

Public Notice – Board of Education Online Public Meeting


A public meeting of the Board of Education for School District 62 (Sooke) **will be held on December 14, 2021 at 7:00 pm.**

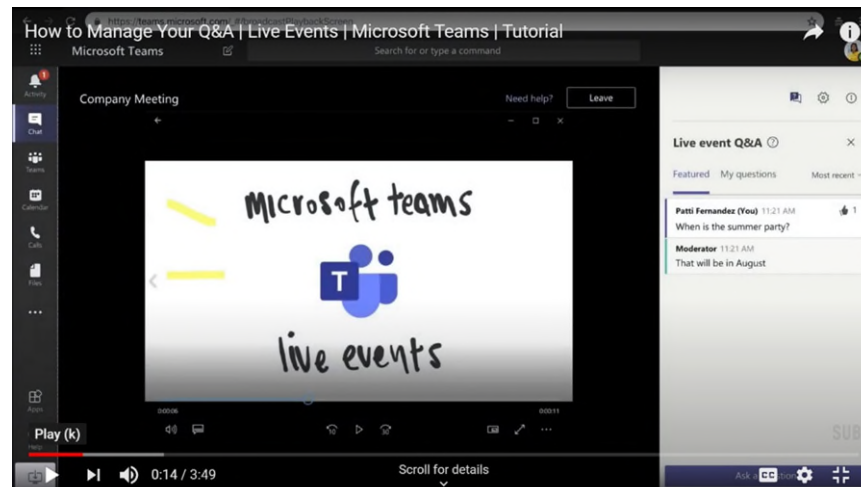
Requirements that limit the size of public gatherings due to the COVID-19 pandemic mean this meeting will proceed differently than they have in the past. The meeting will be conducted online via MS teams. We encourage members of the public to join the LIVE Event.

To participate in the meeting please click on this link: [PublicBoardMeeting-December-14-2021](https://teams.microsoft.com/join/1c7b989-ebb1-4479-b750-c86c9bc98d84)

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

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

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



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



**BOARD OF EDUCATION
PUBLIC MEETING
By Live Event
December 14, 2021 – 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: Sc'ianew Nation, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)
- TRUSTEE ELECTIONS**
 - 1.1 Chair
Vice Chair
Provincial Council Representative/Alternate
BCPSEA Representative/Alternate
2. **AGENDA (page 2)**
 - 2.1 Call for amendments and additional items
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of December 14, 2021, as presented (or as amended).
3. **MINUTES (page 5)**
 - 3.1 Call for amendments to minutes
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of the November 23, 2021, as presented (or amended).
4. **INFORMATIONAL ITEMS AND ANNOUNCEMENTS**
 - 4.1 Board Chair Update
 - 4.2 Westshore Campus Naming – Paul Block (page 10)
5. **EDUCATIONAL PRESENTATIONS**
 - 5.1 French Immersion Student Presentation – Kyle Maa
6. **CORRESPONDENCE & DELEGATIONS**
 - 6.1 Correspondence
 - 6.2 Standing Delegations (STA, CUPE, PVP, SPEAC, CPF) – 5 minutes each

7. FINANCE, FACILITIES AND SERVICES

7.1 Resources Committee – Meeting of December 8, 2021 – Bob Beckett (page 12)
Motion Requested: That the Board of Education of School District 62 (Sooke) support, in principle, the three partnership projects with the City of Colwood as presented at the Resources Committee meeting of December 8, 2021. Furthermore, the Board directs staff to work with the City of Colwood staff to define the projects in greater detail for formal approval consideration.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of December 8, 2021.

8. EDUCATION PROGRAM

8.1 Education-Policy Committee – Meeting of December 7, 2021 – Allison Watson (page 14)
Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-329 “Field Trips”.

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-317 “Police Requests for Student Interviews”.

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy C-350 “Appeals”.

Motions Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft Policy and Regulations A-410 “Live Streaming Public Board and Standing Committee Meetings”.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of December 7, 2021.

8.2 Strategic Plan Operational Plan for 2021-2022 – Scott Stinson (page 147)

9. STUDENTS

10. FOUNDATIONS & GOVERNANCE

10.1 Board Work Plan 90 Day Outlook – Board Chair (page 158)

10.2 Na'tsa'maht Education Council – Meeting of November 24, 2021 – Dianna Seaton (page 159)

11. ADMINISTRATION

11.1 Superintendent's Report – Scott Stinson (page 161)

12. PERSONNEL

13. UPCOMING EVENTS

Winter Break December 20 – January 3, 2022

14. FUTURE ITEMS

15. QUESTION PERIOD

Members of the public have the opportunity to ask questions related to agenda items discussed at

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

16. ADJOURNMENT



**MINUTES
BOARD OF EDUCATION
PUBLIC MEETING
LIVE MS Teams Event
November 23, 2021 – 7:00 p.m.**

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

STAFF: Scott Stinson, Superintendent
 Harold Cull, Secretary-Treasurer
 Paul Block, Associate Superintendent
 Stephanie Hedley-Smith, Associate Superintendent
 Dave Strange, Associate Superintendent
 Dan Haley, Executive Director, HR
 Farzaan Nusserwanji, Executive Director, IT
 Sue Grundy, Manager Executive Operations
 Steve Tonnesen, Manager IT Operations

REGRETS: Bob Beckett, Vice-Chair

SECRETARY: Kristina Ross

1. CALL TO ORDER

The meeting was called to order at 7:04 p.m. by the Board Chair and he acknowledged the traditional territories of the First Nations.

2. AGENDA

2.1 Call for amendments and additional items

150. MOVED Dianna Seaton/Margot Swinburnson
That the Board of Education of School District 62 (Sooke) adopt the agenda of November 23, 2021 as presented.
CARRIED

3. MINUTES

3.1 Call for amendments to minutes

151. MOVED Margot Swinburnson/Dianna Seaton
That the Board of Education of School District 62 (Sooke) adopt the minutes of the October 26, 2021 meeting as presented.
CARRIED

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Ravi Parmar

The Board Chair spoke on the recent state of emergency declared in B.C., and the impacts to students, families and staff. He noted as part of the collective effort to minimize gas usage, the District has cancelled in person meetings that fall outside of the regular work location, and encouraged staff to carpool or ride share where possible, and eliminates all non-essential travel. He passed on his condolences to those who have lost loved ones, and suffered direct impacts from the climate emergency.

5. EDUCATIONAL PRESENTATIONS

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence:

a. Letter from the Citizens' Environment Network in Colwood RE: Royal Bay Elementary School Solar Power dated November 3, 2021.

152. MOVED Allison Watson/Margot Swinburnson

That the Board of Education of School District 62 (Sooke) receive the letter from the Citizens' Environment Network in Colwood RE: Royal Bay Elementary School Solar Power dated November 3, 2021 and refer it to the Secretary-Treasurer.

CARRIED

b. Letter from Climate Action West Shore Society RE: Climate Action Reboot, dated November 9, 2021.

153. MOVED Dianna Seaton/Margot Swinburnson

That the Board of Education of School District 62 (Sooke) receive the letter from Climate Action West Shore Society RE: Climate Action Reboot, dated November 9, 2021.

CARRIED

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

STA – Rita Zeni

Rita Zeni acknowledged the current state of emergency in B.C. She shared with the Board of Education a letter from one of its members regarding the challenges she faces daily. Furthermore, she indicated that there are widespread signs of mental distress in classrooms.

CUPE – Amber Leonard

Amber Leonard spoke to the need for more supports and staff in District classrooms, the CUPE PRO-D Day, and the recent nomination to represent CUPE 459 at the Provincial Bargaining Table. In addition, she spoke about CUPE's support of an integrated childcare system in the BC public school system.

PVP – Renee Hislop

Renee Hislop provided an update to the Board of Education on the many activities that have occurred in our schools including Remembrance Day, upcoming fine arts, dance, music and sporting events, and incidences of staff appreciation. Renee Hislop acknowledged the continued efforts of CUPE and STA staff, and thanked them for their ongoing support to PVP.

SPEAC – Melissa DaSilva

Melissa DaSilva thanked the District for its inclusion in the vaccine mandate discussions that staff recently had with its stakeholder groups. She acknowledged the relationship that SPEAC has with the Board of

Education and staff of the District. She spoke of a recent SPEAC meeting in which 9 PACs participated and outlined upcoming training targeting volunteer recruitment and succession planning.

6.3 Other Delegation – Integrated Childcare– David Fleming

CUPE National Representative David Fleming provided a presentation to the Board of Education on integrated childcare, and building a seamless model of before and after school care in B.C.'s public schools.

7. FINANCE, FACILITIES AND SERVICES

7.1 Report on the Resources Committee – Meeting held on November 9, 2021

The Board Chair provided the Board of Education with an overview of the Resources Committee Meeting.

154. MOVED Ravi Parmar/Wendy Hobbs

That the Board of Education of School District 62 (Sooke) approve the list of one-time funding recommendations for the 21/22 fiscal year, totaling \$643,000, as presented at the November Resources Committee Meeting.

CARRIED

155. MOVED Ravi Parmar/Margot Swinburnson

That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of November 9, 2021.

CARRIED

8. EDUCATION PROGRAM

8.1 Report on the Education-Policy Committee – Meeting held on November 2, 2021

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

156. MOVED Allison Watson/Bob Phillips

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft new Policy and Regulations B-118 "Social Media".

CARRIED

157. MOVED Allison Watson/Dianna Seaton

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations E-530 "Use of Tobacco, Vapour Products and Cannabis".

CARRIED

158. MOVED Allison Watson/Bob Phillips

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy F-228 "Pest Management".

CARRIED

159. MOVED Allison Watson/Dianna Seaton

That the Board of Education of School District 62 (Sooke) direct staff to develop a Request for Proposals for childcare provision at Pexsisen Elementary.

CARRIED

160. MOVED Allison Watson/Bob Phillips
That the Board of Education of School District No. 62 (Sooke) direct staff to develop policy related to equity hiring practices. As a component to this work, explore opportunities to include a Human Rights Commissioner exemption to encourage the hiring of individuals who are otherwise disadvantaged. This includes persons characterized by a physical or mental disability or by a common race, religion, age, sex, sexual orientation, gender identity or expression, marital status, political belief, colour, ancestry, or place of origin.

CARRIED

161. MOVED Allison Watson/Dianna Seaton
That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of November 2, 2021.

CARRIED

9. STUDENTS

10. FOUNDATIONS & GOVERNANCE

10.1 Board Work Plan 90 Day Outlook – Ravi Parmar

Ravi Parmar discussed the Board Work Plan 90 Day Outlook and the priorities of the Board.

10.2 District Healthy Schools, Healthy People Committee Report – Margot Swinburnson

Trustee Swinburnson provided the Board of Education an overview of the District Healthy Schools, Healthy People Meeting. Discussion topics included: Youth in Action Campaign, next steps concerning a Regional Suicide Prevention Strategy, and a Peer Assisted Crisis Team Pilot Program.

11. ADMINISTRATION

11.1 Superintendent's Report – Scott Stinson

The Superintendent acknowledged the professionalism and dedication of the staff, in addition to the written report included in the agenda package, in the district and recognized the recent efforts of our bus drivers. With the road closure of the Malahat Highway, three drivers who live north of closure, chose to stay in town at a local hotel so they could continue to provide bus service to our students.

12. PERSONNEL

13. UPCOMING EVENTS

Na'tsa'maht Education Council Meeting – November 24, 2021

Chanukah – November 28th to December 6th 2021

Blessing Ceremony - December 1, 2021

BCSTA Trustee Academy – December 3-4, 2021

14. FUTURE ITEMS

15. QUESTION PERIOD

Members of the public have the opportunity to ask questions related to agenda items. All media questions can be directed to the Manager, Communications for follow-up and response.

16. ADJOURNMENT

The meeting was adjourned at 8:41 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer



Board Information Note

Public Board Meeting

December 14, 2021

Agenda Item 4.2: Westshore Family of Schools – Notice of Re-Naming Process

- Update to the Board that in accordance with Policy F – 204: Naming of Schools, this is notice to the Board that a process has recently begun at the school level to review the current names of WestShore Centre for Learning and Training, Juan de Fuca Distributed Learning and Byte Alternative. These 3 schools have been commonly referred to as Westshore’s Family of Schools or WestShore Colwood, WestShore Langford or WestShore Sooke.
- In consultation with Associate Superintendent Paul Block, District Principal of Pathways & Choice, Jim Lamond has observed, consulted and discussed with students, staff and community about the multitude of names and brands that currently and historically have been assigned to SD62’s Alternative and Online Learning programs. A consistent theme has emerged that the identity of the school(s) from both student and staff’s perspective is lacking clarity and a strong connection to the current clientele and staff that access WestShore Family of School’s regional campuses and/or programs.
- In accordance with Policy F-204: Naming of Schools, a formal process of consultation with students, parents, staff, and our partner Indigenous Nations around a potential name for the Family of schools will begin in January 2022. The results of this process along with recommended names for the school will be part of a presentation to the Education Policy Committee when ready.
- There is consensus from initial consultation and feedback that one name for the schools that have multiple regional campuses remains the direction and desire of the current school community.
- Currently, WestShore Family of Schools consists of 3 distinct schools that have specific purposes and distinct funding models and service criteria:
 - i) **Type 3 Alternative School: Byte Alternative** (current service delivery is at the Langford, Colwood and Sooke Campuses)
 - ii) **Online Learning: Juan de Fuca Distributed Learning** (current service delivery is at Langford Campus)
 - iii) **Continuing Education: WestShore Centre for Learning & Training** (current service delivery is at Langford Campus – this is primarily Adult Education)

iv) **Type 3 Alternative School: Pacific Secondary** (not in use). The School District continues to have this Ministry School number under this title available to use. This school name has been inactive since the 2016/17 school year when we vacated the storefront campus off Sooke Road (Midas Muffler) and consolidated our Type 3 Alternative programs at the Colwood Campus (in front of Colwood Elementary) on Sooke Road.

- Further consultation with the Ministry of Education will be required to understand if the District can have the same name for the 3 different types of schools, however they remain distinct due to their funding and service delivery models (and associated audit criteria). For the Ministry this would mean 3 different school numbers thus keeping their distinct funding and service distinct and trackable, however they would all share the same name.
- This is an important issue to students. For example, when a student graduates from WestShore Colwood, their official transcript reads: “Byte Alternative.” For many students, this is the first time they have seen that school name, as commonly the school is known as “WestShore.” Similarly, when a student graduates from Westshore Langford campus they receive a diploma and transcript that read “Juan de Fuca Distributed Learning” or “WestShore Centre for Learning and Training” when once again, the schools are commonly known as “WestShore Centre.”
- Creating an Identity and through identity, Agency is nurtured and grows. These are critically important elements to consider, understand and communicate when building a positive school culture that students and staff can see themselves in and connect themselves to. As part of the larger vision to empower and renew our District’s programs of choice and alternatives in education in an ever evolving and complex world, the renaming and ultimately re-branding of our schools is a necessary and welcomed step toward alignment, coherence and efficacy for our students, parents and community.



Committee Report of Resources Committee Meeting via MS Teams Live December 8, 2021

Present: Bob Beckett, Trustee (Committee Chair)
Margot Swinburnson, Trustee (Committee Member)
Ravi Parmar, Trustee
Scott Stinson, Superintendent & CEO
Harold Cull, Secretary-Treasurer
Ceilidh Deichmann, SPVPA
Amber Leonard, CUPE
Angela Hoskinson, SPEAC
Ed Berlando, STA
Nicole Gestwa, IT

Guests: Natalie Bandringa, CRD
David Lee-Bonar, Assistant Secretary-Treasurer

Regrets: Wendy Hobbs, Trustee (Committee Member)

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:04 pm by the Committee Chair, Bob Beckett acknowledged that we are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation and acknowledge the three nation SD 62 works with directly in our schools; Sc'ianew Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)

2. COMMITTEE REPORT

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated November 9, 2021 at its Public Board Meeting dated November 23, 2021.

3. PRESENTATIONS

4. BUSINESS

4.1 Ready, Step Roll Update – Natalie Bandringa (CRD)

Natalie Bandringa provided an update on the Ready Step Roll Program to the Committee. Four schools are currently participating in the Ready, Step Roll Program, those are Dunsmuir, Willway Millstream and Colwood Elementary. The Committee discussed the objective of the Program being to increase the rate of active travel to our schools. Natalie showed the Committee some survey stats from the 4 schools being reviewed and the trends and emerging themes that we are seeing. Final reports from each school are expected in the summer of 2022.

4.2 City of Colwood Partnerships – Ravi Parmar

The Board Chair referenced the Memorandums of Understanding the Board has signed with Colwood, Langford and Sooke and the power of the potential partnerships with our municipalities. The Chair outlined the three initial projects with the City of Colwood that are being contemplated. The Committee supports the following motion going forward to the Board for their consideration.

Motion Requested: That the Board of Education of School District 62 (Sooke) support, in principle, the three partnership projects with the City of Colwood as presented at the Resources Committee meeting of December 8, 2021. Furthermore, the Board directs staff to work with City of Colwood staff to define the projects in greater detail for formal approval consideration.

4.3 Multi-Year Budget Update – David Lee Bonar

Staff provided an overview of the multi-year budget to the Committee. The Committee discussed the importance of looking at the District's budget over a 36-month timeline in order to inform the annual financial decisions of the District. It was discussed that our enrolment growth is anticipated to address the structural pressures facing the District but will not provide additional infrastructure supports required to sustain a growing district.

4.4 Budget Principles, Assertions and Process – Harold Cull

Staff reviewed the budget principals, assertions and process from 21/22 to gain partner group feedback for improvements for the 22/23 process. The Committee discussed possible funding formula changes and the impact that the Program Reviews will have on the budget process in the spring.

5. **ADJOURNMENT AND NEXT MEETING DATE:** January 11, 2022



ACTIVE SCHOOL TRAVEL PLANNING SD62 December Update

SD62 2021/22 cohort: Willway, Millstream, Colwood & Dunsmuir

Active School Travel Planning Process



WE ARE HERE



| SET UP INITIATIVE | | COLLECT DATA & ANALYZE | | | | | | PLAN | IMPLEMENT* | EVALUATE | School Travel Planning Process Complete |
|---|-------------------|--|--|------|-----|----------------------------|---------------------------|--|---|--|---|
| School/ Municipality Recruitment | Program Begins | Baseline & Hands-up Survey | Analysis & pre-walkabout with staff | | | Neighbourhood Walkabout | Develop Action Plan | Encouragement Education Equity Enforcement Engineering | Final Report Feedback & Follow-up | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| DEC – JAN | APRIL | MAY | JUNE | JULY | AUG | SEPT | OCT | NOV | JUNE | SEPT | |
| <p>Introduce program to:</p> <ul style="list-style-type: none"> • School principal & administration • School teachers & staff • Parent Advisory Committee • Municipal staff • School District staff | | <p>Identifies:</p> <ul style="list-style-type: none"> • How students travel • Walking and cycling safety concerns • Potential improvements and actions • Favourite routes | | | | | | <p>In collaboration with:</p> <ul style="list-style-type: none"> • School • Municipality • School District • Other partners | <p>Coordination with partners could include:</p> <ul style="list-style-type: none"> • Bike Skills course • Walking School Bus • Walk and Wheel for 5 • Plan Your Route Map | <p>School Travel Plan completed</p> <p>Stakeholder feedback</p> <p>Stakeholder support to ensure capacity building</p> | |
| | | Summer | | | | | | Spring | | | |
| | | | | | | | | Spring | | | |



Goal

Increase the rate of student & staff active travel trips to/from school by reducing barriers in active travel accessibility, safety, comfort & capacity.



