

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 17 2024, at 7:00 pm.**

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


Furthermore, the meeting will be livestreamed via MS teams, to encourage more public participation.

To join the in meeting please click here:

and click [Follow Link](#) |

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. See link for upcoming and previous Board and Committee meetings [Public Meetings | Sooke School District \(sd62.bc.ca\)](#) materials.



**BOARD OF EDUCATION
PUBLIC MEETING
By Live Event
December 17, 2024 – 7:00 p.m.**

AGENDA

1. CALL TO ORDER AND ACKNOWLEDGEMENT 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
BCSTA Provincial Council Representative/Alternative
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 17, 2024, as presented (or as amended).
- 2.2 Report on In Camera Meeting – Board Chair
This notice is to inform the public that prior to this meeting an “in-camera” meeting of the Board was held where issues of legal, land and personnel were discussed.

3. MINUTES (page 6)

- 3.1 Call for amendments to minutes
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of the November 26, 2024, as presented (or as amended).

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

- 4.1 Board Chair Update – Board Chair



5. EDUCATIONAL PRESENTATIONS

6. INDIGENOUS EDUCATION COUNCIL – no report

7. CORRESPONDENCE & DELEGATIONS

7.1 Correspondence

- a. Letter from Minister Lisa Beare dated November 29, 2024 RE Cybersecurity threats
(page 15)

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

7.3 Other Delegations – 5 minutes each

8. FINANCE, FACILITIES AND SERVICES

8.1 Resources Committee – Meeting of December 10, 2024 – Christine Lervold (page 17)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the proposed 25/26 budget principles, assertions and process as outlined at the December 10, 2024, Resources Committee meeting.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of December 10, 2024.

9. EDUCATION PROGRAM

9.1 Education-Policy Committee – Meeting of December 3, 2024 – Cendra Beaton (page 19)

Motion Requested: That the Board of Education for School District 62 (Sooke) give Notice of Motion to draft Revised Regulations C-329 “Field Trips”.

Motion Requested: That the Board of Education for School District 62 (Sooke) give Notice of Motion to draft Revised Policy and Regulations D-121 “Animals on District Property and in Classrooms”.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of December 3, 2024.



- 9.2 School Calendar 2025/26 and 2026/27 – Monica Braniff (page 97)
- 9.3 Early Learning and Childcare Report – Dave Strange (page 100)

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report on Early Learning and Childcare as presented at the December 17, 2024 Board Meeting.

10. STUDENTS

11. FOUNDATIONS AND GOVERNANCE

- 11.1 Trustee Liaison Reports – Board of Education – no report
- 11.2 Strategic Plan Development Update – Paul Block (page 110)
- 11.3 Statement of Financial Information – Harold Cull (page 117)
- 11.4 Board By-Law No. 1-20 School Board Governance – Paul Block (page 147)

Motion Requested: That the Board of Education of School District 62 (Sooke) give Second and Third Reading of By-Law No. 1-20 “School Board Governance” at the December 17, 2024 Board meeting.

12. ADMINISTRATION

- 12.1 Board of Education 90 Day Work Plan – Board Chair (page 161)

13. PERSONNEL

- 13.1 Superintendent’s Report – Paul Block (page 162)

14. UPCOMING EVENTS

December 23 to January 3 - Winter Break
 January 9 – Education-Policy Committee Meeting
 January 13 - 17 – Nature Kindergarten & French Immersion Kindergarten Registration
 January 13 – 24 – School Change Requests for SCÍĀNEW STĒLITĪKĒL
 January 14 – Resources Committee Meeting
 January 29 to February 5 – Kindergarten & Late French Immersion Registration

15. RISE AND REPORT

16. QUESTION PERIOD

Members of the public have the opportunity to ask questions related to agenda items discussed at tonight’s meeting using the QA function in MS Teams. Individuals must identify



themselves and ask questions directed to the Chair. Members of the media can direct their questions to the Manager, Communications for response following the meeting.

17. ADJOURNMENT



MINUTES
BOARD OF EDUCATION
PUBLIC MEETING
November 26, 2024 – 7:00 p.m.

TRUSTEES: Amanda Dowhy, Board Chair
Allison Watson
Christine Lervold (virtual via MS Teams)
Ebony Logins

Cendra Beaton, Vice Chair
Trudy Spiller
Russ Chipps (virtual via MS Teams)

STAFF: Paul Block, Superintendent
Harold Cull, Secretary-Treasurer
Monica Braniff, Deputy Superintendent
D’Arcy Deacon, Associate Superintendent
David Strange, Associate Superintendent
Fred Hibbs, Executive Director, Human Resources
Steve Tonnesen, Manager, Digital Solutions Operations

REGRETS: Farzaan Nusserwanji

SECRETARY: Jenny Seal

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 7:03 p.m. by the Board Chair, who acknowledged the traditional territories of the First Nations.

2. AGENDA

2.1 Call for amendments and additional items

34. MOVED Cendra Beaton/Ebony Logins
That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of November 26, 2024, as amended.
CARRIED

2.2 Report on In Camera Meeting – Amanda Dowhy



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

3. MINUTES

3.1 Call for amendments to minutes

35. MOVED Trudy Spiller/Allison Watson
That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of October 22, 2024, as presented.
CARRIED

4. INFORMATION ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Amanda Dowhy

The Board Chair paid tribute to former BC premier John Horgan. He was an inspiring leader and a strong advocate for youth. There is a book of condolences available for the public to sign at the BC Legislature. On Thursday night, there was a fire at Carihi Secondary School in Campbell River. The blaze was quickly contained and the community pulled together to minimize the impact on students.

Amanda Dowhy offered congratulations to the recently elected MLAs, all of whom have been appointed cabinet positions. She spoke to the shifts in roles in the provincial government and looks forward to working with Honourable Lisa Beare as Minister of Education and Child Care, and Honourable Jodie Wickens as Minister of State for Child Care and Children and Youth with Support Needs.

A reminder that with less sunlight over the winter months, it is important to reach out to peers and maintain connections throughout these darker months.

5. EDUCATIONAL PRESENTATIONS

5.1 Dunsmuir School Trip to South Africa, March 16-26, 2026 – Fabian Duque-Park

Staff provided an overview of the school trip. The Board expressed appreciation for the early application. Discussion ensued around price and attendance changes, given the trip is over a year away. The price is locked after a specific date and attendance changes are covered by the cancellation insurance. While both middle and secondary students may attend, joint activities will be encouraged before the trip so the students will get to know one another. The Board questioned the risks posed to students while travelling in South Africa, given the current travel advisory. The Superintendent added that the travel itinerary has been reviewed and weighed against the travel advisory. There is currently similar travel advisories issued for France, UK, and parts of the USA.



The advisory will be monitored regularly and should risk escalate to an unacceptable level; staff will work with EF Tours who will provide alternate travel options if necessary. There was further discussion around the 'moderate risk' form and ensuring parents are informed. The need for review of the District's travel policy was reiterated.

36. **MOVED** Cendra Beaton/Trudy Spiller
That the Board of Education of School District 62 (Sooke) approve the Dunsmuir School Trip to South Africa March 16-26, 2026, subject to the oversight and direction of the Superintendent's Office.
CARRIED

- 5.2 New Logo for Belmont Secondary School – Laura Fulton
Laura Fulton provided a PowerPoint presentation listing the steps involved in the development of the logo and the groups of people consulted for input into the design. Credit goes to artist Weyla Chipps-Roy in collaboration with student Vienna Wigg and teacher Danny Martin. The new logo will launch in January.

6. **CORRESPONDENCE & DELEGATIONS**

- 6.1 Correspondence
a. Letter from Bob Beckett dated November 19, 2024, RE: PACE "Stand with Ukraine" performance.

37. **MOVED** Cendra Beaton/Ebony Logins
That the Board of Education of School District 62 (Sooke) receive the letter from Bob Beckett dated November 19, 2024, RE: PACE "Stand with Ukraine" performance.
CARRIED

- 6.2 Standing Delegations (STA, CUPE, PVP, SPEAC) – 5 minutes each
STA – Rita Zeni
The STA President expressed gratitude for the great things happening in this District. However, the STA is hearing concerns around the high volume of complex needs in classrooms. Some teachers feel this work is unsustainable. Some teachers are experiencing bullying by students when they impose rules in their classrooms. Can more money be spent on supporting vulnerable students, so teachers are freed up to manage their classrooms better?



PVP – Gord Johnson

Gord Johnson expressed his appreciation for the STA President and recognized the struggles teachers face. He then updated the Board on events taking place in a number of schools. John Muir honoured families who have members serving in the Armed Forces. Poirier has students earning coloured ‘recorder’ belts as they progress through songs. After the windstorm, students were helping staff clear branches off the school property. The intraschool elementary handball games are wrapping up this week. Cree dancer Jared Jinai performed at Spencer and their Cricket Club is expanding. PEXSISEN applauds teachers for the many extra-curricular activities offered there. Sangster hosted a book fair during their winter conferences. Dunsmuir held their Annual Night Market, complete with a 4-piece brass band. Centre Mountain Lellum hosted Cree dancer Jared Jinai who also led workshops. Saseenos had a ‘Falloween’ concert, enabling the students to wear their costumes one more time. The Gaga pit has been installed and when music is added, it becomes a Gaga pit/dance party.

SPEAC – Tom Davis

The SPEAC President listed upcoming events. The next SPEAC meeting is December 18, 2024.

CUPE 459 – Amber Leonard

The CUPE President sends a shout-out to CUPE members for the work they are doing across the District. She acknowledged the fire at Carihi Secondary in Campbell River and noted the fire doors saved a portion of the school. Training took place at the recent CUPE Pro-D day including NVCI (Non-Violent Crisis Intervention), Indigenous teachings, working alone procedures and rodent control. Throughout the day, valuable conversations and connections took place. A morale issue was identified due to workload, among other factors, for which supports and resources are needed. Childcare struggles are an issue for some CUPE members. CUPE will be donating to the 3 high schools for their 10,000 Tonight drives.

In response, the Superintendent conveyed his gratitude to the partner groups for their work. The Strategic Plan engagements have been well supported. During recent weather challenges, the partner groups have worked hard to continue to provide services to students. Monthly meetings with the Superintendent take place with each partner group as well as with other members of the Leadership team. Concerns are being heard and work is being done to find solutions.



7. FINANCE, FACILITIES AND SERVICES

7.1 Resources Committee Meeting of November 12, 2024 – Christine Lervold

Trustee Lervold provided an overview of the Resources Committee Meeting of November 12, 2024, to the Board of Education.

38. MOVED Christine Lervold/Ebony Logins

That the Board of Education of School District 62 (Sooke) receive the Quarter 1 Financial Forecast Report as presented at the Resources Committee meeting of November 12, 2024.

CARRIED

39. MOVED Christine Lervold/Trudy Spiller

That the Board of Education of School District 62 (Sooke) receive the Quarter 1 Minor Capital Report as presented at the Resources Committee Meeting of November 12, 2024.

CARRIED

40. MOVED Christine Lervold/Trudy Spiller

That the Board of Education of School District 62 (Sooke) approve the Sustainable Rental Strategy as presented at the Resources Committee Meeting of November 12, 2024.

CARRIED

41. MOVED Christine Lervold/Ebony Logins

That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of November 12, 2024.

CARRIED

8. EDUCATION PROGRAM

8.1 Education-Policy Committee Meeting of November 5, 2024 – Cendra Beaton

Trustee Beaton provided an overview of the Education-Policy Committee Meeting of November 5, 2024.

42. MOVED Cendra Beaton/Allison Watson

That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of November 5, 2024.

CARRIED

8.2 Adoption of Draft Revised Policies E-358, E-139 and E-331 – Paul Block



No feedback was received on the above noted motions.

43. **MOVED** Cendra Beaton/Allison Watson
Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft revised Policy E-358 “Pension Plan Membership”, E-139 “Death Benefit for Excluded Employees” and E-331 “Access and Appeal for Excluded Employees”.
CARRIED

9. STUDENTS

9.1 Recipients of the Governor General Award – Paul Block/Amanda Dowhy
Amanda Dowhy and Paul Block provided background for the Governor General Award which is the highest academic award received in the country. The principals at Royal Bay, Belmont and Edward Milne Secondary Schools spoke to the attributes of each student recipient. The recipients for 2024 were:

- a. Belmont Secondary School - Luis Almhanna
- b. Royal Bay Secondary School - Makayla Graham
- c. Edward Milne Community School - Abbey Hayward

10. FOUNDATIONS AND GOVERNANCE

10.1 Trustee Liaison Reports

BCPSEA – Cendra Beaton

Trustee Beaton provided an overview of the BCPSEA Symposium on Nov 7-8, 2024 attended by herself and Fred Hibbs. Of note, Fred Hibbs was selected to be part of a panel, along with 4 other members across BC. It was well received by attendees and reflects the good work being done in this District.

BCSTA Provincial Council – Christine Lervold

Provincial Council was held October 25/26, 2024. A presentation from the Climate Action Working Group was held. Acknowledgement goes to Trustee Watson for the work she has done with this group. The retirement of CEO Suzanne Hoffman was marked and introductions made to the new CEO, Trevor Davies.

BCSTA Trustee Academy – Chistine Lervold

The BCSTA Trustee Academy is an annual academy attended by Trustees, Secretary Treasurers and Executives across BC. The new Minister of Education, Lisa Beare was in attendance and spoke at the event. Data was a key theme presented, as well as



updates on provincial bargaining, and artificial intelligence (AI). The value of sharing information at the Academy was emphasized, noting the positive work that results. As a Director with the BCSTA, Trustee Watson was very busy behind the scenes making it all happen.

10.2 Board Governance – Ebony Logins

The following motions were discussed at the In-camera portion of the Board Meeting.

44. MOVED Ebony Logins/Cendra Beaton
That the Board of Education of School District 62 (Sooke) give First Reading of By-Law No. 1-20 “School Board Governance” at the November 26, 2024 Board meeting.
CARRIED

45. MOVED Ebony Logins/Allison Watson
That the Board of Education of School District 62 (Sooke) approve the changes to Procedural Regulation A-411 “Order of Business for Board Meetings” as presented at the November 26, 2024 Board Meeting.
CARRIED

10.3 Indigenous Education Council Update – Jon Carr/Tara Jensen

Paul Block spoke for Jon Carr’s who was absent due to illness. Clarification was provided regarding the NA’TSA’MAHT Department and the Indigenous Education Council.

11. ADMINISTRATION

11.1 Board of Education 90 Day Work Plan – Amanda Dowhy

The Board Chair provided an overview of the 90 Day Work Plan. A discussion followed, articulating the need to space the workload evenly throughout the year.

12. PERSONNEL

12.1 Superintendent’s Report – Paul Block

The Superintendent invited Associate Superintendent D’Arcy Deacon to congratulate school teams for their successful seasons, namely EMCS Senior Boys Soccer, Royal Bay Senior Boys Soccer, Royal Bay Senior Girls Volleyball and Belmont Junior Boys Varsity Football. D’Arcy Deacon also recognized the teachers, support staff, admin staff and community coaches for the work do supporting these teams.



Three successful Strategic Plan development engagements with Students, Leadership and the District Parent Advisory Council (DPAC) were held in November. Students that attended the engagement were exceptional. Leadership, District partners and parents offered invaluable conversation and feedback.

Deputy Superintendent Monica Braniff spoke to the District's Accessibility Feedback Mechanism and how it was employed by a student to address a barrier at Willway Elementary. In 2 days, the student's concern was addressed thanks to collaboration among Facilities, Inclusive Education and Communications Departments. As a result of this one student's advocacy, all Gaga ball courts are now being assessed for accessibility.

Associate Superintendent Dave Strange offered congratulations to Camille McFarlane who has been announced as the principal of SCÍΛNEW STEŁIT̓KEL Elementary, beginning February 2025 in preparation for the school's opening September 2025. Monica Braniff celebrated Janine Brooks who is retiring from her current role as District Principal of Inclusive Education. She acknowledged her 32 years of dedicated service with the District. With Mark Johnston taking Janine's place, Corrinne Kosik will assume his current role of District Vice Principal of Inclusive Education.

Paul Block acknowledged Harold Cull's retirement at the end of December. Harold will continue to support the District into January assisting with the transition of the new Secretary Treasurer, Brian Jonker. Brian's 15 years with the provincial government in various leadership roles makes him well suited to this position. An official announcement goes out tomorrow.

The Superintendent also acknowledged the great work by PACE Musical Academy who recently performed a show in support of students in Ukraine and raised \$12,000 towards the purchase of a school bus.

13. UPCOMING EVENTS

NA'TSA'MAHT Indigenous Education Family Métis Dinner – November 27
Education-Policy Meeting – Dec 3, 2024
Resources Committee Meeting - Dec 10, 2024

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, Strategic Communications for response following the meeting.

16. ADJOURNMENT

The meeting was adjourned at 9:42 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer





November 29, 2024

Ref: 303157

Dear Board Chairs:

Governments around the world, including the Government of BC, are facing a growing number of cybersecurity threats. Actors such as foreign governments, organized cyber-crime groups, activists, and terrorists are increasingly using a variety of techniques to steal or destroy government-held information, interrupt critical public services, or target physical infrastructure to achieve financial, geopolitical, or ideological objectives.

Since March 2024, four BC school districts have been the target of cyber incidents, three of which were ransomware attacks. These attacks disrupt the business of education, put district data at risk, and create significant financial burden on impacted school districts. More importantly, these attacks are putting the safety, security and privacy of students, families and staff at risk. Evidence suggests that these bad actors will continue to target school districts in BC and exploit system vulnerabilities to gain access.

School districts are provided with resources and training to maintain an appropriate security posture to ensure a safe digital learning environment. Boards of education have the responsibility and legal accountability for the implementation and management of their district's security policies and standards. Because of the serious nature of these threats, it is critically important that school districts follow industry standards, adhere to recommended cybersecurity practices, and take measures to secure their district's networks. I encourage you to communicate the urgency of these security practices with your district leadership.

The Ministry is here to support districts and has developed a suite of cybersecurity services to assist in proactively increasing network and security posture across the sector, for information about the support and services provided please visit: <https://focusedresources.ca/en/privacy-technology/cybersecurity>.

.../2

If you require additional information, please contact Assistant Deputy Minister and Chief Information Officer Jennifer Wray via email at Jennifer.Wray@gov.bc.ca. Thank you, in advance, for making cybersecurity a priority in your district.

Sincerely,

A handwritten signature in black ink, appearing to read "Lisa Beare". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Lisa Beare
Minister

cc: Kaye Krishna, Deputy Minister, Ministry of Education and Child Care
Jennifer Wray, ADM/CIO, Ministry of Education and Child Care
Carolyn Broady, President, British Columbia School Trustees Association
Suzanne Hoffman, CEO, British Columbia School Trustees Association

Committee Report of Resources Committee Meeting of Dec 10, 2024 School Board Office

Present: Christine Lervold, Trustee (Committee Chair)
 Ebony Logins, Trustee (Committee Member)
 Cendra Beaton, Trustee
 Trudy Spiller, Trustee
 Paul Block, Superintendent
 Harold Cull, Secretary Treasurer
 Monica Braniff, Deputy Superintendent
 Ceilidh Deichmann, SPVPA
 Ed Berlando, STA
 Tom Davis, SPEAC
 Trudy Court, CUPE
 Fred Hibbs, Executive Director, Human Resources
 Randy Cobb, Manager, Transportation
 Nicole Gestwa, Network Analyst, Digital Solutions

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:00 pm by the Committee Chair, who 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; Scia'new 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 12, 2024, at its Public Board Meeting dated November 26, 2024.

3. PRESENTATIONS

4. BUSINESS

4.1 EFAP Services Contract – Fred Hibbs



Fred Hibbs provided an update on the status of the EFAP Services Contract. An updated timeline was provided with an expected launch date of February 1, 2025. The Request for Proposals (RFP) process and submissions were discussed and Fred advised the Committee that Walmsley EFAP was the successful proponent in the RFP process and will be working with them on the transition from the current provider. The Committee discussed the transition plan to the new provider and how it will be communicated out to the system.

4.2 25/26 Budget Principles, Assertions and Process – Harold Cull

The Secretary Treasurer reviewed the proposed budget principles, assertions and process for the 25/26 year. The Committee asked several questions and provided comments about the proposed process and supported the following motion going forward to the Board:

Recommended Motion:

That the Board of Education of School District 62 (Sooke) approve the proposed 25/26 budget principles, assertions and process as outlined at the December 10, 2024 Resources Committee meeting.

4.3 Capital Asset Management Strategy – Harold Cull

The Secretary Treasurer discussed the details of the Capital Asset Management System (CAMS) report that is from the Ministry's Capital System. The report reflects the costs to replace all infrastructure and equipment assets recorded by the District over several years.

For discussion purposes, the Committee focused on the next 4 years to coincide with the new Strategic Plan timeline. The issue of the bleachers at EMCS needing to be replaced as soon as possible was identified. The Superintendent also raised the issue of the revised Growth goal in the new Strategic Plan and the importance of creating structural capital replacement funding to support that goal. The Committee discussed the challenge of the difference between the estimated useful life of an asset versus the actual useful life of an asset and how that will impact future planning.

4.4 Transportation Update – Randy Cobb

Staff provided an update on the latest with transportation including the collection of fees and the fee waiver process. The Committee discussed the fee collection process and the communications sent out to families over the last two weeks. The tone of the December 2nd email was discussed and the reflection of some families that had not received previously emails on this topic. Questions regarding the fee waiver process we also asked and discussed.

5. ADJOURNMENT AND NEXT MEETING DATE: January 10, 2025





**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
December 3, 2024 – 6:00 p.m.**

Present: Cendra Beaton, Trustee (Committee Chair)
Allison Watson, Trustee (Committee member)
Trudy Spiller, Trustee (Committee member)
Amanda Culver, STA
Tim Hamblin, CUPE
Melissa Horner, SPVPA
Paul Block, Superintendent/CEO
Dave Strange, Associate Superintendent

Guests: Christine Merner, Fred Hibbs and Mark Johnston

Regrets: D’Arcy Deacon, Associate Superintendent
Sandra Arnold, SPEAC

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

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

2. Opening Remarks from Chair, Cendra Beaton

The Chair recognized the Territory. The Chair highlighted this is the last meeting of the calendar year for the committee and extended thanks to all members for their contribution to the important work of the committee.

A reminder was given to the committee that the season brings joy but also challenges for individuals and families and the Chair encouraged people to check in with others and with self and to prioritize self care and care for others this December.

The success of the Strategic Plan engagement process was highlighted by the Chair and the Chair asked partner groups to share anything that they may want to highlight since the last committee meeting. Partner groups shared a number of examples.

3. **COMMITTEE REPORT** of November 5, 2024 Education-Policy Committee meeting
The committee report for the November 5, 2024 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.
4. **BAA COURSE PROPOSALS**
There were no BAA course proposals for this meeting.
5. **NEW BUSINESS**
There were no New Business items for this meeting.
6. **REVIEW OF POLICIES/REGULATIONS**
 - a. **Draft Revised Regulations C-329 “Field Trips”** – Christine Merner
Staff presented on the Draft Revised Regulations C-329 “Field Trips”. Christine Merner, Manager – Occupational Health and Safety, highlighted the three main areas of change being proposed. These changes are in response to a WorkSafe BC Order as well as changes in the WorkSafe BC Regulations which became effective November 2024. Additional housekeeping was completed to the Regulations to clean up the document, including work to make the documents’ language gender neutral. The presentation was well received, and the committee followed with questions and requests for clarification.

Recommended Motion:
That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Regulations C-329 “Field Trips”.
 - b. **Draft Revised Policy and Regulations D-121 “Animals on District Property and in Classrooms”** - Fred Hibbs and Mark Johnston
Staff presented on the Draft Revised Policy and Regulations D-121 “Animals on District Property and in Classrooms”. Fred Hibbs, Executive Director – Human Resources, shared with the committee that he was returning with a significantly revised version from what was presented earlier this fall with changes informed by meaningful feedback from committee partners. The presentation was well received, and the committee followed with questions and requests for clarification.

Recommended Motion: Motion Carried
That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy and Regulations D-121 “Animals on District Property and in Classrooms”.
7. **FOR INFORMATION**
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** Jan. 9, 2025

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

Dec. 17, 2024

Draft revised Regulations C-329 "Field Trips" is now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Regulations C-329 "Field Trips".

