

### Public Notice – Education-Policy Committee Online Public Meeting


A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on Sept. 7, 2021 at 6:00 pm.**

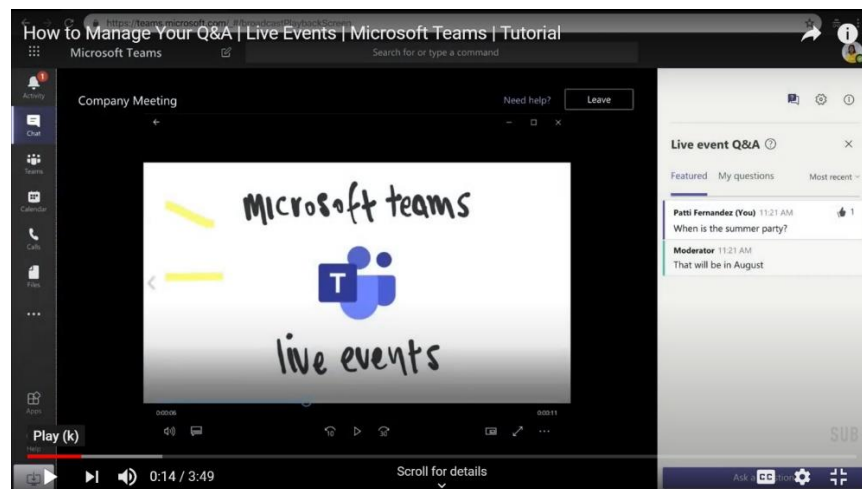
Requirements that limit the size of public gatherings due to the COVID-19 pandemic mean this meeting will proceed differently than they have in the past. The meeting will be conducted online via MS teams. We encourage members of the public to join the LIVE Event.

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Education-PolicyCommittee-09-07-2021>

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

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

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



For those who are unable to join the meetings, they will be recorded and audio will be available upon request following the meeting by emailing [jfoulger@sd62.bc.ca](mailto:jfoulger@sd62.bc.ca).

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



## EDUCATION-POLICY COMMITTEE

School Board Office

Via MS Teams

September 7, 2021 – 6:00 p.m.

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### A G E N D A

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

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

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

a. Return to School – Scott Stinson

3. **COMMITTEE REPORT** of June 1, 2021 Education Standing Committee meeting (attached)

4. **BAA COURSE PROPOSALS**

5. **REVIEW OF POLICIES/REGULATIONS** (attached)

a. Draft Revised Regulations C-329 "Field Trips" – Stephanie Hedley-Smith

6. **NEW BUSINESS** (attached)

- a. Presentation – SOGI Update – Vanessa White, Amanda Culver, Missy Haynes (25 min.)
- b. Seamless Day Pilot Project – Stephanie Hedley-Smith, Denise Wehner (30 min.)

7. **FOR INFORMATION** (attached)

- a. Research Project Approval – Nikki Lineham/Dr. Jennifer Thom – "Spatial Reasoning and Projective Geometry in the Primary Years and Investigating Deaf and Hard of Hearing Students in Mathematics in Mainstream Classrooms" – Scott Stinson
- b. Research Project Approval – Shelby Pollitt – "Advancing Learner-Informed Practices in Early Reading: A Collaborative Response to Intervention (RTI) Partnership" – Scott Stinson

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** Oct. 5, 2021

**COMMITTEE REPORT OF THE  
EDUCATION-POLICY COMMITTEE via MS Teams Live  
June 1, 2021 – 6:00 p.m.**

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Present: Allison Watson, Trustee (Committee Chair)  
Bob Phillips, Trustee (Committee Member)  
Dianna Seaton, Trustee (Committee Member)  
Jennifer Anderson, STA  
Lou Leslie, CUPE  
Sandra Arnold, SPEAC  
Georgette Walker, SPVPA  
Scott Stinson, Superintendent/CEO  
Stephanie Hedley-Smith, Associate Superintendent  
Paul Block, Associate Superintendent  
Dave Strange, Associate Superintendent

Guests: Nora Reid, Janine Brooks, Linda Lamers, Denise Wehner, Shelby Pollitt, Lisa Marshall,  
Alexis Mckean, Cheryl Ring, Stephanie Cave

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

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

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

- COVID-19 Update – Scott Stinson  
Scott Stinson provided an update and spoke about the Province's recent announcement regarding the re-start plan. He noted that the K – 12 system remains in the original Stage 2 until September 2021. He acknowledged the tremendous work happening in the schools and the resilience he has seen during his recent school visits.
- He acknowledged the discovery of 215 children buried in a mass grave at the site of the former Kamloops Residential School. Trustees Watson and Seaton expressed their sorrow about the situation with residential schools.

3. **COMMITTEE REPORT** of May 4, 2021 Education Standing Committee meeting

The committee report for the May 4, 2021 Education-Policy Committee meeting was reviewed by the committee members.

4. **BAA COURSE PROPOSALS**

a. Class Design 10 – Paul Block

Paul Block presented the proposed course to the committee for discussion. The committee discussed the proposed course and engaged in Q and A.

**Recommendation:**

That the Board of Education approve BAA course Class Design 10.

This will move to the board but there will be consultation between Associate Block and the STA.

b. Class Design 11 – Paul Block

Paul Block presented the proposed course to the committee for discussion. The committee discussed the proposed course and engaged in Q and A.

**Recommendation:**

That the Board of Education approve BAA course Class Design 11.

This will move to the Board but there will be consultation between Associate Block and the STA.

5. **REVIEW OF POLICIES/REGULATIONS**

- a. Draft Revised Policy and Regulations E-221 “Evaluation of Teachers and Report Writing” – Nora Reid  
Nora Reid, Strategic Human Resources Manager, reviewed the proposed revisions to the policy and regulations. She advised that the proposed revisions have been done in consultation with the STA and that the main change is the alignment to the Collective Agreement and the LOU (last version was 1992).

Trustee Watson recommended that that the policy go before the Board for Notice of Motion and to give the regulations more time. Discussion focused on aspects of the Administrative Regulations, primarily regarding the report templates. Additional discussion on the Administrative Regulations was recommended.

**Recommendation:**

That the Board of Education give Notice of Motion to draft revised Policy E-221 “Evaluation of Teachers and Report Writing”.

- b. Draft Revised Policy and Regulations C-200 “Services to Students With Disabilities or Diverse Abilities” – Dave Strange, Janine Brooks, Linda Lamers

Janine Brooks, District Principal – Inclusive Education Services and Linda Lamers, District Vice-Principal – IES, reviewed the proposed revisions to the policy and regulations.

**Recommendation:**

That the Board of Education give Notice of Motion to draft revised Policy and Regulations C-200 “Services to Student With Disabilities or Diverse Abilities”.

- c. Draft Revised Policy F-302 “Use of School Facilities for Child Care Programs” – Scott Stinson  
Scott Stinson brought forward recommended changes to Policy F-302 based on partner discussions, legal advice and alignment to revisions to the *School Act*.

**Recommendation:**

That the Board of Education give Notice of Motion to draft revised Policy F-302 “Use of School Facilities for Child Care Programs”.

6. **NEW BUSINESS**

- a. Presentation – Competency Based IEPs – Janine Brooks, Linda Lamers, Dave Strange



Janine Brooks and Linda Lamers presented on proposed changes to the IEP process to focus more on student competencies. The presentation was very well received by the committee.

- c. Presentation – Curriculum “Celebration” – Denise Wehner, Shelby Pollitt, Lisa Marshall, Alexis Mckean, Cheryl Ring, Stephanie Cave

The Curriculum Transformation staff gave a presentation on what this new team achieved this year during the COVID-19 pandemic. Given the time constraints during the meeting, anyone with questions were directed to connect with Denise Wehner, District Principal.

- c. Presentation – “Octamesters” in Secondary Schools – Paul Block

Associate Superintendent Block provided an overview of the results of the “octamester system” and the feedback from the SD62 community. A number of options were explored, including a move to a “quarter semester system” for the coming school year. Given the time constraints during the meeting, anyone with questions were directed to connect with Paul Block.

7. **FOR INFORMATION**

8. **FOR FUTURE MEETINGS**

- a. Review of Policies/Regulations - as per Policy Work Plan

9. **ADJOURNMENT AND NEXT MEETING DATE:** Sept. 7, 2021

**Committee Info Note**  
**Education-Policy Committee Meeting**  
**Sept. 7, 2021**  
**Agenda Item 5a: Draft Revised Regulations C-329 “Field Trips”**

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Background

During the 2019 – 2020 school year an A5 committee for reviewing International Field Trips met to discuss our present field trip policy and regulations. The committee worked to develop a new policy that addressed the concerns that were emerging for teachers and administrators with regards to international travel and the types of out-of-country travel that teachers were participating in during the past. The Board requested that this group ensure the International travel policy addressed equity.

The Concerns

The staff wanted a separate portion and checklist to ensure that educators and parents would understand the implications and responsibilities not only of teachers but students, chaperones and volunteers. It became apparent that our District participates in a variety of International travel from sister schools to educational field trips and these types of trips required a more detailed policy and checklist.

The six teachers that participated on the committee had extensive experience with international travel and recognized the importance of the role of the Principal in the initial to decision to consider travel. This needed to be clear in the international policy. A teacher cannot start to fundraise for travel unless they have approval from the Principal and then after following the checklist it will go to the Board.

During this process it became clear that our regular field trip policy still relied on “waivers.” After consulting with our Secretary-Treasurer and the BCSTA, it was advised that we replace waiver with consent. It also was advised that we include wording around trip and medical insurance.

Context

The Committee looked at numerous other Districts and their policies in an attempt to use the best of all of these policies. The Committee realized that a separate section was needed in our field trip policy to address the issues of International travel.

Recommendations

The A5 committee is requesting that the Education-Policy Committee review the draft document and make recommendations to myself or the committee if there are gaps that need to be addressed immediately.