Approach

The 6 E's of Active School Travel Planning



EQUITY



EVALUATION



ENGINEERING



ENFORCEMENT



EDUCATION



ENCOURAGEMENT

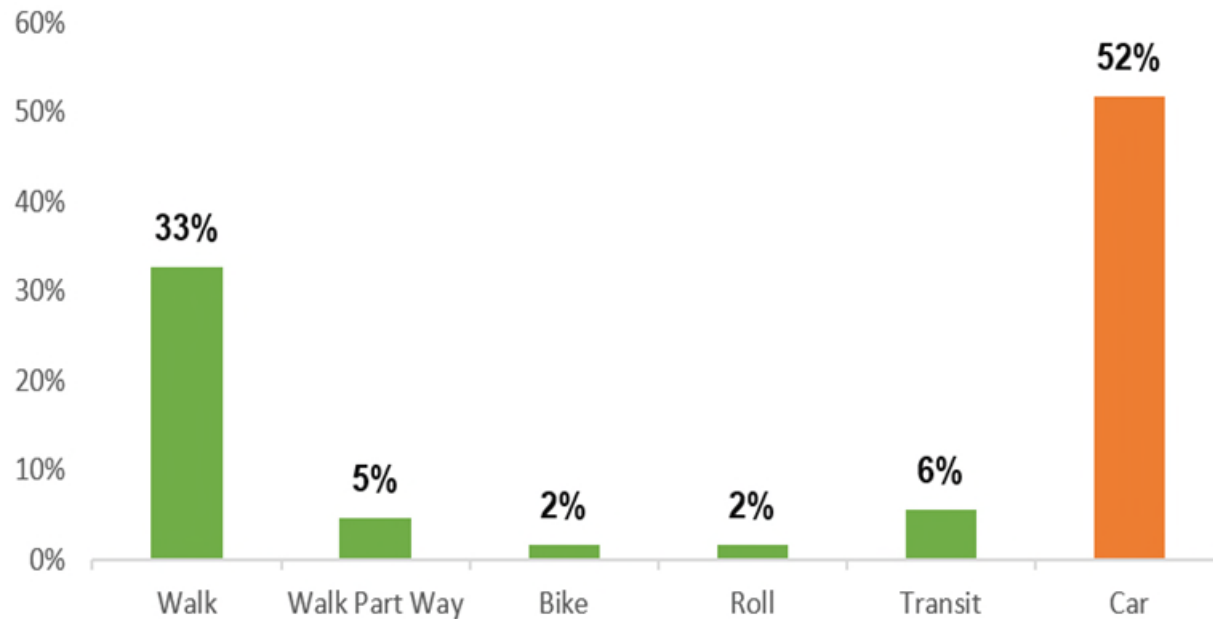
Key Partners

- Schools Admin., Staff & Students
- Schools PACs & Families
- SD62 Facilities & Transportation
- City of Langford & City of Colwood
- RCMP, ICBC & BC Transit
- Cycling Skills Educators

Consultation Highlights



"How did you get to Millstream school this morning?"



Baseline Survey Results

(May/June 2021– parent online) → 137 surveys completed = 66% students represented

- ✓ 64% regularly take active travel to/from school
- ✓ 36% regularly drive to/from school
- ✓ 76% would prefer to take active travel

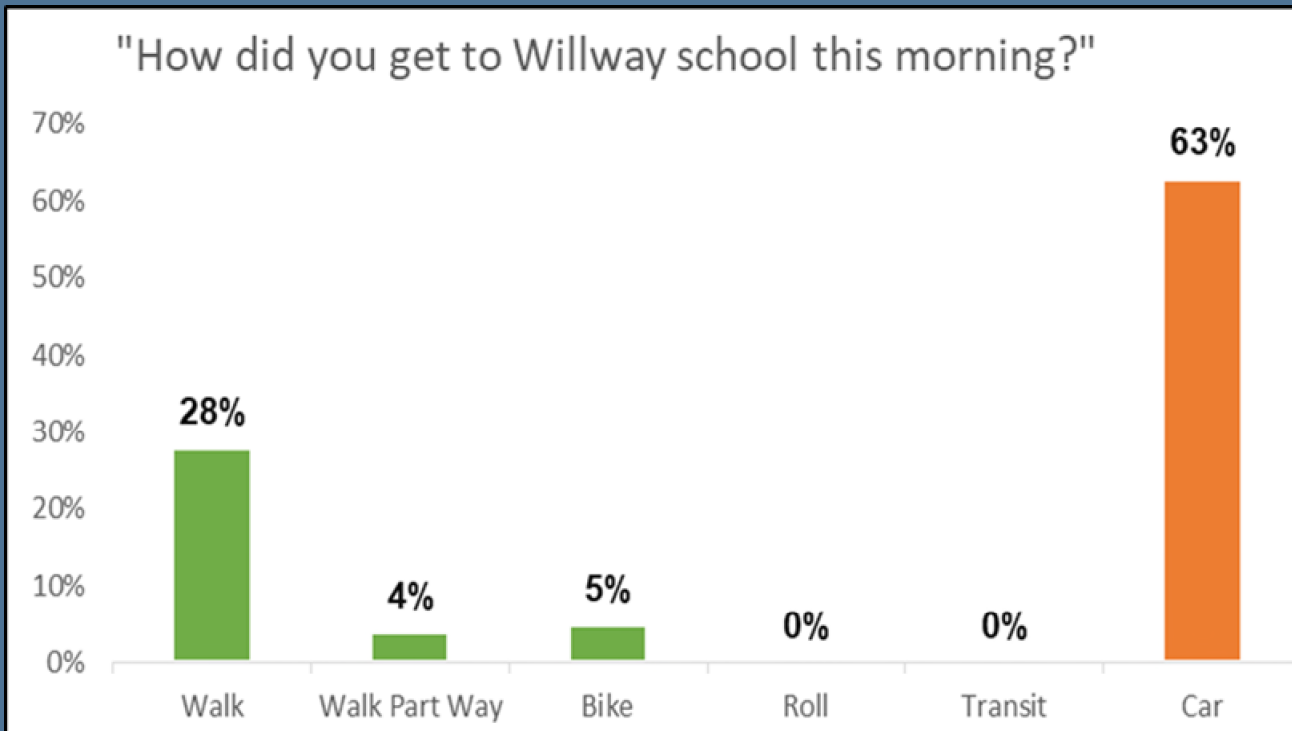
→
Reported
usual
means of
travel to
school

| Residence to School | % of Students | Walk or Wheelchair | Walk Part-Way | Bike | Carpool | Drive | Drive to School Bus | Walk to School Bus |
|---------------------|---------------|--------------------|---------------|------|---------|-------|---------------------|--------------------|
| 0 - 0.5 km | 28% | 20% | 4% | 1% | 0% | 2% | 0% | 2% |
| 0.6-1 km | 35% | 20% | 4% | 2% | 0% | 10% | 0% | 1% |
| 1.1-2 km | 12% | 5% | 2% | 0% | 0% | 5% | 0% | 1% |
| 2.1-4 km | 8% | 0% | 1% | 1% | 1% | 6% | 0% | 0% |
| Over 4 km | 16% | 0% | 1% | 0% | 1% | 12% | 2% | 1% |

Willway Elementary

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Consultation Highlights



Baseline Survey Results

(May/June 2021– parent online) → 106 surveys completed = 71% students represented

→
Reported
usual
means of
travel to
school

| Residence to School | % of Students | Walk or Wheelchair | Walk Part-Way | Bike | Scot Roll | Carpool | Drive |
|---------------------|---------------|--------------------|---------------|------|-----------|---------|-------|
| 0 - 0.5 km | 37% | 20% | 4% | 8% | 1% | 0% | 5% |
| 0.6-1 km | 19% | 7% | 2% | 2% | 1% | 1% | 7% |
| 1.1-2 km | 15% | 4% | 1% | 1% | 1% | 0% | 9% |
| 2.1-4 km | 8% | 0% | 1% | 0% | 0% | 1% | 6% |
| Over 4 km | 22% | 1% | 0% | 1% | 0% | 0% | 20% |

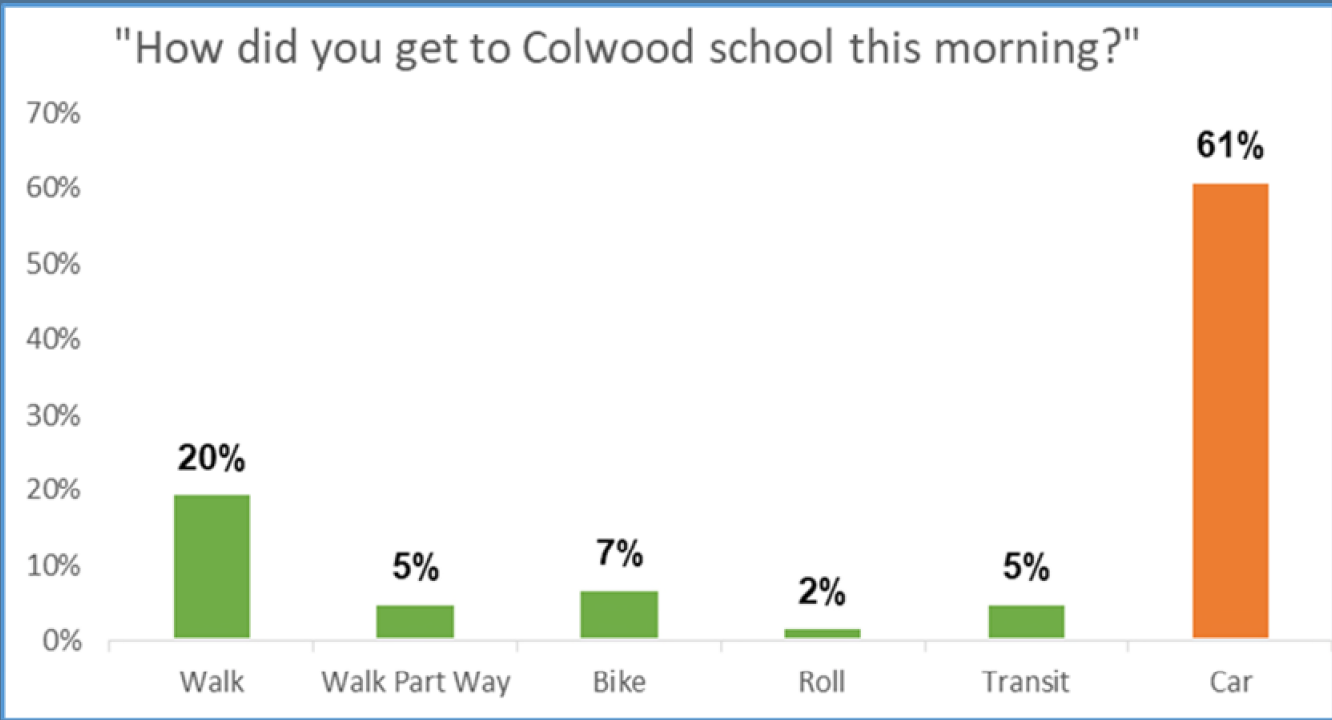
✓ 56% regularly take active travel to/from school

✓ 47% regularly drive

✓ _____ they
50% prefer to take active travel

Colwood Elementary

Consultation Highlights



Baseline Survey Results

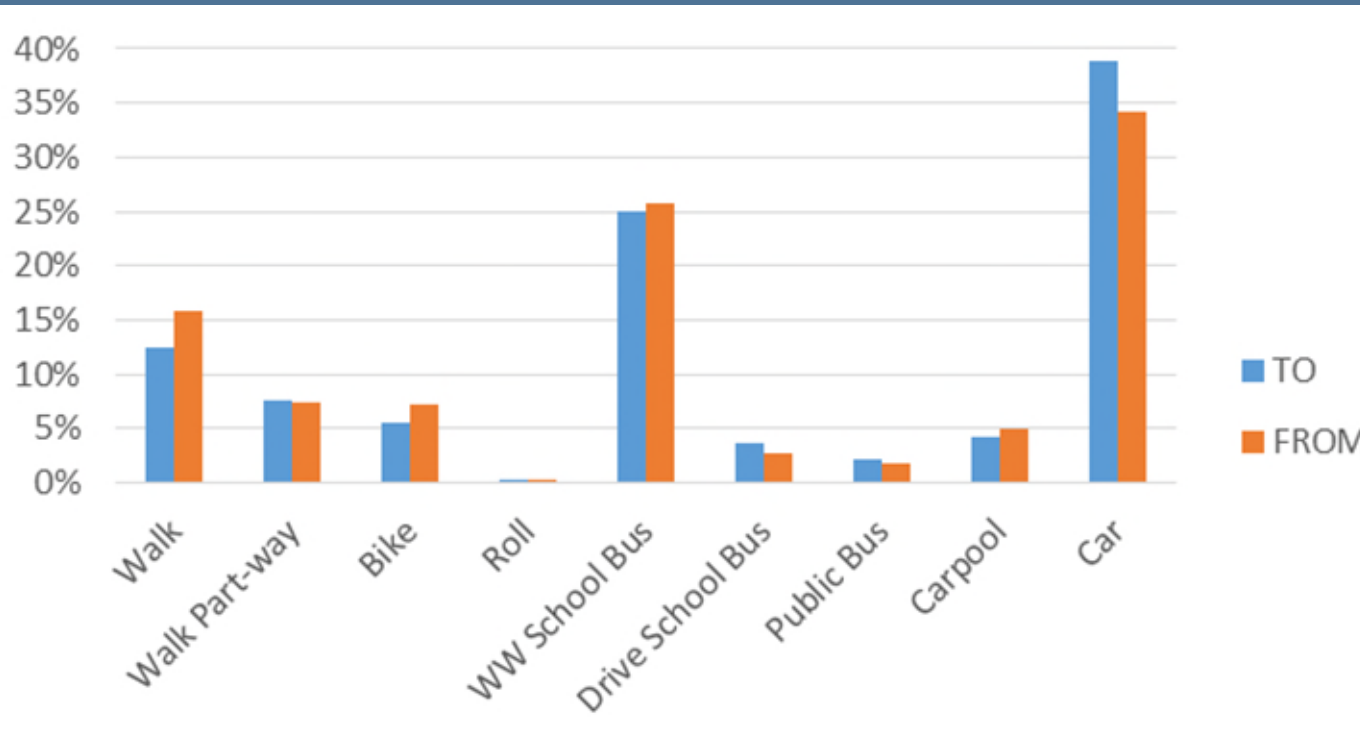
(May/June 2021– parent online) → 101 surveys completed = 81% students represented

→
Reported
usual
means of
travel to
school

| Residence to School | % of Students | Walk or Wheelchair | Walk Part-Way | Bike | Scoot Roll | Carpool | Drive | Drive to School Bus |
|---------------------|---------------|--------------------|---------------|------|------------|---------|-------|---------------------|
| 0 - 0.5 km | 18% | 7% | 2% | 7% | 0% | 1% | 1% | 0% |
| 0.6-1 km | 36% | 6% | 4% | 14% | 0% | 0% | 12% | 0% |
| 1.1-2 km | 17% | 1% | 3% | 3% | 0% | 0% | 10% | 0% |
| 2.1-4 km | 16% | 0% | 1% | 3% | 1% | 0% | 11% | 0% |
| Over 4 km | 14% | 1% | 0% | 1% | 0% | 0% | 11% | 1% |

- ✓ 53% regularly take active travel to/from school
- ✓ 46% regularly drive to/from school
- ✓ 83% would prefer to take active travel

Consultation Highlights



Baseline Survey Results

(May/June 2021– parent online) → 91 surveys completed = 11% students represented

→
Reported
usual
means of
travel to
school

| Residence to School | % of Students | Walk or Wheelchair | Walk Part-Way | Scoot Roll | Bike | Carpool | Drive | Public Bus | School Bus |
|---------------------|---------------|--------------------|---------------|------------|------|---------|-------|------------|------------|
| 0 - 0.5 km | 9% | 5% | 0% | 0% | 4% | 0% | 0% | 0% | 0% |
| 0.6-1 km | 5% | 1% | 0% | 1% | 0% | 1% | 1% | 0% | 0% |
| 1.1-2 km | 13% | 5% | 0% | 0% | 0% | 1% | 5% | 1% | 1% |
| 2.1-4 km | 24% | 2% | 1% | 0% | 1% | 0% | 13% | 0% | 5% |
| Over 4 km | 49% | 0% | 7% | 0% | 0% | 0% | 20% | 0% | 22% |

Key Barriers to Active School Travel as Noted by Parents, School Administration & Observed

1. School Catchment - Traffic & Student Safety

Vehicle speeds, volume & stop compliance
Crossing at intersections & walking/cycling on busy streets

2. School Zone & Drop-off Areas – Student Safety & Parent Behaviour

Behaviour of driving families at arrival & dismissal
School bus areas & protocols

3. Parent Perceptions

Local road safety
Parent & student skillset & comfort/confidence

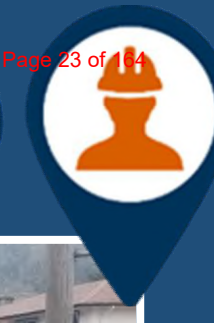
4. Distance

Too far for walking/cycling

5. Family Schedules/Routines

Morning routines & after school activities

Highlights - 6 E's Actions Completed



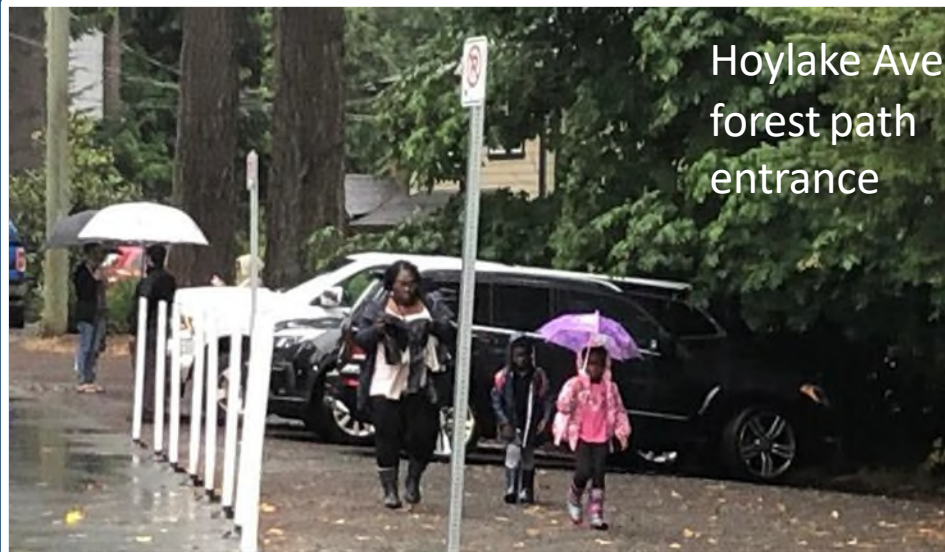
✓ Created two protected walking spaces & stormwater management



Treanor Rd.



Mt Wells Dr.
school frontage



Hoylake Ave
forest path
entrance

"I have seen more families taking active travel - these infrastructure improvements provided us a safer place to walk that use to be blocked by cars."