School District #62 (Sooke)

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

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

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

2. Extra-Curricular Activity Field Trips

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

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

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

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

4. International Educational Trips (requires Board approval)

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 for field trips, have been identified. The examples attached to each category are intended to illustrate the type of activity rather than to provide an exhaustive list. The leader of the activity must do a risk assessment based on the abilities of each child. Principals must consult with the Superintendent or designate if they are unsure about which category an activity falls under.

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

- a. Little risk of injury because of the benign nature of the activity.
- b. Possible risk of injuries such as those routinely associated with common athletic activities. These risks are generally limited to minor injuries such as sprains and bruises or, at worst, broken bones.
- c. **Medical attention within 30 minutes and accessible.** ~~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. **Medical attention may be more than 30 minutes and/or less accessible.** ~~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/guardians must be informed in writing of:
 - a. the potential risks inherent in the activity.
 - b. methods of travel.
 - c. duration of activity including departure and return times.
 - d. level of supervision and emergency contacts and accommodation arrangements planned if overnight.
 - e. if the Superintendent of Schools deems a trip unsafe and cancels prior to departure or during the event, the Board will not be responsible. Parents/guardians are responsible for ensuring that they have trip cancellation insurance as well as medical insurance.

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

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

E. INCIDENT REPORTING

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

F. SAFETY PROVISIONS

1. ~~A first aid safety kit must accompany all school field trips.~~
2. **Prior to** all field trips, ~~"moderate risk" activities, first aid services will be readily available.~~ **the following must be completed;**

- **First Aid Risk Assessment,**
- **Risk Assessment-Public Interactions, and**
- **If transporting a student in a worker's personal vehicle, the Student Transportation in Employee Vehicle Risk Assessment Checklist.**

4. Any activities that take place in water requires direct adult supervision and must have a certified lifeguard present.
5. All "moderate risk" activities shall take place with appropriate equipment and supervision ratios as well as under the leadership of teachers or instructors with experience and credentials that meet or exceed "industry standards" e.g. certified ocean kayak guides using ocean kayaks with proper flotation hatches and rescue equipment as well as industry-recognized guide-to-participant ratios.

Specific requirements:

- a. Safety helmets **meeting CSA or Snell Standards** must be worn by all participants, including supervisors/chaperones involved in cycling, skating, downhill skiing, tobogganing, snowboarding, tubing, rock climbing, skateboarding, rollerblading, and whitewater activities.
- b. All snowboarders must wear wrist guards.
- c. Safety vests and/or red or yellow pinnies **meeting class 2 or 3 CSA standards** must be worn by all participants cycling on any public road.
- d. For boating activities, students **and staff** must be wearing a life jacket **meeting CGBS or British Safety Standards and/** or following the specific rules for competition (e.g. rowing).

G. SKI TRIP/WINTER ACTIVITY GUIDELINES FOR SCHOOLS

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

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

H. INTERNATIONAL EDUCATIONAL TRIPS

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

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

- a. advantage is taken whenever possible of weekends and holiday periods.
- b. the trip has curricular or extra-curricular relevance for participating students.
- c. the trip is initiated by school staff and approved by the Principal, Associate Superintendent and the Board.
- 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 Board, the sponsor teacher MUST communicate the proposed International Educational Trip to parents/guardians and students (as per Section C-4 of the Administrative Regulations).
 - 1.3 For International Educational Trips, approval from the Board must be obtained at least six months prior to departure. Exceptions to this include championships and challenges which teams and clubs may qualify for.

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

2. Conditions of Participation

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

3. Volunteers and Supervision

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

4. Financial Arrangements

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

I STUDENT EXCHANGE, SISTER SCHOOL OR HUMANITARIAN PROGRAMS

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

Guiding Principles

1. It is the Principal's responsibility to ensure the appropriateness of all programs and the planning for safety of students.
2. All Student Exchange, Sister School and Humanitarian Program proposals will be brought forward to the attention of the District Leadership team for discussion. The Associate Superintendent for the school has the responsibility to approve proposed programs.
3. Programs offered through the school or school district must be under the general supervision of school district staff. Planning and supervision for the program are the shared responsibility of the Principal and the sponsor teacher.
4. The safety and welfare of students and staff is the primary consideration in planning and implementing the program. The supervisors of each such program must incorporate appropriate safety practices that consider factors such as the location to which the students are travelling, the nature of the activity in which the students are participating, the skill level of the students, the number of students and the age and development of the students.
5. Parents and guardians must provide informed consent for their child's participation in a program, including informed consent for activities undertaken in that program. Parents and guardians must be provided with all appropriate information regarding the date, location, arrangements, levels of supervision and known inherent risks specific to the program in order to give informed consent.
6. Volunteer supervisors are a valued resource in the school community and in assisting with programs. Volunteers will take direction from the sponsor teacher or Principal. Volunteers must provide background, reference, and Criminal Record Checks and may be required to provide a Driver's Abstract. (Refer to Policy/Regulations D-111 Volunteers in the Schools).

7. All Student Exchange, Sister School or Humanitarian Programs must be planned to ensure that changes in travel plans, on short notice, to ensure the safety of students are possible without significant costs to participating students and/or their parents/guardians. Travel insurance plans and/or alternate destination plans are essential to Student Exchange, Sister School or Humanitarian Programs Trips proposals. If the Superintendent of Schools deems a trip unsafe and must be cancelled the parents/guardians will be responsible for covering all appropriate costs. Parents/guardians must ensure that they have all appropriate trip cancellation insurance as well as medical insurance.
8. At all times the use of alcohol, tobacco or illegal substances by student participants, volunteers, supervisors or staff is strictly prohibited during all program activities and travel, regardless of the circumstances, the age of the participants, or local laws, customs and culture.

Procedures

1. Application for Approval

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

Superintendent or designate). Acknowledgment of Risk forms may be used by service providers to gather informed consent from parents/guardians by indicating the risks associated with the field trip activity. Acknowledgment of Risk forms must accompany the initial application for the Student Exchange, Sister School or Humanitarian Program.

2. Conditions of Participation

- 2.1 Any School District No. 62 student in good standing is eligible to take part in a Student Exchange, Sister School or Humanitarian Program, subject to the criteria and guidelines of the program. Students who participate in a program must be currently enrolled in the school and must be known by the teacher undertaking the planning of the program.
- 2.2 Participation in a program is not a right. The Principal may determine whether a student may participate. Non-participation will not affect a student's standing or grade. As necessary, an appropriate educational program must be provided to students not participating in the program.
- 2.3 All participants in a program must comply with the school and district Student Codes of Conduct, abide by all laws and customs of the destination, and act as ambassador of the school district. When 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. Complete First Aid Risk Assessment on Engage at to determine;**
- Correct level of first aid kit and
 - Correct level of first aid attendant on the trip.
- 7. Complete Risk Assessment for Potential Violent Interactions with Public from the Task Based Procedures – Interactions with the Public on Engage before the field trip. Ensure a completed copy of this Assessment is brought on the field trip.**
8. Cell Phone
9. **If you require a bus:**
- a. Fill out bus request form and then give it to Principal for signature. *Form is located _____.*
*The **form needs an account number** before it can be booked.*
 - b. The School Secretary will book the bus(es).
10. **If you use Parent/Guardian drivers:**
- a. Request that insurance and licence be presented to the office. *They will be photocopied and place in binder.*
 - b. Check insurance for valid dates and minimum \$1,000,000.00 liability coverage (\$2,000,000.00 is preferred).
 - c. Send list of parent drivers to office **at least three days** before trip.
- Teachers are responsible for checking binder to confirm parent/guardian drivers have filed **license** ~~license~~ and insurance papers with the school.
- 11. If you use Staff drivers:**
- a. **Complete Appendix D-Student Transportation in Employee Vehicle Risk Assessment Checklist from the Working Alone or From Home Safe Work Procedure on Engage prior to transporting student.**
12. Write your trip in office calendar so office staff can inform parents/guardians when they call about field trips.

Have a great field trip!

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

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

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

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

Students will need to bring:

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

COST:

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

Accidents can be the result of the nature of the activity and can occur with or without any fault on either the part of the student or the School Board or its employees or agents, or the facility where the activity is taking place. By allowing your **child 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: **requirements: (e.g. level of first aid attendant and first aid kit):** _____

Contingency Plans for Emergencies: _____

Section 3 – Any Relevant Additional Information

Planned By:

Approved/Recommended by:

Date:

Leader’s Signature

Principal’s Signature

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: _____

First Aid Attendant with valid certificate (if applicable):

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

NUMBER OF STUDENTS: _____ LENGTH OF TRIP: _____ DAYS

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

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

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

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

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

TEACHER'S SIGNATURE _____

PRINCIPAL'S SIGNATURE INDICATING PLANNING COMPLETE _____

DATE _____

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

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

COMMUNICATION WITH 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? **Complete First Aid Risk Assessment on Engage at to determine;**
 - a. Correct level of first aid kit and
 - b. Correct level of First Aid Attendant on the trip.
- *5. Complete Risk Assessment for Potential Violent Interactions with Public from the Task Based Procedures – Interactions with the Public on Engage before the field trip.
- Ensure a completed copy of this Assessment is brought on the field trip.
- 6. Is the Supervisor familiar with the route/destination?

FUNDING

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

TRANSPORTATION

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

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

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

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

SCHOOL CONSENT FORM FOR CHILD PARTICIPATING IN MODERATE RISK ACTIVITY

Date:

Dear:

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

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

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

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

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

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

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

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

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

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

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

Accidents can be the result of the nature of the activity and can occur with or without any fault on either part of the student, or the School Board or its employees or agents, or the facility _____
Initial

where the activity is taking place. By allowing your **child** 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.

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

Initial

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

Initial

Date:

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

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

APPENDIX 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: **requirements: (e.g. level of first aid attendant and first aid kit):** _____

Contingency Plans for Emergencies: _____

Section 3 – Any Relevant Additional Information

Planned By:

Approved/Recommended by:

Date:

Leader’s Signature

Principal’s Signature

School District No. 62 (Sooke)

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

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

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

SCHOOL: _____ DATE OF TRIP: _____

DESTINATION: _____ PURPOSE: _____

SUPERVISORS: _____

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

NUMBER OF STUDENTS: _____ LENGTH OF TRIP: _____ DAYS

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

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

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

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

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

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

TEACHER’S SIGNATURE: _____

PRINCIPAL’S SIGNATURE INDICATING PLANNING COMPLETE: _____

DATE: _____

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

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

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

SAFETY KIT – TO BE BROUGHT BY TRIP LEADER

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

COMMUNICATION WITH PARENTS/GUARDIANS

1. a) Date of Parent/Guardian Information Meeting: _____
- b) Are parental/guardian permission slips on file for participating students?
2. Has a detailed trip itinerary been:
 - a) filed at school?
 - b) sent home?
3. Are behavioural expectations made clear to students and parents/guardians well before the time of the trip?
4. Have arrangements been made to cope with known individual medical situations?
5. Have students/parents/guardians been provided with equipment list?
6. Have 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? **Complete First Aid Risk Assessment on Engage at to determine;**
 - a. Correct level of first aid kit and
 - b. Correct level of First Aid Attendant on the trip.
- *4. Complete Risk Assessment for Potential Violent Interactions with Public from the Task Based Procedures – Interactions with the Public on Engage before the field trip.**
- Ensure a completed copy of this Assessment is brought on the field trip.**
5. Is the Supervisor familiar with the route/destination?

FUNDING

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

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~~

1. If you require a bus:

- d. Fill out bus request form and then give it to Principal for signature.
 Form is located _____.
- e. The **form needs an account number** before it can be booked.
- f. The School Secretary will book the bus(es).

2. If you use Parent/Guardian drivers:

- d. Request that insurance and licence be presented to the office.
 They will be photocopied and place in binder.
- e. Check insurance for valid dates and minimum \$1,000,000.00 liability coverage
 (\$2,000,000.00 is preferred).
- f. Send list of parent drivers to office **at least three days** before trip.

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

2. If you use Staff drivers:

- a. Complete Student Transportation in Employee Vehicle Risk Assessment Checklist
 from the Working Alone or From Home Safe Work Procedure on **Engage** prior to transporting student.

3. Has adequate supervision been provided?

4. 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:

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 _____
Initial

where the activity is taking place. By allowing your **child** 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.

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

Initial

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

Initial

Date:

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

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



APPENDIX D

School District #62 (Sooke)

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

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

PART A - Required for all field 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/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: **requirements: (e.g. level of first aid attendant and first aid kit):** _____

Contingency Plans for Emergencies: _____

Section 3 – Any Relevant Additional Information

Planned By:

Approved/Recommended by:

Date:

Leader’s Signature

Principal’s Signature

Date

School District No. 62 (Sooke)

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

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

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

SCHOOL: _____ DATE OF TRIP: _____

DESTINATION: _____ PURPOSE: _____

SUPERVISORS: _____

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

NUMBER OF STUDENTS: _____ LENGTH OF TRIP: _____ DAYS

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

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

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

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

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

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

TEACHER’S SIGNATURE: _____

PRINCIPAL’S SIGNATURE INDICATING PLANNING COMPLETE: _____

DATE: _____

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

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

RATIONALE

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

SAFETY KIT – TO BE BROUGHT BY TRIP LEADER

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

COMMUNICATION WITH PARENTS/GUARDIANS

1. a) Date of Parent/Guardian Information Meeting: _____
- b) Are parental/guardian permission slips on file for participating students?
2. Has a detailed trip itinerary been:
 - a) filed at school?
 - b) sent home?
3. Are behavioural expectations made clear to students and parents/guardians well before the time of the trip?
4. Have arrangements been made to cope with known individual medical situations?
5. Have students/parents/guardians been provided with equipment list?
6. Have 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/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? **Complete First Aid Risk Assessment on Engage at to determine;**
 - a. Correct level of first aid kit and
 - b. Correct level of First Aid Attendant on the trip.
- *5. Complete Risk Assessment for Potential Violent Interactions with Public from the Task Based Procedures – Interactions with the Public on Engage before the field trip.**
- Ensure a completed copy of this Assessment is brought on the field trip.**
5. Is the Supervisor familiar with the route/destination?

FUNDING

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

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~~

1. If you require a bus:

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

2. If you use Parent/Guardian drivers:

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

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

3. If you use Staff drivers:

- a. Complete Student Transportation in Employee Vehicle Risk Assessment Checklist from the Working Alone or From Home Safe Work Procedure on **Engage** prior to transporting student.

4. Has adequate supervision been provided?

School Travel Activity Checklist – Moderate Risk – Overnight, Out-of-Province/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/WITHIN CANADA ACTIVITY

Date:

Dear:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Initial

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

Initial

Date:

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

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

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

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

2. Documentation

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

3. Health and Safety

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

**INTERNATIONAL EDUCATIONAL TRIPS
APPLICATION INFORMATION
STEP ONE**

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

Part B:

SUPERVISION:

1 a) Name of Lead Supervisor: _____

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

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

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

TRAVEL:

2. Method of travel/transportation:

ITINERARY:

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

Destination	Accommodation	Contact Person	Phone Number	Date

PLANNING DETAILS:

4 Educational Objectives:

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

b. Follow-up activities for students.

5. Supervision:

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

b. Evidence of experience for supervising staff:

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

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

6. Accommodation Arrangements:

- Billet
 Hotel/Motel
 Camping
 Other: _____

7. Student Participation

Selection process for participating students:

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

FINANCES

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

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

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

11. TTOC time required? Yes No

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

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

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

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

a. Company name: _____

b. Contact person: _____

- Phone: _____

- E-mail: _____

LIABILITY COVERAGE

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

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

18. Unique Risk/Safety Considerations: _____

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

INSURANCE AND ALTERNATE DESTINATION PLANS

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

Information to Parents/Guardians:

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

Parental Consent Forms:

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

Supervisor's Signature

Date

Principal's Signature

Date

Associate Superintendent's Signature

Date

**INTERNATIONAL EDUCATIONAL TRIPS
PLANNING UPDATE
STEP TWO**

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

_____ _____

School **Date Final Form Submitted**

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

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

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

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

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

Destination	Accommodation	Contact Person	Phone Number	Date

FINANCES**Costs:**

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

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

LIABILITY COVERAGE

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

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

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

INSURANCE AND ALTERNATE DESTINATION PLANS

RETENTION OF KEY DOCUMENTATION

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

Included Trip File Information:

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

FINAL SIGN OFF FOR INTERNATIONAL EDUCATIONAL TRIP

School

Supervising Teacher

Travel Date

Destination: _____

Purpose: _____

Date Plan and Update Signed Off: _____

Associate Superintendent's Signature: _____

DRAFT

INTERNATIONAL EDUCATIONAL TRIP FILE FINAL CHECKLIST

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

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

School District No. 62 (Sooke)

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

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

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

SCHOOL: _____ DATE OF TRIP: _____

DESTINATION: _____ PURPOSE: _____

SUPERVISORS: _____

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

NUMBER OF STUDENTS: _____ LENGTH OF TRIP: _____ DAYS

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

DEPARTURE FROM: _____ (AM) (PM) _____

ARRIVAL AT: _____ (AM) (PM) _____

LEAVE FROM: _____ (AM) (PM) _____

ARRIVE AT: _____ (AM) (PM) _____

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

TEACHER’S SIGNATURE: _____

PRINCIPAL’S SIGNATURE INDICATING PLANNING COMPLETE: _____

DATE: _____

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

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

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

SAFETY KIT – TO BE BROUGHT BY TRIP LEADER

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

COMMUNICATION WITH PARENTS/GUARDIANS

1. a) Date of Parent Information Meeting: _____
- b) Are parental permission slips on file for participating students?
2. Has a detailed trip itinerary been:
- a) filed at school?
- b) sent home?
3. Are behavioural expectations made clear to students and parents/guardians well before the time of the trip?
4. Have arrangements been made to cope with known individual medical situations?
5. Have students/parents/guardians been provided with equipment list?
6. Have 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? **Complete First Aid Risk Assessment on Engage at to determine;**
 - a. Correct level of first aid kit and
 - b. Correct level of First Aid Attendant on the trip.
- 4. **Complete Risk Assessment for Potential Violent Interactions with Public from the Task Based Procedures – Interactions with the Public on Engage before the field trip.**

Ensure a completed copy of this Assessment is brought on the field trip.
- 5. Is the Supervisor familiar with the route/destination?

FUNDING

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

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

TRANSPORTATION

4. _____ Are
 transportation arrangements in accordance with Board Policies?

Check Policy No. C 329C 320, C 330, C 331, D 111, Form 62-21

1. If you require a bus:

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

2. If you use Parent/Guardian drivers:

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

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

3. If you use Staff drivers:

- a. **Complete Student Transportation in Employee Vehicle Risk Assessment Checklist from the Working Alone or From Home Safe Work Procedure on Engage prior to transporting student.**

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

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

Date:

Dear:

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

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

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

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

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

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

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

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

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

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

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

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

is suitable for your child.

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

Initial

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

Initial

Date:

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

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

APPENDIX 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

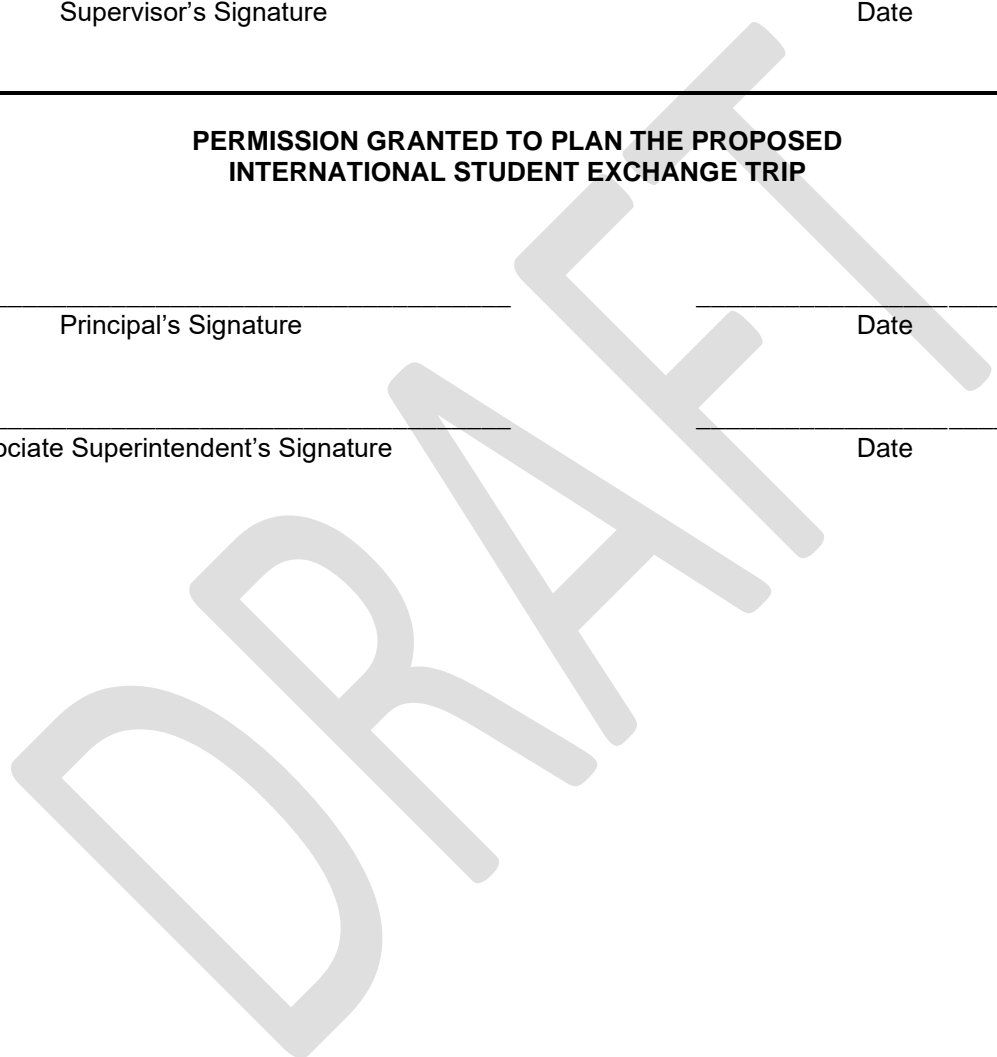
**PERMISSION GRANTED TO PLAN THE PROPOSED
INTERNATIONAL STUDENT EXCHANGE TRIP**

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: _____

DRAFT

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

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

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

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

Contingency Plans for Emergencies: _____

Section 3 – Any Relevant Additional Information

Planned By:

Approved/Recommended by:

Date:

Leader’s Signature

Principal’s Signature

Date

School District No. 62 (Sooke)

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

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

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

SCHOOL: _____ DATE OF TRIP: _____

DESTINATION: _____ PURPOSE: _____

SUPERVISORS: _____

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

NUMBER OF STUDENTS: _____ LENGTH OF TRIP: _____ DAYS

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

DEPARTURE FROM: _____ (AM) (PM) _____

ARRIVAL AT: _____ (AM) (PM) _____

LEAVE FROM: _____ (AM) (PM) _____

ARRIVE AT: _____ (AM) (PM) _____

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

TEACHER’S SIGNATURE: _____

PRINCIPAL’S SIGNATURE INDICATING PLANNING COMPLETE: _____

DATE: _____

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

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

RATIONALE

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

SAFETY KIT – TO BE BROUGHT BY TRIP LEADER

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

COMMUNICATION WITH PARENTS/GUARDIANS

1. a) Date of Parent/Guardian Information Meeting: _____
- b) Are parental/guardian permission slips on file for participating students?
2. Has a detailed trip itinerary been:
 - a) filed at school?
 - b) sent home?
3. Are behavioural expectations made clear to students and parents/guardians well before the time of the trip?
4. Have arrangements been made to cope with known individual medical situations?
5. Have students/parents/guardians been provided with equipment list?
6. Have 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? **Complete First Aid Risk Assessment on Engage at to determine;**
- a. Correct level of first aid kit and
- b. Correct level of First Aid Attendant on the trip.

4. Complete Risk Assessment for Potential Violent Interactions with Public from the Task Based Procedures – Interactions with the Public on Engage before the field trip.

Ensure a completed copy of this Assessment is brought on the field trip.

- 5. Is the Supervisor familiar with the route/destination?

FUNDING

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

TRANSPORTATION

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

1. Are transportation arrangements in accordance with Board Policies?

Check Policy No. C 329C 320, C 330, C 331, D 111, Form 62-21

1. If you require a bus:

a. Fill out bus request form and then give it to Principal for signature.

