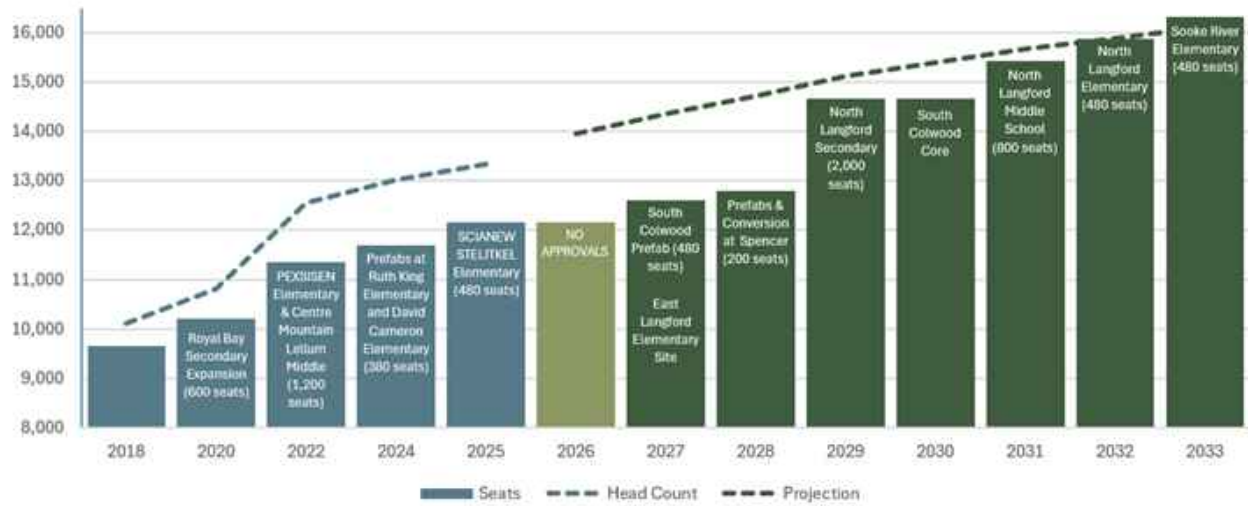
Interfund Transfers and Capital Planning

When capital assets are purchased with operating funds, they must be transferred from the Operating Fund to the Capital Fund in order to be properly capitalized and amortized (expensed) over the life of the asset. This transfer is reflected as an inter-fund transfer.

The District is not anticipating any inter-fund transfers for 2026/27.

The response from the Ministry to the District’s 2026-27 Annual Five-Year Capital Plan submission did not include support for any new expansion program capital projects. Despite the additions of the new SCIANEW STELITKEĒ Elementary School and 18 prefabricated classrooms at David Cameron Elementary and Ruth King Elementary, the District is anticipating continued space challenges in the future as a result of estimated future growth until the new secondary school in North Langford becomes operational.

Head Count vs. Seats



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Accumulated Operating Surplus

The use of the operating surplus enables the Board to engage in long-term planning, mitigate financial risk and support consistent services. The Board believes that the maintenance of a strong financial position is fundamental to the District's overall fiscal strategy, and as such, an appropriate level of unrestricted surplus funds should be established. The Board has a policy to build and maintain a unrestricted surplus of 2% of operating expenses.



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Multi-Year Operating Fund Financial Plan Summary

The following table is a detailed financial plan summary for the Operating Fund. It considers the projected enrolment and related effects on staffing and expenditures, interfund transfers, and the Accumulated Operating Surplus.

	Actual 2024/25	Amended 2025/26	Budget 2026/27	Estimated 2027/28	Estimated 2028/29
Revenues					
Provincial Grants					
Ministry of Education and Child Care	167,904,326	175,076,663	178,631,875	188,631,525	200,493,555
Other	145,071	169,121	142,050	142,050	142,050
Tuition	7,840,268	8,276,500	8,758,703	9,105,853	9,105,853
Other Revenue	2,050,040	2,116,219	2,092,515	2,092,515	2,092,515
Rentals and Leases	610,131	589,114	589,114	589,114	589,114
Investment Income	1,093,499	853,875	889,286	889,286	889,286
Total Operating Revenue	179,643,335	187,081,492	191,103,543	201,450,343	213,312,373
Salaries					
Teachers	63,672,448	67,197,647	69,035,990	70,445,572	71,855,154
Principals and Vice Principals	10,528,971	11,510,769	11,729,673	12,001,363	12,273,053
Educational Assistants	19,926,893	21,984,311	22,995,311	29,745,700	37,949,912
Support Staff	16,228,256	16,791,318	16,317,836	16,382,836	16,382,836
Other Professionals	6,251,259	6,926,937	7,146,433	7,317,930	7,489,427
Substitutes	7,569,033	7,212,657	7,217,120	7,247,120	7,277,120
Total Salaries	124,176,860	131,623,639	134,442,363	143,140,521	153,227,502
Employee Benefits	32,196,907	35,639,587	37,781,332	41,199,211	45,005,647
Employee Benefit Rate (as a % of Total Salaries)	25.93%	27.08%	28.10%	28.78%	29.37%
Services and Supplies					
Services	8,379,961	9,650,459	8,794,474	9,141,624	9,141,624
Professional Development and Travel	1,316,892	1,270,035	1,321,488	1,321,488	1,321,488
Rentals and Leases	486,248	394,114	445,809	445,809	445,809
Dues and Fees	198,420	188,596	200,456	200,456	200,456
Insurance	557,648	740,451	618,154	618,154	618,154
Supplies	5,649,412	5,763,808	4,954,252	4,999,252	4,999,252
Utilities	2,038,580	2,346,344	2,266,344	2,336,344	2,336,344
Bad Debt	15,432	25,800	15,800	15,800	15,800
Total Services and Supplies	18,642,593	20,379,607	18,616,777	19,078,927	19,078,927
Total Operating Expense	175,016,360	187,642,833	190,840,472	203,418,659	217,312,076
Net Revenue (Expense)	4,626,975	(561,341)	263,071	(1,968,316)	(3,999,703)
Interfund Transfers					
Tangible Capital Assets Purchased and Work in Progress	(436,749)	(2,328,094)	-	-	-
Local Capital	(300,000)	-	-	-	-
Total Interfund Transfers	(736,749)	(2,328,094)	-	-	-
Total Operating Surplus (Deficit), for the year	3,890,226	(2,889,435)	263,071	(1,968,316)	(3,999,703)
Operating Surplus, beginning of year	3,746,823	7,637,049	4,747,614	5,010,685	3,042,369
Total Operating Surplus (Deficit), for the year	3,890,226	(2,889,435)	263,071	(1,968,316)	(3,999,703)
Operating Surplus, end of year	7,637,049	4,747,614	5,010,685	3,042,369	(957,334)
Operating Surplus, end of year					
Internally Restricted Operating Surplus	3,907,014	-	1,193,876	-	-
Unrestricted Operating Surplus (Contingency)	3,730,035	4,747,614	3,816,809	3,042,369	(957,334)
Total Operating Surplus, end of year	7,637,049	4,747,614	5,010,685	3,042,369	(957,334)
Contingency as % of Operating Expense	2.13%	2.53%	2.00%	1.50%	-0.44%

As labour settlement funding was not released in the preliminary operating grants in March 2026, the 2026/27 budget assumes collective agreement costs will be fully funded by the Province and will be reflected in the 2026/27 Amended Budget in February 2027.

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Special Purpose Funds

Contributions restricted from an external party are reported as Special Purpose Funds (SPF). The annual funding received varies from year to year and the funding is not always confirmed at the time that the budget is prepared. The more significant SPF of the District include the Classroom Enhancement Fund (CEF), Learning Improvement Fund (LIF), Community LINK, Official Languages in Education French Programs (OLEP), Strong Start, Academies, School Generated Funds, and the Feeding Futures Fund.

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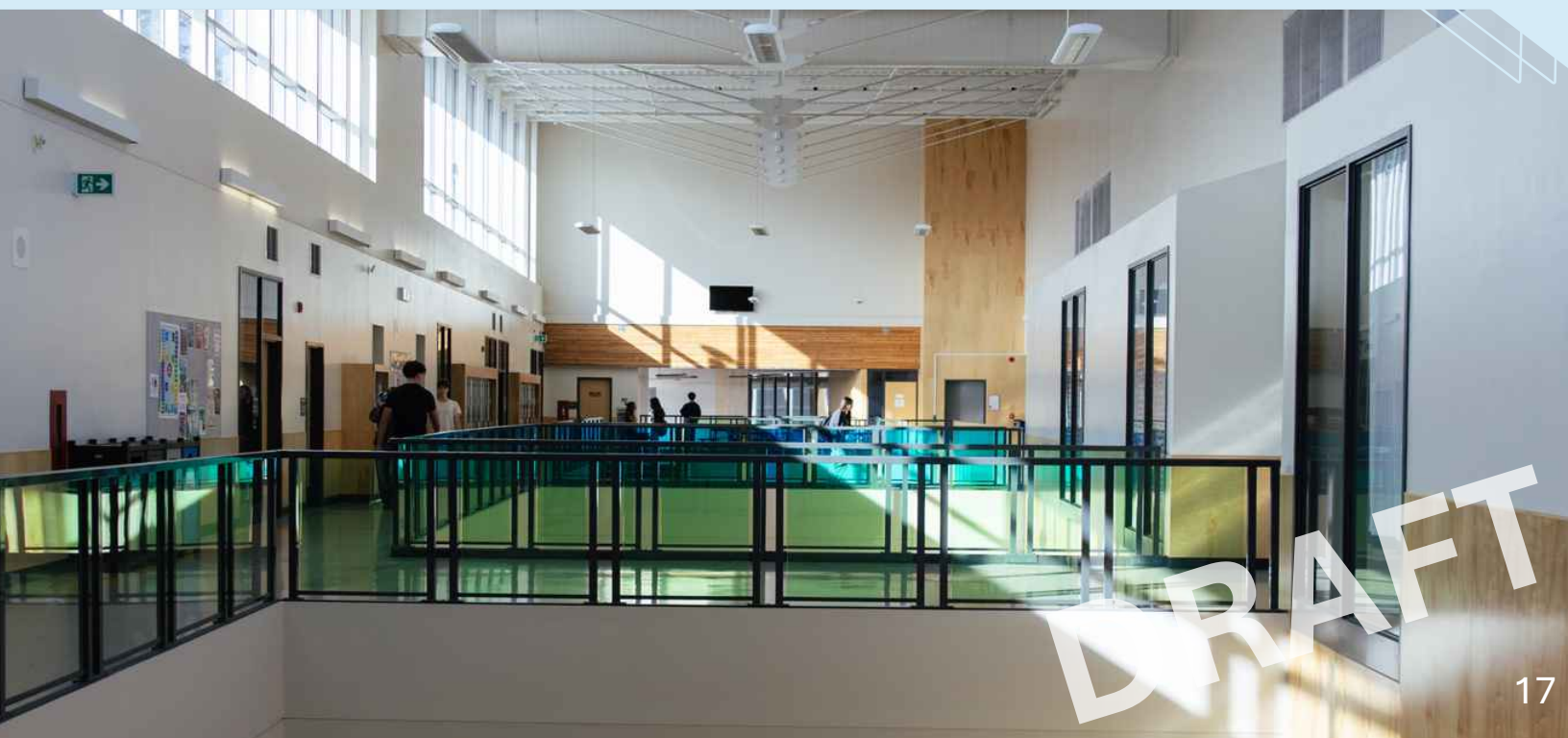
Capital Funds

The Capital Fund includes capital expenditures for land, buildings, buses and other tangible capital assets that are funded from the Ministry capital grants, local capital, the Operating Fund, and Special Purposes Funds.

The 2026/27 budget includes \$7.5 million in anticipated total capital additions that are to be amortized (expensed) over the useful life of the asset.

Some of the more significant capital projects include:

- Expansion Program (EXP) – An initial \$2.1 million for the construction of the new secondary school in North Langford. This will grow in future years.
- School Enhancement Program (SEP) – \$1.2 million for HVAC upgrades at John Muir Elementary and \$0.8 million for HVAC upgrades at Willway Elementary.
- Carbon Neutral Capital Program (CNCP) – \$0.5 million for HVAC upgrades at Sangster Elementary.
- Food Infrastructure Program (FIP) – \$0.125 million for a new kitchen and equipment upgrades at various schools.
- Playground Equipment Program (PEP) - \$0.2 million for a new universally accessible playground at Sangster Elementary.
- The new childcare centre at Hans Helgesen Elementary, with project costs of approximately \$1.0 million in 2026/27, is expected to be completed in Fall 2026.



