

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 January 28, 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 meeting please click here: [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
January 28, 2025 – 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)
- 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 January 28, 2025, as presented (or as amended).
 - 2.2 Report on In Camera Meeting – Cendra Beaton
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 December 17, 2024, as presented (or as amended).
- 4. INFORMATIONAL ITEMS AND ANNOUCEMENTS**
 - 4.1 Board Chair Update – Cendra Beaton
 - 4.2 EFAP Provider Presentation – Walmsley EFAP Inc – Garth Walmsley & Rob Baker
- 5. EDUCATIONAL PRESENTATIONS**
 - 5.1 Belmont School Trip to Shoreline Washington July 13 – 16, 2025 – Kyle Harrington (page 14)



Motion Requested:

That the Board of Education of School District 62 (Sooke) conditionally approve the Belmont Secondary School Trip to Shoreline, Washington July 13-16, 2025, subject to the oversight and direction of the Superintendent's Office.

6. INDIGENOUS EDUCATION COUNCIL – no report

7. CORRESPONDENCE & DELEGATIONS

7.1 Correspondence

- a. Letter from Minister Lisa Beare dated December 27, 2024 RE Enhancing Student Learning Report Submission (page 18)
- b. Letter from Minister Kang dated Jan 7, 2025 RE Response to Dec 10 Letter (page 19)
- c. Letter from Minister Beare dated Jan 13, 2025 RE Response to Dec 10 Letter (page 21)
- d. Letter from C. Moss dated January 13, 2025 RE New School in Sooke (page 23)
- e. Letter from C. Brown, RE 678 Latoria Rd. (page 24)
- f. Letter from SD61 dated Jan 20, 2025 RE Climate Action Advocacy (page 25)

Motion Requested:

That the Board of Education of School District 62 (Sooke) receive the above noted correspondence as outlined in sections 7.1a., b., c., d., e. and f.

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 January 14, 2025 – Allison Watson (page 28)

Motion Requested:

That the Board of Education of School District 62 (Sooke) allow all three readings of the 2024/25 Amended Budget Bylaw at its meeting of February 25, 2025.

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the proposed Academy Fees for the 2025-26 school year as presented at the Resources Committee Meeting of January 14, 2025.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of January 14, 2025.



Motion Requested: That the Board of Education of School District 62 (Sooke) approve the proposed Outdoor Education Academy fee for the 2025-26 school year as presented at the Resources Committee meeting of January 14, 2025, pending the Outdoor Education Academy's approval at the January 28, 2025, Board of Education meeting.

9. EDUCATION PROGRAM

9.1 Education-Policy Committee – Meeting of January 9, 2025 – Cendra Beaton (page 31)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the SD62 Outdoor Education Academy at Belmont Secondary School to begin September 2025.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of January 9, 2025.

9.2 Adoption of District Policies & Regulations – Paul Block (page 56)

Motion Requested: 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 Regulations C-329 “Field Trips”. (page 57)

Motion Requested: Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft revised Policy and Regulations D-121 “Animals on District Property and in Classrooms”. (page 129)

10. STUDENTS

11. FOUNDATIONS AND GOVERNANCE

11.1 Trustee Liaison Reports – Board of Education

12. ADMINISTRATION

12.1 Board of Education 90 Day Work Plan – Cendra Beaton (page 133)

13. PERSONNEL

13.1 Superintendent's Update – Paul Block (page 134)



14. UPCOMING EVENTS

January 29 – Kindergarten & Late French Immersion registration opens

January 30 to 31 - BCPSEA AGM*

February 3 – Regular registration (grades 1-12) and Academy registration

February 4 – Education Policy Meeting

February 11 – Resource Committee Meeting

February 14 – Valentine’s Day & Non-instructional Day

February 17 – Family Day

February 22 - BCSTA Provincial Council*

*Representative only

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
December 17, 2024 – 7:00 p.m.

TRUSTEES: Amanda Dowhy, Board Chair
Russ Chipps (online via MS Teams)
Ebony Logins
Allison Watson
Cendra Beaton, Vice Chair
Christine Lervold
Trudy Spiller

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, Executive Director, Digital Solutions

SECRETARY: Jenny Seal

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 7:12 p.m. by the Board Chair, who acknowledged the traditional territories of the First Nations.

Retiring Secretary-Treasurer, Harold Cull, took a moment to express his gratitude for his time in the District thanked individuals and teams he has worked with.

TRUSTEE ELECTIONS

- 1.1 Harold Cull thanked the Board of Education for their service and called for nominations for Board Chair.
- Cendra Beaton was declared elected by acclamation. Chair Beaton then assumed her duties and continued the election process.
 - Allison Watson was nominated and acclaimed for the position of Vice-Chair.



- Christine Lervold was nominated and acclaimed as BCSTA Provincial Council Representative.
- Amanda Dowhy was nominated and acclaimed as Alternate BCSTA Provincial Council Representative.
- Christine Lervold was nominated and acclaimed as BCPSEA Trustee Representative.
- Allison Watson was nominated and acclaimed Alternate BCPSEA Trustee Representative.

2. AGENDA

2.1 Call for amendments and additional items

46. MOVED Amanda Dowhy/Allison Watson
That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of December 17, 2024, as presented.
CARRIED

2.2 Report on In Camera Meeting – Cendra Beaton

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

47. MOVED Allison Watson/Amanda Dowhy
That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of November 26, 2024, as presented.
CARRIED

4. INFORMATION ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Cendra Beaton

The Board Chair expressed her gratitude for being elected to the position of Board Chair and said she is looking forward to the positive impact the Board can make. She extended her appreciation to the partner groups for providing feedback on the strategic plan development for 2025-2029 and encouraged them to do so if they have not. She recognized the late John Horgan for his service and the contributions he made to the community and this District and then recognized Harold Cull for his dedication and hard work over the last 12 years. In closing, the Board Chair wished everyone a happy holiday.



Trustee Spiller acknowledged Chief Chipps for his dedication at the service for John Horgan.

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. Trustees expressed appreciation for this letter, given the importance of cybersecurity for the District. BCSTA is working on a motion to support funding for cybersecurity.

48. MOVED Christine Lervold/Amanda Dowhy
That the Board of Education of School District 62 (Sooke) receive the letter from Minister Lisa Beare dated November 29, 2024 RE Cybersecurity threats.
CARRIED

49. MOVED Allison Watson/Trudy Spiller
That the Board of Education of School District 62 (Sooke) write a letter to the Minister of Education and Child Care and the Minister of Finance requesting targeted funding for cybersecurity.
CARRIED

50. MOVED Christine Lervold/Ebony Logins
That the Board of Education of School District 62 (Sooke) send a letter to the Chair of Campbell River School District acknowledging the work that is underway and offering support for that motion regarding cybersecurity.
CARRIED

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

PVP – Karen DeCicco

Karen DeCicco presented some of the events going on across the District. Spencer Middle School held a staff vs. student basketball game. Their 'You Belong Here' display was featured. John Muir celebrated Winter Solstice with a concert. Lakewood Elementary held a staff vs. grade 5's volleyball game. At Millstream Elementary they played a whole-school version of the game "Clue". NA'TSA'MAHT staff were blanketed by local Elders. A Journey student brought home made cookies to the residents at the Sooke Shelter Society. EMCS had a pop-up market



featuring their goods. The Early Learning Team held their first Ready, Set, Learn event. Diversity décor was highlighted at 3 different schools. A message of thanks was shared from an ELL family. Happy Valley held an entrepreneur show and a 'Twelve Days of Kindness' food and charity drive. At PEXSISEN, there is an interactive display of a world map with locations marking where some students are from. When the QR code is scanned, it opens information recorded by the student about themselves.

In closing, Karen DeCicco shared her gratitude for her relationship with Harold Cull over the years and the teams he has led. She credited his leadership for fostering collaboration across departments in the interest of students. She shared a story of a student with complex needs who, due to family circumstances, required a spot at Happy Valley. Despite multiple barriers with space and required documentation, the District team, teachers at the school, Facilities, Transportation and Community Health worked together to support her attendance at Happy Valley.

STA – Rita Zeni

Rita Zeni congratulated the Trustees on their new roles and thanked Amanda Dowhy for her work as Board Chair. She also recognized Harold Cull for his work in the District. She thanked the Bargaining Committee for the work being done and CUPE for their collaboration on joint projects. She extended her wish to everyone for a safe and happy holiday.

CUPE 459 – Tim Hamblin

Tim Hamblin sent his appreciation to the Board and to Amanda Dowhy for her work and recognized Harold Cull for his time with the District. He mentioned the large number of newcomer students and spoke to their strength. In closing, Tim Hamblin shared how he was moved by the Water Ceremony at John Horgan's service.

SPEAC – Tom Davis

The SPEAC President sent his gratitude to Harold Cull. He congratulated the Trustees on their new roles and thanked Trustee Dowhy for her work. Janine Brooks and Mark Johnston will be presenting about Inclusive Education at the SPEAC meeting on December 18, 2024.

7.3 Other Delegations – no reports

8. FINANCE, FACILITIES AND SERVICES



8.1 Resources Committee Meeting of December 10, 2024 – Christine Lervold

Trustee Lervold provided an overview of the Resources Committee Meeting of December 10, 2024. She thanked the Human Resources team for their work around the EFAP service contract renewal and Harold Cull for his work in setting the foundations around budget processes.

51. MOVED Christine Lervold/Trudy Spiller

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.

CARRIED

52. MOVED Christine Lervold/Trudy Spiller

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

CARRIED

9. **EDUCATION PROGRAM**

9.1 Education-Policy Committee Meeting of December 3, 2024 – Cendra Beaton

Trustee Beaton provided an overview of the Education-Policy Committee Meeting of December 3, 2024.

53. MOVED Cendra Beaton/Allison Watson

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft Revised Regulations C-329 “Field Trips” and give Notice of Motion to draft Revised Policy Regulations D-121 “Animals on District Property and in Classrooms”.

CARRIED

54. MOVED Cendra Beaton/Trudy Spiller

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

CARRIED

9.2 School Calendar 2025/26 and 2026/27 – Monica Braniff

The Deputy Superintendent outlined the consultation steps undertaken to arrive at the draft District School Calendars for 2025/26 and 2026/27 and sent her gratitude to the partner groups for their work on this. The 2027/28 calendar template is yet to



become available from the Ministry. The draft calendars will be posted to the SD62 website and feedback brought back to the Board for consideration.

9.3 Early Learning and Childcare Report – Paul Block

Paul Block presented the Early Learning and childcare report that was prepared in response to a motion passed at the August 27, 2024 Board Meeting. The Superintendent acknowledged Associate Superintendent Dave Strange and District Principal Frances Krusekopf for their work putting this highly detailed report together. There were questions regarding the data sources used. Dave Strange explained the data analysis process, in partnership with Digital Solutions.

55. MOVED Ebony Logins/Amanda Dowhy

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.

CARRIED

10. STUDENTS

11. FOUNDATIONS AND GOVERNANCE

11.1 Trustee Liaison Reports – Board of Education – no report

11.2 Strategic Plan Development Update – Paul Block

The Superintendent shared progress in the development of the 2025-2029 Strategic Plan. Past and upcoming engagements were reviewed with formal approval coming to the Board in February 2025. Mike McKay was mentioned for his fantastic support and facilitation of the development of the new Strategic Plan.

11.3 Statement of Financial information – Harold Cull

The District is required to prepare the Statement of Financial Information (SoFI) report by December 31st each year. The Board of Education has been provided a copy of this report for their information. A question was raised about the \$75,000 threshold needing to be reviewed, due to changing pay rates.

11.4 Board By-Law No. 1-20 School Board Governance – Paul Block

By-Law No. 1-20 received first reading at the last Board meeting. It was clarified that the third reading is adoption of the By-Law.



56. **MOVED** Amanda Dowhy/Trudy Spiller
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.
CARRIED

12. ADMINISTRATION

- 12.1 Board of Education 90 Day Work Plan – Board Chair
The Board Chair provided an overview of the 90 Day Work Plan.

13. PERSONNEL

- 13.1 Superintendent’s Report – Paul Block
The Superintendent provided the Board of Education an update on Learning, Engagement and Growth.

Growth – The Superintendent reviewed upcoming registration dates. Nature Kindergarten enrolment has dropped for Nature Kindergarten in Sooke. The Superintendent encouraged everyone to spread the word regarding this program. A question was raised on the number of students needed to run the Late French Immersion program at Journey. Dave Strange estimated the number to be around 26 but the District will continue to monitor and report back.

School District 62 continues to remain a tight community despite having over 14,000 students. The growth does present challenges, but collaboration, care, service and a love for learning and growth, as well as a belief in children, will ensure the District meets these challenges.

14. UPCOMING EVENTS

- December 23 to January 3 – Winter Break
January 9 – Education-Policy Committee Meeting
January 13 to 17 – Nature Kindergarten & French Immersion Kindergarten Registration
January 13 to 24 - School change request for SCÍΛNEW STĒLIT̓KĒL Elementary
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, Strategic Communications for response following the meeting.

