



EDUCATION-POLICY COMMITTEE

School Board Office

3143 Jacklin Road

March 3, 2020 – 7:00 p.m.

A G E N D A

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

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

2. **COMMITTEE REPORT** of January 7, 2020 Education Standing Committee meeting (attached)

3. **PRESENTATIONS**

- a. Strengths, Successes and Challenges of the Pilot ECE Program – Frances Krusekopf/Stephanie Hedley-Smith
- b. IT Presentation – Farzaan Nusserwanji

4. **BAA COURSE PROPOSALS**

- a. Music Composition 10 (attached)

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

- a. Draft Revised Policy and Regulations C-320 “Supervision of Students on School Buses” – Harold Cull
- b. Policy and Regulations C-329 “Field Trips – Curricular and Extra-Curricular” – Stephanie Hedley-Smith

6. **NEW BUSINESS**

- a. Student Code of Conduct – Cellular Devices – Wendy Hobbs
- b. Representative for Children and Youth’s report on Youth Homelessness (attached) – Ravi Parmar

7. **FOR INFORMATION**

- a. Research Project Approval (follow-up study) – Patti-Jean Naylor, UVic – “Physical Literacy 101” (attached) – Scott Stinson
- b. Research Project Approval (continuation of study) – Zina Lee, University of the Fraser Valley – “Youth Online Study” (attached) – Scott Stinson

8. **FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS**

As per Policy Work Plan

9. **ADJOURNMENT AND NEXT MEETING DATE:** Apr. 7, 2020



EDUCATION-POLICY COMMITTEE

School Board Office
3143 Jacklin Road
January 7, 2020 – 7:00 p.m.

COMMITTEE REPORT

Present: Trustees – Bob Phillips (Chair), Dianna Seaton, Margot Swinburnson
STA – Diane Wiens and Jen Anderson
PVP – Georgie Walker
SPEAC – Paula Williams
CUPE – Amber Leonard
Sr. Admin. – Scott Stinson, Stephanie Hedley-Smith, Paul Block, Dave Strange

Guests: Wayne Kelly, Patrick Gale, Jeannie DeBoice, Laura Lancaster

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

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2. **COMMITTEE REPORT** of November 5, 2019 Education Standing Committee meeting.

The committee report of November 5, 2019 was approved as presented.

3. **BAA COURSE PROPOSALS**

a.

4. **REVIEW OF POLICIES/REGULATIONS**

a. C-426 Regulations “Provision of Menstrual Products” – Dave Strange

Dave provided an overview of the draft new regulations.

Recommendation:

That the Board of Education **ADOPT** draft new Regulations C-426 “Provision of Menstrual Products.

b. D-120 Policy “Communication with the Public” – Scott Stinson

Scott advised that as part of the executive’s review of policies, D-120 was deemed to be no longer necessary.

Recommendation:

That the Board of Education **RESCIND** Policy D-120 “Communication with the Public”.

5. **NEW BUSINESS**

- a. Proposed Bi-Lingual School District Logo (attached) – Stephanie Hedley-Smith
Stephanie spoke about the logos and the reasons for having a bi-lingual logo for the district.

Recommendation:

That the Board consider adopting the bi-lingual logo for the purpose of communication and marketing.

- c. Academies Discussion – Wayne Kelly & Dave Strange
Wayne Kelly, District Vice-Principal of Academies, gave a presentation on the district’s academies, including a brief discussion on policy and admin regulation review still to be done.

EMCS teacher, Patrick Gale, introduced the concept of an Eco Academy at EMCS (see attached information).

Recommendation:

That the Board **APPROVE** the proposed Eco Academy at EMCS, effective September, 2020.

- d. Strengthening Early Years to Kindergarten Transitions – Jeannie DeBoice & Laura Lancaster
Jeannie DeBoice, District Vice-Principal of Curriculum and Programs and Laura Lancaster, Curriculum Co-ordinator, gave a presentation on the Ministry initiative, Strengthening Early Years to Kindergarten Transitions. Work has begun with the John Muir School community to determine strengths and barriers to transitioning to Kindergarten. This initiative is designed to better support children and families as they move from early years programming to district Kindergarten programs.

6. **FOR INFORMATION**

- a. Research Project Approval – Dr. A. Prest, UVic – “Decolonizing and Indigenizing Music Education Through Teachings of the Grandmother Drum: Examining Educational Modelling Process and Outcomes” – Scott Stinson

7. **FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS**

As per Policy Work Plan

8. **ADJOURNMENT AND NEXT MEETING DATE:** Feb. 4, 2020

**PROPOSED BI-LINGUAL
LOGO**



DRAFT

Board/Authority Authorized Course Application

School District/Independent School Authority Name: Sooke School District	School District/Independent School Authority Number): SD62
Developed by: Mandart Chan	Date Developed:
School Name: Belmont Secondary School	Principal's Name: Jim Lamond
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Music Composition	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Teacher must have a post-secondary background in Music & Music Education, and have an understanding of music theory, music composition and current use of technology in music composition.