Summary of Budget Bylaw Changes

Summary of Budget Bylaw Changes 25-26 Amended Budget to 26-27 Budget (in \$ millions)

Type	Strat Plan Link	FTEs	Operating	SPF	Capital	Total
25/26 Amended Budget (net of carry overs)			186.064	39.845	15.371	241.280
Inflation and Growth						
Targeted:						
Inclusive Education Services	Learning	TBD	1.294			1.294
Na'tsa'maht Indigenous Education	Learning		-0.016			-0.016
Indigenous Education Councils	Engagement		-0.069			-0.069
International Student Program	Learning		0.461			0.461
Child Care	Learning		0.029			0.029
Seamless Day	Learning		-0.089	-0.055		-0.144
Staffing:						
Teachers	Learning	13.00	1.774			1.774
Port Renfrew Elementary Vice Principal	Learning	1.00	0.177			0.177
Bus Driver - accessible route	Growth	1.00	0.051			0.051
Other pressures:						
Employee Benefits	LEG		1.355			1.355
Increments	Learning		1.292			1.292
Inflationary	LEG		0.139			0.139
Ratios - enrolment driven services and supplies	LEG		0.223			0.223
NA'TSA'MAHT Indigenous Education Department	Learning		0.025			0.025
Other:						
Feeding Future Fund SPF	Learning			0.021		0.021
Learning Improvement Fund SPF	Learning			0.034		0.034
Early Care and Learning Fund SPF	Learning			0.053		0.053
Classroom Enhancement Fund SPF	Learning			0.107		0.107
Academies Program	Learning			0.075		0.075
Various SPF	Learning			-0.008		-0.008
Annual Facilities Grant non-capital expenditures	Growth				-0.532	-0.532
Amortization Expense	Growth				0.184	0.184
Reallocation						
Administrative savings	LEG		-1.307			-1.307
Early Childhood Education (ECE) Program	Learning	-11.00	-0.562			-0.562
26/27 Budget			190.840	40.072	15.023	245.936

NOTE - Final staffing for educational assistants in 2026/27 is estimated at an additional 10-15 FTE from prior year.

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RESOURCES COMMITTEE MEETING REPORT

May 12, 2026 – 6:00 p.m.

Present: Christine Lervold, Trustee (Committee Chair) (Online via MS Teams)
Cendra Beaton, Trustee (Committee Member) (Online via MS Teams)
Russ Chipps, Trustee (Committee Member) (Online via MS Teams)
Amanda Dowhy, Trustee
Brian Jonker, Secretary Treasurer
David Lee-Bonar, Assistant Secretary Treasurer
Monica Braniff, Deputy Superintendent (Online via MS Teams)
Ed Berlando, STA (Online via MS Teams)
Dana Savage, CUPE
Tom Davis, SPEAC
Beth Kim, Asset Management Analyst, IT Department
Mark Kaercher, SPVPA
Ben Macklin, Manager of Capital Planning

Regrets: Paul Block, Superintendent

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

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

The Chair provided virtual participation instructions to Trustees and attendees joining online.

2. COMMITTEE REPORT

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated April 14, 2026, at its Public Board Meeting dated April 28, 2026.

3. PRESENTATIONS

There were no presentations.

4. BUSINESS

4.1 2025/26 Q3 Forecast – David Lee-Bonar

The Committee supported the following motion going forward to the Board at its meeting of May 26, 2026:

Recommended Motion: That the Board of Education of School District 62 (Sooke) receive the Quarter 3 Financial Forecast Report as presented at the Resources Committee meeting of May 12, 2026.

4.2 2027/28 Capital Plan Submission – Ben Macklin

The Committee supported the following motion going forward to the Board at its meeting of May 26, 2026:

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve 2027/28 Five Year Capital Plan submission as presented at the Resources Committee meeting of May 12, 2026.

4.3 2026/27 Annual Facilities Grant (AFG) Projects Planned – Ben Macklin/Brian Jonker A summary of the Annual Facilities Projects was presented.

5. ADJOURNMENT

The meeting was adjourned at 7:09 p.m. The next meeting is scheduled for June 9, 2026.



Committee Information Note Resources Committee Meeting

May 12, 2026

Agenda Item 4.1 – 2025/26 Quarter 3 Financial Forecast

BACKGROUND:

- The School District’s fiscal year runs July 1, 2025 – June 30, 2026.
- At the end of the first quarter (Q1), second quarter (Q2), and third quarter (Q3) of the fiscal year, staff complete a forecast of where we expect to finish the year financially.
- This note provides the District’s point-in-time estimate of where we expect to end the year based on the Q3 forecasting process.

ANALYSIS:

- Staff have prepared a summary of the changes since the Q2 forecast for review (**Appendix A**).
- There is a forecasted pressure of \$1,299,145 from the Amended Budget at this time which, if materialized, would result in a \$3,448,469 unrestricted reserve at fiscal year end, June 30, 2026.
- The forecasted reserve of \$3,448,469 is 1.85% of the total forecasted Operating expenses of \$186.8M.
- There are several assumptions used in this forecast that may impact the final numbers. Some examples include:
 - School Supply Budgets - assumed spend to budget
 - Employee Future Benefits - forecasted to budget
 - Operating Grant May Enrolment Counts - forecasted to budget
 - Classroom Enhancement Fund – assumed District will receive full funding
- Aligned with Budget 2026/27 planning, staff intend to restrict any unrestricted surplus above 2% to further protect funding for out-year risks that materialize, future capital contributions, space mitigation measures and/or to provide stability for our staff and students.
- Staff have updated the draft multi-year financial plan with the 2025/26 Q3 forecast (**Appendix B**).

Next Steps

- Staff will continue to monitor the financials until the end of the fiscal year to confirm the actual amount of the unrestricted operating surplus.

RECOMMENDATION:

Recommended Motion: That the Board of Education of School District 62 (Sooke) receive the Quarter 3 Financial Forecast Report as presented at the Resources Committee meeting of May 12, 2026.

Prepared by:

David Lee-Bonar, Assistant Secretary Treasurer

Attachments:

1. Appendix A: Summary of changes for Quarter 3
2. Appendix B: Updated Multi-Year Financial Plan

APPENDIX A

2025-26 Q3 FORECAST CHANGE SUMMARY

			BUDGETED RESERVE AS AT JUNE 30 2026	FORECASTED RESERVE AS AT JUNE 30 2026	FORECASTED RESERVE % FORECASTED EXPENSES
A	Q2 - FORECASTED SAVINGS FROM BUDGET	\$ 1,511,044	\$ 4,747,614	\$ 6,258,658	3.36%
	ADDITIONAL SAVINGS/(PRESSURES) SINCE Q2				
	OPERATING GRANT - FEB (CE, ONLINE, NEWCOMERS)	\$ 521,672			
	UTILITIES	\$ 133,120			
	INCLUSIVE EDUCATION	\$ 131,254			
	FACILITIES	\$ 126,124			
	FINANCE DEPARTMENT	\$ 117,626			
	STRATEGIC INVESTMENTS				
	SPACE MITIGATION	\$ (1,300,000)			
	ERP TRANSITION	\$ (750,000)			
	DEFERRED MAINTENANCE	\$ (500,000)			
	ECC ENROLMENT AUDIT RISK FORECAST	\$ (400,000)			
	TEACHER/TTOC SALARY & BENEFITS	\$ (567,876)			
	VARIOUS OTHER	\$ (322,108)			
B	SUBTOTAL OF CHANGES SINCE Q2	\$ (2,810,189)			
C = A+B	Q3 FORECASTED SAVINGS/(PRESSURE)	\$ (1,299,145)	\$ 4,747,614	\$ 3,448,469	1.85%

APPENDIX B

SD62 MULTI-YEAR FINANCIAL PLAN

		2026/27	2027/28	2028/29
Total Estimated Standard Enrolment Growth (FTE) from Prior Year		225	150	150
	Q3 Forecast	Budget	Estimated	Estimated
	2025/26	2026/27	2027/28	2028/29
Total Operating Revenue	187,180,054	191,103,543	201,450,343	213,312,373
Total Operating Expenses	186,819,538	190,815,472	202,646,202	215,692,162
Total Operating Tangible Capital Assets Purchased	4,549,097	-	-	-
Total Operating Surplus (Deficit), for the year	(4,188,580)	288,071	(1,195,859)	(2,379,789)
Accumulated Operating Surplus, beginning of year	7,637,049	3,448,469	3,736,540	2,540,681
Total Operating Surplus (Deficit), for the year	(4,188,580)	288,071	(1,195,859)	(2,379,789)
Accumulated Operating Surplus, end of year	3,448,469	3,736,540	2,540,681	160,892
Accumulated Operating Surplus, end of year				
Internally Restricted Operating Surplus	-	-	-	-
Unrestricted Operating Surplus (Contingency)	3,448,469	3,736,540	2,540,681	160,892
Total Accumulated Operating Surplus, end of year	3,448,469	3,736,540	2,540,681	160,892
Contingency as a % of Operating Expenses	1.85%	1.96%	1.25%	0.07%



Committee Decision Note Resources Committee Meeting

May 12th, 2026

Agenda Item 4.2– 2027/28 5-Year Capital Plan Submission

BACKGROUND / FACTS:

- This District is required to submit a 5-Year Capital Plan to the Ministry, as approved by the Board of Education.
- The submission deadline is June 30th.
- The Province has 5 sub-programs within its major capital portfolio, these programs are identified in the table below. Refer to Appendix A for descriptions of Major Capital Programs:

Ministry Major Capital Portfolio Streams	Categories of Funding
1. Expansion (EXP Projects)	<ul style="list-style-type: none"> • Addition • New School • Site Acquisition
2. Seismic (SMP)	<ul style="list-style-type: none"> • Seismic upgrades
3. Replacement (REP)	<ul style="list-style-type: none"> • Replacement/Renovation
4. Building Envelope (BEP)	<ul style="list-style-type: none"> • Building Envelope Remediation

ANALYSIS:

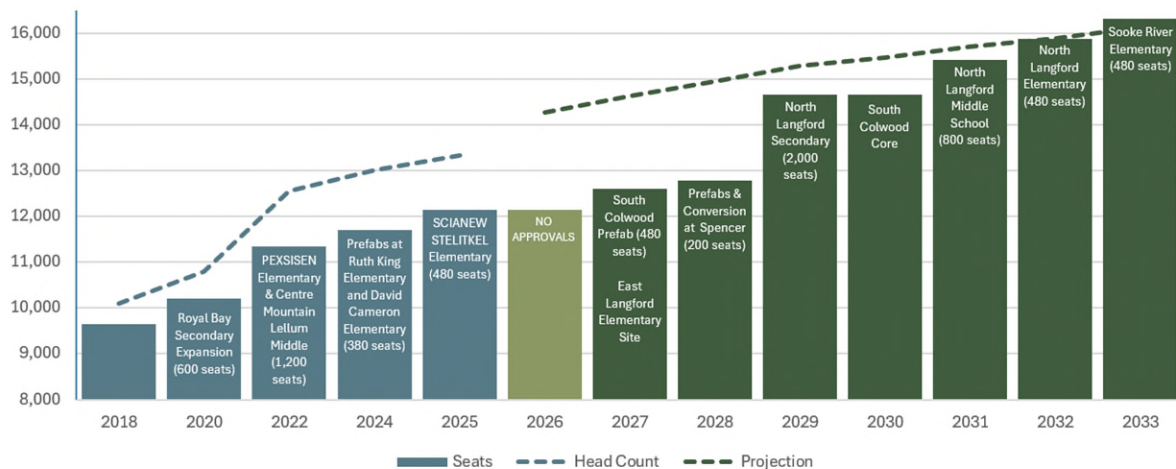
- The District's proposed capital plan balances current needs and forecasted future needs informed by student enrolment forecasts balancing requests to each of the streams within the major capital portfolio.
- To develop the Major Capital Plan, district staff have incorporated enrolment projections from the long-range facilities plan with municipal, Baragar and local school input to update the enrolment forecast.
- Our major capital plan leverages opportunities for the Ministry to consider funding projects from multiple streams to maximize impact and meet our current and future needs.
- The following list is colour coded to show projects that link together maximizing efficiency and the identified priorities for the District, based on enrolment projections and existing capacity for each capital program category:

PROPOSED PLAN: (colours indicate related requests)

Capital Program	1 ST Priority	2 nd Priority	3 rd Priority	4 th Priority	5 th Priority	6 th Priority
Addition	20 Classroom prefab at SCE site, to support Secondary overflow and convert to permanent Elementary	8 Classroom prefab addition at Dunsmuir Middle to support enrolment growth	6 Classroom prefab at Spencer Middle to support enrolment growth	2 Classroom conversion at Spencer Middle to support enrolment growth	Sooke Elementary increase capacity – request in conjunction with seismic replacement request	8 Classroom prefab addition at EMCS to support enrolment growth
New School	NLM North Langford Middle School (750 capacity)	NLE North Langford Elementary School (480 capacity)	SCE South Colwood Elementary School (480 Capacity) Core	Sooke River Elementary School (480 Capacity)		
Replace/ Renovation	Sooke Elementary (Full Replacement at increased capacity)	Millstream Elementary (Full Replacement at increased capacity)	Sangster Elementary (Full replacement at increased capacity)			
Seismic	Sooke Elementary Seismic Replacement	John Muir Elementary Seismic Upgrade	Millstream Elementary Seismic Replacement	Savory Elementary Seismic Upgrade		
Site Acquisition	Speedway Site (North Langford)					

RATIONALE/GROWTH:

Head Count vs. Seats



RECOMMENDATION:

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the 2027/28 Capital Plan submission as presented at the Resources Committee meeting of May 12, 2026.