Form is located _____.

b. The **form needs an account number** before it can be booked.

c. The School Secretary will book the bus(es).

2. If you use Parent/Guardian drivers:

a. Request that insurance and licence be presented to the office.

They will be photocopied and place in binder.

b. Check insurance for valid dates and minimum \$1,000,000.00 liability coverage (\$2,000,000.00 is preferred).

c. Send list of parent drivers to office **at least three days** before trip.

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

4. If you use Staff drivers:

a. **Complete Student Transportation in Employee Vehicle Risk Assessment Checklist from the Working Alone or From Home Safe Work Procedure on Engage prior to transporting student.**

3. Has adequate supervision been provided?

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

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

6. 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.

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

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

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

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

11. Have provisions been made to deal with the:

a) alarm system?

b) fire gates?

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

Date:

Dear:

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

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

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

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

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

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

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

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

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

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

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

Accidents can be the result of the nature of the activity and can occur with or without any fault on either part of the student, or the School Board or its employees or agents, or the facility where the activity is taking place. By allowing your **child** 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, I am not relying on any oral or written representation or statements made by the School Board and its servants, agents, employees, or authorized volunteers, or the Ministry of Education, to induce me to permit my child to take the trip, other than those set out in this Consent.

Initial

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

Initial

Date:

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

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

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

Dec. 17, 2024

Draft revised Policy and Regulations D-121 "Animals on District Property and in Classrooms" are now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations D-121 "Animals on District Property and in Classrooms".

School District #62 (Sooke)

ANIMALS ON DISTRICT PROPERTY & IN CLASSROOMS	No.: D-121
	Effective: April 28/09 Revised: Feb. 23/10; Sept. 27/22 Reviewed: June 7/22; June 28/22; Sept. 27/22; Dec. 3/24; Dec. 17/24

SCHOOL BOARD POLICY

The purpose of this policy and procedure is to ensure the greatest possible level of safety for students and staff with regard to animals on School District property and in school buildings.

In general, animals are not allowed to be on School District property during school hours. This general prohibition includes domestic dogs, cats, birds, and other pets, and especially applies to potentially dangerous exotic animals.

Some exceptions may be allowed, only with the prior approval of the Principal, and could include:

- ~~Vision, hearing and service animals.~~
- Police dogs under the control of a police officer.
- Pets for show-and-tell.
- Small pets kept in classrooms under the supervision and care of a teacher.
- A demonstration at a school assembly.
- Bird/pest control animals

Principals and Vice-Principals reserve the right to revoke privileges on a person-to-person basis.

Animals included in the exceptions listed above may be permitted provided:

- The animal is being brought in for the purpose of contributing to a structured humane educational curriculum.
- It has been established that there are no students or staff who would be adversely affected by animals in the school or classroom.
- The animal is a domesticated animal in a confined habitat or under control and is not permitted to breed.
- The animal is not a nocturnal species and has a sleep pattern compatible with the school day.
- The animal can live in the classroom overnight without supervision.
- The teacher takes sole responsibility for the care and welfare of the animal.

Animals will be removed from the school or classroom:

- If the animal places the safety of students or staff in jeopardy or becomes a health hazard.
- If the animal is an impediment to learning.

Owners of animals will be responsible for the safe and sanitary removal of their pet's excrement from buildings and grounds and may be liable for any damage to property or injuries to staff or students.

Venomous snakes and insects will not be allowed on School District property or in school buildings without the written consent of the Principal who will be satisfied that they are caged and present no safety issues.

For clarity, this policy does not apply to Guide or Service Dogs as defined in the BC Guide Dog and Service Dog Act. For students, Guide/Service Dog requirements will be addressed within the student's Individual Education Plan (IEP). For staff, Guide/Service Dog requirements will be addressed within the workplace accommodation process.

School District #62 (Sooke)

ANIMALS ON DISTRICT PROPERTY & IN CLASSROOMS	No. D-121
	Effective: April 28/09 Revised: Sept. 27/22 Reviewed: June 7/22; June 28/22; Sept. 27/22; Dec. 3/24; Dec. 17/24

ADMINISTRATIVE REGULATIONS

The Principal must give prior approval before ANY animal is allowed on School District property or in school buildings during school hours, after taking into account any allergies or specific concerns anyone in the school may have. The Principal will only be able to give approval for the exceptions listed in the policy. Any requests that fall outside of this policy shall be referred to the Associate Superintendents.

Requests for Service Animals:

- ~~Upon receipt of the request, the Principal will consult with the District Principal of Safe and Healthy Schools and the family Associate Superintendent.~~
- ~~Following this consultation, the Principal will communicate the decision to school-based staff.~~

The animals shall:

- Not be allowed to roam freely within the school setting and, in the case of small classroom pets, should be confined to a habitat within the classroom.
- In the case of small classroom pets, be cared for during weekends and holiday periods.

Principals shall:

- Be consulted and provide a decision prior to the inclusion of a live animal, reptile, fish or bird in the school or in a classroom.

Teachers shall ensure that the following conditions have been met prior to introducing an animal into the classroom:

- Procedures on the safe handling and care of the animal are posted and reviewed with students which states that the animal is only handled by students when the following conditions are met:
 - it does not endanger or stress the animal and the handling of the animal is related to the curriculum being taught.
 - the handling of the animal is in accordance to species specific handling instructions and a student is directly supervised by the experienced caregiver or teacher.
- Procedures for the feeding of the animal and maintenance of any enclosure for hygienic purposes are established.
- Inform parents or guardians of the intent to keep a small classroom pet.
- Take responsibility for the care and welfare of any small classroom pet during weekends, holidays, and school breaks.
- Ensure that an animal is removed from the classroom if the animal may place the safety of children/or staff in jeopardy or is a health hazard for children/or staff, or is an impediment to learning.

- Be responsible for the removal of all refuse or waste pertaining to classroom animals and ensuring it is placed in the appropriate receptacle safely.
- In the event of the death of an animal it is disposed of in a manner that is safe and sensitive to student emotions.

For clarity, this administrative regulation does not apply to Guide or Service Dogs as defined in the BC *Guide Dog and Service Dog Act*. For students, Guide/Service Dog requirements will be addressed within the student's Individual Education Plan (IEP). For staff, Guide/Service Dog requirements will be addressed within the workplace accommodation process.

DRAFT



Board Info Note Public Board Meeting December 17, 2024 Agenda Item: 9.2 – District School Calendar

Background:

- The Sooke School District has previously planned school calendars on a 3-year cycle in alignment with neighbouring districts and allowing for future planning and organization to occur.
- The current school year of 2024/25 is the final year in this cycle.
- Partner group consultation with PVPA, STA, CUPE, and SPEAC was initiated on May 21 & 28, 2024 with the final consultation concluding on Dec 6, 2024.

Ministry Requirements

- ⇒ School Calendar Regulations state that the Board must make publicly available a school calendar that it proposes to submit at least one month before the date that it is submitted to the ministry and that parents and representatives of employees of the Board have an opportunity to provide comments with respect to that calendar.
- ⇒ The 2025/26 calendar must be made public by the end of February and submitted to the Ministry by March 31, 2025.
- ⇒ Ministry templates are currently available for 2025/26 and 2026/27.

Next Steps:

- Board to receive proposed calendars for 2025/26 and 2026/27 to be shared publicly for one month to allow parents and representatives of employees time to provide comments.
- Staff to report back to the Board with any feedback and/or a recommended motion at the January 28, 2025 Board Meeting.

Summary of Dates (full calendars attached):

		2024/2025	2025/2026	2026/2027
SEPT	SD62	Mon 23	Mon 22	Mon 21
OCT	SD62	Fri 25	Fri 24	Fri 23
NOV	SD62	Fri 22	Fri 21	Fri 27
FEB	SD62	Fri 14	Fri 13	Fri 12
APR	SD62	Fri 11	Mon 20	Mon 19
MAY	SD62	Mon 12	Mon 11	Mon 17

Prepared by: Monica Braniff, Deputy Superintendent

Sooke School District (SD62)

2025/2026 CALENDAR

JULY						
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■ Instructional
 ■ Non-Instructional
 ■ Vacation Period
 ■ Statutory Holiday



Ministry of
Education and
Child Care

Sooke School District (SD62)

2026/2027 CALENDAR

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■ Instructional
 ■ Non-Instructional
 ■ Vacation Period
 ■ Statutory Holiday



Ministry of
Education and
Child Care



Board Info Note

Public Board Meeting

December 17, 2024

Agenda Item 9.3: Early Learning and Childcare Report

Background:

- Based on the following Board motion passed on August 27, 2024, staff have prepared the attached report on Early Learning and Childcare:

MOVED Cendra Beaton/Allison Watson

That the Board of Education of School District 62 (Sooke) direct staff to produce a report on the efficacy of the early learning supports and interventions within SD62 for the Board of Education to review prior to the 2025/26 budget deliberations.

CARRIED

- The purpose of this report is to provide additional information on the topic to the Board to be used in the upcoming 25/26 Budget Development process to start in February 2025.
- This additional context on the District's early learning supports and interventions will be important for the Board to consider while reviewing all priorities facing the District in the budget process.
- As a result, staff are recommending the Board receive the report to consider the data and information.
- For the Board's consideration: There are operational and reputational risks associated in assuming 2025/26 budget recommendations or engaging in debate on budget priorities prior to the budget development and consultation processes.

Recommended Motion: That the Board of Education of School District 62 (Sooke) receive the report on Early Learning and Childcare as presented at the December 17, 2024 Board Meeting.

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**SD62 Department of Early Learning & Childcare:
Review of Early Learning Supports & Interventions**

Introduction

This review of early learning supports and interventions was prepared by the District Principal of Early Learning & Childcare in response to the board motion "...to produce a report on the efficacy of the early learning supports and interventions within SD62 for the Board of Education to review prior to the 2025/26 budget deliberations" (August 2024). The information in this review is limited to early learning supports and interventions that are included in the Department of Early Learning & Childcare's (ELCC) Operational Plan. Other early learning supports and interventions exist within other SD62 departments, however, they are not included in the scope of this review.

Importance of Early Years Programs and Supports

"Research has consistently revealed that investment in early childhood education produces positive returns for the child, the family, and the broader community (Geelhoed et al., 2020; Heckman, Garcia, Ermini, Leaf, & Prados, 2019). Benefits of positive early childhood education experiences in the short term include the development of resilience, improved cognitive skills, reduced school absenteeism, and reduced risk of disease. Longer term benefits of early intervention have shown to be significant across multiple sectors including health, education, and social welfare (Geelhoed et al., 2020).

Taken from *Listening to the voices of Kindergarten Teachers, Early Childhood Educators, and Young Children on Their Experiences of the Kindergarten-ECE Partnership in Sooke School District Kindergarten Classrooms.* (2024) by Dr. Jodi Streelasky and Dr. Enid Elliot

Human Early Learning Partnership (HELP) – University of British Columbia

HELP was created as a research centre focused on "the differences that make a difference" in the early development of children. As supported by the Harvard Center on the Developing Child (2020), "the environments we create and the experiences we provide for young children and their families affect not just the developing brain, but also many other physiological systems, from cardiovascular function and immune responsiveness to metabolic regulation". (Presentation prepared by Kate Buium for SD62 October 28, 2024, EDI Learning Event)

In January and February 2024, SD62 kindergarten teachers completed questionnaires for HELP's Early Development Index (EDI) Wave 9 data collection. This data revealed that **41% of the district's kindergartens are at risk** on one or more of five EDI scales important for life-long health, education and well-being. That is an increase of almost 14% since 2018. Link: [EDI 2023-24 SD62 Summary Report](#)

In September and October 2024, English Language Learner (ELL) and newcomer kindergarten parents were invited to complete HELP's Childhood Experiences Questionnaire (CHEQ). 131 families received this invitation and 61 completed the survey. Physical Health & Well-Being were identified as areas of greatest concern. **51% of the children surveyed had "few/no" expected sleep/nutrition habits and 46% of the children surveyed had "few/no" expected physical activity experiences** (2024 CHEQ District Snapshot – Sooke). We are currently hosting school-based CHEQ data "Lunch & Learn" opportunities at five schools to share the results and discuss next steps.

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Alongside the CHEQ pilot initiative a District Kindergarten Questionnaire was collaboratively developed, in June 2024, with input from various departments and educators. The questionnaire aims to find the balance between collecting enough information to assist with a child’s transition into school while not asking too many questions nor questions that may be perceived as judgmental.

The early learning supports and interventions described below are key to addressing the kindergarten student vulnerability identified by the recently collected EDI and CHEQ data.

Special Purpose Fund (SPF) – Early Learning Supports and Interventions

In 2023/24, SD62 received Ministry of Education and Childcare (MoECC) special purpose funding for the following initiatives: Ready, Set, Learn (RSL), StrongStart, Strengthening Early Years to Kindergarten Transitions (SEY2KT), Changing Results for Young Children (CR4YC), Seamless Day (SDK) and Early Childcare Lead (ECL) Funding.

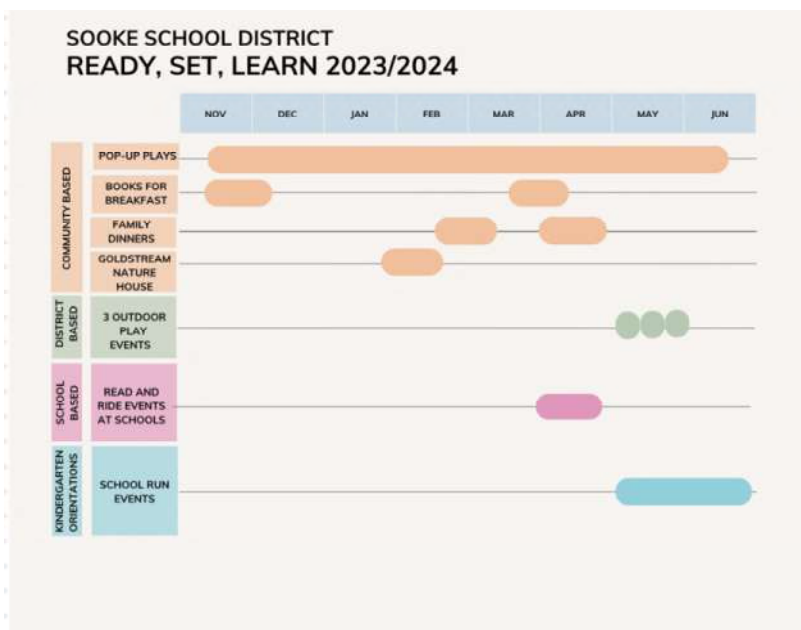
2023/24 Total SPF Early Years Budget = \$644,358 (incl. \$489,050 in MoECC annual transfers)

2023/24 Total SPF Early Years Expenses = \$571,202

Ready, Set, Learn (RSL)

“Intended for families and their three- to five-year-old children, Ready, Set, Learn is all about fostering positive connections between families, the school system and local community agencies. Elementary schools that enroll Kindergarten classes hold Ready, Set, Learn events in their schools or communities. These events provide a fun, family-oriented atmosphere with the intent of supporting children’s transitions into school.” (<https://www2.gov.bc.ca/>)

Over the last two years, the ELCC Department has increased the number of District and community events to offer families, with preschool-aged children, multiple touch points to engage with SD62 staff and schools. Our informal approach is focused on being welcoming and available to answer parent/caregiver questions. We have also explored holding events outside of the school calendar such as spring break and with new community partners like Goldstream Nature House.



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In 2023/24, the ELCC Dept.'s first year of collecting comprehensive data, approximately 1,300 children and 1,575 parents/caregivers participated in SD62 Ready, Set, Learn events. These numbers include some participants who attended multiple events.

StrongStart

“StrongStart BC programs provide rich learning environments designed for early learning development – language, physical, cognitive, social and emotional. Qualified early childhood educators lead learning activities where children find opportunities to make friends and interact with others of similar ages.

Participate with your young child (aged birth to five) in play-based early learning activities – including stories, music and art. At no cost to families, this early learning drop-in program helps prepare children for success in kindergarten”. (<https://www2.gov.bc.ca/>)

SD62 opened its first StrongStart Program in 2007. We have five (5) StrongStart Programs and one Outreach Program. In recent years, we have had challenges staffing our Outreach Program in Port Renfrew. We currently have this position posted. As evidenced by a one-week snapshot of attendance data in Fall 2024, SD62 StrongStart programs are mostly well-attended:

Colwood StrongStart = 28 child participants

John Muir StrongStart = 58 child participants

Millstream StrongStart = 50 child participants

Ruth King StrongStart = 50 child participants

Willway StrongStart = 74 child participants

StrongStart Outreach Program = 5 child participants

In fall 2024, StrongStart program participants were invited to respond to a short, online survey. We received thirty-four (34) responses. The feedback was as follows:

90% responded 5/5 to the question *How would you rate StrongStart's ability to support you building community connections with other families?*

80% responded 5/5 to the question *How would you rate the program on building knowledge in early childhood development?*

50% responded 5/5 to the question *How would you rate this program's ability to connect you to other services/specialities?*

Responses to the open-ended questions *How has StrongStart made an impact for you and/or your child?* and *What other information would you like us to know that can positively shape StrongStart?* can be summarized as follows:

Positive comments:

- educators are welcoming, friendly, and hard working
- my child enjoys the sessions
- my child is more sociable

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- wonderful learning and social environment, builds friendships, sense of community
- helps build connections between children and parents
- helps prepare my child for school, encourages play/cooperation with others, socialization
- helps my child develop conversational skills – talking to other kids every day, builds confidence in speaking
- provides exposure to educational toys, early years/child rearing ideas, learning routines, cooperation skills
- excellent snacks
- provides opportunity for my child to attend an early learning setting – not able to afford preschool

Constructive feedback:

- Bigger spaces - overcrowded at times and this is a deterrent to attending
- Pre-registration?
- provide more space/extend the time – too short
- have more community pamphlets/brochures available
- invite more community members to attend the centres so parents can make connections with outside agencies
- advertise or make the schedules more visible – many families do not know about the opportunity
- longer gym times – especially on rainy days
- guest speakers
- more time in nature
- StrongStart is underfunded – more space and time

Strengthening Early Years to Kindergarten Transitions (SEY2KT)

“The SEY2KT initiative provides opportunities for school districts and communities to work together in support of young children and their families. The program supports smooth transitions from home to school and operates in 48 school districts.” (<https://www2.gov.bc.ca/>)

SD62 started this initiative in 2019 at John Muir Elementary School along with community partners. Over the last two years, the ELCC Department has expanded the SEY2KT team to include staff from each of the four elementary schools in the District of Sooke as well as additional community partners. We have held regular Pop-Up Play events where families with perspective kindergarten students are invited to play with kindergarten students and their educators during the regular school day. Additionally, we have invited musicians to perform for preschool and school-based audiences as well as built connections with childcare providers through a ‘meet & greet’ event and program visits. Finally, we developed a thoughtful book give away project to build community at our school-based kindergarten orientation events.

In 2024/25, approximately 63 children and 71 parents/caregivers attended a total of eight Pop Up Play events (2 at each of the District of Sooke elementary schools). About 22 children and 17 parents/caregivers participated in Performing Arts for Little Hearts along with all District of Sooke kindergarten students and their educators. Ten (10) childcare providers attended the ‘Meet & Greet’ event alongside our SEY2KT team. Kindergarten teachers and ECEs had observation visits at three (3) preschools and reached out to an additional two (2) preschools by phone.

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The Ministry of Education & Childcare’s 2022 “Final Report: C22-7371 (SEY2KT) Strengthening Early Years to Kindergarten Transitions” by Sharon Jeroski indicated that this is “What [we have] learned”:

- “Our communities and schools are united by a profound desire to support young children and their families in feeling secure and joyful as they transition into school.
- Educators and community partners are inventive and tenacious in finding ways to sustain and extend important early childhood experiences.
- Communities are developing and tailoring strategies that reflect their unique strengths, interests, and needs.
- Given time and support, school/community teams are able to extend their work more broadly and deeply, engaging more people and creating changes that “stick.”
- Those working to make changes thrive on developing new leadership skills and strategies, such as those offered by CSL.
- Local leadership and support (“on the ground”) such as that provided by Early learning Leads is important factor.
- Those working for change at a local level are extremely appreciative of opportunities to connect and exchange ideas with others working in similar contexts.
- This is joyful work!”

Link: [Final Report C22-7371 \(SEY2KT\) Strengthening Early Years to Kindergarten Transitions](#)

Changing Results for Young Children (CR4YC)

“Participating districts support teachers, educators and childcare professionals to work together and learn from each other in support of social emotional well-being in young children”.
(<https://www2.gov.bc.ca/>)

SD62 started this initiative in 2017 with a small group of kindergarten teachers, early childhood educators, and ECEs working in community childcare programs. We engaged collaboratively with our neighbouring school districts and for several years, our CR4YC sessions were facilitated by a MoECC early years consultant. Over the last two years, Lisa Kinshella, now our Early Years Curriculum Coordinator, has planned and led the monthly sessions. The focus of these sessions has been on social emotional learning and concepts highlighted in the Early Learning Framework such as pedagogical narration.

In fall 2024, CR4YC program participants, who had participated in the program for at least one year, were invited to respond to a short, online survey. We received six (6) responses. The feedback to three statements was as follows:

1. **Participating in the project impacted my professional practice in a positive way.** = 83% strongly agree; 17% agree
2. **I saw value in participating in a community of practice with other early years educators.** = 67% strongly agree
3. **I continue to utilize social/emotional learning (SEL) strategies or ideas that I learned in the CR4YC project.** = 67% strongly agree; 34% agree

We received five (5) responses to the open-end invitation to “write any comments or suggestions”. Sample comments were as follows:

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“Fantastic sessions. So nice to be able to reflect and connect with other participants. Readings and sharing are so valuable”.

“I loved the opportunity to work with the two other districts for the first couple of years. To learn different perspectives and collaborate with other early learning educators with my area and others really impacted my teaching. I became more observant of the small actions of different students”.

“CR4YC really helped me change my focus to strength based. Viewing children through this lens allowed for me to see their growth and possibilities”.

Seamless Day

“The Seamless Day Kindergarten (SDK) pilot program is intended to create a seamless (smooth) day for kindergarten students by offering before- and after-school care within kindergarten classrooms. Teachers and Certified Early Childhood Educators (ECEs) provide care and learning support throughout the day”. (<https://www2.gov.bc.ca/>)

SD62 started this initiative in January 2022 at École Millstream Elementary. SDK is now in its fourth year and the two ECEs in the program have successfully navigated partnering with different teachers and providing outstanding before & after school childcare. In 2024/25, the childcare program increased from 12 to 24 licensed spaces. SDK childcare currently includes 23 Kindergarten students and 1 Grade One student.

The Ministry hired independent consultants to evaluate SDK in spring 2022 and 2023. Educators, including administrators, as well as parents/caregivers were interviewed and surveyed to explore “the impact of SDK on families, children and classroom educators.” While the *Final Report: C23-8136 Seamless Day Kindergarten* has not been shared publicly, permission was granted by the Director of the Early Learning Branch at the MoECC to quote from the report in this review. Overall, the Final Report was incredibly positive and cited many SDK benefits. It was concluded that “SDK has had an overwhelmingly positive impact on children, families, and educators and has demonstrated the potential to transform the system” (Final Report: C23-8136). More specific conclusions were as follows:

“For children, SDK has offered security, continuity of care, a strong home-school connection, and a quality learning environment that enhances all aspects of their social and emotional well-being...”

Families unanimously expressed a desire for the Seamless Day Kindergarten to continue and expand...

Educators spoke passionately about the program and their role in it...

Kindergarten teachers appreciated having another professional adult in the room to share ideas, observe students, and help guide planning...

SDK offers opportunities to develop new relationships and to deepen existing connections that enrich everyone...” (Final Report: C23-8136)

December 2024

Operational Budget – Early Learning Supports & Interventions

Nature Kindergarten

The Nature Kindergarten program started at Sangster Elementary in September 2012 after 18 months of concept development. After a two-year pilot phase, funded from external sources, Nature Kindergarten became part of the operational budget. A second Nature Kindergarten program was started at Saseenos Elementary in September 2017. In Nature Kindergarten, students spend part of each school day outside engaged with their body, mind, and spirit in a natural setting, and then come back to school at lunch time for indoor learning. The Nature Kindergarten follows the kindergarten curriculum, the Nature Kindergarten Pedagogical Principles and the Early Learning Framework. It is instructed by a Kindergarten teacher and an early childhood educator (ECE).