17. ADJOURNMENT

The meeting was adjourned at 9:23 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer



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: Belmont Date Submitted: JAN 17th
Principal: Laura Fulton
Supervisor (Educator in charge): Alexis Sanschagrin
Destination of Trip: King's Schools - Shoreline (WA)
Departure Date: July 13th Return Date: July 16th
Grade level(s): 9-12 No. of students involved: ~ 60

Part B:

SUPERVISION:

1 a) Name of Lead Supervisor: Alexis Sanschagrin

b) Names of Supervisors (indicate male/female/other, teacher, parent/guardian, volunteer, etc.): (F.A.)
Alexis Sanschagrin Mike Simpson * Jon McKinne
Kyle Harrington Chris King °
Steve Doucette * Dave Hansen (F.A.) °
* Cisco Aviles (F.A.) Kolton Henderson °

*FA
= AID
FAST

(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:

Alexis Sanschagrin

TRAVEL:

2. Method of travel/transportation:
Ferry (Victoria to Port Angeles)
Coach Bus

ITINERARY:

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

Destination	Accommodation	Contact Person	Phone Number	Date
King's Schools	Gymnasium	Alexis Sanschegrin	250 818-8253	
		Jim Shapiro (King's)	206-799-4762	

PLANNING DETAILS:

4 Educational Objectives:

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

Development for the football season

- b. Follow-up activities for students.

N/A

5. Supervision:

- a. Proposed adult/gender/student ratio: 1:5 (minimum 1:10)

- b. Evidence of experience for supervising staff:

Teachers and/or football coaches

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

N/A

- d. First Aid Arrangements:

We will either travel with an athletic therapist or hire one on-site in Cisco Aviles

6. Accommodation Arrangements:

- Billet Hotel/Motel Camping Other: Gymnasium

7. Student Participation

Selection process for participating students:

Students part of the football program

(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: ≈ \$12,000
- 9. Total per student cost to be paid by each student: \$ 200
- 10. Source of funds (include amounts when there is a difference between total cost and amount paid per student): Football program
- 11. TTOC time required? Yes No
- 12. Total per staff cost for International Field Trip: ~~_____~~ Rolled into total cost
- 13. Total per staff cost to be paid by each staff member: \$ 0
- 14. Total overall cost of the International Educational trip: ≈ \$12,000
- 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:

- 1) Health insurance is purchased for the group
- 2) If the trip is cancelled, the families will be reimbursed

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

Passports are verified before the trip

18. Unique Risk/Safety Considerations: football activities

Both Parents will sign on paperwork

(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

*Does not exist
Not necessary*

Details (attach documentation):

NOT DONE VIA TRAVEL COMPANY.


Cancellation policies are not available. ANYONE
not going will be reimbursed. Busses cost
4000. Football/school would need to cover loss.

Information to Parents/Guardians:

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

Parental Consent Forms:

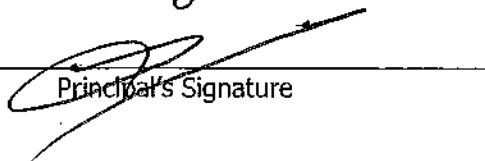
Please include a sample of proposed parental/guardian consent forms.



Supervisor's Signature

JAN 17th 2025

Date



Principal's Signature

Jan. 17 / 2025

Date

Associate Superintendent's Signature

Date



December 27, 2024

Ref: 303237

Dear Board Chairs:

As the new Minister of Education and Child Care and a former School Board Trustee, I would like to thank you and your team for your commitment to the Framework for Enhancing Student Learning and equity of outcomes for all students in BC. On behalf of the Ministry of Education and Child Care, I would like to thank you for your district's 2024 Enhancing Student Learning Report submission.

The 2024 annual review of all 60 district Enhancing Student Learning Reports (the Reports) has now been completed. The annual review team compiled a feedback report for each district to reflect on continuous improvement processes demonstrated in the Report. Feedback reports will soon be sent from Deputy Minister Kaye Krishna to superintendents and copied to board chairs.

Thank you for your ongoing dedication and collaboration in fostering robust strategic planning to drive continuous improvement. This work is foundational to our shared purpose and collective responsibility to developing educated citizens, supporting student success and improving equity of outcomes.

I look forward to working alongside you to continue to create meaningful change within the lives of all students across British Columbia.

Sincerely,

A handwritten signature in black ink that reads "Lisa Beare".

Lisa Beare
Minister

cc: Superintendents



January 7, 2025
Our Ref. 137164

Amanda Dowhy
Board Chair
School District No. 62 (Sooke)
3143 Jacklin Road
Victoria, BC V9B 5R1

Email Address: adowhy@sd62.bc.ca

Dear Amanda Dowhy:

Thank you for your letter of December 10, 2024, sent on behalf of the Sooke School District Board of Education, regarding my recent appointment as Minister of Post-Secondary Education and Future Skills.

I am honoured to once again be appointed to this role. I look forward to continual cross-sector engagement to enhance post-secondary education and skills training opportunities in British Columbia to build a strong, sustainable and innovative economy that works for everyone.

Premier David Eby has provided an ambitious [mandate](#) for all Ministers and I am eager to work with you and our other partners to ensure BC's post-secondary education and skills training needs are met.

I appreciate the Sooke School District Board of Education's commitment to align with provincial priorities through initiatives such as the South Island Partnership and to deliver high-quality education with strong supports that students need to study and transition into post-secondary education.

I welcome the opportunity to meet with you to discuss post-secondary education and training needs. Please connect with my Chief of Staff, Eric Peters, to coordinate a meeting. Eric Peters can be reached at Eric.Peters@gov.bc.ca.

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- 2 -

Thank you again for writing to me and I look forward to future collaboration.

Sincerely,



Honourable Anne Kang
Minister of Post-Secondary Education and Future Skills

pc: Eric Peters, Chief of Staff
Ministry of Post-Secondary Education and Future Skills

Eric.Peters@gov.bc.ca



January 13, 2025

Ref: 303436

Amanda Dowhy, Chair
 Board of Education
 School District No. 62 (Sooke)
Email: adowhy@sd62.bc.ca

Dear Amanda Dowhy:

Thank you for your letter of December 10, 2024, that included your congratulations on my appointment of Minister of Education and Child Care. Your letter raises three important areas for the Sooke School District including a funding model review, capital funding needs, and additional operational funding for student transportation services.

In early 2020, the Ministry of Education and Child Care implemented Phase 1 of the Funding Model Review (FMR) that advanced the majority of the accountability and financial management related recommendations from the 2018 K–12 Public Education Funding Review. The recommendations provide a general road map for the sector to help improve the K–12 public education funding system.

School districts and boards of education experienced significant challenges during the COVID-19 pandemic and government decided it was not an appropriate time to introduce any changes to the way schools are funded. At this point, government has paused the implementation of the remaining recommendations from the FMR. I want to reassure you that the Ministry will engage with the K–12 sector if there is a decision related to the recommendations.

The Ministry is committed to supporting school districts with maintaining facilities that provide positive, safe and healthy learning environments for students. As part of Budget 2024, the Province is providing \$291.9 million for school maintenance projects. This includes an increase to the yearly Annual Facility Grant allocation which, since 2017, has increased by \$40.2 million from \$110 million to \$150.2 million.

The Ministry's School Enhancement Program (\$70.4 million budget in 2024/25), Carbon Neutral Capital Program (\$26.8 million budget in 2024/25) and Building Envelope Program (\$10.7 million budget in 2024/25) also received increased funding via Budget 2024, enabling the Ministry to support more repair and maintenance type projects across the province.

.../2

I appreciate your comments about the need for more funding to allow school districts to address deferred maintenance more quickly, and understand that while routine capital funding has increased, there is more work to do. Your Board of Education's input and perspective is valuable to the Ministry, and we will continue to engage in discussions with the British Columbia School Trustees Association organization on these capital matters moving forward.

As you noted, the *School Act* does not require a board of education to provide student transportation services. Local boards of education have authority to determine the delivery of programs and services and make decisions related to transportation, informed by the needs of the school district and through consultations with their school community and/or service providers such as BC Transit.

As part of the efforts to ensure all schools in the province continue to have the support they need, our Government has announced increases of approximately 3.4 percent to the per student rates for the 2024/25 school year, bringing the operating grants to over \$7.0 billion. For the same school year, School District No. 62 (Sooke) is estimated to receive a total of \$161.4 million in operating grants plus an estimated \$32.1 million in special grants (\$358,365 allocated for the Student Transportation Fund as part of the special grants).

In addition, Sooke was allocated \$31,155 to better support First Nation Students' living on reserve attending public school transportation needs through the BC Tripartite Education Agreement joint transportation plan process and transportation to extracurricular activity funding.

Thank you for taking the time to articulate these critical issues, and for the open invitation to tour your learning environments and to talk about education matters. I appreciate the effort that boards of education, senior staff and education partners are making to achieve balanced budgets.

Sincerely,



Lisa Beare
Minister

Jenny Seal

From: [REDACTED]
Sent: January 13, 2025 11:38 AM
To: Paul Block; Trustees; council@sooke.ca
Cc: [REDACTED]
Subject: A new School question from Sooke

CAUTION - EXTERNAL SENDER: This email originated from outside of School District 62. Do not click links or open attachments unless you have verified the sender and know the content is safe.

Dear Superintendent Block, School District Board 62, and District of Sooke Council,

I am a resident in Otter Point and the President of the Otter Point, Shirley and Jordan River Residents and Ratepayers Association. As you know we have no schools in our area, however, I wanted to send this idea on to you if and when the School District considers building a new elementary school in the District of Sooke. Currently there is a development proposal for the Broom Hill area of Sooke that would see the building of 400 houses. With the change of zoning needed to do that it means that each lot could then build three more houses without further rezoning being needed so a total in the future of 1600 houses. These homes are in addition to the recently built area on Broom hill of 128 houses.

The closest elementary school to this area is Ecole Poirier, and Sooke Elementary and John Muir Elementary are about equidistant from the development area. John Muir Elementary will face increased pressure from the West as populations grow in Otter Point, Shirley, and Jordan River. The JdF EA is predicted to gain 1200 houses in the next ten years. There is also a development plan just around the corner in Sooke from John Muir School, an expansion of Erinan Estates that could add more homes within a kilometer of the school.

Both Sooke Elementary and John Muir Elementary are located on Highway 14, an increasingly busy highway. Sooke Elementary in particular has a major impact on the amount of traffic flowing in and out of Sooke every week day. The school also sits on a large area of prime development land a five minute walk from the center of Sooke. In fact the 400 homes planned for Broom Hill, up Otter Point Road, could easily be accommodated in a condominium development on the current Sooke Elementary land. The land is much higher in value than elsewhere in Sooke. The bussing and driving of students is currently from the suburbs to the town center. A new school closer to, or in, the Broom Hill development would draw that traffic away from the center of town to a safer and more convenient area. I believe that a new school in this area should be given at least the same consideration as the proposed school in SunRiver Estates.

For the District of Sooke the sale or swap of the School District lands for other development lands would allow them to meet much of their required increase in housing units and provide for an additional road connection from Gollidge Avenue to Country Road and Church Road, thus alleviating further traffic flow through the center of Sooke.

If you find yourself interested in this situation I would encourage you to contact the District of Sooke Council to receive current information on the new developments planned.

Yours Sincerely,

Hello Sooke School Board Chair Cendra Beaton,

Citizens' Environment Network in Colwood (CENIC) and Friends of Havenwood Park (FOHP) are very interested in working to expand Havenwood Park while there is still treed land next to the park that supports a diverse biosystem and a unique wildlife corridor. An area of land owned by the Sooke School District is next to the park at 678 Latoria Rd. and is of considerable interest to this proposal. We have put together a PowerPoint which we are presenting as a delegation to Colwood Council on Monday, January 13th at 6:30 pm. We have included Habitat Acquisition Trust and the Capital Regional District Parks Planning Department in and invitation to attend either in person, online or by video. We hope that the Sooke School District would also consider attending in person, by video or online. I have included the agenda link above (item #6) to our presentation and there are directions as to how to join into the meeting on line or to observe the meeting by video.

CENIC and FOHP realize the importance of protecting our tree canopy and expanding our parks for the future. We hope that you will watch the PowerPoint above and consider contributing your ideas at some point to the discussion. We look forward to hearing how Colwood Council will respond to our request for consideration. We are also very interested to learn how The Sooke School Board and the CRD Parks Planning Department respond to the proposal. presentation on Monday evening at 6:30 pm.

We feel that this is an opportunity that will not last for long and it has the prospect of an amazing legacy for the future. Once the trees are cut and development begins, we have lost our chance. We look forward to hearing your views.

Thank you for your consideration and time.