Prepared by: Mhairi Bennett, Director of Facilities

Attachment: Appendix A: Major Capital Program Descriptions



Appendix A

Major Capital Program Descriptions

EXP (includes Addition, New School and Site Acquisition) – due to the accelerated and substantial growth of the District, the Expansion Program is a key part of the Capital Plan submission and will be the focus of the discussions. The acquisition of land and the construction of schools has now been separated for submission purposes. As land issues are dealt by the Board in camera, the public dialogue will be centered around construction.

SMP – the Seismic Program is largely based on the assessment of current seismic risk. A structural engineer has reviewed our District’s buildings and staff have prioritize the seismic projects based on this assessment.

REP – the Replacement Program includes full and partial school replacement. Historically, staff have prioritized replacement projects by the Facility Condition Index (FCI). The list of projects has been fairly consistent from year to year and the expectation is that replacing schools in our District has a low probability given the large number of new spaces required.

BEP – the Building Envelope Program is funding for remediation to address known building envelope issues. Although it is listed under the Ministry Major Capital Programs, the submission is included in the Minor Capital process.

**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
May 5, 2026 – 6:00 p.m.**

Present: Christine Lervold, Trustee (Acting Chair)
Cendra Beaton, Trustee (Committee member)
Trudy Spiller, Trustee (Committee member)
Amanda Dowhy, Board Chair
Dana Savage, CUPE
Amanda Culver, STA
Corrinne Kosik, SPVPA
Ash Senini, SPEAC
Tom Miller, SPEAC
Paul Block, Superintendent/CEO
D'Arcy Deacon, Associate Superintendent
Lisa Leclerc, Associate Superintendent

Guest: Dee Dee McMillan, Island Health

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

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

2. Opening Remarks from Acting Chair

- Welcomed all participants attending in person and online.
- Acknowledged partner group representatives and attendees.
- Recognized Beth Kim for supporting the hybrid meeting event.
- Reviewed meeting guidelines, including procedures for questions (in-person and via Teams Q&A), identification requirements, and process for media inquiries.
- Acknowledged staff, students, and community participation in the Red Dress Day Walk in partnership with Hulitan Family and Community Services, recognizing the National Day of Awareness for Missing and Murdered Indigenous Women, Girls and Two-Spirit people, and thanked organizers and participants.

3. COMMITTEE REPORT of April 7, 2026 Education-Policy Committee meeting

- The committee report for the April 7, 2026 Education-Policy Committee meeting was received by the committee.

4. BAA COURSE PROPOSALS

- There were no BAA course proposals for this meeting.
- Acknowledged past courses that were reviewed by the committee.

5. NEW BUSINESS

a. School Codes of Conduct – D’Arcy Deacon

- Annual review process required under Board Policy C-309; part of ongoing compliance requirements.
- Codes of Conduct reviewed at Elementary, Middle, and Secondary levels.
- Process is collaborative, aligns with provincial expectations, and supports Safe and Caring Schools requirements under the *School Act*.
- Codes are continuously evolving to reflect current student needs and school context.
- Review process has occurred at school sites through staff and PAC meetings; documents presented for committee review.
- Minor formatting issue identified (page 2) and will be corrected.

Discussion Summary:

Questions were raised regarding the status of staff review meetings, consistency in naming conventions and references across documents, and clarity in several areas of the Code of Conduct, including terminology related to inclusive education, the use of “parent” versus “guardian,” expectations for student clothing, and the level of detail in follow-up processes across school levels. In response, it was acknowledged that while current language generally aligns with Ministry guidance, it will be reviewed to improve clarity and consistency. Additional written feedback was encouraged to support revisions, and it was clarified that operational updates are managed by staff while substantive changes follow a formal policy review process with Superintendent oversight. Appreciation was also expressed for the feedback, noting alignment with broader observations.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) accept and endorse the 2026/27 School Codes of Conduct.

b. Student Naloxone Training Presentation – Dee Dee McMillan, Island Health

- Distinction shared between optional student and staff training versus first aid attendant training that will take place on May 11 shared. Student presentation attached.
- Naloxone kits for First Aid Attendants will be stored in labelled First Aid Attendant kits.

Discussion Summary:

Questions were raised regarding the scope and distribution of emergency kits in schools, including why only one kit is funded per first aid location and whether additional or alternative options, such as nasal naloxone, were considered. In response, it was clarified that these kits are intended for use by designated First Aid Attendants during unexpected health emergencies and are not meant for broader community use. It was also noted that students and staff, particularly at the secondary level, have access to optional training and may receive personal kits at no cost through external health organizations. The kits required under the Ministry mandate must be centrally procured at an approximate cost, distributed to schools, and tracked for expiry and replacement, with additional supplies available through the Health and Safety Department as needed. It was further explained

that nasal naloxone was not purchased due to higher costs, and that this remains an unfunded program.

c. Digital Parent Handbook – Paul Block

- Developed in collaboration with SPEAC to improve access to information that is currently difficult to locate on the website.
- Intended as a digital, user-friendly, and well-organized resource for families, particularly those new to the district.
- Provides an overview of student pathways and key information (e.g., welcome to Kindergarten, future planning).
- Will be distributed digitally (not print) and linked on the district website.
- Represents a supplement to the website, not a redesign; focuses on improving accessibility to key information.
- Draft content (pp. 31–62) shared for feedback; timeline to collect input during May with goal of release in June.

Discussion Summary:

Questions were raised regarding the clarity of departmental contact information, accessibility of the document for diverse communities, and overall readability of the content. In response, it was acknowledged that improving clarity—particularly in aligning with existing “Resolving Concerns” processes—will be explored, and appreciation was expressed for the feedback, with a commitment to making revisions to enhance accessibility, clarity, and usability of the document.

6. **REVIEW OF POLICIES/REGULATIONS**

There were no Policies/Regulations for this meeting.

7. **FOR INFORMATION**

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** June 2, 2026 – 6:00 p.m. The meeting adjourned at 7:36 p.m.



Committee Information Note
Education-Policy Committee Meeting
May 5, 2026
Agenda Item 5a – School Codes of Conduct

Background:

Each year, schools across School District 62 (Sooke) are required to review, update, and confirm their Codes of Conduct to ensure alignment with Board policy, district regulations, provincial requirements, and evolving school and community contexts. The development and implementation of school Codes of Conduct are guided by:

Board Policy C-309 – District and School Codes of Conduct [School District #62 \(Sooke\)](#); and

Administrative Regulation C-309 – District and School Codes of Conduct [School District #62 \(Sooke\)](#),

These documents set out clear expectations for student behaviour and outline requirements for school-level codes. These documents provide the policy and procedural framework under which school codes are developed, reviewed, and implemented.

Current Context:

School Codes of Conduct in SD62 have been developed in collaboration with school principals, with opportunities for feedback from students, staff, and parents/guardians. This collaborative approach ensures that school-based codes are responsive to local contexts while remaining aligned with district and provincial expectations. All school Codes of Conduct are guided by mandated language and expectations established by the Ministry of Education and Child Care, including requirements under the *School Act* and associated provincial standards for safe and caring school communities.

The 2026/27 school Codes of Conduct have recently completed their annual consultation and feedback process, consistent with district expectations. Feedback received during this process informed final revisions, ensuring each school's Code of Conduct reflects both local school community input and required district and provincial alignment.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) accept and endorse the 2026/27 School Codes of Conduct.

Prepared by:

D'Arcy Deacon, Associate Superintendent

SD62 ELEMENTARY SCHOOL CODE OF CONDUCT

Sooke School District elementary schools believe that our schools are places for safe, purposeful learning for all. We believe that it is a shared responsibility of students, staff, parents / guardians and the broader community to demonstrate positive conduct while attending any school or district related activity, at any location. This Code of Conduct is developed in accordance with Policy C-309 – District and School Codes of Conduct and the associated Administrative Regulations, the BC Human Rights Code, and the BDTA (Behavioural and Digital Threat Assessment) process. It outlines expectations of behaviour, reflects provincial standards, district expectations, and progressive discipline principles.

Reports of Code of Conduct violations are addressed in a timely, fair, and confidential manner in accordance with District administrative procedures. Responses to behaviour are guided by progressive discipline, which emphasizes prevention, instruction, restoration, and support. Consequences are developmentally and socio-emotionally appropriate and take into account the student, the context, the severity of the behaviour, and the impact on the school community.

Whenever possible, responses to behaviour focus on restorative practices that repair harm, rebuild relationships, and support reintegration into the school community. Responses are developmentally appropriate and reflect the student's age, maturity, and ability to understand behavioural expectations.

Sooke School District elementary schools are safe, caring and inclusive. We value students and positive school culture. All members of the school community have an obligation to:

- Support learning
- Promote safety
- Respect property, environment, personal space and privacy
- Model courtesy, compassion and respect
- Respect, honor and celebrate diversity
- Engage in collaborative problem solving

All members of the school community will refrain from engaging in any in-person or digital communication or behaviour considered to be:

- Bullying, harassing, intimidating, retaliating, discriminating or violent;
- Interfering with the learning and working of others;
- Unsafe or illegal, including the possession, use or distribution of illegal or restricted substances, or the possession of weapons or replicas.

SD62 elementary school communities uphold the BC Human Rights Code respecting the rights of individuals. This includes refraining from discriminatory conduct based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age.

Student Use of Personal Digital Devices

SD62 Schools are committed to restricting the use of personal digital devices at school for the purpose of promoting online safety and focused learning environments.

Teachers may plan for student use of personal mobile devices for instructional purposes or digital literacy, for health or medical purposes or as assistive technology for the purpose of inclusive education as informed by the Inclusive Education Teacher. At all other times, personal mobile devices, inclusive of laptops, chrome books, and personal devices for video/audio recording purposes shall remain stored away for the duration of the school day- this includes recess and lunch. This policy applies to ear buds/headphones as well.

Our Practice

We encourage and model behavior that is kind, safe and responsible. We recognize that we all make mistakes. We help children fix their mistakes through supportive, restorative practices so they return to the group strengthened. We keep parents/guardians informed of incidents at school so that we may work together to support children to learn to solve problems in peaceful ways.

Action will be determined by each individual situation. Every effort will be made to support individuals and to determine the context of behaviour. When working with students, staff may adjust the action based on the maturity, grade level, progressive discipline and ability of the student to understand expectations of their behaviour. If the safety or educational

program of others is compromised, or if there is an ongoing failure to meet the expectations of the code of conduct, a range of actions may follow. These may include:

- Conference/conversation with all affected parties
- Notification of parent(s)/guardian(s)
- Restitution
- Referral to School Based Team
- Removal from classroom, playground, or privileges
- Referral to counselling or supportive interventions
- School community restitution
- Activation of the BDTA protocol and involvement of Safe Schools Team
- Formal suspension from school

All members of the Sooke School District community have the right to be treated equitably and with dignity and should be familiar with this shared code of conduct



SD62 MIDDLE SCHOOL CODE OF CONDUCT

A “Code of Conduct” is a statement about how we work together. It outlines both our rights and our responsibilities as members of a school community. A committee of students, parents/guardians, and school staff developed our “Code” in accordance with School District 62 Policy and the B.C. Human Rights Code.

This Code of Conduct is developed in accordance with Policy C-309 – District and School Codes of Conduct and the associated Administrative Regulations, the BC Human Rights Code, and the BDTA (Behavioural and Digital Threat Assessment) process. It outlines expectations of behaviour, reflects provincial standards, district expectations, and progressive discipline principles.

Reports of Code of Conduct violations are addressed in a timely, fair, and confidential manner in accordance with District administrative procedures. When a breach of the Code of Conduct occurs, responses will follow a progressive discipline framework that emphasizes learning, accountability, and restoration. School staff consider the individual student, the context, the severity of the behaviour, and the impact on the school community.

Whenever possible, responses to behaviour focus on restorative practices that repair harm, rebuild relationships, and support reintegration into the school community. Disciplinary responses are intended to be corrective and supportive rather than punitive, except where necessary to ensure safety.

A Safe and Caring Community

As members of our school community, we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical, online or sexual misconduct;

- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Smoking, vaping or associated paraphernalia.

