



COMMITTEE OF THE WHOLE

12:00 pm, Wednesday, January 10, 2024
School Board Office

A G E N D A

1. APPROVAL OF AGENDA

- 1.a) **MOTION:** "THAT the Committee of the Whole Meeting Agenda of January 10, 2024, be adopted as circulated."

2. STANDING COMMITTEES

- 2.a) Education & Strategic Planning Committee
2.a.i) Interim Strategic Plan & School Growth Plan Report (Presentation)
- 2.b) Finance & Facilities Committee
2.b.i) 2023/2024 Amended Operating Grant Information
- 2.c) Policy Committee
2.c.i) Policy 7 – Board Operations Section 14 Trustee Remuneration
2.c.ii) Administrative Procedure 260 – Field Trips & Outdoor Experiences

3. COMMITTEE REPORTS

- 3.a) N/A

4. OTHER INFORMATION

- 4.a) Communications to provide an update on the district logo kickoff (oral)
4.b) SOGI Bingo
4.c) Board Work Plan – For Information

ADJOURNMENT

SH/attachments

qathet School District



LEARNING & STUDENT SUPPORT SERVICES

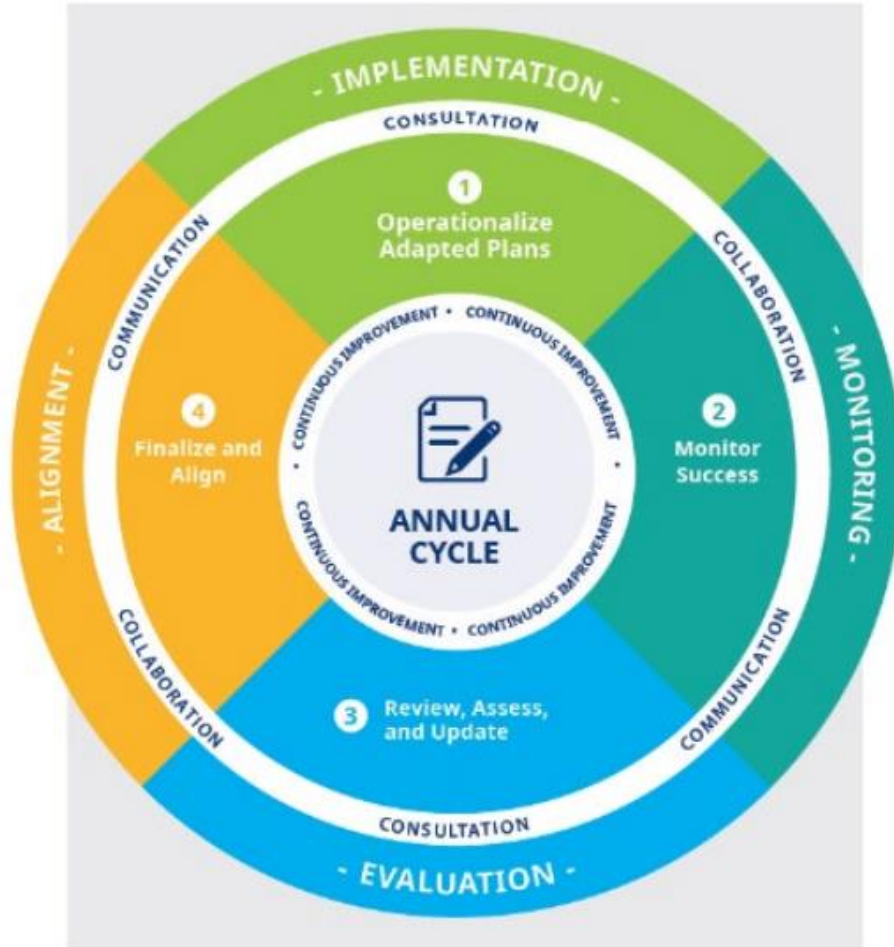
INTERIM REPORT / JANUARY 2024



We would like to express our respect for and gratitude to the Tla'amin peoples whose traditional and treaty territory qathet School District resides on.

We recognize the ongoing impacts of colonialism and are committed to our own learning and unlearning while courageously working towards decolonization and Indigenization through truth, healing, celebration, and reconciliation.

CONTINUOUS IMPROVEMENT



- A continuous improvement cycle is a critical element of the ongoing commitment to raising system performance.
- Continuous improvement cycles ensure a focus on the educational success of all students and effective and efficient school district operations.
- Within a cycle, districts review and analyze data and evidence to identify and implement operational adjustments, adaptations, and next steps.

**OPERATIONALIZED
BY THE K-12 EDUCATION SECTOR**



OUR PRIORITIES

Cultivating an Ethic of Learning (titiwšem ʔəms taʔow)

Ensure early learners and students have the best possible learning experience.

Cultivating Curiosity (payot gagayəłtən)

Transform our learning environments into places of innovation.

Cultivating Connection (paʔa kʷoms qʷayigən)

Prioritize mental health, community connections, and social-emotional learning.

Supporting Self-Determination (ʔajənʷegəs)

Ensure holistic Indigenous student success.

Cultivating Truth and Reconciliation (gʷnaʔxʷuθs)

Honour Truth and Reconciliation.

Cultivating Integrity/Responsibility (hays qaymēmıxʷ ʔayʔaytaʷθ)

Prioritize climate change, organizational health and sustainability.



IMPACT AT A GLANCE



56%

of elementary students are proficient or extending in reading, viewing, listening on the first student report



75%

of all resident students graduated within six years from the first time they enrolled in Grade 8 in 2022/2023



44%

of elementary students identified requiring targeted support in DIBELS assessment



65%

of students received proficient/extending on Graduation Literacy Assessments



Developing

assessment strategy for students entering kindergarten



407

students are currently taking an Indigenous focused English Language Arts course

IMPACT AT A GLANCE



Four
student voice projects in implementation phases



Nine
Pride inclusive flags ready for installation



Two
ICY Team Members hired - more children and youth receiving support



Eleven
Grade 5 classes supported through enhanced Sexual Health Education

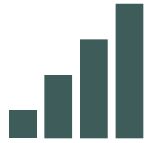


Twenty
K-7 classes have participated in mental health/ mental health literacy lessons since September



2nd
annual Grade Seven Health and Wellness Conference on May 9th

IMPACT AT A GLANCE



Two
School Growth Plan
meetings with each PVP
team



Two
Professional Growth
Plan meetings with
each PVP



Two
Compassionate Systems
Leadership sessions for PVP
and district administrators

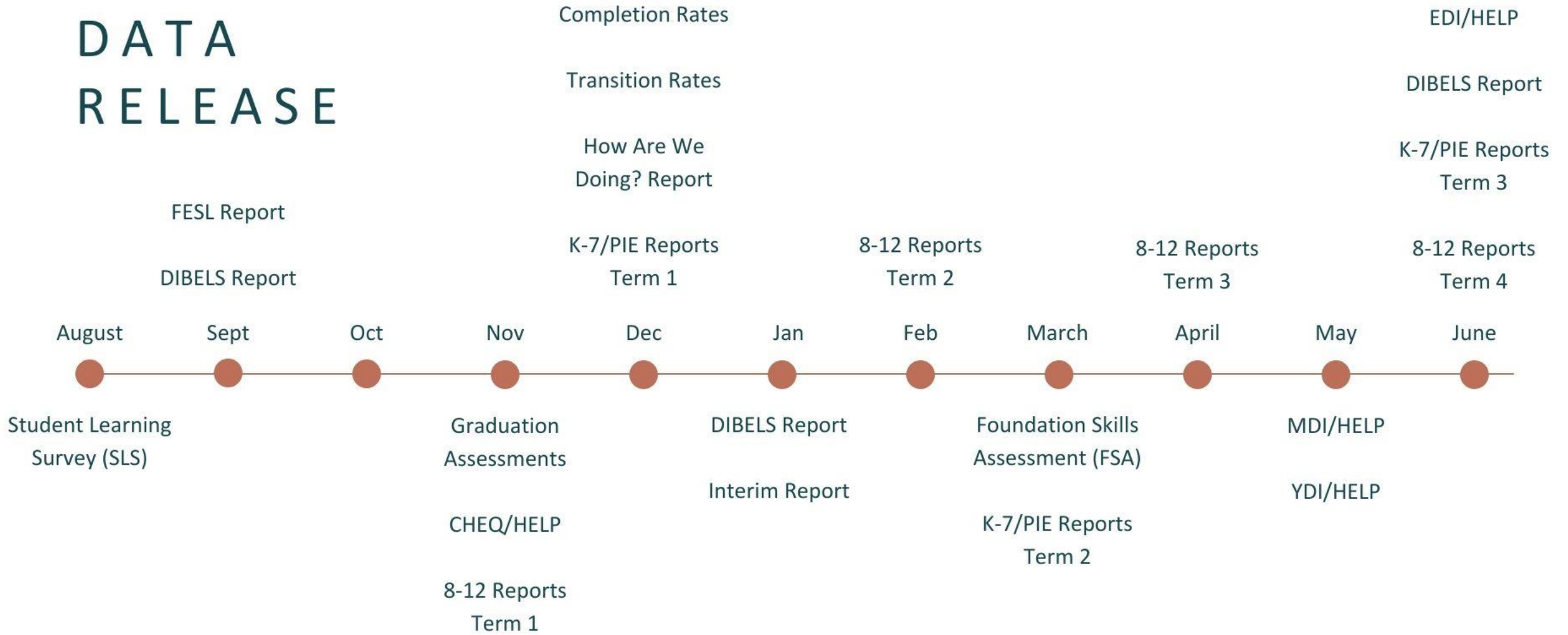


3rd
year offering New Teacher
support in collaboration with the
qSDTA



16
participants in *Shifting the
Balance* book club

DATA RELEASE



Thank you!

Kristen Brach

Director of Instruction

Allison Burt

Director of Instruction

Tawnie Gaudreau

Director of Student Support Services



qathet School District



Indigenous Education

Operational Plan: Mid-Year Update



Planned Actions

Culturally safe learning spaces with Indigenous representation.

- Ensure students basic needs are met prior to focusing on learning (fed, cared for, rested)
- Consistent wrap around support and check ins to ensure holistic success (RYG, meetings)
- District name change

Work with Tla'amin Nation to support literacy and numeracy experiences

Restart a secondary Indigenous Leadership Group

- Participation in ga tʰəp IEC
- Take on leadership opportunities in qSD
- Provide feedback and direction

Current Status

Working with Brooks to have a mural project completed by Indigenous Artist in collaboration with local artists

- Regular student check ins with čəpθəŋ
- Standing meetings to connect on student success and wellbeing (JT, BR, GIJE, Immersion, District)
- District name change as an opportunity to support knowledge sharing and further learning

Nation did not want same supports as last year but we are supporting them finding tutors for their new initiative

Indigenous Leadership Group not yet started – staff capacity at Brooks is an issue – IST is spread thin, conversation to potentially have Ed Manager from the Nation support it

Next Steps

Working with Brooks to have a mural project completed by Indigenous Artist in collaboration with local artists

- Regular check ins with čəpθəŋ/DP
- Standing meetings, DP to schedule time to review RYG
- Video project – funding ask, potentially a working group to ideate on what key messages we want shared

Continued conversation with Ed Director and Ed manager to offer supports

Potentially have Ed Manager from the Nation support Leadership Group

EVIDENCE/METRICS

Literacy and Numeracy assessment results over time

How are we doing (HAWD) report

Student Surveys

Community conversations and engagement

Planned Actions

Curate peak experiences to ensure all students in qSD have common experiences and base knowledge on relevant Indigenous learning throughout the grades.

Expand innovative programs like the GIJE program to support systemic change of traditional classrooms and pedagogical practices

Expose educators to innovative pedagogies and Indigenous methodologies to transform the classroom experience for Indigenous and all learners

- Create a working group with content experts to work towards shared goals (Ex. Decolonizing Education group 22/23, Indigenizing Math 23/24)
- Have avenues for information sharing and regular Indigenous representation in professional development and learning opportunities

Current Status

Completed peak experience

Gr.3 XC another huge success (~300ss region wide over 4 days, even some PIE families travelled from CV to attend); **Gr.5** Weaving and Wildcrafting (10 days of land based programming in ɫaʔamun ~250ss); **Gr.10** Blanket Exercise ~100ss)

GIJE will have a second semester (First year)

qaymɪxʷqɛnəmšt program is successfully running 3 afternoons per week for K/1's

Working groups not started yet.

Elementary staff with lots of support from IST (203 classroom visits prior to winter break) 96% of classrooms have taken offers of support

PD – Blanket Exercise for all CUPE and Brooks Staff
3 presentations: 4 Seasons of Indigenous Learning

Next Steps

Upcoming peak experiences

Gr.2 Original Orchestra (Apr 3-19); **Gr.8-9** Story to Song (April 24-26th); **Gr.7** Cultural Gathering (May 2); **Gr.4** Voyageur Life (May 6-14)

Conversations about program sustainability and need to expand supports to earlier grades. Talking about a program review with Dr. Melanie Nelson and/or Nation contact; RISE program possibility; Honouring Diversity – Space, staffing, and capital considerations will be upcoming topics.