2023/24 Operational Nature K budget (2 programs) = \$90,996

2023/24 Operational Nature K expenses (2 programs) = \$94,414

Note: ECE benefits were higher than budgeted

The efficacy of the Nature Kindergarten model was confirmed after the 2-year pilot phase. During this period, the program was well-researched, repeatedly reported on by media, and popular among parents/caregivers as a program of choice.

Link: [Nature Kindergarten Report September 2013](#)

Link: [Taking Kindergarten Outdoors: Documenting Their Explorations and Assessing the Impact on Their Ecological Awareness \(2014\)](#)

Link: [Thinking Outside the Four Walls of the Classroom \(2017\)](#)

Link: [Growing a Nature Kindergarten That Can Flourish \(2018\)](#)

The Nature Kindergarten wait list at Sangster Elementary School over the last five years confirms the continued interest in the program:

Sangster Elementary School:

2024/25 – **17** on Waitlist at time of lottery; 20 students enrolled in class
 2023/24 – **24** on Waitlist at time of lottery
 2022/23 – **22** on Waitlist at time of lottery
 2021/22 – **33** on Waitlist
 2020/21 – **12** on Waitlist

Saseenos Elementary School:

2024/25 – **0** on Waitlist; 15 students enrolled in class
 2023/24 – **2** on Waitlist
 2022/23 – **5** on Waitlist

Note: We have increased our advertising efforts this winter to let families in Sooke know about this program and increase enrolment for next year.

December 2024

Kindergarten – ECE Partnerships

In 2018, SD62 built on the success of the Nature Kindergarten teacher – ECE model by creating eight Kindergarten teacher – ECE partnerships in regular Kindergarten classrooms. In this model, the teacher and ECE work and learn together, drawing on their specialized training and knowledge, to lead a Kindergarten class. Over the last 6 years, the partnerships have grown to include 11 ECEs.

2023/24 Operational K-ECE partnership budget (11 ECEs) = \$538,653

2023/24 Operational K-ECE partnership expenses (11 ECEs) = \$504,732

In Fall 2023, the District Principal of Early Learning & Childcare approached Dr. Jodi Streelasky, University of Victoria, and Dr. Enid Elliot, Camosun College, to research the efficacy of our Kindergarten-ECE Partnership by interviewing and observing educators and students in two classrooms at two different SD62 elementary schools. The final report was completed in November 2024. Link: [Listening to the voices of Kindergarten Teachers, Early Childhood Educators, and Young Children on Their Experiences of the Kindergarten - ECE Partnership in Sooke School District Kindergarten Classrooms](#)

In fall 2024, parents/caregivers whose child was enrolled in a Kindergarten – ECE partnership classroom in 2023/24 were invited to respond to a short, online survey. We received fifty-eight (58) responses. The feedback to four statements was as follows:

- 1. In the K-ECE Partnership Class, my child developed strong connections to both educators.** = 74% strongly agree; 21% agree
- 2. Participating in a K-ECE Partnership Class helped my child develop confidence/independence.** = 78% strongly agree; 16% agree
- 3. My child successfully transitioned into school.** = 76% strongly agree; 16% agree
- 4. I know that my child has benefitted in a K-ECE Partnership Class.** = 83% strongly agree; 12% agree

We received twenty-eight (28) responses to the open-end invitation to “write any comments or suggestions”. Overall, the comments were incredibly supportive of the partnership model. Sample comments were as follows:

“The ECE in my kids class remains to this day a trusted person for my kids to go to when they need support.”

“My child built a strong relationship with the ECE, which assisted in a smoother transition for my anxious child.”

“My child’s ECE made a world of difference in my child’s life. She was instrumental in helping my daughter transition into the school in the morning. She would make her feel comfortable by taking her hand and walking with her, which brought such relief to me...”

“Early childhood educators are a vital key to the success of the students within the school as a whole. While she has had the opportunity to connect with students at a kindergarten-based grade, her connection and support to the students spreads all the years they are a part of the school. Not many students have people like that in their lives.”

December 2024

“My child has ASD, and I strongly believe the ECE educator played a big roll in her kindergarten year, I don’t think my child would have excelled like she did if that other support wasn’t there.”

In fall 2024, with the help of Digital Solutions, we compared the Grade 4 Foundation Skills Assessment (FSA) results of the students in a 2018/19 Kindergarten – ECE partnership class with those students who were not in a partnership class. The results were as follows:

Grade 4 2022/23 FSA Literacy Results:

	Students in 2018/19 K-ECE Partnership Class	Students in 2018/19 regular Kindergarten Class
Emerging	33%	30%
On Track	60%	60%
Extending	6%	8%
Not Available	1%	2%

Grade 4 2022/23 FSA Numeracy Results:

	Students in 2018/19 K-ECE Partnership Class	Students in 2018/19 regular Kindergarten Class
Emerging	49%	49%
On Track	45%	47%
Extending	3%	2%
Not Available	4%	2%

Note: The data in the two tables above represents the percentage distribution of students’ performance out of a cohort of 100 students for ECE and Non-ECE categories. The data excludes students who did **not** participate in the FSA.

This data does not indicate any significant variations between the results of the K-ECE Partnership students and the control group. However, to have sufficient data to establish a trend one needs a minimum of 3 years of data. The data above could be considered baseline data and additional data could be analyzed in subsequent years to establish trends over time.

Kindergarten – ECE partnerships outside of the Ministry’s SDK model continue to be rare across the province. That said, Victoria School District has 21 ECEs in Kindergarten classes at 10 of their elementary schools based on student vulnerability. Nicola-Similkameen School District employs four ECE StrongStart Coordinators for additional hours each day to work in a Kindergarten classroom to support Kindergarten transitions, foster relationships/connection and provide time for the kindergarten teacher to focus on students who may require a bit more time/support. In both examples, funding comes from different areas but not from Special Purpose Funding specifically for these positions.

Link: [K-ECE Guiding Framework](#)

Link: [Pedagogical Narration Samples](#) Note: Following the principles of the Early Learning Framework, ECEs aim to compile at least one pedagogical narration each week.

Prepared by Frances Krusekopf, District Principal of Early Learning & Childcare



Information Note Agenda Item 11.2

School District 62 – Strategic Plan 2025-2029 Update

December 17, 2024

Background:

The Sooke School District Board of Education is currently engaged in the development of the 2025 - 2029 Strategic Plan. The purpose of this update is to share progress to date.

- Revised Vision, Mission, Values and Beliefs were approved by motion at the September 2024 Board of Education Meeting. Community consultation took place from November 2023 to January 2024. Development work on the Vision Mission, Values and Beliefs took place from February 2024 to September 2024.
- A public and district partners Strategic Engagement Plan was presented and approved at the Board of Education Meeting in August 2024.

The following formal engagements occurred in October and November 2024:

Engagements for Strategic Plan 2025-2029

November 6: Leadership Strategic Plan Session

Location: Olympic View

Time: 3:30 – 7:30 p.m.

November 13: DPAC Strategic Plan Session

Location: Royal Bay Secondary Learning Commons

Time: 6:00 – 8:00 p.m.

November 25: District Partners Strategic Plan Session

Location: SBO

Time: 1:00 – 3:00 p.m.

Strategic Plan Online Survey Dates: December 3 – December 13, 2024,

Update:

On December 3rd, we launched the Strategic Plan Online Survey as the final input from the public in the development of the Strategic Plan. We have sent links via email to 24,000 parents/caregivers, and 2300 employees from across the District. Our schools have included the survey links in their weekly/monthly newsletters. The District of Sooke, City of Colwood and the City of Langford have included survey links on their webpages and we have had advertisements running on all of the City of Langford's digital billboards. We are seeing a steady stream of responses come in and look forward to the feedback from students, caregivers, staff and community.

Next Steps:

- The Board has 2 formal sessions in January (13th and 16th) to review the draft 2025-2029 Strategic Plan. Work has begun with a graphic designer on layout, colours and font. It is our intention to present drafts in January in a full graphic representation for feedback from the Board.
- We would take this moment to acknowledge and thank Mike McKay for his facilitation work in our formal engagements creating the space and opportunity for the Board and Senior Staff to participate and hear directly from students, caregivers, staff and community.
- The 2025-2029 Strategic Plan will move through the Board's Committee process in February 2025 and for formal approval by the Board at the February Board of Education meeting. This will allow for our Executive team to develop the 2025/26 Operational Plan, that will inform our Department plans and the development and completion of school plans for the 2025/2026 year. This ambitious timeline will create alignment and coherence across the district, uniting planning cycles and the Budget Development process. If successful, this will be another first in the evolution of the district and meeting our strategic goal of operational excellence.

Respectfully submitted: Paul Block, Superintendent of Sooke Schools

The following text is the current Strategic Plan Survey. It is included for the District and public's posterity and the Board's reference.

2025-2029 Strategic Plan Survey

The Sooke School District is in the final consultation phase of preparing its next Strategic Plan for 2025-2029. In-person sessions have been conducted with students, staff, our district parent advisory committee (DPAC) along with our District Partners (CUPE, SPVPA, STA & SPEAC). This final opportunity is open to all members of our community. This survey will be open from December 3-17, 2024.

Review the [Slide Deck](#) (Strategic Plan Slide Deck for 2025-2029 Consultations)

Based on initial consultations in our community in early 2023, the 2025-2029 Strategic Plan will be shaped around three priorities: Learning, Engagement, and Growth. Below is an overview of the goals for each priority. We invite you to review the objectives associated with each goal, which were developed through consultations with students, staff, the Sooke Parents' Education Committee, and District Partners. You will be asked to select the objectives that you believe will most effectively contribute to achieving these goals.

Learning: Develop and Support Adaptable Learners

- Goal: Develop and support adaptable learners who are creative, critical, and social thinkers with the capacity to be educated citizens.

Engagement: Together We Are Better

- Goal: Foster a strong sense of community and belonging among students, caregivers, staff, and the broader community, enhancing a sustainable and shared responsibility in education.

Growth: Investing in Tomorrow

- Goal: Achieve operational excellence by adopting sustainable practices and continuously improving our capacity to meet the needs of a growing community.

There are 21 questions in this survey.

In consultation with students, staff, parents, and district partners, the following areas were identified as actions that will set the path to reaching our goals. Please select any objectives that you believe will support the goal. There is no limit to the number of objectives you may choose to support

Learning Goal: Develop and support adaptable learners who are creative, critical, and social thinkers with the capacity to be educated citizens.

Objectives:

Select all that apply

- Literacy: focus on student curricular skills and competencies in Literacy
- Numeracy: focus on student curricular skills and competencies in Numeracy
- Student Voice: focus on fostering student agency through the creation of processes and platforms to amplify student voices to influence decision-making at the school and district level
- Career Development: focusing on student curricular skills, competencies and awareness in career development and post-secondary education.

Engagement Goal: Foster a strong sense of community and belonging among students, caregivers, staff, and the broader community, enhancing a sustainable and shared responsibility in education.

Objectives:

Select all that apply

- Empower caregivers to actively engage in their child’s learning by supporting clear communication, understanding and resources related to student assessment and the curriculum’s focus on skills and competencies.
- Promote and develop a district culture of positive on-going and accessible communications for students, staff, caregivers, and community
- Promote, develop, and set expectations for all staff to provide client-centered service delivery practices, ensuring interactions with students, caregivers, other staff and the community are supportive, respectful, and focused on human well-being.

Growth Goal: Achieve operational excellence by adopting sustainable practices and continuously improving our capacity to meet the needs of a growing community.

Objectives:

Select all that apply

- Develop and implement processes to monitor and communicate student enrolment trends and learning space requirements to government.
- Maximize the use of public dollars through ethical partnerships that reflect the values and meets the needs of the district.
- Address the needs of aging infrastructure by investing in maintenance and upgrades that enhance the quality and safety of existing sites and learning spaces.
- Capacity Building for staff: continue to identify and provide staff training and professional learning in support of student learning and achievement.

Numeracy and Literacy Development

The following questions are designed to gather your thoughts on key themes and priorities that emerged during our consultation sessions with students, staff, district partners, and the District Parent Advisory Committee. These sessions provided valuable feedback on how we can best address challenges, leverage opportunities, and support students across the Sooke School District. Your input will help us better understand how aligned these themes are with your perspectives and priorities.

How important is improving foundational numeracy and literacy skills for students in the district?

- Very important
- Somewhat important
- Neutral
- Somewhat unimportant
- Not important

Do you believe there is a need for consistent early-grade literacy programs and writing frameworks across schools?

- Yes, absolutely

- Yes, somewhat
- Neutral
- Not really
- Not at all

What specific supports do you think would most benefit students struggling with numeracy?

- Other:
- More teacher training
- Enhanced curriculum resources
- Small group tutoring
- Digital tools for practice

Social-Emotional Learning (SEL) and Mental Health

How critical is it for schools to integrate social-emotional learning (SEL) into daily classroom activities?

- Extremely critical
- Very critical
- Neutral
- Not very critical
- Not critical at all

What areas of mental health support should the district prioritize? (Select all that apply)

Select all that apply

- Other:
- Increased access to counseling
- Teacher training in mental health literacy
- Wellness centers in schools
- Partnerships with community organizations for mental health services

Do you feel current programs adequately address students' mental health and emotional resilience needs?

- Yes, very well
- Yes, somewhat
- Neutral
- Not really
- No, not at all

Equity in Resources and Infrastructure

How important is addressing disparities in infrastructure and resources between newer and older schools and buildings?

- Very important
- Somewhat important
- Neutral
- Somewhat unimportant
- Not important

Which of the following areas should receive the most attention to improve equity?

- Other:
- Access to technology
- Updated facilities and infrastructure
- Outdoor learning spaces
- Equal availability of programs (e.g., arts, sports)

Community Engagement and Partnerships

How can the district best strengthen partnerships with the community? (Select all that apply)

- Other:
- More career development opportunities for students
- Mentorship programs with local organizations
- Parent and family engagement in school activities
- Partnerships with mental health and wellness providers

How well do current partnerships (e.g., with local organizations, Island Health, RCMP, Elders/Role Models & municipalities) support students' learning and well-being?

- Extremely well
- Very well
- Neutral
- Not very well
- Not well at all

Student Voice in Decision-Making

Do you believe students have enough opportunities to contribute to decisions about their education?

- Yes, definitely
- Yes, somewhat
- Neutral
- No, not really
- No, not at all

What methods do you feel would be most effective in amplifying student voice?

- Other:
- District-wide student councils
- Regular feedback surveys
- Student-led initiatives and forums
- Inclusion of students on school committees

Preparing Students for Future Success

What types of skills should the district prioritize to prepare students for life after graduation? (Select all that apply)

- Other:
- Practical life skills (e.g., budgeting, resume writing)
- Career exploration and readiness
- Real-world problem-solving skills
- Trades and non-college career pathways

How well do current programs equip students with skills for post-secondary education or the workforce?

- Very well
- Somewhat well
- Neutral
- Not very well
- Not well at all

Managing Growth and Infrastructure Challenges

How urgent is the need to address overcrowding and space shortages in schools?

- Extremely urgent
- Very urgent
- Neutral
- Not very urgent
- Not urgent at all

What solutions would you support to manage growth effectively? (Select all that apply)

Select all that apply

- Building new schools
- Modernizing and expanding older facilities
- Utilizing outdoor spaces for learning
- Implementing flexible classroom designs
- Other:

Teacher/Support Staff Development and Training

What areas of professional learning should the district prioritize for teachers and classroom support staff?

- Other:
- Mental health support and trauma-informed practices
- Inclusive education strategies
- Integrating technology in the classroom
- Social-emotional learning (SEL) practices

If you have any additional thoughts or feedback on the Strategic Plan that you'd like to share, please feel free to do so:



Board Info Note Public Board Meeting December 17, 2024

Agenda Item 11.3: Statement of Financial Information (SoFI)

Background:

- The Financial Information Act requires under section 2:
 - (2) *Within 3 months after the end of each fiscal year of a corporation, it must prepare a statement of financial information for that fiscal year that includes the following:*
 - (a) *a statement of assets and liabilities;*
 - (b) *an operational statement;*
 - (c) *a schedule of debts; and*
 - (d) *a schedule of guarantee and indemnity agreements.*
 - (3) *Within 6 months after the end of each fiscal year of a corporation, it must prepare **a statement of financial information** for that fiscal year that includes the following:*
 - (a) *a schedule showing*
 - (i) *in respect of each employee earning more than a prescribed amount (\$75,000), the total remuneration paid to the employee and total amount paid for the employee's expenses, and*
 - (ii) *a consolidated total of all remuneration paid to all other employees;*
 - (b) *a schedule showing*
 - (i) *the total amount paid to each supplier of goods or services during the fiscal year that is greater than a prescribed amount (\$25,000), and*
 - (ii) *a consolidated total of all other payments made to suppliers of goods or services during that fiscal year.*
- Trustees may remember the requirement to prepare the District's Financial Statements by September 30 each year (Section 2 above) but the District is also required to prepare the Statement of Financial Information (SoFI) report by December 31st each year
- The Board approved the financial statements at their September meeting and the information contained in those statements is used to populate the SoFI report that is signed off by the Chair, Superintendent and Secretary-Treasurer
- This year's SoFI report, that will be published on the Ministry's website, is attached for the Board's information
- As the Board has approved the financial statements that contain the same info as the SOFI report, a motion is not required to be passed by the Board at this time

**School District
Statement of Financial Information (SOFI)**

School District No. 62 (Sooke)

Fiscal Year Ended June 30, 2024

TABLE OF CONTENTS

Documents are arranged in the following order:

1. Approval of Statement of Financial Information
2. Financial Information Act Submission Checklist
3. Management Report
4. Audited Financial Statements
5. Schedule of Debt
6. Schedule of Guarantee and Indemnity Agreements
7. Schedule of Remuneration and Expenses
8. Statement of Severance Agreements
9. Schedule of Payments for the Provision of Goods and Services
10. Reconciliation to Audited Financial Statements



Ministry
of Education

SCHOOL DISTRICT STATEMENT OF FINANCIAL INFORMATION (SOFI)

6049

<small>SCHOOL DISTRICT NUMBER</small>	<small>NAME OF SCHOOL DISTRICT</small>	<small>YEAR</small>
62	Sooke	2024
<small>OFFICE LOCATION(S)</small>		<small>TELEPHONE NUMBER</small>
3143 Jacklin Road		250 474-9800
<small>MAILING ADDRESS</small>		
<small>CITY</small>	<small>PROVINCE</small>	<small>POSTAL CODE</small>
Victoria	B.C.	V9B 5R1
<small>NAME OF SUPERINTENDENT</small>		<small>TELEPHONE NUMBER</small>
Paul Block		250 474-9811
<small>NAME OF SECRETARY TREASURER</small>		<small>TELEPHONE NUMBER</small>
Harold Cull		250 474-9836

DECLARATION AND SIGNATURES

We, the undersigned, certify that the attached is a correct and true copy of the Statement of Financial Information for the year ended
June 30, 2024

for School District No. 62 as required under Section 2 of the Financial Information Act.

<small>SIGNATURE OF CHAIRPERSON OF THE BOARD OF EDUCATION</small>	<small>DATE SIGNED</small>
<small>SIGNATURE OF SUPERINTENDENT</small>	<small>DATE SIGNED</small>
<small>SIGNATURE OF SECRETARY TREASURER</small>	<small>DATE SIGNED</small>

Statement of Financial Information for Year Ended June 30, 2024 Financial Information Act-Submission Checklist

		<i>Due Date</i>
a)	X A statement of assets and liabilities (audited financial statements).	<i>September 30</i>
b)	X An operational statement including, i) a Statement of Income and ii) a Statement of Changes in Financial Position, or, if omitted, an explanation in the Notes to Financial Statements (audited financial statements)	<i>September 30</i>
c)	X A schedule of debts (audited financial statements).	<i>September 30</i>
d)	X A schedule of guarantee and indemnity agreements including the names of the entities involved and the amount of money involved. (Note: Nil schedules can be submitted December 31).	<i>September 30</i>
e)	A schedule of remuneration and expenses, including:	<i>December 31</i>
	X i) an alphabetical list of employees earning over \$75,000, the total amount of expenses paid to or on behalf of each employee for the year reported and a consolidated total for employees earning under \$75,000. If the total wages and expenses differs from the audited financial statements, an explanation is required.	
	X ii) a list by name and position of Board Members with the amount of any salary and expenses paid to or on behalf of the member	
	X iii) the number of severance agreements started during the fiscal year and the range of months' pay covered by the agreement, in respect of excluded employees. If there are no agreements to report, an explanation is required	
f)	X An alphabetical list of suppliers receiving over \$25,000 and a consolidated total for those suppliers receiving less than \$25,000. If the total differs from the Audited Financial Statements, an explanation is required.	<i>December 31</i>
g)	X Approval of Statement of Financial Information.	<i>December 31</i>
h)	X A management report approved by the Chief Financial Officer	<i>December 31</i>

School District Number & Name: SD62 (Sooke)

**School District
Statement of Financial Information (SOFI)**

School District No. 62 (Sooke)

Fiscal Year Ended June 30, 2024

MANAGEMENT REPORT

The Financial Statements contained in this Statement of Financial Information under the *Financial Information Act* have been prepared by management in accordance with Canadian generally accepted accounting principles and the integrity and objectivity of these statements are management's responsibility.

Management is also responsible for all other schedules of financial information and for ensuring this information is consistent, where appropriate, with the information contained in the financial statements and for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced.

The Board of Education is responsible for ensuring that management fulfils its responsibilities for financial reporting and internal control and for approving the financial information included in the Statement of Financial Information.

The external auditors, KPMG LLP, conduct an independent examination, in accordance with generally accepted auditing standards, and express their opinion on the financial statements as required by the *School Act*. Their examination does not relate to the other schedules of financial information required by the *Financial Information Act*. Their examination includes a review and evaluation of the board's system of internal control and appropriate tests and procedures to provide reasonable assurance that the financial statements are presented fairly.

On behalf of School District No. 62 (Sooke)

Paul Block, Superintendent

Date:

Harold Cull, Secretary Treasurer

Date:

Prepared as required by *Financial Information Regulation*, Schedule 1, section 9

**School District
Statement of Financial Information (SOFI)**

School District No. 62 (Sooke)

Fiscal Year Ended June 30, 2024

SCHEDULE OF DEBT

Information on all long-term debt is included in the School District Audited Financial Statements.

Prepared as required by *Financial Information Regulation*, Schedule 1, section 4

**School District
Statement of Financial Information (SOFI)**

School District No. 62 (Sooke)

Fiscal Year Ended June 30, 2024

SCHEDULE OF GUARANTEE AND INDEMNITY AGREEMENTS

School District No.62 (Sooke) has not given any guarantee or indemnity under the Guarantees and Indemnities Regulation.