Acceptable Conduct

- The school expects that students will actively participate through effort and punctual, regular attendance, in their assigned education program.
- Students are expected to respect the rights and property of all staff and students.
- Students are expected to comply with classroom expectations set by individual teachers to ensure that all students' rights to effective and efficient learning environments are respected.
- Students are expected to dress in a manner that supports a safe, inclusive, and respectful learning environment
- Students are expected to respect all school and school related events and ensure they are free from use of restricted substances, weapons and of intimidation.
- Students are expected to respect the appropriate use of school computers, internet access and cell phone use while at school.
- Students are expected to stay on campus throughout the entire day.

Unacceptable Conduct

- Students will not interfere with the learning or learning environment of others.
- Students will not display behaviour that includes bullying, harassment, intimidation, or be racially, ethnically, or sexually prejudiced.
- Students will not smoke, vape or be in possession of, or under the influence of, drugs or alcohol while on the school property or in attendance of any school events.

- Students will not plagiarize (copy) electronic or print media or other students' work or display any academic dishonesty.
- Students will not be involved in any acts of verbal or cyber-hate messaging/websites.
- Students will not be involved in any illegal acts such as assault, theft or damage to property.

Response to Breach of Conduct

Action at Sooke School District secondary schools will be determined by each individual situation. Every effort will be made to support individuals and to determine the root causes of behaviour. When working with students, the Principal or Vice Principal may adjust the action based on the maturity, grade level, progressive discipline and ability of the student to understand expectations of their behaviour. If the safety or educational program of others is compromised, or if there is an ongoing failure to meet the expectations of the Code of Conduct, a range of consequences will follow.

Student Use of Personal Digital Devices

SD62 Schools are committed to restricting the use of personal digital devices at school for the purpose of promoting online safety and focused learning environments.

Teachers may plan for student use of personal mobile devices for instructional purposes or digital literacy, for health or medical purposes or as assistive technology for the purpose of inclusive education as informed by the Inclusive Education Teacher. At all other times, personal mobile devices, inclusive of laptops, chrome books, and personal devices for video/audio recording purposes shall remain stored away for the duration of the school day (this includes recess and lunch). This policy applies to ear buds/headphones as well.



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

SD62 SECONDARY SCHOOL CODE OF CONDUCT

Sooke School District secondary schools believe that our schools are places for safe, purposeful learning. This Code of Conduct is intended to put forth the expectations of student behaviour, school rules and Sooke School Board policies. We believe that is a shared responsibility of students, staff, parents / guardians and the broader community, to demonstrate positive conduct while attending any school or District related activity, at any location.

This Code of Conduct is developed in accordance with Policy C-309 – District and School Codes of Conduct and the associated Administrative Regulations, the BC Human Rights Code, and the BDTA (Behavioural and Digital Threat Assessment) process. It outlines expectations of behaviour, reflects provincial standards, district expectations, and progressive discipline principles.

Reports of Code of Conduct violations are addressed in a timely, fair, and confidential manner in accordance with District administrative procedures. When a breach of the Code of Conduct occurs, responses will follow a progressive discipline framework that emphasizes learning, accountability, and restoration. School staff consider the individual student, the context, the severity of the behaviour, and the impact on the school community.

Whenever possible, responses to behaviour focus on restorative practices that repair harm, rebuild relationships, and support reintegration into the school community. Disciplinary responses are intended to be corrective and supportive rather than punitive, except where necessary to ensure safety.

Sooke School District secondary schools are safe and caring schools that values students and school culture. All members of the school community have an obligation to:

- Support learning
- Promote safety

- Respect property, environment, personal space and privacy
- Model courtesy, compassion and respect
- Celebrate diversity

All members of the school community will refrain from engaging in any in-person or digital communication or behaviour that is considered to be:

- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Interfering with the learning and working of others;
- Sexual Misconduct;
- plagiarizing (copying) electronic or print media or other students' work or display academic dishonesty.
- Unsafe or illegal, including the possession, use or distribution of illegal or restricted substances, or the possession of weapons or replicas.

SD62 secondary school communities promote the values expressed in the BC Human Rights Code respecting the rights of individuals, including not engaging in discriminatory conduct based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age.

Response to Breach of Conduct

Action at Sooke School District secondary schools will be determined by each individual situation. Every effort will be made to support individuals and to determine the root causes of behaviour. When working with students, the Principal or Vice Principal may adjust the action based on the maturity, grade level, progressive discipline and ability of the student to understand expectations of their behaviour. If the safety or educational program of others is compromised, or if there is an ongoing failure to meet the expectations of the Code of Conduct, a range of consequences will follow.

Student Use of Personal Digital Devices

SD62 Schools are committed to restricting the use of personal digital devices at school for the purpose of promoting online safety and focused learning environments. This includes personal devices for recording purposes.

Teachers may plan for student use of personal mobile devices for instructional purposes or digital literacy, for health or medical purposes or as assistive technology for the purpose of inclusive education as informed by the Inclusive Education Teacher.

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

May 26, 2026

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

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft revised Policy and Regulations C-329 "Field Trips".

School District #62 (Sooke)

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

SCHOOL BOARD POLICY

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

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

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

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

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

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

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

School District #62 (Sooke)

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

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

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

2. Extra-Curricular Activity Field Trips

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

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

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

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

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

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

B. COMMERCIAL OR INTEREST-BASED EXCURSIONS

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

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

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

Exemptions are not limited to but may include:

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

C. DEFINITIONS

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

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

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

Examples may include:

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

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

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

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

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

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

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

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

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

Examples include, but are not limited to:

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

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

4. Definition of Roles:

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

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

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

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

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

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

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

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

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

D. FIELD TRIP APPROVAL AND APPLICATION PROCESS AND CONDITIONS

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

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

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

E. INCIDENT REPORTING

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

F. SAFETY PROVISIONS

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

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

Specific requirements:

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

G. SKI TRIP/WINTER ACTIVITY GUIDELINES FOR SCHOOLS

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

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

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

H. INTERNATIONAL EDUCATIONAL TRIPS

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

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

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

Guiding Principles

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

Procedures

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

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

2. Conditions of Participation

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

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

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

3. Volunteers and Supervision

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

4. Financial Arrangements

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

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

I STUDENT EXCHANGE, SISTER SCHOOL OR HUMANITARIAN PROGRAMS

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

Guiding Principles

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

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

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

Procedures

1. Application for Approval

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

- f. the affordability of the proposed program for its intended participants.
- g. how the proposed program co-ordinates with overall school plans.
- h. contingency and emergency planning included in the application.
- i. the impact of the absence of attending school staff from the school.
- j. the supervision plan.

1.7 Students are not permitted to participate in field trips where the service providers require a waiver to be signed as a condition of participation in the event or activity (Exceptions may be granted by Superintendent or designate). Acknowledgment of Risk forms may be used by service providers to gather informed consent from parents/guardians by indicating the risks associated with the field trip activity. Acknowledgment of Risk forms must accompany the initial application for the Student Exchange, Sister School or Humanitarian Program.

2. Conditions of Participation

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

3. Volunteers and Supervision

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

4. Financial Arrangements

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

LIST OF APPENDICES FOR ALL TRIP FORMS

Appendix A – Low Risk Trip Forms

Appendix B – Moderate Risk Trip Forms – for Day Trips

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

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

Appendix E – International Educational Trip Forms

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

APPENDIX A

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

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

PART A - Required for all field trips

Teacher/Leader/Supervisor: _____

School: _____

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

Purpose/Activities: _____

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

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

Times & Locations (When & Where?):

Method(s) of Transportation: _____

Costs: _____ Source of Funds: _____

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

Planned by: _____

Leader's signature

Approved by: _____

Principal's Signature

Date: _____

CHECK LIST FOR LOW RISK FIELD TRIPS

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

PLEASE PREPARE AT LEAST ONE WEEK BEFORE THE TRIP:

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

Have a great field trip!

SCHOOL FIELD TRIP CONSENT FORM FOR LOW RISK ACTIVITIES

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

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

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

Students will need to bring:

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

COST:

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

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

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

Signature of Parent/Guardian

Date

Printed name of Parent/Guardian

Address of Parent/Guardian

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

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

PART A - Required for all field trips

Teacher/Leader/Supervisor: _____

School: _____

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

Purpose/Activities: _____

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

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

Times & Locations (When & Where?):

Method(s) of Transportation: _____

Costs: _____ Source of Funds: _____

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

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

Date: _____

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

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

Section 1 – Required for all Overnight Field Trips

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

Lodging Arrangements _____

Meal Arrangements _____

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

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

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

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

Type & Quality of Safety Equipment: _____

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

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

Details of Student Preparation for Activities: _____

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

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

Contingency Plans for Emergencies: _____

Section 3 – Any Relevant Additional Information

Planned By: _____

Approved/Recommended by: _____

Date: _____

Leader’s Signature

Principal’s Signature

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

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

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

Items marked () are related to all trips.*

SCHOOL: _____ DATE OF TRIP: _____

DESTINATION: _____ PURPOSE: _____

SUPERVISORS: _____

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

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

NUMBER OF STUDENTS: _____ LENGTH OF TRIP: _____ DAYS

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

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

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

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

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

TEACHER'S SIGNATURE _____

PRINCIPAL'S SIGNATURE INDICATING PLANNING COMPLETE _____

DATE _____

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

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

COMMUNICATION WITH PARENTS/GUARDIANS

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

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

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

FUNDING

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

TRANSPORTATION

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

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

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

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

Date:

Dear:

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

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

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

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

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

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

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

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

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

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

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

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

Initial

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

Initial

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

Initial

Date:

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

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

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

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

Section 1 – Required for all Overnight Field Trips

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

Lodging Arrangements _____

Meal Arrangements _____

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

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

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

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

Type & Quality of Safety Equipment: _____

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

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

Details of Student Preparation for Activities: _____

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

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

Contingency Plans for Emergencies: _____

Section 3 – Any Relevant Additional Information

Planned By: _____
Print name

Approved/Recommended by: _____
Print name

Date: _____

Leader’s Signature

Principal’s Signature

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

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

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

SCHOOL: _____ DATE OF TRIP: _____

DESTINATION: _____ PURPOSE: _____

SUPERVISORS: _____

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

NUMBER OF STUDENTS: _____ LENGTH OF TRIP: _____ DAYS

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

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

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

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

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

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

TEACHER’S SIGNATURE: _____

PRINCIPAL’S SIGNATURE INDICATING PLANNING COMPLETE: _____

DATE: _____

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

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

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

SAFETY KIT – TO BE BROUGHT BY TRIP LEADER

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

COMMUNICATION WITH PARENTS/GUARDIANS

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

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

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

SUPERVISION

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

SAFETY

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

FUNDING

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

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

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

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

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

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

4. Has adequate supervision been provided?

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

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

7 a. If more than one vehicle is being used, is list on file showing who is in which vehicle?

b. If any student changes vehicles, a record of this change must be made and communicated to each supervisor.

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

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

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

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

12. Have provisions been made to deal with the

- a. alarm system?
- b. fire gates?