Best regards,



CENIC, Chair

FOHP, Coordinator



Board of Education

School District No. 61 (Greater Victoria)
556 Boleskine Road, Victoria, BC V8Z 1E8
Phone (250) 475-4106 Fax (250) 475-4112

Chair: Nicole Duncan Vice-Chair: Karin Kwan

*Trustees: Natalie Baillaut, Angela Carmichael, Mavis David,
Derek Gagnon, Emily Mahbobi, Diane McNally, Rob Paynter*

January 20, 2025

Premier David Eby
Office of the Premier
PO BOX 9041 STN Prov. Govt.
Victoria, BC V8W 9E1

Email: premier@gov.bc.ca
ECC.Minister@gov.bc.ca
EMLI.Minister@gov.bc.ca
INF.Minister@gov.bc.ca

ATTENTION: Premier David Eby
Honourable Lisa Beare, Minister of Education and Child Care
Honourable Adrian Dix, Minister of Energy and Climate Solutions
Honourable Bowinn Ma, Minister of Infrastructure

Dear Premier Eby, Minister Beare, Minister Dix, and Minister Ma:

RE: Climate Action Advocacy

The Board of Education of School District No. 61 (Greater Victoria) passed the following motion:

That the Board of Education of School District No. 61 (Greater Victoria) write to the Provincial Government advocating for increased funding for climate action initiatives, including funding for facilities upgrades to adapt to a changing climate, nutrition programming and other initiatives.

For school districts to meet the 2030 greenhouse gas (GHG) emission reduction targets set by B.C.'s Climate Change Accountability Act we require significant increases in provincial investment and coordinated regional planning which includes school districts. Partnerships between school districts, municipal and provincial governments are key to achieving the necessary GHG emission reductions while making best use of finite public resources.

While we recognize the over \$13 million increase in provincial funding from the Ministry of Education and Child Care over the 2023-24 school year for the Bus Acquisition and Carbon Neutral Capital programs and locally the \$650,000 for Oaklands Elementary HVAC in the 2024-25 school year, significantly more investment is needed to support targeted measures to reduce GHG emissions and to adapt to a changing climate. School districts are in a unique position to implement targeted measures to reduce GHG emissions and to implement adaptations to support community resilience.

Our most recent Climate Change Accountability Report highlights that 90% of GHG emissions from our school district come from our buildings. Provincial funding to allow school districts to address maintenance and repairs represents a significant opportunity to invest in measures aimed at reducing GHG emissions. However, in 2024-25 the Annual Facilities Grant (AFG) which is intended to cover the cost of maintenance and repairs for all 60 school districts only increased by 3.1 million. This increase does not even keep pace with the annual inflation rate.

In Greater Victoria over the last two school years our school district received a total AFG of \$5,179,861 (2024/25) and \$5,072,953 (2023/24), and School Enhancement funding of \$500,000 and \$1,000,000 respectively. While these funds can be utilized to address energy efficiency concerns in existing buildings, the reality is that to address outstanding maintenance and repair of our aging infrastructure alone will cost well beyond \$325 million. In light of these facts, it is clear that to meet legally required GHG reductions without compromising student services, school districts urgently need targeted provincial funding for retrofitting projects.

We ask that the province consider the immense opportunity available to target increased capital funding to support retrofitting of existing school buildings in order to ensure school districts are able to meet our 2030 GHG emission reduction targets as required by BC's Climate Change Accountability Act. We must invest in new high efficiency condensing boilers, additional window and roofing upgrades and focus capital funding on electrification and the addition of photovoltaic generation systems. We wish to emphasize our concerns about the lost opportunity costs associated with failing to invest more now in capital funding to support retrofitting of existing school buildings. We know that in most cases, we won't get the opportunity again for decades to make smart investments such as the electrification of our infrastructure and new high efficiency condensing boilers.

Funding specifically for facilities upgrades to adapt to a changing climate is essential to allow students, staff and community members to adapt to more frequent weather events, including severe heat related events. School buildings and grounds continue to be critical infrastructure for the entire community and could be used as cooling centers by creating shade, introducing drought resistant plants, and supporting opportunities to green school and district grounds. Our school district is committed to addressing these goals. We appreciate your attention to this pressing issue and look forward to your support in helping school districts meet these requirements.

We also ask the provincial government to urgently consider the need for funds to support nutrition programming for K-12 students. We appreciate the recent Feeding Futures funding committed in fall 2023, to be provided to school districts throughout BC over three years to create or expand local school food programs. There are many opportunities to support both land-based education and traditional ecological learning with a focus on Lekwungen and Coast Salish culture. However, we need ongoing targeted provincial funding to support sustainability initiatives such as greening and shading our school sites, and promoting school gardens and food programs that provide students with access to healthy, locally produced food which also supports much needed local food security.

Other initiatives such as supporting accessible and affordable transit for staff and students travelling to school, active transportation routes, and introducing electric charging infrastructure present us with yet further opportunities to co-plan with municipal and provincial governments in

order to maximize public investments in public sites. We are confident that collaborative and cooperative approaches will yield many productive solutions to the challenges we face.

There can be no doubt that we urgently need additional provincial resources and engagement to support the measures outlined above. We appreciate your attention to these urgent matters and look forward to working in partnership toward meaningful progress.

Yours sincerely,



Nicole Duncan
Chair, Board of Education
School District No. 61 (Greater Victoria)

cc: Board of Education, School District No. 61
Deb Whitten, Superintendent, School District No. 61
Katrina Stride, Secretary-Treasurer, School District No. 61
Darren Reed, President, CUPE 382, School District No. 61
Shawna Abbott, President, CUPE 947, School District No. 61
Carolyn Howe, President, Greater Victoria Teachers' Association
Braden Hutchins, President, Victoria Confederation of Parent Advisory Councils,
School District No. 61
Sarah Winkler, President, Victoria Principals and Vice-Principals Association,
School District No. 61
Sooke School District No. 62 Board of Education (trustees@sd62.bc.ca)
Saanich School District No. 63 Board of Education (c/o lglancie@Saanichschools.ca)

Committee Report of Resources Committee Meeting of January 14, 2024 School Board Office

Present: Allison Watson, Trustee (Committee Chair)
Russ Chipps, Trustee (Committee Member)
Christine Lervold, Trustee (Committee Member)
Paul Block, Superintendent
Brian Jonker, Secretary-Treasurer
Monica Braniff, Deputy Superintendent
Wayne Kelly, Principal QELEÑSEN Á, LEN
Ceilidh Deichmann, SPVPA
Ed Berlando, STA
Tom Davis, SPEAC
Trudy Court, CUPE
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)

The Chair provided instruction to Trustees and attendees joining virtually on how to participate. The Chair acknowledged the service and leadership of the outgoing Chair of the Resources committee, Christine Lervold. She then provided a speaker list process outline. Partner groups speaking first has been the precedent for Committee meetings. All Trustees can join the meetings; however, Trustees who are on the committee will be prioritized in terms of speaking.

2. COMMITTEE REPORT

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated December 10, 2024, at its Public Board Meeting dated December 17, 2024.



3. PRESENTATIONS – no presentations

4. BUSINESS

4.1 Committee Mandate & Reminders – Allison Watson

The Committee Chair reviewed the Resources Committee mandate and appointments for the 2025 calendar year.

CUPE relayed that it is working with its members to support strategic plan implementation and is looking for clarity on when the new strategic plan will be released.

The Superintendent provided an update on progress and confirmed the intention of the new strategic plan going to the Education Policy Committee in February and from there through to the February 25, 2025 Board Meeting for final approval and release.

4.2 Energy Management – Mhairi Bennett

The Director of Facilities updated the committee on the Utility Navigator – Energy Data Tool, explained what data the tool collects and how it is used to inform decisions for the District. To meet CleanBC 2030 targets, staff is working with BC Hydro to seek partial funding for an in-house Energy Management specialist position.

Concerns were expressed about Belmont being a relatively new school but seeing system failures. Staff relayed that the issue was a single air handling unit that was new to market at the time of the school build. There have since been newer versions of the same unit installed at other sites which are not having the same issues. Staff provided clarity that it was a single unit that was the issue and not multiple equipment failures.

Questions arose regarding data at Edward Milne. Staff responded that the data shows we need to look deeper at the energy consumption at the school and potential mitigations.

A question was raised as to whether portables were included in the calculations. Staff will confirm if the data relates to the primary building or includes ancillary buildings (portables).

4.3 2024/25 Amended Budget Update – David Lee-Bonar

The Assistant Secretary-Treasurer explained the process behind the annual Budget recalculation and amended budget. Typically, staff would bring forward the recalculated grant amounts based on the Ministry announcement and potential impact on the District going forward. However, this year, the province is delayed in releasing the update until mid-late January. The *School Act* requires the Board to pass the amended budget bylaw by the end of February. Clarity was provided around legislated requirements for the Board to submit



their amended budgets. In response to concerns raised about the delay, the Superintendent indicated that this strategy (the Motion), was recommended to all superintendents and there is a level of confidence from the Ministry, that the recalculated grants won't be further delayed. To pass all 3 readings on February 25th, the Committee supported the following motion going forward to the Board:

Recommended Motion:

That the Board of Education of School District 62 (Sooke) allow all three reading of the 2024/25 Amended Budget Bylaw at its meeting of February 25, 2025.

4.4 2025/26 Academy Fees – Wayne Kelly

Wayne Kelly reviewed the process for setting the fees for the academies within the District. Academy programs deploy a 5% holdback to mitigate risk as contingency. This strategy protects against inflationary pressures. This year, forecasts indicate that the full contingency will be used and as such, this supports looking to a fee increase for some academies for next year. The proposed fees for 2025/26 were presented. The fee payment schedule and financial assistance programs were reviewed.

Following discussion, the committee supported the following motion going forward to the Board:

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the proposed Academy Fees for the 2025-26 school year as presented at the Resources committee Meeting of January 14, 2025.

5. **ADJOURNMENT AND NEXT MEETING DATE:** February 11, 2025





**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
January 9, 2025 – 6:00 p.m.**

- Present: Cendra Beaton, Trustee (Acting Committee Chair)
Amanda Dowhy, 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
D’Arcy Deacon, Associate Superintendent
- Guest: Wayne Kelly (District Principal of Academies), and Dayna Christ-Rowling (Teacher-Belmont)
- Regrets: Ebony Logins (Committee Chair), 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**

3. **COMMITTEE REPORT** of December 3, 2024 Education-Policy Committee meeting

The committee report for the December 3, 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**

- a. Outdoor Education Academy – Wayne Kelly/D’Arcy Deacon/Dayna Christ-Rowling
D’Arcy Deacon, Wayne Kelly, and Dayna Christ-Rowling presented on the proposed Outdoor Education Academy. The presentation provided an overview of Academies that currently exist in schools across the district followed by an overview of the proposed Outdoor Education Academy. The presentation was well received and following the presentation the committee engaged with Wayne and Dayna with comments and questions.

Motion:

That the Board of Education of School District 62 (Sooke) approve the SD62 Outdoor Education Academy at Belmont Secondary School to begin September 2025.

b. Student Voice – D’Arcy Deacon/Dave Strange

D’Arcy Deacon and Dave Strange provided an overview of the work completed and planned as relates to student voice and engagement in the Sooke School District. The presentation provided an overview of student engagement activities that currently exist in schools across the district and at the district level. The presentation framed out the work that has been completed and the future work planned to develop a comprehensive student voice engagement framework. The presentation was well received and following the presentation the committee engaged with D’Arcy and Dave with comments and questions.

c. Q2 Operational Plan Report – Paul Block

Paul Block presented the Q2 Operational Plan Report. The presentation provided an overview on progress made towards achieving the strategic plan goals and objectives that are the focus of this year’s district operational plan. The presentation was well received and following the presentation the committee engaged with Paul with comments and questions.

Motion:

That the Board of Education of School District 62 (Sooke) receive the Quarter 2 Report as presented at the Education-Policy Committee meeting of January 9, 2025.

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

There were no Policies/Regulations for this meeting.

7. **FOR INFORMATION**

a. Research Project Approval – “Safeguarding Tomorrow’s Data Landscape: Young Digital Citizens’ Perspectives on Privacy within AI Systems” – Dr. Ajay Shrestha, Vancouver Island University

b. Research Project Approval – “Outcome Evaluation of Flourish! School Food Program in Sooke School District” – Matthew Kemshaw – Flourish School Food Society and Danielle Tan
– UBC Faculty of Education

8. **FOR FUTURE MEETINGS**9. **ADJOURNMENT AND NEXT MEETING DATE:** Feb. 4, 2025



Committee Info Note
Education-Policy Committee Meeting
January 9, 2025
Agenda Item 5a: Outdoor Education Academy

Background:

Policy & Regulations B-349 “Specialty Academies” requires specific consultation requirements. This presentation will share the process and actions taken to meet the requirements stated in the regulations.

In preparation for consideration of the Board and partner groups, the following are the requirements for a new academy program from Regulations B-349 “Specialty Academies”:

B-349 – Specialty Academies - Regulations

New Programs considered will:

1. Have a clearly articulated specialty academy rationale.

Response:

- Personalized learning is a path in education that considers the specific strengths, interests and needs of each student and creates a unique learning experience based on those individual traits.
- Our Academy programs provide a unique opportunity for students and parents to have a voice and choice and allow our school district to support personalized learning opportunities.