Prepared as required by *Financial Information Regulation*, Schedule 1, section 5

SCHOOL DISTRICT NO. 62 (SOOKE)
FISCAL YEAR ENDED JUNE 30, 2024

SCHEDULE OF REMUNERATION AND EXPENSES

NAME	POSITION	REMUNERATION	EXPENSE
BEATON, CENDRA	VICE CHAIR	\$ 22,631	\$ 4,667
CHIPPS, A. E. RUSSELL	TRUSTEE	21,828	-
DOWHY, AMANDA	CHAIR	25,038	2,924
LERVOLD, CHRISTINA	TRUSTEE	17,162	735
LOGINS, EBONY	VICE CHAIR	22,376	1,130
PARMAR, RAVI SINGH	TRUSTEE	1,594	-
SPILLER, E GERTRUDE	TRUSTEE	21,828	604
WATSON, ALLISON	TRUSTEE	21,828	381
TOTAL ELECTED OFFICIALS		\$ 154,284	\$ 10,442
ABELL, KATRINA	VICE PRINCIPAL	138,194	206
ADAIR, JAMIE	SAFE SCHOOL COORDINATOR	116,726	7,816
ADAMEK, CYNTHIA	TEACHER	82,230	577
ADAMS, SARAH	TEACHER	85,582	-
ADSETT, CAITLIN	TEACHER	86,568	-
AGNEW, SUZANNE	TEACHER	97,152	-
ALGAR, TROY	TEACHER	99,481	-
ALLEN, ASHLEIGH	TEACHER	107,244	-
ALLEN, BRANDI	TEACHER	87,270	286
AMBRIZ-GOMEZ, MANON	TEACHER	87,594	380
AMBROSE, NATHAN	TEACHER	99,320	181
ANDERSEN, LEANN	TEACHER	97,662	-
ANDERSON, DANICA	TEACHER	87,478	137
ANDERSON, JENNIFER	TEACHER	117,052	-
ANDREW, PAULA	TEACHER	108,381	-
APTED, ASHLEY	TEACHER	99,041	-
ARCHIBALD, STEN NICHOLAS	TEACHER	80,448	-
ARKELL, KATHRYN	TEACHER	77,339	308
ARNOT, KERRY LYN	PRINCIPAL	153,378	55
ARNOTT, NOELLE	TEACHER	106,384	-
ARSENAULT, MARIANNE	TEACHER	109,751	-
ARTS, SANDRA	TEACHER	99,186	-
AUERBACH, JENNIFER	MANAGER LABOUR RELATIONS	125,412	142
AUGELLO, MARNIE	TEACHER	77,043	-
BAAS, SARAH	TEACHER	110,393	156
BADIO, FRANTZY	TEACHER	84,914	-
BAILEY, FRANCES	TEACHER	75,050	20
BAKER, JESSIE	TEACHER	80,236	-
BALDWIN, DEAN	TEACHER	108,862	-
BANISTER, ROSS	TEACHER	99,018	249
BANMAN, NICOLE	TEACHER	81,564	575
BARBOUR, TEBETH	TEACHER	108,790	-
BARKER, MATTHEW	TEACHER	99,428	-
BARKWILL, RAY	TEACHER	87,091	1,032
BARNES, LAURA	TEACHER	99,397	273
BARRICK, CHAD	TEACHER	108,796	-
BARRIE, MARK	TEACHER	109,654	325
BARTELS, HAYDEN	TEACHER	89,192	116
BASRA, JESSICA	TEACHER	92,922	-
BATTISTONI, ANDREA	TEACHER	101,670	249

BEADALL, BALWINDER	DISTRICT PRINCIPAL	164,567	-
BEATTIE, DANIEL	TEACHER	107,972	447
BEATTIE, KYLA	TEACHER	80,158	500
BECKING, MANDI	VICE PRINCIPAL	134,602	226
BEDARD, GLENN	VICE PRINCIPAL	138,194	3,357
BEHM, BRONWYN	TEACHER	88,889	-
BELANGER-BORYSIK, JENNY-LYNN	TEACHER	80,120	-
BELL, ELIZABETH KARA	TEACHER	106,482	-
BELL, LARA	TEACHER	96,631	-
BENDALL, DANIEL	TEACHER	99,321	-
BENDALL, PAUL	TEACHER	110,300	-
BENDER, STEPHANIE L.	PSYCHOLOGIST - EXEMPT	106,715	3,115
BENNETT, TAMMY	TEACHER	106,332	-
BENTLEY, KAREN	PSYCHOLOGIST - EXEMPT	106,712	4,917
BERENYI, CYNTHIA	TEACHER	79,625	-
BERG, JASON	FLEET VEHICLE MECHANIC	80,173	-
BERGMAN, ERIN	TEACHER	80,011	-
BERNARD, TAMMY	TEACHER	79,456	-
BERNHARDT, ANNE	TEACHER	105,377	453
BERTEAU, ARIANNE	TEACHER	94,324	85
BEVAN, MICHELLE	TEACHER	108,796	-
BEYEA, JENNIFER	TEACHER	107,925	-
BEZEAU, ROWAN	TEACHER	99,401	30
BILOUS, LEANNE	TEACHER	108,888	206
BIRTWISTLE, CAMILLA	TEACHER	93,406	474
BISHOP, JASON	TEACHER	110,679	198
BLACOE, KYLA	TEACHER	87,832	91
BLAKE, NISKE	TEACHER	102,339	-
BLOCK, PAUL	SUPERINTENDENT	221,432	20,120
BLOUIN, REBECCA	TEACHER	109,246	314
BLOW, MARDI C	TEACHER	75,950	-
BLUNDELL, NANCY	PROGRAM MGR, INTERNATIONAL ED	89,188	232
BOBBITT, MICHAEL	PRINCIPAL	161,570	985
BOND, MICHELLE	TEACHER	108,896	30
BONDURANT, MEGAN	TEACHER	110,300	279
BONSDORF, BARBARA	TEACHER	99,321	-
BOOTH, DAVID	TEACHER	106,429	-
BOOTH, SABRINA	TEACHER	98,463	34
BOOTH, THERESA	TEACHER	97,719	31
BORLAND, GILES	TEACHER	106,332	134
BOUCHARD, DANIELLE	TEACHER	99,321	-
BOURASSA, LORINE	TEACHER	78,818	350
BOURNE, M. TAYLOR	TEACHER	76,488	117
BOUSKA, GILLIAN	TEACHER	99,774	230
BOUVIER, CHERISE	TEACHER	99,932	398
BOWEN, LARRY	TEACHER	99,321	-
BOWEN, REBECCA	TEACHER	78,785	100
BOWINS, ASHLEIGH	TEACHER	106,439	-
BOYD, NATALIE	TEACHER	80,702	142
BOYTE, KELLY	TEACHER	98,830	351
BRADY, ELLIOT	TEACHER	104,993	1,887
BRAJCICH, DEANNA	TEACHER	108,795	84
BRANIFF, MONICA	DEPUTY SUPERINTENDENT	205,274	9,250
BRICK, JOUELLE	TEACHER	106,332	-
BRIDAL, GRANIA	VICE PRINCIPAL	135,621	-
BRIGHT, BRONWYN	TEACHER	99,181	-
BRINSTON, ADRIENNE	TEACHER	79,936	-
BROOKS, JANINE	DISTRICT PRINCIPAL	161,533	-

BROWN, BLAKE	TEACHER	84,075	-
BROWN, DARREN	TEACHER	108,913	-
BROWN, IAN	TEACHER	94,077	-
BROWN, TAMI	TEACHER	88,848	-
BROWN, ZACHARY	TEACHER	78,033	545
BRYAN, ROBERT	TEACHER	108,866	56
BRYANT, KRISTI	TEACHER	76,222	-
BUCKLEY, BRENDAN	TEACHER	106,450	-
BUNJUN, BENULA	TEACHER	108,849	275
BURGESS, MARC	TEACHER	118,879	-
BURROWS, LISA	TEACHER	108,796	148
BURSEY, ELAINE	TEACHER	108,796	-
BUTTE, ERIN	TEACHER	106,465	-
BUTTON, SEBASTIEN	TEACHER	97,835	415
BUXCEY, ASHLYN	TEACHER	78,516	-
CALDWELL, MEGHAN	TEACHER	111,819	10
CAMPBELL, TIFFANY	TEACHER	114,900	-
CAPRETTA, GINA	TEACHER	106,154	166
CARLSON, SYLVIA	SENIOR MID/SEC ADM. ASSISTANT	77,526	-
CARR, JONATHAN	DISTRICT PRINCIPAL	157,400	19,377
CARTER, MICHELLE	TEACHER	87,003	165
CARYK, STEVEN	TEACHER	90,281	30
CASAVANT, JENNIFER	PSYCHOLOGIST - TEACHER	108,796	3,365
CAVE, STEPHANIE	TEACHER	109,941	1,708
CHALMERS, AMANDA	TEACHER	108,864	-
CHAN, JASON	TEACHER	108,795	-
CHAN, TANIS	TEACHER	90,953	-
CHAPMAN, REBECCA	TEACHER	85,322	-
CHECKLEY, SARA	TEACHER	90,551	2,754
CHEESEMAN, AMANDA-BROOKE	TEACHER	99,429	-
CHERRY, KATHLEEN	PSYCHOLOGIST - TEACHER	108,256	2,695
CHIA, CHRISTY	TEACHER	109,128	-
CHISLETT, LAUREN	TEACHER	108,799	-
CHONG, SYLVIA	TEACHER	106,332	153
CHOW, MICHELLE	TEACHER	109,018	-
CHRIST-ROWLING, DAYNA	TEACHER	109,379	409
CLARK, DAVID	TEACHER	111,320	125
CLARK, REBECCA	TEACHER	93,430	-
CLARKE, C.BETSY	TEACHER	84,873	-
CLARKE, GEMMA	VICE PRINCIPAL	134,537	1,690
CLARKE, JENNIFER	TEACHER	108,792	-
CLARKE, YVONNE	TEACHER	106,331	1,025
CLEGG, JAMIE	TEACHER	108,795	-
CLEMENT, ZOE	TEACHER	84,494	1,339
COATES, SUSAN	TEACHER	109,526	185
COBB, RANDY	TRANSPORTATION MANAGER	109,453	3,924
COHEN, GABRIEL	TEACHER	93,810	-
COLTON, LAURA	TEACHER	99,321	570
CONSTABLE, TANYA	TEACHER	98,896	-
CONSTABLE, THOM	TEACHER	106,464	-
COOK, ASHLIE N	TEACHER	80,276	-
COOK, CODY	TEACHER	77,264	1,010
COOK, LENORE	TEACHER	84,601	-
COOK, ROBERT	TEACHER	99,375	-
COOK, ROSANNE	TEACHER	106,917	93
COOPER, WENDY	TEACHER	110,293	144
CORNELL, KEEGAN	TEACHER	85,344	166
COSENTINE, LINDA	TEACHER	108,794	-

CRAVEN, LANDON	TEACHER	108,795	106
CRIGHTON, REBECCA	TEACHER	76,109	74
CROCKETT, JESSICA	TEACHER	93,843	-
CROFT, L. STEPHANIE	TEACHER	81,741	937
CROFT, TIMOTHY	TEACHER	106,189	-
CROFTON, DERMOTT	TEACHER	108,240	-
CROMBIE, RENEE	TEACHER	96,357	250
CROW, JANICE	TEACHER	106,209	-
CULL, HAROLD	SECRETARY TREASURER	211,265	5,990
CULVER, AMANDA	TEACHER	107,529	121
CURTIS, MARGARET	TEACHER	106,452	-
DAILEY, JENNIFER	VICE PRINCIPAL	127,415	236
DANIELS, E. VICTOR	TEACHER	109,096	-
DANIELSON, KENDRA	TEACHER	83,971	190
DAVIES, E. NOEL	TEACHER	105,354	-
DAVIS, ASHLEY	TEACHER	85,343	-
DAWSON, GLYNIS	TEACHER	110,300	-
DAYKIN, IAN	TEACHER	99,336	70
DE GREEF, THERA	TEACHER	99,260	40
DE WEERD, LAURA	TEACHER	108,929	56
DEACON, D'ARCY R	ASSOCIATE SUPERINTENDENT	97,743	8,905
DECICCO, KAREN	PRINCIPAL	153,378	2,172
DECYK, KIRA	TEACHER	80,457	-
DEICHMANN, CEILIDH	VICE PRINCIPAL	134,602	944
DEICHMANN, STEVEN	TEACHER	98,838	-
DEJONGH, GEORGINA	TEACHER	99,375	-
DELEENHEER, TAMARA	PRINCIPAL	148,878	-
DEMMINGS, ROSS	TEACHER	99,321	-
DENHOFF, EMMA	TEACHER	92,731	-
DENNY, MARLYS	DISTRICT VICE PRINCIPAL	141,786	2,664
DENTON, CAROLE	TEACHER	106,339	-
DESHANE, KAITLIN	TEACHER	99,321	200
DESROSIERS, DENNIS	TEACHER	106,425	-
DEVANE, DOMINIQUE	TEACHER	82,140	-
DIDMON, CRAIG	TEACHER	100,912	118
DIERCKS, DIANNE	TEACHER	92,590	-
DIMOCK, LIANE	TEACHER	85,926	-
DIVELL, MICHAEL	TEACHER	80,709	83
DODD, JAMES	TEACHER	106,465	62
DODDS, GREG	VICE PRINCIPAL	134,602	7,222
DOERKSEN, DARRELL	TEACHER	106,439	-
DOLAN, WILERINE	TEACHER	108,795	84
DOMENICHELLI, HAMMOND	TEACHER	112,408	-
DONEGANI, NEAL	TEACHER	108,412	290
DONIECKI, BEATRICE	TEACHER	99,321	-
DONNELLY, CANDACE	TEACHER	101,988	-
DORRAN, SARAH	TEACHER	106,396	145
DOSOUTO, CHRISTINE	TEACHER	100,827	-
DOUCETTE, ALEX	TEACHER	75,420	426
DOVELL, ASHLEY	TEACHER	80,008	-
DOYLE, JESSICA	TEACHER	98,645	109
DOYLE, KATHLEEN	TEACHER	82,838	-
DRANCHUK, KEVIN	TEACHER	108,796	-
DREILICH, KATHINI	TEACHER	84,298	-
DROUIN, DENISE	TEACHER	108,796	-
DUBE, JOANNE	VICE PRINCIPAL	127,415	1,081
DUBE, RYAN	VICE PRINCIPAL	140,153	2,410
DUBINSKY, SAMANTHA	TEACHER	81,724	-

DUDDRIDGE, DAWN	TEACHER	99,321	-
DUDZIK, EVAN	TEACHER	80,379	-
DUGUAY, MARTIN	TEACHER	99,321	-
DUMAIS, SANDRA	TEACHER	85,291	-
DUNBAR, JAIMIE	TEACHER	88,416	-
DUNBAR, RANDY	TEACHER	106,438	-
DUNN, AMANDA	TEACHER	100,603	-
DUQUE-PARK, FABIAN	TEACHER	107,934	150
DUVAUCHELLE, DANIELLE	TEACHER	77,235	-
DVORAK, KELLY	VICE PRINCIPAL	121,304	255
DWINNELL, DANI	TEACHER	105,455	-
DWYRE, RACHEL	TEACHER	98,614	-
EAGLE, AMY	TEACHER	77,490	245
EDSON, TAMMY	TEACHER	98,616	-
EDWARDS, AURORA	TEACHER	95,417	56
EFFORD, SONJA	TEACHER	106,448	-
EGAN, ROSALYN	TEACHER	110,570	-
EISENHUTH, KELSEY	TEACHER	86,627	-
EISNER, EMMA	TEACHER	105,093	55
ELDREDGE, MILES	TEACHER	93,030	-
ELLIS, ELIZABETH	TEACHER	108,911	851
ELM, ROSS	TEACHER	110,301	-
EMERY, OLIVIER	TEACHER	86,627	211
ENG, SARAH	TEACHER	85,641	173
ERICKSON, CATHERINE	TEACHER	108,797	-
EVANS, CHERYL	TEACHER	99,319	-
EVANS, JOEL	TEACHER	110,300	916
EVANS, TIFFANY	TEACHER	111,962	-
EWER, SHERRI	TEACHER	99,394	-
FABRIS, RICCARDO	TEACHER	98,102	-
FAFARD, RACHELLE	TEACHER	108,948	-
FAFARD, TARA	TEACHER	99,321	-
FALZON, JULIA	TEACHER	76,543	-
FARRELL, LOURIE	RECRUITMENT COORDINATOR	86,151	-
FAULKNER, LUCY	TEACHER	78,415	315
FAWCETT, ALEXIS	TEACHER	77,731	-
FEDERICI, JESSICA	TEACHER	110,353	-
FEENSTRA, ROBERT	TEACHER	106,332	-
FERGUSON, LANA	TEACHER	83,423	-
FERGUSON, MARNIE	TEACHER	100,001	-
FESER, TODD	TEACHER	106,332	-
FINLAY, HEATHER	TEACHER	84,621	1,239
FINNIE, SARAH	VICE PRINCIPAL	134,602	199
FISHER, LEE WHITEFIELD	TEACHER	107,642	-
FITZGERALD, BRIANNA	TEACHER	78,911	-
FLANAGAN, MARTIN	TEACHER	79,664	27
FLEMING, ERICA	TEACHER	91,311	91
FOULGER, JANICE	EXECUTIVE ASSISTANT	84,294	-
FOX, JILLIAN	TEACHER	108,930	159
FRASER, DANA	TEACHER	95,993	216
FREDETTE, GENEYA	TEACHER	85,296	-
FRIESEN, DAVID HENRY	TEACHER	108,796	410
FRODSHAM, LAUREN	TEACHER	110,433	-
FROESE, YVETTE	TEACHER	103,531	-
FRY, JASON	SERVER ADMINISTRATOR	87,527	280
FULTON, LAURA	PRINCIPAL	161,570	383
FUNK, LINDA	TEACHER	88,827	-
GADD, RUPERT	TEACHER	107,828	-

GAETZ, KATIE-ANN	TEACHER	96,692	2,949
GAGE, DAVID	TEACHER	112,515	1,107
GALAC, ANA	TEACHER	93,579	-
GALE, PATRICK	TEACHER	96,663	4,000
GANT, DEREK	TEACHER	86,142	-
GARAT, SUSAN	TEACHER	100,827	-
GATES, LEANNE	TEACHER	106,472	-
GATES, NATHAN	TEACHER	93,455	-
GAUTAM, RITIKA	TEACHER	96,491	-
GEORGE, CHANTELE	TEACHER	97,822	529
GERVAIS, NICHOLAS	TEACHER	76,463	197
GERVAIS, SHALAN	TEACHER	81,939	9
GESTWA, NICOLE	COMPUTER SUPP NETWORK ANALYST	84,002	81
GIBB, ERIN	TEACHER	82,567	-
GIBSON, JAMES	TEACHER	95,065	-
GIBSON, JENNIFER	PRINCIPAL	148,186	2,408
GILL, CHANDA	TEACHER	108,796	-
GIRARD, ERIN	TEACHER	86,173	-
GODAU, PETER	MANAGER, PRJCT PLNG & CONSTR.	162,116	7,860
GOMBOC, SHANNON	TEACHER	108,627	1,691
GOUPIL, SHAWNA	TEACHER	107,843	-
GRAHAM, AMANDA	TEACHER	93,469	457
GRAINGER, THOMAS	TEACHER	110,301	122
GREEN, STACEY	TEACHER	108,929	-
GREEN, TRACY J	MECHANIC FOREPERSON	80,602	2,196
GREENE, MICHELLE	TEACHER	82,589	1,790
GREGGAIN, WAYLON	TEACHER	99,330	487
GREGORY, JOANNE	TEACHER	108,796	-
GRIEVE, MARGARET	TEACHER	87,183	-
GRIMWOOD, SANDRA	TEACHER	108,356	226
GRONOW, KARIN	TEACHER	99,318	98
GROOT, CARLY	TEACHER	112,408	3,692
GRUNDY, SUSAN	MANAGER, EXECUTIVE OPERATIONS	115,211	373
GUITARD, RICHARD	TEACHER	77,828	-
GUPTILL, GAIL	SPEECH PATHOLOGIST	106,631	2,755
GURNEY, SHERI-LYNN	TEACHER	109,547	-
GUTERSON, TITANIA	TEACHER	99,321	-
GUY, ANNILEE	TEACHER	116,998	431
HADDAD, ELAINE	TEACHER	98,341	-
HADDON, LORI	TEACHER	110,300	-
HAGAR, ALISA	TEACHER	102,541	-
HALEY, CHARLOTTE	TEACHER	110,576	268
HAMBLIN, TIMOTHY	HEATING MECHANIC	79,194	196
HAMILTON, MERRIDEE	TEACHER	107,905	-
HANCOCK, KELLY	TEACHER	108,796	120
HARDING, SIMONE	TEACHER	76,678	-
HARLE, RACHEL	TEACHER	76,382	262
HARRINGTON, KEVIN	TEACHER	108,796	-
HARRINGTON, LEANNE	TEACHER	108,795	63
HARRIS, AMY	TEACHER	106,332	-
HARRIS, TROY	TEACHER	99,321	-
HART, CONOR	VICE PRINCIPAL	118,255	797
HARVEY, ANDREA	TEACHER	80,012	-
HARVEY, SHANNON	TEACHER	85,390	-

HAUK, COURTNEY	TEACHER	98,604	-
HAUPT, BERT	TEACHER	108,796	-
HAWTHORNE, ALINA	MANAGER, PAYROLL SERVICES	95,230	1,698
HAY, LINDA	TEACHER	98,813	-
HE, XIAOMAN	TEACHER	84,272	-
HEARD, ANDREW	TEACHER	106,330	-
HEATH, KATIE	TEACHER	106,465	-
HEATHERINGTON, EDWARD	SENIOR BUSINESS/PRGMR ANALYST	102,700	-
HENDERSON, KATHRYN	TEACHER	98,439	-
HENKELMAN, GREGORY	TEACHER	110,743	305
HEPTING, JESSICA	TEACHER	92,105	-
HESS, EDNA	TEACHER	108,970	-
HIBBS, FRED	EXEC DIRECTOR HUMAN RESOURCES	184,996	7,498
HIGBIE, SCOTT	MANAGER, FINANCIAL SERVICES	95,230	2,661
HILL, ALISON	TEACHER	86,062	-
HINES, HEATHER	SENIOR MID/SEC ADM. ASSISTANT	75,040	88
HIPOLITO, NICOLE	TEACHER	99,400	-
HISLOP, C. RENEE	PRINCIPAL	153,378	586
HITCHEN, HEATHER	TEACHER	80,417	105
HJERMSTAD, M. SHANNON	TEACHER	99,320	-
HOBSON, BRIAN	TEACHER	110,300	-
HOBSON, KIMBERLY	TEACHER	99,318	-
HOGAN, KIMIEKO	TEACHER	108,891	-
HOGAN, MARIA	TEACHER	78,163	-
HOLLAND, GAVIN WALTER	TEACHER	76,494	-
HOLLAND, KRISTIN	VICE PRINCIPAL	135,325	521
HOLMES, KLOE	TEACHER	96,881	-
HOLMES, STEPHANIE	TEACHER	82,917	-
HOOD, MOIRA	TEACHER	108,909	-
HORNER, MELISSA	VICE PRINCIPAL	141,786	30
HOSKINS, CHRISTINE	TEACHER	92,487	213
HOTOVY, BRIAN	TEACHER	117,339	1,647
HOTOVY, MARIA	TEACHER	108,796	139
HOVELKAMP, SHANNON	TEACHER	99,012	-
HOWARTH, KRISTEN	TEACHER	106,467	-
HUCK, MICHAEL	PRINCIPAL	161,570	2,392
HUCULAK, DANIELLE	TEACHER	100,908	788
HUNT, JENNIFER	TEACHER	118,311	64
HUNTER, KELLY	TEACHER	109,615	323
HURWOOD, HOLLAND	TEACHER	77,511	1,236
HUTCHINSON, LAURIE	TEACHER	99,321	-
HUTCHISON, LESLIE	TEACHER	99,361	-
IRURETAGOYENA, CHELSEA	TEACHER	106,372	-
ISRAEL, DAWN	HUMAN RESOURCES CONSULTANT	118,239	192
IVERSON, JANELLE	TEACHER	99,321	-
IVES, VICKI	PRINCIPAL	153,378	1,228
JACOBSEN, GREG	TEACHER	77,234	203
JAHNKE, ELIZABETH	TEACHER	83,097	-
JAKAB, PETER	TEACHER	85,752	-
JANKOWSKI, VICTORIA	TEACHER	88,534	-
JASWAL, PAUL	TEACHER	108,796	-
JEFFREY, CATHERINE	TEACHER	107,832	-
JENSEN, HEATHER	TEACHER	83,462	250
JESKE, KENDRA	TEACHER	81,131	-
JOHNSON, ANDREW	TEACHER	85,374	-
JOHNSON, GORDON	PRINCIPAL	153,378	-
JOHNSON, JOSHUA	TEACHER	99,219	56
JOHNSTON, MARK	DISTRICT VICE PRINCIPAL	141,786	2,115