Some staff transitioning to teacher ed programs but will pull some of our current staff, anticipating tough decisions in the meantime. Will we be able to expand to Gr.2? Full curriculum? Full Day?

Plans for PD – Kevin Lamoureux, qSD INED staff
4 Seasons of Indigenous Learning: Robin Wall Kimmerer tomorrow then 6 remaining

EVIDENCE/METRICS

How are we doing (HAWD) report

Student Attendance

Student Surveys

Community conversations and engagement

paʔa kʷʊms qʷayigən

Cultivating Connection: Prioritize mental health, community connections, and social emotional learning

Planned Actions

Culturally safe learning spaces with Indigenous representation.

- Regular čerθtən (Indigenous culture and student support worker) support at every school
- Increase Elder and Knowledge keeper presence in schools

Work with community to create wellness opportunities and tools to support holistic well being

- Co-creating an [application](#) to give timely and easy access to culture and wellness content

Meaningful opportunities to connect with students and families

- Indigenous welcome back dinner
- Parent information sessions
- Celebration of success
- Yearly parent satisfaction survey

Current Status

Culturally safe learning spaces with Indigenous representation.

- Regular čerθtən support
- Elder in GIJE, Elder at JT & Brooks, Elders in Immersion

- DP supports monthly meetings to build content for [application](#)

- Indigenous welcome back dinner in Septemebr was a success
- Parent information sessions (unfortunately nobody showed)

Next Steps

Culturally safe learning spaces with Indigenous representation.

- Regular čerθtən (Indigenous culture and student support worker) support at every school
- Increase Elder and Knowledge keeper presence in other schools (current rate seems low \$35/hr)

- planning for a soft launch for Tla'amin Nation staff to gain feedback

Working with Nation to plan

- Celebration of success
- Yearly parent satisfaction survey

EVIDENCE/METRICS

How are we doing (HAWD) report

Student and Parent Surveys

Community conversations and engagement

Planned Actions

Work regularly to support the Nation in achieving education related goals within their Comprehensive Nation Plan

Establish regular ᑭᐱᑭᑦᑎᑦᑭᑦᑭᑦᑭᑦ Education Agreement (TEA) Oversight Team meeting schedule

Ensure every effort is made to have ga ᑭᐱᑭᑦᑎᑦᑭᑦᑭᑦᑭᑦ Meetings have an Elder acting as co-chair and participating in guiding our decision making

Building bridges between community and school and support student exposure to diverse career opportunities

Current Status

DP attends weekly meetings with Ed Manager and Ed Director for TN so support goals of CNP and ensure implementation of TEA

No meeting schedule yet. DP has submitted TEA report as requested by Nation prior to scheduling of meeting

First meeting wasn't attended, second had 4 Indigenous parents participate, new legislation will change function of gIEC – 2 day meeting tomorrow and Friday

Building bridges between community and school and support student exposure to diverse career opportunities

Next Steps

Ed Director for TN to schedule TEA Oversight Team meeting

DP will call meeting with community after further information provided over the next couple day

Building bridges between community and school and support student exposure to diverse career opportunities

EVIDENCE/METRICS

How are we doing (HAWD) report

Student Surveys

Community conversations and engagement

Planned Actions

Support staff in building their knowledge and understanding of ongoing colonial legacies, locally, nationally, and worldwide.

Support the creation and implementation of ʔayʔajuθəm Immersion, starting with primary students, and building at whatever pace is possible.

Use the Equity in Action (EIA) project to dig into the experience of Indigenous learners to draw focus to TRC Calls to Action and UNDRIP

- Move from a district focus to school-based focus
- Support the development of school equity teams to support the work of EIA

Current Status

Elementary staff with lots of support from IST (203 classroom visits prior to winter break) 96% of classrooms have taken offers of support

PD – Blanket Exercise for all CUPE and Brooks Staff
3 presentations: 4 Seasons of Indigenous Learning

ʔayʔajuθəm Immersion has successfully started. Meetings currently underway to plan for coming year(s)

Meetings scheduled with JT and Brooks Principals to start working towards school based equity goals

Next Steps

Plans for PD – Kevin Lamoureux, qSD INED staff
4 Seasons of Indigenous Learning: Robin Wall Kimmerer tomorrow then 6 remaining

Determine appropriate space and begin planning for future capital and staffing needs.

Principals will take the lead on sharing and expanding on EIA project at a school based level

EVIDENCE/METRICS

School Based EIA Reports

How are we doing (HAWD) report

Student & Parent Surveys

Community conversations and engagement

hays qayemix^w ?ay?aytawθ

**Cultivating Integrity/
Responsibility:** *Prioritize climate change,
organizational health and sustainability*

Planned Actions

Support educators to engage with the knowledgeable INED staff to enhance their classrooms with respect to climate action education

- Indigenous Success Teacher support in drawing connections with Indigenous knowledge, personally or with the support of Elders/knowledge keepers/čepθtən
- Create spaces for regular connection of Indigenous and non-Indigenous staff

Current Status

INED family is furthering our knowledge building at our titwšem je?aje meetings using knowledgeable staff in the district.

- čepθ have taken training with Outdoor learning coordinator
- 203 classrooms visited prior to winter break, 96% of classes served, 3 peak experiences completed
- No spaces created yet

Next Steps

STEM lab assistant will lead skill building at February titwšem je?aje meeting to further build INED families understanding and expertise of medicinal and edible local plants

- Literacy week storytelling with Indigenous elders and knowledge keepers, upcoming peak experiences
- Create spaces for regular connection of Indigenous and non-Indigenous staff

EVIDENCE/METRICS

INED requests and classroom visits



Interim Operating Grants Overview - 2023/24 School Year
(Following the September 2023 Enrolment Count)

School District 47 (Powell River)

September 2023 Enrolment Count				
	School-Age Enrolment	Funding Level	Funding	Total Supplement
Standard (Regular) Schools	1,999.6250	\$8,625	\$17,246,766	
Continuing Education	0.0000	\$8,625	\$0	
Alternate Schools	22.0000	\$8,625	\$189,750	
Online Learning	1,016.4375	\$6,960	\$7,074,405	
Home Schooling	5	\$250	\$1,250	
Course Challenges	0	\$270	\$0	
Total Enrolment-Based Funding (September)	3,038.0625			\$24,512,171
	Total Enrol. Change	Funding Level	Funding	Total Supplement
1% to 4% Enrolment Decline	6.8750	\$4,313	\$0	
4%+ Enrolment Decline		\$6,469	\$0	
Significant Cumulative Decline (7%+)	102.3750	\$4,313	\$0	
Supplement for Enrolment Decline				\$0
	Enrolment	Funding Level	Funding	Total Supplement
Level 1 Special Needs	9	\$49,070	\$441,630	
Level 2 Special Needs	333	\$23,280	\$7,752,240	
Level 3 Special Needs	154	\$11,760	\$1,811,040	
English Language Learning	16	\$1,735	\$27,760	
Indigenous Education	372	\$1,710	\$636,120	
Adult Education	2.5000	\$5,505	\$13,763	
Equity of Opportunity Supplement			\$238,300	
Supplement for Unique Student Needs				\$10,920,853
		Funding		Total Supplement
Variance from Provincial Average		-\$1,283		
Estimated Number of Educators	168.920		-\$216,724	
	Enrolment	Funding Level	Funding	Total Supplement
FTE Distribution	3,040.5625	\$180.33	\$548,305	
Supplement for Salary Differential				\$331,581
Supplement for Unique Geographic Factors				\$3,765,745
Funding Protection				\$0
Curriculum and Learning Support Fund				\$27,281
September 2023 Enrolment Count, Total				\$39,557,631

July 2023 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
Summer Learning Grade 1-7	172	\$245	\$42,140	
Summer Learning Grade 8-9	5	\$245	\$1,225	
Summer Learning Grade 10-12	34	\$490	\$16,660	
Supplemental Summer Learning Funding			\$0	
Cross-Enrolment, Grade 8 and 9	9	\$490	\$4,410	
Summer Learning, Total				\$64,435
February 2024 Enrolment Count*				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	2.0000	\$8,625	\$17,250	
Adult FTE - Continuing Education	0.0000	\$5,505	\$0	
K-Gr 9 School-Age FTE - Online Learning	70.0000	\$3,480	\$243,600	
Gr 10-12 School-Age FTE - Online Learning	50.0000	\$6,960	\$348,000	
Adult FTE - Online Learning	0.0000	\$5,505	\$0	
Level 1 Special Needs Enrolment Growth	0	\$24,535	\$0	
Level 2 Special Needs Enrolment Growth	0	\$11,640	\$0	
Level 3 Special Needs Enrolment Growth	0	\$5,880	\$0	
Newcomer Refugees	0.0000	\$4,313	\$0	
ELL Supplement - Newcomer Refugees	0	\$868	\$0	
February 2024 Enrolment Count, Total*				\$608,850
May 2024 Enrolment Count*				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	0.0000	\$8,625	\$0	
Adult FTE - Continuing Education	0.0000	\$5,505	\$0	
K-Gr 9 School-Age FTE - Online Learning	0.0000	\$2,320	\$0	
Gr 10-12 School-Age FTE - Online Learning	10.0000	\$6,960	\$69,600	
Adult FTE - Online Learning	0.0000	\$5,505	\$0	
May 2024 Enrolment Count, Total*				\$69,600
2023/24 Full-Year Estimated Total*				\$40,300,516
Estimated 2023/24 Operating Grant from Indigenous Services Canada				\$1,032,389
Estimated 2023/24 Operating Grant from Ministry of Education and Child Care				\$39,268,127

*Note: Highlighted sections are estimated and will be updated following the February and May enrolment counts