2. Require consultation with the Parent Advisory Council (PAC) and the approval of the Board of Education.

Response:

- Belmont Principal, Laura Fulton, will be meeting with the Belmont PAC in January to discuss the new proposal for the Outdoor Education Academy. Their feedback will arrive prior to the proposal coming to the Board.
- Belmont Principal Laura Fulton will consult with NA'TSA'MAHT Indigenous Education and the Indigenous Education Council as necessary.

3. Fulfill a recognized educational need separate from existing specialty academy programs and services.

Response:

- Our goal is to create a unique outdoor experiential education opportunity for students to explore their passion in outdoor skills through wilderness experiences in a cultural, place-based and environmental stewardship lens.

4. Be free from any political, religious or ethnic affiliation.

Response:

- Confirmed that this is the case.

5. Be consistent with Board policies, regulations and administrative procedures.

Response:

- Yes, with specific considerations to Policy B-349 “Specialty Programs”.
- Strong alignment with the new Strategic Plan specific to the values of choice and the vision of personalized learning.

6. Have a fee structure that is based on the Board charging a fee to a student enrolled in a specialty academy related to the direct costs incurred by the Board in providing the specialty academy that are in addition to the costs of providing a standard education program.

Response:

- Supplies: \$47,600 total @ \$1750 per student.
- Admin Fee: \$3920 total @ \$140 per student.

Total Costs: \$1,890 per student based on XX students

7. Provide bursary opportunities for any students who require financial assistance to participate in a specialty academy.

Response:

Bursary Programs: We do have a bursary program that students and parents can access to assist with fees.

- KidSport – Local Victoria chapter provides up to \$400-\$600 per child to assist with academy fees.
- Jumpstart – Local Victoria chapter can provide up to \$300 per child to assist with academy fees
- Sport Assist – Funding available for SD 62 students up to \$1,000
- Lace’Em Up – Provides up to \$1,000 per child to assist with Academy fees.

8. Be available to all students in the Sooke School District based on space availability.

Response:

- The program would be available to all Gr. 11 and 12 students attending Belmont regardless of ability. The option to pursue to a school change request to Belmont is available to students that live across the district.

9. Identify the potential impact on other schools in the District.

Response:

- No impact on other schools. Currently, no other similar programs in the district.
- Possibility that students who are currently attending Claremont’s or Stelly’s outdoor education programs may return to SD62.

10. Be maintained without transportation assistance from the Board.

Response:

- All transportation costs for this program will be paid for with the revenue budget generated by the academy fees.
- Each student will pay this fee.

11. Be subject to normal planning and staffing schedules established by the district.

Response:

- The Academy programs will be staffed as per the District Post & Fill process that follows the Collective Agreement.
- The District Principal will work directly with school-based PVP to ensure a collaborative and efficient process.

12. Be subject to program evaluation including fee structure and audit on an ongoing basis by the Board.

Response:

- This is the beginning of this process.

Recommendation:

Recommended Motion for the proposal of the Outdoor Education Academy

That the Board of Education give Notice of Motion for the approval of the SD62 Outdoor Education Academy at Belmont Secondary School to begin September 2025.

Respectfully submitted,

D'Arcy Deacon
Associate Superintendent of Schools

Wayne Kelly
District Principal
Sooke School District Sports Academy Programs, PACE and Percussion Academies
Principal - QELENSÉN Á,LEN Secondary
Sports Academy Liaison with Rugby Canada & Golf Canada



Sooke School District Academy Programs

1

Outdoor Education Academy



2

2



SECONDARY ACADEMY PROGRAMS

Royal Bay

Soccer 9-12 (100)

Dance 9-12 (98)

Lacrosse-Boys 9-12 (90)

Lacrosse-Girls 9-12 (30)

Golf 9-12 (22)

Mountain Biking 9-12 (28)

3

3



SECONDARY ACADEMY PROGRAMS

Edward Milne

Soccer 9-12 (50)

Hockey 9-12 (45)

Eco Academy (31)

Softball (25)

4

4



SECONDARY ACADEMY PROGRAMS

Belmont

- Hockey 9-12 (60)
- Baseball & Softball 9-12 (60)
- Climbing 9-12 (48)
- Equestrian 9-12 (15)
- Mountain Bike 9-12 (28)

New - Outdoor Education Academy (28)

5

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Belmont Outdoor Education Academy

The four-course 16-unit academy. It would be a full-time program for a single semester.

Possible Courses

- PHE 11 Outdoor Education Elaborations
- SS Contemporary Indigenous Studies Elaborations
- Community Service Leadership 12
- Work Experience

Alternatives

- Explorations in Social Studies 11
- Human Geography 12
- Emergency Services Studies



Possible dual credit courses with Camosun College

IST 142 - Land, Water and Stewardship (also IST 230 - Community Engagement & Action)
KIN 135 - Introduction to Outdoor Sport

The Outdoor Education Academy at Belmont Secondary School is open to students in grades 11 and 12. The OLA is experiential education through participation in a variety of place-based outdoor activities. Using Indigenous ways of learning, students will gain outdoor skills, knowledge, risk management health and wellness benefits, community service, self-confidence, a hundred-hour work experience, and lifetime memories as they safely work together and engage in an assortment of outdoor adventures, on the job work experience and nature-based lessons.

6

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Academy activity highlights could include the following:



- Remote Wilderness First Aid Training
- Cultural, Place Based, and Environmental Stewardship
- Traditional big Canoeing and canoeing
- Snowshoeing in the Kludahk
- Indigenous Plant and Ethnobotany Book project
- Land based lens on Resource Extraction inquiry
- Survival and Adventure Skills
- Hikes (East Sooke, Sooke Hills, Matheson Lake, Mt. Work, Gowlland Tod Parks)
- Multi-day Backpacking Trip on the Juan de Fuca
- Ocean Kayaking with Pacifica in the Gulf Islands
- Rock Climbing at Stelly's and Bouldering at Boulderhouse
- Strength & Aerobic Training
- Leadership and Trip Design for Sawward Lake Canoe circuit
- Introduction to Sailing
- Strength & Aerobic Training
- Leadership Training
- Orienteering with Victoria Orienteering
- Hypothermic Education
- Surfing in Tofino

7

Academy name :		2025-26 Academy Budget												
School:	Belmont													
Budget Year:	2025-26													
# of students	28	Academy Fee \$1890												
Revenues:														
		\$												
	Academy fees	52920												52,920.00
	Fundraising													
	Other misc.													
Total		\$ 52,920.00	A											
		Monthly Expenses												
Expenses:			Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June		Remaining from budget
	Admin Fee	3920												3920
	Staffing													0
	Benefits													0
	Services-General	25600												25600
	Services-honoraria													0
	Services-Bussing	12200												12200
	Services-Other													0
	Player Kit	3000												3000
	Dues/Fees													0
	Supplies	8000												8000
	Awards	200												200
	Festival													0
Total		\$ 52,920.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$52,920.00

8



Financial Assistance

Financial Assistance Programs:

We do have a program that students and parents can access to assist with fees due to their financial situation

KidSport – Local Victoria chapter provides up to \$400-\$600 per child to assist with academy fees.

Sport Assist – Provides assistance for students living in the Sooke School District area. Up to \$1,000

Jumpstart – Local Victoria chapter can provide up to \$300-\$400 per child to assist with academy fees

9

9



A picture is worth a thousand words



Thank you



10

Information Note
Education-Policy Committee Meeting
January 9, 2025
Agenda Item: 5c – Strategic Plan Quarter 2 Report

Background:

- The Board of Education, through motion, has directed staff to bring forward for information, quarterly reports on progress towards the Strategic Plan and student outcomes:
 - Quarterly (Q) reports are tabled at meetings in October (Quarter 1: July - September), January (Quarter 2: October - December), April (Quarter 3: January - March) and September (Annual Report that includes Quarter 4 work: April - June).
- Under the district's [Strategic Plan 2021-2025](#), we have developed a comprehensive process of charting accountability that links strategic plan outcomes, operational plans and the Ministry of Education's student success metric report: the Enhancing Student Learning (ESL).
- The [2023-24 Annual Report](#) was submitted to the Board of Education at the September 2024 Board Meeting. A link to the report has been provided to the Ministry of Education and Child Care (MoECC).
- Annually the district takes the direction of the Board through the Strategic Plan and develops an operational plan to assist in achieving the goals and objectives of the Strategic Plan. The [2024-25 Operational Plan](#) builds on the [2023-24 Operational Plan](#).
- The [Enhancing Student Learning Report](#) is submitted to the Ministry of Education annually on September 30th. The report features data on SD62 (School District 62) student success. When newly released data becomes available, the Quarterly Reports will feature it. The Enhancing Student Learning Report covers:
 - Reading, writing and numeracy.
 - Grade-to-grade transitions.
 - Graduation assessments.
 - Six-year and eight-year completion rates.
 - Early development.
 - Student satisfaction, including postsecondary and career preparation.
 - Success metrics for all students, including those with unique needs, such as Indigenous ancestry, English Language Learners.

Quarter 2 Progress on the 2024-25 Operational Plan

- The Quarter 2 Report contains updates for work undertaken between October – December 31st, 2024. It details each item contained in the 2024-25 Operational Plan and is reported under the headings of Learning (blue), Engagement (green) and Growth (red).
- The report is structured with four columns:

- **“Staff Will”**: describes the actions with target completion date that the executive will undertake to meet the operational goal.
 - **“Students Will”**: describes the connection and outcomes for students that will be achieved through the project, initiative, or action.
 - **“Measures”**: specific outcomes with target completion date that the executive will use to document progress towards a project, initiative, or action.
 - **“Progress & Evidence”**: describes the actions taken within Q2 in support of the Operational goal.
- Progress Summary Q2 Report: 39 projects, initiatives or actions were planned for completion over Q2-Q4:
 - 6 projects, initiatives or actions are complete.
 - 30 projects, initiatives or actions are in progress.
 - 3 projects have been delayed as per plan.
 - Not all projects, initiatives or actions were intended to be completed in Q1/Q2, many have an intended scope over quarters 2-4.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) receive the Quarter 2 Report as presented at the Education-Policy Committee meeting of January 9, 2025.

Respectfully submitted,

Paul Block, Superintendent of Schools/CEO



2024-25 Operational Plan Quarter 2 Report

Operational Plan 2024-2025 Deliverables and Metrics: Learning

QUARTER 2 REPORT

Staff Will	Students Will	Measures	Progress & Evidence
Implement recommendations outlined in the diversity, equity, and inclusion (DEI) review to enhance student learning (L1) (MB/DD).			
<p>Staff Will:</p> <ul style="list-style-type: none"> Develop a Racism Response guidelines document (Q1-Q2). Publish and share a Terms of Reference for the District Committee (Q1-Q2). Establish a District Committee for DEI (Q2). Develop inclusive language guidelines (Q2). Undertake a Policy Review to ensure policies reflect the district approach to DEI (Q3). Create an opportunity for student voice in District DEI work (Q2-4). Develop a DEI Action Plan to align with the 2025-2029 Strategic Plan (Q4). Update student codes of conduct to include a deeper understanding of diversity, equity and inclusion (Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> Have enhanced learning that reflects inclusive language. Understand DEI concepts and be able to discuss how the concepts apply to their school. See their codes of conduct with more depth on diversity, equity and inclusion. Feel valued and appreciated for their unique backgrounds and views. Be given clear pathways to provide their voice to the district regarding DEI topics. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> District DEI Committee Established (Q1/Q2). Racism Response guidelines document complete (Q1/Q2). Policy review is completed and provides recommendations and/or updated policies (Q3). The Inclusive Language Guideline document is completed & shared with district leadership (Q3). Student codes of conduct contain a common language that demonstrates a deeper understanding of diversity, equity and inclusion (Q4). Students will have participated in student voice and engagement in DEI activities (Q4). Inclusive language is used in the classroom (Q4). DEI strategy to align with 2025-2029 Strategic Plan (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> District DEI Committee Established (Q1-Q2) <ul style="list-style-type: none"> DEI update and presentation was made to the board. DEI consultant has been hired to oversee the implementation of the committee and terms of reference. Working group of leads from STA, CUPE, PVPA and Exec have met with the consultant to build common understanding and work plan. Racism Response guidelines document complete (Q1-Q2) <ul style="list-style-type: none"> Document is drafted as a starting place for the DEI committee to review when committee is established.
<ul style="list-style-type: none"> Implement the Middle/Secondary components of the K-12 Literacy Plan (L2) (DS/DD). 			
<p>Staff Will:</p> <ul style="list-style-type: none"> Establish a K-12 District Literacy Stewardship Team with school and district-level representation (Q1-2). Develop a collaborative cross-department K-12 literacy strategy (primary, intermediate, middle and secondary) (Q2-Q3). Pilot at Intermediate, Middle, and Secondary levels, a common district screening and assessment framework (Q2-Q4). Finalize a common district screening and assessment framework at each level (Q2-Q3). Establish a continuous data reporting structure (frequency and content) for the K-12 Literacy Plan (Q2-Q3). Review and refine professional learning and In-Service Models relative to Tier 1 and Tier 2/3 Instruction (Q2-Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> Students in elementary, middle and secondary will have improved levels of literacy. Students in elementary, middle and secondary will have access to high-quality literacy classroom instruction. Students in elementary, middle and secondary will have access to interventions as needed to achieve literacy levels expected at their grade level. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> K-12 Assessment and Progress Monitoring systems will have been established and implemented (Q1-Q4). Staff engagement (participation rates) in district professional learning activities (Q2-Q4). Completion of Intermediate, Middle, and Secondary levels pilots (Q2-Q4). Completed collaborative staffing, resource and training requirements for the K-12 Literacy Plan (Q4). K-12 Annual Literacy Report (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> K-12 Assessment and Progress Monitoring systems will have been established and implemented (Q1-Q4) <ul style="list-style-type: none"> K-3 Literacy Intervention is fully implemented and ongoing in all elementary schools. District Literacy Stewardship Team in its initial form completed a review of K-12 Literacy data practices and developed several recommendations for the 2024-25 school year. Composition of the District Literacy Stewardship team is being revisited with thoughts to including teacher representation (Dist/STA/Admin) under development. Literacy Intervention model being expanded to intermediate (gr. 4-5) at two schools and at one middle school gr 6-8. Similar staged rollout as was followed with the K-3 plan. Annual schedule mapped out. Initial planning meeting to align Literacy Stewardship Team around continuous improvement cycles. Data templates (literacy/numeracy) for Middle/Sec PVP use in development. Literacy intervention assessment tool developed and active fully at K-3 and being piloted 4/5 and 6/8. (Q2) Literacy Intervention Model is currently up and active at the intermediate and middle school level. Rollout has been successful, and pilot will inform requirements for system wide implementation. (Q2) District Numeracy Assessment developed and has been shared with the system feedback. On track to be finalized by end of January 2025. (Q2-3) Work progressing on development of suite of system assessment tools. (Q3)