JOHNSTON, WINONA	TEACHER	106,396	316
JONES, ALEX	TEACHER	97,490	-
JONES, CHRISTY	TEACHER	108,560	-
JONES, RHIANNON	TEACHER	80,391	-
JOY, DYLAN	TEACHER	80,355	-
JOYCE, STANLEY	SERVER ADMINISTRATOR	87,191	-
KADIN, CHRISTINA	TEACHER	108,789	-
KAERCHER, MARK	PRINCIPAL	157,474	1,228
KALUDJER, NEVADA	TEACHER	121,249	2,310
KANNANGARA, ELIZABETH	TEACHER	82,645	181
KATZ, LYNDSAY	TEACHER	91,738	-
KELLY, WAYNE	DISTRICT PRINCIPAL	161,570	-
KELT, NATALIE	TEACHER	87,656	1,750
KEMP, DAVID	TEACHER	100,827	-
KEMPENAAR, CHRISTINA	TEACHER	81,535	-
KENNEDY, CARRIE	SENIOR MID/SEC ADM. ASSISTANT	76,382	282
KENTEL, JEANNE	TEACHER	85,960	249
KIEFERT, MICHELE	TEACHER	110,292	611
KILPATRICK, SUSAN	TEACHER	81,276	-
KIMOTO, KAREEN	TEACHER	107,058	-
KIND, LORI	TEACHER	99,321	-
KING, ADRIANNA	TEACHER	91,940	201
KING, MICHELLE	TEACHER	108,795	-
KNOKE, AMANDA	TEACHER	97,790	-
KOSIK, CORRINNE	VICE PRINCIPAL	134,537	-
KOTYK, MERETE	TEACHER	77,845	297
KOVACIK, BELINDA	TEACHER	112,403	840
KRAEKER, MATT	CUSTODIAL FOREPERSON	80,571	-
KRISTIANSSEN, TAIYA	TEACHER	75,420	140
KRITIKOS, ANASTASIOS	TEACHER	105,838	-
KRUSEKOPF, FRANCES	DISTRICT PRINCIPAL	161,165	3,687
KUPSCH, JACQUELINE	TEACHER	87,077	109
KURUCZ, VERONIKA	TEACHER	112,408	2,505
LABEREE, MATTHEW	TEACHER	88,673	-
LAFRAMBOISE, MATHIEU	TEACHER	100,062	547
LAIDLAW, KENDRA	PRINCIPAL	153,378	96
LAIT, HEATHER	PRINCIPAL	157,474	3,140
LAIT, MARTIN	VICE PRINCIPAL	141,786	2,501
LAJEUNESSE, CHELSEA	TEACHER	99,324	-
LAMARCHE, CATHERINE	TEACHER	97,747	25
LAMOND, JAMES	DISTRICT PRINCIPAL	161,570	4,261
LANCASTER, LAURA	VICE PRINCIPAL	138,194	224
LANE, HEATHER	SENIOR PAYROLL TECHNICIAN	80,929	715
LARSON, ERIN	TEACHER	108,796	180
LARSON, JAY	TEACHER	79,722	1,276
LAUGHTON, SARAH	VICE PRINCIPAL	134,602	-
LEACH, PAULA	TEACHER	106,156	160
LEAKEY, KRISTA	PRINCIPAL	153,341	1,826
LEBLANC, ELLA	TEACHER	77,228	-
LECLERC, LISA	PRINCIPAL	142,341	151
LEE, DEANNE	TEACHER	106,332	-
LEE, FRANCESCA	TEACHER	96,783	1,851
LEE-BONAR, DAVID	ASSISTANT SECRETARY TREASURER	150,321	3,765
LEM, KARLISSA	TEACHER	78,839	241
LEMMEN, JILLIAN	TEACHER	92,869	-
LEROSE, GILLIAN	VICE PRINCIPAL	110,128	1,514
LESWAL, SARAH	TEACHER	87,258	79
LEUNG, TINISHA	TEACHER	75,339	-

LEVESQUE, EMILIE	TEACHER	76,951	-
LEWIS, ADELE	TEACHER	99,322	362
LEWIS, DANIELLE	TEACHER	108,330	-
L'HEUREUX, SABRINA	TEACHER	85,857	-
LIDSTONE, BRADLEY	TEACHER	100,928	-
LINEHAM, KELENA	TEACHER	106,332	-
LLOYD, ALYSSA	TEACHER	75,732	109
LOCKERBIE, LISA	TEACHER	106,398	605
LOCKHART, LINDSAY	TEACHER	91,486	2,603
LOEPPKY, SARAH	TEACHER	76,871	320
LONDON, JENNIFER	TEACHER	108,796	-
LONG, C.JESSIE	TEACHER	84,094	-
LONG, KYLE	TEACHER	89,731	46
LOOSE, HEIDI	TEACHER	88,004	-
LOSZCHUK, CRYSTAL	TEACHER	85,647	2,914
LOVBAKKE, NOREEN	TEACHER	104,246	-
LOVE, KELLY	TEACHER	106,332	152
LOWE, KENNY	TEACHER	108,796	-
LOWTHER, NATHAN	TEACHER	81,837	-
LOWTHER, PRESTON	PRINCIPAL	153,378	2,787
LUND, RAELENE	TEACHER	101,178	-
LUTZE, EMILY	TEACHER	87,559	80
LYALL, JOHN	VICE PRINCIPAL	110,106	275
LYNCH, SARAH	TEACHER	99,321	78
MACDONALD, AMANDA	TEACHER	89,936	82
MACDONALD, EILIDH	TEACHER	90,640	23
MACDONALD, KAREN	TEACHER	76,405	-
MACHIN, LINDSAY	TEACHER	81,637	40
MACLEAN, AMANDA	TEACHER	99,007	-
MACLEAN, PAULINE	TEACHER	106,439	173
MACNEIL, LUCAS	TEACHER	106,333	5,213
MACPHERSON, MEAGAN	TEACHER	83,603	159
MACRAE, KIRK	TEACHER	99,387	804
MADDHESIA, VIKAS KUMAR	MANAGER, DATA INT. ANALYTICS	112,347	796
MAGGIORA, SHANNON	TEACHER	99,338	-
MAKINGA, ALISON	HR ANALYST AND PROJECT LEAD	105,374	-
MARAGH, LAURA	TEACHER	106,334	56
MARCH, CATHERINE	TEACHER	108,796	849
MARIER, KIMBERLY	TEACHER	93,392	-
MARLE, CHELSEA	TEACHER	95,523	-
MARLIN, JORDAN	TEACHER	81,322	-
MARSEILLE, RODNEY	TEACHER	115,360	245
MARSH, KAITLYN	TEACHER	78,593	233
MARSHALL, ELIZABETH	TEACHER	89,524	1,374
MARSHALL, SAMANTHA	TEACHER	106,332	-
MARTELL, SANDRA	SPEECH PATHOLOGIST	106,729	2,387
MARTIN, DANIEL	TEACHER	88,174	282
MARTIN, DEREK	TEACHER	79,666	-
MARTIN, EVA	TEACHER	87,002	112
MARTIN, ZOE	TEACHER	75,951	-
MARTINSON, WADE	TEACHER	99,373	-
MASSON, SELENA	TEACHER	76,534	135
MASTRODONATO, KYLA	TEACHER	92,585	-
MATFIN, ZACK	TEACHER	95,366	-
MATHEWS, SUSANNA	PSYCHOLOGIST - EXEMPT	106,715	3,113
MATHEWS, XIMENA	TEACHER	106,782	165
MATHIEU, ADRIAN	TEACHER	85,032	-
MATTA, RENEE	TEACHER	107,925	-

MAXIM, TAMARA	TEACHER	106,474	25
MAY, NORMA-JEAN	TEACHER	107,838	134
MAY, TIMOTHY	TEACHER	99,321	293
MAYNE, COURTNEY	TEACHER	76,552	-
MCALLISTER, ROBERT	VICE PRINCIPAL	131,009	73
MCARTHUR, RUCHI	PRINCIPAL	153,378	1,697
MCCARTHY, KELLY	TEACHER	94,321	223
MCCCLINTOCK, MARINA	TEACHER	77,324	-
MCCOWAN, ANGUS	TEACHER	106,820	-
MCCULLOUGH, DOREEN	TEACHER	106,332	-
MCDONALD, BREEANNA	TEACHER	82,645	-
MCEACHERN, MARY	TEACHER	92,994	375
MCELDERRY, JUDY	TEACHER	110,301	275
MCELROY, LEIGH BRUCE	TEACHER	98,908	-
MCFARLAND, ASHTON	TEACHER	108,890	117
MCFARLAND, CHRISTOPHER	TEACHER	110,300	-
MCFARLANE, CAMILLE	PRINCIPAL	153,304	507
MCGILLIVRAY, KRISTEN	MGR, STRATEGIC COMMUNICATIONS	105,736	540
MCGREGOR, SARAH	TEACHER	98,039	-
MCHUGH, STEPHEN	VICE PRINCIPAL	141,786	229
MCINDOE, ADINA	TEACHER	99,321	108
MCINTOSH, JOHN	TEACHER	88,567	-
MCKAY, PATRICK	TEACHER	110,301	63
MCKEAN, ALEXIS	VICE PRINCIPAL	131,009	1,098
MCKENZIE, REBECCA	TEACHER	77,578	-
MCLELLAN, LISA	TEACHER	106,332	-
MCLEOD, CHRISTOPHER	TEACHER	101,893	-
MCLEOD, SHANNON	TEACHER	99,388	-
MCMASTER, BRONTE	TEACHER	75,042	417
MCNAY, TAMARA	OHS CLAIMS COORDINATOR	97,122	-
MCNULTY, CHEYMUS	TEACHER	81,562	159
MCNULTY, TREVOR	TEACHER	80,745	-
MCPHERSON, KARA	TEACHER	108,244	317
MCRAE, CAMILLE	TEACHER	108,929	-
MEAUSETTE, CORY	PRINCIPAL	153,378	1,591
MEERS, TRACE	TEACHER	76,105	1,036
MEIKLEJOHN, CAMERON	VICE PRINCIPAL	134,602	20
MEIKLEJOHN, KATHLEEN	TEACHER	109,133	-
MEIR, DEBORAH CAROLINE	TEACHER	75,662	469
MELLING, ALLEN	TEACHER	94,814	-
MENNIE, JOHN	VICE PRINCIPAL	141,786	67
MERNER, CHRISTINE	MANAGER OCC. HEALTH SAFETY	115,297	3,597
MERX, CORRINE	TEACHER	105,982	72
METCALFE, BRENT	TEACHER	78,934	-
METRO, JESSE	TEACHER	90,390	-
MILLAR, KARIN	TEACHER	83,805	-
MILLEN, ANDREA	TEACHER	112,532	1,775
MILLER, SHANNON L.	TEACHER	108,793	250
MILLER, SHANNON M	VICE PRINCIPAL	137,455	158
MILLS, ERIN	TEACHER	109,688	-
MILLS, SHANNON	TEACHER	93,877	400
MILNE, J. ALEXIS	TEACHER	91,742	-
MISTAL, MICHAELA	VICE PRINCIPAL	131,009	-
MITCHELL, KARYCIA	TEACHER	108,796	141
MOES, ESTHER	TEACHER	83,707	179
MONTGOMERY, JODIE	TEACHER	104,166	-
MOORE, MICHELLE	TEACHER	79,868	-
MOORE, REBECCA	TEACHER	86,934	-

MORO, NATHAN	TEACHER	77,612	-
MOYES, GREGORY	TEACHER	107,837	-
MULLEN, JENNIFER	COMPUTER SUPP NETWORK ANALYST	88,899	173
MULLIN, CEARA	TEACHER	110,447	72
MURPHY, LAUREN	TEACHER	80,840	-
MURPHY, MEGHAN	TEACHER	77,225	52
MURRAY, TAYA	TEACHER	99,449	165
MUSSELL, DANIEL	TEACHER	108,821	-
NARANG, POOJA	TEACHER	80,007	95
NARSING, JESSICA	TEACHER	98,449	39
NEW, DENISE	TEACHER	106,330	636
NEWIN, JULIE	TEACHER	79,261	36
NGUYEN, NAM	TEACHER	106,134	145
NICOLSON, MHAIRI	DIRECTOR OF FACILITIES	132,828	7,685
NIESSEN, MEGAN	TEACHER	89,804	250
NILES, SHERRY	SPEECH PATHOLOGIST	106,715	2,788
NIPP, NAOMI	TEACHER	97,391	191
NIXON, JENNIFER	PRINCIPAL	157,474	272
NUGENT, FEBRUARY	TEACHER	81,997	901
NUSSERWANJI, FARZAAN	CHIEF INFORMATION OFFICER	184,586	3,814
OIKAWA, GREG	TEACHER	106,332	-
O'KEEFE, GLEN	MANAGER, OPERATIONS	115,202	5,417
O'NEAL, FIONA	TEACHER	81,154	250
O'QUINN, AMBER	DISTRICT VICE PRINCIPAL	141,786	24,526 *
ORCHARD, GINA	TEACHER	108,886	-
O'REGAN, MICHELLE	TEACHER	100,725	-
ORTHNER, TAMARA	TEACHER	99,689	-
O'SHEA, JEREMY	TEACHER	108,928	-
PAGNOTTA, DYLAN	TEACHER	78,409	-
PAMPIN, CLAUDIA	TEACHER	108,842	151
PAPAGEORGIOU, MILTON	TEACHER	108,885	-
PARDELL, SONYA M.	TEACHER	81,136	-
PARE, JAMIE	TEACHER	95,212	5
PARK, SAMANTHA	TEACHER	92,779	34
PARLIAMENT, LAUREL	TEACHER	85,070	-
PARSONS, KEVIN	TEACHER	76,488	-
PASAY, MERVIN	TEACHER	108,796	-
PASSMORE, STEPHANIE	TEACHER	88,104	747
PATERSON, LAURA	SPEECH PATHOLOGIST	106,715	2,675
PEACOCK, ELLIOT	TEACHER	87,673	77
PELL, SHAUN	TEACHER	99,321	-
PELLETIER, KYLA	TEACHER	82,936	-
PELLEY, CHRISTOPHER	TEACHER	86,869	488
PELLOW, SELBY	TEACHER	78,458	49
PENFOLD, ROBYN	TEACHER	85,097	194
PEPIN, PAUL	TEACHER	86,893	-
PERREN, STEPHAN	VICE PRINCIPAL	118,183	-
PETTIGREW, SOPHIA	TEACHER	112,461	4,243
PHILLIPS, TANYA	VICE PRINCIPAL	141,721	584
PHIPPS, ALLAN	TEACHER	108,787	105
PINEL, JULIE	TEACHER	99,361	-
PITTS, MARK	CAPITAL FOREPERSON	83,786	-
POHANKA, NATHAN MICHAEL	TEACHER	99,321	326
POLLITT, SEAN	TEACHER	108,833	310
POLLITT, SHELBY	TEACHER	112,408	1,464
POLOMARK, STEPHANIE	VICE PRINCIPAL	88,457	137
POMPER, MEGAN	TEACHER	86,983	-
POOLE, JENNIFER	VICE PRINCIPAL	114,829	729

POON, SHANNON	TEACHER	105,946	-
POSTLE, ELIZABETH	TEACHER	106,444	110
POWELL, TODD	VICE PRINCIPAL	143,706	3,228
POWERS, SAMANTHA	TEACHER	85,017	-
POYNTER, KAITLIN	TEACHER	87,065	167
PRETTE, JESSICA	TEACHER	87,642	11
PUGH, ERIN	TEACHER	108,913	7
PUGH, RHYS	TEACHER	108,923	-
PURDY, KYLA	TEACHER	87,345	126
PURNELL, TONYA	TEACHER	106,851	-
PUSZKA, ANGELA	TEACHER	109,310	-
PYPER, ERIKA	TEACHER	106,332	35
QUINT, DANIEL	TEACHER	88,704	-
QUMSIEH, KIFAH	IT SERVICE DESK TEAM LEAD	92,950	1,998
RAMBO, ALWEN	TEACHER	108,796	-
RAMSBOTTOM, SARAH	TEACHER	87,574	-
RATCH, KRISTINE	TEACHER	108,795	4,655
REED, LEANNE	TEACHER	87,452	-
REHMAN, MITCH	TEACHER	98,501	-
REID, NORA	STRATEGIC HR MANAGER	127,952	-
RHODES, CAITLIN	TEACHER	106,416	-
RICHARD, ALYSSA	TEACHER	99,335	3,707
RICHARDSON, CHELSEA	TEACHER	108,908	1,864
RIDDELL, DAWN	TEACHER	99,320	750
RIDEWOOD, LYNELLE	TEACHER	108,795	-
RINALD, EVAN	TEACHER	78,097	915
RIVOLLIER, CHRISTOPHER	TEACHER	80,159	373
ROBERTS, SHELLEY	TEACHER	108,796	-
ROBERTSON, ANDREW ALAN	TEACHER	82,396	190
ROBERTSON, JODI	TEACHER	87,226	-
ROBERTSON, SHONI	TEACHER	108,904	97
ROBERTSON, TODD	TEACHER	108,927	75
ROBINSON, SHEILA	TEACHER	99,806	43
RODEN, KEELY	TEACHER	106,826	-
RODGER, LISKA	TEACHER	106,437	-
ROSS, KRISTINA	EXECUTIVE ASSISTANT	84,294	-
ROY, JAMES	TEACHER	108,876	255
RUFF, ROBIN	TEACHER	110,407	835
RUSHTON, R. NEIL	TEACHER	103,832	-
RUSSELL, DARREN	PRINCIPAL	157,474	-
RUSSELL, ERIN	TEACHER	110,109	1,319
RYAN, MELLISSA	PRINCIPAL	151,330	382
RYAN, REISHA	TEACHER	90,901	201
SABYAN, CAITLYN	TEACHER	91,656	-
SAGODI, DONNA	PRINCIPAL	149,209	950
SALINE, G.THOMAS	LEAD HAND BUILDING TRADES	77,010	360
SALVATI, SANDRA	TEACHER	86,872	-
SANDBERG, RACHAEL	TEACHER	108,787	-
SANFORD, SHAYE	TEACHER	110,080	1,228
SANGHA, SHANE	TEACHER	83,006	-
SANO, RYOKO	TEACHER	99,441	142
SANSCHAGRIN, ALEXIS	TEACHER	119,173	-
SANSCHAGRIN, JENNIFER	TEACHER	94,012	169
SANSOM, TONY	TEACHER	108,149	-
SANTILLI, CATERINA	SPEECH PATHOLOGIST	106,715	2,302
SAUSER, TYSON	MANAGER FACILITIES	105,842	6,592
SAWATZKY, BEV	TEACHER	99,321	-
SCANDALE, ANGELA	TEACHER	89,721	-

SCHAEFER, LAURA	TEACHER	87,021	669
SCHWCZYK, NADYA	TEACHER	101,449	226
SCHLOSSER, LISA	TEACHER	99,320	500
SCHNARR, LORA	TEACHER	76,542	-
SCHORER, JIM	TEACHER	93,519	-
SCHRADER, LARISSA	SPEECH PATHOLOGIST	96,000	1,868
SCHWARTZ, SHARON	PRINCIPAL	138,207	336
SCHWERTFEGER, LORETTA	DISTRICT PRINCIPAL	161,570	15,189 *
SCOTT, KIMBERLY	TEACHER	81,589	2,655
SCOTT-MONCRIEFF, COLIN	TEACHER	112,501	-
SECORD, ANGELA	TEACHER	108,946	-
SEGATO, KAREN	TEACHER	108,796	-
SELINGER, BRUCE	TEACHER	83,359	243
SENIK, STEPHEN	TEACHER	106,680	544
SEQUEIRA, NERINE	TEACHER	85,473	114
SHARMA, ASHNA	HUMAN RESOURCES CONSULTANT	79,225	21
SHARPE, ANDREA	TEACHER	109,407	993
SHARPE, STUART	TEACHER	84,900	-
SHERWOOD, LAURA	TEACHER	79,275	16
SHIPWAY, JENNIFER	TEACHER	105,877	500
SHRIEVES, RYAN	TEACHER	89,124	-
SIDHU, RAMINA	TEACHER	87,002	-
SIHOTA, CHELSEA	TEACHER	100,383	-
SIMMS, CHARLES	TEACHER	99,401	-
SIMS, BRITTANY	TEACHER	94,852	39
SINCLAIR, JANE	VICE PRINCIPAL	134,602	-
SINGH, HARPREET	DATA AND REPORTING ANALYST	83,899	-
SIU, JACKY	TEACHER	106,366	24
SJERVEN, KAREN	PRINCIPAL	153,378	-
SKETCHLEY, R. JESSICA	TEACHER	108,937	60
SMITH, CAMERON	VICE PRINCIPAL	136,399	-
SMITH, HEATHER	EMPLOYEE RELATIONS COORDINATOR	98,695	656
SMITH, PETER	TEACHER	108,927	3,557
SMYLY, ANGELA	TEACHER	105,399	-
SMYTH, CHRIS	VICE PRINCIPAL	138,194	177
SMYTH, SHEILAGH	TEACHER	108,796	-
SNOOK, CATRINA	TEACHER	106,863	-
SNOWSELL, KAREN	TEACHER	108,795	-
SOPER, KRISTY	TEACHER	106,478	-
SORENSEN, CAROLINE	TEACHER	99,341	-
SORENSEN, TIMOTHY J	TEACHER	98,063	856
SPALDING, LISA	TEACHER	106,743	277
SPAVEN, CURTIS	GROUPS FOREPERSON	92,351	1,719
SPELT, BRADLEY	TEACHER	98,845	-
SPENCER, ISABELLE	TEACHER	75,820	-
SPENCER, JULIE	TEACHER	86,413	173
SPENCER-HILLS, ACACIA	TEACHER	75,427	286
SPITTLE, COLE	TEACHER	78,309	-
SPRAGGE, BRENDAN	TEACHER	81,057	159
ST JEAN, SHANNON	TEACHER	104,706	112
ST. GERMAIN, KRYSTAL	TEACHER	107,596	28
STAMHUIS, JOHN	TEACHER	116,633	50
STANDLEY, ROBERTA	TEACHER	98,928	-
STANNARD, LIZ	TEACHER	98,947	495
STEACY, TERRA	TEACHER	108,962	-
STEADMAN, KELLY	TEACHER	99,209	113
STEADMAN, TIFFANY	TEACHER	94,945	-
STEPHENS, CURTIS	TEACHER	86,827	-

STEPHENSON, BRYN	TEACHER	82,615	-
STEPHENSON, KEATON	TEACHER	93,401	129
STEVENSON, JOHN TALLIS	TEACHER	110,447	373
STEWART, DANITA	TEACHER	108,794	-
STEWART, MARINA	TEACHER	106,417	-
STEWART, TANNIS	TEACHER	99,321	-
STIDSTON, DEANNA	TEACHER	106,185	-
STILL, ANDREW	TEACHER	107,835	-
STILL, ERIN	TEACHER	109,246	-
STINSON, SCOTT	SUPERINTENDENT	145,821	4,797
STIRLING, SARAH	TEACHER	98,405	-
STOKES, LIAM	MGR, CYBER SECURITY AND PRVCY	101,958	510
STRACHOTA, JENNIFER	TEACHER	87,281	-
STRACKER, ELISHA	TEACHER	105,251	-
STRANGE, DAVID	ASSOCIATE SUPERINTENDENT	202,504	11,819
STREET, AMANDA	TEACHER	77,335	60
STUART, LISA	TEACHER	109,249	-
STUPICH, MARION	TEACHER	90,353	-
SUDLOW, KATHRYN	TEACHER	107,837	-
SUMMERS, ERIC	TEACHER	89,817	-
SUMMERS, OWEN	TEACHER	108,920	-
SUTHERLAND, KAREN E	TEACHER	87,035	-
SWAN, DANIELLE	TEACHER	79,721	-
SWEETLAND, ERIKA	TEACHER	101,405	-
SYME, ANNE	TEACHER	108,794	241
SYMINGTON, ROSEMARY	TEACHER	107,683	-
TAAL, SHAWN	VICE PRINCIPAL	134,602	1,480
TALMAN, LENNA	TEACHER	106,126	-
TARR, CAMERON	TEACHER	97,483	-
TAYLOR, KELLY	TEACHER	80,213	-
TAYLOR, MEAGHAN	TEACHER	84,197	22
TEN HOVE, JACQUELINE	TEACHER	75,446	-
TETRAULT, JENELLE	TEACHER	78,407	-
THEOLOGUS, LEAH	TEACHER	99,321	-
THOMPSON, TRISTAN	TEACHER	75,394	229
THOMSON, NICOLE (NIKKI)	TEACHER	90,967	-
TIRILIS, MATAS	TEACHER	94,585	-
TOLMAN, DEBRA	TEACHER	108,927	-
TOLMAN, ERIC	TEACHER	108,928	-
TONNESEN, STEVEN	MANAGER, IT OPERATIONS	117,725	510
TONNESEN, SUSAN	PRINCIPAL	153,378	31
TORBOHM, STEPHANIE	TEACHER	107,218	-
TOROK, SYDNEY	SPEECH PATHOLOGIST	77,782	4,806
TRELOAR, GRAHAM	TEACHER	108,796	189
TREMBLAY, JOEL	TEACHER	100,276	1,730
TREMINIO, GRISELDA	TEACHER	98,826	-
TRIBE, LINDSAY	TEACHER	100,936	1,041
TURGEON, KRISTINE	TEACHER	77,641	65
VALLANCE, ANNIE	TEACHER	109,316	395
VALLY, TERESA	PRINCIPAL	153,772	753
VAN DER LEEDEN, KATRIN	TEACHER	109,247	-
VAN HOOYDONK, BRANDON	TEACHER	83,053	-
VARRO, JACOB	TEACHER	78,760	-
VASILAKOPOULOS, STEFANOS	TEACHER	84,915	-
VAVALA, DAVID	TEACHER	108,933	584
VERDEL, DEBRA	TEACHER	99,321	-
VERDEL, NATASHA	TEACHER	78,925	-
VERHOEVEN, LAURA	TEACHER	108,929	-