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

Date:

Dear:

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

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

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

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

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

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

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

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

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

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

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

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

Initial

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

Initial

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

Initial

Date:

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

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

APPENDIX D*School District #62 (Sooke)***MODERATE RISK FIELD TRIP APPROVAL FORM
FOR OVERNIGHT OUT-OF-PROVINCE/WITHIN CANADA TRIPS**

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

PART A - Required for all field tripsTeacher/Leader/Supervisor: _____
School: _____

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

Purpose/Activities: _____

Number of Students: _____ Grade(s): _____ Male _____ Female _____ Other _____
Number of Supervisors/Chaperones: _____ Male _____ Female _____ Other _____Times & Locations (When & Where?):

Method(s) of Transportation: _____

Costs: _____ Source of Funds: _____

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

Planned by: _____
Leader's signature**Approved by:** _____
Principal's Signature_____
Print name_____
Print name**Date:** _____

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

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

Section 1 – Required for all Overnight Field Trips

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

Lodging Arrangements _____

Meal Arrangements _____

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

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

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

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

Type & Quality of Safety Equipment: _____

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

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

Details of Student Preparation for Activities: _____

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

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

Contingency Plans for Emergencies: _____

Section 3 – Any Relevant Additional Information

Planned By: _____
Print name

Approved/Recommended by: _____
Print name

Leader’s Signature

Principal’s Signature

Date: _____

School District No. 62 (Sooke)

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

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

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

SCHOOL: _____ DATE OF TRIP: _____

DESTINATION: _____ PURPOSE: _____

SUPERVISORS: _____

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

NUMBER OF STUDENTS: _____ LENGTH OF TRIP: _____ DAYS

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

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

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

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

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

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

TEACHER’S SIGNATURE: _____

PRINCIPAL’S SIGNATURE INDICATING PLANNING COMPLETE: _____

DATE: _____

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

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

RATIONALE

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

SAFETY KIT – TO BE BROUGHT BY TRIP LEADER

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

COMMUNICATION WITH PARENTS/GUARDIANS

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

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

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

SUPERVISION

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

SAFETY

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

FUNDING

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

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

TRANSPORTATION

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

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

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

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

4. Has adequate supervision been provided?

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

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

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

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

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

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

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

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

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

Date:

Dear:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Initial

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

Initial

Date:

Signature of Witness

Signature of Parent/Guardian

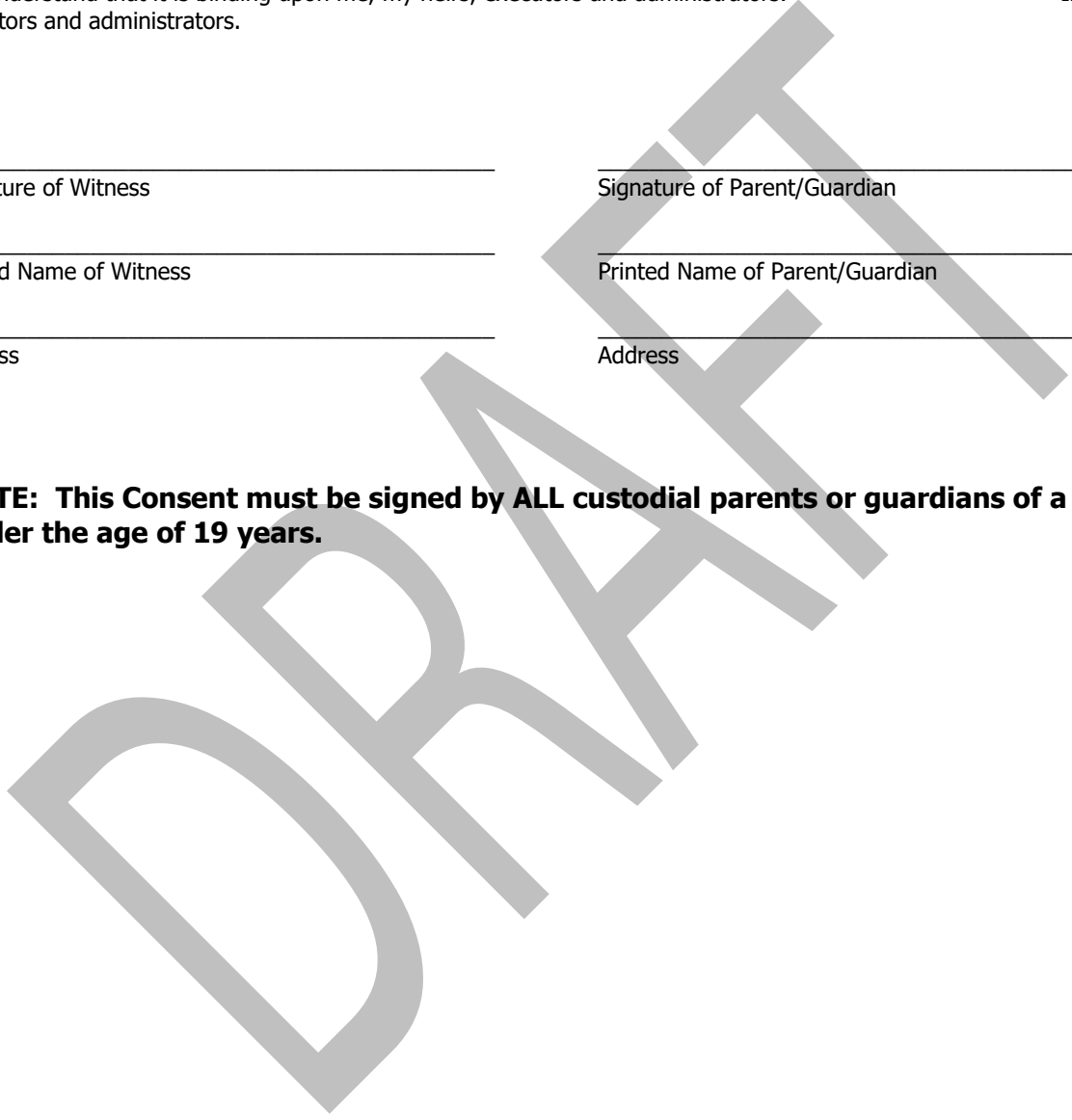
Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

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



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

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

2. Documentation

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

3. Health and Safety

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

**INTERNATIONAL EDUCATIONAL TRIPS
APPLICATION INFORMATION
STEP ONE**

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

Part A:

School: _____ Date Submitted: _____

Principal: _____

Supervisor (Educator in charge): _____

Destination of Trip: _____

Departure Date: _____ Return Date: _____

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

Part B:SUPERVISION:

1 a) Name of Lead Supervisor: _____

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

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

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

TRAVEL:

2. Method of travel/transportation:

ITINERARY:

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

Destination	Accommodation	Contact Person	Phone Number	Date

PLANNING DETAILS:

4 Educational Objectives:

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

- b. Follow-up activities for students.

5. Supervision:

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

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

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

6. Accommodation Arrangements:

- Billet Hotel/Motel Camping Other: _____

7. Student Participation

Selection process for participating students:

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

FINANCES

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

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

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

11. TTOC time required? Yes No

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

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

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

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

a. Company name: _____

b. Contact person: _____

- Phone: _____

- E-mail: _____

LIABILITY COVERAGE

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

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

18. Unique Risk/Safety Considerations: _____

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

INSURANCE AND ALTERNATE DESTINATION PLANS

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

Information to Parents/Guardians:

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

Parental Consent Forms:

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

Supervisor's Signature & Print Name

Date

Principal's Signature & Print Name

Date

Associate Superintendent's Signature & Print Name

Date

**INTERNATIONAL EDUCATIONAL TRIPS
PLANNING UPDATE
STEP TWO**

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

_____ **School** _____ **Date Final Form Submitted**

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

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

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

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

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

Destination	Accommodation	Contact Person	Phone Number	Date

FINANCES**Costs:**

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

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

LIABILITY COVERAGE

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

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

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

INSURANCE AND ALTERNATE DESTINATION PLANS

RETENTION OF KEY DOCUMENTATION

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

Included Trip File Information:

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

FINAL SIGN OFF FOR INTERNATIONAL EDUCATIONAL TRIP

School

Supervising Teacher

Travel Date

Destination: _____

Purpose: _____

Date Plan and Update Signed Off: _____

Associate Superintendent's Signature: _____

DRAFT

INTERNATIONAL EDUCATIONAL TRIP FILE FINAL CHECKLIST

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

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

School District No. 62 (Sooke)

MODERATE RISK FIELD TRIP – INTERNATIONAL EDUCATIONAL TRIPS
SCHOOL TRAVEL/ACTIVITY CHECKLIST

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

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

SCHOOL: _____ DATE OF TRIP: _____

DESTINATION: _____ PURPOSE: _____

SUPERVISORS: _____

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

NUMBER OF STUDENTS: _____ LENGTH OF TRIP: _____ DAYS

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

DEPARTURE FROM: _____ (AM) (PM) _____

ARRIVAL AT: _____ (AM) (PM) _____

LEAVE FROM: _____ (AM) (PM) _____

ARRIVE AT: _____ (AM) (PM) _____

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

TEACHER’S SIGNATURE: _____

PRINCIPAL’S SIGNATURE INDICATING PLANNING COMPLETE: _____

DATE: _____

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

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

SAFETY KIT – TO BE BROUGHT BY TRIP LEADER

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

COMMUNICATION WITH PARENTS/GUARDIANS

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

*School Travel Activity Checklist – Moderate Risk – Int'l Educational trips***TEACHER-ON-CALL**

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

SUPERVISION

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

SAFETY

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

FUNDING

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

School Travel Activity Checklist – Moderate Risk – Int'l Educational Trips

TRANSPORTATION

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

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

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

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

4. Has adequate supervision been provided?

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

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

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

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

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

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

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

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

**SCHOOL CONSENT FORM
FOR CHILD PARTICIPATING IN MODERATE RISK
INTERNATIONAL EDUCATIONAL TRIP**

Date:

Dear:

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

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

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

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

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

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

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

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

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

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

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

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

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

Initial

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

Initial

Date:

Signature of Witness

Signature of Parent/Guardian

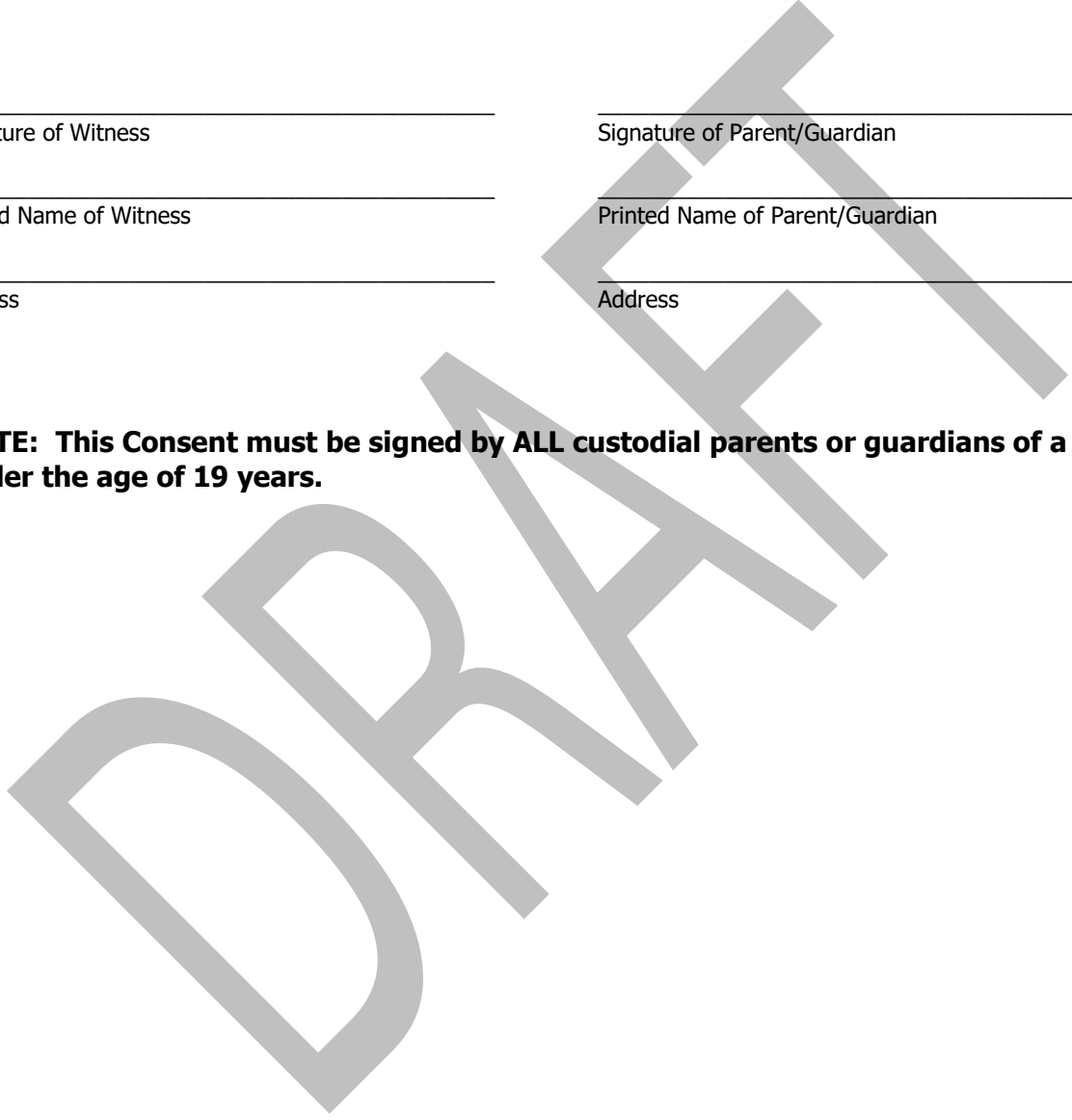
Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

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



APPENDIX F**INTERNATIONAL STUDENT EXCHANGE, SISTER SCHOOL,
HUMANITARIAN PROGRAMS OR SPORTS-BASED TRIPS****1. Pre-Program Review**

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

2. Documentation

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

3. Health and Safety

- 3.1 All participants in a program, including students, volunteers and the sponsor teacher, must provide confirmation of adequate health and hospital insurance coverage prior to departure.
- 3.2 All participants in a program must provide the sponsor teacher with information concerning any known medical or health condition that may require emergency attention during the program.
- 3.3 The sponsor teacher must carry with them during the program a copy of the relevant health information for students, including emergency contact information for parents/guardians and school district administration.
- 3.4 Prior to any international travel, the Department of Foreign Affairs and International Trade must be consulted to determine if any travel warning has been issued. Should conditions require it, the sponsor teacher should register with DFAIT (www.voyage.gc.ca) prior to departure and activate the registration with the local Canadian Consulate upon arrival.