Millstream Parent



Mt Wells Dr. school
front pedestrian
access

Highlights - 6 E's Actions Completed

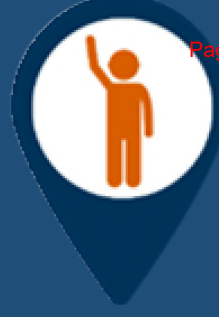


- ✓ Updated SZ signage
- ✓ New Crossing Guards
 - Millstream (& Sooke)
 - discussions for Dunsmuir
- ✓ Supervisors wearing visi-vests in drop-off/pick-up loop

- ✓ Moved school bus stop & student waiting area
- ✓ Create designated place for school bus
- ✓ Started conversations about use of school bus lights & stop sign



Highlights - 6 E's Actions Completed



- ✓ Grade 4/5 Bike Skills (Fall & more in Spring)
- ✓ NEW partner: Ride On / Get on Board - all grades BC Transit education



Highlights - 6 E's Actions Completed

- ✓ Identified 'Walk & Wheel for 5' sites/routes
- ✓ Identified 'Kiss & Go' sites

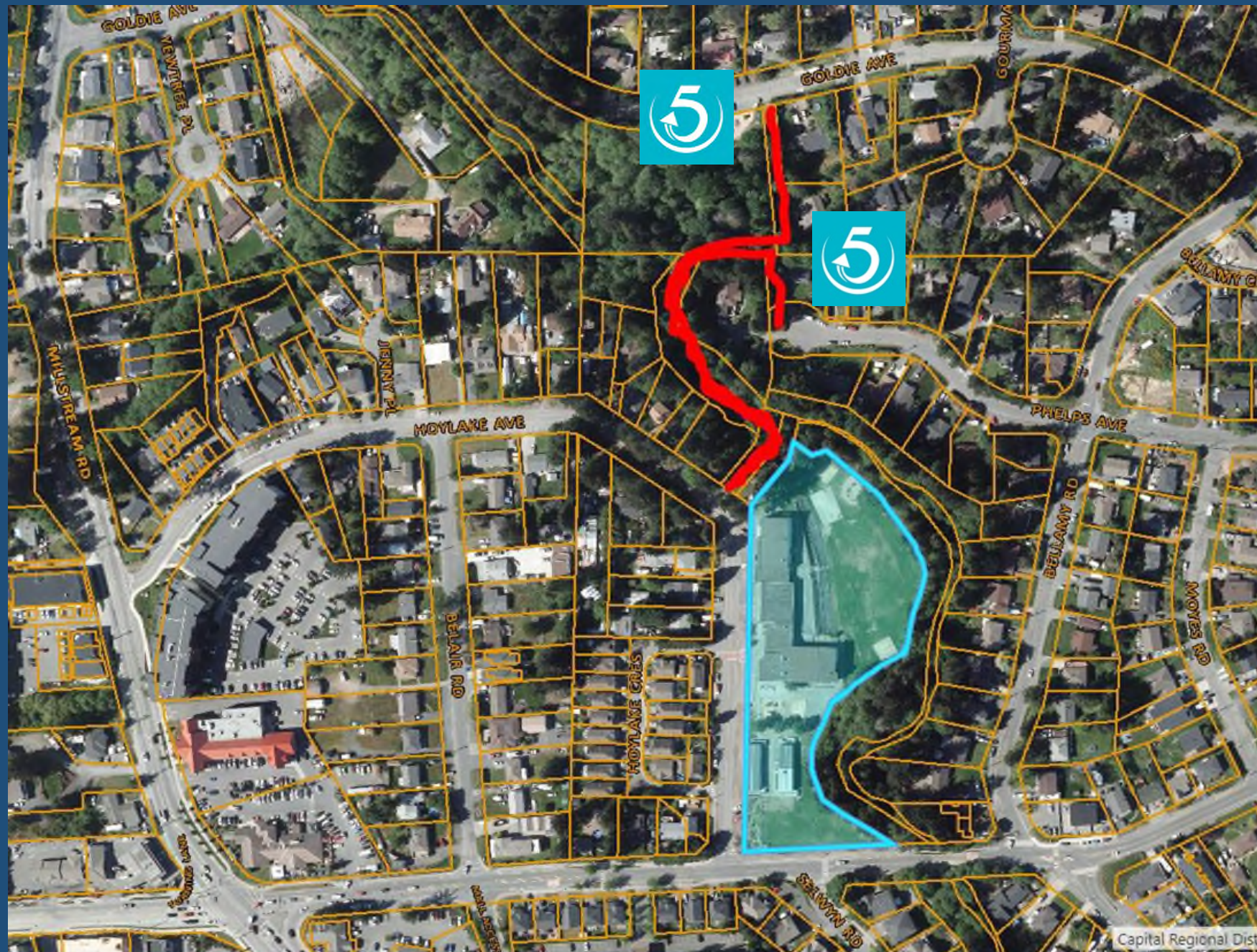


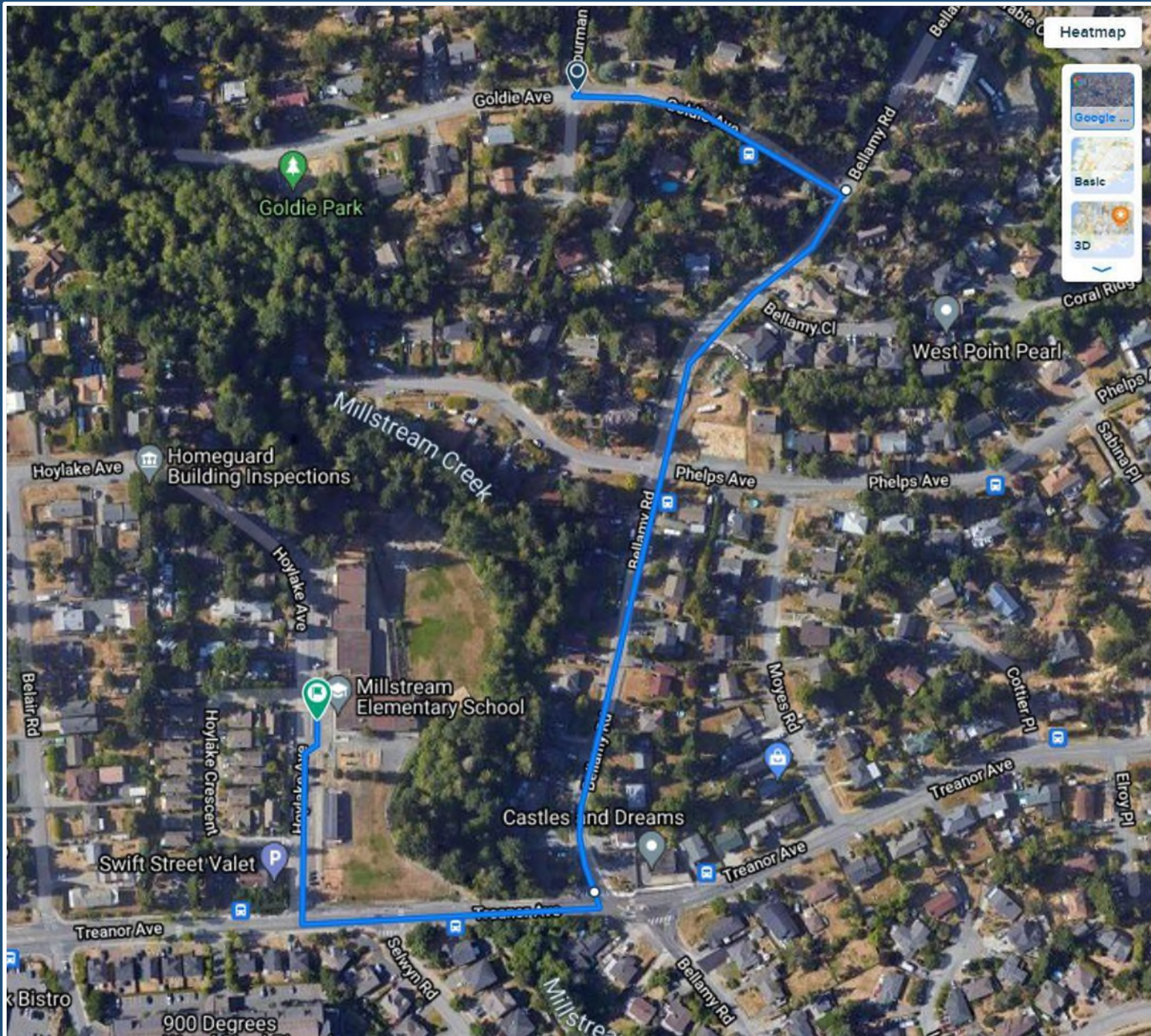
6 E's Actions

Page 27 of 184

*Walk & Wheel for 5
Sites & Routes*

Millstream Elementary





Heatmap

Google ...

Basic

3D



Enter a title for your route

B I U | | | | |

Describe your route

0.9 km **0** m **20** m

↔ Distance ↑ Ascent ↓ Descent



| Bike type | | | Surface | | |
|-----------|-----|-----------|---------|---------|--------|
| | | | | | |
| Road bike | MTB | City bike | Paved | Unpaved | Gravel |

Scroll down for more

Save route



6 E's Actions

Page 28 of 184

*Walk & Wheel for 5
Sites & Routes*

Willway Elementary

*“I LOVE the walking school bus because
now my Mom get to work on time!”*

Rogers Gr. 3 Student

Working with all partners, jurisdictions & the school community on the **6 E's Approach** can *build the confidence* needed to see the mode shift to Active Travel.



Heatmap

Google ...

Basic

3D



Page 35 of 364

Enter a title for your route

B I U | | | | |

Describe your route

2.1 km

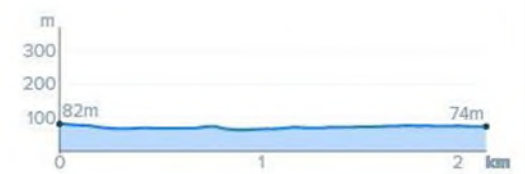
↔ Distance

10 m

↑ Ascent

10 m

↓ Descent



Bike type



Road bike MTB City bike

Surface



Paved Unpaved Gravel

Scroll down for more

Save route



Heatmap

Google ...
Basic
3D

CHANGE COVER

Enter a title for your route

B I U | | | | |

Describe your route

0.6 km 0 m 0 m
↔ Distance ↑ Ascent ↓ Descent

m
300
200
100
0

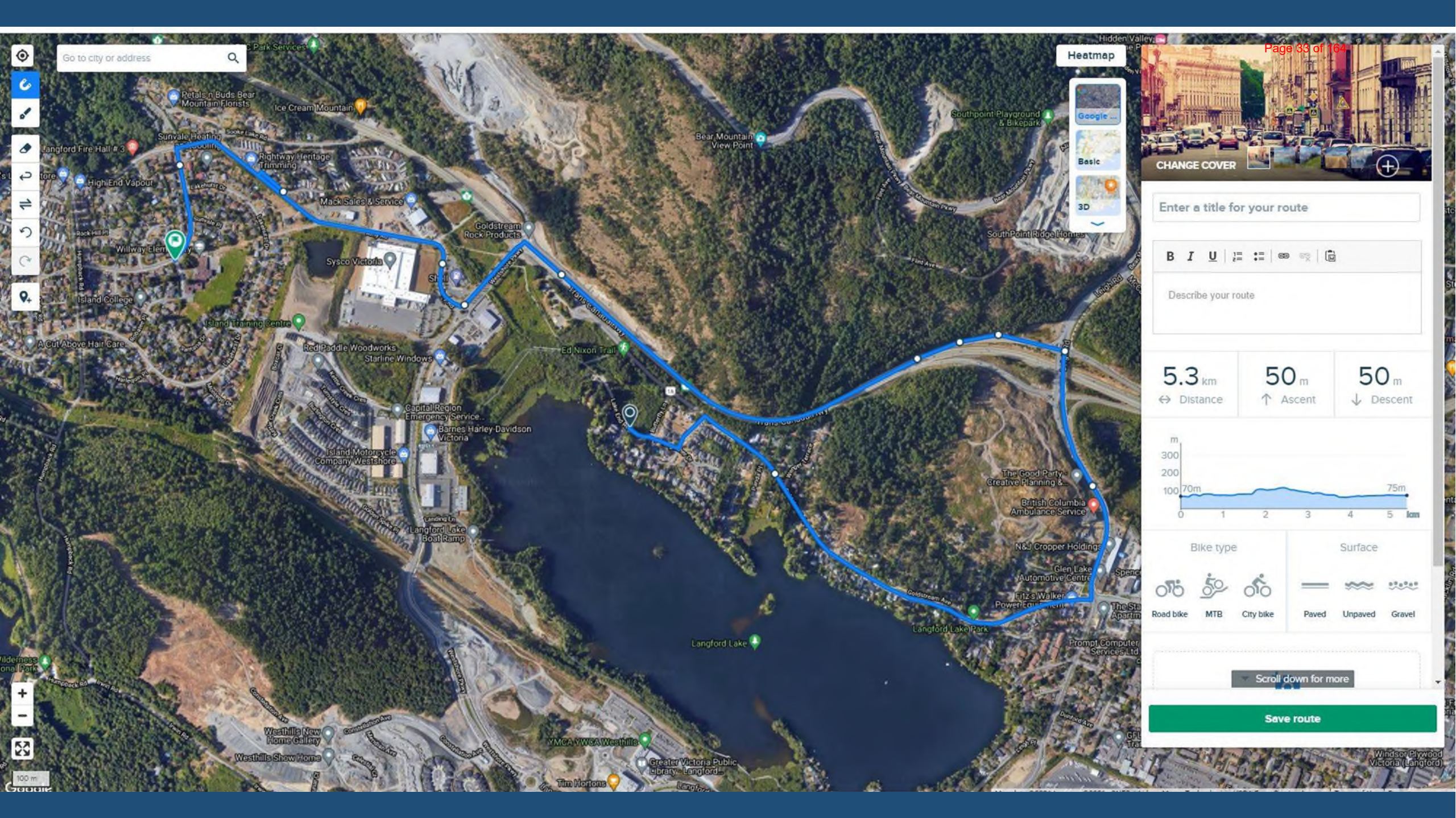
81m 74m km

Bike type Surface

Road bike MTB City bike Paved Unpaved Gravel

Scroll down for more

Save route

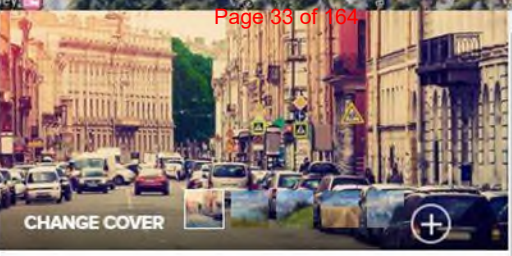


Go to city or address

Heatmap

Map style selection menu:

- Google (selected)
- Basic
- 3D



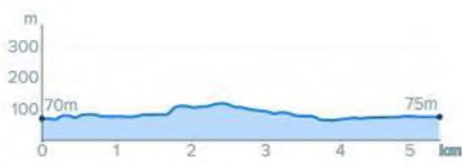
Enter a title for your route

Rich text editor toolbar: Bold, Italic, Underline, Bulleted list, Numbered list, Link, Unlink, Image, Undo, Redo

Describe your route

5.3 km 50 m 50 m

↔ Distance ↑ Ascent ↓ Descent



Bike type and Surface selection:

Bike type: Road bike, MTB, City bike

Surface: Paved, Unpaved, Gravel

Scroll down for more

Save route



Heatmap

Google

Basic

3D



Enter a title for your route

B I U | | | | |

Describe your route

1.4 km 0 m 0 m

↔ Distance ↑ Ascent ↓ Descent



Bike type Surface

Road bike MTB City bike Paved Unpaved Gravel

Scroll down for more

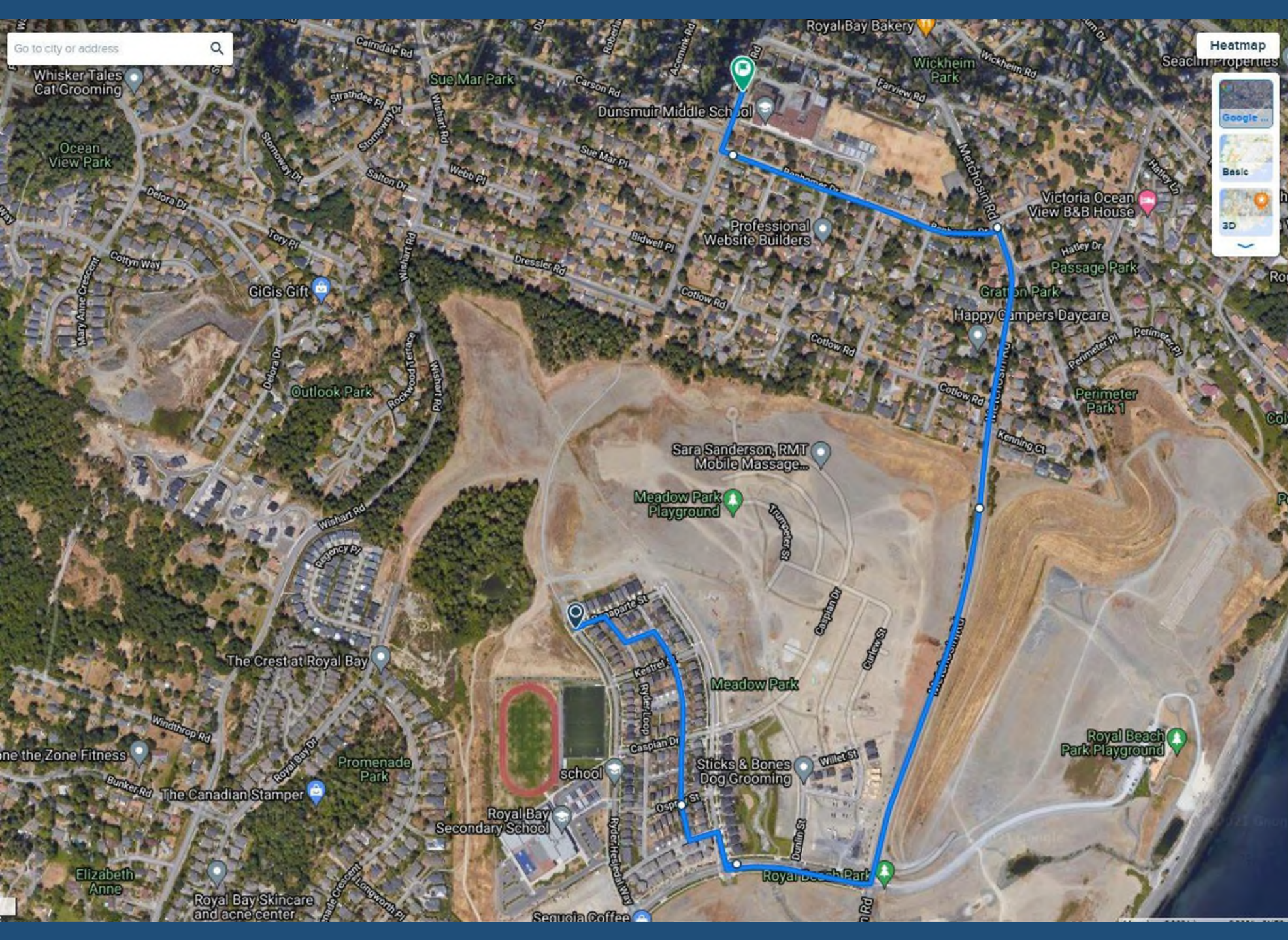
Save route

500m = 5 minute

+

-

50 m



Page 35 of 164

Heatmap
Google ...
Basic
3D

CHANGE COVER

Enter a title for your route

B I U | | | | |

Describe your route

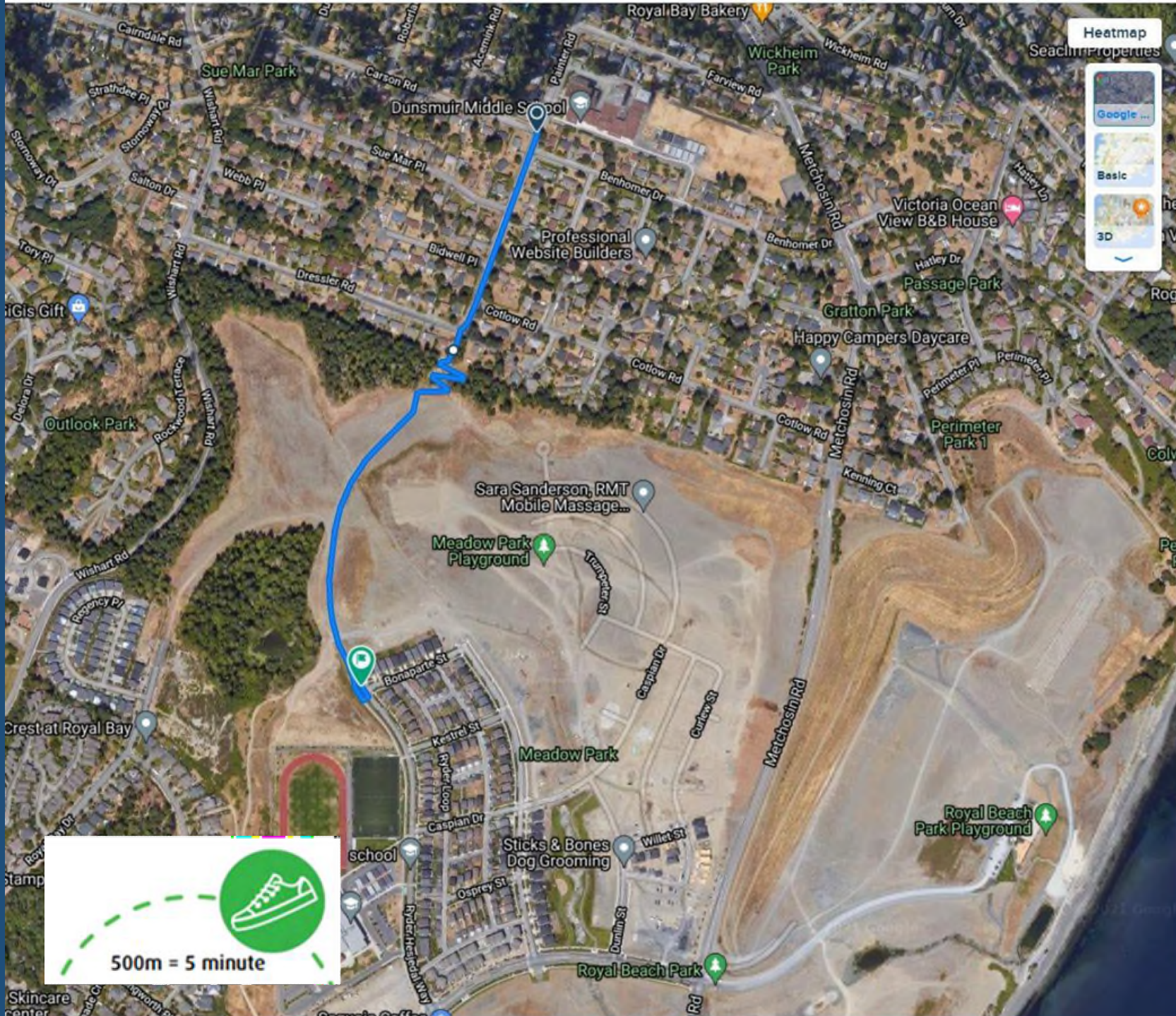
2.8 km 40 m 20 m
↔ Distance ↑ Ascent ↓ Descent

Bike type Surface

Road bike MTB City bike Paved Unpaved Gravel

Scroll down for more

Save route










Heatmap








Google ...

Basic

3D

CHANGE COVER       

Enter a title for your route

B I U |  |  |  |  |  |  | 

Describe your route

1 km 0 m 20 m

↔ Distance ↑ Ascent ↓ Descent

m

300

200




100

82m 59m




0 1 km

Bike type

Surface

Road bike MTB City bike

Paved Unpaved Gravel

Scroll down for more

Save route



500m = 5 minute

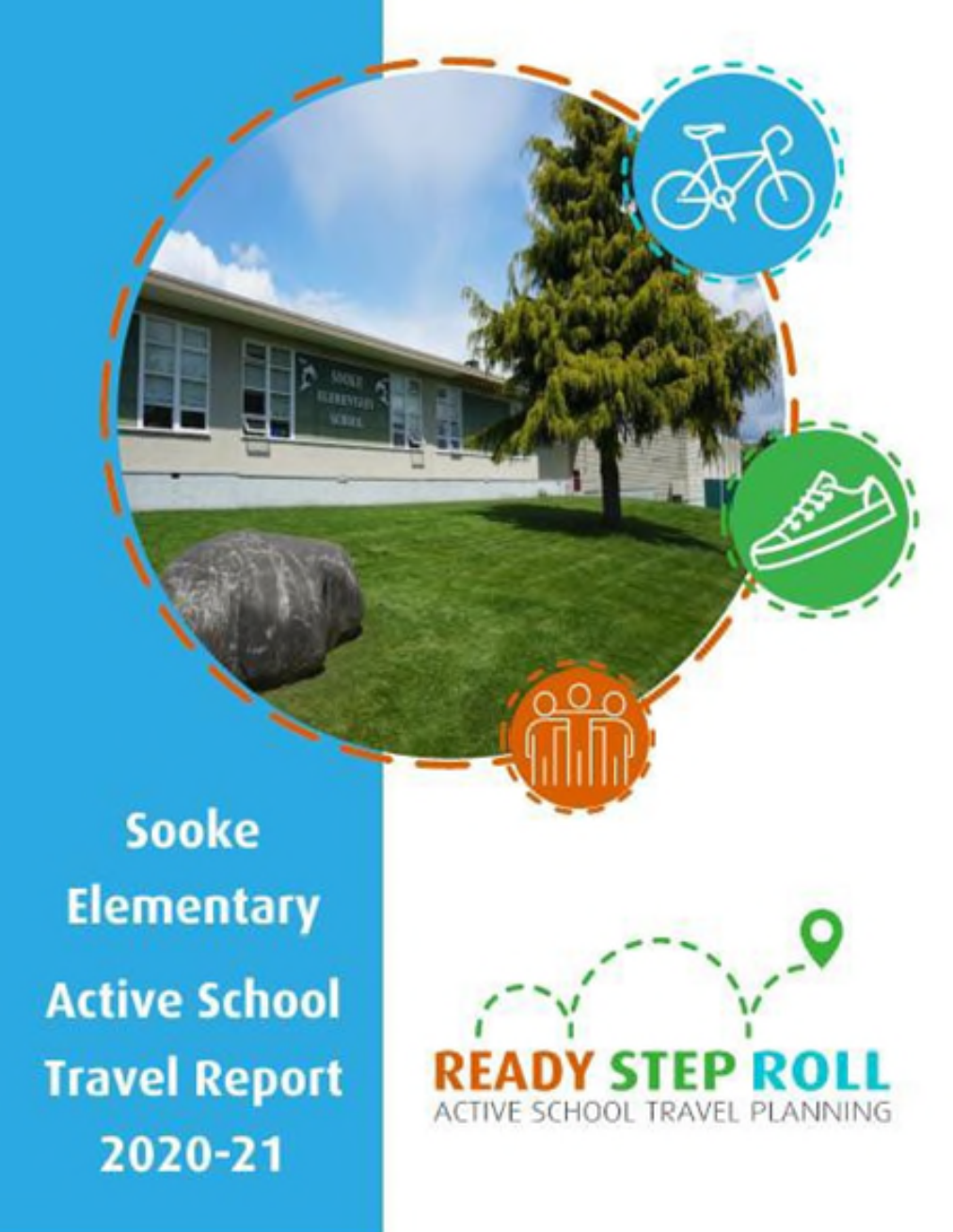
READY STEP ROLL

Next Steps:

Continue with Action Plan development & implementing the 6 E's

Final Deliverables (Summer 2022)

Final report & plan your route map



The cover page features a central photograph of Sooke Elementary School, a two-story building with a large tree in front. The photo is framed by a dashed orange circle. Three circular icons are overlaid on the photo: a bicycle in a blue circle at the top, a sneaker in a green circle on the right, and a group of three people in an orange circle at the bottom. The text 'Sooke Elementary Active School Travel Report 2020-21' is on the left. The 'READY STEP ROLL' logo is at the bottom center.

Sooke Elementary
Active School Travel Report
2020-21

READY STEP ROLL
ACTIVE SCHOOL TRAVEL PLANNING

Facilitated by the CRD and published August 2021. Proudly supported by:



Minute Walk & Wheel to School
UNSUPERVISED STUDENT DROP-OFF & PICK-UP SITE

KISS & GO • PARK & STROLL • MEET UP & GO

What is 'Walk & Wheel for 5' ?

Walk & Wheel for 5 is designed to support student safety by easing vehicle congestion at the school during arrival & dismissal times, while saving you time, building student confidence & enabling more families to be active.

These unsupervised sites are five minutes (500 meters) from the school & may be used as **alternative drop-off & pick-up sites for households that drive, walk, wheel, bike or take public transit together.**

Use these sites to **Meet-Up & Go, Park & Stroll or simply Kiss & Go** on your way to school -- more people joining improves safety over all on common routes.

Your choice matters!

Choosing not to drive door-to-door reduces traffic and makes school parking lots & nearby streets safer for all.



If you must drive, be sure to stop for school buses when lights flash, as students will be crossing.

Benefits of Active Travel

Create safer school streets



Spend time together outside

Build confidence & capacity



"I love the Walking School Bus, because now my Mom gets to work ON time!"
-Grade 3 Student Rogers Elementary

"It's really tough to walk/wheel when both parents have full time jobs...
...If there was a walking or cycling group I would allow our kids to join it."
-Keating Elementary Parents

Questions?

Contact the PAC, Principal or CRD Regional and Strategic Planning regionalplanning@crd.bc.ca



PLAN YOUR ROUTE TO

SOOKE ELEMENTARY



Join in & help support more students and their families confidently choose active travel

PROUDLY SUPPORTED BY:



TIPS FOR FAMILIES

- ✓ Teach children to use crosswalks, sidewalks & crossing guards when possible. If there are no sidewalks, walk on the opposite side of the street to watch for oncoming traffic.
- ✓ Build up confidence by practicing your skills together as a family on the weekend.
- ✓ Encourage kids to try new ways to travel (walk, bike, scooter etc.) to keep things fun!
- ✓ Invite neighbours & friends to join you along the way or meet up & go together part-way!
- ✓ Usually drive door-to-door? Try a 'Walk & Wheel for 5' site to reduce school traffic congestion & other benefits of active travel.

- Walk & Wheel for 5 sites/routes** - Walk, Bike, Bus or Roll - Meet Up & Go or Park & Stroll
- Kiss & Go** - Max 2 minute stop at arrival/dismissal
- Pedestrian Activated Crosswalk**
- Marked Crosswalk**
- Crossing Guard** - 15 mins before & after school
- Major Intersection with Signalized Crosswalk**
- Public Bus Stop closest to Sooke Elementary**
- Bicycle Rack**
- School Access Point**
- Sidewalk**
- Bike Route**
- Multi Use Trail Connections**
- 30km/h Speed Limit - Playground or School Zone**
- School Zone - 40km/h when children present**

PLAN YOUR ROUTE TO SOOKE ELEMENTARY





Thank you!

Any questions?



Natalie Bandringa
Capital Regional District

nbandringa@crd.bc.ca

Benefits

Students who walk & wheel to/from school (fully or part way):



Build individual confidence & capability



Become more self-reliant, supporting families & household schedules



Create safer streets by reducing congestion before & after school



Participate in climate action by lowering community GHG emissions



Arrive alert & ready to learn after a short burst of activity



Help save time & money by avoiding waiting in school traffic



Improve their physical & mental health & well-being



Support safety in numbers & create connected communities



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE via MS Teams Live
December 7, 2021 – 6:00 p.m.**

Present: Allison Watson, Trustee (Committee Chair)
 Bob Phillips, Trustee (Committee Member)
 Margot Swinburnson, Trustee (Standing in for Dianna Seaton)
 Wendy Hobbs, Trustee
 Christina Kempenaar, STA
 Lou Leslie, CUPE
 Sandra Arnold, SPEAC
 Georgie Walker, SPVPA
 Scott Stinson, Superintendent/CEO
 Stephanie Hedley-Smith, Associate Superintendent
 Dave Strange, Associate Superintendent
 Paul Block, Associate Superintendent
 Sue Grundy, Manager of Executive Operations

Regrets: Trustee Dianna Seaton

Guests: Sandra Szalipszki, Principal – École John Stubbs School, Denise Wehner, District Principal – Curriculum Transformation, Kyle Maa, John Stubbs student

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

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

2. Opening Remarks from Chair, Allison Watson

Trustee Watson thanked everyone for attending and moved into the agenda items.

3. COMMITTEE REPORT of Nov. 2, 2021 Education Standing Committee meeting

The committee report for the Nov. 2, 2021 Education-Standing Committee meeting was reviewed by the committee members.

4. BAA COURSE PROPOSALS

There were no BAA course proposals for this meeting.

5. REVIEW OF POLICIES/REGULATIONS (attached)

- a. Draft Revised Policy and Regulations C-329 "Field Trips" – Stephanie Hedley-Smith
 Ms. Hedley-Smith requested any final input into the draft revised policy and regulations and received a few clarifying questions. She responded and the committee agreed to proceed with its

recommendation to the Board. The committee thanked Ms. Hedley-Smith for her work on the draft revised policy and regulations.

Recommendation:

That the Board of Education give Notice of Motion to draft revised Policy and Regulations C-329 “Field Trips”.

- b. Draft New Policy and Regulations C-317 “Police Requests for Student Interviews” – Stephanie Hedley-Smith

Ms. Hedley-Smith requested input on the draft new policy and regulations and received a few clarifying questions. She responded and the committee agreed to proceed with its recommendation to the Board.

Recommendation:

That the Board of Education give Notice of Motion to draft new Policy and Regulations C-317 “Police Requests for Student Interviews”

- c. Draft Revised Policy C-350 “Appeals” – Scott Stinson

Mr. Stinson spoke to the proposed revisions to the policy and answered some questions.

Recommendation:

That the Board of Education give Notice of Motion to draft revised Policy C-350 “Appeals”.

- d. Draft Revised Regulations D-205 “Fund-Raising” – Scott Stinson

Mr. Stinson presented information on the proposed revisions to the regulations and responded to a variety of questions around internet sources of fund-raising and how the regulations might apply. He was clear that the regulations were written from a global perspective and would address current and future iterations of on-line fund-raising tools, apps, platforms, etc.

- e. Draft New Policy and Regulations A-410 “Live Streaming Public Board and Standing Committee Meetings” – Scott Stinson

Mr. Stinson presented the draft proposed policy and regulations regarding livestreaming of public Board and Standing Committee meetings.

Recommendation:

That the Board of Education give Notice of Motion to draft new Policy and Regulations A-410 “Live Streaming Public Board and Standing Committee Meetings:

- f. D-111 Volunteers in Schools - Drivers’ Abstracts and CRC Follow-Up – Scott Stinson

Mr. Stinson presented background and rationale regarding proposed revisions to the regulations. Discussion ensued regarding the length of time criminal record checks should be in effect (i.e. one or three years) compared to the requirement for volunteer drivers to submit their driver abstracts annually to the schools.

The Administrative Regulations D-111 “Volunteers in Schools” will be amended to require a Driver’s Abstract annually from volunteers that will be using personal vehicles for the purpose of transporting students.

6. **NEW BUSINESS** (attached)

a. French Immersion Presentation – Sandra Szalipszki and Denise Wehner

Ms. Szalipszki & Wehner’s presentation on the District’s French Immersion Program was well received and generated comments and accolades for their work. The focus of the presentation was the District’s management of growth in French Immersion while we are determined to maintain the quality of language immersion at the six K-12 immersion schools.

b. Quarter 1 Strategic Plan Accountability Report – Scott Stinson

Mr. Stinson presented the Accountability report with reference to online resources such as operational plans on the District website including an assessment rubric that indicates and illustrates successes and areas for growth in relation to the district’s progress towards the goals and objectives of the Strategic Plan.

c. Royal Roads University Research Presentation – K-12 Stress Adaptation – Dr. Wendy Rowe and Dr. Jennifer Walinga

Dr. Walinga presented an overview of the research project focused on COVID-19’s impact on K-12 education with a lens to enhance the resilience of the education system, teaching and learning.

7. **FOR INFORMATION**

a. Research Project Approval – Dana Fraser – “The Relationship Between Teachers and Hope: An Integral Study of How Teachers Experience, Enact and Understand in their Teaching Contexts”

b. Research Project Approval – Dr. Tammara Soma – “Digging into the Farm to School Movement: Assessing the Environmental and Social Impacts of Connecting Learners and Growers Through Food Literacy and Sustainable Local Food Procurement Partnerships in BC”

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** Jan. 4, 2021

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

December 14, 2021

Draft revised Policy and Regulations C-329 "Student Travel" are now ready for Notice of Motion.

NOTICE OF MOTION:

That draft revised Policy and Regulations C-329 "Student Travel" be given Notice of Motion.

School District #62 (Sooke)

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

SCHOOL BOARD POLICY

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

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

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

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

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

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

School District #62 (Sooke)

| | |
|--------------------------------|---|
| 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; Apr. 6/21; Sept. 7/21; Dec. 7/21; Dec. 14/21 |

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

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

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

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

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

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

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

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

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

B. COMMERCIAL OR INTEREST-BASED EXCURSIONS

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

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

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

Exemptions are not limited to but may include:

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

C. DEFINITIONS

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

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

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

Examples may include:

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

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

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

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

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

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

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

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

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

Examples include, but are not limited to:

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

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

4. **Definition of Roles:**

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

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

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

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

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

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

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

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

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

D. FIELD TRIP APPROVAL AND APPLICATION PROCESS AND CONDITIONS

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

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

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

E. INCIDENT REPORTING

1. Serious injuries and infractions of District policies and/or school rules must be reported to the Principal immediately by the leader.
2. Where a student is in serious violation of the school code of conduct the leader must contact the Principal or the Superintendent/designate if the Principal is not available before taking disciplinary action. A student

shall not be asked to return home on his or her own unless specific arrangements are approved by the Principal, nor shall the action taken by a leader deprive a student of appropriate supervision or safety.

3. For any student injured on a field trip, the Incident Report Form and the signed consent form must be kept for two years after a student reaches 19 years of age. These forms will be forwarded and maintained in the School Board Office.