TABLE A
SUMMARY OF GRANTS TO DATE, 2023/24
Updated December 2023

School District	2023/24 Interim Operating Grant Block	Estimated Classroom Enhancement Fund Allocation	Learning Improvement Fund - Support Staff	Community- LINK	Annual Facility Grant (Total Oper. Portion)*	Pay Equity	Student Transportation Fund	Feeding Futures Fund	Labour Settlement Funding
5 Southeast Kootenay	78,033,302	9,819,935	293,563	412,537	287,051	457,171	361,459	808,815	1,308,275
6 Rocky Mountain	45,795,433	3,902,210	171,984	434,293	195,843	207,823	369,399	475,770	748,359
8 Kootenay Lake	61,825,875	10,658,832	233,351	733,454	279,640	300,996	419,602	644,263	1,018,885
10 Arrow Lakes	10,686,619	256,580	39,845	106,983	62,466	40,560	42,675	350,000	159,525
19 Revelstoke	14,569,702	615,849	54,596	114,325	65,380	101,498	49,847	350,000	238,896
20 Kootenay-Columbia	50,614,997	6,341,607	184,978	753,206	193,904	248,239	242,977	513,092	832,785
22 Vernon	103,735,986	8,207,918	391,840	648,431	356,577	85,865	361,094	1,079,115	1,784,608
23 Central Okanagan	274,843,879	29,081,107	1,019,317	1,287,249	785,498	1,238,323	600,000	2,808,793	4,696,489
27 Cariboo-Chilcotin	60,224,238	4,377,066	230,585	724,660	311,807	665,837	739,024	637,232	1,010,425
28 Quesnel	40,668,868	2,341,093	152,064	552,327	179,130	379,632	274,209	420,850	676,692
33 Chilliwack	174,468,588	20,334,886	638,668	764,105	456,617	864,624	329,456	1,769,556	2,953,803
34 Abbotsford	218,286,679	19,126,457	815,094	1,308,251	692,103	118,014	313,969	2,241,078	3,770,469
35 Langley	262,860,043	51,370,099	972,320	2,305,165	680,306	551,875	260,000	2,671,352	4,524,105
36 Surrey	860,619,424	70,673,059	3,177,154	4,311,707	2,362,474	6,861,224	72,999	8,711,614	14,751,198
37 Delta	171,073,583	15,176,824	642,504	653,419	615,060	2,171,545	41,933	1,765,282	2,977,591
38 Richmond	234,586,866	48,725,860	865,171	849,718	829,289	2,215,706	21,608	2,372,391	4,024,349
39 Vancouver	549,018,493	38,181,978	2,030,415	10,395,657	2,238,404	7,294,124	53,423	5,566,910	9,375,668
40 New Westminster	81,585,615	7,556,621	302,183	1,700,863	235,916	521,853	6,073	826,518	1,395,723
41 Burnaby	283,301,011	18,293,918	1,069,373	2,652,174	931,106	1,441,995	24,841	2,925,795	4,961,375
42 Maple Ridge-Pitt Meadows	182,462,027	24,601,644	690,930	622,813	517,597	1,874,965	185,990	1,900,067	3,198,215
43 Coquitlam	351,623,782	50,439,044	1,294,502	1,691,824	1,139,837	706,353	81,641	3,533,596	5,993,872
44 North Vancouver	169,949,327	20,447,800	629,145	1,270,786	626,391	2,966,047	40,566	1,734,379	2,910,866
45 West Vancouver	75,581,773	3,249,969	280,198	314,312	267,433	678,422	84,722	771,793	1,289,482
46 Sunshine Coast	48,858,895	3,542,945	180,807	548,446	196,625	510,381	380,465	499,932	802,083
47 Powell River	40,300,516	2,545,871	153,294	225,426	122,953	243,304	91,754	417,806	694,416
48 Sea to Sky	62,168,918	7,172,571	226,281	335,242	191,174	371,793	265,534	625,279	1,019,357
49 Central Coast	7,307,171	621,226	27,136	274,774	60,303	42,403	80,277	350,000	100,933
50 Haida Gwaii	11,573,063	918,557	42,707	121,149	110,411	139,874	149,851	350,000	167,037
51 Boundary	20,326,253	1,505,085	74,976	167,462	113,371	105,245	153,588	350,000	317,772
52 Prince Rupert	26,193,774	3,075,196	99,002	570,165	135,659	706,027	117,597	350,000	432,493
53 Okanagan Similkameen	34,014,390	2,873,298	126,011	250,329	125,870	233,703	209,099	350,000	553,472
54 Bulkley Valley	25,397,233	1,390,404	96,108	257,810	141,686	225,459	163,737	350,000	419,912
57 Prince George	163,227,347	10,633,231	608,416	2,379,665	667,343	2,271,692	687,663	1,682,425	2,764,452
58 Nicola-Similkameen	26,967,695	4,597,832	100,943	317,363	125,854	120,216	170,292	350,000	448,253
59 Peace River South	50,673,962	4,159,782	189,511	408,136	285,789	944,395	441,458	521,677	829,447
60 Peace River North	76,226,662	5,780,342	294,126	632,321	299,020	241,350	425,785	806,483	1,311,243
61 Greater Victoria	221,802,056	22,810,959	813,644	4,211,863	810,431	2,896,617	20,027	2,253,290	3,758,577
62 Sooke	149,697,605	25,171,345	570,089	792,774	336,877	931,052	358,365	1,565,710	2,625,334
63 Saanich	85,423,304	12,005,932	318,817	471,760	305,872	377,315	280,000	862,717	1,460,706
64 Gulf Islands	22,324,723	2,356,420	84,323	163,748	103,649	102,398	328,264	350,000	351,705
67 Okanagan Skaha	68,448,042	5,384,873	255,408	399,915	268,518	441,194	167,035	705,022	1,163,709
68 Nanaimo-Ladysmith	163,276,728	14,806,571	604,136	2,567,164	555,746	160,000	244,630	1,663,981	2,783,091
69 Qualicum	50,999,401	4,648,898	189,129	430,461	199,383	936,176	426,341	519,738	851,904
70 Pacific Rim	46,586,625	4,986,398	175,927	1,002,799	211,812	595,220	71,717	483,245	793,217
71 Comox Valley	114,400,601	13,026,472	424,472	624,031	350,494	451,831	421,375	1,141,262	1,931,944
72 Campbell River	69,096,327	4,269,881	256,837	590,612	263,177	75,322	316,860	709,927	1,162,737
73 Kamloops-Thompson	188,835,995	15,526,675	701,026	1,678,997	701,984	575,959	666,817	1,926,080	3,170,346
74 Gold Trail	20,963,933	651,938	79,316	417,262	139,683	376,093	366,932	350,000	318,468
75 Mission	77,813,135	9,402,801	291,080	448,905	249,559	725,901	188,900	800,105	1,333,708
78 Fraser-Cascade	26,005,209	3,454,103	99,441	385,353	107,288	229,516	184,576	350,000	432,735
79 Cowichan Valley	99,251,315	11,151,389	368,897	747,905	384,142	363,682	283,524	1,018,779	1,683,374
81 Fort Nelson	10,622,313	1,132,492	39,738	151,276	64,624	79,311	32,744	350,000	164,373
82 Coast Mountains	56,210,969	7,155,737	210,447	647,954	308,323	1,160,795	557,786	582,554	928,103
83 North Okanagan-Shuswap	85,810,361	8,800,769	327,247	360,765	342,495	641,286	561,925	902,357	1,468,736
84 Vancouver Island West	10,086,985	1,182,755	38,240	144,969	79,225	55,087	57,593	350,000	143,284
85 Vancouver Island North	20,441,274	1,564,483	78,307	361,670	148,405	115,216	118,179	350,000	333,913
87 Stikine	6,534,487	463,825	24,109	598,083	60,762	124,935	51,181	350,000	88,436
91 Nechako Lakes	59,265,725	3,284,566	221,120	569,400	289,483	1,096,373	503,247	589,780	960,046
92 Nisga'a	9,046,500	926,830	34,676	154,173	54,315	116,874	130,091	350,000	136,478
93 Conseil scolaire francophone	105,252,656	10,427,180	394,475	138,578	277,866	100,251	750,415	1,093,590	1,611,512
Provincial Total	6,717,848,258	697,189,988	25,000,000	59,156,964	23,500,000	50,876,937	15,403,131	71,500,000	114,118,961

*Includes total operating portion only; see Table D for capital portion

TABLE B
CLASSROOM ENHANCEMENT FUND ALLOCATION, 2023/24 ESTIMATED
Updated December 2023

School District	FTE	Staffing Cost	Overhead Cost	Annual Remedies	Total 2023/24 Estimated Classroom Enhancement Fund Allocation
5 Southeast Kootenay	71.0	9,533,498	162,905	123,532	9,819,935
6 Rocky Mountain	31.0	3,690,465	211,745	0	3,902,210
8 Kootenay Lake	84.0	10,209,705	226,647	222,480	10,658,832
10 Arrow Lakes	1.7	196,164	60,416	0	256,580
19 Revelstoke	4.6	537,275	73,039	5,535	615,849
20 Kootenay-Columbia	44.2	5,940,288	363,510	37,809	6,341,607
22 Vernon	61.2	7,284,538	762,406	160,974	8,207,918
23 Central Okanagan	249.6	28,451,785	601,116	28,206	29,081,107
27 Cariboo-Chilcotin	29.7	3,726,327	621,939	28,800	4,377,066
28 Quesnel	17.1	2,106,392	234,701	0	2,341,093
33 Chilliwack	169.9	19,601,035	427,537	306,314	20,334,886
34 Abbotsford	147.0	17,579,136	475,908	1,071,413	19,126,457
35 Langley	409.7	45,926,107	991,667	4,452,325	51,370,099
36 Surrey	646.6	65,899,097	1,454,302	3,319,660	70,673,059
37 Delta	111.7	13,127,633	840,183	1,209,008	15,176,824
38 Richmond	353.0	43,024,547	5,298,621	402,692	48,725,860
39 Vancouver	258.3	32,432,766	4,418,408	1,330,804	38,181,978
40 New Westminster	55.5	6,773,816	408,298	374,507	7,556,621
41 Burnaby	142.0	15,435,801	2,658,006	200,111	18,293,918
42 Maple Ridge-Pitt Meadows	182.3	21,386,226	795,462	2,419,956	24,601,644
43 Coquitlam	339.5	44,295,139	2,401,690	3,742,215	50,439,044
44 North Vancouver	101.1	12,442,387	6,677,376	1,328,037	20,447,800
45 West Vancouver	25.6	3,042,493	200,866	6,610	3,249,969
46 Sunshine Coast	27.0	3,196,191	211,445	135,309	3,542,945
47 Powell River	18.4	1,996,181	131,811	417,879	2,545,871
48 Sea to Sky	57.8	6,808,826	363,745	0	7,172,571
49 Central Coast	4.3	562,476	58,750	0	621,226
50 Haida Gwaii	6.5	840,530	78,027	0	918,557
51 Boundary	11.9	1,422,980	27,469	54,636	1,505,085
52 Prince Rupert	21.7	2,517,212	211,631	346,353	3,075,196
53 Okanagan Similkameen	24.4	2,663,556	72,357	137,385	2,873,298
54 Bulkley Valley	10.3	1,192,716	89,373	108,315	1,390,404
57 Prince George	89.3	10,200,471	432,760	0	10,633,231
58 Nicola-Similkameen	32.3	4,227,123	330,403	40,306	4,597,832
59 Peace River South	30.1	3,636,673	320,690	202,419	4,159,782
60 Peace River North	38.7	4,439,753	399,801	940,788	5,780,342
61 Greater Victoria	202.4	20,286,493	768,811	1,755,655	22,810,959
62 Sooke	194.0	23,606,411	1,564,934	0	25,171,345
63 Saanich	79.7	9,288,171	928,795	1,788,966	12,005,932
64 Gulf Islands	18.8	1,817,024	355,130	184,266	2,356,420
67 Okanagan Skaha	34.4	4,114,533	233,000	1,037,340	5,384,873
68 Nanaimo-Ladysmith	105.9	12,719,608	1,534,626	552,337	14,806,571
69 Qualicum	35.0	4,100,744	437,804	110,350	4,648,898
70 Pacific Rim	34.6	4,381,900	131,154	473,344	4,986,398
71 Comox Valley	94.2	11,160,833	1,610,723	254,916	13,026,472
72 Campbell River	35.6	3,860,816	319,209	89,856	4,269,881
73 Kamloops-Thompson	128.2	14,876,383	507,486	142,806	15,526,675
74 Gold Trail	5.3	642,159	9,779	0	651,938
75 Mission	66.0	7,905,372	283,686	1,213,743	9,402,801
78 Fraser-Cascade	27.6	3,199,858	112,740	141,505	3,454,103
79 Cowichan Valley	78.1	9,219,249	959,916	972,224	11,151,389
81 Fort Nelson	7.4	910,154	193,180	29,158	1,132,492
82 Coast Mountains	59.5	6,693,649	336,538	125,550	7,155,737
83 North Okanagan-Shuswap	58.4	6,717,722	348,756	1,734,291	8,800,769
84 Vancouver Island West	7.6	907,261	232,106	43,388	1,182,755
85 Vancouver Island North	12.4	1,328,282	134,585	101,616	1,564,483
87 Stikine	3.9	456,946	6,879	0	463,825
91 Nechako Lakes	25.5	2,989,219	280,011	15,336	3,284,566
92 Nisga'a	6.0	805,727	121,103	0	926,830
93 Conseil scolaire francophone	86.2	9,978,917	366,783	81,480	10,427,180
Provincial Total	5,316.0	618,314,739	44,872,744	34,002,505	697,189,988

TABLE C
LEARNING IMPROVEMENT FUND - SUPPORT STAFF, 2023/24

Updated March 2023

School District	2023/24 Estimated Operating Grant Block	% of Total Operating Grants	2023/24 Learning Improvement Fund - Support Staff
5 Southeast Kootenay	77,556,846	1.2%	293,563
6 Rocky Mountain	45,436,597	0.7%	171,984
8 Kootenay Lake	61,649,241	0.9%	233,351
10 Arrow Lakes	10,526,626	0.2%	39,845
19 Revelstoke	14,423,670	0.2%	54,596
20 Kootenay-Columbia	48,869,590	0.7%	184,978
22 Vernon	103,520,613	1.6%	391,840
23 Central Okanagan	269,294,503	4.1%	1,019,317
27 Cariboo-Chilcotin	60,918,421	0.9%	230,585
28 Quesnel	40,173,865	0.6%	152,064
33 Chilliwack	168,730,453	2.6%	638,668
34 Abbotsford	215,340,708	3.3%	815,094
35 Langley	256,878,234	3.9%	972,320
36 Surrey	839,376,008	12.7%	3,177,154
37 Delta	169,743,905	2.6%	642,504
38 Richmond	228,570,622	3.5%	865,171
39 Vancouver	536,417,548	8.1%	2,030,415
40 New Westminster	79,834,006	1.2%	302,183
41 Burnaby	282,518,753	4.3%	1,069,373
42 Maple Ridge-Pitt Meadows	182,537,530	2.8%	690,930
43 Coquitlam	341,995,951	5.2%	1,294,502
44 North Vancouver	166,214,604	2.5%	629,145
45 West Vancouver	74,025,787	1.1%	280,198
46 Sunshine Coast	47,767,483	0.7%	180,807
47 Powell River	40,498,818	0.6%	153,294
48 Sea to Sky	59,781,404	0.9%	226,281
49 Central Coast	7,169,220	0.1%	27,136
50 Haida Gwaii	11,282,748	0.2%	42,707
51 Boundary	19,807,966	0.3%	74,976
52 Prince Rupert	26,155,457	0.4%	99,002
53 Okanagan Similkameen	33,291,120	0.5%	126,011
54 Bulkley Valley	25,390,952	0.4%	96,108
57 Prince George	160,738,162	2.4%	608,416
58 Nicola-Similkameen	26,668,220	0.4%	100,943
59 Peace River South	50,067,243	0.8%	189,511
60 Peace River North	77,705,448	1.2%	294,126
61 Greater Victoria	214,957,633	3.3%	813,644
62 Sooke	150,612,444	2.3%	570,089
63 Saanich	84,228,518	1.3%	318,817
64 Gulf Islands	22,277,442	0.3%	84,323
67 Okanagan Skaha	67,476,636	1.0%	255,408
68 Nanaimo-Ladysmith	159,607,369	2.4%	604,136
69 Qualicum	49,966,184	0.8%	189,129
70 Pacific Rim	46,478,443	0.7%	175,927
71 Comox Valley	112,141,798	1.7%	424,472
72 Campbell River	67,853,988	1.0%	256,837
73 Kamloops-Thompson	185,204,763	2.8%	701,026
74 Gold Trail	20,954,707	0.3%	79,316
75 Mission	76,900,695	1.2%	291,080
78 Fraser-Cascade	26,271,479	0.4%	99,441
79 Cowichan Valley	97,459,221	1.5%	368,897
81 Fort Nelson	10,498,461	0.2%	39,738
82 Coast Mountains	55,598,232	0.8%	210,447
83 North Okanagan-Shuswap	86,455,815	1.3%	327,247
84 Vancouver Island West	10,102,713	0.2%	38,240
85 Vancouver Island North	20,688,128	0.3%	78,307
87 Stikine	6,369,371	0.1%	24,109
91 Nechako Lakes	58,418,034	0.9%	221,120
92 Nisga'a	9,161,070	0.1%	34,676
93 Conseil scolaire francophone	104,216,674	1.6%	394,475
Provincial Total	6,604,778,140	100.0%	25,000,000