Course Synopsis:

This is an introductory course into music composition and music theory. Some of the content covered will surround traditional music theory, traditional music composition, as well as contemporary composition techniques with modern technology. This course will help prepare students for a career in music in which knowledge of these skills and applications are very essential. In addition, it will compliment other musical training that can lead to a profession and/or life-long enjoyment.

Goals and Rationale:

Rationale

Music Composition 10 (MuCo10) has been designed to have an appreciation of traditional music education, as well as a 21st century method of appreciating the art form of music. By using a vast array of technologies (both standard and updated technologies in music composition), students without any formal music background, will be able to create music to their interest. By using both the classical and contemporary approach to music education, students will be to connect with arts education in this modern age.

Goals

- Develop an understanding of traditional music notation (rhythms, notes on the staff, terminology)
- Develop an understanding of traditional music theory (chords, chord progressions, melody/accompaniment)
- Develop an understanding of traditional and modern music composition techniques and tools
- Develop an appreciation of different genres of music
- Develop an understanding and appreciation of world music
- Develop an understanding and appreciation for music history

Aboriginal Worldviews and Perspectives:

- Learning is holistic, reflexives, reflective, experiential, and relational and learning involves generational roles and responsibilities – students will have a well-rounded view on world music, music history, and all genres of music.
- Learning requires exploration of ones' identity – students will develop their own music composition skills while exploring their personal interests in music
- Learning is embedded in memory, history, and story – students will develop an appreciation for musical scores in film, TV, and drama. Students will be able to tell a story through their music.
- Learning involves patience and time – after students are taught the basics of music notation and theory, they will be presented with writing compositions of their own. They will gain an appreciation for their own use of time and patience to complete their compositions.

BIG IDEAS

Composers and producers develop creative skill and capacity through perseverance, resilience, reflection and risk taking.

Composers capture and reflect aspects of time, place, community, context and culture.

Composition is an opportunity to musically represent one’s identity, context, and culture.

Musical literacy is a means for nuanced communication of expressive ideas and intent.

Music communicates traditions, perspectives, worldviews, and stories.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> • Compose music using a variety of instrumentations and solo and ensemble contexts • Demonstrate creative thinking and innovation by using ideas inspired by improvisation • Engage musical skills beyond traditional application • Explore musical vocabulary by observing the context and intention • Examine how the body and mind are engaged in musical production, performance, and composition • Expand a repertoire of musical language, technical skills, and expressive qualities • Employ musical forms and structures to express a broad range of thoughts, images, and emotions • Create, produce, reproduce, and/or manipulate music using available technologies • Engage elements of expression to achieve specific effects in composition <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> • Employ musical language to analyze and interpret musicians’ use of technique, technology, and environment in music composition and production • Engage knowledge and skills from other areas of study to facilitate analysis and interpretation of the music • Develop awareness of self by reviewing and refining ideas • Apply critical, creative, and reflective thinking skills in design and development of compositions • Consider the physical and aural health of musicians and audience <p>Communicating and documenting</p> <ul style="list-style-type: none"> • Employ appropriate musical vocabulary in response to, and in critique of, compositions • Receive and independently apply constructive feedback to developing practice • Anticipate responses to a piece of music 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • traditional music elements, principles, techniques, vocabulary, and symbols, including but not limited to: meter, duration, rhythm, dynamics, harmony, timbre, tonality, instrumentation, notation, pitch, texture, register, Italian and other foreign language terms, expressive markings, abbreviations • modern music elements , principles, techniques, and vocabulary, including but not limited to: understanding basic sound system, basic use of loops, basic use of modern composition techniques and tools • a wide variety of skills, techniques, and technologies to support creative processes • the basics of timber/tone of instruments, arranging different instruments into large ensembles, and how they affect the arrangements of music. • Students will become familiar with the process of arranging music with a large ensemble (10-30 players) to create new textures in music. • understanding arranging techniques to small and large ensembles • music to convey movement, drama, and art • the influence of time and place on the emergence of musical forms • contributions of innovative artists from a variety of genres, contexts, time periods, and cultures • traditional and contemporary Aboriginal worldviews, stories, and history as expressed through music

- Communicate and interpret ideas through the language and **symbolology** of music
- Experience and express emotions and ideas through music
- Share personal insights derived from listening to, composing, and performing music
- Express perspectives, values, personal voice, and cultural identity, through the languages and/or instruments of a discipline, both in an educational setting and in the community.