Respectfully,

Stephanie Hedley-Smith  
Associate Superintendent

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

## ADMINISTRATIVE REGULATIONS

### A. FIELD TRIP CATEGORIES:

1. **Curricular Field Trips**

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

2. **Extra-Curricular Activity Field Trips**

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

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

3. **Out-of-Province Educational Travel Field Trips (requires Board approval)**

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

4. **International Educational Trips (requires Board approval)**

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

### B. COMMERCIAL OR INTEREST-BASED EXCURSIONS

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

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

The Principal shall ensure that any advertising of or recruiting for these trips, which may occur within the school, must clearly indicate that there is no Board approval or endorsement of the excursion.

**Exemptions are not limited to but may include:**

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

**C. DEFINITIONS**

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

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

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

Examples may include:

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

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

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

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

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

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

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

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

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

Examples include, but are not limited to:

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

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

#### **4. Definition of Roles:**

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

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

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

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

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

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

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

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

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

#### **D. FIELD TRIP APPROVAL AND APPLICATION PROCESS AND CONDITIONS**

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

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

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

#### **E. INCIDENT REPORTING**

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

#### **F. SAFETY PROVISIONS**

1. A first aid safety kit must accompany all school field trips.



2. For "moderate risk" activities, first aid services will be readily available.
3. **Any activities that take place in water requires** ~~Swimming may only take place under~~ direct adult supervision **and must have a certified lifeguard present.**
4. All "moderate risk" activities shall take place with appropriate equipment and supervision ratios as well as under the leadership of teachers or instructors with experience and credentials that meet or exceed "industry standards" e.g. certified ocean kayak guides using ocean kayaks with proper flotation hatches and rescue equipment as well as industry-recognized guide-to-participant ratios.

Specific requirements:

- a. Safety helmets must be worn by all participants, including supervisors/chaperones involved in cycling, skating, downhill skiing, tobogganing, snowboarding, tubing, rock climbing, skateboarding, rollerblading, and whitewater activities.
- b. All snowboarders must wear wrist guards.
- c. Safety vests and/or red or yellow pinnies must be worn by all participants cycling on any public road.
- d. For boating activities, students must be wearing a life jacket or following the specific rules for competition (e.g. rowing).

#### **G. SKI TRIP/WINTER ACTIVITY GUIDELINES FOR SCHOOLS**

1. Trips that occur during instructional time are an extension of the P.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. However, the district believes that they are not a right of any student, class or group.**

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

- a. **advantage is taken whenever possible of weekends and holiday periods.**
- b. **the trip has curricular or extra-curricular relevance for participating students.**
- c. **the trip is initiated by school staff and approved by the Principal, Associate Superintendent and the District Leadership Team.**
- 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**. 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 or illegal substances by student participants, volunteers, supervisors or staff is strictly prohibited during International Educational Trips, regardless of the circumstances, the age of the participants, or local laws, customs and culture.**

#### **Procedures**

##### **1. Application for Approval Conditions of Participation**

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

- 1.3 For International Educational Trips, approval from the District Leadership Team must be obtained at least six months prior to departure. Exceptions to this include championships and challenges which teams and clubs may qualify for.
- 1.4 An application for a proposed International Educational Trip submitted by a sponsor teacher must:
  - a. demonstrate the curricular or extra-curricular relevance of the proposed trip and that it is appropriate for the proposed group of student participants.
  - b. include a supervision plan appropriate to the nature of the trip, the age and the development of the students, and the activities being undertaken.
  - c. provide details of any fundraising activities to be undertaken in support of the proposed trip.
  - d. provide a plan for any special training necessary for participation in the International Educational Trip.
- 1.5 In considering whether to approve an International Educational Trip, the Principal, Associate Superintendent and District Leadership Team 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. the activities to be undertaken on the trip.
  - f. the affordability of the proposed trip for its intended participants.
  - g. how the proposed trip 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.
- 1.6 Students are not permitted to participate in field trips where the service providers requires a waiver to be signed as a condition of participation in the event or activity. Acknowledgment of Risk forms may be used by service providers to gather informed consent from parents/**guardians** by indicating the risks associated with the field trip activity. Acknowledgment of Risk forms must accompany the initial application for the International Educational Trip.

## 2. Conditions of Participation

- 2.1 All participants on an International Educational Trip must comply with the school and District Student Codes of Conduct, abide by all laws and customs of the destination, and act as ambassador of the school district. When behaviour of a student on a trip, in the opinion of the sponsor teacher, compromises safety of self or others and does not adhere to previously established expectations, that student will be returned home at the expense of the parents/**guardians**. If it is necessary for the student to be accompanied by a supervisor on the return trip, the parents/**guardians** of the student will be responsible for the travel costs of that supervisor. Parents/**guardians** will be advised of this possibility as part of the trip conditions. Prior to the student being sent home, parents/**guardians** will be notified.

**2.2 Cancellation insurance or an alternate destination plan must be in place for the field trip. For reasons of student safety, an International Educational Trip may need to be changed, postponed or canceled (i.e. - global catastrophic events such as hurricane, pandemic, war or other military conflict). The cost for such a decision will not be covered by the school district. If the Superintendent of Schools deems a trip unsafe and must be cancelled the parents/guardians will be responsible for covering all appropriate costs. Parents/guardians must ensure that they have all appropriate trip cancellation insurance as well as medical insurance.**

**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 All financing arrangements for an International Educational Trip must be transparent, including the use of any "free" or discounted tickets associated with the selection of an organizing company, or the accrual of rewards benefits such as travel points, free trips or any other items related to the group travel. Sponsor teachers shall not place themselves in a financially compromising position or a conflict of interest with their students or with commercial agencies as a result of trips. A summary of costs associated with the trip shall be completed by the sponsor teacher and submitted to the Principal within two weeks of the completion of the field trip.**

**4.2 International Educational Trips are assumed by the teacher and any supervisor on a voluntary basis. There shall be no compensation for the provision of extracurricular activities (Article D.17 STA Collective Agreement: Extra-Curricular Activities).**

**4.2 If a teacher-on-call is required as a result of the International Educational Trip, the cost of the teacher-on-call will be included in the students' cost of the trip.**

4.4 The school district will not be responsible for the costs of any International Educational Trip. Parents/**guardians** must be advised in writing before any funds are collected from parents/**guardians** or students, that should the travel have to be cancelled for any reason the school district is not responsible for any costs incurred. If the Superintendent of Schools deems a trip unsafe and must be cancelled the parents/**guardians** will be responsible for covering all appropriate costs. Parents/**guardians** must ensure that they have all appropriate trip cancellation insurance as well as medical insurance.

## **I STUDENT EXCHANGE, SISTER SCHOOL OR HUMANITARIAN PROGRAMS**

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

### **Guiding Principles**

1. It is the Principal's responsibility to ensure the appropriateness of all programs and the planning for safety of students.
2. All Student Exchange, Sister School and Humanitarian Program proposals will be brought forward to the attention of the District Leadership team for discussion. The Associate Superintendent for the school has the responsibility to approve proposed programs.

3. Programs offered through the school or school district must be under the general supervision of school district staff. Planning and supervision for the program are the shared responsibility of the Principal and the sponsor teacher.
4. The safety and welfare of students and staff is the primary consideration in planning and implementing the program. The supervisors of each such program must incorporate appropriate safety practices that consider factors such as the location to which the students are travelling, the nature of the activity in which the students are participating, the skill level of the students, the number of students and the age and development of the students.
5. Parents and **guardians** must provide informed consent for their child's participation in a program, including informed consent for activities undertaken in that program. Parents and **guardians** must be provided with all appropriate information regarding the date, location, arrangements, levels of supervision and known inherent risks specific to the program in order to give informed consent.
6. Volunteer supervisors are a valued resource in the school community and in assisting with programs. Volunteers will take direction from the sponsor teacher or Principal. Volunteers must provide background, reference, and Criminal Record Checks and may be required to provide a Driver's Abstract. (Refer to Policy/Regulations D-111 Volunteers in the Schools).
7. All Student Exchange, Sister School or Humanitarian Programs must be planned to ensure that changes in travel plans, on short notice, to ensure the safety of students are possible without significant costs to participating students and/or their parents/**guardians**. Travel insurance plans and/or alternate destination plans are essential to Student Exchange, Sister School or Humanitarian Programs Trips proposals. If the Superintendent of Schools deems a trip unsafe and must be cancelled the parents/**guardians** will be responsible for covering all appropriate costs. Parents/**guardians** must ensure that they have all appropriate trip cancellation insurance as well as medical insurance.
8. At all times the use of alcohol, tobacco or illegal substances by student participants, volunteers, supervisors or staff is strictly prohibited during all program activities and travel, regardless of the circumstances, the age of the participants, or local laws, customs and culture.

## Procedures

### 1. Application for Approval

- 1.1 A sponsor teacher proposing a program must submit an application to the Principal and Associate Superintendent for approval prior to any communication to students or parents/**guardians** about the proposed program.
- 1.2 Once approval is obtained from the Principal, Associate Superintendent and District Leadership Team, the sponsor teacher may communicate the proposed program to parents/**guardians** and students.
- 1.3 For programs outside British Columbia but inside Canada or the United States, approval from the Associate Superintendent must be obtained at least six months prior to departure.
- 1.4 For programs involving international travel, approval from the District Leadership Team must be obtained at least six months prior to departure.
- 1.5 An application for a proposed program submitted by a sponsor teacher must:
  - a. demonstrate the curricular relevance, which would include the reciprocal cultural exchange benefits and details of the proposed program.
  - b. include a supervision plan appropriate to the nature of the program, the age and the development of the students, and the activities being undertaken.

- c. provide details of any fundraising activities to be undertaken in support of the proposed program.
- d. provide a plan for any special training necessary for participation in the program.