TABLE D
ANNUAL FACILITY GRANT, 2023/24

Updated March 2023

School District	Total Operating Portion	Capital Portion	Total 2023/24 Annual Facility Grant	Operating Portion			Total Allocation to Districts
				Gross	Withheld	Net	
					Capital Asset Mgmt System		
5 Southeast Kootenay	287,051	1,509,767	1,796,818	287,051	24,430	262,621	1,772,388
6 Rocky Mountain	195,843	1,030,051	1,225,894	195,843	16,667	179,176	1,209,227
8 Kootenay Lake	279,640	1,470,789	1,750,429	279,640	23,799	255,841	1,726,630
10 Arrow Lakes	62,466	328,544	391,010	62,466	5,316	57,150	385,693
19 Revelstoke	65,380	343,873	409,253	65,380	5,564	59,816	403,689
20 Kootenay-Columbia	193,904	1,019,854	1,213,758	193,904	16,502	177,402	1,197,255
22 Vernon	356,577	1,875,445	2,232,022	356,577	30,347	326,230	2,201,676
23 Central Okanagan	785,498	4,131,388	4,916,886	785,498	66,851	718,648	4,850,035
27 Cariboo-Chilcotin	311,807	1,639,973	1,951,780	311,807	26,537	285,270	1,925,243
28 Quesnel	179,130	942,147	1,121,277	179,130	15,245	163,885	1,106,032
33 Chilliwack	456,617	2,401,612	2,858,229	456,617	38,861	417,756	2,819,368
34 Abbotsford	692,103	3,640,169	4,332,272	692,103	58,902	633,201	4,273,370
35 Langley	680,306	3,578,119	4,258,425	680,306	57,898	622,407	4,200,527
36 Surrey	2,362,474	12,425,601	14,788,075	2,362,474	201,064	2,161,413	14,587,009
37 Delta	615,060	3,234,953	3,850,013	615,060	52,346	562,714	3,797,667
38 Richmond	829,289	4,361,706	5,190,995	829,289	70,578	758,711	5,120,417
39 Vancouver	2,238,404	11,773,052	14,011,456	2,238,404	190,502	2,047,901	13,820,954
40 New Westminster	235,916	1,240,820	1,476,736	235,916	20,078	215,838	1,456,659
41 Burnaby	931,106	4,897,223	5,828,329	931,106	79,243	851,863	5,749,087
42 Maple Ridge-Pitt Meadows	517,597	2,722,339	3,239,936	517,597	44,051	473,546	3,195,885
43 Coquitlam	1,139,837	5,995,058	7,134,895	1,139,837	97,007	1,042,830	7,037,888
44 North Vancouver	626,391	3,294,550	3,920,941	626,391	53,310	573,081	3,867,631
45 West Vancouver	267,433	1,406,584	1,674,017	267,433	22,760	244,673	1,651,257
46 Sunshine Coast	196,625	1,034,164	1,230,789	196,625	16,734	179,891	1,214,055
47 Powell River	122,953	646,681	769,634	122,953	10,464	112,489	759,170
48 Sea to Sky	191,174	1,005,494	1,196,668	191,174	16,270	174,904	1,180,398
49 Central Coast	60,303	317,169	377,472	60,303	5,132	55,171	372,340
50 Haida Gwaii	110,411	580,715	691,126	110,411	9,397	101,014	681,730
51 Boundary	113,371	596,282	709,653	113,371	9,649	103,722	700,004
52 Prince Rupert	135,659	713,507	849,166	135,659	11,545	124,113	837,621
53 Okanagan Similkameen	125,870	662,025	787,895	125,870	10,712	115,158	777,183
54 Bulkley Valley	141,686	745,207	886,893	141,686	12,058	129,627	874,834
57 Prince George	667,343	3,509,939	4,177,282	667,343	56,795	610,548	4,120,486
58 Nicola-Similkameen	125,854	661,936	787,790	125,854	10,711	115,143	777,079
59 Peace River South	285,789	1,503,128	1,788,917	285,789	24,322	261,466	1,764,594
60 Peace River North	299,020	1,572,719	1,871,739	299,020	25,449	273,572	1,846,290
61 Greater Victoria	810,431	4,262,522	5,072,953	810,431	68,973	741,458	5,003,980
62 Sooke	336,877	1,771,831	2,108,708	336,877	28,670	308,207	2,080,038
63 Saanich	305,872	1,608,756	1,914,628	305,872	26,032	279,840	1,888,596
64 Gulf Islands	103,649	545,148	648,797	103,649	8,821	94,828	639,976
67 Okanagan Skaha	268,518	1,412,288	1,680,806	268,518	22,853	245,665	1,657,953
68 Nanaimo-Ladysmith	555,746	2,922,988	3,478,734	555,746	47,298	508,449	3,431,437
69 Qualicum	199,383	1,048,671	1,248,054	199,383	16,969	182,414	1,231,085
70 Pacific Rim	211,812	1,114,039	1,325,851	211,812	18,027	193,785	1,307,824
71 Comox Valley	350,494	1,843,448	2,193,942	350,494	29,829	320,665	2,164,113
72 Campbell River	263,177	1,384,199	1,647,376	263,177	22,398	240,779	1,624,979
73 Kamloops-Thompson	701,984	3,692,136	4,394,120	701,984	59,743	642,241	4,334,377
74 Gold Trail	139,683	734,674	874,357	139,683	11,888	127,795	862,470
75 Mission	249,559	1,312,576	1,562,135	249,559	21,239	228,320	1,540,897
78 Fraser-Cascade	107,288	564,288	671,576	107,288	9,131	98,157	662,445
79 Cowichan Valley	384,142	2,020,424	2,404,566	384,142	32,693	351,449	2,371,873
81 Fort Nelson	64,624	339,893	404,517	64,624	5,500	59,124	399,016
82 Coast Mountains	308,323	1,621,646	1,929,969	308,323	26,240	282,082	1,903,728
83 North Okanagan-Shuswap	342,495	1,801,377	2,143,872	342,495	29,148	313,346	2,114,723
84 Vancouver Island West	79,225	416,689	495,914	79,225	6,743	72,482	489,172
85 Vancouver Island North	148,405	780,549	928,954	148,405	12,630	135,775	916,324
87 Stikine	60,762	319,582	380,344	60,762	5,171	55,591	375,173
91 Nechako Lakes	289,483	1,522,559	1,812,042	289,483	24,637	264,846	1,787,405
92 Nisga'a	54,315	285,675	339,990	54,315	4,623	49,693	335,367
93 Conseil scolaire francophone	277,866	1,461,459	1,739,325	277,866	23,648	254,218	1,715,678
Provincial Total	23,500,000	123,600,000	147,100,000	23,500,000	2,000,000	21,500,000	145,100,000

TABLE E
LABOUR SETTLEMENT FUNDING, 2023/24
Updated December 2023

School District	Labour Settlement Funding – Operating				Labour Settlement Funding - Classroom Enhancement Fund				Grand Total, 2023/24 Labour Settlement Funding
	Cost of Living Adjustment	Teacher & Support Staff Benefit Enhancements	Management Salary Increases	2023/24 Total	Staffing Cost	Overhead Cost	Annual Remedies	2023/24 Total	
5 Southeast Kootenay	772,725	108,481	361,895	1,243,101	52,744	4,092	8,338	65,174	1,308,275
6 Rocky Mountain	437,942	60,331	193,923	692,196	50,844	5,319	0	56,163	748,359
8 Kootenay Lake	530,605	75,605	266,616	872,826	125,348	5,694	15,017	146,059	1,018,885
10 Arrow Lakes	110,326	15,366	31,075	156,767	1,240	1,518	0	2,758	159,525
19 Revelstoke	145,722	20,480	62,893	229,095	7,592	1,835	374	9,801	238,896
20 Kootenay-Columbia	437,958	63,484	236,459	737,901	83,200	9,132	2,552	94,884	832,785
22 Vernon	993,110	142,005	521,408	1,656,523	98,066	19,153	10,866	128,085	1,784,608
23 Central Okanagan	2,542,563	356,307	1,410,449	4,309,319	370,165	15,101	1,904	387,170	4,696,489
27 Cariboo-Chilcotin	588,131	83,182	267,074	938,387	54,470	15,624	1,944	72,038	1,010,425
28 Quesnel	398,496	55,928	186,474	640,898	29,898	5,896	0	35,794	676,692
33 Chilliwack	1,632,110	229,635	894,886	2,756,631	165,756	10,740	20,676	197,172	2,953,803
34 Abbotsford	2,043,486	294,832	1,142,795	3,481,113	205,081	11,955	72,320	289,356	3,770,469
35 Langley	1,958,242	323,357	1,389,573	3,671,172	527,489	24,912	300,532	852,933	4,524,105
36 Surrey	8,018,226	1,134,433	4,508,794	13,661,453	829,134	36,534	224,077	1,089,745	14,751,198
37 Delta	1,595,402	236,954	906,308	2,738,664	136,213	21,106	81,608	238,927	2,977,591
38 Richmond	1,774,966	280,442	1,235,238	3,290,646	573,413	133,108	27,182	733,703	4,024,349
39 Vancouver	5,134,262	742,906	2,830,085	8,707,253	467,590	110,996	89,829	668,415	9,375,668
40 New Westminster	735,684	107,673	421,556	1,264,913	95,274	10,257	25,279	130,810	1,395,723
41 Burnaby	2,780,654	396,293	1,513,968	4,690,915	190,181	66,772	13,507	270,460	4,961,375
42 Maple Ridge-Pitt Meadows	1,536,143	239,490	970,819	2,746,452	268,433	19,983	163,347	451,763	3,198,215
43 Coquitlam	2,827,105	449,068	1,820,700	5,096,873	584,066	60,333	252,600	896,999	5,993,872
44 North Vancouver	1,363,524	226,800	882,649	2,472,973	180,507	167,744	89,642	437,893	2,910,866
45 West Vancouver	753,925	105,339	386,189	1,245,453	38,537	5,046	446	44,029	1,289,482
46 Sunshine Coast	451,419	64,100	219,205	734,724	52,914	5,312	9,133	67,359	802,083
47 Powell River	377,725	55,516	200,233	633,474	29,424	3,311	28,207	60,942	694,416
48 Sea to Sky	543,424	76,937	289,880	910,241	99,978	9,138	0	109,116	1,019,357
49 Central Coast	68,351	9,488	13,452	91,291	8,166	1,476	0	9,642	100,933
50 Haida Gwaii	108,489	14,746	29,360	152,595	12,482	1,960	0	14,442	167,037
51 Boundary	195,582	27,360	76,067	299,009	14,385	690	3,688	18,763	317,772
52 Prince Rupert	220,732	34,318	113,334	368,384	35,414	5,316	23,379	64,109	432,493
53 Okanagan Similkameen	317,052	44,836	147,241	509,129	33,252	1,818	9,273	44,343	553,472
54 Bulkley Valley	247,570	35,148	110,081	392,799	17,557	2,245	7,311	27,113	419,912
57 Prince George	1,586,864	219,334	803,060	2,609,258	144,323	10,871	0	155,194	2,764,452
58 Nicola-Similkameen	223,672	33,164	122,837	379,673	57,559	8,300	2,721	68,580	448,253
59 Peace River South	471,154	67,483	218,506	757,143	50,585	8,056	13,663	72,304	829,447
60 Peace River North	707,030	106,748	363,050	1,176,828	60,869	10,043	63,503	134,415	1,311,243
61 Greater Victoria	1,926,218	284,113	1,135,578	3,345,909	274,848	19,313	118,507	412,668	3,758,577
62 Sooke	1,311,104	187,493	787,501	2,286,098	299,923	39,313	0	339,236	2,625,334
63 Saanich	642,771	109,905	432,916	1,185,592	131,027	23,332	120,755	275,114	1,460,706
64 Gulf Islands	196,017	28,433	79,867	304,317	26,029	8,921	12,438	47,388	351,705
67 Okanagan Skaha	599,460	93,551	340,332	1,033,343	54,493	5,853	70,020	130,366	1,163,709
68 Nanaimo-Ladysmith	1,497,575	218,441	835,497	2,551,513	155,743	38,552	37,283	231,578	2,783,091
69 Qualicum	467,459	67,165	242,196	776,820	56,637	10,998	7,449	75,084	851,904
70 Pacific Rim	418,304	63,221	226,068	707,593	50,378	3,295	31,951	85,624	793,217
71 Comox Valley	1,005,028	147,033	563,545	1,715,606	158,668	40,463	17,207	216,338	1,931,944
72 Campbell River	668,685	93,677	334,756	1,097,118	51,535	8,019	6,065	65,619	1,162,737
73 Kamloops-Thompson	1,796,761	250,680	910,403	2,957,844	190,114	12,749	9,639	212,502	3,170,346
74 Gold Trail	216,395	29,373	62,770	308,538	9,684	246	0	9,930	318,468
75 Mission	645,651	102,267	395,335	1,143,253	101,400	7,127	81,928	190,455	1,333,708
78 Fraser-Cascade	232,612	33,446	112,160	378,218	42,133	2,832	9,552	54,517	432,735
79 Cowichan Valley	837,540	129,116	494,137	1,460,793	132,842	24,114	65,625	222,581	1,683,374
81 Fort Nelson	98,233	14,286	36,267	148,786	8,766	4,853	1,968	15,587	164,373
82 Coast Mountains	504,601	71,854	249,671	826,126	85,048	8,454	8,475	101,977	928,103
83 North Okanagan-Shuswap	722,279	116,607	413,767	1,252,653	90,257	8,761	117,065	216,083	1,468,736
84 Vancouver Island West	88,325	12,137	20,006	120,468	14,056	5,831	2,929	22,816	143,284
85 Vancouver Island North	195,977	27,537	81,468	304,982	18,691	3,381	6,859	28,931	333,913
87 Stikine	62,690	8,132	10,714	81,536	6,727	173	0	6,900	88,436
91 Nechako Lakes	580,874	79,923	247,205	908,002	43,975	7,034	1,035	52,044	960,046
92 Nisga'a	85,086	11,106	24,691	120,883	12,553	3,042	0	15,595	136,478
93 Conseil scolaire francophone	1,004,074	138,300	339,818	1,482,192	114,606	9,214	5,500	129,320	1,611,512
Provincial Total	60,434,090	8,855,365	33,524,800	102,814,255	7,882,282	1,127,256	2,295,168	11,304,706	114,118,961