Connective and expanding

- Build a diverse repertoire of music reflecting a variety of themes, perspectives, and contexts
- Relate musical selections to personal, social, or cultural issues
- Explore the relationships between the arts, culture, and society
- Explore the practice habits of professional musicians and other people in related careers
- Adapt learned music skills or processes for use in new contexts
- Combine technical knowledge, music literary, and contextual observation to make musical decisions
- Pursue increasing fluency in composition and production
- Establish personal goals for composition and production
- Safely care for and maintain electronic tools, equipment, materials and work space
- Demonstrate knowledge of the physics and physical properties of sound and sound synthesis
- Demonstrate increasingly sophisticated application of music elements, principles, techniques, vocabulary, and symbols

- history and theory of a variety of musical genres, including their roles in historical and contemporary societies
- the influence of social cultural, historical, political, and personal context on musical works
- personal and social responsibility associated with creating, performing, and responding in music
- the ethics of **cultural appropriation** and plagiarism
- range of current technologies, not limited to:
 - select what equipment is needed i.e.: number and type of microphones, acoustic isolation, monitor equipment and general accessory equipment needs
 - create a comfortable recording environment, and
 - adjust room acoustics to help create a good recording session
- hardware and software used to create, record, and structure of sound
- moral, ethical, and legal issues related to music, production, duplication, and distribution
- characteristics, qualities, and limitations of **instruments**

Big Ideas – Elaborations

- **musical literary:** the ability to read, write, notate, or otherwise communicate using musical language, vocabulary, and/or symbology.

Curricular Competencies – Elaborations

- **ensemble contexts:** ensembles of varying size, instrumentation, or voicing
- **improvisation:** spontaneous composition or embellishment of musical phrases, melodies, or excerpts; provides a means for high-level reasoning, creative thinking, and problem solving in a variety of ways.
- **musical vocabulary:** descriptive and instructive words with specific application in music; can be in English or other languages commonly used by composers (e.g., Italian)
- **musical language:** vocabulary, terminology, and non-verbal methods of communication that convey expression in music
- **symbology:** the study and interpretation of system of symbols used in music.

Content – Elaborations

- **cultural appropriation:** use of cultural motif, theme, “voice”, image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way to misrepresent the real experience of the people from whose culture it is drawn
- **instruments:** both electronic and acoustic, including the voice.

Recommended Instructional Components:

- Direct Instruction
- Demonstrations and Modeling
- Peer teaching
- Experiential Learning
- Sharing of Ideas
- Reflective Writing

Recommended Assessment Components:

- Self-Assessment
- Performance/Sharing Assessment
- Peer Assessment
- Reflective Writing
- Observation Assessments/Check-ins

Learning Resources:

- <http://openmusictheory.com/>
- <https://onlinesequencer.net/>
- MuseScore (free software)
- Masterclass Online Classes/Videos (Hans Zimmer, Danny Elfman)
- BBC Documentaries : The Story of Music

Additional Information:

None

School District #62 (Sooke)

SUPERVISION OF STUDENTS ON SCHOOL BUSES	No.: C-320
	Effective: Oct. 13/81 Revised: May 23/89 May 13/97 Reviewed: Mar. 3/2020

SCHOOL BOARD POLICY

The Board of ~~School Trustees~~ **Education** appreciates that in matters of transporting students, the safety of the student **and driver** is of paramount importance. To ensure this safety, all students being transported on School District buses will act in an **appropriate** manner ~~in keeping with appropriate regulations and "School District Bus Rules"~~ **consistent with Regulations C-310, C-320 and the school Code of Conduct.**

The Board recognizes that it is the responsibility of a variety of persons to ensure the appropriate behaviour of students while riding on school buses. Such responsibilities are assigned to the Transportation ~~Supervisor~~ **Manager**, bus driver, principals, teachers, **Bus Supervisor**, parents and students as outlined by the accompanying regulations.

~~All parties concerned shall be aware that violation~~ **Violation** of bus rules may result in school discipline and/or the loss of bus privilege.

School District #62 (Sooke)

SUPERVISION OF STUDENTS ON SCHOOL BUSES	No.: C-320
	Effective: Oct. 13/81 Revised: May 23/89 May 13/97 Reviewed: Mar. 3/2020

ADMINISTRATIVE REGULATIONS

THE TRANSPORTATION SUPERVISOR **MANAGER** SHALL:

1. Draw up rules pertaining to student behaviour on school buses.
2. Inform bus drivers of their role and responsibilities in supervising students on buses.
3. Establish regulations delineating disciplinary actions which may be taken by bus drivers when students fail to obey the bus rules.
4. Develop forms and procedures by which bus drivers can report infractions of the rules.
5. ~~Inform~~ **Discuss with** the school principal of any **continued** infraction of bus rules.
6. Publicize the rule for behaviour so as to ensure that each student is aware of his responsibilities while riding on a school bus.
7. Inform parents of the rules for behaviour on school buses by means of a form letter which is to be signed annually by the parent and returned to the Transportation ~~Supervisor~~ **Manager**.