**INTERNATIONAL STUDENT EXCHANGE, SISTER SCHOOL, HUMANITARIAN
PROGRAMS OR SPORTS-BASED TRIPS
PRELIMINARY APPLICATION
STEP ONE**

This form must be completed as Step One of an approval process. Approval from the applicable Associate Superintendent must be received six months before the date of departure. Once this completed form has been approved, the program details may be confirmed and communication to student and parents/guardians can commence.

Part A:

School: _____ Date Submitted: _____

Principal: _____

Supervisor (Educator in charge): _____

Destination of Program: _____

Departure Date: _____ Return Date: _____

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

Approx. cost of tour: \$ _____ Approx. cost to students: \$ _____

Transportation: _____

No. of school days missed (recommended 3 days max.): _____

Source of funding: _____

Accommodation Arrangements: _____ Billet _____ Hotel/Motel _____ Camping _____ Other

• Has the proposed program been included in the overall plan for the year? _____

• Unique Risk/Safety Considerations: _____

Part B:

Please provide a detailed attachment with the following information:

1. Educational objectives/purpose of the program.
2. Proposed draft itinerary.
3. Method of financing the program.
4. Plan for supervision (include number of supervisors and names – minimum 1:10)
5. Any other pertinent information.

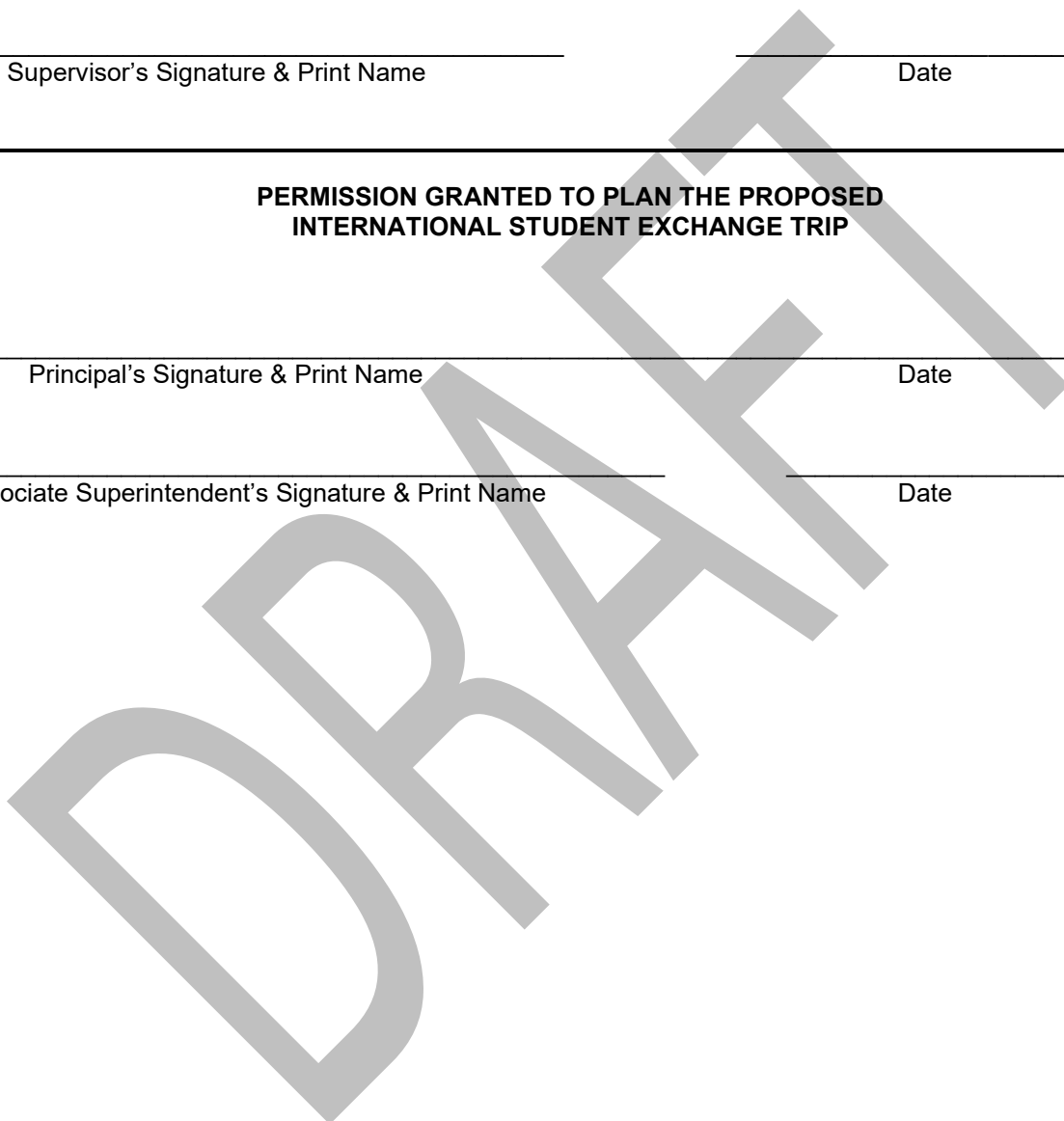
Permission is requested to plan the above International Student Exchange, Sister School, Humanitarian Program or Sports-Based Trip. I have read all applicable documents and addressed the responsibility of the supervisor. The preliminary International Student Exchange, Sister School, Humanitarian Program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

Supervisor's Signature & Print Name _____
Date

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

Principal's Signature & Print Name _____
Date

Associate Superintendent's Signature & Print Name _____
Date



**INTERNATIONAL STUDENT EXCHANGE, SISTER SCHOOL,
HUMANITARIAN PROGRAMS OR SPORTS-BASED TRIPS
PLANNING UPDATE
STEP TWO**

NOTE: Approval for a Program is a two-step process. This form must be completed as an update and is to be provided to the Principal and Associate Superintendent one month before the departure of the trip.

Please attach a copy of the approved Preliminary Application Form (Step One)

_____ **School** _____ **Date Final Form Submitted**

GENERAL DESCRIPTION

1. Destination _____

2. Dates of Student Exchange, Sister School or Humanitarian Program _____
3. Number of school days missed (recommended 3 days max.) _____
4. Names and grade levels of students participating. Please indicate male/female/other. (Attach list if necessary)

Final list of participants (names & phone numbers) must be submitted to the Associate Superintendent prior to departure.

5. a) Name of Lead Supervisor: _____
- b) Names of supervisors (indicate male/female, teacher, parent/guardian, volunteer, etc.)

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

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

6. Method of travel/transportation: _____

7. Brief Itinerary and Details: Please attach a detailed itinerary that contains the following information:

Destination	Accommodation	Contact Person	Phone Number	Date

PLANNING DETAILS

1. Educational Objectives

- a) Describe the curricular and/or extra-curricular relevance students will receive from the Student Exchange or Sister School program.

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

2. Supervision

- a) Proposed adult/gender/student ratio: _____ (minimum 1:10)
 b) What evidence is there that the supervising staff has the experience to assist the students in the intended outcome?

- c) What arrangements are in place to cover supervising staff's teaching assignment?

3. Student Participation

What are the qualifying factors (if any) required of participating students? How were students selected?

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

FINANCES

1. What is the total per student cost for the International Education trip? _____

2. Of the total per student cost, how much is each student required to pay? _____

3. What is the source of funds and amounts when there is a difference between 1 and 2? _____

4. How much is the staff required to pay? _____

- 5. What is the total cost of the program? _____
- 6. If a commercial tour company has been used to assist in the arrangements, what is the name of the agency? _____
 Identify the contact person and their telephone number and e-mail address. _____
- 7. If TTOC time is required, how will the cost be borne? _____

LIABILITY COVERAGE

- 1. Explain the arrangements that have been made to ensure that all participants have **adequate health insurance for travelling out of the country**. _____

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

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

INSURANCE AND ALTERNATE DESTINATION PLANS

Information to Parents/Guardians:

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

Parental Consent Forms:

- Please include a sample of proposed parental consent forms.

RETENTION OF KEY DOCUMENTATION

Following approval from the Associate Superintendent, it is expected the Principal will retain on file all pertinent documentation. The sponsor teacher will complete all necessary forms. The Program File will be sent to the Associate Superintendent just prior to trip departure.

PRINCIPAL'S SIGNATURE: _____

SUPERVISOR'S SIGNATURE: _____

OTHER EDUCATORS' SIGNATURES: _____

Upon receiving the update, the Principal will submit to the Associate Superintendent. Once signed by the Associate Superintendent, it will be returned to the Principal.

**FINAL SIGN OFF FOR INT'L STUDENT EXCHANGE, SISTER SCHOOL,
HUMANITARIAN PROGRAM OR SPORTS-BASED TRIP**

_____ **School** _____ **Supervising Teacher** _____ **Travel Date**

Destination: _____

Purpose: _____

Date Plan and Update Signed Off: _____

Associate Superintendent's Signature: _____

DRAFT

**INTERNATIONAL STUDENT EXCHANGE, SISTER SCHOOL, HUMANITARIAN
PROGRAM OR SPORTS-BASED TRIP
FINAL CHECKLIST**

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

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

School District #62 (Sooke)
MODERATE RISK FIELD TRIP APPROVAL FORM
FOR INTERNATIONAL STUDENT EXCHANGE, SISTER SCHOOL,
HUMANITARIAN PROGRAM OR SPORTS-BASED TRIPS

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

PART A - Required for all field trips

Teacher/Leader/Supervisor: _____

School: _____

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

Purpose/Activities: _____

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

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

Times & Locations (When & Where?):

Method(s) of Transportation: _____

Costs: _____ Source of Funds: _____

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

Planned by: _____

Leader's signature & Print Name

Approved by: _____

Principal's signature & Print Name

Date: _____

PART B (to be submitted 45 days prior to trip)

Required only for field trips that are International Student Exchange, Sister School, Humanitarian or Sports-Based, and/or involve “moderate risk” activities.

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

Section 1 – Required for all Overnight Field Trips

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

Lodging Arrangements _____

Meal Arrangements _____

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

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

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

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

Type & Quality of Safety Equipment: _____

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

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

Details of Student Preparation for Activities: _____

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

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

Contingency Plans for Emergencies: _____

Section 3 – Any Relevant Additional Information

Planned By:

Approved/Recommended by:

Date:

Leader’s Signature & Print Name

Principal’s Signature & Print Name

Date

School District No. 62 (Sooke)

MODERATE RISK FIELD TRIP – INTERNATIONAL STUDENT EXCHANGE, SISTER SCHOOL, HUMANITARIAN PROGRAM OR SPORTS-BASED TRIPS
SCHOOL TRAVEL/ACTIVITY CHECKLIST

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

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

SCHOOL: _____ DATE OF TRIP: _____

DESTINATION: _____ PURPOSE: _____

SUPERVISORS: _____

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

NUMBER OF STUDENTS: _____ LENGTH OF TRIP: _____ DAYS

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

DEPARTURE FROM: _____ (AM) (PM) _____

ARRIVAL AT: _____ (AM) (PM) _____

LEAVE FROM: _____ (AM) (PM) _____

ARRIVE AT: _____ (AM) (PM) _____

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

TEACHER'S SIGNATURE: _____

PRINCIPAL'S SIGNATURE INDICATING PLANNING COMPLETE: _____

DATE: _____

School Travel Activity Checklist – Moderate Risk – Int'l Student Exchange, Sister School, Humanitarian or Int'l Sport-Based Trips

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

RATIONALE

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

SAFETY KIT – TO BE BROUGHT BY TRIP LEADER

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

COMMUNICATION WITH PARENTS/GUARDIANS

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

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

TEACHER-ON-CALL

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

SUPERVISION

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

SAFETY

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

FUNDING

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

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

TRANSPORTATION

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

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

3. If you use Staff drivers:
 - a. Complete Student Transportation in Employee Vehicle Risk Assessment Checklist
from the Working Alone or From Home Safe Work Procedure on [Engage](#) prior to transporting student.
4. Has adequate supervision been provided?
5. Are drivers given clear directions regarding routes and stops?
6. If using Charter Buses/rental vehicles, have safety inspection for school bus been
approved and on file with SBO?
7. a) If more than one vehicle is being used, is list on file showing who is in which vehicle?
- b) If any student changes vehicles, a record of this change must be made and communicated
to each supervisor.
8. Is list of students going, and home telephone numbers been filed in school office?
9. Does means of transport have adequate luggage/equipment storage?
10. Are arrangements made well in advance for meals enroute?
11. Will there be access to the school on departure or return?
12. Have provisions been made to deal with the:
 - a) alarm system?
 - b) fire gates?