**1.6 In considering whether to approve a program, the Principal and District Leadership Team will consider all relevant facts and in particular, will consider:**

- a. the substantive educational rationale for the proposed program.
- b. the reasonableness of the length of the proposed program, having regard to the number of school days that will be used and the age of the students.
- c. the risks associated with the program and whether the application for approval provides an appropriate safety management plan.
- d. the destination and the risks of travel to that destination (the Principal and Associate Superintendent will not approve travel to a destination where the Department of Foreign Affairs has published a travel warning which indicates "avoid non-essential travel" or "avoid all travel").
- e. the activities to be undertaken in the program.
- f. the affordability of the proposed program for its intended participants.
- g. how the proposed program co-ordinates with overall school plans.
- h. contingency and emergency planning included in the application.
- i. the impact of the absence of attending school staff from the school.
- j. the supervision plan.

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

## **2. Conditions of Participation**

- 2.1 Any School District No. 62 student in good standing is eligible to take part in a Student Exchange, Sister School or Humanitarian Program, subject to the criteria and guidelines of the program. Students who participate in a program must be currently enrolled in the school and must be known by the teacher undertaking the planning of the program.**
- 2.2 Participation in a program is not a right. The Principal may determine whether a student may participate. Non-participation will not affect a student's standing or grade. As necessary, an appropriate educational program must be provided to students not participating in the program.**
- 2.3 All participants in a program must comply with the school and district Student Codes of Conduct, abide by all laws and customs of the destination, and act as ambassador of the school district. When behaviour of a student in a program, in the opinion of the sponsor teacher, compromises safety of self or others and does not adhere to previously established expectations, that student will be returned home at the expense of the parents/guardians. If it is necessary for the student to be accompanied by a supervisor on the return home, the parents/guardians of the student will be responsible for the travel costs of that supervisor. Parents/guardians will be advised of this possibility as part of the program conditions. Prior to the student being sent home, parents/guardians will be notified.**
- 2.4 Student participants in a program must attend pre-program meetings at which the activities to be undertaken in the program, the risks associated with the program, and the expected standards of conduct and consequences of noncompliance with that standard of conduct are reviewed. No student may participate in a program without attending such a meeting and**



agreeing to comply with that expected standard of behaviour. Student participants must satisfy any academic responsibilities prior to and during a program.

- 2.5 A sponsor teacher must provide detailed information to the parents/**guardians** of proposed student participants outlining the proposed activities to be undertaken in the program, including any known risks or dangers associated with that program, the educational purpose behind the program, the supervision to be provided in the program, and must obtain informed parental consent for each student participating in the program. The sponsor teacher will also communicate expectations to parents/**guardians** of responsibilities and expectations of student and adult participants and the consequences of failure to comply with the expected standards of conduct. A pre-program meeting must be held to provide parents/**guardians** information about the program, and parental attendance must be documented.
- 2.6 Cancellation insurance or an alternate destination plan must be in place for the field trip. For reasons of student safety, a Student Exchange, Sister School or Humanitarian Program may need to be changed, postponed or cancelled. The cost for such a decision will not be covered by the school district. If the Superintendent of Schools deems a trip unsafe and must be cancelled the parents/**guardians** will be responsible for covering all appropriate costs. Parents/**guardians** must ensure that they have all appropriate trip cancellation insurance as well as medical insurance.
- 2.7 Should the school or school district require the field trip to change or return home, all field trip participants will be required to comply with this directive.

### 3. Volunteers and Supervision

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

### 4. Financial Arrangements

- 4.1 Fundraising activities to support a program must comply with school district procedures and be approved by the Principal (refer to Policy and Regulations D-205 Fund Raising).

- 4.2 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.**
- 4.3 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).**
- 4.4 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.**
- 4.5 The school district will not be responsible for the costs of any Student Exchange, Sister School or Humanitarian Program. Parents/guardians must be advised, in writing, before any funds are collected from parents/guardians or students, that should the travel have to be cancelled for any reason the school district is not responsible for any costs incurred.**



## **LIST OF APPENDICES FOR ALL TRIP FORMS**

Appendix A – Low Risk Trip Forms

Appendix B – Moderate Risk Trip Forms – for Day Trips

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

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

Appendix E – International Educational Trip Forms

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

**APPENDIX A**

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

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

**PART A - Required for all field trips**

Teacher/Leader/Supervisor: \_\_\_\_\_

School: \_\_\_\_\_

Date of Application: \_\_\_\_\_ Date(s) of Field Trip: \_\_\_\_\_

Purpose/Activities: \_\_\_\_\_

Number of Students: \_\_\_\_\_ Grade(s): \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_ Other \_\_\_\_\_

Number of Supervisors/Chaperones: \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_ Other \_\_\_\_\_

Times & Locations (When & Where?):  
\_\_\_\_\_  
\_\_\_\_\_

Method(s) of Transportation: \_\_\_\_\_

Costs: \_\_\_\_\_ Source of Funds: \_\_\_\_\_

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

**Planned by:** \_\_\_\_\_  
Leader's signature

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

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

## CHECK LIST FOR LOW RISK FIELD TRIPS

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

### PLEASE PREPARE AT LEAST ONE WEEK BEFORE THE TRIP:

- 1. Make sure you have money for the field trip. *PAC does give some money for field trips, but this money is not available until late fall. Also, you can charge students a small fee for trips.*
  - 2. Fill out the permission form (located \_\_\_\_\_) **at least three days before trip.** NOTE: if using parent/guardian drivers, please see 8c. deadline.
  - 3. 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.*
  - 4. 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.*
  - 5. First Aid kit – Student Contacts
  - 6. Cell Phone
  - 7. **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).
  - 8. **If you use Parent/Guardian drivers:**
    - a. Request that insurance and licence be presented to the office. *They will be photocopied and place in binder.*
    - b. Check insurance for valid dates and minimum \$1,000,000.00 liability coverage (\$2,000,000.00 is preferred).
    - c. Send list of parent drivers to office **at least three days** before trip.
- Teachers are responsible for checking binder to confirm parent/**guardian** drivers have filed licence and insurance papers with the school.**
- 9. 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 son/daughter to participate in this activity, you are accepting the risk of an accident occurring, and agree that this activity, as described above, is suitable for your child.**

-----

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

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name of Parent/Guardian

\_\_\_\_\_  
Address of Parent/Guardian

**APPENDIX B**

*School District #62 (Sooke)*

**MODERATE RISK FIELD TRIP (DAY) APPROVAL FORM**

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

**PART A - Required for all field trips**

Teacher/Leader/Supervisor: \_\_\_\_\_

School: \_\_\_\_\_

Date of Application: \_\_\_\_\_ Date(s) of Field Trip: \_\_\_\_\_

Purpose/Activities: \_\_\_\_\_

Number of Students: \_\_\_\_\_ Grade(s): \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_ Other \_\_\_\_\_

Number of Supervisors/Chaperones: \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_ Other \_\_\_\_\_

Times & Locations (When & Where?):  
\_\_\_\_\_  
\_\_\_\_\_

Method(s) of Transportation: \_\_\_\_\_

Costs: \_\_\_\_\_ Source of Funds: \_\_\_\_\_

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

**Planned by:** \_\_\_\_\_  
Leader's signature

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

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

**PART B** (to be submitted to the Principal at least 30 days prior to trip)

Required only for field trips that are overnight, within province,  
and/or involve “moderate risk” activities.

**Date of Parent/Guardian Information Meeting(s) (required by policy):** \_\_\_\_\_

**Section 1 – Required for all Overnight Field Trips**

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

Lodging Arrangements \_\_\_\_\_

Meal Arrangements \_\_\_\_\_

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

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

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

Leader’s and/or Instructors’ Local Knowledge: \_\_\_\_\_

Type & Quality of Safety Equipment: \_\_\_\_\_

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

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

Details of Student Preparation for Activities: \_\_\_\_\_

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

First Aid Training: \_\_\_\_\_

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

**Section 3 – Any Relevant Additional Information**

**Planned By:**

**Approved/Recommended by:**

**Date:**

\_\_\_\_\_  
Leader’s Signature

\_\_\_\_\_  
Principal’s Signature

**MODERATE RISK FIELD TRIP**  
**SCHOOL TRAVEL/ACTIVITY CHECKLIST**

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

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

*Items marked (\*) are related to all trips.*

SCHOOL: \_\_\_\_\_ DATE OF TRIP: \_\_\_\_\_

DESTINATION: \_\_\_\_\_ PURPOSE: \_\_\_\_\_

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

SUPERVISORS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

NUMBER OF STUDENTS: \_\_\_\_\_ LENGTH OF TRIP: \_\_\_\_\_ DAYS

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

DEPARTURE FROM: \_\_\_\_\_ (AM) (PM) \_\_\_\_\_ 20\_\_

ARRIVAL AT: \_\_\_\_\_ (AM) (PM) \_\_\_\_\_ 20\_\_

LEAVE FROM: \_\_\_\_\_ (AM) (PM) \_\_\_\_\_ 20\_\_

ARRIVE AT: \_\_\_\_\_ (AM) (PM) \_\_\_\_\_ 20\_\_

**TEACHER'S SIGNATURE** \_\_\_\_\_

**PRINCIPAL'S SIGNATURE INDICATING PLANNING COMPLETE** \_\_\_\_\_

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

**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 provision been made to check student preparation before trip date?
- 8. For lone or extended trips has the supervisor a list of medical numbers and insurance coverage?
- 9. Have procedures for serious behaviour problems been communicated to the parent/guardian?



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

***SAFETY***

1. To the best of your knowledge, do teacher supervisors and adult helpers have adequate qualifications and experience for this trip?
2. Have potential hazards been considered in your planning?
- \*3. Are there provisions for first aid?
4. Is the Supervisor familiar with the route/destination?

***FUNDING***

- \*1. Has funding been organized and reviewed with the Principal?

***TRANSPORTATION***

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

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

**Date:**

**Dear:**

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

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

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

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

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

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

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

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

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

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

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

My child and I understand that the school's Code of Conduct applies during this field trip. I will be \_\_\_\_\_

responsible for any costs caused by my child's failure to abide by the Code of Conduct, including any costs to send my child home.