Identify the metrics and processes necessary to establish a continuous improvement cycle for the Framework for Enhancing Student Learning (FESL) and student achievement (L2) (DD/FN).			
<p>Staff Will:</p> <ul style="list-style-type: none"> Identify and prioritize key processes for sharing student achievement data as part of the continuous improvement cycle (Q1-Q4). Identify all local data sources to inform the 2024-2025 FESL Report (Q1-Q4). Submit, where appropriate, questions for the Student Learning Survey to provide data to support the 2024-2025 FESL Report (Q1-Q2). Reflect on MoECC feedback on the SD62 2023-2024 FESL Report (Q2). Improve participation rates in the Student Learning Survey (Q2). Design a plan to adjust and revise the 2024-2025 report based on the feedback (Q2). Identify key staff to support the draft and final report of FESL 2024-2025 (Q2). Develop an annual calendar for continuous improvement (Q3). 	<p>Students will:</p> <ul style="list-style-type: none"> Make progress on student success indicators in 2024-2025. Improved course completion rates in 2024-2025. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Providing evidence of: <ul style="list-style-type: none"> Annual schedule for school data review of progress toward identified goals (Q1). Annual data gathering and sharing schedule for continuous improvement (Q2). Course completion rates in 2024-2025 with analysis to explain results (Q4). 6-year graduation rates in 2024-2025 with analysis to explain results (Q4). Numeracy and literacy scores in 2024-2025 with analysis to explain results (Q4). SLS 2024-2025 with analysis to explain results (Q4). Report on FESL 2024-2025 team and intended process and outcomes (Q2). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> Identify and prioritize key processes for sharing student achievement data as part of the continuous improvement cycle (Q1-Q4) <ul style="list-style-type: none"> Annual schedule for school data review of progress toward identified goals. (Q1) Individualized School data sets shared at level meetings and with all schools. (Q2) School feedback generated to support refining of data sets. (Q2) Identify and prioritize key processes for sharing student achievement data as part of the continuous improvement cycle (Q1-Q4) <ul style="list-style-type: none"> School continuous improvement engagement schedule mapped out. Engagement communicated to system and processes Ongoing continuous improvement engagement sessions with all schools (Q1-Q2) Identify all local data sources to inform the 2024-2025 FESL Report (Q1) <ul style="list-style-type: none"> Provincial/Local data templates for Associate/PVP use (FESL driven) in development. Data team is populating the 1-page summary templates with Student Success Measures for Elementary/ Middle/ Secondary. Additional local data gathering/application (macro, meso, micro) exploration in progress. Provincial/local data sets developed and in use at schools. (Q2) Submit, where appropriate, questions for the Student Learning Survey to provide data to support the 2024-2025 FESL Report (Q1-Q2) <ul style="list-style-type: none"> FESL based SLS additional questions under review. No additional questions submitted. (Q2) Reflect on MoECC feedback on the SD62 2023-2024 FESL Report (Q2) <ul style="list-style-type: none"> 2023-24 MOECC FESL report feedback not yet received. Improve participation rates in the Student Learning Survey (Q2) <ul style="list-style-type: none"> 2024-25 SLS scheduled for spring 2025. (Q3) Draft participation improvement plan in development. (Q2) Current SLS questions undergoing feedback process with schools. (Q2) Design a plan to adjust and revise the 2024-2025 report based on the feedback (Q2) <ul style="list-style-type: none"> Draft FESL adjustment and revision plan developed. (Q2) Awaiting MoECC FESL 2023-24 feedback to finalize plan. (Q2) Plan to be reviewed by associates. (Q2) Identify key staff to support the draft and final report of FESL 2024-2025 (Q2) <ul style="list-style-type: none"> Key staff identified in Draft FESL adjustment and revision plan. (Q2) Develop an annual calendar for continuous improvement (Q3)

			<ul style="list-style-type: none"> Completed in (Q1)- to be revised annually.
Review the current strategies and responses for supporting the needs of newcomer families, including language assistance, fostering a sense of belonging, and addressing cultural needs (L3) (MB).			
<p>Staff Will:</p> <ul style="list-style-type: none"> Review and develop recommendations regarding current newcomer supports, needs, and resources (Q1-Q2). Collaborate with the Associate Superintendent and the Principal of Continuing Education to develop Foundational English Language Acquisition Programming for Adults of Newcomer Families (Q3). Develop a long-range plan to support newcomers informed by the review (Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> If they are new to Canada, <ul style="list-style-type: none"> Experience newcomer supports that enhance their academic performance and provide enhanced social and emotional well-being. Adult learners, experience foundational English Language Programming to improve their quality of life and career and occupational options. Experience opportunities to develop a sense of belonging to SD62 and the local community. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Creating a Review and Recommendations summary document that is shared with the Executive Team and the Board of Education (Q2). Reporting to the Executive Team on the long-range plan (Q4). Ensuring that the Foundational English Language Programming for adults is scheduled, advertised and enrolment is open for September 2025 at the Westshore Post Secondary Campus (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> Review and develop recommendations regarding current newcomer supports, needs, and resources (Q1-Q2) <ul style="list-style-type: none"> Meetings set with key district partners to review process; consultation will continue in Q2. Summary document for sharing with the Executive Team and the Board of Education will be ready in Q3. ELCC and ELL departments partnered to pilot the CHEQ with kindergarten students of newcomer families. Currently analysing data at the school level. District trends and themes may emerge that will inform district and community action plans to support newcomer students and their families. (Q2-Q3)
Promote and action Sexual Orientation and Gender Identity (SOGI)-related initiatives, including reviewing policies and retrofitting gender-neutral spaces (L3) (DS).			
<p>Staff Will:</p> <ul style="list-style-type: none"> Review and revise policy to address gendered language (Q1-Q2). Develop inclusive language guidelines in partnership with the DEI District Committee (Q1-Q2). Develop a staff guidebook for SOGI-related conversations and events (Q2-Q3). Develop grade-level appropriate educational resources for SOGI (Q2-Q3). Develop an online place to house the staff guidebook and educational resources (Q2-Q3). Secure funding for one-bathroom retrofit for 2025-2026 (Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> Experience greater SOGI supports in schools. Have awareness of SOGI activities and supports in schools. Be aware of SOGI champions in their school. Be aware of how to share concerns or positive feedback of SOGI-related issues in their schools. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Completed policy to address gendered language (Q1-Q2). Completed inclusive language guidelines (Q1-Q2). Completed staff guidebook for SOGI-related and events conversations (Q2-Q3). Completed grade-level appropriate educational resources for SOGI (Q2-Q3). Completion of an online space to house the staff guidebook and educational resources (Q2-Q3). The feedback mechanism process has been communicated with students and staff (Q2-Q4). Funding secured for one-bathroom retrofit for 2025-2026 (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> Review and revise policy to address gendered language (Q1-Q2) <ul style="list-style-type: none"> Completed policy to address gendered language. (Q1-Q2) Work group near finalization. Work plan developed and ready to be implemented. Focus will initially be on policy and regulations beginning with the district Sexual Orientation and Gender Identity policy and regs. (Q2) Develop inclusive language guidelines in partnership with the DEI District Committee (Q1-Q2) <ul style="list-style-type: none"> Work in progress. Materials gathered from other school districts to be reviewed (Q1-Q2) Develop an online place to house the staff guidebook and educational resources (Q2-Q3). SOGI Policy to be Reviewed and Updated by Working Group (Q2) <ul style="list-style-type: none"> SOGI School Lead team created on MS Teams. Site hosts policy, ministry guides, tools to fight mis and disinformation, as well as educational resources and links to supportive sites and educational materials. All school and departments leads as well as all PVP are listed as members and have access to all materials.
Prioritize enhancing student voice and engagement across all K-12 departments (L4) (DD/DS).			
<p>Staff Will:</p> <ul style="list-style-type: none"> Environmental scan for current practices in student voice and engagement experience (Q1-Q2). Develop an annual student voice engagement plan (Q1-2). Develop, with the involvement of students, an annual student engagement plan (Q2-Q3). 	<p>Students will:</p> <ul style="list-style-type: none"> Have clear ways to provide their voices to the school district. Be listened to by staff in a way that addresses their concerns. Help to plan engagement which includes their voices. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Completing an environmental scan of student voice and engagement experience (Q1-Q2). Consistent student engagement established and aligned with the student engagement plan (Q2-Q4). Evidence of student involvement in all aspects of the deliverable (Q2-Q4). Annual student voice engagement plan (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> Completing an environmental scan of student voice and engagement experience (Q1-Q2). <ul style="list-style-type: none"> Student voice and engagement surveys in draft form. To be reviewed through consult and administered early Q2. Student voice engagement surveys administered with schools and district PVP. (Q1-Q2)

			<ul style="list-style-type: none"> ○ Survey data compiled and analyzed for planning purposes. (Q1) ● Develop an annual student voice engagement plan (Q1-2) <ul style="list-style-type: none"> ○ Plan to be developed utilizing environmental scan data in late Q2 early Q3. ○ School/department survey data compiled into draft annual student voice engagement outline (Q2) ● Develop, with the involvement of students, an annual student engagement plan (Q2-Q3). <ul style="list-style-type: none"> ○ Student survey, feedback engagement sessions currently being scheduled at individual school sites. (Q2) ○ Student survey questions and engagement session planning in development. (Q2-Q3)
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Operational Plan 2024-2025 Deliverables and Metrics: Engagement

Staff Will	Students Will	Measures	Progress & Evidence
Develop and implement a comprehensive engagement strategy for the new strategic plan (E1) (PB).			
<p>Staff Will:</p> <ul style="list-style-type: none"> ● Create a comprehensive Engagement Plan for the development of the 2025-2029 Strategic Plan that leverages electronic and face-to-face engagements (Q1-Q2). ● Implement the plan for the development of the 2025-2029 Strategic Plan that leverages electronic and face-to-face engagements (Q2-Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> ● Be asked about their views on the new strategic plan giving them a sense of ownership and agency in shaping their educational experience. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> ● A comprehensive Engagement Plan for the development of the 2025-2029 Strategic Plan that leverages electronic and face-to-face engagements (Q1-Q2). ● Evidence of student engagement in developing the new strategic plan (Q4). ● Evidence of district partner engagement (Q4). ● Completing the 2025-2029 Strategic Plan with consideration of what was heard during the engagement (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> ● Create a comprehensive Engagement Plan for the development of the 2025-2029 Strategic Plan that leverages electronic and face-to-face engagements (Q1-Q2). <ul style="list-style-type: none"> ○ All Strategic Plan engagement sessions were facilitated by Mike McKay, each spanning three hours. These sessions focused on the district's three key priorities: Learning, Engagement, and Growth. Participants reviewed data and engaged in facilitated discussions, with District leadership staff meticulously recording insights at each table. ○ The feedback gathered during these sessions was synthesized in Q2 and used to inform the development of a public survey. This survey provided all stakeholders with the opportunity to share their perspectives on the goals and objectives for the new Strategic Plan, building on the valuable insights gathered from students, parents, leadership, and district partners during the feedback sessions. ○ (Complete) <p>Summary of Q2 Engagement Sessions:</p> <p>Students – October 15</p> <ul style="list-style-type: none"> ● Attendees: 40 ● Schools represented: Belmont, Centre Mountain Lellum, Dunsmuir, Edward Milne, John Stubbs, Journey, Qelensen A Len, Royal Bay, Spencer, Westshore Secondary <p>Trustees – October 15</p> <ul style="list-style-type: none"> ● All Trustees participated. <p>Leadership Team – November 6</p> <ul style="list-style-type: none"> ● The leadership team, comprising Principals, Vice Principals, Directors, and Managers, participated in the session.