Excerpted from Policy 7 - Board Operations

14 Trustee Remuneration

- 14.1 Section 71 of the School Act provides that a Board may authorize the payment of remuneration (indemnity) to trustees.
- 14.2 Trustee remuneration shall be reviewed annually by the Superintendent who will recommend to the Board, adjustments to the annual trustee, chair, and vice chair remuneration based on adjustments made to all employee groups and/or other comparative organizations. Any adjustment shall be approved by Board motion. Such adjustments normally will take effect on January 1st unless otherwise determined by the Board.
- 14.3 A trustee indemnity as described in the School Act regulations will be paid to trustees on a monthly basis. Payment shall be made by direct bank deposit.

FIELD TRIPS AND OUTDOOR EXPERIENCES

TABLE OF CONTENTS

Background	2
Administrative Procedure 260	3
A. GENERAL SAFETY GUIDELINES	3
B. PROCEDURE FOR APPROVAL: LOW RISK AND HIGHER CARE TRIPS	3
C. GUIDELINES FOR FIELD TRIP SUPERVISION	10
D. GUIDELINES FOR TEACHERS ON OBTAINING PARENT OR GUARDIAN INFORMED CONSENT	13
E. ROLES AND RESPONSIBILITIES	13
F. STUDENT ACCESSIBILITY, INCLUSION AND EXCLUSION	16
G. TRANSPORTATION	16
H. FINANCES	17
Appendix Section	18
Safety Regulations for Swimming Activities	19

Background

qathet School District understands the educational value of curricular and extra-curricular Field Trips and Outdoor Experiences that supplement educational programs for students.

Effective learning experiences often result from first hand observation of, or participation in events or activities that occur out in the community away from the school. The Board believes it is of paramount importance that Field Trips are selected, planned, organized, and conducted in the context of:

- *The activity is affordable, accessible and offers clear benefits to students while being relevant to curriculum and integral to the educational process.*
- *The activity is appropriate and effective for student's educational program and curriculum.*
- *Adult supervising staff having the requisite skills and experience to provide safe and appropriate Field Trip experiences.*
- *Safety and security of all participants is the first priority (e.g. students, staff, volunteers and the School District)*
- *The Activity has been reviewed for risk assessment, ability to mitigate risk and overall management of off-site activities.*

Students participating in Field Trips and outdoor education experiences will behave in accordance with the School and District Codes of Conduct and any special directions required to maintain proper structure and safety pertaining to the activity as determined by the Principal, trip supervisor, and site managers.

The Safety First! Guidelines for BC School Off-site Experiences can be found on the qathet School District staff portal under Field Trips.

Administrative Procedure 260

The following provides procedural guidelines regarding curricular and extra curricular Field Trips and Outdoor Experiences. While this Administrative Procedure outlines the planning requirements and process to obtain approval for various types of Field Trips and Outdoor Experiences it does not include the knowledge required to do so safely and competently. As such, in cases where more specific information or resources are required they can be located in *Safety First!* Guidelines for BC School Off-site Experiences.

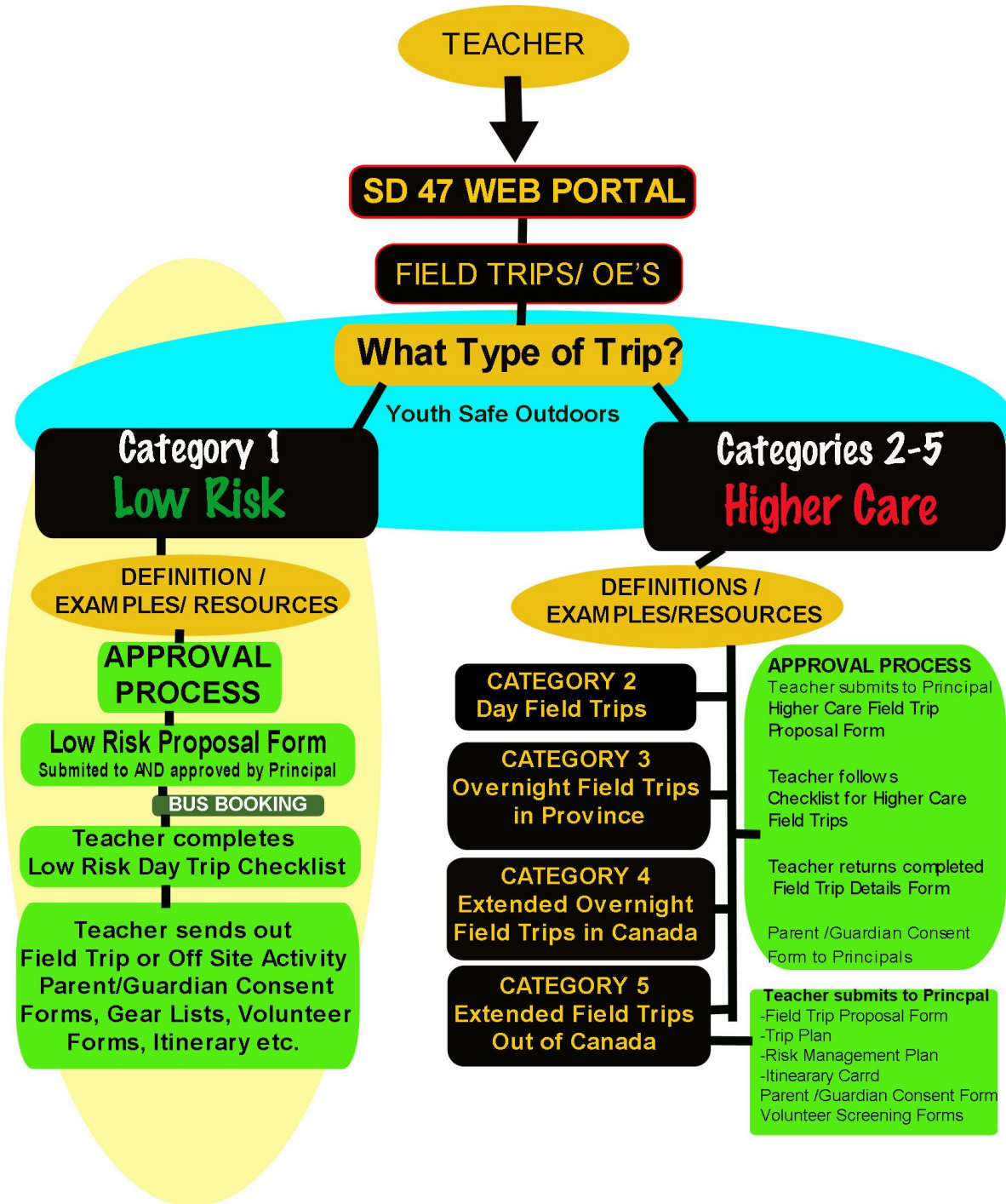
A. GENERAL SAFETY GUIDELINES

- Well-defined procedures are necessary to minimize the potential of serious harm to the health and safety of students and teachers.
- Prior to submitting the Field Trip Proposal to the Principal, teachers must review and follow the appropriate **Field Trip Checklists** associated with the type of trip they plan on leading.
- All Field Trip activities must have approval of the school Principal. Changes to the approved Field Trip activity must have the approval of the Principal.
- All Field Trip activities must have active written parental (guardian) consent for students to participate (see *Guidelines for Parent Information Letters* below).
- Extra medical insurance is mandatory for students when participating in school district activities outside BC or Canada, no matter the length of the activity.

B. PROCEDURE FOR APPROVAL: LOW RISK AND HIGHER CARE TRIPS

All District employees responsible for planning and authorizing Field Trips are to be knowledgeable of the category definitions for Field Trips being proposed.

Potential Field Trips and related activities are identified as either “Low Risk” or “Higher Care”. Higher Care Field Trips are further categorized according to additional risk factors.