THE BUS DRIVER SHALL:

1. Discuss with any teacher **and/or bus** supervisor the acceptable standards of behaviour expected of students while travelling on the bus.
2. ~~Accept ultimate~~ **Be responsible** for student behaviour **management** on the bus to ensure that the actions of the students do not ~~provide~~ **create an** hazardous **unsafe** situation.
3. Be responsible for the loading and unloading of passengers.
4. ~~Report infractions of bus rules~~ **Complete Student Behaviour Reports and provide copies** to the **parents/guardians, school principal and** Transportation ~~Supervisor~~ **Manager**.

THE PRINCIPAL SHALL:

1. Inform teachers **and support staff** of their role and responsibilities in supervising students on buses.

2. Ensure that adequate supervisory procedures for the safe loading and unloading of students at schools are followed.
3. Discipline student in accordance with Board Policy and Section 103 of the *School Act*.

THE TEACHER SHALL:

1. Prior to accompanying students on a bus, discuss with the bus driver the acceptable standards of behaviour expected of students while travelling on the bus.
2. Assist the bus driver in maintaining ~~good~~ **appropriate** student behaviour on the bus.

THE PARENT shall:

Assume the responsibility of ensuring that the children observe the bus rules.

THE STUDENTS shall:

Be familiar with, and obey the rules for riding the bus.

RULES FOR STUDENTS RIDING IN BUSES
SCHOOL DISTRICT NO. 62 (SOOKE)

1. The bus driver is in complete charge of the vehicle and of the students. It is expected that students will be courteous and obey instructions promptly.
2. At bus stops, students will line up for the bus and proceed toward the bus, onto the bus, or off the bus only when given permission by the driver.
3. Courtesy and respect among passengers is expected. Disruptive behaviour and/or excessive noise disturb the safe operation of the bus and will not be tolerated. Nothing shall be thrown within **or out of** the bus.
4. Respect for property is expected. Vandalism or willful damage to a bus may result in total removal of bus privileges and possible charges.
5. While travelling as passengers, students are to remain seated at all times while the bus is moving and until the bus comes to a complete stop. Personal belongings as well as their heads and arms must be kept inside the bus.
6. Food or drink shall **not** be consumed on the bus. Glass bottles are **not** permitted on the bus.
7. Smoking **and vaping are** **not** allowed on the bus at any time.
8. Objects that may cause injury (ice skates, bats, etc.) must be safely packaged (equipped with skate guards, placed in containers, etc.) **not permitted to be transported on a school bus include, but are not limited to, large band equipment, skates, hockey and lacrosse sticks, baseball bats, skateboards.** All possessions must be held by the students. Skateboards shall be carried in the bus baggage compartment if the bus is so equipped.

DISCIPLINARY ACTION FOR VIOLATION OF BUS RULES

1. The bus driver issues a School Bus Behaviour Report to the student and reports the matter to the Transportation Supervisor **Manager** who will inform the school principal.
2. The bus driver issues a School Bus Behaviour Report to the student and reports the matter to the Transportation Supervisor **Manager**. The Transportation Supervisor **Manager**, in consultation with the school principal, may ~~warn~~ **suspend** the student's **bus privileges**. The Transportation Supervisor **Manager** will endeavour to **may** contact the student's parent(s) by telephone, and ~~will send a follow-up letter to the parent(s) with a copy to the school principal.~~ **If the student's behaviour improves to an acceptable level, a meeting with the student's parents/guardians, school principal and Transportation Manager may occur.**
3. ~~The bus driver issues a School Bus Behaviour Report to the student. The Transportation Supervisor, in consultation with the school principal, may suspend the student's bus privileges for up to 10 days. The Transportation Supervisor will inform the student's parent(s) by telephone and letter and will send a copy of the letter to the school principal.~~

Any conduct of a serious nature (i.e. fighting, abusive language, defiance of safety rules) may result in immediate bus suspension or loss of bus privileges **after completion of the route**.

~~In this case, kindergarten through grade 8 students will be dropped at school or at the home stop. Students in grades 9-12 may be evicted from the bus while on route. The bus driver will contact the Transportation Supervisor by radio. The Transportation Supervisor **manager** will endeavour to contact the student's parent(s) by telephone to inform them about the incident and the location of the student.~~

Please note that the parent(s) of a student or a student enrolled in a Sooke School District school may appeal a decision of an employee of the school board which significantly affects the education, health, or safety of the student.

Notice to all Parents/Guardians and Students

The Board of School Trustees is committed to the safety of all students within the District. Therefore, please be advised in accordance with policy C-222 school district buses may have **VIDEO CAMERA SURVEILLANCE** equipment on board.

Surveillance tapes will be viewed only by the principal/designate and those persons necessary to interpret matters of safety or security.

When used to demonstrate breaches of security or safety, videotapes will be used in an instructive manner and only with those students and parents/legal guardians involved. Appropriate police authorities may be notified of any illegal activity recorded.