Initial

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

Initial

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

Initial

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

Initial

Date:

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Printed Name of Witness

\_\_\_\_\_  
Printed Name of Parent/Guardian

\_\_\_\_\_  
Address

\_\_\_\_\_  
Address

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

**APPENDIX C**

*School District #62 (Sooke)*

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

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

**PART A - Required for all field trips**

Teacher/Leader/Supervisor: \_\_\_\_\_  
School: \_\_\_\_\_

Date of Application: \_\_\_\_\_ Date(s) of Field Trip: \_\_\_\_\_

Purpose/Activities: \_\_\_\_\_

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

Times & Locations (When & Where?):  
\_\_\_\_\_  
\_\_\_\_\_

Method(s) of Transportation: \_\_\_\_\_

Costs: \_\_\_\_\_ Source of Funds: \_\_\_\_\_

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

**Planned by:** \_\_\_\_\_  
Leader's signature

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

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

**PART B** (to be submitted to the Principal at least 30 days prior to trip)

Required only for field trips that are overnight, within province,  
and/or involve “moderate risk” activities.

**Date of Parent/Guardian Information Meeting(s) (required by policy):** \_\_\_\_\_

**Section 1 – Required for all Overnight Field Trips**

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

Lodging Arrangements \_\_\_\_\_

Meal Arrangements \_\_\_\_\_

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

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

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

\_\_\_\_\_

Leader’s and/or Instructors’ Local Knowledge: \_\_\_\_\_

Type & Quality of Safety Equipment: \_\_\_\_\_

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

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

Details of Student Preparation for Activities: \_\_\_\_\_

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

\_\_\_\_\_

First Aid Training: \_\_\_\_\_

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

\_\_\_\_\_

**Section 3 – Any Relevant Additional Information**

**Planned By:**

**Approved/Recommended by:**

**Date:**

\_\_\_\_\_  
Leader’s Signature

\_\_\_\_\_  
Principal’s Signature

\_\_\_\_\_

**MODERATE RISK FIELD TRIP – OVERNIGHT WITHIN PROVINCE**  
**SCHOOL TRAVEL/ACTIVITY CHECKLIST**

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

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

SCHOOL: \_\_\_\_\_ DATE OF TRIP: \_\_\_\_\_

DESTINATION: \_\_\_\_\_ PURPOSE: \_\_\_\_\_

SUPERVISORS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

NUMBER OF STUDENTS: \_\_\_\_\_ LENGTH OF TRIP: \_\_\_\_\_ DAYS

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

DEPARTURE FROM: \_\_\_\_\_ (AM) (PM) \_\_\_\_\_ 20\_\_

ARRIVAL AT: \_\_\_\_\_ (AM) (PM) \_\_\_\_\_ 20\_\_

LEAVE FROM: \_\_\_\_\_ (AM) (PM) \_\_\_\_\_ 20\_\_

ARRIVE AT: \_\_\_\_\_ (AM) (PM) \_\_\_\_\_ 20\_\_

**TEACHER’S SIGNATURE:** \_\_\_\_\_

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

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

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

**RATIONALE**

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

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

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

**COMMUNICATION WITH PARENTS/GUARDIANS**

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

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

**TEACHER-ON-CALL**

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

**SUPERVISION**

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

**SAFETY**

- 1. To the best of your knowledge, do teacher supervisors and adult helpers have adequate qualifications and experience for this trip?
- 2. Have potential hazards been considered in your planning?
- 3. Are there provisions for first aid?
- 4. Is the Supervisor familiar with the route/destination?

**FUNDING**

- 1. Has funding for the trip been obtained in accordance with Board policy?
- 2. Are payment methods organized for the trip?
- 3. Has an itemized budget been filed?
- 4. Ensure all receipts are turned into the office.

**TRANSPORTATION**

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



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

- 4. If using Charter Buses/rental vehicles, have safety inspection for school bus been approved and on file with SBO?
- 5 a) If more than one vehicle is being used, is list on file showing who is in which vehicle?   
b) If any student changes vehicles, a record of this change must be made and communicated to each supervisor.
- 6. Is list of students going, and home telephone numbers been filed in school office?
- 7. Does means of transport have adequate luggage/equipment storage?
- 8. Are arrangements made well in advance for meals enroute?
- 9. Will there be access to the school on departure or return?
- 10. Have provisions been made to deal with the 
  - a) alarm system?
  - b) fire gates?

DRAFT

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

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

Dear: \_\_\_\_\_

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

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

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

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

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

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

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

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

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

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

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

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

My child and I understand that the school's Code of Conduct applies during this field trip. I will be \_\_\_\_\_

responsible for any costs caused by my child's failure to abide by the Code of Conduct, including any costs to send my child home.

Initial

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

\_\_\_\_\_ Initial

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

\_\_\_\_\_ Initial

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

\_\_\_\_\_ Initial

Date:

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Printed Name of Witness

\_\_\_\_\_  
Printed Name of Parent/Guardian

\_\_\_\_\_  
Address

\_\_\_\_\_  
Address

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

**APPENDIX D**

*School District #62 (Sooke)*

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

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

**PART A - Required for all field trips**

Teacher/Leader/Supervisor: \_\_\_\_\_

School: \_\_\_\_\_

Date of Application: \_\_\_\_\_ Date(s) of Field Trip: \_\_\_\_\_

Purpose/Activities: \_\_\_\_\_

Number of Students: \_\_\_\_\_ Grade(s): \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_ Other \_\_\_\_\_

Number of Supervisors/Chaperones: \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_ Other \_\_\_\_\_

Times & Locations (When & Where?):  
\_\_\_\_\_  
\_\_\_\_\_

Method(s) of Transportation: \_\_\_\_\_

Costs: \_\_\_\_\_ Source of Funds: \_\_\_\_\_

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

**Planned by:** \_\_\_\_\_  
Leader's signature

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

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

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

**Date of Parent/Guardian Information Meeting(s) (required by policy):** \_\_\_\_\_

**Section 1 – Required for all Overnight Field Trips**

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

Lodging Arrangements \_\_\_\_\_

Meal Arrangements \_\_\_\_\_

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

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

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

\_\_\_\_\_

\_\_\_\_\_

Leader’s and/or Instructors’ Local Knowledge: \_\_\_\_\_

\_\_\_\_\_

Type & Quality of Safety Equipment: \_\_\_\_\_

\_\_\_\_\_

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

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

Details of Student Preparation for Activities: \_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

First Aid Training: \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

**Section 3 – Any Relevant Additional Information**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Planned By:**

**Approved/Recommended by:**

**Date:**

\_\_\_\_\_  
Leader’s Signature

\_\_\_\_\_  
Principal’s Signature

\_\_\_\_\_  
Date

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

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

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

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

SCHOOL: \_\_\_\_\_ DATE OF TRIP: \_\_\_\_\_

DESTINATION: \_\_\_\_\_ PURPOSE: \_\_\_\_\_

SUPERVISORS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

NUMBER OF STUDENTS: \_\_\_\_\_ LENGTH OF TRIP: \_\_\_\_\_ DAYS

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

DEPARTURE FROM: \_\_\_\_\_ (AM) (PM) \_\_\_\_\_ 20\_\_

ARRIVAL AT: \_\_\_\_\_ (AM) (PM) \_\_\_\_\_ 20\_\_

LEAVE FROM: \_\_\_\_\_ (AM) (PM) \_\_\_\_\_ 20\_\_

ARRIVE AT: \_\_\_\_\_ (AM) (PM) \_\_\_\_\_ 20\_\_

**TEACHER’S SIGNATURE:** \_\_\_\_\_

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

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

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

**RATIONALE**

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

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

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

**COMMUNICATION WITH PARENTS/GUARDIANS**

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

**TEACHER-ON-CALL**

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

**SUPERVISION**

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

**SAFETY**

- 1. To the best of your knowledge, do teacher supervisors and adult helpers have adequate qualifications and experience for this trip?
- 2. Have potential hazards been considered in your planning?
- 3. Are there provisions for first aid?
- 4. Is the Supervisor familiar with the route/destination?

**FUNDING**

- 1. Has funding for the trip been obtained in accordance with Board policy?
- 2. Are payment methods organized for the trip?
- 3. Has an itemized budget been filed?
- 4. Ensure all receipts are turned into the office.

**TRANSPORTATION**

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



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

- 3. Are drivers given clear directions regarding routes and stops?
- 4. If using Charter Buses/rental vehicles, have safety inspection for school bus been approved and on file with SBO?
- 5 a) If more than one vehicle is being used, is list on file showing who is in which vehicle?
- b) If any student changes vehicles, a record of this change must be made and communicated to each supervisor.
- 6. Is list of students going, and home telephone numbers been filed in school office?
- 7. Does means of transport have adequate luggage/equipment storage?
- 8. Are arrangements made well in advance for meals enroute?
- 9. Will there be access to the school on departure or return?
- 10. Have provisions been made to deal with the:
  - a) alarm system?
  - b) fire gates?