			<p>DPAC (SPEAC) – November 13</p> <ul style="list-style-type: none"> • Attendees: 22 • Schools represented: Belmont, Centre Mountain Lellum, David Cameron, John Stubbs, Lakewood, Millstream, Royal Bay, Ruth King, Sangster, Spencer <p>District Partners – November 25</p> <ul style="list-style-type: none"> • Attendees: 20 • Partners represented: CUPE 459, STA, SPVPA, Indigenous Education Council, SPEAC, SD62 Executive <p>Public Survey – December 2-16</p> <ul style="list-style-type: none"> • As this survey was held in late Q2, further information about the public survey will be shared in Q3.
<p>Collaborate with Sc’ianew, T’Sou-ke and Pacheedaht Nations and with Na’tsa’maht Indigenous Education to establish a new Indigenous Education Council (IEC) in alignment with the new ministerial order and changes to the School Act following Bill 40 (E2) (PB).</p>			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Collaborate with the land-based Nations to establish a new Indigenous Education Council (Q1-Q2). • Support the land-based nations with decision-making in relation to: <ul style="list-style-type: none"> ○ School of Choice (Q2). ○ Model the Learning Enhancement Agreement (Q2). ○ The implementation of Indigenous Education Councils (Q2-Q4). • Support the land-based Nations in establishing governance structures within the IEC (Q2-Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> • Experience a district with a significant commitment to honouring and respecting Indigenous cultures, histories, and worldviews. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Evidence of SD62s collaboration with the Nations (Q1-Q4). • Identify the school of choice for Sc’ianew Nation, T’Sou-ke Nation, Pacheedaht Nation (Q1). • Identify the Sc’ianew Nation, T’Sou-ke Nation, Pacheedaht Nations Individual LEAs as desired by each Nation (Q2-Q4). • The IEC has a Terms of Reference that is in alignment with Bill 40 and includes structures that address local matters and context (Q4). • Improved District-level consultation processes with the Nations (Q1-Q4). 	<p>The Organization has demonstrated progress by:</p> <p>Collaborate with the land-based Nations to establish a new Indigenous Education Council (Q1-Q2)</p> <ul style="list-style-type: none"> ○ Bylaw 1-20 School Board Governance By-Law was amended to reflect the relevant governance changes as per legislation creating Indigenous Education Councils (IEC). The Governance Committee reviewed the revisions and recommended approval by Board. First reading was successful at the November Board of Education meeting. Second and third reading will take place at the December Board meeting bringing the IEC’s role, responsibilities and functions into the 1-20 Board Governance Bylaw. ○ Revision to Policy & Regulations 411 - Order of Business for Board Meetings was completed and presented to the Governance Committee for feedback. The revisions formally placed the IEC on Public Board Meeting agendas. The revision was approved by the Board of Education at the November Board of Education meeting. ○ (Complete) <p>Support the land-based nations with decision-making in relation to: The implementation of Indigenous Education Councils (Q2-Q4)</p> <ul style="list-style-type: none"> ○ Terms of Reference are complete. Submission to Ministry of Education and Childcare by January 15, 2025, deadline is met. ○ Terms of Reference to be shared with Board of Education in Q3. <p>Support the land-based nations with decision-making in relation to: School of Choice (Q2)</p> <ul style="list-style-type: none"> ○ As per Bill 40 and the T’Sou-ke and Pacheedaht Nation’s Learning Enhancement Agreements, Schools of Choice for Elementary, Middle and Secondary schools have been identified and school staff and Associate Superintendent’s are informed and aware of the school district’s legislative responsibility with school of choice requests. ○ (Complete)

Create targeted communication strategies to facilitate the active sharing of achievements and successes by the school community throughout the year (E3) (PB).			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Develop a Communications Plan for the active sharing of achievements and successes (Q1). • Further the “Together We Are Better” recognition portion of District leadership Meetings <ul style="list-style-type: none"> ○ Recognition is based on evidence of collaboration that is across departmental/school and yields demonstrable evidence of product or initiative (Q1-Q4). • Develop a template (electronic fillable) for all schools and departments to access and share examples of “Together We Are Better” (Q1). • Develop a process (for instance template that is electronically fillable) for students/staff or community members to nominate/report on students or staff deserving of recognition of a special accomplishment/ achievement or initiative in schools or community (Q1-Q2). 	<p>Students will:</p> <ul style="list-style-type: none"> • Have an avenue to share positive news about their school. • See achievements and successes shared by their school. • Will experience a staff that feels valued, heard and seen. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • # of examples shared of collaboration that is across departmental/school and yields demonstrable evidence of product or initiative (Q1-Q4). • # of examples of gratitude expressed or awareness of said examples from staff (Q1-Q4). • Templates complete for “Together We Are Better” (Q1). • Examples of submissions Q1-Q4). • # of submissions (Q1-Q4). 	<p>The Organization has demonstrated progress by:</p> <p>Develop a Communications Plan for the active sharing of achievements and successes (Q1)</p> <ul style="list-style-type: none"> ○ The 2024-2025 Strategic Communications Plan has been finalized. This plan outlines our key communication strategies and protocols for the year ahead, ensuring clear and effective communication across the District. For more information, staff and Trustees can access the plan via the following link: Communication Plans and Protocols. ○ (Complete) <p>Together We are Better Reporting (Q2)</p> <ul style="list-style-type: none"> ○ E-template developed for staff to submit and recognize collaborative efforts across schools, departments and the district. (complete) ○ Multiple examples were submitted over Quarter 2. The following are some brief examples and highlights: <ul style="list-style-type: none"> ▪ Submission: Intermediate Literacy Intervention - Curriculum Department ▪ Collaborators: Happy Valley IS/LS team, intermediate teachers and admin ▪ Summary: This is to support our school literacy goal of gathering base literacy assessments on all students K-5 to inform our literacy supports and programming at Happy Valley. PVP met with Shelby Pollitt to discuss what would be the best way to support our intermediate students struggling with reading and writing. Then our team was invited to participate in the Districts intermediate literacy pilot project. Our LS team worked with Shelby to learn how to assess every student and then our teachers and LS team are receiving in-service on how to best support literacy in grades 3-5. It is still in progress, but we now have baseline assessment information on all students in the school and are using this to plan interventions both in small groups and classroom settings. We are feeling positive about this collaboration and are hopeful it will help us support our HV learners more efficiently. ▪ Submitters: Kendra Laidlaw and Kristin Holland ▪ Submission: Link2Practice ▪ Collaborators: A School District collaboration with the University of Victoria, Curriculum and Na'tsa'maht departments

			<ul style="list-style-type: none"> ▪ Summary: An afternoon of learning for preservice and current teachers in K-12 to deepen collective understanding of Indigenous Worldviews, Bishops 6, and First Peoples' Principles of Learning. Educators in the Faculty of Education, Sooke School District's Curriculum Transformation Department and Na'tsa'maht Department collectively strategize on contemporary topics for learning for both pre-service and current educators. We raise our hands to Erin Russell and Katie Gaetz for planning and delivering together. The afternoon of learning happened on October 23, and we heard overwhelming gratitude from many in the room for the new teachings and to engagement in these pedagogies in an accessible way. ▪ Submitter: Denise Wehner <ul style="list-style-type: none"> ○ SD62 Early Learning and Child Care - EDI Session – HELP UBC / School Based & District Based Staff, The Village Initiative was held in Q2.
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Conduct a thorough review of the Employee & Family Assistance Program (EFAP) and explore potential options and services to enhance its effectiveness (E4) (FH).

<p>Staff Will:</p> <ul style="list-style-type: none"> • Review of EFAP (Q1). • Develop a list of options and services to enhance the effectiveness of the program (Q2). • Complete the RFP process to review potential service providers and select the best option for the employees of SD62 and their families (Q2). 	<p>Students will:</p> <ul style="list-style-type: none"> • Benefit because addressing staff issues such as mental health challenges, family conflicts, or financial stress through EFAP support services reduces distractions and promotes a positive learning environment. This support helps teachers manage stress and personal challenges, leading to improved teaching quality and better academic outcomes for students. When staff feel valued and supported, they foster a compassionate school climate, providing students with a sense of belonging, safety, and emotional support, ultimately enhancing the student experience. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Signed contract with EFAP provider for the 2025/26 school year (Q4). • Monitoring and tracking of key metrics post-implementation to measure the impact of changes on utilization rates, and overall program effectiveness (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> • Sign contract with EFAP provider for the 2025/26 school year (Q4). <u>Q2 Progress Report:</u> <ul style="list-style-type: none"> ○ RFP was issued on BC Bid – closed on Oct. 4th. ○ Seven (7) proponents responded. Following the detailed list of requirements outlined in the RFP, the Evaluation Committee reviewed several hundred pages of submitted material to choose a shortlist of three (3) proponents. ○ The shortlisted proponents continued to the final stage of the selection process, i.e. proponent presentations. ○ The Evaluation Committee (aided by an Advisory Committee made up of representatives from the STA, CUPE, SPVPA and Excluded employee groups) completed the proponent presentations on November 15th. ○ The Evaluation Committee then determined the highest scoring proponent. ○ Ahead of schedule - contract negotiations are expected to be complete prior to Winter Break. ○ (Complete) • Monitoring and tracking of key metrics post-implementation to measure the impact of changes on utilization rates, and overall program effectiveness (Q4) <u>Q2 Progress Report:</u> <ul style="list-style-type: none"> ○ EFAP Service Agreement contains a detailed section regarding the proponent's reporting requirements regarding EFAP usage and trends.
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			<ul style="list-style-type: none"> Regular meetings will be held with proponent representatives to review EFAP statistics and adjust EFAP offerings and professional development opportunities based on the data.
Initiate the implementation of the Employee Attendance Support and Wellness Program, incorporating stakeholder feedback to optimize program design and delivery (E4) (FH).			
<p>Staff Will:</p> <ul style="list-style-type: none"> Build a detailed plan to guide the full implementation of the Employee Attendance Support & Wellness Program (Q1). Work with local Union representatives to share the proposed plan (Q1-Q2). Deploy a communications plan to ensure comprehension of EASWP among all staff and leaders (Q1-Q2). 	<p>Students will:</p> <ul style="list-style-type: none"> Benefit because a well-designed Employee Attendance and Wellness Program promotes regular staff attendance, creating a stable learning environment with consistent instruction and support for students. Prioritizing staff wellness reduces stress, burnout, and absenteeism, enabling educators to better meet student needs. This focus on staff well-being fosters stronger teacher-student connections, positively impacting student engagement, behavior, and academic achievement, and ultimately enhances the overall student experience through a positive school culture. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Engage support for employees who are struggling with attendance (Q1-Q4). For each employee group measure and track the average absences per employee per year (Q4). Completed Communications plan activities (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> Engage support for employees who are struggling with attendance (Q1-Q4) <u>Q2 Progress Report:</u> <ul style="list-style-type: none"> Continue to refine PVP/Manager processes to follow-up with employees who are experiencing absenteeism. Employee Attendance & Wellness Coordinator continues to refine internal processes for maintaining regular contact with ill/injured employees to ensure connectivity to SD62 is maintained, thus facilitating a safe and early return to work. SD62 completed an immunization program for employees in October. A total of 423 employees received an Influenza vaccine. 352 employees also received the latest version of a COVID vaccine. The district invested \$13,600 into the delivery of the vaccines, plus the cost of replacement staff, where applicable. For each employee group measure and track the average absences per employee per year (Q4) <u>Q2 Progress Report:</u> <ul style="list-style-type: none"> Created reports for tracking the timeliness of absence reporting. Historic data suggests that late reporting of absences is running at approximately 15%. Continuing employee communications to improve this metric. Timely absence reporting is a critical determining factor regarding the district's ability to secure replacement staff, if required. Completed Communications plan activities (Q4) <u>Q2 Progress Report:</u> <ul style="list-style-type: none"> Continue to collaborate with internal stakeholders to refine employee communications related to program activities.