DETACH AND RETURN THE SECTION BELOW TO THE SCHOOL

PLEASE SIGN BELOW TO INDICATE THAT YOU HAVE READ THE ABOVE RULES FOR STUDENTS RIDING IN BUSES.

Student's signature: _____

Parent's signature: _____

Address: _____

Date: _____

School District #62 (Sooke)

FIELD TRIPS – CURRICULAR AND EXTRACURRICULAR	No.: C-329
	Effective: Feb. 22, 2005 Revised: Dec. 14/16

SCHOOL BOARD POLICY

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

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

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

If the Superintendent of Schools deems the trip unsafe, he or she can recall students back at any time.

School District #62 (Sooke)

FIELD TRIPS - CURRICULAR	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

ADMINISTRATIVE REGULATIONS

Field trips generally will fall under the following categories:

1. **Curricular Field Trips**

These comprise 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.

Optional curricular field trips, where attendance and grading do not constitute any part of 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**

These comprise 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. All out-of-province field trips require Board approval. If the Superintendent of Schools deems the trip unsafe, he or she can recall students back at any time.

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 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.

B. 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 categories of 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. 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 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.

C. FIELD TRIP APPROVAL 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.
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 can recall students back at any time.
4. After this review, the leader for any moderate trip, overnight trip or out-of-province 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 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. Additionally, travel leaders will remind students and parents of any specific guidelines prior to the trip, either verbally or in writing. 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).

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, 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 must sign a consent form for each activity. However, parents 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. 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 will be made aware of the latest requirements and students can receive the necessary shots, prescriptions and travel information.

D. 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.

E. 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. Swimming may only take place under direct adult supervision.
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).

F. 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 debark 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.
 - 5.1 Supervision shall involve movement around different slopes at set times designated by the leader.
 - 5.2 Each supervisor/chaperone shall have responsibility for a specific group of students and shall take attendance at designated times throughout the day.
 - 5.3 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.
 - 5.4 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.

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 _____

Number of Supervisors/Chaperones: _____ Male _____ Female _____

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 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 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 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 drivers have filed licence and insurance papers with the school.**
- 9. Write your trip in office calendar so office staff can inform parents 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

MODERATE 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 _____

Number of Supervisors/Chaperones: _____ Male _____ Female _____

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 30 days prior to trip)
Required only for field trips that are overnight, within province,
and/or involve “moderate risk” activities.

Date of Parent 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

- *1. a) Date of Parent Information Meeting (*for Moderate risk*) _____
b) Are parental 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 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?
- 6. Have students/parents 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?

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 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, he or she 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.

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 _____

Number of Supervisors/Chaperones: _____ Male _____ Female _____

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 30 days prior to trip)
Required only for field trips that are overnight, within province,
and/or involve “moderate risk” activities.

Date of Parent 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?

COMMUNICATION WITH PARENTS

- 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 behavioral expectations made clear to students and parents well before the time of the trip?
- 4. Have arrangements been made to cope with known individual medical situations?
- 5. Have students/parents 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?

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

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

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

Date:

Dear:

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

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

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

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

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

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

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

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

I acknowledge that if the Superintendent of Schools deems the trip unsafe, he or she 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.

MODERATE RISK FIELD TRIP APPROVAL FORM FOR OVERNIGHT OUT-OF-PROVINCE/COUNTRY 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 _____

Number of Supervisors/Chaperones: _____ Male _____ Female _____

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,
and/or involve “moderate risk” activities.

Date of Parent 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
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?

COMMUNICATION WITH PARENTS

- 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 behavioral expectations made clear to students and parents well before the time of the trip?
- 4. Have arrangements been made to cope with known individual medical situations?
- 5. Have students/parents 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?

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

**SCHOOL CONSENT FORM
FOR CHILD PARTICIPATING IN MODERATE RISK
– OVERNIGHT, OUT-OF-PROVINCE/COUNTRY 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, he or she 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.

Education Policy Committee Meeting
March 3, 2020

Topic:

BC Representative for Children and Youth Report - From Marginalized to Magnified

Recommended Motion(s):

That the Board of Education of School District No. 62 (Sooke) write a letter calling on the Ministries of Children and Family Development, Education, Minister of Mental Health and Addictions and the Municipal Affairs and Housing to work collectively within the Provincial Government and with applicable stakeholders, e.g. School Districts, to address the recommendations proposed by homeless youth in the Representative for Children and Youth's report titled "From Marginalized to Magnified."

That the Board of Education of School District No. 62 (Sooke) request staff to review the report "From Marginalized to Magnified" submitted by the Representative for Children and Youth and provide an analysis on the recommendations with a lens as to how the Sooke School District can provide a leadership role in addressing the recommendations proposed in the report that pertain to the work of a school district.