DRAFT

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

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

Dear: \_\_\_\_\_

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

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

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

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

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

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

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

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

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

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

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

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

\_\_\_\_\_  
Initial

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

\_\_\_\_\_  
Initial

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

\_\_\_\_\_  
Initial

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

\_\_\_\_\_  
Initial

Date:

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Printed Name of Witness

\_\_\_\_\_  
Printed Name of Parent/Guardian

\_\_\_\_\_  
Address

\_\_\_\_\_  
Address

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

## **APPENDIX E**

### **International Educational Trips**

#### **1. Pre-Trip Review**

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

#### **2. Documentation**

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

#### **3. Health and Safety**

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

**INTERNATIONAL EDUCATIONAL TRIPS  
PRELIMINARY APPLICATION  
STEP ONE**

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

**Part A:**

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

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

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

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

Departure Date: \_\_\_\_\_ Return Date: \_\_\_\_\_

Grade level(s): \_\_\_\_\_ No. of students involved: \_\_\_\_\_

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

Transportation: \_\_\_\_\_

No. of school days missed (recommend 3 days maximum) \_\_\_\_\_

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

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

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

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

- Unique Risk/Safety Considerations: \_\_\_\_\_

\_\_\_\_\_



**INTERNATIONAL EDUCATIONAL TRIPS  
PLANNING UPDATE  
STEP TWO**

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

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

\_\_\_\_\_ **School** \_\_\_\_\_ **Date Final Form Submitted**

**GENERAL DESCRIPTION**

1. Destination \_\_\_\_\_  
\_\_\_\_\_
2. Dates of International Educational Trip \_\_\_\_\_
3. Number of school days missed (recommended 3 days max.) \_\_\_\_\_
4. Names and grade levels of students participating. Please indicate male/female/**other**. (Attach list if necessary)

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

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

5. a) Name of Lead Supervisor: \_\_\_\_\_  
b) Names of supervisors (indicate male/female/**other**, teacher, parent/**guardian**, volunteer, etc.)

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

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

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

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

6. Method of travel/transportation: \_\_\_\_\_  
\_\_\_\_\_

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

Destination	Accommodation	Contact Person	Phone Number	Date

**PLANNING DETAILS**

**1. Educational Objectives**

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

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

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

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

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

**2. Supervision**

a) Proposed adult/gender/student ratio: \_\_\_\_\_ (minimum 1:10)

b) What evidence is there that the supervising staff has the experience to assist the students in the intended outcome?

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

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

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

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

**3. Student Participation**

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

\_\_\_\_\_

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

**FINANCES**

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



2. Of the total per student cost, how much is each student required to pay? \_\_\_\_\_
3. What is the source of funds and amounts when there is a difference between a) and b)?  
\_\_\_\_\_
4. How much is the staff required to pay? \_\_\_\_\_
5. What is the total cost of the International Educational trip? \_\_\_\_\_
6. If a commercial tour company has been used to assist in the arrangements, what is the name of the agency?  
\_\_\_\_\_. Identify the contact person and their telephone number and e-mail address. \_\_\_\_\_
7. If TTOC time is required, how will the cost be borne? \_\_\_\_\_
8. First Aid Training: \_\_\_\_\_

**LIABILITY COVERAGE**

1. Explain the arrangements that have been made to ensure that all applications have **adequate health and cancellation insurance for travelling out of the country**.  
\_\_\_\_\_  
\_\_\_\_\_
2. What provisions have been made regarding **proof of citizenship** or immigration status, and/or required vaccinations? \_\_\_\_\_  
\_\_\_\_\_

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

**INSURANCE AND ALTERNATE DESTINATION PLANS**

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

**Information to Parents/Guardians:**

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

**Parental Consent Forms:**

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

**RETENTION OF KEY DOCUMENTATION**

Following approval from the Associate Superintendent, it is expected the Principal will retain on file all pertinent documentation. Teacher will complete International Educational Trip forms. The Trip File will be sent to the Associate Superintendent just prior to trip departure.

**PRINCIPAL'S SIGNATURE:** \_\_\_\_\_

**SUPERVISOR'S SIGNATURE:** \_\_\_\_\_

**OTHER EDUCATORS' SIGNATURES:** \_\_\_\_\_

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

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

DRAFT

**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.

School District #62 (Sooke)

## MODERATE RISK FIELD TRIP APPROVAL FORM FOR INTERNATIONAL EDUCATIONAL TRIPS

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

### PART A - Required for all field trips

Teacher/Leader/Supervisor: \_\_\_\_\_

School: \_\_\_\_\_

Date of Application: \_\_\_\_\_ Date(s) of Field Trip: \_\_\_\_\_

Purpose/Activities: \_\_\_\_\_

Number of Students: \_\_\_\_\_ Grade(s): \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_ Other \_\_\_\_\_

Number of Supervisors/Chaperones: \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_ Other \_\_\_\_\_

Times & Locations (When & Where?):  
\_\_\_\_\_  
\_\_\_\_\_

Method(s) of Transportation: \_\_\_\_\_

Costs: \_\_\_\_\_ Source of Funds: \_\_\_\_\_

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

Planned by: \_\_\_\_\_

Leader's signature

Approved by: \_\_\_\_\_

Principal's Signature

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

**PART B** (to be submitted 45 days prior to trip)  
Required only for field trips that are International Educational trips,  
and/or involve “moderate risk” activities.

**Date of Parent/Guardian Information Meeting(s) (required by policy):** \_\_\_\_\_

**Section 1 – Required for all Overnight Field Trips**

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

Lodging Arrangements \_\_\_\_\_

Meal Arrangements \_\_\_\_\_

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

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

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

\_\_\_\_\_

\_\_\_\_\_

Leader’s and/or Instructors’ Local Knowledge: \_\_\_\_\_

\_\_\_\_\_

Type & Quality of Safety Equipment: \_\_\_\_\_

\_\_\_\_\_

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

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

Details of Student Preparation for Activities: \_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

First Aid Training: \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

**Section 3 – Any Relevant Additional Information**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Planned By:**

**Approved/Recommended by:**

**Date:**

\_\_\_\_\_  
Leader’s Signature

\_\_\_\_\_  
Principal’s Signature

\_\_\_\_\_  
Date

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

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

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

SCHOOL: \_\_\_\_\_ DATE OF TRIP: \_\_\_\_\_

DESTINATION: \_\_\_\_\_ PURPOSE: \_\_\_\_\_

SUPERVISORS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

NUMBER OF STUDENTS: \_\_\_\_\_ LENGTH OF TRIP: \_\_\_\_\_ DAYS

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

DEPARTURE FROM: \_\_\_\_\_ (AM) (PM) \_\_\_\_\_

ARRIVAL AT: \_\_\_\_\_ (AM) (PM) \_\_\_\_\_

LEAVE FROM: \_\_\_\_\_ (AM) (PM) \_\_\_\_\_

ARRIVE AT: \_\_\_\_\_ (AM) (PM) \_\_\_\_\_

**TEACHER’S SIGNATURE:** \_\_\_\_\_

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

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

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

**RATIONALE**

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

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

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

**COMMUNICATION WITH PARENTS/GUARDIANS**

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



**TEACHER-ON-CALL**

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

**SUPERVISION**

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

**SAFETY**

- 1. To the best of your knowledge, do teacher supervisors and adult helpers have adequate qualifications and experience for this trip?
- 2. Have potential hazards been considered in your planning?
- 3. Are there provisions for first aid?
- 4. Is the Supervisor familiar with the route/destination?

**FUNDING**

- 1. Has funding for the trip been obtained in accordance with Board policy?
- 2. Are payment methods organized for the trip?
- 3. Has an itemized budget been filed?
- 4. Ensure all receipts are turned into the office.

**TRANSPORTATION**

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

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

- 3. Are drivers given clear directions regarding routes and stops?
- 4. If using Charter Buses/rental vehicles, have safety inspection for school bus been approved and on file with SBO?
- 5. a) If more than one vehicle is being used, is list on file showing who is in which vehicle?   
b) If any student changes vehicles, a record of this change must be made and communicated to each supervisor.
- 6. Is list of students going, and home telephone numbers been filed in school office?
- 7. Does means of transport have adequate luggage/equipment storage?
- 8. Are arrangements made well in advance for meals enroute?
- 9. Will there be access to the school on departure or return?
- 10. Have provisions been made to deal with the:  
a) alarm system?   
b) fire gates?

DRAFT

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

**Date:**

**Dear:**

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

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

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

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

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

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

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

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

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

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

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

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

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

\_\_\_\_\_  
Initial

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

\_\_\_\_\_  
Initial

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

\_\_\_\_\_  
Initial

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

\_\_\_\_\_  
Initial

Date:

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Printed Name of Witness

\_\_\_\_\_  
Printed Name of Parent/Guardian

\_\_\_\_\_  
Address

\_\_\_\_\_  
Address

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

## **APPENDIX F**

# **INTERNATIONAL STUDENT EXCHANGE, SISTER SCHOOL, HUMANITARIAN PROGRAMS OR SPORTS-BASED TRIPS**

### **1. Pre-Program Review**

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

### **2. Documentation**

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

### **3. Health and Safety**

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

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

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

**Part A:**

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

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

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

Destination of Program: \_\_\_\_\_

Departure Date: \_\_\_\_\_ Return Date: \_\_\_\_\_

Grade level(s): \_\_\_\_\_ No. of students involved: \_\_\_\_\_

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

Transportation: \_\_\_\_\_

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

Source of funding: \_\_\_\_\_

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

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

• Unique Risk/Safety Considerations: \_\_\_\_\_

**Part B:**

Please provide a detailed attachment with the following information:

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

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

---

Supervisor's Signature

---

Date

---

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

---

Principal's Signature

---

Date

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Associate Superintendent's Signature

---

Date

DRAFT

**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.

**MODERATE RISK FIELD TRIP APPROVAL FORM  
FOR INTERNATIONAL STUDENT EXCHANGE, SISTER SCHOOL,  
HUMANITARIAN PROGRAM OR SPORTS-BASED TRIPS**

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

**PART A - Required for all field trips**

Teacher/Leader/Supervisor: \_\_\_\_\_

School: \_\_\_\_\_

Date of Application: \_\_\_\_\_ Date(s) of Field Trip: \_\_\_\_\_

Purpose/Activities: \_\_\_\_\_

Number of Students: \_\_\_\_\_ Grade(s): \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_ **Other** \_\_\_\_\_

Number of Supervisors/Chaperones: \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_ **Other** \_\_\_\_\_