**SCHOOL CONSENT FORM
FOR CHILD PARTICIPATING IN MODERATE RISK
INTERNATIONAL STUDENT EXCHANGE, SISTER SCHOOL, HUMANITARIAN
PROGRAM OR INTERNATIONAL SPORTS-BASED ACTIVITY**

Date:

Dear:

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

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

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

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

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

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

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

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

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

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

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

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

Initial

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

Initial

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

Initial

Date:

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

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

Board Information Note Public Board Meeting

May 26, 2026

Agenda Item: Superintendent's Report

LEARNING

Royal Bay Secondary Reveal and Conceal Art Show

This month, artists from Royal Bay Secondary School showcased their art at the Goldfinch Arts Centre in Colwood from May 7-17. It was an incredible opportunity to see the talents our students have in several different mediums.



Concours d'art oratoire

Congratulations to Kooper Knutsen and Darek Castro Gonzalez on earning 2nd place medals at this year's B.C. and Yukon Concours d'art oratoire!

Kooper, a Grade 10 student at Royal Bay Secondary, placed 2nd in the Grade 10 French Immersion category. Darek, a Grade 7 student at John Stubbs Memorial, placed 2nd in the Grade 7 French Immersion category.



Hosted by Canadian Parents for French, the 43rd annual competition took place May 2 at Simon Fraser University's Surrey campus and brought together French-speaking students from across B.C. and the Yukon.

NA'TSA'MAHT Land-based Gathering & Celebration

On May 7, Indigenous learners in Grades 8 and 12 gathered at Camp Thunderbird to celebrate two significant milestones: the transition to high school and the completion of their secondary school journey. The day brought together students, staff, Elders, and community members in a spirit of connection, reflection, and celebration.

The event began with a welcoming opening circle and continued with a variety of cultural and recreational activities throughout the day, including drumming, archery, beading, and canoeing. This tri-district gathering is a highly anticipated annual event that honours the achievements of Indigenous students and supports them as they move forward into new chapters of their educational and personal journeys.

Recent Athletics Achievements

Royal Bay Secondary's soccer and golf programs achieved exceptional success at the Island Championships this spring.

The Senior Girls Soccer team, coached by Angus Stewart and Dylan Pagnotta, captured the first Senior Girls AAA Island Championship. The team delivered a dominant performance throughout the tournament, winning four matches by a combined score of 18–1 with victories over Esquimalt, Reynolds, Cowichan, and NDSS in the championship final. The team now advances to the Provincial Championships in Kamloops from May 28–30.

The Junior Girls Soccer team, coached by Brian Hobson and Andrew Fello, successfully defended their title to become back-to-back Island Champions. The team won all four matches by a combined score of 13–1, defeating Highland, Stelly's, Carihi, and Spectrum in the final. Olivia Ridley was named Tournament MVP, while Nevena Music and Anja Gill earned Tournament All-Star honours.

Five junior athletes, Jordyn Snook, Nevena Music, Sohana Molia, Rowan Cruickshank, and Olivia Ridley, played significant roles on both teams this season, earning the distinction of being double Island Champions.

Royal Bay's AAA Golf Team also captured the Island Championship in dominant fashion, winning by 22 strokes with a team total of 8-under-par, which is believed to be an Island Championship record.



ENGAGEMENT

Official Opening of Little River Crossing

On May 15, members of the Poirier school community and Board of Education joined representatives from the District of Sooke to officially open the Little River Pedestrian Crossing and Multi-Use Trail. Years in the making, this project represents a significant milestone in strengthening connectivity within the community.

Thoughtfully designed, the trail reflects an approach to infrastructure that supports active transportation while respecting and highlighting the surrounding natural landscape. The pathway encourages residents and visitors alike to slow down, experience nature, and appreciate the beauty of the area.

The new crossing and trail will play an important role in connecting neighbourhoods and promoting walking as part of daily travel to Poirier Elementary School, Journey Middle School, Sooke's town core, and recreational amenities such as Ravens Ridge Park.

The project also supports broader health and wellness goals. Currently, only approximately 52% of children aged 5–11 and 21% of youth aged 12–17 meet the national guideline of 60 minutes of moderate to vigorous physical activity each day. Research consistently shows that even small increases in daily activity can have a meaningful impact on overall health and well-being. For many students and families, walking to school provides an accessible and built-in opportunity to incorporate regular physical activity into everyday routines.

Celebrating Graduation Safely

As we head into a season of celebration and important milestones for many of our students, I encourage families to take the time to talk openly with their children about drugs, alcohol, and making safe choices. Celebrations should be joyful and memorable for the right reasons. Unfortunately, we know that tragedies can and do happen when young people find themselves in unsafe situations involving substances.

One of the most important ways adults can support and protect children is through honest, caring conversations about safety, peer pressure, and looking out for one another. These conversations matter.

As a school community, we want every student to enjoy these milestones safely and return home to their families healthy and well. Thank you to parents, caregivers and staff for the ongoing role you play in supporting our students during this important time of year.

There are excellent supports and resources available for youth and caregivers including Kelty Mental Health Resource Centre, Foundry BC, Toward the Heart or Island Health Youth & Family Substance Use Resources.



Students have engaged in learning about safety, well-being and decision-making at school. Families can build on this learning by having open conversations and asking their children how they would respond in different situations. Talking through scenarios in advance can help young people feel prepared to make safe decisions and seek help when needed.



Design Consulting Services Contract Awarded for NLSS

I'm pleased to announce that studioHuB architects has been selected to provide architectural and multidisciplinary consulting services for the new secondary school in north Langford.

We have previously collaborated with studioHuB on the prefabricated additions at David Cameron Elementary and Ruth King Elementary schools. The firm is also currently leading the design and construction of George Pringle Secondary School in West Kelowna, which is scheduled for completion in February 2027, and recently completed Snokomish Elementary School in Surrey in late 2025.

Based in Vancouver, studioHuB is a full-service architectural practice with extensive experience delivering innovative and sustainable educational facilities across British Columbia.



Information Note Public Board Meeting

May 26, 2026

Agenda Item 11.2 – Trustee Elections and By-Elections Bylaw

TOPIC: Updating the Trustee Election and By-Election Bylaw for the 2026 general school elections and potential future by-elections.

BACKGROUND / FACTS:

As per Part 4 of the *School Act*, The Board of Education may, by bylaw, determine various procedures and requirements to be applied in the conduct of trustee elections.

The current bylaw (1-23), adopted in July 2023, establishes procedures for trustee elections and by-elections. Since its adoption, administrative experience and evolving legislative alignment requirements have identified opportunities to improve clarity, structure, and procedural detail.

The Board must adopt its Trustee Election Bylaw at least 56 days before the start of the nomination period and no later than July 24, 2026, with best practice to adopt the bylaw before the end of June 2026.

The proposed bylaw does not significantly alter core election rules but provides a more detailed, transparent, and structured framework. It strengthens clarity around roles, standardizes procedures, and improves compliance with applicable legislation.

ANALYSIS:

Staff have worked with the BCSTA, legal counsel and the District’s Election Officers to review and update the Trustee Elections Bylaw.

In addition to housekeeping updates, key updates respond to changes in the *Local Government Act*, with general themes of:

- Clarifying governance responsibilities
- Making procedures explicit instead of discretionary
- Modernizing structure and legal clarity

NEXT STEPS:

- The Board consider the following motions to adopt the election bylaw

Recommended Motion: That the Board of Education of School District 62 (Sooke) allow all three readings of the School Trustee Elections and By-Elections Bylaw No. 1-26 at its meeting of May 26, 2026.

Recommended Motion: That the Board of Education of School District 62 (Sooke) give first, second and third readings of the School Trustee Elections and by-Elections Bylaw No. 1-26.

- Continued work on establishing cost sharing agreements with local governments and building of the required communications and notifications.

Prepared by: Brian Jonker, Secretary Treasurer

Attachments:

1. Bylaw 1-26 – Trustee Elections and By-Elections
2. Summary of Updates



BYLAW 1-26

TRUSTEE ELECTIONS AND BY-ELECTIONS

BOARD OF EDUCATION OF SCHOOL DISTRICT 62 (SOOKE)

A bylaw to establish procedures for the conduct of trustee elections.

Preamble:

Under Part 4 of the *School Act*, the Board of Education may, by bylaw, determine various procedures and requirements to be applied in the conduct of trustee elections.

Accordingly, the Board of Education of School District 62 (Sooke), in an open meeting, enacts this Trustee Elections Bylaw No. 1-26.

1. Scope of Bylaw

This bylaw applies to both general elections and by-elections, except as otherwise indicated.

2. Trustee Electoral Areas

a. In School District 62 (Sooke), trustee elections are held in the following trustee electoral areas (TEA):

TEA #	TEA description:	# of trustees
1	Belmont Zone: City of Colwood, City of Langford, District of Metchosin, District of Highlands, the Town of View Royal	Four
2	Milne's Landing Zone: District of Sooke, Capital Regional District	Three

b. For clarity, the boundary between TEA #1 and TEA #2 is described as follows:

“Commencing at a point on high water mark of Beecher Bay, Strait of Juan de Fuca, being the southwesterly corner of Metchosin Land District; thence in a general northerly direction along the westerly boundary of the said Metchosin Land District to the southerly boundary of Goldstream Land District; thence northerly along the said westerly boundary of Goldstream Land District to the southerly boundary of Malahat Land District (being also the southerly boundary of the Esquimalt and Nanaimo Railway Land Grant); thence in a general easterly direction along the said southerly boundary of Malahat Land District to the easterly boundary of the Victoria Supply Area Goldstream watershed; thence northerly along said easterly boundary of the said Goldstream watershed to the northerly boundary of School District No 62 (Sooke), being a point approximately one-half mile west of Wrigglesworth Lake, Malahat Land District.”

c. Elections will be at-large for each TEA. The term of office is four years.

3. Definitions

The terms used in this bylaw shall have the meanings assigned by the *School Act*, the *Local Government Act*, and the *Local Elections Campaign Financing Act*, except if the context requires otherwise.

“**Board**” means the Board of Education of School District No. 62 (Sooke).

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

“**Chief Election Officer**” means the person appointed by the Board to perform the duties of chief election officer as set out in the *School Act*, *Local Government Act* and *Local Elections Campaign Financing Act*.

“**local government**” means, as applicable, the City of Colwood, the City of Langford, the District of Metchosin, the District of Highlands, the Town of View Royal, the Capital Regional District, or the District of Sooke.

“**Minister**” means the Minister of Education and Child Care.

“**School District**” means School District No. 62 (Sooke)

4. Voters List

If the Board conducts all or part of a trustee election, the most current available Provincial list of voters prepared under the *Election Act* is the register of resident electors and the Board authorizes the Chief Election Officer to decide if electors not on the Provincial list of voters are able to register at the time of voting.

5. Application of Local Government Bylaws

- a. In Trustee Electoral Area #1 (Belmont Zone), if a local government conducts all or a part of the trustee election, the election bylaws of the local government, as they may be amended from time to time, apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.
- b. In Trustee Electoral Area #2 (Milne’s Landing Zone), if a local government conducts all or a part of the trustee election, the election bylaws of the local government, as they may be amended from time to time, apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.

6. Required Advance Voting Opportunities

- a. Unless the Board is exempted from the requirement by Order of the Minister, an advance voting opportunity will be held on the tenth day before general voting day.
- b. Unless the Board is exempted from the requirement for an additional advance voting opportunity by Order of the Minister, if a local government conducts all or part of a trustee election on the Board's behalf, an additional advance voting opportunity will be held for that trustee election or part of that trustee election being conducted by the local government on the Board's behalf, on the date specified in the by-laws of the local government.
- c. Unless the Board is exempted from the requirement for an additional advance voting opportunity by Order of the Minister, where the Board is conducting all or part of a trustee election, an additional advance voting opportunity for that trustee election or part of a trustee election will be held 3 days prior to general voting day.

7. Additional General Voting Opportunities

- a. If a local government conducts all or part of a trustee election on the Board's behalf, any additional general voting opportunities in respect of that trustee election or part of that trustee election will be determined by the local government.
- b. If the Board conducts all or part of a trustee election, the Chief Election Officer is authorized to establish dates for additional advance voting opportunities for that trustee election or part of that trustee election, and to designate the voting places and voting hours for these voting opportunities.

8. Special voting opportunities

- a. If a local government conducts all or part of a trustee election on the Board's behalf, any special voting opportunities in respect of that trustee election or part of that trustee election will be determined by the local government.
- b. If the Board conducts all or part of a trustee election, no special voting opportunities will be provided in respect of that trustee election or part of that trustee election.