F. SAFETY PROVISIONS

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

Specific requirements:

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

G. SKI TRIP/WINTER ACTIVITY GUIDELINES FOR SCHOOLS

1. Trips that occur during instructional time are an extension of the P.E. curriculum. As such, all necessary preplanning and preparation is to be made prior to departure such as safety instruction, sizing and dry land lessons. Pre-checks of required equipment and supplies by the teacher are required before departure.
2. Two adults, one of whom must be a teacher, must be responsible for each bus. Students must only embark or disembark at school or the ski hill except where the Principal has made specific other arrangements. In such a case, the teacher must ensure suitable attendance records are maintained. Additionally, the leader and other supervisors shall have a cell phone for use throughout the trip.
3. Attendance must be taken prior to departure and made available to the school office. A copy is to be carried on the trip by the teacher.
4. Upon arrival, all students must remain together while ski hill personnel provide instructions, lessons and designate appropriate ski areas based on skill level observed. The teachers in charge of the ski activity shall be responsible for co-ordinating with ski personnel.
5. Supervisors/chaperones shall provide designated "on hill" minimum supervisory ratios of 1:6 for elementary and 1:10 for middle/secondary students as established by the leader.
 - a. Supervision shall involve movement around different slopes at set times designated by the leader.
 - b. Each supervisor/chaperone shall have responsibility for a specific group of students and shall take attendance at designated times throughout the day.
 - c. Supervisors/chaperones will actively monitor and enforce areas of use on the hill re out-of-bounds areas, and ensure runs are appropriate for the level of the skier.

- d. There must be one supervisor in the chalet at all times.
- 6. At the end of the day, students shall return to the same bus on which they arrived. Attendance must be taken before departing from the ski area. No student shall return to school on a different vehicle, private or otherwise, except for emergencies, in which case the leader shall determine the new travelling arrangement. Should a parent/guardian provide written authorization for different travel arrangements, the leader may permit alternate arrangements if deemed appropriate. All records must reflect this arrangement.
- 7. The leader must check with ski hill personnel for messages or complaints before allowing the buses to leave.
- 8. Once all students are accounted for, the leader shall give approval for the buses to return to the school.

H. INTERNATIONAL EDUCATIONAL TRIPS

School District 62 (Sooke) believes that International Educational Trips for students can be of great learning value. Organizers will review field trip costs through the lens of equity and inclusion to reduce costs as much as possible and to provide financial support where possible. However, the district believes that they are not a right of any student, class or group.

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

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

Guiding Principles

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

Procedures

1. Application for Approval Conditions of Participation

- 1.1 A sponsor teacher proposing an International Educational Trip must submit an application to the Principal and Associate Superintendent for approval prior to any communication to students or parents/guardians about the proposed trip.
- 1.2 Once approval is obtained from the Principal, Associate Superintendent and **District Leadership Team Board**, the sponsor teacher MUST communicate the proposed International Educational Trip to parents/guardians and students (as per Section C-4 of the Administrative Regulations).
- 1.3 For International Educational Trips, approval from the **District Leadership Team Board** must be obtained at least six months prior to departure. Exceptions to this include championships and challenges which teams and clubs may qualify for.
- 1.4 An application for a proposed International Educational Trip submitted by a sponsor teacher must:
 - a. demonstrate the curricular or extra-curricular relevance of the proposed trip and that it is appropriate for the proposed group of student participants.
 - b. include a supervision plan appropriate to the nature of the trip, the age and the development of the students, and the activities being undertaken.
 - c. provide details of any fundraising activities to be undertaken in support of the proposed trip.
 - d. provide a plan for any special training necessary for participation in the International Educational Trip.
- 1.5 In considering whether to **approve an International Educational Trip**, the Principal, Associate Superintendent and **District Leadership Team Board** will consider all relevant facts and, in particular, will consider:
 - a. the substantive educational rationale for the proposed trip.
 - b. the reasonableness of the length of the proposed trip, having regard to the number of school days that will be used and the age of the students.
 - c. the risks associated with the trip and whether the application for approval provides an appropriate safety management plan.
 - d. the destination and the risks of travel to that destination (the Principal and Associate Superintendent will not approve travel to a destination where the Department of Foreign Affairs has published a travel warning which indicates "avoid non-essential travel" or "avoid all travel").
 - e. **equity of opportunity**.
 - f. the activities to be undertaken on the trip.
 - g. the affordability of the proposed trip for its intended participants.
 - h. how the proposed trip co-ordinates with overall school plans.
 - i. contingency and emergency planning included in the application.
 - i. the impact of the absence of attending school staff from the school.
 - j. the supervision plan.
- 1.6 Students are not permitted to participate in field trips where the service providers requires a waiver to be signed as a condition of participation in the event or activity. Acknowledgment of Risk forms may be used by service providers to gather informed consent from parents/guardians by indicating the risks associated with the field trip activity. Acknowledgment of Risk forms must accompany the initial application for the International Educational Trip.

2. Conditions of Participation

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

3. Volunteers and Supervision

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

4. Financial Arrangements

- 4.1 Teachers will need to consider equity and inclusion when planning international field trips that have significant financial costs. Every effort should be made to reduce costs and to explore financial supports. For example, planning trips in advance to allow fundraising opportunities, working with travel companies to mitigate costs, and seeking any discounts

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

- 4.2 International Educational Trips are assumed by the teacher and any supervisor on a voluntary basis. There shall be no compensation for the provision of extracurricular activities (Article D.17 STA Collective Agreement: Extra-Curricular Activities).
- 4.2 If a teacher-on-call is required as a result of the International Educational Trip, the cost of the teacher-on-call will be included in the students’ cost of the trip.
- 4.4 The school district will not be responsible for the costs of any International Educational Trip. Parents/guardians must be advised in writing before any funds are collected from parents/guardians or students, that should the travel have to be cancelled for any reason the school district is not responsible for any costs incurred. If the Superintendent of Schools deems a trip unsafe and must be cancelled the parents/guardians will be responsible for covering all appropriate costs. Parents/guardians must ensure that they have all appropriate trip cancellation insurance as well as medical insurance.

I STUDENT EXCHANGE, SISTER SCHOOL OR HUMANITARIAN PROGRAMS

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

- a. advantage is taken whenever possible of weekends and holiday periods.
- b. the program has curricular relevance for participating students and is mutually beneficial to all groups.
- c. the program is initiated by school staff and approved by the Principal and District Leadership Team.
- d. the program is appropriately supervised.

Guiding Principles

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

Procedures

1. Application for Approval

- 1.1 A sponsor teacher proposing a program must submit an application to the Principal and Associate Superintendent for approval prior to any communication to students or parents/guardians about the proposed program.
- 1.2 Once approval is obtained from the Principal, Associate Superintendent and District Leadership Team, the sponsor teacher may communicate the proposed program to parents/guardians and students.

- 1.3 For programs outside British Columbia but inside Canada or the United States, approval from the Associate Superintendent must be obtained at least six months prior to departure.**
- 1.4 For programs involving international travel, approval from the District Leadership Team must be obtained at least six months prior to departure.**
- 1.5 An application for a proposed program submitted by a sponsor teacher must:**
 - a. demonstrate the curricular relevance, which would include the reciprocal cultural exchange benefits and details of the proposed program.**
 - b. include a supervision plan appropriate to the nature of the program, the age and the development of the students, and the activities being undertaken.**
 - c. provide details of any fundraising activities to be undertaken in support of the proposed program.**
 - d. provide a plan for any special training necessary for participation in the program.**
- 1.6 In considering whether to approve a program, the Principal and District Leadership Team will consider all relevant facts and in particular, will consider:**
 - a. the substantive educational rationale for the proposed program.**
 - b. the reasonableness of the length of the proposed program, having regard to the number of school days that will be used and the age of the students.**
 - c. the risks associated with the program and whether the application for approval provides an appropriate safety management plan.**
 - d. the destination and the risks of travel to that destination (the Principal and Associate Superintendent will not approve travel to a destination where the Department of Foreign Affairs has published a travel warning which indicates "avoid non-essential travel" or "avoid all travel").**
 - e. the activities to be undertaken in the program.**
 - f. the affordability of the proposed program for its intended participants.**
 - g. how the proposed program co-ordinates with overall school plans.**
 - h. contingency and emergency planning included in the application.**
 - i. the impact of the absence of attending school staff from the school.**
 - j. the supervision plan.**
- 1.7 Students are not permitted to participate in field trips where the service providers requires a waiver to be signed as a condition of participation in the event or activity. Acknowledgment of Risk forms may be used by service providers to gather informed consent from parents/guardians by indicating the risks associated with the field trip activity. Acknowledgment of Risk forms must accompany the initial application for the Student Exchange, Sister School or Humanitarian Program.**

2. Conditions of Participation

- 2.1 Any School District No. 62 student in good standing is eligible to take part in a Student Exchange, Sister School or Humanitarian Program, subject to the criteria and guidelines of the program. Students who participate in a program must be currently enrolled in the school and must be known by the teacher undertaking the planning of the program.**
- 2.2 Participation in a program is not a right. The Principal may determine whether a student may participate. Non-participation will not affect a student's standing or grade. As necessary, an appropriate educational program must be provided to students not participating in the program.**
- 2.3 All participants in a program must comply with the school and district Student Codes of Conduct, abide by all laws and customs of the destination, and act as ambassador of the school district. When behaviour of a student in a program, in the opinion of the sponsor**

teacher, compromises safety of self or others and does not adhere to previously established expectations, that student will be returned home at the expense of the parents/guardians. If it is necessary for the student to be accompanied by a supervisor on the return home, the parents/guardians of the student will be responsible for the travel costs of that supervisor. Parents/guardians will be advised of this possibility as part of the program conditions. Prior to the student being sent home, parents/guardians will be notified.

- 2.4 Student participants in a program must attend pre-program meetings at which the activities to be undertaken in the program, the risks associated with the program, and the expected standards of conduct and consequences of noncompliance with that standard of conduct are reviewed. No student may participate in a program without attending such a meeting and agreeing to comply with that expected standard of behaviour. Student participants must satisfy any academic responsibilities prior to and during a program.
 - 2.5 A sponsor teacher must provide detailed information to the parents/guardians of proposed student participants outlining the proposed activities to be undertaken in the program, including any known risks or dangers associated with that program, the educational purpose behind the program, the supervision to be provided in the program, and must obtain informed parental consent for each student participating in the program. The sponsor teacher will also communicate expectations to parents/guardians of responsibilities and expectations of student and adult participants and the consequences of failure to comply with the expected standards of conduct. A pre-program meeting must be held to provide parents/guardians information about the program, and parental attendance must be documented.
 - 2.6 Cancellation insurance or an alternate destination plan must be in place for the field trip. For reasons of student safety, a Student Exchange, Sister School or Humanitarian Program may need to be changed, postponed or cancelled. The cost for such a decision will not be covered by the school district. If the Superintendent of Schools deems a trip unsafe and must be cancelled the parents/guardians will be responsible for covering all appropriate costs. Parents/guardians must ensure that they have all appropriate trip cancellation insurance as well as medical insurance.
 - 2.7 Should the school or school district require the field trip to change or return home, all field trip participants will be required to comply with this directive.
3. **Volunteers and Supervision**
- 3.1 At least one of the volunteer supervisors, the sponsor teacher or a program director must have knowledge of the customs and culture of the country being visited.
 - 3.2 The minimum adult/student ratio for all trips is 1 to 10.
 - 3.3 If the students in the program are either male or female students, there must be at least one supervisor of the same sex. If the program includes both male and female students, then there must be at least one supervisor of each sex.
 - 3.4 Staff and volunteer supervisors must be available to respond to the supervisory needs of the student twenty-four hours a day for each day of the event. All participants in a program must be in the role of supervisor or student. This includes all attending staff's spouses. Staff and volunteer supervisor's children are not permitted on the trip unless they are legitimately part of the curricular or extra-curricular program. In the case of extra-curricular trips where family members wish to be present to encourage the team, all travellers organized through the auspices of the school/school district must comply with the guiding principles and conditions of participation.
 - 3.5 Volunteer supervisors must be informed of their responsibilities in writing. Volunteer supervisors must be screened for suitability and advised of the expectations of their role as outlined by Policy and Regulations D-111 Volunteers in Schools. The Principal will approve the

participation of each volunteer supervisor. Volunteer supervisors must have the appropriate skills and knowledge to participate in the program. It is required that a meeting of the sponsor teacher, volunteer supervisors and the Principal is held to review the expectations and standard of conduct expected of volunteer supervisors in the program.

3.6 Any attending district CUPE employee is attending outside of their classification and is considered to be a volunteer and will not receive pay for the activity.

4. Financial Arrangements

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

4.2 Teachers will need to consider equity and inclusion when planning international field trips that have significant financial costs. Every effort should be made to reduce costs and to explore financial supports. For example, planning trips in advance to allow fundraising opportunities, working with travel companies to mitigate costs, and seeking any discounts or contributions.

4.3 All financing arrangements for a program must be transparent, including the use of any "free" or discounted tickets associated with the selection of an organizing company, or the accrual of travel rewards benefits such as Air Miles related to the group travel. Sponsor teachers shall not place themselves in a financially compromising position or a conflict of interest with their students or with commercial agencies as a result of Student Exchange, Sister School or Humanitarian Programs. A summary of costs associated with the program shall be completed by the sponsor teacher and submitted to the Principal within two weeks of the completion of the program.

4.4 Programs are assumed by the teacher on a voluntary basis. There shall be no compensation for the provision of extra-curricular activities (Article D.17 STA Collective Agreement – Extra-Curricular Activities).

4.5 If a teacher-on-call is required as a result of the program, the cost of the teacher-on-call will be included in the students' cost of the program.

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

LIST OF APPENDICES FOR ALL TRIP FORMS

Appendix A – Low Risk Trip Forms

Appendix B – Moderate Risk Trip Forms – for Day Trips

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

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

Appendix E – International Educational Trip Forms

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

APPENDIX A

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

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

PART A - Required for all field trips

Teacher/Leader/Supervisor: _____

School: _____

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

Purpose/Activities: _____

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

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

Times & Locations (When & Where?):

Method(s) of Transportation: _____

Costs: _____ Source of Funds: _____

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

Planned by: _____

Leader's signature

Approved by: _____

Principal's Signature

Date: _____

CHECK LIST FOR LOW RISK FIELD TRIPS

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

PLEASE PREPARE AT LEAST ONE WEEK BEFORE THE TRIP:

- 1. Make sure you have money for the field trip. *PAC does give some money for field trips, but this money is not available until late fall. Also, you can charge students a small fee for trips.*
- 2. **I have looked into funding options/alternatives for students who can't afford this.**
- 3. Fill out the permission form (located _____) **at least three days before trip.** NOTE: if using parent/guardian drivers, please see 8c. deadline.
- 4. Give form to Principal for approval and signature. *On approval, office will put completed form in field trip book with photocopy to your box so you know the trip is approved.*
- 5. Send out a form to parents/guardians describing trip and requesting their signed permission. *If you do not have a generic form, please check the District SharePoint site.*
- 6. First Aid kit – Student Contacts
- 7. Cell Phone
- 8. **If you require a bus:**
 - a. Fill out bus request form and then give it to Principal for signature. *Form is located _____.*
*The **form needs an account number** before it can be booked.*
 - b. The School Secretary will book the bus(es).
- 9. **If you use Parent/Guardian drivers:**
 - a. Request that insurance and licence be presented to the office. *They will be photocopied and place in binder.*
 - b. Check insurance for valid dates and minimum \$1,000,000.00 liability coverage (\$2,000,000.00 is preferred).
 - c. Send list of parent drivers to office **at least three days** before trip.

Teachers are responsible for checking binder to confirm parent/guardian drivers have filed licence and insurance papers with the school.
- 10. Write your trip in office calendar so office staff can inform parents/guardians when they call about field trips.

Have a great field trip!

**SCHOOL
FIELD TRIP CONSENT FORM
FOR LOW RISK ACTIVITIES**

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

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

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

Students will need to bring:

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

COST:

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

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

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

Signature of Parent/Guardian

Date

Printed name of Parent/Guardian

Address of Parent/Guardian

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

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

PART A - Required for all field trips

Teacher/Leader/Supervisor: _____

School: _____

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

Purpose/Activities: _____

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

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

Times & Locations (When & Where?):

Method(s) of Transportation: _____

Costs: _____ Source of Funds: _____

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

Planned by: _____

Leader's signature

Approved by: _____

Principal's Signature

Date: _____

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

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

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

Section 1 – Required for all Overnight Field Trips

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

Lodging Arrangements _____

Meal Arrangements _____

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

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

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

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

Type & Quality of Safety Equipment: _____

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

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

Details of Student Preparation for Activities: _____

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

First Aid Training: _____

Contingency Plans for Emergencies: _____

Section 3 – Any Relevant Additional Information

Planned By:

Approved/Recommended by:

Date:

Leader’s Signature

Principal’s Signature

Date

School District No. 62 (Sooke)

MODERATE RISK FIELD TRIP
SCHOOL TRAVEL/ACTIVITY CHECKLIST

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

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

Items marked () are related to all trips.*

SCHOOL: _____ DATE OF TRIP: _____

DESTINATION: _____ PURPOSE: _____

SUPERVISORS: _____

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

NUMBER OF STUDENTS: _____ LENGTH OF TRIP: _____ DAYS

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

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

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

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

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

TEACHER'S SIGNATURE _____

PRINCIPAL'S SIGNATURE INDICATING PLANNING COMPLETE _____

DATE _____

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

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

COMMUNICATION WITH PARENTSGUARDIANS

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

Moderate Risk Field Trip - School Travel Activity Checklist,

SAFETY

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

FUNDING

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

TRANSPORTATION

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

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

Date:

Dear:

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

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

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

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

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

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

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

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

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

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

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

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

Initial

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

Initial

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

Initial

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

Initial

Date:

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

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

APPENDIX C*School District #62 (Sooke)***MODERATE RISK FIELD TRIP APPROVAL FORM
FOR OVERNIGHT WITHIN PROVINCE TRIPS**

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

PART A - Required for all field trips

Teacher/Leader/Supervisor: _____
 School: _____

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

Purpose/Activities: _____

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

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

Times & Locations (When & Where?):

Method(s) of Transportation: _____

Costs: _____ Source of Funds: _____

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

Planned by: _____
 Leader's signature

Approved by: _____
 Principal's Signature

Date: _____

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

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

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

Section 1 – Required for all Overnight Field Trips

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

Lodging Arrangements _____

Meal Arrangements _____

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

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

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

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

Type & Quality of Safety Equipment: _____

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

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

Details of Student Preparation for Activities: _____

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

First Aid Training: _____

Contingency Plans for Emergencies: _____

Section 3 – Any Relevant Additional Information

Planned By:

Approved/Recommended by:

Date:

Leader’s Signature

Principal’s Signature

Date

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

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

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

SCHOOL: _____ DATE OF TRIP: _____

DESTINATION: _____ PURPOSE: _____

SUPERVISORS: _____

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

NUMBER OF STUDENTS: _____ LENGTH OF TRIP: _____ DAYS

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

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

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

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

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

TEACHER’S SIGNATURE: _____

PRINCIPAL’S SIGNATURE INDICATING PLANNING COMPLETE: _____

DATE: _____

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

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

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

SAFETY KIT – TO BE BROUGHT BY TRIP LEADER

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

COMMUNICATION WITH PARENTS/GUARDIANS

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

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

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

SUPERVISION

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

SAFETY

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

FUNDING

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

TRANSPORTATION

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

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

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

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

Date:

Dear:

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

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

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

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

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

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

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

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

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

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

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

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

Initial

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

Initial

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

Initial

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

Initial

Date:

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

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

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

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

PART A - Required for all field trips

Teacher/Leader/Supervisor: _____

School: _____

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

Purpose/Activities: _____

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

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

Times & Locations (When & Where?):