Rationale/Background:

On February 21, 2020 the Representative for Children and Youth for the Province of British Columbia (RCYBC) released a report titled "From Marginalized to Magnified." This report analyses youth homelessness in British Columbia and shares the perspectives of homeless youth in communities across B.C.

As a Trustee and community member, I have been involved in the West Shore Emergency Youth Housing Task Force for the last few years. As you will see from the references below, there has been a significant amount of work that has taken place in the West Shore and Sooke region to address this challenge and I am proud that the Sooke School District has been at the table working with our community partners to address this systemic issue. Back in 2012 the West Shore Emergency Youth Housing Task Force submitted a report to the five municipalities in the West Shore titled the "West Shore Youth Housing Study". I encourage you to read it as it shares how even in 2012, this issue was relevant in our community. In 2016/2017, as a member of the task force, we surveyed students at Belmont, Royal Bay, EMCS and West Shore Centre for Learning and Training on whether they were ever homeless and what caused them to be homeless in addition to a number of questions. This data was presented to the Board at the time and I will do my best to locate it and provide it at Tuesday's Education Policy Committee. My simple message is that youth homelessness is an issue in our community.

I strongly believe that the Sooke School District plays a leadership role in addressing this issue. The Provincial Government should take the necessary steps to address the recommendations proposed in this report and should work collectively within government and with the relevant stakeholders to come up with a plan that will eliminate youth homelessness in B.C. I would also say that this issue is timely with the recent introduction of the new supplement in the funding formula review that is directed towards supporting youth in care and our students who live in poverty. Our Board will need to in our budget process decide how we will spend the supplement in a way that supports the reason for why it was

introduced. I propose these two motions for the committee's consideration for recommendation to the Board of Education.

References:

- <https://rcybc.ca/wp-content/uploads/2020/02/Final.From-Marginalized-to-Magnified.pdf>
- <https://www.langford.ca/assets/Agendas~and~Minutes/Protective~Services~Committee/2012/20120228AgendaPackage.pdf>
- <https://www.timescolonist.com/news/local/west-shore-sees-growing-need-for-youth-housing-1.952926#sthash.S3loBRrA.SWFcNLiE.dpuf>
- <https://www.vicnews.com/news/west-shore-youth-housing-opportunity-could-be-lost-due-to-funding-complications/>
- <https://www.goldstreamgazette.com/opinion/opinion-provinces-decision-not-to-fund-youth-housing-project-disappointing-says-local-advocate/7>

Submitted by:



Ravi Parmar, Board Chair
School District No.62 (Sooke)

January 23, 2020

Scott Stinson
Superintendent
School District No. 62 (Sooke)
3143 Jacklin road,
Victoria, British Columbia V9B 5R1
Telephone: 250-474-9800 fax: 474-
9825

Dear Superintendent Stinson,

As you know I was a research partner on the Sooke School District Physical Literacy project funded by Island Health and participating on the Healthy People Healthy Places initiative. We had ethics and your permission to conduct the evaluation on the mentoring, the after school nature and physical literacy club and the parent physical literacy workshop (PLAYSHOP). University of Victoria is now conducting a follow-up study for the parent physical literacy workshop (PLAYSHOP). We have received ethics amendment approval from the University of Victoria to conduct a randomized controlled trial in Alberta and BC (Ethics approval 16-444-see attached approval form). As part of the sustainability arm of the Resilience through Physical Literacy project I offered the SD stakeholders an opportunity to participate in further workshops targeted at early years parents and Ruchi McArthur made contact with Cheryl Ring to determine if there was interest in delivering the workshop through SD 62 Strong Start sites. A project summary is provided below and all of the consent forms and measurement instruments are attached for your reference. The two Strong Starts that are interested in implementing the workshop and evaluation are:

- Millstream Elementary
- John Muir Elementary

The plan is to recruit parents that attend Strong Start to participate in a Playshop that is delivered during the Strong Start gym time. We will provide letters of information to Cheryl Ring who will distribute them to parents during sessions. Interested parents will be given a phone number, email and website where they can sign up. Registering parents will be given a verbal explanation and emailed a consent form and if they are in the control group a pre-workshop survey link. Prior to the workshop parents will be sent a reminder email to complete their consent and come to the workshop.

For the parents – they will have their knowledge and confidence related to facilitating physical literacy for children measured before the workshop and after the workshop via a paper (pre for intervention group) or on-line survey (pre and post for control and post for intervention). They will also be asked to participate in a telephone interview 1-2 months after they have received



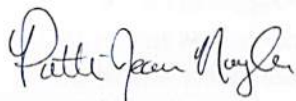
the training. Parents will be told that they will be randomly assigned to one of two workshops (waitlist control). The control parents will complete two surveys 10 days apart and then receive the workshop and intervention parents will attend the workshop where they complete a pre-workshop survey and then the workshop followed by an online survey and follow-up interview. Parents receive a small equipment bag of active play equipment as a thank you for participation.