Times & Locations (When & Where?):  
\_\_\_\_\_  
\_\_\_\_\_

Method(s) of Transportation: \_\_\_\_\_

Costs: \_\_\_\_\_ Source of Funds: \_\_\_\_\_

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

**Planned by:** \_\_\_\_\_  
Leader's signature

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

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

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

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

**Date of Parent/Guardian Information Meeting(s) (required by policy):** \_\_\_\_\_

**Section 1 – Required for all Overnight Field Trips**

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

Lodging Arrangements \_\_\_\_\_

Meal Arrangements \_\_\_\_\_

**Section 2 - Required if Field Trip involves any "Moderate Risk" Activities**

List "Moderate Risk" Activities (see Field Trip Policy for definitions): \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

Leader's and/or Instructors' Local Knowledge: \_\_\_\_\_

\_\_\_\_\_

Type & Quality of Safety Equipment: \_\_\_\_\_

\_\_\_\_\_

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

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

Details of Student Preparation for Activities: \_\_\_\_\_

\_\_\_\_\_

Details of Leader's, Supervisor's, and/or Instructor's Experience and Qualifications: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

First Aid Training: \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

**Section 3 – Any Relevant Additional Information**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Planned By:**

**Approved/Recommended by:**

**Date:**

\_\_\_\_\_  
Leader's Signature

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

\_\_\_\_\_  
Date

School District No. 62 (Sooke)

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

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

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

SCHOOL: \_\_\_\_\_ DATE OF TRIP: \_\_\_\_\_

DESTINATION: \_\_\_\_\_ PURPOSE: \_\_\_\_\_

SUPERVISORS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

NUMBER OF STUDENTS: \_\_\_\_\_ LENGTH OF TRIP: \_\_\_\_\_ DAYS

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

DEPARTURE FROM: \_\_\_\_\_ (AM) (PM) \_\_\_\_\_

ARRIVAL AT: \_\_\_\_\_ (AM) (PM) \_\_\_\_\_

LEAVE FROM: \_\_\_\_\_ (AM) (PM) \_\_\_\_\_

ARRIVE AT: \_\_\_\_\_ (AM) (PM) \_\_\_\_\_

**TEACHER'S SIGNATURE:** \_\_\_\_\_

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

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

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

**RATIONALE**

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

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

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

**COMMUNICATION WITH PARENTS/GUARDIANS**

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



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

**TEACHER-ON-CALL**

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

**SUPERVISION**

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

**SAFETY**

To the best of your knowledge, do teacher supervisors and adult helpers have adequate qualifications and experience for this trip?

- 2. Have potential hazards been considered in your planning?
- 3. Are there provisions for first aid?
- 4. Is the Supervisor familiar with the route/destination?

**FUNDING**

- 1. Has funding for the trip been obtained in accordance with Board policy?
- 2. Are payment methods organized for the trip?
- 3. Has an itemized budget been filed?
- 4. Ensure all receipts are turned into the office.

**TRANSPORTATION**

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

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

- 3. Are drivers given clear directions regarding routes and stops?
- 4. If using Charter Buses/rental vehicles, have safety inspection for school bus been approved and on file with SBO?
- 5 a) If more than one vehicle is being used, is list on file showing who is in which vehicle?
- b) If any student changes vehicles, a record of this change must be made and communicated to each supervisor.
- 6. Is list of students going, and home telephone numbers been filed in school office?
- 7. Does means of transport have adequate luggage/equipment storage?
- 8. Are arrangements made well in advance for meals enroute?
- 9. Will there be access to the school on departure or return?
- 10. Have provisions been made to deal with the:
  - a) alarm system?
  - b) fire gates?

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

**Date:**

**Dear:**

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

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

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

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

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

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

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

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

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

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

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

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

\_\_\_\_\_  
Initial

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

\_\_\_\_\_  
Initial

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

\_\_\_\_\_  
Initial

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

\_\_\_\_\_  
Initial

Date:

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Printed Name of Witness

\_\_\_\_\_  
Printed Name of Parent/Guardian

\_\_\_\_\_  
Address

\_\_\_\_\_  
Address

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



## Safe and Healthy Schools

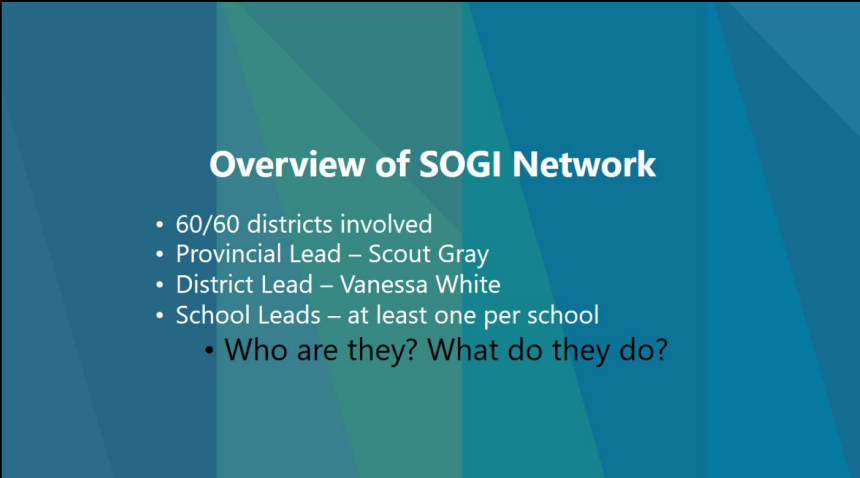
### SOGI-related Initiatives



## Introduction


### The Importance of SOGI

- Inclusion and Diversity
- Good for all
- Impact on bullying and harassment of all



## Overview of SOGI Network

- 60/60 districts involved
- Provincial Lead – Scout Gray
- District Lead – Vanessa White
- School Leads – at least one per school
  - Who are they? What do they do?



## School Leads – who are they and what do they do?

- Provide a safe adult for students and staff to talk to
- Promote and advocate for inclusive behaviour and attitudes and celebrate diversity
- Liaise between District Lead and school
- Provide knowledge or link others to knowledge sources
- Plan events at their school – parent nights, rainbow crosswalk, display boards, library books, parades, staff meeting learning bites (to name just a few!)
- Get together to collaborate with other Leads 2x last year (release time provided)
- Attend learning events – Provincial Summit in October
- This year – support the updating of Policies and Regulations

## Spring Summit

Two of our amazing leads – Amanda Culver and Missy Haynes were provided with release time to help plan last year's Island Spring Summit for educators and students!

A chance to hear about their experience 😊



## Questions & answers



## Resources

[SOGI 1 2 3 / British Columbia \(sogieducation.org\)](https://www.sogieducation.org)



**Committee Info Note**  
**Education-Policy Committee Meeting**  
**Sept. 7, 2021**  
**Agenda Item 6b: Seamless Day Pilot Project**

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Background

Creating an inclusive universal childcare system is a key priority for BC's government and this was formalized with the launch of the Childcare BC Plan in 2018.

The Ministry of Education is funding 20 School Districts to implement the Seamless Day, with the intention of beginning in the fall of 2021 or January 2022. There has been provincial consultation with the CUPE BC, BCTF and BC Primary Teachers Association who support and endorse this initiative.

As a part of Childcare BC Plan, our government will be integrating childcare into the broader learning environment with childcare moving to the Ministry of Education by 2023 with the goal of inclusive universal childcare to families. Draft Policy F-302 "Use of School Facilities for Child Care Programs" for inclusive and culturally responsive child care will serve as a guide for this pilot. Educators (Primary teachers and ECEs) will utilize the BC Early Learning Framework as the provincial curriculum 'to provide a vision for early childhood education that responds to 21<sup>st</sup> challenges, and focuses on supporting children to be creative thinkers, able to create more livable worlds for all.

May 2021 changes in licensing school classrooms simplified the process to enable School District governance for before and after school care.

The Concerns

Finding ECEs in the community to staff these positions.

Context

ONE Kindergarten teacher (or team of Primary teachers) who chooses to work alongside an Early Childhood Educator (ECE) during the school day and who chooses to share their classroom space with ECEs for before and after school care.

ONE ECE who implements a before school Early Childhood Education program (begins the day at approx. 7:30 am) and then works alongside the Kindergarten teacher in the Kindergarten classroom until approx. 12:30 pm.

A SECOND ECE who begins work at approximately 11:30 am and works alongside a Kindergarten teacher (in the licensed Kindergarten/primary classroom) and then transitions into leading an after-school care program (in the licensed Kindergarten/primary classroom)

Early Childhood Educators are School District Employees and a District Principal supports the implementation process of the Seamless Day.

Recommendations

The Board of Education endorse the district's participation in the Ministry of Education's Seamless Childcare pilot at a SD62 elementary school.

Respectfully submitted,

Denise Wehner  
District Principal – Curriculum Transformation




1

**BC Government is creating a universally accessible, quality early care and learning system and is moving responsibility for child care to the Ministry of Education.**

**Ministry of Education is:**

- in the process of providing universal access to before and after school care on school grounds so children have consistent relationships with the same people and places
- using existing Kindergarten/Primary classrooms for expanding before and after school care
- licensing the classrooms with resulting new programs (e.g., Seamless Day Pilot) operated directly by the School District
- ensuring high quality early care and learning by providing Early Childhood Educator expertise



2

**Once our classrooms are licensed, School District #62 can deliver before and after school child care:**

**Seamless Day Kindergarten Pilot**

**Staff:** An Educator team of 1 Kindergarten Teacher and 2 Early Childhood Educators (ECE) employed by the School District

**Description:** before and after school care is offered from 7:30 am to 5:30 pm with the two ECEs providing the care and working alongside the Kindergarten teacher, in the licensed Kindergarten classroom, during the school day (maximum 12 children).