Category 1: LOW RISK Day Trips	
Definition:	These same day trips consist of standard educational, recreational, extra-curricular activities (i.e. most school athletic teams) in Powell River and do NOT involve high-risk activities or overnight stays and the nature of the activities are considered lower in risk.
Examples:	<p>Include, but are not limited to: community visits to the local fire hall, police station etc., travelling to local destinations such as other schools, museums, libraries, fish hatcheries, gymnastics club, historical sites, musical/drama events, neighborhood walks, parks, community farms, pumpkin patch, on-going activities such as beach/seaside studies, wetlands, school team and sporting events, ice-skating rinks and swimming in supervised pools with certified lifeguards e.g. Art Start Rec Complex pool, some OLC Activities.</p> <p><i>Note: Low-Risk day Field Trips include trips where students return to the school within the same school day. If activities are extra-curricular in nature (i.e. athletic teams), a teacher sponsored, Principal approved volunteer may supervise.</i></p>
Approval Process:	<p>For initial approval, the teacher or teacher sponsor of a Principal approved volunteer must complete and submit the following forms to the Principal for approval at least one (1) week prior to trip:</p> <ul style="list-style-type: none"> ● Low Risk Proposal Form (Form 260-1) ● Following the initial approval, the teacher or teacher sponsor must follow the Field Trip Checklist for Low Risk Day Trips (Form 260-2) and have it signed off by the Principal 48 hours prior to departure. ● Parent / Guardian Acknowledgement of Risk (Form 260-3) or Annual Consent Form (Form 260-4). This must be completed for all low-risk Field Trips. NOTE: An Annual Low Risk Blanket Form (Form 260-4) may be used by a classroom teacher for several very low risk activities of a like nature (for example regular trips to the Gymnastics Club) and by a sponsoring teacher/athletic teacher for several sport team related activities of a like nature (for example, volleyball games, art start, farm trips). ● Please note that for important, emergent trips the Principal has the discretion to sign off with less notification.
Categories 2-5: HIGHER CARE FIELD TRIPS	
Definition:	<p>These pertain to any trip, which includes a higher level of consideration and care. These may last up to a full day, or overnight and may last for two days or more within the Province of British Columbia.</p> <p>The nature of these trips, regardless of their duration, entail a moderate to high level of risk that is higher than activities in which students are normally engaged in</p>

	<p>at school. Many of the activities in this designation are included but not limited to the <i>Restricted Field Trip Activities List</i> (Tab 1:Table 2).</p>
<p>General Planning Considerations for All HIGHER CARE: Trips:</p>	
<p>As part of the planning for high risk activities, the Principal and teacher-in-charge will:</p> <ul style="list-style-type: none"> ✓ Be encouraged to access Youth Safe Outdoors <i>Safety First!</i> Guidelines for BC School Off-site Experiences. ✓ Determine age appropriateness of the activity. ✓ Determine skill level needed to participate in the activity. ✓ Identify and assess students’ potential exposure to injury. ✓ Weigh the risks against the educational value. ✓ Select and implement appropriate strategies to reduce or remove the risk of harm. ✓ Ensure that planning documents (Emergency Response Plans) are current and all stakeholders are engaged in the event that the plan needs activation. ✓ Ensure that consent forms include specific risks and potential injuries associated with the activity or trip. ✓ For high-risk activities Category 3 and up, in addition to the written signed <i>Parent/ Guardian Consent and Waiver Notice Form</i>, a pre-trip briefing meeting usually must be held with parents and students. While the format for the meeting may vary, the purpose of the pre-trip briefing meeting is to ensure parents and students have all the appropriate information with respect to the trip that parents know and accept the level of risks involved in the activity and that the school and district code of conduct prevails. ✓ The teacher-in-charge must have the training, knowledge and recent field experience appropriate for leading the trip and must have visited the location of the off-site activity prior to the trip and be familiar with the seasonal conditions at the time of the trip. ✓ Identify any specialized resources needed. These resources may include: safety equipment; first aid kits and communications devices; qualified District approved service providers; instructors; and/or Guides familiar with the area. ✓ The volunteers and supervisors selected must be appropriate for the activity and must be provided with direction as to the requirements of the trip and their responsibilities before the departure of the off-site activity whether it be one day or several. ✓ Students must wear appropriate clothing and safety equipment recommended for the activity. 	
<p>Category 2 HIGHER CARE: Full Day Field Trips</p>	
<p>Definition:</p>	<p>The nature of the activities included in these day trips, regardless of their duration, have a moderate to high risk. <i>Higher Care Day Field Trips include:</i></p> <p>Outdoor School Programs: Front or back country Field Trips* where an outdoor setting is important and it becomes the classroom.</p> <p>*Front Country: within 15 minutes of an ambulance reaching your exact location</p>

	<p>*Back Country: greater than 15 minutes of an ambulance reaching your exact location</p> <p>Outdoor Pursuits: refers to activities related to self-propelled travel on land, water and snow or ice (e.g. hiking, kayaking, skiing). The definition of outdoor pursuit includes higher risk activities, such as skiing, and extended wilderness travel. Outdoor pursuits are typically of a ‘Higher Care’ nature and as such these environments require some more specialized awareness, planning, instruction and leadership. Outdoor pursuit does not include local ice area activities, such as skating, hockey or curling.</p>
<p>Examples:</p>	<p>Include, but are not limited to: Outdoor Education and some Physical Education Activities. Outdoor pursuits such as hiking, orienteering, outdoor rock climbing, horseback riding, cycling, mountain biking, boat trip, canoeing, kayaking, paddle boarding, sailing, natural outdoor ice-skating, skiing, snowboarding, snow shoeing, swimming in natural settings, where students return same day.</p>
<p>Approval Process:</p>	<ul style="list-style-type: none"> ● Submit to the Principal the Proposal for Higher Care Field Trip Form (Form 260-5), at least two (2) weeks prior to the excursion date, to the School Principal. ● Following the initial approval from the office of the School Principal, the teacher or teacher sponsor must follow the Checklist for Higher Care Field Trip (Form 260-6) and have it signed off by the office of the Principal a minimum of <u>one week</u> prior to departure. *Unpredictable or changing conditions (eg. Weather, group, access etc.) may necessitate implementing a contingency plan. ● Forms to be completed include: Detailed Trip Plan (Form 260-7), Risk Management Plan (Form 260-8), Itinerary Card (Form 260-9), Parent/Guardian Risk Acknowledgement (Form 260-10), Student Health/Medical Form for Higher Care (Form 260-11) and could include Volunteer Forms (Form 260-12 and Form 260-13) as required.
<p>Category 3 HIGHER CARE: Overnight (one or two night) In Province Field Trips</p>	
<p>Definition:</p>	<p>These are the same as Low Risk Day Field Trips or Higher Care Day Field Trips but with an overnight component added.</p>
<p>Examples:</p>	<p>Include but are not limited to: students travelling out of Powell River (but staying in British Columbia) for extra curricular team sports, cultural or any other sanctioned educational purpose where an overnight stay is required. E.g, Sports team trips, Science World, band trips.</p> <p>Year round overnight trips that could include Outdoor Pursuits listed above. Winter Camping Trips that include skiing / snowshoeing trip to a local cabin, sleepover and return next day. Other examples include trips involving camping, hiking, orienteering,</p>

	<p>outdoor rock climbing, horseback riding, cycling, mountain biking, boat trip, canoeing, kayaking, sailing, natural outdoor ice-skating, skiing, snowboarding, snow shoeing, swimming in natural settings etc.^[SEP]</p>
<p>Approval Process:</p>	<ul style="list-style-type: none"> ● Submit Proposal for Higher Care Field Trip Form (Form 260-5) to Principal at least two (2) weeks prior to the excursion date, to the office of the school Principal. ● Inform parents of all safety plans and trip details and information. (Itinerary, financial planning, sleeping arrangements, hazards, inherent risks and safety plan) either by pre-trip parent briefing information meeting(s) or other means of communication. ● Following the initial approval from the office of the School Principal the teacher or teacher sponsor must follow the Checklist for Higher Care Field Trips (Form 260-6) and have it signed off by the School Principal <u>one week</u> prior to departure. ● Forms to be completed include Detailed Trip Plan (Form 260-7), Risk Management Plan (Form 260-8), Itinerary Card (Form 260-9), Parent/Guardian Risk Acknowledgement (Form 260-10), Student Health/Medical Form for Higher Care (Form 260-11), Passenger List (Form 260-14) and could include Volunteer Forms (Form 260-12, Form 260-13, Form 260-15, Form 260-16) as required.
<p>Category 4 HIGHER CARE: Extended Overnight Field Trips within Canada</p>	
<p>Definition:</p>	<p>Higher Care extended Field Trips includes those with overnight stays of more than two nights. These trips could be in or out of Province of British Columbia and typically relate to students travelling to sporting, cultural, or other educational events. They also include students participating on trips involving Outdoor Pursuits and Educational exchange programs within Canada.</p>
<p>Examples:</p>	<p>Include but are not limited to: multi day Outdoor Pursuits such as canoe trips, sailing trips, hiking trips, kayaking, ski, etc. Band or Choir tours, Multi day ‘peak experience’ or educational exchange trips to other communities in the Region. Longer duration trips on the Powell Forest Canoe Route, Sunshine Coast Trail etc.</p>
<p>Approval Process:</p>	<p>For these Higher Care Field Trips, the teacher must:</p> <ul style="list-style-type: none"> ● Submit Proposal for Higher Care Field Trip Form (Form 260-5) to Principal at least 3 months prior to the excursion date.*Under special circumstances timelines might be adjusted eg. Provincial Championships. ● Submit the Principal approved Proposal for Higher Care Field Trip Form (Form 260-5) and all trip related planning forms at least two (2) months prior to the excursion date, to the office of the Superintendent or designate.

	<ul style="list-style-type: none"> ● Hold parent information meetings, which are required in order to fully inform parents of the itinerary, insurance and travel documents needed, financial planning, sleeping arrangements, supervision plans, hazards, inherent risks and safety plan, emergency and contingency plans. ● Following the initial approval from the office of the Principal AND Superintendent, the teacher or teacher sponsor must follow the Checklist for Higher Care Field Trips (Form 260-6) and have it signed off by the office of the Superintendent designate, 72 hours prior to departure. ● Forms to be completed include Detailed Trip Plan, Risk Management Plan, Itinerary Card, Parent/Guardian Risk Acknowledgement, Student Health/Medical Form for Higher Care, Passenger List (Form 260-14) and could include Volunteer Forms (Forms 260-12, 260-13, 260-15, 260-16), Master Agreement and Mutual Indemnification, Notification of Severe Allergies, Medication Administration Log, First Aid Log, Incident Reports as required.
<p>Category 5 HIGHER CARE: Extended Field Trips Out of Country</p>	
<p>Definition:</p>	<p>Any overseas international trips.</p>
<p>Examples:</p>	<p>Include but are not limited to: Germany Exchange Program, choir trip to Europe, band trip to Cuba etc.</p>
<p>Approval Process:</p>	<p>For these Higher Care Field Trips, the teacher must:</p> <ul style="list-style-type: none"> ● Submit Proposal for Higher Care Field Trip Form (Form 260-5) to Principal at least 6 months prior to the excursion date. ● Submit the Principal approved Proposal for Higher Care Field Trip Form (Form 260-5) and all trip related planning forms at six (6) months prior to the excursion date, to the office of the Superintendent or designate. ● Hold parent information meetings, which are required in order to fully inform parents of the itinerary, insurance and travel documents needed, financial planning, sleeping arrangements, supervision plans, hazards, inherent risks and safety plan, emergency and contingency plans. ● Reference (and continue to monitor) the Government of Canada and Department of Foreign Affairs and International Trade websites to determine risks associated with travel to the destination country(ies), and check in with applicable service providers as they may have important information. ● Have trip cancellation insurance and back up plans for last minute, unforeseeable events. ● Extra medical insurance is mandatory for students when participating in school district activities outside of Canada (including to Washington State), no matter the length of the activity.



	<ul style="list-style-type: none"> • Following the initial approval from the office of the Superintendent or designate, the teacher or teacher sponsor must follow the Checklist for Higher Care Field Trips (Form 260-6) and have it signed off by the office of the Superintendent or designate at minimum <u>one week</u> prior to departure. Consult the Principal and Office of the Superintendent for final sign off twelve (12) hours prior to departure to ensure a travel advisory has not been issued, or irreconcilable concerns have not arisen. • Forms to be completed include Detailed Trip Plan, Risk Management Plan, Itinerary Card, Parent/Guardian Risk Acknowledgement, Student Health/Medical Form for Higher Care, Passenger List (Form 260-14) and could include Volunteer Forms (Forms 260-12, 260-13, 260-15, 260-16), Master Agreement and Mutual Indemnification, Notification of Severe Allergies, Medication Administration Log (Forms 316-1, 316-2 and 316-4), First Aid Log, Incident Reports as required.
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Excepted, Restricted and Prohibited Activities

For complete details on activities that have exceptions, restrictions and prohibitions, please see tables located in Appendix Section of this procedure.

C. GUIDELINES FOR FIELD TRIP SUPERVISION

Factors to be considered include, but are not limited to:

- All Field Trips must be under the direct supervision or sponsorship of at least one School District No. 47 teacher, who, in collaboration with the school Principal, shall ensure that all provisions for safety and supervision are established well in advance and clearly communicated in writing to parents and students. Except Low-Risk Day Field Trips which are extra-curricular (i.e. school athletics).
- Field Trip planning and preparation must include a ‘supervision plan’ that takes into consideration any special supervision risk factors affecting the ratio of students to supervisors. These could include needs for specialized experience, skills and qualifications, and the need for female and male supervisors, and accommodating students with special needs. The degree of supervision depends on but is NOT limited to consideration of the following factors:
 - Volunteers are under the direction of the lead teacher or designate for the duration of the trip. Volunteers have a responsibility to support and assist the teacher(s) in upholding the School and District Codes of Conduct.
 - The complete ability of the participants - degree of difficulty, physical strength, endurance, co-ordination, mobility, physical or developmental limitations.
 - Experience of the participants - first time experience versus various degrees of experience/skill in participating in the activity.