Operational Plan 2024-2025 Deliverables and Metrics: Growth

Staff Will	Students Will	Measures	Progress & Evidence
Execute the Special Programs Hiring Process and establish continuous support to foster a more diverse workforce, including cultural holidays, learning opportunities, training, and accommodations for varying abilities (G1) (FH).			
<p>Staff Will:</p> <ul style="list-style-type: none"> Develop a plan to implement special hiring in 2024-2025 (Q1-Q3). Special Programs Hiring Process Documentation: <ul style="list-style-type: none"> Development of a comprehensive hiring process tailored for special programs (Q1-Q2). Creation of job descriptions, screening criteria, and interview guidelines specific to special program positions (Q1-2). Diverse Workforce Support Initiatives: <ul style="list-style-type: none"> Establishment of cultural holiday observance policies and practices (Q1-Q3). Recruitment Strategies: 	<p>Students will:</p> <ul style="list-style-type: none"> Benefit from a diverse staff who serve as role models with similar backgrounds and experiences. Educators knowledgeable about different cultures create inclusive learning environments where all students feel respected and valued, promoting cross-cultural understanding and preparing students for a diverse society. Accommodations for varying abilities ensure full participation in professional development, allowing educators to contribute their unique talents. Supported and included educators are more engaged, leading to improved outcomes for students. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Process documentation to hire for special programs completed and launched (Q1-Q2). Diversity in Hiring: <ul style="list-style-type: none"> (1) Percentage increase in the representation of underrepresented groups in special programs hires (2) Comparison of the demographic composition of new hires to the overall workforce demographic (Q3-Q4). Progress Tracking: Timeliness and completion of deliverables related to the implementation of the special programs hiring process and support initiatives (Q1-Q4). Number of engagements in our - Recruitment efforts specific to the target group (Q3-Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> Process documentation to hire for special programs completed and launched (Q1-Q2). <u>Q2 Progress Report:</u> <ul style="list-style-type: none"> As planned, activities on this project are paused to allow for the completion of 2024/25 collective bargaining with SD62's union partners. Diversity in Hiring: <ul style="list-style-type: none"> (1) Percentage increase in the representation of underrepresented groups in special programs hires. (2) Comparison of the demographic composition of new hires to the overall workforce demographic (Q3-Q4).

<ul style="list-style-type: none"> o Identification of target demographics for special programs recruitment efforts (Q1-Q3). o Development of outreach strategies to attract diverse candidates (Q1-Q3). 			<ul style="list-style-type: none"> • Timeliness and completion of deliverables related to the implementation of the special programs hiring process and support initiatives (Q1-Q4). • Number of engagements in our recruitment efforts specific to target groups (Q3-Q4).
Restructure Inclusive Education Services (IES) to include English Language Learners (ELL) in preparation for the 2025-2026 school year (G1) (MB).			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Develop a clear communication and consultation process for impacted departments (Q1). • Develop timelines to complete a restructure of departments by September 2025 (Q2). • Review the two portfolios and consider where there is overlap or where a holistic approach to support can be taken (Q2-Q3). • Develop a description of the restructured department composition and roles (Q3). • Undertake a team-building session to work with key staff from both areas (Q4). • Develop a 2025-2026 IES/ELL department plan (Q4). • Create a plan to let the system know of the restructured department (Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> • Experience stronger and more dynamic learning supports. • Have consistent models of support across the district. • Experience continued supports with little to no interruptions during the restructuring of the departments. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Completed timeline to restructure the departments (Q1-Q2). • Completed Roles and Responsibilities document for the restructured department (Q3). • Complete an inventory of potential financial, human resource and student outcome efficiencies because of the restructuring (Q4). • Completed IES/ELL department 2025/26 plan (Q4). • Completed communication plan to inform the system of the restructured departments (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> • Completed timeline to restructure the departments (Q1-Q2). <ul style="list-style-type: none"> o Transition timeline completed, will be shared at the start of Q3. o (Complete) • Develop a clear communication and consultation process for impacted departments (Q1). <ul style="list-style-type: none"> o Meetings set with key district partners to review process; consultation will continue in Q2 with timeline confirmation to follow. o Meetings completed with ELL/IES leadership—reviewed and documented the key areas of consideration for the transition. o Meetings held with full department to hear concerns/questions and build relationships, open communication. o Reviewed leadership needs for a restructured IES department, will action in Q3.
Develop an Asset Management Plan (G2) (HC).			
<p>Staff Will:</p> <ul style="list-style-type: none"> • To create a Capital Asset Management Plan that includes: <ul style="list-style-type: none"> o List of applicable assets (Q1-Q2). o Assess the current state/useful life of assets (Q2). o Develop a replacement/sustainability schedule including funding needs (Q2). 	<p>Students will:</p> <ul style="list-style-type: none"> • Benefit from having buildings and equipment that are in good working order as district assets will be managed to ensure planned end-of-life replacement and ongoing timed maintenance. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Completion of Capital Asset Management Plan: <ul style="list-style-type: none"> o completion of asset list (Q2). o completion of assessment (Q2). o completion of schedule (Q2). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> • Completion of Capital Asset Management Plan (Q1-Q2) Full list of capital assets, by school, and their replacement dates and costs identified based on information in MoECC’s Capital Asset Management System. <ul style="list-style-type: none"> o Estimate to replace all identified assets required in next 5 years is ~\$55m o Staff need to determine priorities and/or process to follow that better align with budget realities. o Existing process is to use MoECC’s prioritized list and the Clean BC 2030 targets to create the annual Minor Capital Program submission. o Other assets are replaced using year end funding (non-structural) o (Complete) <p>Further work in this area to be determined between Superintendent and new ST.</p>
Conduct a review of departmental budgets (G2) (HC).			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Conduct a review of existing departmental budgets to inform the 25/26 budget development process by analyzing: <ul style="list-style-type: none"> o Service & Supply budgets (Q1). o Staffing levels (Q2). o Efficacy (Q4). o Connection to Strategic Plan objective (Q2). 	<p>Students will:</p> <ul style="list-style-type: none"> • Benefit from having effective departmental budgets that ensure funding is provided to areas focused on student learning and supports. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Departmental budgets have been reviewed including: <ul style="list-style-type: none"> o Review of service & supply budgets (Q1). o Review of staffing levels (Q2). o Review of connection to Strat Plan and efficacy (Q2). o Review of connection to Strat Plan and efficacy (Q2). o Provide a full report and recommendations (Q2). 	<p>The Organization has demonstrated progress by:</p> <p>Conduct a review of existing departmental budgets to inform the 25/26 budget development process by analyzing: Service & Supply budgets (Q1).</p> <ul style="list-style-type: none"> o Discussion and decision at Nov 12th Exec Meeting: o Review to focus on services & supplies only for the last few years. o trends to be identified and actual financial results to be compared to operational performance.

			<ul style="list-style-type: none"> ○ use trends identified to inform the 25/26 budget process with a focus on resourcing the new Strat Plan. ○ Initial trend analysis to be completed by January 31/25.
Enhance staff development, professional capacity and onboarding processes (G3) (FN/FH/DS).			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Establish a staff training online portal to operationalize HR and other departments hosting courses and modules to address onboarding, staff development and capacity building (Q1-Q2). FN • Develop an implementation plan with timelines that includes: (Q1-Q2) FN/FH/DS: <ul style="list-style-type: none"> ○ A list of courses or modules for professional learning and training (Q1-Q2). ○ Blended learning modules incorporating both online and in-person components (Q2-Q4). ○ Collaboration with SD62 online and SD36 utilizing shared and unique courses on Brightspace (Q4). • Be able to utilize micro-credentialing for professional learning and to demonstrate career growth (Q4). FH/DS 	<p>Students will:</p> <ul style="list-style-type: none"> • Be more prepared for the future: from having utilized. • Improve their Academic and Social-Emotional growth by accessing enhanced learning experiences. • Have improved access and equity by working with staff who possess digital literacy skills. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Implementation Plan is developed (Q2). FN/FH • List of courses that are needed based on employee role and tenure in the role (new learning and/or re-certification) (Q4). FH/DS • Number of courses available on Brightspace or Moodle with the current baseline being zero (Q4). FN • Percentage of staff members participating in courses (Q4). FN/FH • Percentage of courses started and completed by staff (Q4). FN/FH 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> • Implementation Plan is developed (Q2). <ul style="list-style-type: none"> ○ Engaged a larger team, from a variety of functional areas to further define organizational and employee needs for a new LMS system. ○ Working towards developing a proposal that will help inform 2025/26 budget process.
Initiate the operationalization of the records management policy and regulations (G3) (FN).			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Assign the role of a Records Officer (Q1). • Review Electronic Records Management systems (Q2). • Review and then select an Electronic Records Management system or create an in-house using tools such as SharePoint/One Drive (Q1-Q3). • Provide training for staff on records management (Q2-Q3). • Pilot implementation - Focus on up to 3 departments and 3 schools (1 per level) (Q3-Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> • Benefit from safe and effective handling of records, which protects their own and the district's information, enhancing operational efficiency and allowing staff to focus on educational tasks. Accurate and accessible student records enable better tracking of academic progress, facilitating timely interventions and tailored support. Compliance with provincial and federal regulations regarding student data ensures transparency, protects privacy, and helps the district avoid legal penalties, further benefiting students. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • # of staff trained in Records Management (Q2-Q4). • Records Management System created/selected (Q3). • Report on the pilot implementation of the system (Q4). • Metrics on the implementation pilot study (up to 3 departments and up to 3 schools (1 per level) (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> • Assign the role of a Records Officer (Q1). <ul style="list-style-type: none"> ○ Work is underway to finalize a records retention schedule draft to send off for legal review. ○ Meetings with schools and departments have been completed to gain knowledge and input for the retention schedule. ○ The pilot departments and school have been selected, and an implementation plan is being developed.
Formalize a Digital Asset Management Plan (G3) (FN).			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Proactively manage risk and complexity, protect the district's reputation, and ensure investment value by developing processes related to active management of digital assets including: <ul style="list-style-type: none"> ○ Simple and Complex Software Intake process (Q2-Q3). ○ Hardware Catalogue (Q3). ○ Data Catalogue (Q3) ○ Software Catalogue/ Virtual Library Learning Commons (VLLC)(Q3). ○ Reporting (Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> • Enhance their learning experience by having access to quality Software and Hardware that has been vetted. • Benefit indirectly when the district allocates resources optimally as investments in technology and educational tools directly impact the learning experience. • Have a secure environment where their personal data and academic records are safeguarded and analyzed to identify opportunities to enhance student learning. This fosters trust and confidence in the district. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Engagement of Leadership via working groups (Q1-Q4). • Processes documented and published (Q3). • Digital Governance Procedure defined as appropriate (Q3). • Digital Asset (Hardware/Software/Data) Catalogue published (Q4). • Regular reporting to the Executive and Board via appropriate committee (Q4). 	<p>The Organization has demonstrated progress by:</p> <p>Engagement of Leadership via working groups (Q1-Q4).</p> <ul style="list-style-type: none"> • Student Technology Working Group with School based and District PVP – monthly • Identified expired Digital Assets and working on a school-by-school replacement plan <ul style="list-style-type: none"> ○ Engagement of Leadership has continued via the Student Technology Working Group. ○ Student device refresh project - Expired elementary school Chromebooks have been targeted to be refreshed. 100 devices have been refreshed, 350 additional have been purchased and will be replaced next quarter. ○ Virtual Library Learning Commons (Software Catalogue) has moved from planning to active development by vendor partner. ○ Software intake process beginning to develop through engagement with Student Technology Working Group.

Continue to raise awareness, provide training and implement cyber security policy and regulations (G3) (FN).			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Continue to progress the implementation of security initiatives including: <ul style="list-style-type: none"> ○ Security and Privacy Training (Q1-Q4). ○ Server Vulnerability Management (Q1). ○ Password Complexity (Q2). ○ Encrypted Secure Email (Q2). ○ Multi-factor Authentication (MFA) for staff (Q1-Q4). ○ Privileged Identity Management (Q3). 	<p>Students will:</p> <ul style="list-style-type: none"> • Benefit from having a safer technology environment that protects the privacy and security of their personal and confidential information. • Have greater trust in the school's use of digital resources, fostering more engagement. • Gain confidence in using technology. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Metrics on the number of staff who have been trained (Q1-Q4). • Number of vulnerabilities remediated/patched (Q1-Q4). • Rollout of encrypted email for staff (Q2). • Metrics on the number of staff using Multi-Factor Authentication (MFA) (Q3). • Confirmation of privileged identities being actively managed (Q4). 	<p>The Organization has demonstrated progress by:</p> <p>Continue to progress the implementation of security initiatives including:</p> <ul style="list-style-type: none"> ○ Security and Privacy Training (Q1-Q4). ○ Server Vulnerability Management (Q1). ○ Multi-factor Authentication (MFA) for staff (Q1-Q4). ○ Acquired cybersecurity awareness training materials and draft plan to integrate with employee onboarding established. ○ Updated privacy awareness training module drafted and will be combined with new cybersecurity training for onboarding. ○ 5-week information campaign during October, Cybersecurity Awareness Month, was completed. ○ Encrypted e-mail is now available for all staff to utilize. Messaging about usage was communicated to the system during Cybersecurity Awareness Month. ○ DS continues to work with Leadership to support staff conversations and supporting new cybersecurity tools. ○ Multi-factor Authentication school pilots established and scheduled for early 2025 in collaboration with district departments and schools at all levels. Currently 318 users registered for MFA. ~15% of employees. ○ Communicating and collaborating with union leadership on how best to support their members through technology and cybersecurity changes ongoing. ○ Server vulnerability management continues with work to reduce number of legacy systems for support. ○ Password complexity changes will be coming with a focus to ensure change management processes and technical support considerations are in place to support other ongoing initiatives (MFA, onboarding training, encrypted email).
Implement the SD62 Ethical Framework to guide decision-making at the Board level (G4) (HC).			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Develop new templates for Board and Committee meeting packages that include headings to provide information about the ethical implications of the item (Q1). • Overview templates with the Board of Education and the Executive Team (Q1-Q2). • Develop an easy-to-read visually appealing graphic of the SD62 Ethical Framework (Q1). • Attend to any updates required and the process to amend following possible revision of the SD62 Values (Q1). • Monitor the use of the framework and review any aspects that need adjustment (Q1-Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> • Benefit from the leadership and direction of a District whose Board of Education considers the ethical impacts of their decisions. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Monitor the use of the framework to provide reporting on when it was used, and which ethical aspects were detailed as impacted (Q2-Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> • Develop new templates for Board and Committee meeting packages that include headings to provide information about the ethical implications of the item (Q1). • Overview templates with the Board of Education and the Executive Team (Q1-Q2). <ul style="list-style-type: none"> ○ In review yielded no need to update as IN should not include a decision (Decision Note). ○ A Decision Note format will be introduced for Executive based off our Ethical Decision Making Framework. • Develop an easy-to-read visually appealing graphic of the SD62 Ethical Framework (Q1). <ul style="list-style-type: none"> ○ Initial draft of EDF graphic ready for review and consideration. (Q2) • Attend to any updates required and the process to amend following possible revision of the SD62 Values (Q1). <ul style="list-style-type: none"> ○ Graphic does not need to be updated as values change. ○ A Decision Note format will be introduced for Executive based off our Ethical Decision Making Framework. (Q2)