Method(s) of Transportation: _____

Costs: _____ Source of Funds: _____

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

Planned by: _____

Leader's signature

Approved by: _____

Principal's Signature

Date: _____

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

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

Section 1 – Required for all Overnight Field Trips

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

Lodging Arrangements _____

Meal Arrangements _____

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

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

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

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

Type & Quality of Safety Equipment: _____

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

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

Details of Student Preparation for Activities: _____

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

First Aid Training: _____

Contingency Plans for Emergencies: _____

Section 3 – Any Relevant Additional Information

Planned By:

Approved/Recommended by:

Date:

Leader’s Signature

Principal’s Signature

Date

School District No. 62 (Sooke)

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

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

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

SCHOOL: _____ DATE OF TRIP: _____

DESTINATION: _____ PURPOSE: _____

SUPERVISORS: _____

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

NUMBER OF STUDENTS: _____ LENGTH OF TRIP: _____ DAYS

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

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

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

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

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

TEACHER’S SIGNATURE: _____

PRINCIPAL’S SIGNATURE INDICATING PLANNING COMPLETE: _____

DATE: _____

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

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

RATIONALE

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

SAFETY KIT – TO BE BROUGHT BY TRIP LEADER

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

COMMUNICATION WITH PARENTS/GUARDIANS

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

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

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

SUPERVISION

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

SAFETY

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

FUNDING

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

TRANSPORTATION

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

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

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

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

Date:

Dear:

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

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

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

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

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

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

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

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

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

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

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

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

Initial

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

Initial

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

Initial

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

Initial

Date:

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

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

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

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

2. Documentation

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

3. Health and Safety

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

**INTERNATIONAL EDUCATIONAL TRIPS
PRELIMINARY APPLICATION
STEP ONE**

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

Part A:

School: _____ Date Submitted: _____

Principal: _____

Supervisor (Educator in charge): _____

Destination of Trip: _____

Departure Date: _____ Return Date: _____

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

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

Transportation: _____

No. of school days missed (recommend 3 days maximum) _____

Source of Funding: _____

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

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

- Unique Risk/Safety Considerations: _____

Part B

Please provide a detailed attachment with the following information:

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

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

Supervisor's Signature

Date

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

Principal's Signature

Date

Associate Superintendent's Signature

Date

**INTERNATIONAL EDUCATIONAL TRIPS
PLANNING UPDATE
STEP TWO**

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

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

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

GENERAL DESCRIPTION

- 1. Destination _____

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

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

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

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

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

6. Method of travel/transportation: _____

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

| Destination | Accommodation | Contact Person | Phone Number | Date |
|-------------|---------------|----------------|--------------|------|
| | | | | |
| | | | | |

PLANNING DETAILS

1. Educational Objectives

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

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

c. Location _____

2. Supervision

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

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

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

d) First Aid Training: _____

3. Student Participation

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

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

FINANCES

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

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

4. How much is the staff required to pay? _____
5. What is the total cost of the International Educational trip? _____
6. If a commercial tour company has been used to assist in the arrangements, what is the name of the agency?
_____. Identify the contact person and their telephone number and e-mail address. _____
7. If TTOC time is required, how will the cost be borne? _____
8. First Aid Training: _____

LIABILITY COVERAGE

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

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

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

INSURANCE AND ALTERNATE DESTINATION PLANS

Information to Parents/Guardians:

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

Parental Consent Forms:

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

RETENTION OF KEY DOCUMENTATION

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

PRINCIPAL'S SIGNATURE: _____

SUPERVISOR'S SIGNATURE: _____

OTHER EDUCATORS' SIGNATURES: _____

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

FINAL SIGN OFF FOR INTERNATIONAL EDUCATIONAL TRIP

_____ **School**

_____ **Supervising Teacher**

_____ **Travel Date**

Destination: _____

Purpose: _____

Date Plan and Update Signed Off: _____

Associate Superintendent's Signature: _____

INTERNATIONAL EDUCATIONAL TRIP FILE FINAL CHECKLIST

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

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

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

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

PART A - Required for all field trips

Teacher/Leader/Supervisor: _____
School: _____

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

Purpose/Activities: _____

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

Times & Locations (When & Where?):

Method(s) of Transportation: _____

Costs: _____ Source of Funds: _____

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

Planned by: _____ **Approved by:** _____
Leader's signature Principal's Signature

Date: _____

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

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

Section 1 – Required for all Overnight Field Trips

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

Lodging Arrangements _____

Meal Arrangements _____

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

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

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

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

Type & Quality of Safety Equipment: _____

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

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

Details of Student Preparation for Activities: _____

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

First Aid Training: _____

Contingency Plans for Emergencies: _____

Section 3 – Any Relevant Additional Information

Planned By:

Approved/Recommended by:

Date:

Leader’s Signature

Principal’s Signature

Date

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

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

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

SCHOOL: _____ DATE OF TRIP: _____

DESTINATION: _____ PURPOSE: _____

SUPERVISORS: _____

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

NUMBER OF STUDENTS: _____ LENGTH OF TRIP: _____ DAYS

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

DEPARTURE FROM: _____ (AM) (PM) _____

ARRIVAL AT: _____ (AM) (PM) _____

LEAVE FROM: _____ (AM) (PM) _____

ARRIVE AT: _____ (AM) (PM) _____

TEACHER’S SIGNATURE: _____

PRINCIPAL’S SIGNATURE INDICATING PLANNING COMPLETE: _____

DATE: _____

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

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

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

SAFETY KIT – TO BE BROUGHT BY TRIP LEADER

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

COMMUNICATION WITH PARENTS/GUARDIANS

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

School Travel Activity Checklist – Moderate Risk – Int’l Educational trips

TEACHER-ON-CALL

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

SUPERVISION

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

SAFETY

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

FUNDING

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

TRANSPORTATION

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

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

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

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

Date:

Dear:

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

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

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

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

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

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

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

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

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

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

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

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

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

Initial

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

Initial

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

Initial

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

Initial

Date:

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

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

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

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

2. Documentation

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

3. Health and Safety

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

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

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

Part A:

School: _____ Date Submitted: _____

Principal: _____

Supervisor (Educator in charge): _____

Destination of Program: _____

Departure Date: _____ Return Date: _____

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

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

Transportation: _____

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

Source of funding: _____

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

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

• Unique Risk/Safety Considerations: _____

Part B:

Please provide a detailed attachment with the following information:

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

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

Supervisor's Signature

Date

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

Principal's Signature

Date

Associate Superintendent's Signature

Date

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

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

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

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

GENERAL DESCRIPTION

1. Destination _____

2. Dates of Student Exchange, Sister School or Humanitarian Program _____

3. Number of school days missed (recommended 3 days max.) _____

4. Names and grade levels of students participating. Please indicate male/female/**other**. (Attach list if necessary)

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

5. a) Name of Lead Supervisor: _____

b) Names of supervisors (indicate male/female, teacher, parent/**guardian**, volunteer, etc.)

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

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

6. Method of travel/transportation: _____

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

| Destination | Accommodation | Contact Person | Phone Number | Date |
|-------------|---------------|----------------|--------------|------|
| | | | | |
| | | | | |

PLANNING DETAILS

1. Educational Objectives

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

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

2. Supervision

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

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

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

3. Student Participation

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

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

FINANCES

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

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

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

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

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

LIABILITY COVERAGE

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

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

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

INSURANCE AND ALTERNATE DESTINATION PLANS

Information to Parents/Guardians:

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

Parental Consent Forms:

- Please include a sample of proposed parental consent forms.

RETENTION OF KEY DOCUMENTATION

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

PRINCIPAL'S SIGNATURE: _____

SUPERVISOR'S SIGNATURE: _____

OTHER EDUCATORS' SIGNATURES: _____

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

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

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

Destination: _____

Purpose: _____

Date Plan and Update Signed Off: _____

Associate Superintendent's Signature: _____

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

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

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

School District #62 (Sooke)

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

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

PART A - Required for all field trips

Teacher/Leader/Supervisor: _____

School: _____

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

Purpose/Activities: _____

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

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

Times & Locations (When & Where?):

Method(s) of Transportation: _____

Costs: _____ Source of Funds: _____

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

Planned by: _____
Leader's signature

Approved by: _____
Principal's Signature

Date: _____

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

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

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

Section 1 – Required for all Overnight Field Trips

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

Lodging Arrangements _____

Meal Arrangements _____

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

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

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

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

Type & Quality of Safety Equipment: _____

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

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

Details of Student Preparation for Activities: _____

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

First Aid Training: _____

Contingency Plans for Emergencies: _____

Section 3 – Any Relevant Additional Information

Planned By:

Approved/Recommended by:

Date:

Leader’s Signature

Principal’s Signature

Date

School District No. 62 (Sooke)

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

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

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

SCHOOL: _____ DATE OF TRIP: _____

DESTINATION: _____ PURPOSE: _____

SUPERVISORS: _____

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

NUMBER OF STUDENTS: _____ LENGTH OF TRIP: _____ DAYS

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

DEPARTURE FROM: _____ (AM) (PM) _____

ARRIVAL AT: _____ (AM) (PM) _____

LEAVE FROM: _____ (AM) (PM) _____

ARRIVE AT: _____ (AM) (PM) _____

TEACHER’S SIGNATURE: _____

PRINCIPAL’S SIGNATURE INDICATING PLANNING COMPLETE: _____

DATE: _____

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

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

RATIONALE

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

SAFETY KIT – TO BE BROUGHT BY TRIP LEADER

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

COMMUNICATION WITH PARENTS/GUARDIANS

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

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

TEACHER-ON-CALL

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

SUPERVISION

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

SAFETY

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

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

FUNDING

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

TRANSPORTATION

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

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

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

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

Date:

Dear:

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

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

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

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

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

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

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

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

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

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

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

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

Initial

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

Initial

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

Initial

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

Initial

Date:

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

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

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

December 14, 2021

Draft new Policy and Regulations C-317 "Police Requests for Student Interviews" are now ready for Notice of Motion.

NOTICE OF MOTION:

That draft new Policy and Regulations C-317 "Police Requests for Student Interviews" be given Notice of Motion.

School District #62 (Sooke)

| | |
|---|---|
| POLICE REQUESTS FOR STUDENT INTERVIEWS | No.: C-317 |
| | Effective: Revised: Reviewed: Dec. 7/21; Dec. 14/21 |

SCHOOL BOARD POLICY

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

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

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

School District #62 (Sooke)

| | |
|---|---|
| POLICE REQUESTS FOR STUDENT INTERVIEWS | No.: C-317 |
| | Effective: Revised: Reviewed: Dec. 7/21; Dec. 14/21 |

ADMINISTRATIVE REGULATIONS

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

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

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

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

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

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

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

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

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

Where a criminal offence against a child or youth is suspected, police may investigate, working in collaboration with child welfare workers.

(See BC Handbook for Action on Child Abuse and Neglect, page 12)

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

- 1.2.1 When police officials request an interview with a student on school or District premises in accordance with Section 1.2, a Principal or designate must ensure that the student’s parent(s)/guardian(s) are contacted immediately.

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

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

December 14, 2021

Draft revised Policy C-350 "Appeals" is now ready for Notice of Motion.

NOTICE OF MOTION:

That draft revised Policy C-350 "Appeals" be given Notice of Motion.

School District #62 (Sooke)

| | |
|----------------|---|
| APPEALS | No.: C-350 |
| | Effective: May 27/08 Revised: Reviewed: Nov. 2/21; Dec. 7/21; Dec. 14/21 |

SCHOOL BOARD POLICY

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

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

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

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

"Decision" includes a failure to make a decision.

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

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

1. The appeal process should be accessible to parents and students. Information about the appeal process and relevant policies should be readily accessible to all, including employees, students and parents. Reasonable accommodation should be provided where necessary to allow parents or students to make use of the appeal process.
2. Appellants are entitled to receive the same written and oral information to be used in the appeal as is provided to the Board by administration and to have an opportunity to respond to it.
3. The Board accepts its responsibility to exercise its independent judgment when hearing appeals. In particular, a Board officer who has participated in making the decision being appealed, who has attempted to mediate it or who has investigated it shall not be present in the absence of the appellant during the deliberations of the Board of Education on the appeal.

4. A student or parent shall not be subjected to retribution by the Board, its officers or employees because an appeal has been made.

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

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

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

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

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

- whether the decision appealed is in accordance with legislation, board policies and procedures;
- whether the decision appealed was reached through a process that was fair to the student and after consideration of relevant information;
- whether the evidence presented to the Board supports the decision or calls it into question;
- whether the decision is reasonable in the circumstances; and
- whether there are special circumstances that would warrant making an exception to a board policy.

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

December 14, 2021

Draft revised new Policy and Regulations A-410 "Live Streaming Public Board and Standing Committee Meetings" are now ready for Notice of Motion.

NOTICE OF MOTION:

That draft new Policy and Regulations A-410 "Live Streaming Public Board and Standing Committee Meetings" be given Notice of Motion.

School District #62 (Sooke)

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|--|--|
| LIVE STREAMING PUBLIC BOARD AND STANDING COMMITTEE MEETINGS | No.: A-410 |
| | Effective: Revised: Reviewed: Nov. 23/21; Dec. 7/21; Dec. 14/21 |

SCHOOL BOARD POLICY

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

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

School District #62 (Sooke)

| | |
|--|--|
| LIVE STREAMING PUBLIC BOARD AND STANDING COMMITTEE MEETINGS | No.: A-410 |
| | Effective: Revised: Reviewed: Nov. 23/21; Dec. 7/21; Dec. 14/21 |

ADMINISTRATIVE REGULATIONS

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

SOOKE SCHOOL DISTRICT

FRENCH IMMERSION

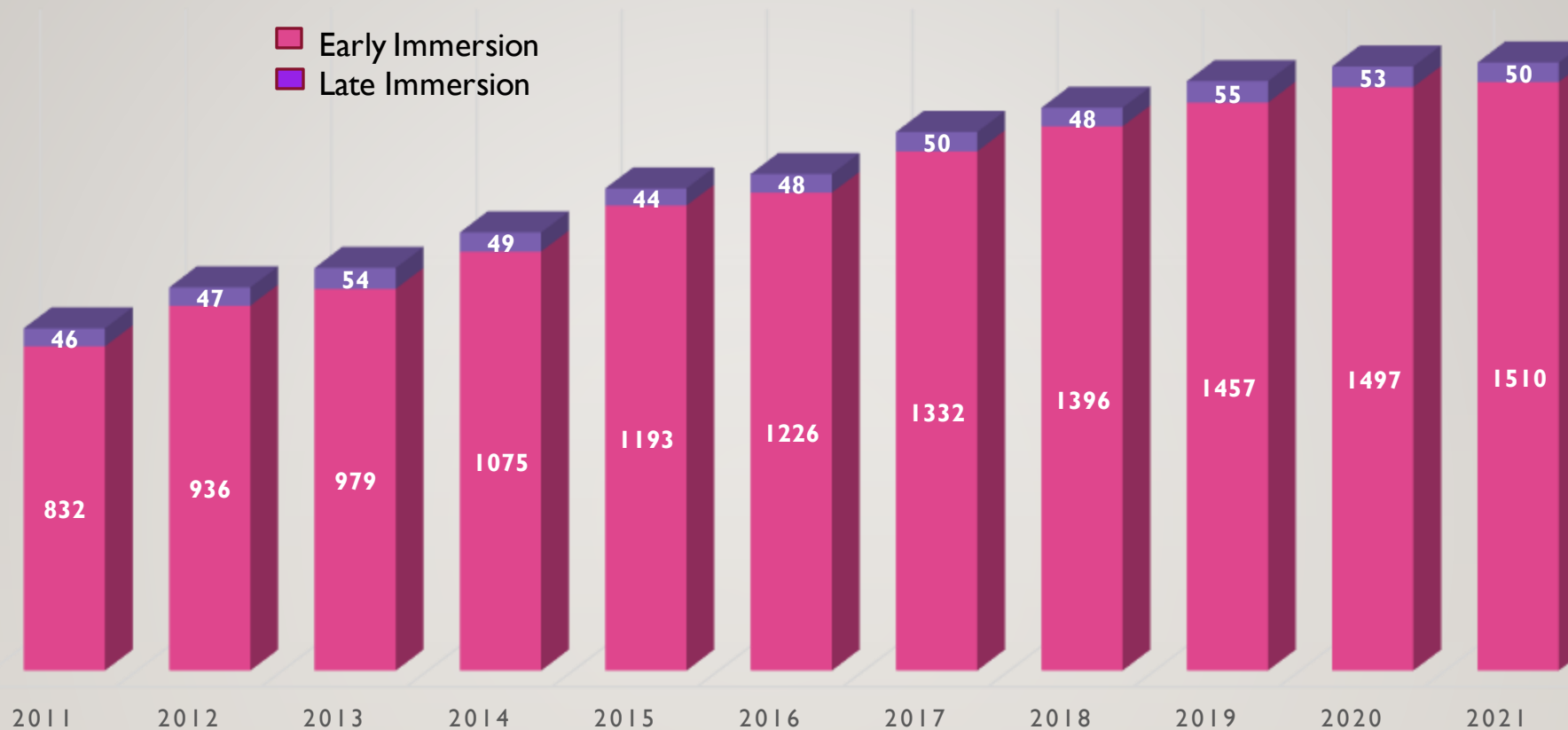
A STORY OF GROWTH AND SUCCESS



HISTORY OF FRENCH IMMERSION



-
- French Immersion was introduced as a program of choice with single kindergarten classes at John Stubbs and Saseenos in 1990.
 - The Sooke French Immersion program moved to Poirier when that school opened in 2001.
 - French Immersion was added to Millstream Elementary with a single Kindergarten class in 2012 to offset the demand and popularity of this program of choice.
 - École John Stubbs Memorial became 'single track' in September 2015. Since then, the school population has grown by 279 students.



DISTRICT FRENCH IMMERSION ENROLLMENT 2011 TO 2021





TEACHER RETENTION

FRENCH PEDAGOGICAL PROFICIENCY SERIES

Support is being offered to new and non-francophone French Immersion teachers

- Class management and supporting diversity of learners
- Instructional strategies and the use of technology
- Assessment, evaluation, and success criteria
- Language development and functional grammar strategies

INCREASE IN FRENCH SPEAKING EDUCATIONAL ASSISTANTS




- Targeted hiring of French speaking Educational Assistants: Mme Szalipszki conducts interviews to assess French proficiency.
- We have hired three more French speaking Educational Assistants since September
- There is a total of 8 French Speaking EAs
 - This allows deeper and more meaningful support to students struggling with French Language learning, decreasing the need for behaviour support that may be caused by lack of comprehension

OUR NARRATIVE

- Sandra Szalipszki,
Principal, École John Stubbs
Memorial
- Kyle Ma – Grade 7
Student, École John Stubbs
Memorial





Sooke District K-12 Teachers Stress Adaptation and Thriving Study

Dr. Wendy Rowe,
Dr Jennifer Wallinga

ROYAL ROADS UNIVERSITY
VICTORIA, CANADA

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ACKNOWLEDGEMENT OF TRADITIONAL LANDS

At RRU, we try to begin our meetings, presentations, and/or events with this sign of respect, to acknowledge the rich history of these lands and families

Royal Roads is located on the traditional lands of the **Xweseptsum (Esquimalt)** and **Lkwungen (Songhees)** ancestors and families who have lived here for thousands of years.

Hay'sxw'qa si'em!