- The age and maturity of the participants - factors such as physical size (height/weight), risk perception, comprehension of rules/instructions, are dependent on age and development.
 - The inherent danger in the activity and the circumstances of the particular activity (e.g., a trip to the museum would not need as many supervisors as a higher risk outdoor pursuit trip).
 - Environmental factors - site layout (clear sight lines versus obstructions), dispersed groups (i.e., ski hills, amusement parks), tour groups versus self-guided, presence of dangerous features (i.e., cliffs, allurements, unusual or inclement weather).
 - For any activity involving swimming follow ***Safety Regulations for Swimming, located in the Appendix section***. Including hotel swimming pools, ensure that a certified lifeguard is on duty at all times when students are at the water and determine the level of swimming ability of each student by having parents complete a ***Swimming Level Declaration*** which is part of the Student Health / Medical Form Higher Care.
- When considering the supervision plan; the Principal and teacher sponsor of a Principal approved volunteer will ensure:
 - That each supervisor and volunteer applicant has been reviewed and approved or denied by the Principal, as suitable for supervision on a case-by-case basis.
 - Gender Specifications for Supervision: on overnight trips, it is recommended that there be at least two (2) supervisors, no matter the size or age of the group, and the gender of the accompanying supervisors must be reflective of the student's gender identity attending the excursion. For example, overnight excursions with both male and female participants must include both a male and female adult supervisor. Students who identify as gender non-binary will communicate to staff prior to departure the supervisor(s) with whom they feel most comfortable dealing with.
 - Criminal Record Checks*** are conducted for all volunteers and supervisors (if they are expected to be alone with students). Volunteers will be reminded to use the 'rule of 3' and never be alone with a student.
 - Supervisors are made aware they are considered to be on supervision throughout the entire duration of a Field Trip and are expected to provide the supervision a careful and prudent parent would provide. Supervisors may not have other children (those not included in the Field Trip group) in their care during the trip.
 - The number of adult supervisors accompanying each trip is appropriate.
 - The Teacher must ensure volunteer supervisors are informed and competent to deal with emergencies that might arise.
 - The minimum acceptable standard of qualified adult Supervisors to Students for all Field Trips, unless specifically required and adjusted by the Principal, or involving Higher Care Activities are located in Appendix Section of this procedure.

*For Low Risk Day Trips that are extra-curricular in nature (i.e. sports games) a Principal approved, teacher sponsored volunteer, may supervise students. In order for a Principal to approve such supervisors, the ***Volunteer Screening Forms*** must be satisfactorily completed.

Please note that all extra-curricular activities, including school teams and clubs must have a teacher sponsor.

It is recognized however, that circumstances for each trip vary and the Principal will determine and approve the appropriate level of adult supervision. All higher care trips shall have a minimum of two adult supervisors and should have a significantly smaller ratio of students to adult supervision based on the activity.

- Additional supervision is required when:
 - There is an increased risk (See Category 3 requirements)
 - There is participation of students with special needs
 - There are crowded venues
- Teachers and Principals should seek further clarification on Activity specific industry standard supervision ratios by consulting the YSO ***Supervision Calculation Tool*** located on the YSO portal.

Specific Supervision Guidelines for Higher Care Field Trips (Category 2 and Above)

- For all higher care activities, competent instruction and vigilant supervision is mandatory. Competence may be established by virtue of a certificate from a recognized governing body, such as a Paddle Canada Instructor Certification. In areas where certificates are not issued, competency may be recognized by the leaders peers by virtue of experience, and demonstrated expertise in the activity. Qualified “Respected Outdoor Leaders” and service providers often may fulfill these functions.
- Situational factors must be considered when determining the appropriate number of supervisors for a higher-care activity. Generally, outdoor pursuits include risks that mandate more supervisors than a regular field trip excursion. In determining the appropriate number of supervisors required for an outdoor pursuit, assess:
 - Industry standards for supervision (the ratios set by specific industries/ organizations that govern the outdoor pursuits/activity);
 - Leadership factors (knowledge, skills, experience of the supervisors);
 - Student factors (age, grade, knowledge, fitness, skill, experience, behaviour, social needs); and
 - Trip factors (nature of activity, nature of environment, duration of outing, season, communication capacity, time/distance from emergency response).
- Appropriate supervision of a higher-risk outdoor pursuits must take into account the ability to maintain adequate supervision during the execution of a safety plan/emergency response plan.
- In approving a higher-risk outdoor pursuit trip proposal, the Principal must be satisfied that the Teacher or contracted service provider will provide adequate supervision and competent instruction and follow recognized safety procedures for the planned activities. As such, it is imperative that those Educators who involve themselves in higher-risk outdoor pursuits have the required certification and/or competence or work with a Respected Outdoor Leader as a contracted service provider.

D. GUIDELINES FOR TEACHERS ON OBTAINING PARENT OR GUARDIAN INFORMED CONSENT

Written, informed consent forms for each student must be completed to ensure that parents are aware of the Field Trip and related activities. All Field Trip activities must have active written parental (guardian) consent for students to participate.

What should go in an Information Letter?

Consent packages to parents/guardians should include the following information:

- Purpose and objectives of the trip, including curricular learning outcomes where relevant. Key activities involved.
- Itinerary (up to and including 'lights out' for overnight trips).
- Potential known risks.
- Safety plan.
- Emergency plan in the event of injury, illness or other problem.
- Notification that the school will secure emergency transport to medical services in the event that the student is injured and the parents/guardians will be responsible for any costs associated with such transport.
- Transportation/travel arrangements.
- Costs, due dates and awareness of financial support available as per SD policy regarding *Student Fees and Deposits*.
- Destination, including address or nearest locatable centre.
- Field Trip date(s) and times of departure and return.
- An inventory of what to bring (e.g. types of clothing, water, food).
- School contact name and number for more information.
- How students not attending can meet the same learning outcomes.

E. ROLES AND RESPONSIBILITIES

Parent Responsibility

- Parents are responsible to determine whether their child may participate in a Field Trip. In order to provide informed consent, comprehensive student field study information that clearly describes the educational benefits and safety risks must be communicated to parents.

Student Responsibility

- Students participating in Field Trips are considered to be under the same care and guidance of the Principal and/or teaching staff when on school Field Trips as when they are in school. Therefore students are expected to cooperate with all supervisors and comply with the school rules, expectations and consequences for behavior (Student Code of Conduct). For certain trips it will be mandatory for students to fulfill all the preparatory requirements and administrative procedures.

Teacher Responsibility

- **Relevance:** Students should participate in Field Trips and Outdoor Experiences that further the goals of the school and the class' curriculum. ^[SEP] Trips should focus on the curriculum and all trips should be planned to minimize disruption to students' regular instructional program when applicable.
- **Compliance:** Ensure the Field Trip plan adheres to all other District Policies and Administrative Procedures, health standards or any other affected legislation. Teachers will ensure the Field Trip is appropriately planned, authorized and organized according to the standards set out as per the Guidelines set out in *Youth Safe Outdoors*.
- **Administrative Approvals:** Field Trips are considered to be an extension or enrichment of the prescribed curriculum and therefore, require teachers to complete all appropriate forms and receive approval as specified. Sponsoring teachers must review and follow the appropriate activity guidelines and complete the associated **Field Trip Proposals** and **Checklists** for the type of trip being planned.
 - Early notification and effective communication by the coordinating teacher with administration, teachers and parents in obtaining consent is essential.
 - The required approvals must be in place before commencing communications with parents / guardians or fundraising activities for the trip.
 - Health Canada Travel Advisory information will be considered whenever travel is out of province and/or the country.
 - An itinerary and other documents like bus lists and Trip Plans must be available in the school office for all overnight trips, including contact information in the event of an emergency.
 - Ensure detailed contact and trip information is left with the Principal; and communicated to parents.
- **Scheduling:** Tentative scheduling of Field Trips must be discussed and planned with the school Principal and planned to avoid certain key times during the year. Dates that are not advised could be related to scheduled district wide activities, specific school calendar events, Student final and provincial exams, term or semester end unit projects etc.
- **Risk Management:** The safety, security, supervision and well being of students must be the prime consideration when planning an excursion. Acting as a prudent parent, take whatever precautions are necessary to ensure the proper conduct, appropriate behavior and safety of students. Prior to submitting the **Field Trip Proposal** to the Principal, teachers must review the relevant **Field Trip Checklist** and Activity specific Guidelines for the type of trip they are planning.
 - In each case teachers will:**
 - Identify all potential risks as well as foreseeable risks of injury associated with participating in a particular activity during the trip and develop a written safety plan to mitigate each risk to the greatest extent possible. Safety plans are outlined on the consent forms and for higher care trips, a **Risk Management Plan** is also required.
 - Ensure that all Low Risk and Higher Care Field Trips have the appropriate number of qualified and experienced staff, service providers, or volunteer supervisors with the correct level of current First Aid and Activity Certification to lead the activity.
 - Confirm any attending Volunteers have undergone a Criminal Record Check in accordance with the **Administrative Procedure 490 – Screening of Volunteers**.

- Store all Field Trip documents related to the approval, planning, and communication and written informed consent at the originating school to be retained on file for 7 years.
- **Parent/ Guardian Communication and Consent:** Ensure parents have been provided with comprehensive student information that clearly describes the educational benefits and safety risks of the field study, and safety plans;

Field Trip Supervisor Responsibility

Supervisors (teachers, volunteers, contracted instructors) are responsible to supervise students 24 hours per day as per a prudent parent would, to serve as role models to students, to act as ambassadors of the District and to conduct themselves accordingly, and within the expectations of, the District's Guidelines for Adults Interacting with Students. No alcohol or non-prescription drugs are to be consumed while on, or before, supervising students, as supervisors must be capable of reasoned judgment in case of an unexpected emergency at all times during the field study. This expectation includes international locations where the cultural norms may vary.

School Administrator Responsibility

The Principal or designated administrator is responsible for the final approval of a Field Trip. For all Field Trip Proposals, the school Principal will review the **Field Trip Proposal** and ensure it is appropriately planned, authorized, organized, and supervised. On occasion it may be necessary for School Administrators to conduct a risk assessment and consider the ability of the teachers, volunteers and service providers, if applicable, to plan for and execute the safety plan prior to approving the Field Trip proposal. Final authorization for the Field Trip is obtained with the Principal's signature on the completed Field Trip approval documents confirming all requirements of the Field Trip policy have been met.

For Higher Care Field Trips (Category 4 or higher) the Principal or designated administrator is responsible for ensuring the Field Trip proposal documents are prepared for all multiple-day Field Trips and the proposal is evaluated, recommended, and submitted to the Superintendent *or Designate* for preliminary review and approval, prior to proceeding with planning, travel and scheduling arrangements, or initiating fund-raising. Additionally, for all out-of-country trips, the Principal will sign the permission for trip departure within seven (7) days of departure, after consideration of government-issued travel advisories for the destination.

Field Trips may be deemed to be inappropriate by the Principal. Inappropriate Field Trips are characterized as those involving:

- Activities that have significant risk for serious injury; (activities on the 'prohibited' list).
- Dangers that cannot be overlooked regardless of the attention to risk planning and mitigation (such as supervision ratios, equipment, instruction and supervisors/ instructors experience and training);
- Not age or developmentally appropriate for students, individually or as a group;
- Involve travel time that is excessive for the age of the children;
- Involve excessive absence from the school for both students and teachers;
- Incur inordinate expense;
- Include travel to areas where Foreign Affairs Canada has published a travel advisory;

- A failure to comply with general District Board policies or administrative procedures or legislation.

When considering approval of Field Trips, Administrators cannot justify activity choice and trip selection based upon a past history of success. Ongoing reassessment, particularly of programs that have been in place for a number of years, is necessary especially when it comes to safety. Past program decisions should not drive current program planning.

All Field Trip documents related to the approval, planning, communication, and written informed consent shall be stored at the originating school and retained on file. School Principals will keep the Superintendent's Office regularly informed of all student trips (by submitting Field Trip information on a regular basis to form part of the Superintendent's Reports to the Board.

The Superintendent or designate shall notify the Board in advance of any planned out-of-country multiple-day Field Trips.

F. STUDENT ACCESSIBILITY, INCLUSION AND EXCLUSION

Any teacher with a concern about a particular student participating on a Field Trip (see criteria below) must see the sponsor teacher to try and resolve this problem. If this does not appear to be successful, consult the administrator at least two weeks in advance of the Field Trip so that they may have an opportunity to resolve the situation.

In all cases teachers will:

- Ensure Field Trips are physically accessible to all students in the class.
- Ensure that "ability to pay" is not a determining factor for student participation.
- Provide appropriate preparatory and follow-up instruction related to learning outcomes that are to be part of the field excursion plan.
- Make arrangements to provide an instructional program for students not participating in the excursion and a plan for the instruction of classes normally taught by teachers who will accompany students on the excursion.
- Make arrangements for all students with unique needs to be included in the Field Trip.

Potential Reasons for Exclusion:

- Scheduled term reviews create conflict, and alternate arrangements have not been made with the teacher.
- Assigned work from previous Field Trips was not completed.
- The student has excessive unexcused absences in the month prior to the trip.
- The student is currently under suspension or has been withdrawn for disciplinary reasons from participating in school events and activities.