**Age Group of Children:** Kindergarten children take priority and if there is space, Grade 1 – Grade 2 children are welcome (priority given to siblings)



3

**Ministry of Education is supporting School Districts to provide before and after school care on school grounds as a first step to universal access for all children under 12 whose families choose it. One model is the Seamless Day Kindergarten Pilot.**

- Currently learning from School District champions & early adopters
- 3 Seamless Day Kindergarten Pilots opened in Spring, 2021
- 20 Seamless Day Kindergarten Pilots opening 2021- 2022 school year
- 1 new MOE Early Care and Learning 'JUST B4' Pilot Program opening in May 2021
- StrongStart BC Centre in the morning and a 4-year-old early years program in the afternoon in the same licensed classroom with the same Early Childhood Educator



**Seamless Day Kindergarten Pilots: Examples on School Grounds**


School District	Piloting Year
Okanagan-Similkameen – SD 53	Year 2 opened in Sept. 2019
Sunshine Coast – SD 46	Year 1 opened in March 2021
West Vancouver SD – 45	Year 1 opened in April 2021
Qualicum – SD 69	Year 1 opening in May 2021

4



**Seamless Day Kindergarten Pilot ...**

- implements an 'Educator Team': a collaborative structure of Early Childhood Educators working alongside Kindergarten Teachers during the school day  
AM ECE Shift: 7:15 am - 1:15 pm  
PM ECE Shift: 11:30 am - 5:45 pm
- reduces daily transitions for children and families (seamless), reduces stress (OECD)
- provides an inclusive, equitable, high-quality early learning program that supports all children
- offers new opportunities for recruitment and retention of ECEs and honors ECEs as professionals
- engages in respectful dialogue with Primary Teachers to ensure that collaborative use of classroom space is the **teacher's choice** and builds on examples of success where shared space is working well



5

**Seamless Day Kindergarten Pilot ...**



- adopts the BC Early Learning Framework as a foundational support to quality early learning experiences and to provide a vision for early childhood education
- supports children to be creative and critical thinkers
- provides learning continuity and coherence in pedagogy between the Early Years and the Primary Grades
- creates a daily continuum of care and learning for children and families
- reduces transitions between early care and learning programs, schools and other services
- includes Grade 1 - Grade 3 children before and after school where space permits with priority for siblings

6

**Seamless Day Kindergarten Pilot is grounded in The BC Early Learning Framework and the BC Education Curriculum Core Competencies**

- shares philosophies that support the educator team in designing environments that are flexible, responsive, and relevant to their local community
- promotes the purposeful design, organization and implementation of learning environments that leverage young children's inclination to play
- inspires and supports the creation of rich, joyful early childhood spaces where children, adults, ideas, and materials come together and where knowledge is constructed about learning and living in ways that are local, inclusive, ethical and democratic (ELF, pg. 11)
- meeting place for joint Professional Learning for Early Childhood Educators and Primary Teachers
- aligns in vision, principles, rethinking of practice and context relevant to working with children and families



BC Curriculum Core Competencies



7



**The pedagogy of the Seamless Day Kindergarten Pilot is based on:**

*the image of the child as strong, capable in their uniqueness, and full of potential, living and growing in complex interdependence with humans and all world relations. (Early Learning Framework, page 15)*

8

**The Seamless Day Educator Team at Oliver Elementary School, SD 53**

- Educator Team: 2 Early Childhood Educators and 1 Kindergarten teacher
- photo was taken during the 45 minutes when Educators transition from the morning ECE to the afternoon ECE
- 19 children (some are working independently with materials)



9

**Seamless Day Educator Team Collaborative Planning**


25 minutes each week is built in for the Educator Team to meet and plan

The Educator Team continually engages in the BC Early Learning Framework practices of:

- collaborative dialogue
- pedagogy of listening
- pedagogical narration

-critical reflection inviting comments, questions, and interpretations


*What have we noticed?  
What do we wonder?  
What have we learned?  
Where to next?*



10

**Seamless Day Kindergarten Pilot offers before and after school care option with seamless transitions for children and families ...**

- children have consistent relationships with the same people and places
- 1 cubby for their belongings
- 1 parent message book
- 1 place to take home artifacts
- 1 parent newsletter
- children spend their day in one space, including the school gym and the outdoor environment everyday
- Grade 1 – 2 children can attend before and after school care, space permitting




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Follow the SD 53 Seamless Day Kindergarten Pilot on Instagram!

@seamless\_day\_kindy




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**The Seamless Day Kindergarten Pilot  
Year 1 Research and Evaluation Report  
2019 – 2020**

The Seamless Day Research and Evaluation Report is available on the SD 53 Website.





Follow on Instagram: @seamless\_day\_kindy

**The Seamless Day Program - Year 1 Research and Evaluation Report (click here)**

This pilot program was implemented at Oliver Elementary School in September of 2019. This report provides information on the process, effect on families and children, observations and evidence. Find out how this program has contributed to the community!

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**Starting Strong V: Transitions**

Focus on transitions to primary school underscores the value of common governance and consistent coherent pedagogy from the early years into primary education.

OECD, 2019

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**Provincial Contacts:**

Maureen Dockendorf: [maureen.dockendorf@gov.bc.ca](mailto:maureen.dockendorf@gov.bc.ca)

Kira Reynolds: [kira.reynolds@gov.bc.ca](mailto:kira.reynolds@gov.bc.ca)

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## Permission to Conduct Non-Board-Initiated Research

Date of application	June 15, 2021
Applicant's Name	Dr. Jennifer Thom
Address	PO Box 1700 STN CSC, Victoria, BC, V8W 2Y2
Phone Number(s)	250-727-5880
E-Mail Address	jethom@uvic.ca
Present Position	Associate Professor in Mathematics Education and Curriculum Studies
SD62 Employee?	No
Affiliated institution or organization	University of Victoria
Name of facility supervisor (if applicable)	n/a
Title of study	Spatial Reasoning and Projective Geometry in the Primary Years and Investigating Deaf and Hard of Hearing Students' Mathematics in Mainstream Classrooms
Type of study	Qualitative Study
Requested date to start and anticipated end date	October, 2021 - May 2023
Type of participants (i.e. student, parent, teacher, support staff)	Classroom teacher(s), educational assistant(s), and students
Any specific cohort focus	We plan to conduct our study in a grade 2 and a grade 4 classroom
Plan for recruitment to study	Send recruitment letters to teachers that invite them to participate
Specific location(s) of study	Elementary classrooms (Grades 2 and 4)
Data collection tools	Video recording, field notes, artifacts from students (eg. written work)
Ethics approval, date and organization	Ethics approved on June 11, 2021 from UVic's Human Research Ethics Board

E-mail to: Superintendent of Sooke School District: [sstinson@sd62.bc.ca](mailto:sstinson@sd62.bc.ca)  
 or mail to Scott Stinson, Superintendent, SD62 (Sooke), 3143 Jacklin Road, Victoria, BC V9B 5R1



## Research Proposal for Sooke School District # 62

for

*Spatial Reasoning and Projective Geometry in the Primary Years*

and

*Investigating the Mathematics of Mainstream Deaf and Hard of Hearing (DHH) Elementary Students*

### **Overview of the studies.**

Both studies are interrelated and will happen within the same classroom and lesson structure. We will examine how hearing and Deaf and Hard of Hearing (DHH) children use and develop spatial reasoning in projective geometry. Both spatial reasoning and projective geometry are critical for students' understanding of elementary mathematics yet to date, remain neglected areas of curriculum and instruction. Our study includes co-teaching up to 16 lessons in the elementary grades as a part of students' regular mathematics lessons.

### **Funding**

The two interrelated studies are funded by the Social Sciences and Humanities Research Council (SSHRC).

### **Relevant literature**

Today, in Canada and worldwide, the demand for STEM (Science, Technology, Engineering, Mathematics) skills in the workplace continues to rise. Research indicates that a critical attribute for entry into and success in STEM professions is spatial ability (SSHRC, 2016; Wai, Lubinsky & Benbow, 2009). Spatial reasoning is generally defined as the ability to generate, manipulate, and transform two- and three-dimensional (2D and 3D) images and objects. Assembling furniture from instructions, packing a trunk with moving boxes, and using a map to navigate all require spatial reasoning. Individual differences in spatial ability are apparent even in preschool. Young children who build with blocks, put together puzzles, and play with shapes tend to have stronger spatial reasoning skills than children who do not (Verdine et. al, 2014).

### **Research questions**

1. What spatial reasoning processes do hearing and/or DHH children engage in as they work on projective geometric tasks?
2. What conceptual aspects of hearing and/or DHH children's spatial reasoning can we observe and assess in projective geometry?

### **Significance of study**

This research will benefit the field of mathematics education because it opens up a new area of inquiry and develops new approaches in general education and deaf education for exploring spatial reasoning and projective geometry with elementary students. Importantly, this research will contribute to understanding within and across the two fields in terms of young children's spatial skills development in mathematics.

This work will advance knowledge, promote pedagogical and curricular development, and further research by:

- Designing novel projective geometry tasks to promote spatial reasoning in elementary mathematics classrooms.
- Observing and assessing hearing and DHH children's spatial reasoning as it relates to projective geometry.

- Devising methods as well as creating ways to represent and analyze data on young children's spatial reasoning skills; specifically, how their skills evolve within and across contexts involving projective geometry.
- Offering detailed accounts for documenting how hearing and DHH children's bodily mathematical actions and interactions evolve over time.

### **Age of participants**

We plan to study students in grades 2 and 4 in the 2021-2022 school year, and students in grades 3 and 5 in the 2022-2023 school year in order to gain more insight into the development of projective geometry concepts.

### **Research materials**

We are designing the study right now. During the months of June and July, 2021, we will pilot these with elementary school-aged children.

### **Links to BC curriculum**

#### **Big Ideas:**

- Objects and shapes have attributes that can be described, measured, and compared.