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Presentation Outline

- ❑ Study Intentions and Goals
- ❑ Participation strengths and challenges
- ❑ Key Findings
- ❑ What we learned about teacher stress adaptation and thriving
- ❑ Recommendations
- ❑ Stress Adaptation and Thriving Resources

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Background

- March 17, 2020 - Covid-19 Pandemic Declared
- Spring - Schools closed and teachers working virtually
- School district scrambling to create virtual learning tools, adapting curriculum and engaging students
- Fall 2020 – Classrooms reopened, following Provincial safety policies and rules
- Masks were not required for students or teachers
- Vaccines become available in December but not available to teachers until spring 2021
- K-12 Teacher stress adaptation study launched January 2021, Survey distributed Feb, 2021
- Despite several discussions with the STA Union, Executive made the decision to advise teachers not to participate in the study

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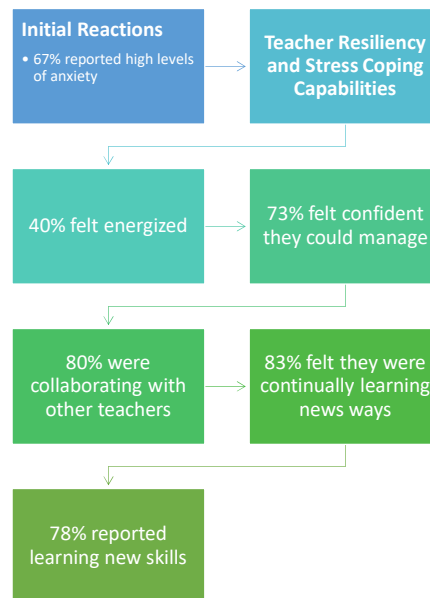
Study Intentions and Goals

What can we learn from COVID-19's impact on K-12 education and the response efforts put forth by the school district that will help to enhance the resilience of the education system in Canada and enhance teaching and learning into the future?

- Identify successes, failures, and operational gaps revealed through the district's response to COVID-19 in order to determine opportunities and factors for better supporting teacher sustainability during the crisis and beyond.
- By gathering narratives of teacher responses and coping strategies the objectives of the study were to:
 - Understand how the COVID-19 pandemic has impacted K-12 teachers as individuals, learn how they have responded and coped, and identify the resources they relied upon and/or lacked in the face of serious stress and disruption
 - Shed light on the impact of COVID-19 on managerial and teaching practice in British Columbia
 - Build knowledge on the potential strategies for managing teacher recovery efforts, addressing inequalities, and building resilience in teachers to handle later waves of the pandemic as well as other emergencies in the education system.

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Key Findings



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Key Challenges

- Fear of becoming infected
- Slow decline in mental health, brain fog
- Exhaustion, high intensity and vigilance ,no breaks
- Continuous adaptation to changing protocols
- Constant adaptation of schedules and spaces
- Continuous coordination between sites
- Fear of not being able to get information or it was contradictory
- Day to day work lives were changed radically
- Worry over making mistakes
- Felt isolated from professional support systems and people
- Working from home had logistical problems
- Family/child competing demands
- Computer equipment and quiet spaces

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Key Findings (continued)

- **Workplace Satisfaction – remained high – above 75%**
 - daily work activities gave them a sense of direction & meaning
 - work brought them a sense of satisfaction
 - work offers them chances to advance their skills
 - they have autonomy to recraft their job to suit their strengths and they had some level of independence at work
- 70-72% said their work increases their sense of self-worth, and they felt capable and effective in their work on a day-to-day basis
- 62 % said they felt ‘personally connected to my organization’s values’
- 64% said they felt they were ‘flourishing in my job’

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Findings (continued)

Teacher Perceptions of Coping with Covid-19

- 21% felt satisfied they did the best they could
- 50% have mixed feelings of accomplishment - frustrated and disappointed – workload was doubled
- Over 28% of the survey respondents felt disappointed, frustrated about their ability and sense of accomplishment
- 97% felt they had learned more about themselves, or acquired new knowledge or skills, and/or more knowledge about their organization
- 75% of the survey responders felt they had been able to maintain good relationships with colleagues and in their workplace
 - 25% felt the COVID-19 pandemic had resulted in impaired relationships and a feeling of distrust and disconnect with colleagues.
- 67% said they felt powerless and lacked sufficient authority/information on what to do with students and how to support families
- 48% said they worked with colleagues to develop some sort of plan of action

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Lack of or Incongruent Information and Communication

- Comments were generally positive about SD 62 efforts – Superintendent celebrated
- In survey, concerns expressed that SD was not inclusive enough
 - 75% felt all employees should have had a role in developing Covid-19 response, not just a designated few
 - 41% said there was a collaborative team of key stakeholders
 - 30% said there was a mixed group of experts
 - 30% said there was a crisis team created – most teachers excluded

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Culture, Engagement, & Health Costs

- Lack of communication and information sharing with teachers
 - 33% felt they were fully informed
 - 42% felt only administrators and a select few members of crisis teams were kept fully informed
- Limited coordination of information from BC Government, School District, BC Federation of Teachers and local SD Union – information often contradictory and frequently changing
- SD Union blocked communication between teachers and SD62
- Greatest degree of dissatisfaction was with the BC Ministry of Education for not putting teacher wellness as a priority – lack of appreciation for constant adaptation required and personal costs associated
- Ministry communicating a lack of prioritization for teachers' health with policy of no extra pay, no extra days, no coverage for vaccine, no prioritization for masks or vaccines
- On call teachers or new teachers particularly at risk for taking sick days to get vaccinated or stay home with a cold

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Conclusions

- K-12 Teachers experienced considerable stress dealing with all the **changes** in the curriculum and methods of teaching
- Fears included becoming infected with the coronavirus themselves
- Stress associated with demands of managing home life given that spouse and children are also often working or doing school work from the family home - using shared resources - at risk of becoming ill themselves should a teacher become infected
- Despite stress, most teachers were amazingly resilient and coping but were not thriving under the current work conditions
- Main motivator for teachers is “teaching” and being with students
- With perhaps a third of teachers not coping at all, well-being of K-12 teachers must be taken into consideration when talking about promoting teacher wellness and stress adaptation.

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Covid-19 Resiliency and Thriving Strategies

Support Individual resiliency of teachers

- Communicate that teachers are a priority – “learning centered”
- Personal health & wellness programs and resources for teachers
- Training courses on stress and stress transformation
- Engage teachers in collaborative action
- Reward individual teachers for actions taken to deal with challenges
- Reward teachers for ‘creative teaching’

Develop community resiliency

- A system of direct two-way communication with teachers (e.g. website, Q&A site, weekly zoom calls)
- Training for principals on supportive communication
- Publicized opportunities for all teachers to get involved in SD initiatives (instead of just a designated few)
- School wide and district wide ‘recognition’ events
- Support (time, space, coverage) for curriculum development teams

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Thriving

High engagement,
energy, learning and
development/growth



Wallings, J & Rowe, W. (2013) Transforming stress in complex work environments: Exploring the capabilities of middle managers in the public sector. *International Journal of Workplace Health Management*, 5 (1), pp.66 - 88

14

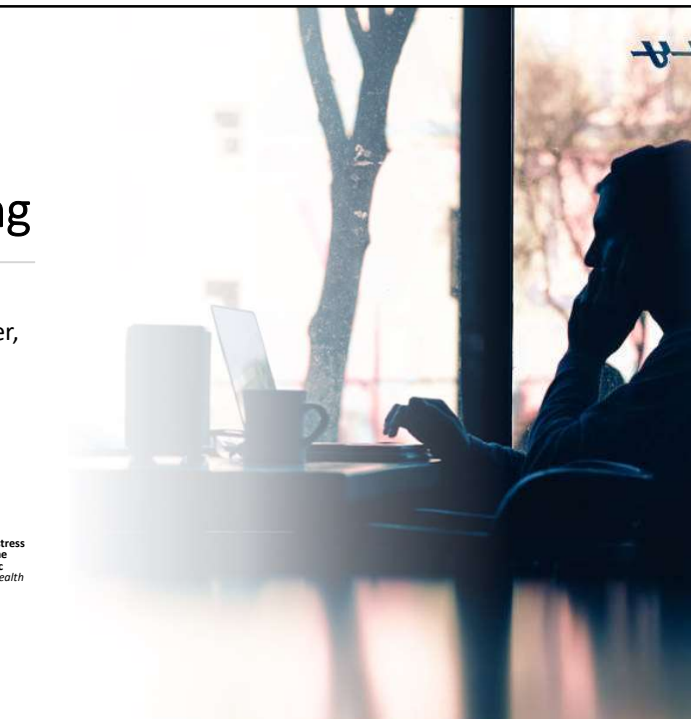


Coping

Issues addressed but with little satisfaction or sense of accomplishment; relief it is over

Walinga, J & Rowe, W. (2013) Transforming stress in complex work environments: Exploring the capabilities of middle managers in the public sector. *International Journal of Workplace Health Management*, 6 (1), pp.66 - 88

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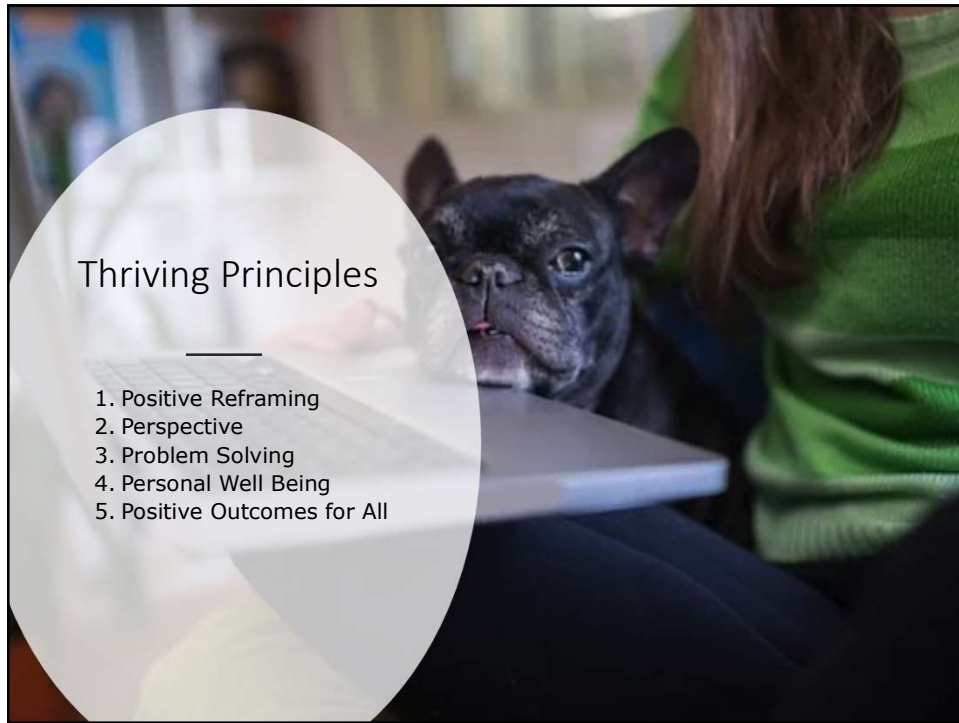


Non-Coping

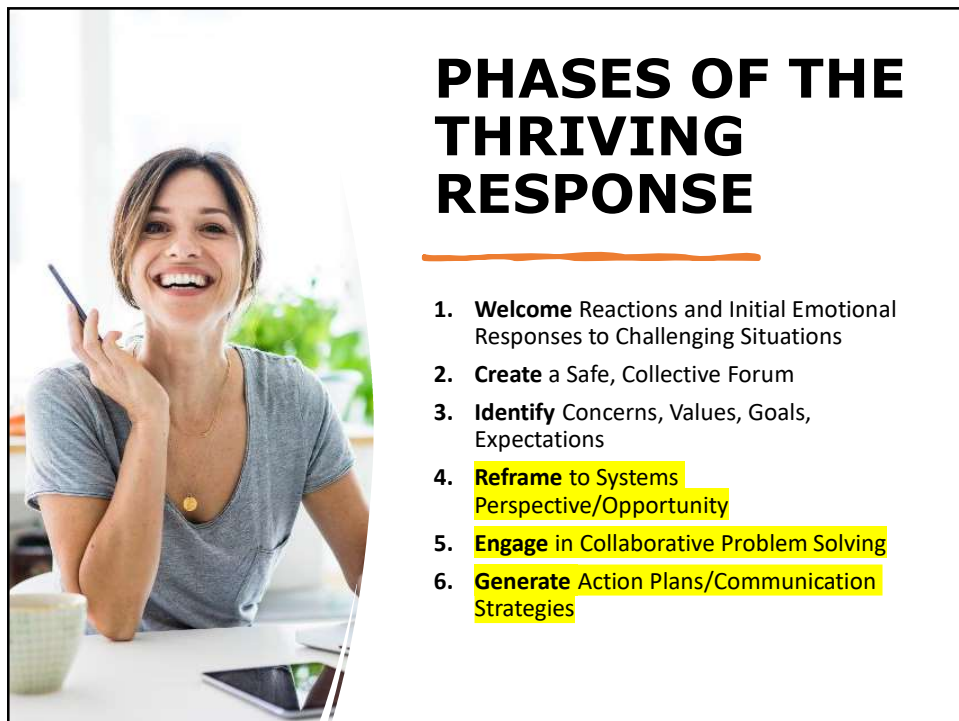
Failure to resolve issues, distress, anger, conflict, despair

Walinga, J & Rowe, W. (2013) Transforming stress in complex work environments: Exploring the capabilities of middle managers in the public sector. *International Journal of Workplace Health Management*, 6 (1), pp.66 - 88

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Additional Specific Actions to Take

- Lobby the ministry to communicate the value of teachers to the public
- Offer interactive and dialogic training workshops on current covid stressors and problem solving actions
- Learn from COVID – reframe as an opportunity for district development
- Recognize that some teachers may have deeper mental health needs and need to access informal and confidential resources
- Create relief and respite resources for teachers who are experiencing temporary exhaustion
- Develop a system of teacher mentors who have training as peer counsellors and resiliency coaches
- Create multiple and overlapping communication mechanisms that counter the hierarchical chain of command structure
- Provide regular administrative information updates
- Provide information on the full scope of the nature of the crisis and the problems not just bite size pieces
- Create mechanisms for teachers to participate in problem solving and decision making that is relevant to the issues they are facing.
- Implement frequent recognition, resources and rewards for teachers

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Specific Actions

- Continue to fund support programs
- Provide intentional and well informed interventions for the coming years to address the 'learning gap' i.e. reading delays and reading recovery for K-2 and onward until caught up
- Continue cleaning programs
- Consider to support diverse learning needs – some kids need to continue to stay home and learn online
- With reduction in international students need to be cognizant of shift in teaching assignments and extra support required to adapt
- Highlight to Ministry that a reliance on international student tuition is unsustainable and unreliable

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Questions

Thank You!

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Board Information Note Public Board Meeting December 14, 2021

Agenda Item 8.2: Strategic Plan Operational Plan for 2021-2022

Background

- The SD62 Operational Plan is established every year to operationalize the Strategic Plan set by the Board of Education.
- The Operational Plan details specific actions and work that will be undertaken in the school year to assist in achieving the goals and objectives of the Strategic Plan.
- Activities in the Operational Plan, taken together, roll up to achieve the priorities in the strategic plan.

2021-22 Operational Plan

- The 2021-22 Operation Plan is attached (Attachment 1) and can be also be accessed [here](#). It is posted on the SD62 website as part of the [Accountability](#) page.
- It details actions and work to be undertaken this year and is divided into the three SD62 strategic pillars: Learning, Engagement, and Growth.
- The key item of work in the Operational Plan is to undertake a review of all programs.
 - The review is being conducted by the Executive Team during the Fall of 2021 with support from members of the Leadership Team.
 - The district wants to ensure that resources are used to deliver the most effective and efficient level of services possible. The outcome of the program reviews will feed into the 2022-23 budget development process to help plan out key projects over the coming years.
- Under the priority of learning there are four items the district is making significant progress towards this year:
 - Complete the Middle School Philosophy work.
 - Ensure the effective and impactful utilization of return-to-school provincial funding that supports mental wellness.
 - Continue to promote the implementation of Sexual Orientation and Gender Identity (SOGI) related policy as it relates to protocols, processes, practices, and infrastructure.
 - Develop recommendations regarding enhanced educational pathways for learning and graduation.
- Under the priority of engagement there are three items the district is making significant progress towards this year:
 - Renew the Na'tsa'maht Agreement and support schools to have plans in place.
 - Create an approach to performance management that enables talent development and management in pursuit of achieving strategic objectives.
 - Broaden the Wellness Plan and reflect a holistic approach to wellness.
- Under the priority of growth there are seven items the district is making significant progress towards this year. In addition to the program reviews, work will be undertaken to:
 - Develop an approach to determine staff diversity, equity and inclusion.
 - Undertake a feasibility study for the renewal of the School Board Office.
 - Review of performance indicators as referenced in the Facilities Operations Plan.



- Complete a report with recommendations on how to manage community use bookings.
- Develop a Budget 2022/23 using the insights from the Program Reviews.
- Continue onto the next phase of work from 2020-21 on the Student Success Dashboard Extension.
- Attachment 2 conveys the link between the operational plan item being undertaken this year and the four-year strategic plan.

Submitted with respect,

Scott Stinson, Superintendent

SD62 Operational Plan 2021-22

Strategic Priorities

In addition to leading the daily operation of schools, in the 2021-22 school year, work is underway on several strategic priority (Learning, Engagement, Growth) objectives.

The key item of work for the Executive Team for Fall 2021 is to undertake a review of all programs. The district wants to ensure that resources are used to deliver the most effective and efficient level of services possible. The outcome of the Program Reviews will feed into the 2022-23 budget development process and plan out key projects for the next three to ten years.

Learning

Complete the Middle School Philosophy work.

The district continues to consult with middle school principals, vice principals, teachers, students, other staff, and parents about creating a “We believe” statement for middle schools. SD62 will ensure that the important aspects of development are supported in our middle schools. We recognize that this is an important stage in a child’s development. We want to ensure that we are reflecting this with our “We believe” statement. We want to continue to focus on what is best for students at this stage.

Ensure the effective and impactful utilization of return-to-school provincial funding that supports mental wellness.

The district is operationalizing provincial funding in support of mental wellness for staff, students and families. The district response plan has been finalized and shared with stakeholders and is being actioned this fall. The action plan includes learning opportunities for staff, students and families focused on Trauma Informed Practice, Mental Health Literacy, Social Emotional Literacy, Grief and Loss. In addition, funding has been distributed throughout the system to support health promotion activities. This work fits within the district Healthy Schools Healthy People Framework that is focused on all aspect of health and wellness promotion in SD62.

Continue to promote the implementation of Sexual Orientation and Gender Identity (SOGI) related policy as it relates to protocols, processes, practices, and infrastructure.

Work continues in this important area. District and School SOGI Leads are established and a working plan has been developed outlining key goals for this year. These goals include completion of Gender Neutral signage at all single use restrooms in the district, revision of SOGI policy and regulations to reflect current language and concepts, and a system review of schools to determine how to best to retrofit existing schools to include gender neutral restrooms and changerooms. This work is in addition to our continued efforts to create spaces and learning opportunities within our district that reflect all those that work in SD62 and those we serve.

Develop recommendations regarding enhanced educational pathways for learning and graduation.

The new District Principal of Pathways & Choice has been hired & placed for the 2021/2022 school year. Through the process of the District's Program Review, the structures and services that serve the graduation program (Gr.10-12) are under analysis and recommendations will flow to further enhance and re-focus the District's efforts to provide a variety of options and choices that strive to meet the needs and interests of an emerging and dynamic student population and community.

Engagement

Renew the Na'tsa'maht Agreement and support schools to have plans in place.