Make progress towards the Clean BC 2030 Reduction Targets (G4) (HC).			
Staff Will: <ul style="list-style-type: none"> • Make progress towards the Clean BC 2030 reduction targets (Q4). • Identify minor and major capital projects on a priority basis, for Board consideration, that reduce carbon emissions to achieve the Clean BC reduction targets (Q1-Q4). 	Students will: <ul style="list-style-type: none"> • Benefit from going to school where actions are being taken to reduce emissions and provide cleaner air. 	The Organization will show progress by: <ul style="list-style-type: none"> • Achieving reductions as outlined in the performance goals (Q4): <ul style="list-style-type: none"> ○ 2025 Less than 2114 tCO₂e (2024 rate was 2114 tCO₂e) • Details of work undertaken to reduce emissions (Q4). 	The Organization has demonstrated progress by: <p>Make progress towards the Clean BC 2030 reduction targets (Q4).</p> <p>Identify minor and major capital projects on a priority basis, for Board consideration, that reduce carbon emissions to achieve the Clean BC reduction targets (Q1-Q4).</p> <ul style="list-style-type: none"> ○ Progress continues on 24/25 MiCap projects noted above ○ Emission reduction strategies in the forefront of business case development for NLSS ○ Planning to start in Q3 for 25/26 MiCap projects required to allow the SD to meet 2030 standards ○ Staff met with Thinkspace Architects to discuss carbon emissions on capital projects and discovered that 90% of building emissions occur during construction and 10% during operations (outside of 2030 standards) ○ This discovery will help inform construction methods of future capital projects



Information Note

School District 62 – Adoption of District Policies & Regulations

Agenda Item 9.2 – January 28, 2025

Background

The following policy and/or regulations were introduced through the Education Policy Committee and recommended to the Board by the Trustees on the committee. The policy and regulations were then approved for the Notice of Motion at a Board of Education meeting. Now having been out for further feedback for the required period of thirty days, they are returning to the board table for final consideration and approval by the Board.

Update

No further feedback was received during the Notice of Motion regarding:

- 1) Regulations C-329 “Field Trips”
- 2) Policy and Regulations D-121 “Animals on District Property and in Classrooms”

Next Steps

The following motions are recommended by staff to the Board for approval:

Motion Requested: 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 Regulations C-329 “Field Trips”.

Motion Requested: Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft revised Policy and Regulations D-121 “Animals on District Property and in Classrooms”.

Respectfully submitted by Paul Block, Superintendent of Schools

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

January 28, 2025

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

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft revised 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; Jan. 28/25

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:
- demonstrate the curricular or extra-curricular relevance of the proposed trip and that it is appropriate for the proposed group of student participants.
 - include a supervision plan appropriate to the nature of the trip, the age and the development of the students, and the activities being undertaken.
 - provide details of any fundraising activities to be undertaken in support of the proposed trip.
 - 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:
- the substantive educational rationale for the proposed trip.
 - 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.
 - the risks associated with the trip and whether the application for approval provides an appropriate safety management plan.
 - 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").
 - equity of opportunity.
 - the activities to be undertaken on the trip.
 - the affordability of the proposed trip for its intended participants.
 - how the proposed trip co-ordinates with overall school plans.
 - contingency and emergency planning included in the application.
 - the impact of the absence of attending school staff from the school.
 - 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.
**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 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.

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.
**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,

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

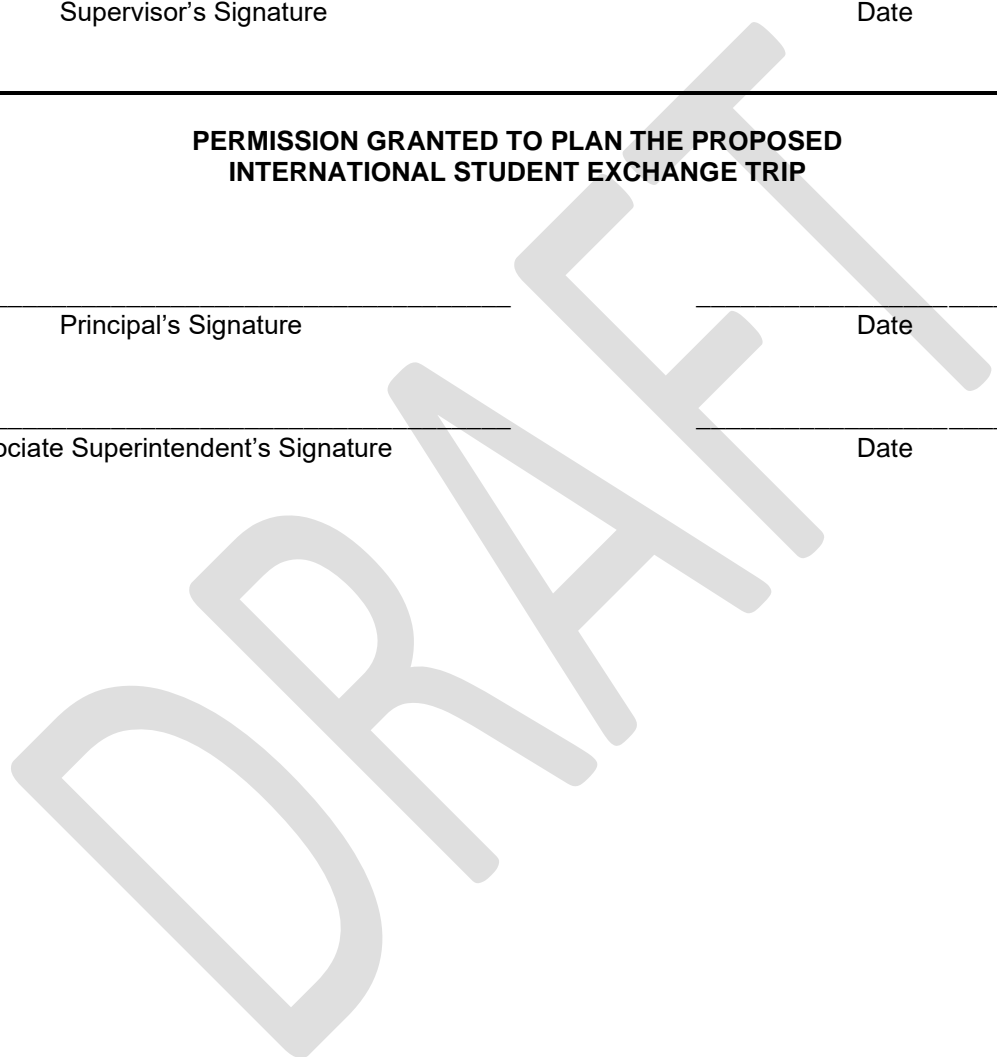
**PERMISSION GRANTED TO PLAN THE PROPOSED
INTERNATIONAL STUDENT EXCHANGE TRIP**

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. 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, 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)

January 28, 2025

Draft revised Policy and Regulations D-121 "Animals on District Property and in Classrooms" are scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft revised Policy and Regulations 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; Jan. 28/25

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; Jan. 28/25

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

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 February – April 2025

Action	February 2025	March 2025	April 2025
Approve	<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 	<ul style="list-style-type: none"> - 1st reading of Budget Bylaw (if available) - 1st reading of Capital Plan Bylaw
Review	<ul style="list-style-type: none"> - 2nd Quarter Reports: <ul style="list-style-type: none"> - Strategic Plan Q2 – completed in January 2025 - 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"> - 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 	<ul style="list-style-type: none"> - BCSTA AGM (Apr. 24-26) - Municipal Partner Meetings (Board/ Council) - TBD
Engage	<ul style="list-style-type: none"> - Municipal Partner Meetings (Board/ Council) – February 3rd 5:00-7:00 p.m. with the District of Sooke - Board & New MLAs Meeting – Feb 6th 6:00-8:00 	<ul style="list-style-type: none"> - Vancouver Island School Trustee Association (VISTA) Spring Conference March 7-8 	<ul style="list-style-type: none"> - 2025-2029 Strategic Plan Board Public Engagements - ECOW – Budget 2025/26 (April 15)



Board Information Note Public Board Meeting January 28, 2025

Agenda Item 13.1: Superintendent's Update

LEARNING

Registration

Registration for the 2025-2026 school year is now underway. It began with Nature K and French Immersion Kindergarten for children born in 2020 who will be turning five in 2025. French Immersion programs at École John Stubbs and Millstream are currently full, with waitlists in place. Nature Kindergarten at Sangster is also full, with a waitlist available. Limited seats remain for French Immersion Kindergarten at École Poirier and for Nature Kindergarten at Saseenos.

Regular Kindergarten registration opens this week on January 29, with Grades 1-12 registration starting on February 3. Grade 6 Late French Immersion registration also opens on January 29.

Earlier this month, information nights for Late French Immersion were held at École John Stubbs and Journey Middle School. Our curriculum team, along with members of our French programming staff, has been actively promoting the program in Sooke to encourage sufficient enrollment to run the program successfully.

Given the growing popularity of Late French Immersion in recent years, we anticipate a waitlist for École John Stubbs.

Families interested in our popular academy programs can apply starting at 8:00 a.m. on February 3. Families are encouraged to register as soon as possible. Registration will remain open until all spots are filled.

PVP Recruiting Update

As a dynamic and rapidly growing school district, we are committed to attracting and developing exceptional educators and leaders for our schools and programs. Our Human Resources team has been hard at work refining recruitment processes for key leadership roles, including the Elementary Vice Principal Pool and the Middle and Secondary Vice Principal Pools.



The scheduled interview dates are as follows:

Role	Interview Date
District Principal, Pathways and Choice	January 24
Middle School Vice Principal Pool	January 27
Principal, Journey Middle School	February 10
Elementary School Principal Pool	February 21
Secondary School Vice Principal Pool	February 7

ENGAGEMENT

2025-2029 Strategic Plan Update

Following multiple in-person engagements and a District/Community survey conducted from October to December 2024, the Strategic Plan is now in the final stages of revision. Starting in February, the approval process for the new Strategic Plan will commence. The plan will first be presented to the Education Policy Committee, with the goal of seeking final approval from the Board at the February Board of Education meeting.



We are excited about the future directions outlined in the plan, which aim to enhance the quality of education for our students, the experiences of our staff, and the connections within our community. This plan reflects our commitment to achieving organizational excellence in the Sooke School District.

GROWTH

Enrollment Projections for the 2025/2026 School Year

Our Executive and Capital Planning staff, in collaboration with the Data and Analytics team, are hard at work refining student enrollment projections for the upcoming school year. These projections play a crucial role in shaping our district's budget, planning for space in schools, and determining teaching and support staffing levels for the year ahead.



In a fast-growing district, this work is both essential and complex, requiring close engagement with schools, families, municipalities, and the Ministry of Education and Child Care to ensure we meet the needs of our community effectively.

SĆIΛNEW_STEŁIT̄K̄EŁ Elementary

We are just eight months away from the opening of our newest elementary school, SĆIΛNEW_STEŁIT̄K̄EŁ Elementary, located on Latoria Road in Langford. Construction remains on schedule, and we eagerly anticipate welcoming students and families in September 2025.

Principal Camille McFarlane will begin her role in February 2025, along with District Principal of Capital Planning, Mark Kaercher. Together, they will focus on building the structures and schedules needed to establish a strong foundation for a vibrant and inclusive learning environment. This work will shape the positive school culture that will serve our community for years to come.