#### **Content:**

- multiple attributes of 2D shapes and 3D objects
- construction of 3D objects
- Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving

#### **Curricular competencies:**

- Visualize to explore mathematical concepts
- Develop and use multiple strategies to engage in problem solving
- Communicate mathematical thinking in many ways
- Use mathematical vocabulary and language to contribute to mathematical discussions
- Explain and justify mathematical ideas and decisions
- Represent mathematical ideas in concrete, pictorial, and symbolic forms
- Reflect on mathematical thinking
- Connect mathematical concepts to each other and to other areas and personal interests
- Use technology to explore mathematics
- Use reasoning to explore and make connections

### **Links to research**

Spatial reasoning is not an innate ability, and spatial training on tasks such as mentally rotating objects have led to improved performance in mathematics for 6- to 8-year-olds (Cheng & Mix, 2014). Within mathematics, the topic of geometry has the greatest potential for providing educational experiences in spatial reasoning; yet, geometry receives the least attention in schools (Clements & Sarama 2011; Larkin, 2016). Geometry is also the area that Canadian students perform the least well on in international achievement tests (OECD, 2014, 2016).

### **Research Design**

Dr. Thom and doctoral research assistant Nikki Lineham will teach and/or co-teach approximately 16 of the regularly scheduled mathematics lessons to each class. The mathematics lessons will be approximately 45 minutes in length. Our research will examine three aspects of hearing and DHH children's spatial reasoning related to projective geometry and embodied as gestures, movement, drawing, sound, speech, and so on. These three aspects are: the forms and ways children use geometric de/construction to solve tasks; dynamic spatial reasoning processes which facilitate geometric de/construction (e.g., sliding, scaling, projecting); and, levels of understanding and the growth thereof, associated with the children's forms and processes; that is, how their



use of geometric 0-3D de/construction and spatial reasoning emerge and evolve across the series of tasks during two consecutive school years.

### **Data collection and timeline**

Each lesson will be recorded using two-three video camcorders: one camcorder will be either set up on a tripod or operated by one member from the research team to record whole class events while the second and third camcorder will be operated by another research team member to capture individual and small group interactions during the lessons. Electronic pens that record and synchronize student writing, drawing, and conversation of each child in real time will also be used for collecting the data. All artifacts and field notes produced during the lessons will be either photographed or collected for the team's ongoing and cumulative analysis. Data collection is planned for October 2021, February 2022 and May 2022.

### **Data analysis**

The research team will generate multiple analyses and create layered transcripts of the video and note-taking data. Including gestures, speech, actions, and stressed syllables will allow us to study the simultaneous and recursive nature of the children's embodied work. Just as our analyses take spatial and geometric thinking to be observable social, cultural, and bodily activity (Edwards, 2009; Nemirovsky & Ferrara, 2009), the video and note-taking data transcripts, and physical artifacts are also available for our individual and collaborative analyses. Third, we will identify and track the child(ren)'s levels of spatial understanding as it evolves in each context and throughout the study. We will use Pirie and Kieren's Dynamical Model and Theory for the Growth of Mathematical Understanding (PKmt) (Pirie & Kieren, 1989, 1994) (Figure 3). The PKmt will allow us to observe (by locating) and assess (by describing) geometric ideas, meanings, and spatial processes within the eight levels of understanding. By mapping the thinking of individuals, pairs, and groups of children, we can integrate our other analyses to elucidate how the child(ren)'s spatial reasoning changes within the context of a projective geometry task, across tasks, in relation to their peers, and throughout the study.

### **Confidentiality**

Confidentiality will be protected in the following ways:

- All electronic data will be stored in a password protected computer and as back up, on an external hard drive. While the video data will include students' faces, these data will be encrypted and thus, not accessible to anyone outside of the research team. The transcripts will also be encrypted. Both video data and transcripts will not include students' names but fictitious names.
- All materials including paper-based information (e.g. consent forms, students' work labeled with fictitious name) will be stored in a locked cabinet in a locked research office.

Normally, reporting of the data involves written text and/or visual excerpts of key events from the mathematics lessons (i.e., video clips, video stills, and diagrams). To protect the children's anonymity, their name will not be used in any part of the research or the reporting of the findings. While the students will be given fictitious names, it is possible that they may be identifiable by their face in the video clip or video still. There are four additional ways that the students' anonymity can be increased. These are as follows:

- 1) Use photo editing software to 'blur out' all facial features of the child. For example:

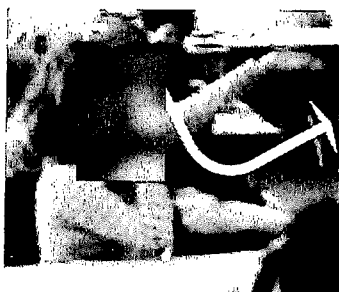


Figure 1. Example of video excerpt where the facial features of the child are 'blurred out'.

2) Produce line drawings of the child. For example:

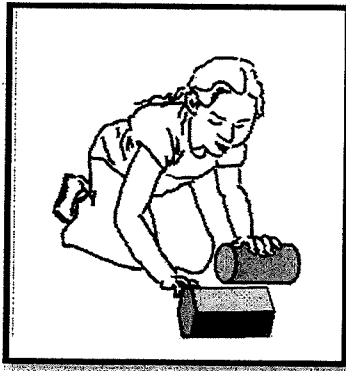


Figure 2. Example of a line drawing of the child.

3) Omit the child's face from the video excerpt. For example:

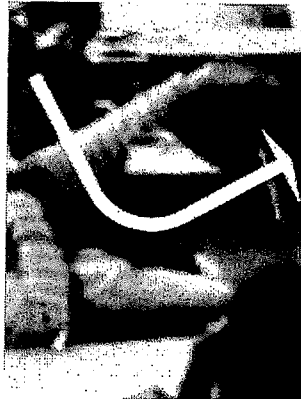


Figure 3. Example of video excerpt that does not include the child's face.

4) Not use any images of the child from the video data.

#### **Consent forms**

Detailed consent forms, which have been approved by the ethics board, will be provided for the school principal, teacher(s), educational assistant(s), students and parents. Each form outlines the nature of the study, how consent is given and maintained (for example, we ask for student consent each lesson), the benefits, risks, and how anonymity and confidentiality are maintained.

#### **Disposal of Data**

Normally, video data and transcripts are not destroyed because there is potential long-term benefit in being able to analyze them (the collection and preparation is also very costly). If a participant decides to withdraw their child from the study and wish to have their data destroyed during or after completion of data collection, I will immediately destroy the data. In the case where the student is part of data that includes other participants, any parts of the data in which the student was present will be only be used in summarized form with no identifying information.

#### **Intentions for dissemination**



It is anticipated that the results of this study will be shared with academic audiences in the form of book chapters, journal articles, and presentations at educational conferences.



## Permission to Conduct Non-Board-Initiated Research

Date of application	August 3, 2021
Applicant's Name	Shelby Pollitt
Address	██████████ Victoria, BC ██████████
Phone Number(s)	██████████
E-Mail Address	shpollitt@sd62.bc.ca
Present Position	Curriculum Coordinator, Curriculum Transformation, Sooke School District
SD62 Employee?	Yes
Affiliated institution or organization	University of Victoria
Name of facility supervisor (if applicable)	Dr. Gina Harrison, Associate Professor, Educational Psychology & Leadership Studies
Title of study	Advancing Learner-Informed Practices in Early Reading: A Collaborative Response to Intervention (RTI) Partnership
Type of study	Intervention & Implementation
Requested date to start and anticipated end date	Start: September 3, 2021; End: June 30, 2022
Type of participants (i.e. student, parent, teacher, support staff)	Kindergarten Students, 4 Kindergarten Teachers, 2 Learning Assistance Teachers
Any specific cohort focus	Kindergarten Students (Intervention efficacy), Classroom Teachers & Learning Assistance Teachers (Feedback on implementation)
Plan for recruitment to study	Teacher recruitment completed; Kindergarten Teachers will distribute Kindergarten Student consent forms to families in September
Specific location(s) of study	Happy Valley Elementary and Savory Elementary
Data collection tools	Norm-referenced measures, Curriculum-Based measures, interviews
Ethics approval, date and organization	Approval July 30, 2021, University of Victoria Human Research Ethics Board

E-mail to: Superintendent of Sooke School District: [sstinson@sd62.bc.ca](mailto:sstinson@sd62.bc.ca)  
 or mail to Scott Stinson, Superintendent, SD62 (Sooke), 3143 Jacklin Road, Victoria, BC V9B 5R1



Faculty of Education | Department of Educational Psychology & Leadership Studies  
PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada  
T 250-721-7799 | F 250-721-6819 | harrison@uvic.ca

August 3, 2021

Mr. Scott Stinson  
Superintendent of Schools/CEO  
Sooke School District  
3143 Jacklin Road  
Victoria, BC V9B 5R1

Dear Mr. Stinson,

I am pleased to submit this proposal to conduct non-board-initiated research in the Sooke School District, for my study titled *Advancing Learner-Informed Practices in Early Reading: A Collaborative Response to Intervention Partnership*. The overarching goal of the proposed study is to investigate the impact and feasibility of teacher adoption of Response to Intervention (RTI) approaches involving universal screening, responsive, evidence-based classroom instruction, ongoing progress monitoring, and intensive small-group intervention on kindergarten students' early reading skills. Specifically, the proposed study will examine intervention data within and across kindergarten classroom cohorts participating in SD62's Collaborative RTI Pilot initiative to ascertain if learner-informed practices within an RTI framework can adequately identify and support the early reading needs of all kindergarten learners in the classroom. A supplemental focus of the proposed study is to elicit responses from teachers, as they can provide valuable insight on how to facilitate and support ongoing implementation of RTI and learner-informed approaches in schools.

This study was approved by the Human Research Ethics Board at the University of Victoria on July 30, 2021, and below, you will find additional information about the proposed study, as per SD62's administrative regulations. Further, as I am a qualified teacher and district employee, I have undergone regular criminal checks and will continue to do so as a requirement of my ongoing employment.

I look forward to hearing from you. Please get in touch if you have any questions or require any further information about the proposed study.

Sincerely,

*Shelby Pollitt*

PhD Candidate, Educational Psychology & Leadership Studies  
University of Victoria

Enclosures: Research Proposal  
Appendices (Attached)