VERNON, DANIELLE	TEACHER	99,324	-
VEUGER, ASHLEY	TEACHER	100,714	-
VINE, ZACHARY	TEACHER	84,891	2,917
VINK, COREY	TEACHER	106,405	-
VINK, STEPHANIE	TEACHER	107,917	322
WAKELING, EMILY	TEACHER	107,318	118
WALKER, GEORGETTE	VICE PRINCIPAL	134,602	318
WALKER, ROBYN	TEACHER	98,006	248
WALKER, TERESA	TEACHER	105,919	-
WALKEY, KRISTI	TEACHER	107,773	-
WALLACE, NICOLE	TEACHER	108,374	1,422
WALLING, CAROL	TEACHER	81,376	75
WALSH, AMANDA	TEACHER	103,011	-
WALTS, JAMES	TEACHER	84,913	-
WALUSHKA, KRISTOPHER	TEACHER	108,795	3,935
WARD, RICHARD	COMPUTER SUPP NETWORK ANALYST	84,786	140
WARDELL, RHIA	TEACHER	85,951	-
WARNER-VARNEY, BELLE	TEACHER	76,806	532
WATERLANDER, PAUL	TEACHER	119,112	-
WATKINS, SAMUEL	TEACHER	97,178	18
WEBB, SHAWNA	TEACHER	102,884	-
WEBBER, ALYSON	TEACHER	106,338	1,397
WEHNER, DENISE	DISTRICT PRINCIPAL	161,570	230
WEINSTEIN, MAX	TEACHER	76,905	78
WEISS, SHAWNA	TEACHER	104,292	-
WHITE, ROBYN	TEACHER	99,014	-
WHITE, VANESSA R.	DISTRICT PRINCIPAL	161,570	2,729
WHITNEY, GLENN	TEACHER	109,034	955
WHYTE, JORDAN	TEACHER	99,321	-
WIEBE, DEBORAH	TEACHER	97,838	-
WIENS, BETHANY	TEACHER	82,921	371
WIENS, DIANE	TEACHER	106,572	-
WILKIE, CLAIRE	TEACHER	108,916	124
WILLING, BRIAN	TEACHER	106,332	-
WILSON BURKE, ANASTASIA	TEACHER	108,943	404
WILSON, JAMES	TEACHER	99,321	-
WILSON, STEVEN	TEACHER	86,982	-
WINSER, OLIVER	TEACHER	86,353	-
WINTERS, STEPHANIE	TEACHER	82,513	268
WOLF, VANESSA	TEACHER	85,948	-
WONG, JADIA	TEACHER	109,553	-
WOOD, MEGAN	TEACHER	98,740	-
WOODCOCK, BRUCE	LEAD HAND ELECTRICIAN	81,794	421
WOODLAND, DEBORAH	SPEECH PATHOLOGIST	106,231	3,864
WOODRUFF, SARA	TEACHER	91,517	-
WOODWORTH, JUDY	TEACHER	86,119	-
WRIGHT, DARRELL	TEACHER	111,294	275
WRIGHT, DAWN	TEACHER	99,321	-
WRIGHT, DAWN E	TEACHER	90,154	-
WU, WOODY	MGR. FIN. PLNG AND ANALYSIS	95,494	419
WURBAN, JENNIFER	TEACHER	97,775	1,749
YARCHUK, MICHAELINE	TEACHER	108,235	510
YEE, VANESSA	TEACHER	106,354	-
YOUNG, JENNIFER	TEACHER	101,288	-
YOUNG, MELISSA	TEACHER	88,271	-
ZANICHELLI, CAROLYN	TEACHER	99,321	129
ZANON, LEANNE	TEACHER	77,637	41
ZENI, RITA	TEACHER	108,795	-

ZIMMERMANN, CORINNA	TEACHER	88,222	48
TOTAL EMPLOYEES > 75,000.00		\$ 86,685,271	\$ 465,128
TOTAL EMPLOYEES <= 75,000.00		\$ 54,241,765	\$ 198,370
CONSOLIDATED TOTAL		<u>\$ 141,081,320</u>	<u>\$ 673,940</u>
TOTAL EMPLOYER PREMIUM FOR CPP/EI			\$ 8,561,502

* Includes travel expenses for International Student Recruitment

Prepared as required by Financial Information Regulation, Schedule 1, section 6

**School District
Statement of Financial Information (SOFI)**

School District No.62 (Sooke)

Fiscal Year Ended June 30, 2024

STATEMENT OF SEVERANCE AGREEMENTS

There were 3 severance agreements made between School District No.62 (Sooke) and its non-unionized employees during fiscal year 2024.

These agreements represented 18 months' compensation.

**SCHOOL DISTRICT
STATEMENT OF FINANCIAL INFORMATION (SOFI)**

**SCHOOL DISTRICT NO. 62 (SOOKE)
FISCAL YEAR ENDED JUNE 30, 2024**

SCHEDULE OF PAYMENTS MADE FOR THE PROVISION OF GOODS AND SERVICES

VENDOR NAME	PAYMENTS
ABC TRANSMISSIONS LTD.	25,114
AERO FURNACE, DUCT & CHIMNEY CLEANING	39,638
AES ENGINEERING LTD.	33,197
AMAZON	427,954
AMICO CANADA INC	41,071
ANDREW SHERET LIMITED	27,695
ANNE-MARIE BILTON	39,238
APPLE CANADA INC	106,010
ARI FINANCIAL SERVICES	64,381
AV SOLUTIONS	48,502
B.C. PRINCIPALS & VICE PRINC. ASSOC	105,284
BC FERRIES	53,681
BC HYDRO	1,323,696
BC SCHOOL TRUSTEES ASSOCIATION	66,352
BC TEACHERS FEDERATION	1,462,934
BCTF - SALARY INDEMNITY PLAN	1,737,362
BELLTECH ELECTRIC	114,206
BOULDERHOUSE	30,884
BRIAN SIMMONS AND ASSOCIATES LTD	26,777
BULLET SECURITY CAMERAS, INC.	159,296
BUMPER TO BUMPER	26,079
BUNZL CLEANING & HYGIENE	349,083
BY SOLUTION	148,741
CAMOSUN COLLEGE	392,807
CANADIAN MENTAL HEALTH ASSOCIATION	25,410
CANADIAN UNION OF PUBLIC EMPLOYEES	623,472
CAP-IT VICTORIA	29,564
CAPITAL REGIONAL DISTRICT	381,651
CDW CANADA INC.	219,686
CEDAR VISTA STABLES	117,984
CHARTER TELECOM INC.	131,633
CINDY ANDREW	54,620
CINEPLEX	25,283
CIP MODULAR	695,024
CISCO SYSTEMS CAPITAL CANADA CO.	66,587
CITY CENTRE PARK	123,641
CITY OF COLWOOD	255,114
CITY OF LANGFORD	401,977

CITY OF VICTORIA	49,618
CNB COMPUTERS	669,563
COLUMBIA FUELS	427,680
COMMERCIAL LIGHTING PR	32,517
COSTCO WHOLESALE	136,053
CYBERCONIQ	28,320
DENBOW	64,986
DINNING HUNTER LAW	55,530
DISTRICT OF SOOKE	34,526
DMS TECHNOLOGIES INC.	26,040
DYNAMIC SPECIALTY VEHICLES LTD	1,014,696
ELEVATED TREE SERVICE INC	25,379
ELLSWEAR DANCE & ACTIVEWEAR	33,912
EMPLOYER HEALTH TAX (EHT)	2,656,243
FAIRMONT EMPRESS	28,900
FARMER CONSTRUCTION LTD.	265,530
FB & EB HOMESTAY FAMILY	33,855
FC TRAVEL GROUP INC	31,477
FIVE STAR PAVING CO. LTD.	30,873
FLOURISH! SCHOOL FOOD SOCIETY	815,065
FLYNN CANADA LTD.	773,451
FMEP PAYMENT SERVICES	34,521
FOCUSED EDUCATION RESOURCES SOCIETY	37,461
FOLLETT SCHOOL SOLUTIONS LLC	27,898
FORTIS BC-NATURAL GAS	306,687
FRIESEN YEARBOOKS	27,784
FUTUREBOOK PRINTING INC	78,632
G & E CONTRACTING LP	116,882
GEAZONE STRATEGIC ECOPRENEUR INC	27,615
GESCAN	45,305
GHD LIMITED	28,263
GLOBAL INDUSTRIAL CANADA	28,447
GOLD KEY SALES AND LEASE LTD	43,049
GUARD.ME INTERNATIONAL INSURANCE	88,564
H.I. MECHANICAL	184,023
HABITAT SYSTEMS INC	202,216
HAYWORTH ITF FOUNDATION (SOOKE)	42,752
HCMA ARCHITECTURE & DESIGN	228,350
HEROLD ENGINEERING LIMITED	38,395
HOMETOWN TEAM & CORPORATE SALES	72,524
HONEYWELL LIMITED	81,695
HULITAN FAMILY & COMMUNITY SERVICES	2,551,290
IN-CHARGE ENERGY INC.	117,815
IREDALE GROUP ARCHITECTURE	138,664
ISLAND EHS	52,307
JB SOLUTIONS ULC	68,039
JENNER CHEVROLET BUICK GMC LTD.	42,575

JONATHAN MORGAN COMPANY LIMITED	103,357
JPJ ATHLETICS AND REPAIRS	46,209
JS HOMESTAY FAMILY	34,256
KC & HC HOMESTAY FAMILY	27,866
KERR CONTROLS INC	28,970
KEV SOFTWARE INC.	70,603
KINETIC CONSTRUCTION LTD.	12,695,901
KMBR ARCHITECTS PLANNERS INC.	217,573
KMS TOOLS AND EQUIPMENT LTD	39,077
KPMG LLP	37,637
LIFEWORKS CANADA LTD	43,211
LJ & TJ HOMESTAY FAMILY	40,675
LONG & MCQUADE LTD.	39,734
LVISSAA	45,751
MARITIME TRAVEL	49,148
MARSH CANADA LIMITED	90,662
MARTY PEARCE	38,141
METHOD INNOVATION PARTNERS INC	5,979,461
MINISTER OF FINANCE	236,522
MNP LLP	57,750
MONK OFFICE SUPPLY LTD.	313,731
MOUNT WASHINGTON ALPINE RESORT	30,054
MUNICIPAL PENSION PLAN	2,774,295
MUNRO'S BOOKS	65,574
NELSON EDUCATION LTD.	26,888
NETWORK SHAPE	26,617
NK HOMESTAY FAMILY	34,592
NUTRIEN AG SOLUTIONS (CANADA)	38,380
OLYMPIC VIEW GOLF COURSE	119,620
ON POINT PROJECT ENGINEERS LTD.	363,452
ONE STOP FUNDRAISING INC.	36,190
ORKIN CANADA CORPORATION	77,292
OUT OF THE BLUE DESIGNS	178,121
P&R TRUCK CNTR LANGFOR	46,693
PACHEEDAHT FIRST NATION	62,077
PACIFIC BLUE CROSS	4,169,290
PANAGO	48,865
PEARSON EDUCATION	32,328
PEMBERTON HOLMES	139,319
PINNACLE FIRE PROTECTION LTD.	55,068
POWERSCHOOL CANADA ULC	169,319
PRO PACIFIC HAZMAT LTD.	69,911
PUBLIC ED. BENEFITS TRUST	2,473,556
RB HOMESTAY FAMILY	34,041
REAL CANADIAN SUPERSTORE	75,380
RFS CANADA	146,356
RICHMOND ELEVATOR MAINTENANCE LTD	31,758

RICOH CANADA INC	119,431
ROPER GREYELL LLP	37,647
RYZUK GEOTECHNICAL	106,795
SCHOLASTIC BOOK FAIRS CANADA INC	67,448
SEAPARC LEISURE COMPLEX	36,290
SLEGG BUILDING MATERIALS	65,647
SMCN CONSULTING INC	164,357
SOFTCHOICE CORPORATION	212,984
SOOKE PRINCIPALS & VICE-PRINC.ASSOC	37,002
SOOKE TEACHERS' ASSOCIATION	755,387
SSL- SUSTAINABLE SERVICES LTD	65,387
STAPLES	32,201
SUNCOR ENERGY PRODUCTS PARTNERSHIP	178,106
SWING TIME DISTRIBUTORS	39,934
SYSCO CANADA INC.	109,248
TEACHER REGULATION BRANCH	111,625
TEACHER'S PENSION PLAN	10,460,922
TELUS	91,933
TELUS COMMUNICATIONS INC.	29,505
TELUS HEALTH (CANADA) LTD.	104,127
TELUS MOBILITY (BC)	128,866
TERRA LAW CORPORATION	250,000
TEXTHELP INC.	32,634
THINKSPACE ARCHITECTURE PLANNING	819,943
THRIFTY FOODS	26,392
THURBER ENGINEERING LTD.	52,374
TLD COMPUTERS & CUSTOMWORKS	97,895
TM & DM HOMESTAY FAMILY	25,330
TOWER FENCE PRODUCTS	59,508
TRANE CANADA	37,712
TREECO VANCOUVER	25,200
TRI-METAL FABRICATORS	173,794
TYLER TECHNOLOGIES, INC	51,939
UAP INC.	28,200
UNIVERSAL SHEET METAL LTD	640,678
UNIVERSITY OF VICTORIA	34,794
UNIVERUS SOFTWARE CANADA INC.	28,336
VANCOUVER ISLAND HEALTH AUTHORITY	233,994
VICTORIA FORD ALLIANCE LTD.	214,235
VICTORIA PLAYCO INSTALLATIONS LTD.	53,933
VIKING FIRE PROTECTION INC	105,650
WAL-MART	58,143
WASTE MANAGEMENT	127,715
WEBSTER-WORTHY PRODUCTIONS LTD.	73,500
WESCO DISTRIBUTION CANADA	99,584
WEST SHORE ENVIRONMENTAL SERVICES	45,835
WEST SHORE PARKS AND RECREATION	31,635

WEST SUN COMMUNICATIONS LTD.	46,661
WESTBROOK CONSULTING LTD.	42,136
WESTCOAST ROOF INSPECTION SERV. LTD	52,600
WESTERN CAMPUS RESOURCES	26,951
WESTERN CANADA BUS	1,343,121
WILSON & PROCTOR LTD.	52,084
WILSONS TRANSPORTATION LTD.	87,315
WOOD WYANT CANADA INC.	104,989
WORKSAFE BC	2,153,239
X10 TECHNOLOGIES	139,178
YOU CAN LEARN INTERNATIONAL	31,377
YVONNE CLARKE	38,557
TOTAL DETAILED VENDORS > 25,000.00	74,010,866
TOTAL VENDORS <= 25,000.00	8,766,298
CONSOLIDATED TOTAL	82,777,164

PREPARED AS REQUIRED BY FINANCIAL INFORMATION REGULATION, SCHEDULE 1, SECTION 7

**SCHOOL DISTRICT
STATEMENT OF FINANCIAL INFORMATION (SOFI)**

**SCHOOL DISTRICT NO. 62 (SOOKE)
FISCAL YEAR ENDED JUNE 30, 2024**

RECONCILIATION TO THE AUDITED FINANCIAL STATEMENTS

EXPENDITURES PER SOFI

Schedule of Remuneration and Expenses		
Remuneration	\$ 141,081,320	
Employee Expenses	673,940	
Employer Portion of CPP and EI Contributions	<u>8,561,502</u>	
<i>Total - Schedule of Remuneration and Expenses</i>		\$ 150,316,762
Schedule of Payments for the Provision of Goods and Services		<u>82,777,164</u>

CONSOLIDATED TOTAL OF EXPENDITURES PER SOFI \$ 233,093,926

FINANCIAL STATEMENT EXPENDITURES

Operating Fund Expenditures	\$ 164,440,841
Special Purpose Fund Expenditures	34,287,984
Purchase of Capital Assets	<u>39,687,268</u>

CONSOLIDATED TOTAL OF FINANCIAL STATEMENT EXPENDITURES \$ 238,416,093

**DIFFERENCE BETWEEN SCHEDULED PAYMENTS AND
FINANCIAL STATEMENT EXPENDITURES** \$ (5,322,167)

EXPLANATION OF DIFFERENCE

The scheduled payments differ from the financial statements in the following ways:

- 100% of GST paid to suppliers is included in the SOFI schedules, whereas the financial statement expenditures are net of the rebate the school district receives.
- Employee benefits may be duplicated in the Schedule of Payments where also reported in employee remuneration.
- Employee expenses that are paid directly to suppliers may be duplicated in the Schedule of Payments.
- Other miscellaneous cost recoveries from third parties are reflected in the financial statements but may not be deducted from the schedules.
- The financial statements are reported on an accrual basis, and include payroll liabilities that are not reflected in the Schedule of Remuneration and Expenses, and accounts payable balances that are not reflected in the Schedule of Payments for the Provision of Goods and Services. Changes in liability balances from year to year affect the financial statement expenditures but not the scheduled payments which are reported on a cash basis.



Board Info Note

Public Board Meeting

December 17, 2024

Agenda Item: 11.4 – Bylaw 1-20 School Board Governance

Background

- At their November 26th meeting, the Board of Education (BoE) gave Bylaw 1-20 School Board Governance its first reading
- In order to pass the Bylaw, the BoE must give three readings and staff are asking the BoE to consider giving the 2nd and 3rd readings at their December 17th meeting
- Staff have attached the Bylaw for the Board's review and consideration

Prepared by: Paul Block, Superintendent & CEO

School District #62 (Sooke)

BOARD GOVERNANCE BY-LAW	No.: 1-20
	Effective: Jan. 23/18 Revised: Jan. 26/21; Sept. 16/21 Reviewed: Sept. 16/21; Oct. 29/24; <u>Nov. 26/24</u>

SCHOOL BOARD GOVERNANCE BY-LAW**Purpose, Vision, Mandate, Mission, Values, and Beliefs*****Purpose:***

~~Create a safe learning community in which all have the opportunity for a diverse education in a respectful, inclusive culture that promotes personal motivation, resilience and individualized learning.~~

Vision:

~~We honour student voice and choice through engaging, purposeful and experiential learning in a safe and respectful community.~~

We create learning environments where every individual is valued. Our schools are nurturing spaces that inspire purposeful and innovative learning, guiding students to become informed and responsible citizens.

Mandate:

1. To provide a personalized and flexible education that spans intellectual, human, social, emotional and career development, for every child, without pre-conditions.
2. To ensure accessibility, relevance, equity, quality, and accountability in all that it does.
3. To govern in a fiscally responsible and cost-effective manner.
4. To develop a capital plan that ensures the necessary physical plants required for present and future educational needs.
5. To provide choices of programs in order to accommodate different learning styles.
6. To focus on individualized student learning through continuous, evidence-based improvement and capacity building.
7. To support ongoing professional development for all staff.

Mission:

~~To help develop informed, literate and resilient citizens through engagement in a safe, respectful, inclusive and responsive School District # 62 learning community.~~

To cultivate a community where curiosity and lifelong learning flourishes in schools that empower voices and inspire growth, creativity, and success for all.

Values:

- Relationships,
- Choice,
- Respect,

- Integrity,
- Trust,
- Safety,
- **Inclusivity**
- **Collaboration**
- Diversity, and
- Equity

Beliefs:

In School District #62, we believe;

- ~~The quality of experience for students and staff should be engaging, purposeful and reflective of voice and choice;~~
- ~~All education partners, staff and citizens in the communities the District serves have a role in supporting student learning, each with distinct responsibilities;~~
- ~~In the commitment of fostering diversity and actively pursuing equity by understanding the complexities that affect achievement;~~
- ~~In fostering a district wide focus on learning and ensuring an equitable approach to enable everyone to have the opportunity to achieve their potential;~~
- ~~In continuous improvement through decision-making informed by gathering evidence that is strength and results-based;~~
- ~~We are growing at an unparalleled pace and it is necessary to manage this growth appropriately to ensure that the District continues to deliver successful education programs; and~~
- ~~That the shifting landscape due to the COVID-19 pandemic has reinforced the importance of public education in our community and has provided the unique position to learn from its challenges and work with our partner groups to leverage the opportunities discovered.~~

- **That continuous personal and academic growth is essential for success in an every-changing world.**
- **In empowering students to shape their own learning journey by valuing their voice and choice.**
- **That encouraging creative thinking and problem-solving nurtures innovation and adaptability.**
- **That diversity enriches our community and that every individual deserves to feel valued and included.**
- **That education partners, staff, families, and the community all play a vital role in supporting student learning, each with distinct responsibilities.**

SECTION I

BOARD

1.0 The Board is an elected Representative Assembly

The Board is the representative assembly that governs the provision of public-school education within School District No.62 (Sooke) on behalf of the people of British Columbia, represented by the Government of British Columbia, and the electors of the District.

1.1 Accountability and Responsibility

- 1.1.1 The Board will carry out its duties in accordance with the provisions of the *School Act* and all other relevant legislation, including Regulations and Ministerial Orders.
- 1.1.2 The Board is directly accountable to the Minister of Education for the way in which it discharges these duties and is generally accountable to the electorate of School District No.62 (Sooke) for:
- (a) Anticipating the future of both students and the community, and aligning present work with future aspirations and expectations, by providing direction, policy parameters, a strategic work plan, an annual budget, and evaluation.
 - (b) Framing the culture of School District No.62 (Sooke).
 - (c) Hiring the Superintendent, and the regular periodic evaluation of the Superintendent thereafter.
 - (d) Securing the resources and making the primary allocation of resources.
 - (e) Risk assessment and risk management (including crisis preparedness).
 - (f) Evaluation of culture, consistency, outcomes, and constituent satisfaction.
- 1.1.3 The Board has, and is accountable to act on, a mandate from both the provincial government (and the people of British Columbia) and the residents of the District.

1.2 Rules of Order: Voting

- 1.2.1 The procedures of the Board will be governed by this By-Law and by any Standing Orders that the Board may adopt, and by Robert's Rules of Order, as most recently published, and in the case of any conflict between or among these, this By-Law has precedence, followed by any Standing Orders that the Board may adopt, followed by Robert's Rules of Order.
- 1.2.2 All Trustees present at a meeting of the Board must vote on all matters unless they declare a conflict of interest.

1.3 Trustees' Oath of Office

- 1.3.1 Individuals hold office for a term as Trustees upon swearing or affirming the Oath of Office in accordance with the School Act.
- 1.3.2 Every member of a Board shall act in accordance with the Members' Oath of Office and is subject to action according to these By-Laws and any relevant provincial enactment for failure to do so.

1.4 Organizational Meeting of the Board

- 1.4.1 The Organizational Meeting of the Board shall be held within 30 days of the post-election deadline for applying for a judicial recount.
- 1.4.2 The Organizational Meeting of the Board shall be convened and may be chaired by the Secretary-Treasurer of the School District No.62 (Sooke).
- 1.4.3 Notwithstanding 4.4, the Board may appoint a Chair of the Organizational Meeting, from among its members.
- 1.4.4 At its Organizational Meeting, the Board of Education shall consider the election of a Chairperson and Vice-Chairperson of the Board and may conduct such other business as they see fit.
- 1.4.5 The Board shall, if a Chairperson is not elected, choose a Chairperson *pro tem* (temporary) solely for the purpose of presiding over the meetings of the Board until a Chairperson is elected or appointed.
- 1.4.6 During the years in which there is not a trustee election, a part of the regular December Board meeting will include the election of a Chairperson and Vice-Chairperson of the Board as well as provincial representatives.