9. Mail Ballot Voting

- a. If a local government conducts all or part of a trustee election on the Board's behalf, mail ballot voting in respect of that trustee election or part of that trustee election will be determined by the local government.
- b. If the Board conducts all or part of a trustee election, no mail ballot voting opportunities will be provided in respect of that trustee election or part of that trustee election.

10. Order of Names on the Ballot

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

11. Resolution of Tie Vote after Judicial Recount

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

12. Nomination Deposit

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

13. Number of Nominators

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

14. Candidate Nomination Documents and Campaign Financing Disclosure

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

- i. during the regular office hours at the Board's office from the time the nomination documents are delivered until 30 days after declaration of the election results; and
- ii. on the website of the School District until 30 days after declaration of the election results except for the telephone number or residential address, other than the municipality, electoral area or treaty lands in which the person is resident.

b. The Board will make available to the public by internet access, without charge, during the regular office hours of the Board's head office, access to the disclosure statements or supplementary reports required to be made available by the BC chief electoral officer on an Elections BC authorized website, other than:

- i. a mailing address or residential address of a significant contributor, or
- ii. a telephone number, mailing address, or residential address of a candidate, until 5 years after general voting day for the election to which the trustee's disclosure statements and supplementary reports relate.

c. The Board will, on request, provide a copy or other record of trustee candidates' disclosure statements and supplementary reports for as long as they are required to be available to the public under section 14 a or b.

d. Before providing the services under section 14 a, b or c other than to a Board officer or employee acting in the course of their duties, the Board may require the person requesting the service to

- i. satisfy to a Board official that any purpose for which personal information is to be used is permitted by the *Local Government Act* and section 63 of the *Local Elections Campaign Financing Act*, and

ii. provide a signed statement that:

- 1) the individual, and
- 2) if applicable, any individual or organization on whose behalf the first individual is accessing, inspecting or obtaining the copy or other record

will not use the information included in the copy or other record except for a purpose permitted under the *Local Government Act* or the *Local Elections Campaign Financing Act*.

15. Public Posting Places

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

1. The main door of the Board office located at 3143 Jacklin Road
2. The bulletin board at Langford City Hall located at 877 Goldstream Avenue, Langford
3. The notice board outside the main entrance to Sooke Municipal Hall located at 2205 Otter Point Road, Sooke.

16. Publication by means other than newspaper

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

The Board’s Website www.sd62.bc.ca ; and
The School District’s [Facebook page](#)

17. Title

This bylaw may be cited as ‘School District No. 62 (Sooke) Trustee Elections Bylaw No. 1-26.

18. Repeal of Bylaw from Previous Election

School District 62 (Sooke) Trustees Elections Bylaw No. 1-23 is hereby repealed.

Date of first reading: _____

Date of second reading: _____

Date of third reading and adoption: _____

I HEREBY CERTIFY that this is a true original of School District No. 62 (Sooke) Trustee Elections Bylaw No. 1-23, adopted by the Board the 26th day of MAY 2026.

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer



Appendix 2 – Summary of Updates

Improved Structure and Clarity

- Reorganizes the bylaw into a comprehensive, clearly numbered format (16 sections), improving usability and interpretation.

Updated Electoral Area Framework

- Defines Trustee Electoral Areas (TEA) #1 and #2 as “Belmont Zone” and “Milnes Landing Zone”, respectively

Clarified Governance Roles

- Clearly distinguishes responsibilities between the Board and local governments when administering elections.

Enhanced Voting Procedure Provisions

- Required advance voting opportunities
- Additional general voting opportunities
- Special voting opportunities
- Mail ballot voting
 - Notably clarifies that mail ballot and special voting opportunities are not provided when elections are administered directly by the Board.

Voters List Administration

- Introduces a dedicated section confirming use of the Provincial voters list and authority of the Chief Election Officer to register eligible voters not already listed.

Expanded Definitions

- Modernizes and broadens definitions to align with current legislation and improve clarity.

New Administrative and Compliance Provisions

- Adds new sections addressing:
 - Candidate nomination documentation and public disclosure
 - Campaign financing disclosure requirements
 - Requests for general voting certificates
 - Enhances transparency and alignment with the Local Elections Campaign Financing Act.

Administrative Modernization

- Updates bylaw language, removes outdated references, and includes a formal signature page.

GOVERNANCE COMMITTEE MEETING REPORT

APRIL 13, 2026 – 5:00 p.m.

Present: Amanda Dowhy, Trustee (Committee Chair)
Trudy Spiller, Trustee (Committee Member), online via MS Teams
Russ Chipps, Trustee (Committee Member), online via MS Teams

Staff: Paul Block, Superintendent & CEO
Monica Braniff, Deputy Superintendent

Regrets: Brian Jonker, Secretary Treasurer

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 5:05 p.m. by the Committee Chair, who acknowledged the traditional territories of the First Nations.

A Confidence declaration was provided by Trustees Chipps and Spiller.

REPORT

The report from the April 2, 2026 Governance Committee meeting will be received by the Board at its April 28, 2026 meeting.

2. BUSINESS

2.1 Governance Committee: Summary Page Update – Paul Block

The Committee made the following revisions:

- Change red font to black
- Title process map Appendix 1

2.2 A-500 Policy Development - Paul Block

a) Review revised language & process map:

The Committee considered the current draft and recommended revisions to improve.

b) Transition considerations:

The Committee recommended making the process map an Appendix to Policy A-500.

As the Board shifts to policies and administrative procedures, the map will be an administrative procedure.

The Committee recommended the following Motions for consideration by the Board at its April 28, 2026 meeting:

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

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

- 3. ADJOURNMENT AND NEXT MEETING DATE: TBD**
The meeting was adjourned at 6:08 p.m.

School District #62 (Sooke)

POLICIES & REGULATIONS POLICY DEVELOPMENT	No.: A-500
	Effective: Jan. 13/81 Revised: Oct. 11/83; Nov. 24/92; Apr. 22/97 Reviewed: Feb. 16/15; May 11/15; Apr. 2/26; Apr. 13/26; Apr. 28/26

SCHOOL BOARD POLICY

The establishment of policies which provide direction and guidance in the operation of the school district is viewed by the Board of Education as a key responsibility. Statements of policy indicate the Board's intent, and while such statements are generally broad enough to allow discretionary action, they are specific enough to provide clear direction to those responsible for implementing the policy decisions of the Board.

Where appropriate, a Board Policy may be accompanied by a Regulation. A Regulation indicates how the Board's policies will be implemented and how the Board governs its own organization and activities.

Statements of policy and regulations will be effective only upon adoption by the Board. In developing or revising policy, and in approving the development or revision of regulations, the Board will consult with groups or individuals affected.

Where a motion to be considered by the Board will, if passed, require a change in existing Board Policy, it shall be preceded by a Notice of Motion to change that policy.

From time to time minor updating of a policy or its regulations is needed to reflect current nomenclature and other operational requirements such as gender language, number sequences and references to changed external documents. Such updating may be done without submission of each updated policy to the Board. The Board must be advised in writing of any such updates for their information. This process will not change the intent of any documents.

Policy development is a key responsibility of the Board. Policies communicate the Board's values, beliefs, and expectations, providing direction and guidelines for the District's operation.

Definitions

- **Policy:** A policy is a broad, value-based directive established by the Board to guide the organization. Policies articulate the Board's expectations, values, and strategic direction, providing a framework within which the Superintendent and staff operate. They are designed to ensure consistency, accountability, and alignment with the Board's vision and goals.
- **Administrative Procedure:** An administrative procedure is a detailed, operational guideline developed by the Superintendent or their delegate to implement Board policies. These procedures outline the specific steps and processes required to achieve the objectives set forth in the policies. They are intended to provide clarity

and direction for staff in their day-to-day activities, ensuring that the Board's policies are executed effectively and efficiently.

Policy Development Process

1. Planning:

- The Board, in co-operation with the Superintendent or designate, shall assess the need for a policy and identify the critical attributes of each policy to be developed.
- Policies may be created or updated to ensure compliance with legislation has been identified.

2. Development and Approval:

- At the direction of the Board, the Superintendent or designate will draft a new policy.
- New draft policies will first be brought to the appropriate committee to gather feedback and support from appointed committee members for further development and refinement prior to being considered for adoption of the Board.
- Only those policies which are adopted and recorded in the Board meeting minutes constitute official policies of the Board.

3. Implementation:

- The Board is responsible for the implementation of policies governing its own processes.
- The Board and Superintendent share the responsibility for implementation of policies relating to the Board-Superintendent relationship.
- The Superintendent is responsible for the implementation of all other policies.

4. Evaluation and Review:

- From time to time, amendments to Board policy may need to be considered as brought forward by the Superintendent or designate to ensure it is meeting its intended purpose and to align to applicable legislation, ministerial orders, and regulations.
- The Board, supported by its committee structures, and in co-operation with the Superintendent or designated staff, shall evaluate all its policies at least once in a four-year term including bringing any recommendations for amendments to the Board for consideration.

Administrative Procedures

The Superintendent shall develop administrative procedures and may develop such other procedures as deemed necessary for the effective operation of the District. These must be in accordance with Board policies.

The Board may also delete a policy and subsequently delegate the Superintendent authority over this area. The Superintendent may choose to then develop an administrative procedure relative to this matter.

The Superintendent must inform the Board of any changes to administrative procedures that are more than general housekeeping.

Appendix 1 - Policy A-500 – Policy Development Process Map

Policy Category (Existing)	Policy Type	Associated Board Committee	Notice of Motion Period
A	Foundations & Governance	Governance	Board motion (zero)
B	Educational Programs	Ed-Policy	21 days
C	Students	Ed-Policy	21 days
D	Community Communications	Ed-Policy	21 days
E	Human Resources	Resources	21 days
F	Corporate Services, Facilities, Transportation	Resources	21 days

Policy Development Process		Who
1	Recommendation to draft or revise	Board and/or Supt or designate
2	Development Work	Staff
3	Consultation	via Board Committee
4a	Notice of Motion Period	Board motion
4b	Potential extension of Notice of Motion	Pending feedback (if applicable)
5	Adoption of Policy	Board motion

School District #62 (Sooke)

POLICIES & REGULATIONS	No.: A-500
	Effective: Jan. 13/81 Revised: Apr. 22/97; Dec. 8/98; Oct. 27/15; Jan. 4/23 Reviewed: Feb. 16/15; May 11/15; June 15/15; Sept. 22/15; Sept. 29/15; Apr. 2/26 Rescinded:

REGULATIONS

This regulation outlines the procedures for development and revision of Board Policies and Regulations. When a suggested addition, deletion, or revision to a Board of Education Policy or Regulation is received the following steps shall occur:

<u>STEP</u>	<u>INVOLVEMENT</u>
1. Initial recommendation to formulate or review a policy/regulation.	Board of Education
2. Study of background information; consultation with involved personnel; preparation of initial draft.	Staff
3. Consultation with those affected.	Officers of the Board/Education-Policy Committee
4. Presentation of the draft.	Officers of the Board/Education-Policy Committee
5. Review, recommend and modification as necessary.	Board/Education-Policy Committee/ Officers of the Board/Partner groups
6. Notice of Motion	Board of Education
7. Adoption of policy, approval of regulations. (no less than one month after initial receipt of Step 6 above)	Board of Education
8. Publication of new policy and regulations.	Staff

Board of Education 2025-26

90 Day Work Plan

JUNE TO AUGUST 2026

Font Colour Legend:
Blue – Education Policy
Green – Resources
Red – Ad Hoc/District Partners
Black – Board of Education

ACTION	JUNE	JULY	AUGUST
Approve	<ul style="list-style-type: none"> – Year-end Board meeting reports: <ul style="list-style-type: none"> – Na'tsa'maht Enhancement Agreement Annual Report – Superintendent Annual Growth Plan Report – Final readings of Budget Bylaw 		
Review	<ul style="list-style-type: none"> – Review of all Board Motions for the school year 		<ul style="list-style-type: none"> – Estimated Enrolment Update
Complete	<ul style="list-style-type: none"> – Audit Committee (June 16) – Governance Committee Meeting (June 11) 	<ul style="list-style-type: none"> – CBSA Conference in Whistler July 5-8, 2026 	
Engage	<ul style="list-style-type: none"> – Grad/Year End Ceremonies – Acknowledgement Letters to Partner Groups – National Indigenous Peoples Day (Jun 21) – Acknowledgement letters to Valedictorians – Municipal Partner Meeting - Langford Mayor/CAO & Chair/ST/Supe – (Jun 30 lunch) – Municipal Partner Meeting - Colwood Mayor/CAO & Chair/ST/Supe – (Jun 30 @ 5pm) 		<ul style="list-style-type: none"> – MLAs “Pre-School Start-Up” District Tour (TBD)