In consultation with the Nations that SD62 serves, a decision was made to delay the renewal of the Na'tsa'maht Agreement for the 20/21 school year. The reasons for the delay were the challenges COVID-19 presented in gaining access to our Indigenous partners and communities to have the important dialogue and input into this foundational agreement.

In the current school year, conversations have begun at the Na'tsa'maht Indigenous Education Council table and a lead position on the consultation and development of a renewed Na'tsa'maht Agreement will be in place for January of 2022. Active collaboration on the renewal process will continue with a scheduled completion of the agreement for June 2022.

Create an approach to performance management that enables talent development and management in pursuit of achieving strategic objectives.

No function has been untouched by the combination of changing demographics, new technologies and changing expectations. In light of the new reality, HR is developing a performance culture that promotes both individual and organizational success through initiatives such as succession planning, training and development. The focus being goal setting and alignment to obtaining the strategic objectives of the School District.

Broaden the Wellness Plan and reflect a holistic approach to wellness.

SD62 continues to support implementation of its Healthy Schools Healthy People Framework. The framework sets out six key goal areas focused on promoting health and wellness for staff, students and families. Work continues this year including expansion to established programs and services, and the initiation of new projects, programs and initiatives as set out in the framework.

Growth

Undertake Program Reviews

During the 2021-22 academic year, the Executive is leading reviews of all programs in the district. As part of the Growth strategic priority, the district is looking for improved alignment, coherence and efficacy in the provision of services across the district, three year planning horizon, aligning resources with results, a focus on the strategic plan goals, and

an understanding of how best to provide operational support services in the district. This program review should provide a basis for planning and implementation of improved services by the district for the next three to ten years.

Develop an approach to determine staff diversity, equity and inclusion.

HR wishes to cultivate a healthy and diverse work culture that consists of highly engaged employees. Working with our partner groups we are developing a baseline of data confirming the diversity within our present workforce configuration. Together we will develop a survey to gather the pertinent data to then be used to fashion policy and procedures such as employment equity standards. Through our employee engagement survey data we will better understand areas of strength and growth in regards to being or becoming an inclusive and belonging organization.

Undertake a feasibility study for the renewal of the School Board Office

As the District continues to grow at an exponential pace, space at the existing Board Office is limited and out of date. Staff are undertaking a review of current and future space needs to determine the potential options for the Board to consider to address these challenges. The existing Board office opened it's doors in 1988 with under 35 staff. Today, the office has over 100 staff working and space no longer meets the demands of the District. As offices become more virtual, changes in how we deliver services from the Board Office must also be considered.

Review of performance indicators as referenced in the Facilities Operations Plan.

As part of the District's Strategic Plan Accountability Framework, staff are developing key indicators to measure the performance of the District in managing the facility condition of our spaces. These measures will include both maintenance and minor capital work conducted throughout the District.

Complete a report with recommendations on how to manage community use bookings.

District staff are looking at the option of managing community bookings in-house. This has been a project that has been considered for numerous years and is another example of the District maturing towards organizational excellence.

Develop a Budget 2022/23 using the insights from the Program Reviews.

The District is undertaking a review of its programs with anticipated recommendations flowing through to the budget development process to begin in early 2022. This process will ensure that District resources are closely aligned with the goals and objectives of the Strategic Plan.

Continue onto the next phase of work from 2020-21 on the Student Success Dashboard Extension.

The first iteration of the Student Success Dashboard was used to inform our Framework for Enhancing Student Learning (FESL) reporting back to the ministry for September 2021. We are now focused on

continuing to inform principals about the data that is available. In parallel, we are researching internal and external sources of student data and evidence used by departments (both qualitative and quantitative). These will eventually integrate into School and Department plans and next year's FESL reporting.

Attachment 2 - Strategic - Operational Plan 2021-22

| | Objective | Strategic Plan 2021-25 | Operational Plan 2021-22 |
|------------|---|---|--|
| Learning | L1* | + To provide opportunities for learners to understand, respect and appreciate diversity and inclusion | *Specific work relating to the strategic plan for these items will begin in 2022-23. |
| | L2 | + Provide opportunities for learners to develop critical and creative thinking skills. | + Complete the Middle School Philosophy work. |
| | L3 | + Ensure our learning environments are safe, accessible and welcoming. | + Ensure the effective and impactful utilization of return-to-school provincial funding that supports mental wellness. + Continue to promote the implementation of Sexual Orientation and Gender Identity (SOGI) related policy as it relates to protocols, processes, practices, and infrastructure. |
| | L4 | + Enhance student choice and voice. | + Develop recommendations regarding enhanced educational pathways for learning and graduation. |
| Engagement | E1* | + To develop, expand and implement, inclusive and collaborative, practices and processes. | *Specific work relating to the strategic plan for these items will begin in 2022-23. |
| | E2 | + Further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit'. | + Renew the Na'tsa'maht Agreement and support schools to have plans in place. |
| | E3 | + Develop, expand and implement respectful, effective, clear and transparent communications. | + Create an approach to performance management that enables talent development and management in pursuit of achieving strategic objectives. |
| | E4 | + Continue to develop, expand and implement a culture of wellness | + Broaden the Wellness Plan and reflect a holistic approach to wellness. |
| Growth | G1 | + Strengthen organizational practices to ensure equity, diversity and inclusion. | + Develop an approach to determine staff diversity, equity and inclusion. |
| | G2 | + Build and maintain spaces and resources that support our creative and critical learning and our culture of belonging. | + Board Office Feasibility Study |
| | G2 | | + Undertake a feasibility study for the renewal of the School Board Office. + Review of performance indicators as referenced in the Facilities Operations Plan. |
| | G3 | + Embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources. | + Undertake Program Reviews |
| | | | + Continue onto the next phase of work from 2020-21 on the Student Success Dashboard Extension. + Complete a report with recommendations on how to manage community use bookings. + Develop a Budget 2022/23 using the insights from the Program Reviews. |
| G4* | * To expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment | *Specific work relating to the strategic plan for these items will begin in 2022-23. | |

Strategic Priorities 2021-2025

| Learning | Engagement | Growth |
|---|--|--|
| <p>GOAL</p> <p>To develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens</p> | <p>GOAL</p> <p>To create a culture of belonging</p> | <p>GOAL</p> <p>To pursue organizational excellence to support a vibrant school district</p> |
| <p>Objective L1 * To provide opportunities for learners to understand, respect and appreciate diversity and inclusion</p> | <p>Objective E1 * To develop, expand and implement, inclusive and collaborative, practices and processes</p> | <p>Objective G1 To strengthen organizational practices to ensure equity, diversity and inclusion</p> |
| <p>Objective L2 To provide opportunities for learners to develop critical and creative thinking skills</p> | <p>Objective E2 To further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit'</p> | <p>Objective G2 To build and maintain spaces and resources that support our creative and critical learning and our culture of belonging</p> |
| <p>Objective L3 To ensure our learning environments are safe, accessible and welcoming</p> | <p>Objective E3 To develop, expand and implement respectful, effective, clear and transparent communications</p> | <p>Objective G3 To embrace 'digital technologies' and manage increasing complexity through leveraging the strategic use of resources</p> |
| <p>Objective L4 To enhance student choice and voice</p> | <p>Objective E4 To continue to develop, expand and implement a culture of wellness</p> | <p>Objective G4 * To expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment</p> |

*Specific work relating to the strategic plan for these items will begin in 2022-23.



School District 62 (Sooke)

Board of Education 90-Day Work Plan Summary

| Action | January | February | March |
|-----------------|---|---|---|
| Approve | <ul style="list-style-type: none"> - Budget Principles & Assertions - Budget Plan & Timelines | <ul style="list-style-type: none"> - Amended Budget - School Fees | <ul style="list-style-type: none"> - School Calendar - Annual Facilities Grant Plan |
| Review | | <p><i>2nd Quarter Report Package:</i></p> <ul style="list-style-type: none"> - Strategic Plan - FESL (if applicable) - Na'tsa'maht agreement - Financial forecast - Enrolment report - Minor & Major Capital Work | <ul style="list-style-type: none"> - Estimated Enrolment Update - Budget Instructions |
| Complete | <ul style="list-style-type: none"> - BCSTA Policy/Motions for AGM - BCPSEA Annual General Meeting - Municipal Partner Meetings (BoE) | <ul style="list-style-type: none"> - Partner Budget Presentations - BCSTA Provincial Council Board Planning Session | <ul style="list-style-type: none"> - Municipal Partner Meetings (Chair & CEO) |
| Engage | <ul style="list-style-type: none"> - BoE Professional Development Session | <ul style="list-style-type: none"> - Host Leadership Team Event | <ul style="list-style-type: none"> - Host Virtual All Staff Meeting |

Committee Key Education Policy Committee. Resources Committee. Audit Committee

RE: Na'tsa'maht Education Council Zoom Meeting held on November 20, 2021

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

In Attendance:

| | |
|--|--|
| Alita Tocher, M'akola Group of Societies | Lorraine Velie, SD 62, Na'tsa'maht Indigenous Education District Secretary |
| Bryan Johnson, SD 62, Acting Principal, Na'tsa'maht Indigenous Education | Matthew Simpson, University of Victoria |
| Clinton Kuzio, University of Victoria | Marlys Denny, SD 62, Vice Principal, Na'tsa'maht Indigenous Education |
| Dianna Seaton, SD 62, School Trustee | Paul Block, SD 62, Associate Superintendent |
| Dorothea Harris, University of Victoria | Sue Grundy, SD 62, Executive Operations Manager |
| Elder Henry Chipps, Sc'ianew Nation | Tiffany Adams, Na'tsa'maht Indigenous Education Curriculum Coordinator Teacher |
| Julia Clifton, Hulitan Family and Community Services | Vivian Leik, Camosun College |
| Jo-Ina Young, Métis Nation of Greater Victoria, (MNGV) | |
| Jon Carr, SD62, PVP Association | |
| Lindsay Lockhart, STA, Teacher's Union Rep | |

Regrets:

| | |
|---|--|
| Amanda Hamilton, Pacheedaht Nation | Kendra Gage, Hulitan Family and Community Services |
| Brandon Labbey-Krejci, M'akola Group of Societies | Lynai Quatell, Hulitan Family and Community Services |
| Chief Russell Chipps, Sc'ianew Nation | Michelle Thut, T'Sou-ke Nation |
| Christine Anacleto, Camosun College | Sandra Bowes, CUPE Local 459 |
| Karryn Hall, Island Métis Family and Community Services Society | Stacey Charles, Sc'ianew Nation |

1. **Territory Acknowledgement and Words of Wisdom** - Elder Henry Chipps
2. **Meeting Minutes** - Reviewed October 20, 2021 Minutes
 - Motion to Accept - Paul Block
 - Second - Jon Carr
3. **Meeting Agenda** -Reviewed Agenda
 - Motion to Accept – Paul Block
 - Second – Jo-Ina Young
4. **School District Update** – Paul Block
 - 4.1. District Principal Position
 - The hiring process has been completed, with the involvement and advice of our local First Nations and the Métis Nation of Greater Victoria. We are pleased announce Jon Carr as the successful candidate. Congratulations to Jon
 - We would like to acknowledge the fantastic job Bryan Johnson has done in his role as Acting District Principal and thank him for all his work to support the department.
 - 4.2. Na'tsa'maht Renewal Lead Position
 - Bryan Johnson will be taking on this position
 - Bryan Johnson and Jon Carr will work together through to the end of this school year.
 - 4.3. Student Re-Engagement Funds-Bryan Johnson
 - Reached out to the Nations for input on how use these funds to best support the students.
 - A .4 FTE Learning Support position has been filled for Hans Helgesen 1.5 days a week and Dunsmuir .5 days a week

- The .8 FTE Learning Support position for Port Renfrew, Journey, and EMCS has not been filled. No applications were received. This position has been reposted as:
 - .4 FTE for Port Renfrew 2 days a week
 - .4 FTE for Journey/EMCS 2 day a week

5. Na'tsa'maht Indigenous Education Update – Bryan Johnson

5.1. Equity in Action- Year 4

- Schools
 - Implementing last year's Learning Environment Pillar Goals
 - Looking at how are schools are implementing Indigenous views and the First Peoples Principles of Learning
 - Equity Teams have access to 6 days of TTOC Release Time
 - This year the focus is Pedagogical Core Pillar considerations.
 - PVP Lead Meeting November 22nd
 - Equity needs to be embedded into our schools for years to come.
- District
 - District Meeting January 14th
 - Last years focus was Policy and Governance
 - This year's focus is Human Rights exemption to be able to increase the hiring of Indigenous candidates.

5.2. Elder in Residence & Role Model Program – Tiffany Adams

- Belmont Secondary School - Elder Henry Chipps
- Westshore Colwood - Elder Earl Claxton
- Saseenos Elementary/Edward Milne Community School - Elder Jackie Planes-DeYaeger
- John Stubbs - Knowledge Keeper Jo-Ina Young
- Royal Bay Secondary/Dunsmuir Middle School: Brother Rick Peter
- Journey Middle School: Elder Bill Jones
- As of November 17, there has been 84 Role Model Presentation Bookings.
 - A combination of virtual/in-person

5.3. Events – Marlys Denny

- Metis Embroidery with Knowledge Keeper Jo-Ina Young & NCPA
- Board Room Renaming Event Dec 1, 2021. We will have pictures to share.
- Monique Gray Smith's *Ripple of Resiliency* Series Oct 27, Nov 24, Jan 12, Feb 23, Apr 20, May 18
 - 100 participants throughout the district.
- Madelaine McCallum *Powwow Impact or JigFit- Dance Sessions* Nov 12 (82 classrooms joined), Jan 21, Feb 4, Mar 18, Apr 29, May 20. These virtual presentations have allowed us to offer learning opportunities from outside our local area. For our budget to have a greater impact, allowing has to reach more students.
- PRO-D day learning opportunity on May 13th Climbing the Mountain with N. Sinclair
- Recognition Celebration 2021-22
 - Working with the District on COVID 19 safety protocols
 - More information to come.

6. Adjournment



Board Info Note

Public Board Meeting

December 14, 2021

Agenda Item 11.1: Superintendent's Update

Learning

- Our schools are looking forward to the winter break and have been engaged in a lot of school events and activities. Our secondary schools have, once again, been collecting canned goods and monetary donations to support food banks in the region.
- Elementary choirs and middle school winter performances have been occurring throughout the district. In some cases, classes are gathering to watch their peers perform and in other cases, the students are being recorded and shared online with the school and families.
- Our secondary schools have been sharing the skills of their band programs with a variety of winter concerts happening as well.

Engagement

Registration Process

- We are preparing to get underway with the Registration Process for the 2022-23 school year:
 - Kindergarten Register January 24-28
 - French Immersion – Kindergarten Register January 10-14
 - Nature Kindergarten Register January 10-14
 - Regular Program Registration for Grades 1-12 for the 2022-3 school year begins January 24th.
 - Early French Immersion: January 10-14
 - Late French Immersion: January 24-28
- Parents who live in the revised catchment area are being contacted about their new catchment school and instructions on how to remain in their current school if they wish to do so.
- Students will be automatically enrolled into their new catchment school and begin attending in September 2022.

Growth

Budget Timing

- At last weeks Resources Committee the budget development timelines were shared with committee members and are included in Minutes from the Resources Committee. The Budget development cycle will

get underway early in the New Year in order to be able to move through the various processes and be completed on time.

- Included this year will be information received through the program review process that has been undertaken over the past several months. Recommendations from that work will come forward to assist in informing priorities during the budget development process. Over the course of the budget development process staff will be working with the Leadership Team, stakeholder groups, public consultation and the Resources Committee in order to bring forward budget recommendations to the Board.

Program Review

- An update on the program review, that is being undertaken this fall, is attached to this report.

Other

Start of the School Year and Holiday Break

- This school year has allowed the return of many of the things that we have been missing in our schools since the start of the pandemic, including athletics and performing arts. Despite the ongoing challenges with the pandemic and the increased health and safety protocols, our staff across the district have done an amazing job to support a very positive start to the school year.
- For our students and most of our staff the holiday break will be a welcome one, with a chance to catch our collective breath, to recharge and rest up for the second half of the year.
- For those staff members that work through the break to ensure the operation of the district continues, including custodians and our payroll department for example, thank you.
- We wish everyone the very best for the holiday season and a happy and healthy new year.



Board Information Note Public Board Meeting December 14, 2021

Agenda Item 11.1: Appendix A – Program Review Update

Before we consider a discussion, we need to start with why?

Why are we doing Program Review?

Alignment across the Executive Team on initiatives:

- Legislative/ Ministerial Direction
- Strategic Plan /Mandate Letters/Executive Sponsorship
- Departmental Operational Plans
- Policies/admin regs/procedures
- Collective agreements
- Normal course of business/New Ideas
- Budget process

Coherence

- Strategic coordination is not ad hoc mutual adjustment. It is coherence imposed on a system by policy and design...specifically how actions and resources will be combined
- Focusing Direction, Cultivating Collaborative Cultures, Deepening Learning, Securing Accountability.
- Identification of interdependencies

Efficacy (Efficiency & Effectiveness)

- Results - strategic, educational, business, financial, operational or social benefits are being delivered
- Overall workload and do-ability given resource, time and financial constraints

Performance Budgeting

- District is facing financial pressure and we need to align our resources with results
- Reviews will feed multi-year (3 year) budget priorities
- Shift in focus from last year's spend to next year's goals

Risk Management

- Programs and Initiatives are functioning within the Reputational and Operational risk tolerance of the board

Where are we in the Program Review Process?

We have recently completed Step 1 of the Process:

Step 1: Technical Working Groups (TWG) consisting of our Leadership team have researched and responded to a series of questions that create a “Current State” summary and analysis. The 6 areas we are reviewing: Core Education, Student Support, Special Programs, Business Services, HR Services, and Digital Services.

The Executive team received all of the Technical Working Groups (TWG’s) Current State Reports and spent a full day presenting and reviewing the reports with discussions surrounding potential recommendations and advice for the TWG’s to consider as we move forward in the process. The executive team provided direct feedback to the TWG’s by identifying specific recommendations to be further researched, planned and developed in Step 3 of the process called “Road Map Stage.”

Step 2 of the process occurred in late November and early December where TWG’s were engaged in a Self-Assessment Process. Using a rubric designed specifically for our Program Review process and grounded in the 3 over-arching criteria we have established to build organizational excellence: Alignment, Coherence and Efficacy, the TWG’s assessed their “Current State” reports.

From this exercise, each TWG took the next step to set goals to create a Target State (where we want to be in 3 to 5 years) including the steps, recommendations and actions necessary for each department to make shifts to improve our operations across the District.

As we move through December and into January, the TWG’s will continue to meet and will begin Step 3 of Program Review: The Road Map stage, where the initial planning informed by a thorough assessment process will be the base from which the TWG’s will begin to map out the potential implementation of recommendations over the span of the current Strategic Plan.

What have we learned so far?

- Our Leadership team’s commitment to Organization Excellence is evident and systemic. There is a deep desire to be better and find solutions for the challenges we face, with the limited resources we have. This team does so with an open heart and mind to innovation, change management and most importantly in service to students and their achievement and success in our schools and District.
- We have pressures across the organization and the allocation of our resources must be strategic and focused, in order to overcome the unique challenges our district is experiencing. We continue to experience accelerated enrolment growth during one of the most evolutionary stages in modern education. We have our work cut out for us. Program Review is the process that will enable us to design collaborative operational plans and district-wide solutions to address the challenges ahead.
- The process has identified infrastructure (personnel, supplies and facility) critical to our on-going operations. As we move through the process, we will further refine our work to ensure the most critical needs with the greatest impact across the District are addressed.