G. TRANSPORTATION

The Principal must ensure that the transportation of pupils is in accordance with **Administrative Procedure 562 - Extra Curricular Student Trips**. Passenger and vehicle loading lists must be available in

the school and with the supervisory person on the trip. Current and clear Driver's Abstracts must be available in the school as part of the ***Volunteer Driver Application Form***. Booster seats are employed as required.

H. FINANCES

- Schools must be sensitive to the financial burden of possible expensive Field Trips; the ability of students to pay their share of the costs must not be a factor in determining participation. School personnel must ensure that financial requirements do not exclude students from participation on a Field Trip
- For Field Trips where a deposit fee is required by an outside agency, the School District will not be responsible for refunding deposits should the trip be cancelled.
- For all approved Field Trips, the School Board's liability insurance protects employees, the Board of Education and volunteers against suit in the event of an accident through negligence.
- Trip cancellation insurance must be purchased.

Reference: Sections 8, 17, 20, 22, 65, 85, 177 *School Act*

Adopted: December 13, 2023

Revised:



Appendix Section

<p>Table 1: Exceptions to Higher Care Field Trips</p>
<p>Certain activities in the <i>Restricted Field Trip Activities List</i> (Tab 1: <i>Table 2</i>) have less risk under certain controlled conditions. Therefore, while the nature of the activities in Table 2 are considered to be of moderate risk, the ability to plan for safety and respond are reasonable given the quality of the facility and support and/or the proximity to emergency care. As a result of this, teachers may use the Low Risk Field Trip specifications within this Policy, Regulation, and accompanying Administrative Procedures.</p>
<p>Table 2: Higher Care Activities With Restrictions</p>
<p>Restricted activities are allowed only under certain conditions where specific safety criteria are met. Extensive consideration must be given to the ability to plan for safety, the impact on instructional time, as well as risk assessment. A restricted activity is a type of Higher Care Field Trip.</p>
<p>Table 3: Prohibited Activities</p>
<p>Some types of activities have been prohibited based on risk assessment and ability to plan for safety, as well as consideration given to impact on instructional time, inordinate costs, and/or excessive travel. These activities may also have severe consequences that flow from the inherent risks of the activity and the probability of occurrence of these risks cannot be reasonably eliminated.</p>
<p>Non- Sanctioned Trips and Activities</p>
<p>Non-sanctioned trips and activities are those that are not endorsed or supported by the School District in any way. District staff may, as individuals, participate in student-packaged tours or interest based excursions, provided that it is understood to be a non-sanctioned event, and it is made clear to the parents and students that the staff member is taking part on a personal basis and that the school or the Board of Education is in no way involved.</p>

Safety Regulations for Swimming Activities

- 1.1. In planning swimming activities schools work with an aquatic service provider, such as a community pool or camp that provides Life Guards. Aquatic best practice calls for at least two certified Life Guards for every 25 swimmers in such facilities.
- 1.2. Where working with a service provider, the Educator in Charge remains responsible for coordinating the activity, ensuring informed parental/guardian consent, securing sufficient numbers of assistants to help supervise the activity, and working with the service provider facility.
- 1.3. Parents/guardians should identify the student's approximate aquatic skill level to facilitate securing sufficient numbers of Lifeguards, supervisors and/or instructors as part of the informed consent process.
- 1.4. Before being permitted to swim in water above their chest height without a PFD the students must be given a **survival swim test**, or an **endurance swim test**.

As outlined in Youth Safe Outdoors:

- the survival swim test consists of: a roll into deep water, treading water for 1 minute and swimming 50m using any method.
- the endurance test only includes the 50m swim.

Whichever test is used, it will generally be conducted by venue staff and can be used to channel students into appropriate level swimming lessons. If the swim is a recreational outing, the successful students can be given an identifying mark on their arm, or an identification tag or ribbon. Those not taking or passing the test may also be given a marker (of different colour or design to distinguish them to lifeguards and supervisors).

- 1.5. Unless in a structured swimming class (i.e., small group with designated instructor) all non-swimmers or weak swimmers should wear a PFD when in or near the water or they must be restricted to a well-marked shallow area (less than chest height).
- 1.6. All rules and regulations of the swimming area, diving area, swing ropes, pool slides, waterslides, hot tubs/steam rooms/saunas, change rooms and/or other related facilities in the aquatic must be presented to the students and followed. This rule review may be done by the venue staff and the Educator in Charge is to confirm arrangements.
- 1.7. Supervision of Swimming
 - 1.7.1. Change/locker rooms must be appropriately supervised in consideration of the age and maturity of students.
 - 1.7.2. For recreational swimming in an exclusive use context, a head counting system should be used at regular intervals, particularly with larger groups;

- 1.7.3. For recreational swimming, students should swim with a buddy of comparable swimming ability and should buddy up quickly on command. Students should know the consequences of not swimming with their buddy (e.g., a 5-minute time out on deck).
- 1.7.4. Generally, when students aged eight or older are in the water, and especially with larger groups, some adult supervisors should remain out of the water and position themselves so that the students are in clear sight (i.e., supervisors distributed around swimming area and standing at or near the waterline).
- 1.7.5. When students under age eight are in the water, instructors/supervisors (not Lifeguards) must be in the water with them.
- 1.7.6. Supervision ratio is supported by certified Lifeguard(s) as per the number/ratio determined by the Facility Manager for supervision of the particular facility and bather load.
- 1.7.7. The suggested minimum supervisor to student ratios for are: K – 3 (1:6 / 2:12) 4 – 7 (1:10 / 2:20) 8 – 12 (1:15 / 2:30) Adjust supervision ratio if/as necessary due to the presence of any special considerations.

2. Additional Protocols for Higher Risk Aquatic Swimming Activities;

Many school groups find themselves with opportunities to take advantage of one or more aquatic environments that differ from aquatic service providers outlined above. Some examples may include swimming in a hotel pool while on a band trip, swimming at a beach, swimming in a lake at the end of the day while on a canoe trip, or an aquatic context that relies upon Lifesavers and other supervisory systems versus certified, qualified Lifeguards (National Lifeguard Service - NLS) to support the group.

- 2.1. Higher Risk Swimming Activities include hotel swimming pools, open water (lake or ocean) and remote contexts. An activity that involves swimming or wading in a river, lake or ocean at a site that is not designated swimming area, must be treated as a higher care activity.
- 2.2. Students are appropriately supervised (considering age, maturity and context). In addition, the supervision guidelines in 25 are applied. Higher Risk aquatic activities are not supported for K-3.
- 2.3. The teacher/leader must be competent to organize the swimming activity; to demonstrate, instruct and supervise it; and to effect rescue and emergency procedures as necessary, or to otherwise provide for any or all of these functions and capacities (e.g., using a service provider, Lifeguard or Lifesaver). Where working with a service provider (e.g., hotel), the Educator in Charge will be involved in coordinating the activity, ensuring informed parental/guardian consent, securing sufficient numbers of assistants to help supervise the activity, and working with the service provider to ensure the group's needs are met. A certified Lifesaver or comparably trained person is required to supervise the aquatic environment and group. In determining the number of Lifesavers needed, consider the size and configuration of the

environment (e.g., number of pools, sight lines); group size, student grade/age, and swimming ability.

2.4. Those serving as Lifesavers must:

- Have CPR training (any level). Standard level first aid training is also recommended;
- Be trained in the facility operating and emergency procedures, or be able to develop appropriate safety and emergency plans for a site to be used for an incidental swimming activity;
- Have a Bronze Medallion, be a minimum of 16 year of age and be at least two years older than the students being supervised.

2.5. Parents/guardians must:

- Be notified of the supervisory arrangements.
- Acknowledge awareness of the potential hazards associated with the swimming/wading/water park activity, and
- Consent to their child's participation.

Parents/guardians should identify the student's approximate aquatic skill level to facilitate securing sufficient numbers of lifesavers, supervisors and/or instructors.

2.6. Swimming, wading or other aquatic activities should never be allowed as an impromptu activity for which there is no safety or emergency plan and for which the parents/ guardians and principal or designate have not approved.

2.7. The swimming area must be clearly marked, free from hazards, roped off with floating devices or boundaries otherwise clear, and reasonably clean (i.e., not polluted).

2.8. 2.8 Students must not dive head first from the pool edge (or other similar surface close to the water level), unless the water at that point has a minimum depth at least 2.5 meters.

2.9. Duration of swim should consider the type (age, skill level) of swimmers, temperature and condition of water, time of day, and objectives of the activity.

2.10. Swimming in moving rivers or streams should only be undertaken if the Lifesaver assesses the conditions and group and deems them sufficiently safe to proceed as per Youth Safe Outdoors guidelines.

2.11. Persons assuming Lifesaver responsibilities should be clearly visible and identifiable.

2.12. Where a particular off-site experience involves a water-based activity (e.g., canoeing), parents/guardians should be asked to verify the student's level of swimming training/skill.

2.13. No swimming after dark.

Administrative Procedure 260



- 2.14. No distance swims in open water except where this is part of a specific planned swimming or triathlon program and informed parental/guardian consent has been secured. Appropriate rescue craft must be provided.
- 2.15. Students should know an emergency signal and response.
- 2.16. An emergency action plan should be in place specific to the activity and environment.

STAFF SOGI BINGO

SBO Staff, Trustees, District Coordinators & Sr. Administration

Complete your BINGO card by May 17th, 2024

Submit photos of your activities to willow.dunlop@sd47.bc.ca

Win Prizes: Individuals completing a row;
 Staff teams completing a card

Personally donate to any 2SLGBTQIA+ not-for-profit

Listen to this CBC interview with Pride Flag creator Gilbert Baker

With a colleague, role-play responding to SOGI Opposition

Read We Have Always Been Here, by Samra Habib

Wear a visible marker of allyship for a week (pins)

Join a SOGI 123 Webinar, OR register then view a recording

Discuss colonization and gender with a colleague using this video

>Two members read and discuss Love Lives Here, by Amanda Jette Knox

Take a (group?) photo on Pink Shirt Day

Read through this current glossary of terms from Qmunity

Discuss the story "Jerome By Heart" with a relative

Have a Wear The Rainbow day

Free space. Make up your own thing!

Complete this (1hr) free online course + share out

Listen to this playlist of Two-Spirit & Indigiqueer artists

Watch the On Screen film Niish Manidoowag with someone

With colleagues, play this Kahoot!

Paint your fingernails rainbow

Watch the NFB's film "Beauty".

Read the letter included in this blog in response to anti-SOGI

Discuss Brian Gidinski's "The Performance of Pink" with a colleague

Attend in support of a community event hosted by Trans gathet

Listen to this podcast by Jen Green on Decolonizing Gender

(Re)read this document on responding to anti-SOGI Constructively

Share one personal SOGI-learning goal with a colleague



ANNUAL BOARD WORK PLAN 2023-2024

JULY

- CSBA Conference

SEPTEMBER

- Receive Enhancing Student Learning Report
- Review School Growth Plans
- Review Audit Findings Report
- Adopt Annual Financial Statements
- Adopt Minor Capital Projects
- Review Executive Compensation Disclosure
- Recognize Orange Shirt Day – Every Child Matters

OCTOBER

- Recognize World Teachers' Day

NOVEMBER

- Election of Board Chairperson & Vice Chairperson
- Election of Provincial Council and BCPSEA Representatives

DECEMBER

- Receive Statement of Financial Information
- Approve Trustee Appointments to Committees and Community Liaison Groups
- Attend BCSTA Trustee Academy

JANUARY

- Receive Strategic & School Growth Plan Interim Report
- Review Trustee Remuneration
- Submit Financial Disclosure Forms by January 15th
- Recognize Literacy Week

FEBRUARY

- Adopt Amended Annual Budget
- Review School Calendar Consultation Information
- Chairperson – Represent Board at Ministry of Education Annual Partner Liaison Meeting
- Represent Board at BCSTA Provincial Council
- Recognize Pink Shirt Day – Anti Bullying

MARCH

- Approve School Calendar Submission
- Review Provincial Motions for BCSTA AGM
- Approve Budget Process

APRIL

- Review Government Grant Information
- Attend BCSTA AGM
- Recognize Anniversary of Tla'amin Treaty

MAY

- Review Annual Facility Grant Plans
- Recognize Mental Health Week
- Attend May Day Celebration
- Attend District Track and Field Event

JUNE

- Adopt Annual Budget
- Adopt Major Capital Projects
- Receive Carbon Neutral Action Report
- Review Strategic Plan
- Review Board Meeting Calendar
- Review Board Work Plan
- Recognize National Indigenous Peoples Day
- Recognize Children and Youth in Care Week
- Attend Graduation Ceremony

OTHER ITEMS SCHEDULED AS NEEDED

- Review Board Policies and Bylaws
- Review and Approve Capital Project Bylaws
- Trustee & Superintendent Evaluations
- Hear Appeals as needed
- Represent Board at BCSTA Branch Meetings
- Represent Board at Provincial Council and BCPSEA Meetings and Events
- Attend School Functions
- Attend Employee Recognition Events