All parents that drop-in to Strong Start on the workshop day will receive the physical literacy intervention whether they participate in the evaluation study or not. It is a 90 minute interactive workshop where parents learn a variety of inviting games and activities that they can use with children to a) motivate them to participate in PA through PLAY (*'parents playing on purpose'*) and b) enhance their motor skill development. Only the data from consented parents will be used in the evaluation study. As stated in the consents participants can withdraw at any time and their data will be confidentially stored in a locked research lab at the University of Victoria. Data will be aggregated in reports to the School District and publications and no individually identifiable data will be used.

I am requesting approval of the amendment to the evaluation study from the School District 62 Board. If they approve the evaluation study please email a copy of a letter of approval from the School District for the University of Victoria ethics office and my records. Cheryl and Ruchi are hoping to hold the workshop Between February 10th and March 13th and we need to email out information.

Thank you for your time and consideration of this request.

Sincerely



Patti-Jean Naylor
Professor

Attachments:

- | | |
|------------|--|
| Appendix A | Ethics Approval |
| Appendix B | Consent Form (Parent) |
| Appendix C | Pre and Post Physical literacy knowledge and confidence survey |
| Appendix D | Post training, interview schedule |



Janice Foulger

From: Zina Lee <Zina.Lee@ufv.ca>
Sent: Friday, January 24, 2020 12:31 PM
To: Scott Stinson
Cc: Janice Foulger
Subject: Research in Sooke SD
Attachments: Recruitment-Parents-Youth May 2020.pdf; Recruitment-Teachers-Counsellors May 2020.pdf; Protocol Parents May 2020.pdf; Protocol Youth May 2020.pdf; Protocol Teachers May 2020.pdf; Protocol Counsellors May 2020.pdf

Good afternoon Superintendent Stinson,

As you may recall, the Sooke School District participated in our research study about youth technology and social media last year. Unfortunately, our response rate wasn't very high so we would like to collect more data this school year with a few changes. We would like to expand our pool to grade 12, provide the link to the survey directly on our recruitment poster, and invite school counsellors to participate. I've attached our updated materials for you to review and consider with Sooke would be interested in participating this year. If you have any questions, please let me know.

I look forward to hearing from you.

Zina

~~~~~  
Zina Lee, Ph.D., Associate Professor  
School of Criminology and Criminal Justice  
University of the Fraser Valley  
33844 King Road  
Abbotsford, BC V2S 7M8  
Phone: 604.504.7441 Ext 4324  
Email: Zina.Lee@ufv.ca  
~~~~~

YOUTH ONLINE STUDY



Tell us what you think about and how you act towards
technology and social media

If you and your child complete our online survey, you will be entered
into a draw to win one of several prizes
(e.g., movie tickets, iTunes gift cards, Amazon gift cards)!

Please review the attached information.

To complete the survey, please click on the following links:

PARENT SURVEY: [SURVEY LINK]

YOUTH SURVEY: [SURVEY LINK]

If you have any questions or would like more information, please
contact Dr. Zina Lee: 1-888-504-7441 (x4324) or Zina.Lee@ufv.ca

UNIVERSITY
OF THE FRASER VALLEY

SCHOOL OF CRIMINOLOGY &
CRIMINAL JUSTICE



Social Sciences and Humanities
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sciences humaines du Canada

Canada

School of Criminology and Criminal Justice
University of the Fraser Valley
33844 King Road
Abbotsford, BC V2S 7M8



May 1, 2020

**Youth Online Study
Parent Letter of Informed Consent**

Dr. Zina Lee, Dr. Amanda McCormick, and Dr. Irwin Cohen from the School of Criminology and Criminal Justice at the University of the Fraser Valley are inviting you and your child to participate in a study about thoughts, feelings, and behaviours engaged in online and offline.

What do I need to do? If you decide to participate, you and your child will be asked to complete a survey online (through the survey platform Jitsutech) about various attitudes and behaviours towards technology and social media. Your survey will take about 15 minutes to complete and will address the following areas: attitudes and behaviours towards technology and social media; concerns about technology and social media; use of technology and social media; and supervision. You may complete the survey at your convenience; please complete the survey by June 30, 2020.

Your child's survey will take about 30 minutes to complete and will address the following areas: attitudes and behaviours towards technology and social media; concerns about technology and social media; use of technology and social media; mental health; personality traits; bullying; school behaviours; attitude towards school; and relationships with parents and friends.

You and your child will be contacted three more times over the next three years and invited to complete additional surveys online. You can decide at these times whether you and your child would like to participate.

Why is this study important? Will I be rewarded? We hope that the results of this study will help parents, teachers, and people who work with kids to provide appropriate interventions to address problematic online behaviours. For completing the survey, you will be entered into a draw to win 1 of 10 \$25 Amazon gift cards. If your child completes the survey, s/he will be entered into a draw to win 1 of 20 prizes (e.g., movie tickets), including a grand prize of an Apple iPad mini.