1.5 Officers: The Board Chairperson and Vice-Chairperson

- 1.5.1 Only a Trustee currently elected to the Board may serve as the Chairperson or Vice-Chairperson of the Board.
- 1.5.2 The term of office of the Chairperson and of the Vice-Chairperson is one year and they may be re-elected.
- 1.5.3 Where a vacancy occurs in the office of the Chairperson or the Vice Chairperson, the Board shall, at its first meeting after the vacancy occurs, elect one of its members to fill the vacant office for the balance of the term of the office.

1.6 Election of the Chairperson and Vice-Chairperson of the Board

- 1.6.1 Nominations for, and the election to, the position of Chairperson and Vice-Chairperson shall be conducted using a secret ballot process at a Board meeting.
- 1.6.2 The candidate receiving the majority (50% plus one) of the votes cast shall be declared elected.
- 1.6.3 If no candidate receives a majority of the votes cast, the candidate(s) who received the fewest votes will be removed from the list of those eligible to be elected, and a second ballot shall be cast and counted to determine the outcome of the election.
- 1.6.4 If, among two candidates, there is a tie vote, both candidates may speak to the Board for no more than 3 minutes, after which the Chairperson of the Meeting shall cause a final vote to be taken.
- 1.6.5 If the final vote for the election of the Chairperson of the Board is a tie vote, the election of the Chairperson of the Board shall be deferred to the next meeting of the Board.

- 1.6.6 Any Trustee may be nominated to serve as Chairperson or Vice-Chairperson, provided that any nominee must consent to the nomination and must agree to serve in good faith if elected.
- 1.6.7 Any member who is not present at the Board meeting may have their name put forward for nomination *in absentia* provided the Board Secretary has received a direct communication from the Board member stating their wish to have their name stand for the office of Chairperson or Vice-Chairperson.
- 1.6.8 A consent provided pursuant to 1.6 is only effective for the election immediately following the date of the consent.
- 1.6.9 When nominations have been called for a third time without any additional nominations being made and assented to, a vote shall be conducted under the supervision of the Secretary-Treasurer.
- 1.6.10 The Chairperson of the meeting, with the advice and consent of Trustees, shall appoint two people to distribute, collect and count the ballots, which will be collected in such a way as to:
 - (a) Ensure that no vote is cast by any person except a Trustee; and
 - (b) Conceal the vote of each Trustee.
- 1.6.11 The election of the Chairperson shall be completed prior to commencing the procedure for the election of a Vice-Chairperson.

1.7 Responsibilities of the Chairperson and Vice-Chairperson of the Board

- 1.7.1 The Chairperson will carry out their duties in accordance with the *School Act*, these By-Laws, and any other By-Laws, policy or other decisions of the Board.
- 1.7.2 The Chairperson, when present, will call and preside at all meetings of the Board, and ensure that meetings of the Board are conducted in accordance with 1.2 of this By-Law and Policy A-400, "School Board Meetings".
- 1.7.3 The Chairperson is responsible for safeguarding free, open, respectful debate that is conducive to a full understanding of what is material to each issue or question.
- 1.7.4 The Chairperson is the only agent of and spokesperson for the Board.
- 1.7.5 Notwithstanding 1.7, the Board may delegate to another Trustee the role of agent of the Board for a particular task or range of tasks, subject to such terms and conditions as are mutually agreed and provided that the delegation is in writing, and the Chairperson may delegate to another Trustee the role of spokesperson for the Board on a particular matter or range of matters, subject to such terms and conditions as are mutually agreed and provided that the delegation is in writing.
- 1.7.6 The Vice-Chairperson will carry out their duties in accordance with the *School Act* and these By-Laws.
- 1.7.7 In the absence of the Chairperson, the Vice-Chairperson, when present, will call and preside at all meetings of the Board, and ensure that meetings of the Board are conducted in accordance with 1.2 of this By-Law.

- 1.7.8 The Vice-Chairperson will fulfill the obligations otherwise fulfilled by the Chair of the Board in dealing with any complaint against the Chair of the Board.
- 1.7.9 In the absence or inaccessibility or inability of the Chairperson to act, the Vice-Chairperson shall carry out the duties of the Chairperson.
- 1.7.10 The Vice-Chairperson shall have such other duties and powers as the Board may specify.

1.8 Meetings of the Board; Quorum

- 1.8.1 At the Organizational Meeting or at the first meeting of the Board following the Organizational Meeting, the Board shall schedule regular meetings of the Board for the duration of the terms of office of the Board.
- 1.8.2 Regular meetings of the Board shall be held at least monthly from September to the following June, [and at least once in July or August each year.]
- 1.8.3 Regular meetings of the Board may be cancelled by the Chairperson of the Board, provided that at least seven days' notice is given to all Trustees and provided that no two consecutive meetings of the Board are cancelled.
- 1.8.4 The Chairperson of the Board may call a Special Board Meeting for the purpose of dealing with any urgent or timely matter or matters; and shall call a Special Board Meeting upon receiving a written or emailed request from at least three Trustees.
- 1.8.5 The Chairperson of the Board shall determine the day and time and place at which the Special Board Meeting will be held, bearing in mind the need to have as many Trustees as possible in attendance.
- 1.8.6 The Board Secretary shall give notice of the day and time, and place at which a Special Board Meeting will be held, and shall provide to each Trustee, by email or printed document(s) a copy of the proposed Agenda and supporting documents, if any.
- 1.8.7 No item may be added to the Agenda circulated in advance of a Special Board Meeting unless the addition has the unanimous consent of all Trustees, including those not present at the meeting.
- 1.8.8 No business shall be conducted at any meeting of the Board unless a quorum is present and, in the event a quorum is lost, the Chairperson must adjourn the meeting.
- 1.8.9 A quorum continues to be present at a meeting if a Trustee excuses him/herself briefly with the intention of returning to the meeting.
- 1.8.10 A Trustee may, at any time, ask the Chairperson to recess a meeting for a brief time and the Chairperson may, at their sole discretion, recess a meeting for a brief and stated period of time.
- 1.8.11 Trustees may participate in or attend a meeting or committee meeting of the board by telephone or other means of communication, provided that all trustees and other persons participating in or attending the meeting are able to communicate with each other in real time.
- 1.8.12 If a trustee participates in or attends a meeting of the board by telephone or other means of communicating as provided in 1.8.11, the trustee is to be counted for the purposes of establishing a quorum.

1.9 Committees of the Board; External Committees

- 1.9.1 The Board may establish such Standing or Special Committees as it sees fit to establish, provided that the motion to establish a committee shall indicate and include:
- (a) Whether the Committee is a Standing or a Special Committee;
 - (b) The terms of reference;
 - (c) The membership, and the Chairperson of the Committee shall be named;
 - (d) The budget.
- 1.9.2 Committees do not decide or act on behalf of the Board: they report to the Board.
- 1.9.3 Trustees of the Board of Education are members of all standing committees, *ex officio*.
- 1.9.4 The Board may appoint a Trustee or a staff person, or a Resident of the District to a board or committee established by the Minister of Education, or another Minister of the Crown, or another organization or institution, subject to such terms and conditions as it expresses in the resolution of appointment.

1.10 Indigenous Education Councils

1.10.1 In establishing an Indigenous Education Council,

- (a) a board must invite each local first nation to designate two persons as members of the Indigenous education council,
- (b) a board must invite each non-local first nation, if an eligible first nation person of the non-local first nation is enrolled in an educational program provided by the board, to designate one person as a member of the Indigenous education council.
- (c) a board must appoint those persons designated under (a) and (b), and
- (d) after seeking advice from each local first nation, and subject to the considerations set out in subsections (2) and (3), a board may appoint additional persons who bring perspectives relevant to the Indigenous student population served by the board, recognizing this population may include first nation, Métis and Inuit students.

1.10.2 In establishing an Indigenous education council, a board must consider the distinctions and diversity among the Indigenous student population served by the board and ensure that the composition of the Indigenous education council reasonably reflects the distinctions and diversity of the Indigenous student population.

1.10.3 Despite subsection 1.10.2, in establishing an Indigenous education council, a board must make reasonable effort to ensure that the number of persons appointed under subsection 1.10.1 (d) who are not representatives of local first nations is not greater than the total number of persons who are either designated by local first nations under subsection 1.10.1 (a) or appointed as representatives of local first nations under subsection 1.10.1 (d).

1.10.4 Annually, and when a vacancy occurs on an Indigenous education council, a board must work with the Indigenous education council to review and, if necessary, appoint members in accordance with subsection 1.10.1.

1.11 Rules for the Conduct of the Business of an Indigenous Education Council

1.11.1 An Indigenous education council must comply with the following rules in the conduct of its business:

- (a) the protocols, laws, customs and traditions of local first nations must be respected;
- (b) the Indigenous education council must
 - (i) be guided by the need to support strong and effective relationships between the board and the local first nations,
 - (ii) acknowledge its work is undertaken in the local first nations' territory and have deference to the views and perspectives of members representing local first nations, and
 - (iii) consider the distinctions and diversity of the Indigenous student population in advising the board.

1.12 Board Consultation with Indigenous Education Councils

1.12.1 A board must consult with the Indigenous education council on the following matters:

- (a) the procedures to be carried out by the board to recruit and hire board staff who develop and deliver programs and services for Indigenous students or whose role involves significant interaction with Indigenous students;
- (b) the activities and resources to honour National Day for Truth and Reconciliation and National Indigenous Peoples Day;
- (c) the activities that a board proposes for the purpose of
 - (i) professional development relating to cultural competencies, including the 9th Professional Standard for Educators in BC established under section 10(1) of the *Teachers Act*, and
 - (ii) non-instructional time focused on enhancing Indigenous student achievement or integrating Indigenous worldviews and perspectives into learning environments;
- (d) any annual reports made by the board to the Ministry of Education and Child Care regarding the activities of the Indigenous education councils;
- (e) the reports made by the board in accordance with the Ministerial Order M302/20, the Enhancing Student Learning Reporting Order;
- (f) the implementation of initiatives funded by special grants paid under section 115(1) of the *School Act* that have a particular relevance to or impact on Indigenous students.
- (g) other policy matters impacting Indigenous students.

1.12.2 A board must consult with only the members of the Indigenous education council that are representatives of local first nations on the following matters:

- (a) how to reflect or integrate the distinct languages, cultures, customs, protocols, traditions, practices or history of local first nations into the learning environments and staff training offered by the board;

(b) how to integrate the worldviews and perspectives of local first nations into learning environments.

SECTION II

TRUSTEES

- 2.10 The Board consists solely of the Trustees most recently elected within the District and sworn into office, or an Official Trustee if one is appointed by the Minister.
- 2.20 Each Trustee is elected in a Trustee Electoral Area of the District, in the expectation that they will bring a distinct 'lived experience' to the deliberations of the Board. Notwithstanding election in Trustee Electoral Areas, each Trustee, in making decisions about matters before the Board, shall have primary regard for justice, fairness, and excellence and what is best for the District as a whole.
- 2.3 Limitations on the Role of Trustees
- 2.3.1 The Board is a single entity and a representative assembly, and no individual Trustee has any right of access to, or of agency within or on behalf of the organization or operations of School District No.62 (Sooke) except as the result of a prior and express decision of the Board. Specifically, but without restricting the generality of the foregoing, individual Trustees have no right to access information kept by School District No.62 (Sooke) regarding individual students and/or their parents or guardians, staff, volunteers, suppliers or contractors, or the public.
- 2.3.2 A Trustee is not the representative of the Board or of School District No.62 (Sooke), except as the result of a delegation of that representative function, made by the Board or by the Chairperson of the Board or the Superintendent of Schools.
- 2.4 Duties of Trustees
- 2.4.1 Each Trustee owes to School District No.62 (Sooke):
- (a) The duty of loyalty, and the duty to avoid conflict of interest.
 - (b) The duty to act in good faith.
 - (c) The duty of diligence, care, and prudence.
 - (d) The duty of skill.
 - (e) The duty of full disclosure of any and all information and knowledge the trustee has which could be material to any matter under discussion.
 - (f) The duty to comply with the law, including the *School Act*, the *Freedom of Information and Protection of Privacy Act* and the *Personal Information Protection Act* and all other relevant legislation.
- 2.4.2 It is the duty of each Trustee to:
- (a) Attend all meetings of the Board and of Committees of the Board of which they are a member, or to advise the Chairperson of the meeting that they will be absent.
 - (b) Observe the By-Laws, Rules of Order, and the decisions of the Chair of any meeting they attend as a participant.

- (c) Prepare well for all meetings and for the examination of all issues before the Board.
- (d) Be familiar with the Board's by-laws, policies and procedures, on an on-going basis.

2.4.3 These duties are further represented in Policy A-105, "Trustee Code of Conduct".

SECTION III

THE SUPERINTENDENT

- 3.1 The Superintendent is appointed by and is accountable to the Board, subject to such terms and conditions as are embodied in a contract of employment.
- 3.2 The Superintendent is the Chief Executive Officer of School District No.62 (Sooke) and has overall responsibility for the day-to-day management and the efficient operation of the District offices, schools, and facilities and services, and the supervision of all employees of School District No.62 (Sooke).
- 3.3 The Superintendent shall adhere to the requirements of the *School Act* and all other relevant legislation, including Regulations and Ministerial Orders. The Superintendent shall implement approved Board policy.
- 3.4 The Superintendent is responsible for the development, approval and implementation of administrative procedures.
- 3.5 The Superintendent is the only official spokesperson for School District No.62 (Sooke).
- 3.6 Within six months of hiring a Superintendent, the Board with the advice of the Superintendent, shall develop and adopt a process for regular periodic formative reviews and evaluations of the performance of the Superintendent in the role of Superintendent.
- 3.7 A formal and formative review and evaluation of the performance of the Superintendent shall be conducted within 18 months of the Superintendent being hired [and thereafter in accordance with the Superintendent's contract of employment].

SECTION IV

THE SECRETARY-TREASURER

- 4.1 The Secretary-Treasurer of School District No.62 (Sooke) is the Secretary of the Board, and the Secretary-Treasurer may delegate this role to another person, subject to the advice and consent of the Board and in no case for a term that exceeds the term of office of the incumbent Board.
- 4.2 The Board Secretary is responsible to keep a complete and accurate record of the proceedings of all meetings of the Board, in such form and detail as the Board may determine, provided that no meeting of the Board shall be recorded, verbatim, in any form whatsoever, by transcription or by use of audio or visual or audio-visual equipment or services without the prior knowledge and consent of the Board, and in no case may an *in camera* session of the Board be recorded in any form whatsoever.
- 4.3 The Board Secretary shall inform the public of all Regular and Special Board meetings, in

whatever way(s) the Board Secretary considers are most likely to provide ample and widespread notice.

- 4.4 The Secretary-Treasurer may not chair any meeting of the Board except the Organizational meeting and the portion of the regular December meeting specifically set aside for the purpose of the electing the Board Chair.

SECTION V

DEFINITIONS

In these By-laws, unless the context otherwise requires:

ADOPT, to is a motion indicating that the meeting approves the action; or, in the case of a report, that every recommendation contained in a report is adopted as if the Board approved each recommendation separately.

APPROVE, to is a motion indicating that the meeting agrees with a specific proposed action or report.

BCSTA means British Columbia School Trustees' Association.

BL means these By-laws.

BOARD means the governing Board of Education of the School District No.62 (Sooke), often referred to colloquially as the school board.

BOARD MEMBER means a member of the Board of Trustees (school board), including the Board Chair and Vice-Chair.

BOARD WORK SESSION means a private session of the Board for a specific purpose (i.e. in-depth budget analysis). A Board Work Session is not a meeting of the Board. No quorum is required and no motions may be made.

BY-LAWS means these By-laws.

CHAIR means the Chair of the Board.

DAY means calendar day.

DISTRICT means the geo-political jurisdiction within which School District No.62 (Sooke) operates schools and provides K -12 education.

FIPPA means the *Freedom of Information and Protection of Privacy Act*.

IN CAMERA (PRIVATE) means a private session of the Board that is convened during the course of a regular or special Board meeting to discuss sensitive/confidential issues.

INCUMBENT TRUSTEE means the trustee has taken their oath of office.

MEETING means the Organizational Meeting of the Board, or a Regular or Special Board Meeting, whether held as a public or as a Private Meeting.

MEMBER means a member of the school board and is synonymous with Board member.

MINISTER means the Minister of Education.

ORGANIZATIONAL MEETING means the first meeting of the Board following a general election of Trustees.

PERSONAL INFORMATION means recorded information about an individual who could be identified solely by reference to the information, and includes names, addresses and telephone numbers, the individual's age, sex, sexual orientation, family status, race, national or ethnic origin, beliefs, identifying numbers (such as student number or social insurance number), or information about an individual's employment, health or educational history.

PIPA means the *Personal Information Protection Act*.

QUASI-JUDICIAL is having a partly judicial character by possession of the right to hold hearings on and conduct investigations into disputed claims and alleged infractions of rules and regulations and to make decisions in the general manner of courts. Essentially judicial in character but not within the judicial power or function as constitutionally defined.

QUORUM is a majority (more than half) of the Trustees holding office at the time of the meeting.

REGULAR BOARD MEETING means the regular periodic scheduled meeting of the Board at which time motions may be passed. A quorum is required in order for any business to be conducted.

RECEIVE, to means a motion by which the Board acknowledges that a report has been presented, but the Board is not bound by its findings or recommendations.

ROBERT'S means the most current of Robert's Rules of Order, the procedural manual adopted and followed by the School Board.

SA means the *School Act*.

SECRETARY means the Secretary Treasurer or Designate.

SPECIAL BOARD MEETING means a Board meeting other than a regular meeting, held to address a specific matter or issue of concern. A quorum is required and motions may be passed at this meeting.

SPECIAL COMMITTEE means a Committee that is established for a fixed term or to provide a special report or to undertake a specific negotiation or task on the completion of which the Committee will be discharged.

STAFF means personnel employed in the School District.

STANDING COMMITTEE means a Committee that is established to function without term, and for a general purpose.

SUPERINTENDENT means the Superintendent of Schools for the Board.

TRUSTEE means a member of the Board of Education of the Sooke School District #62 or an Official Trustee appointed by the Minister of Education.

VICE-CHAIR means the Vice-Chairperson of the Board.

Other relevant definitions are found in the *School Act*, and the Regulations made according to the School Act.

DRAFT

Font Colour Legend:
Blue – Education Policy
Green – Resources
Red – Ad Hoc/District Partners
Black – Board of Education

Board of Education 2024-25 90 Day Work Plan Summary **January 2025 – March 2025**

Action	January 2025	February 2025	March 2025
Approve	Budget Principles & Assertions, Plan & Timelines (Resources Committee)	<ul style="list-style-type: none"> - Amended Budget - School Fees 	<ul style="list-style-type: none"> - School Calendar - BoE Receive & Approve 2025-2029 Strategic Plan
Review	<ul style="list-style-type: none"> - Policy positions for submission to BCSTA AGM - Quarter 2 Operational Plan 	<ul style="list-style-type: none"> - 2nd Quarter Reports: <ul style="list-style-type: none"> - Strategic Plan Q2 - Financial forecast - Enrolment update - Minor & Major Capital Work - BoE Receive & Review 2025-2029 Draft Strategic Plan 	<ul style="list-style-type: none"> - Estimated Enrolment Update - Budget Instructions - Annual Facilities Grant Planning
Complete	<ul style="list-style-type: none"> - BCSTA Policy/Motions for AGM - BCPSEA Annual General Meeting (Jan 30-31) – Trustee Rep 	<ul style="list-style-type: none"> - District Partner Budget Presentations (Feb.18) - BCSTA Provincial Council (Feb 22) - Municipal Partner Meetings (Chair, S-T & CEO) – TBD 	<ul style="list-style-type: none"> - Nominate candidates for Premier’s Awards in Education. - Partner/Liaison Mtg – MECC (Chair/ST/Supt.) (March 7) - Municipal Partner Meetings (Chair, S-T & CEO) - TBD
Engage	<ul style="list-style-type: none"> - Board & New MLAs Meeting – TBD 	<ul style="list-style-type: none"> - Municipal Partner Meetings (Board/ Council) – February 3rd 5:00-7:00 p.m. with the District of Sooke 	<ul style="list-style-type: none"> - Vancouver Island School Trustee Association (VISTA) Spring Conference March 7-8



Board Information Note

Public Board Meeting

December 17, 2024

Agenda Item 13.1: Superintendent's Update

LEARNING

I want to take the opportunity to acknowledge our schools for the tremendous work they do engaging students around community building and performing arts. In the month of December alone, twenty-four different performances and community events are taking place in our schools. We appreciate the efforts of students, staff and caregivers in hosting and attending these amazing events in our school community.

ENGAGEMENT

To our dedicated staff:

As we approach the winter break, I want to take a moment to express my gratitude for the incredible work you do each and every day. This first half of the school year has been full of challenges, opportunities, and countless moments of dedication and care from you all. Whether in classrooms, offices, buses, or support spaces, your commitment to our students, families and each other is the foundation of everything we achieve as a district.

Your hard work does not go unnoticed. Every connection you make, every challenge you help navigate, and every bit of support you offer contributes to the successes and well-being of our school communities. It is in these daily actions-big and small- that you make a difference in the lives of so many. I want to take this opportunity to simply say; thank you.

As we enter the winter break, I encourage you to prioritize your own well-being. Taking time to recharge is essential for sustaining the energy, compassion, and focus that you bring to your roles. I hope you have time over the holiday season to reconnect with people and activities that bring you joy, and to reflect on all you have accomplished this year.

On behalf of the executive, and the entire leadership team, I wish you a restful and enjoyable holiday season. Thank you for the care you bring to your work. I look forward to starting the new year together, refreshed and ready to continue the meaningful work we do.

GROWTH

2025/26 Registration Information

Registration Dates

- **Nature Kindergarten**

Dates: January 13–17, 2025

- If required, a lottery will be held on January 22.
- Schools will communicate lottery results to parents on January 23-24.
- Students without seats through the lottery should register during the Regular Kindergarten period.
- Parents **must** attend an information session to register (parents can attend either session):
 - Thursday, January 9 from 6-7pm at Sangster Elementary
 - Saturday, January 11 from 10:30-11:30 am at Saseenos Elementary

- **French Immersion Kindergarten**

Dates: January 13–17, 2025

- If required, a lottery will be held on January 22.
- Schools will communicate lottery results to parents on January 23-24.
- Students without seats through the lottery should register during the Regular Kindergarten period.
- Optional Kindergarten French Immersion online parent information session on January 8 at 6:30 p.m. (link will be posted on Kindergarten French Immersion page on the District website).

- **Late French Immersion**

Dates: January 29 – February 5, 2025

- If required, a lottery will be held.
- Optional in-person information sessions on January 22 at 6:00 p.m. at John Stubbs and January 20 at 6:00 p.m. at Journey.

- **Regular Kindergarten**

Dates: January 29 – February 5, 2025

- Registrations are ongoing. Registrations received after 4:00 p.m. on February 5 will be sorted according to enrollment priorities and capacity on a first come, first served basis.
- A lottery will be held if necessary.

- **Regular Registration (Grades 1–12)**

Date: February 3, ongoing

- Processed on a first-come, first-served basis according to enrollment priorities.

- **Academy Registration**

Date: February 3, ongoing (until the programs are full)

School Change Requests

- **In-Catchment SCIANEW_STEELITKEEL Current Grade K-4**

Dates: January 13–24, 2025

- For in-catchment students of SCIANEW_STEELITKEEL who wish to remain at their current elementary school.
- Current in-catchment grade 5 students will **automatically transition** to Dunsmuir Middle School. Those seeking a middle school outside their catchment can submit a request during the regular School Change Request (SCR) window.

- **In-Catchment David Cameron Current Grade 5**

Dates: January 13–24, 2025

- For current grade 5 students at David Cameron. This is the final cohort transitioning to Centre Mountain Lellum for middle school in 2025/26.
- Parents of Grade 5 students may submit an SCR to attend Spencer Middle School for grade 6 in 2025/26.
- Other SCRs should be submitted during the regular SCR window.

- **Regular School Change Request (All Schools)**

Dates: February 10–21, 2025

- For students seeking to return to their in-catchment school or transfer to an out-of-catchment school, including kindergarten students, for the 2025/26 school year.
- Requests will be evaluated based on enrollment priorities and capacity.
- Principals and Vice Principals will communicate SCR results by June 1, 2025.