What are the risks to me and my child for being in this study? You or your child may feel that some of the questions are personal and sensitive in nature, and as a result, may make you feel uncomfortable (e.g., asked about viewing nude photos). If you would like to speak with someone, you can contact the school and ask to speak with your child's school counsellor.

How will my privacy be protected? Your name, your child's name, and any identifiable information will not be noted on the survey. The survey responses will have an ID number and be kept in a locked office; only individuals working on the study will have access to your responses. In order to contact you in the future, we will need to collect contact information. This information will be kept separate from the surveys and in a locked office. You and your child's completed survey responses will be stored in a computer indefinitely, but your names will not be stored with your responses.

Information shared by you and your child will be kept confidential to the extent of the law. If your child plans to hurt him/herself or anyone else, is being hurt by an adult, or might be hurt by an adult, we are legally required to report this to the appropriate authorities.

What are my rights? Taking part in this study is voluntary. The decision you make will not affect how your child's teachers or school treat you or your child. If you start the study and change your mind, you can stop at any time by closing your web browser. Once your responses are submitted online, you will not be able to withdraw your responses.

The results of this study may be presented to school staff and parents, published in reports for the school, presented at academic conferences, and published in academic journals. In addition, your child's school district will receive district-specific data. All of this information will not have any identifiable information and will be anonymous.

What if I have questions about the study? If you have any questions concerning the study or would like a copy of the findings, please contact Dr. Zina Lee by phone (604-504-7441, extension 4324) or email (Zina.Lee@ufv.ca).

What if I have concerns about the study? If you have concerns regarding your rights or welfare as a participant in this research study, please contact the Ethics Officer by phone (604-557-4011) or email (Research.Ethics@ufv.ca).

The ethics of this research project have been reviewed and approved by the University of the Fraser Valley Human Research Ethics Board (Protocol 980C-17).

I have read this form. I understand what my participation and my child's participation involves.

I understand that completion of the survey constitutes my consent to participate.

By providing the survey link to my child, I consent to my child's participation.



School of Criminology and Criminal Justice
University of the Fraser Valley
33844 King Road
Abbotsford, BC V2S 7M8

May 1, 2020

Youth Online Study Youth Letter of Informed Consent

What is this study about?

A group of researchers from the School of Criminology and Criminal Justice at the University of the Fraser Valley (Dr. Zina Lee, Dr. Amanda McCormick, and Dr. Irwin Cohen) are interested in how you think, feel, and behave online and offline.

What do I need to do?

If you decide to participate, you will be asked to complete a survey online about your thoughts, feelings, and behaviours towards your parents, friends, and school online and offline. This survey will take about 30 minutes to complete. You may complete the survey whenever you want; please finish the survey by June 30, 2020.

Why is this study important? Will I be rewarded?

We hope that the results of this study will help parents, teachers, and people who work with kids help kids when they feel bad or do bad things. If you complete the survey, you will be entered into a draw to win 1 of 20 prizes (e.g., movie tickets), including a grand prize of an Apple iPad mini.

Will anything bad happen to me if I am in this study?

Some of the questions are personal and might make you feel upset (e.g., asked about seeing or sending naked pictures). If you get upset and want to speak with someone, you can contact your school counsellor or the Kids Help Phone at 1-800-668-6868.

Will what I tell you be kept private?

Your name will not be on the survey. Your survey answers will have an ID number and be kept in a locked place. Only people working on the study will see your answers. Your answers will be stored in a computer forever, but your name will not be stored with your answers.

We will not tell your parents, teachers, or other kids what you tell us. But, if you plan to hurt yourself or anyone else, are being hurt by an adult, or might be hurt by an adult, we have to report this.

What are my rights?

It is your choice to complete the survey. If you want to skip any questions, you can. If you don't know the answer to any questions, you can skip it. What you decide to do will not affect how your teachers or school treat you. If you start the survey and change your mind, you can stop at any time by closing your web browser. After your answers are submitted online, you will not be able to change your mind about participating.

The results of this study may be presented to teachers and parents, written up in reports for the school, presented at research conferences, and published in research articles. Your school district will also receive the responses. All of this information will not have your name attached to your answers.

What if I have questions?

If you have questions or would like a copy of the results, you can contact Dr. Zina Lee by phone (604-504-7441, extension 4324) or email (Zina.Lee@ufv.ca).

If you feel you have been treated badly in this study, please contact the Ethics Officer by phone (604-557-4011) or email (Research.Ethics@ufv.ca).

The ethics of this research project have been reviewed and approved by the University of the Fraser Valley Human Research Ethics Board (Protocol 980C-17).

By completing the survey online, you know what you have to do and agree to participate in this study.