



SCHOOL DISTRICT NO. 47 (POWELL RIVER) BOARD OF EDUCATION
Regular Board Meeting
4:00 pm, Wednesday, April 19, 2023
SCHOOL BOARD OFFICE

A G E N D A

PRESENTATION: Joyce Carlson and Lisa Gunn; Powell River Festival of Performing Arts & Brooks Interact Club

QUESTION PERIOD

CHAIRPERSON'S REMARKS

1. ADOPTION OF AGENDA

1.a) **MOTION:** "THAT the Regular meeting agenda of April 19, 2023, be adopted as circulated."

2. ADOPTION OF MINUTES

2.a) **MOTION:** "THAT the Regular meeting minutes of March 8, 2023, be adopted as circulated."

3. REPORT OF CLOSED MEETINGS

3.a) March 8, 2023 – The Board met in-camera to discuss items concerning personnel.

4. INCOMING CORRESPONDENCE

- 4.a) BCSTA to SD8
- 4.b) SD5 to Ministers Singh, Dix and Ms. Brody
- 4.c) BCSTA to Ministers Conroy and Singh
- 4.d) BCSTA to Minister Singh
- 4.e) DM C. Zacharuk to D. Lawson
- 4.f) PRISMA to D. Lawson and J. Yule

MOTION: "THAT the correspondence listed in item 4.a) to 4.f) be received."

5. OUTGOING CORRESPONDENCE

5.a) N/A

6. SUPERINTENDENT OF SCHOOLS' REPORT

- 6.a) Administrative Procedure 251 - Learning Resources
- 6.b) Administrative Procedure 260 – Student Trips (Draft)
- 6.c) Administrative Procedure 417 – Employee Resignations
- 6.d) Out of Country Trip Proposal to Greece in March, 2025
- 6.e) Suspension, Exclusion, and Seclusion Report – September 6, 2022, to March 31, 2023

MOTION: "THAT the Superintendent of Schools' Report be received as presented."

7. SECRETARY-TREASURER'S REPORT

7.a) Capital Plan Bylaw 2023/24-CPSD47-01

MOTION: "THAT Capital Plan Bylaw 2023/24-CPSD47-01 be adopted as presented."

7.b) Bus access to Texada Ferry Terminal (oral)

7.c) Month End Financial Report as at March 31, 2023

MOTION: "THAT the Secretary Treasurer's report be received as presented."

8. COMMITTEE REPORTS

8.a) Committee of the Whole Report for April 12, 2023

8.b) JMC Meeting of March 27th – K. Van't Schip (oral)

8.c) D PAC Meeting of April 12th – D. Lawson (oral)

9. OTHER INFORMATION

9.a) N/A

QUESTION PERIOD

MEDIA QUESTION PERIOD

ADJOURNMENT



SCHOOL DISTRICT NO. 47 (POWELL RIVER)
BOARD OF EDUCATION - REGULAR MEETING
11:30 am, Wednesday, March 8, 2023
SCHOOL BOARD OFFICE

MINUTES

Present: Dale Lawson, Rob Hill, Maureen Mason, Jaclyn Miller, Kirsten Van't Schip (joined meeting at 11:50 am)

Also in attendance: Jay Yule (Superintendent), Steve Hopkins (Secretary-Treasurer)

Question Period

No questions.

CHAIRPERSON'S REMARKS

"Today is International Women's Day, the campaign theme for 2023 is 'Embrace Equity'. Equity is something we talk about often in the education sector, we understand that equal opportunities aren't enough and that each person needs something different to reach an equal outcome. The goal for the 2023 International Women's Day campaign is to start a worldwide conversation about equity. We're being asked to acknowledge that all people don't begin life in the same place, and that circumstances can make it more difficult for people to achieve the same goals. Inequity affects many people, but most commonly historically it has marginalized communities such as women, people of color, disabled people, indigenous people, the economically disadvantaged, and those from the LGBTQ+ community. The goal of *equity* is to change systemic and structural barriers that get in the way of people's ability to thrive. Today, on International Women's Day, consider starting a meaningful conversation to help others understand the difference between equality and equity. Together we can help forge an equitable world and create positive change for everyone.

Recently our District Professional Development Team welcomed all staff to their Expanding Minds Conference held at Brooks Secondary. This District -wide PRO-D event was an informative day featuring an exciting round of Ignite talks, and a variety workshops. Throughout the day, our very talented staff and students engaged session attendees in workshops on topics such as: Games for Equity and Engagement, Getting started with STEAM, Assessment Design in Mathematics, Strategies to Engage and Motivate Students in Online Learning Environments, Utilizing Emotional Intelligence to Recognize, Understand, Label and Regulate Emotions, and Restorative Justice in School. We were treated to a delicious Greek Feast lunch,

Minutes of Regular Meeting March 8, 2023

prepared by the Brooks Culinary Arts Program. The day was a fantastic display of the variety of incredible talent we are so fortunate to enjoy in SD47.

Learning isn't just for students and staff; our School Trustees Association has been diligently providing many learning opportunities to help prepare us for the work ahead. This afternoon we embark on our first strategic planning journey together as a new board. Our thoughtfully selected facilitator will help us get started on the first phase of our planning process. It's an exciting time for all of us to think about what's possible, we look forward to engaging with all stakeholders to help inform planning and to share goals to support student success.

Throughout our district, students and staff are looking forward to the arrival of Spring Break. I hope you enjoy the longer days, the re-emergence of color and a bit of extra time with your family and friends. Have a wonderful Spring Break"!

1. **APPROVAL OF AGENDA**

Moved: J. Miller
Seconded: R. Hill

THAT the Regular meeting agenda of March 8, 2023, be adopted as circulated.

Status: Carried

2. **ADOPTION OF MINUTES**

Moved: R. Hill
Seconded: M. Mason

THAT the Regular meeting minutes of February 15, 2023, be adopted as circulated.

Status: Carried

3. **REPORT OF CLOSED MEETINGS**

3.a) February 15, 2023 – The Board met in-camera to discuss items concerning personnel matters.

4. **CORRESPONDENCE**

INCOMING

4.a) SD52 to Hon. Singh
For information.

4.b) SD5 to Hon. Singh (2 letters)
For information.

4.c) Minister Lore to BCSTA
For information.

Moved: J. Miller
Seconded: M. Mason

THAT the correspondence listed in items 4.a) to 4.c) be received.

Status: Carried

5. OUTGOING CORRESPONDENCE

5.a) SD47 to P. Cummings
For information.

5.b) SD47, re: Single Mothers' Alliance Transit for Teens Campaign
For information.

6. SUPERINTENDENT OF SCHOOLS' REPORT

6.a) School Calendars 2023-2024, 2024-2025, 2025-2026
Discussion ensued on break times for the next three years.

Moved: R. Hill
Seconded: J. Miller

THAT the School District calendar for 2025-2026 be adopted as presented and that the change for the 2024-2025, 2025-2026 be accepted.

Status: Carried

6.b) Administrative Procedure 216
For information.

6.a) Suspension, Exclusion, and Seclusion Report – September 6, 2022, to February 28, 2023
For information.

Moved: R. Hill
Seconded: M. Mason

THAT the Superintendent of Schools' Report be received as presented.

Status: Carried

7. SECRETARY-TREASURER'S REPORT

7.a) 2023/2024 Budget Process
S. Hopkins reported on the amended budget per the information included with the agenda.

Moved: J. Miller
Seconded: R. Hill

THAT the Secretary-Treasurer's Report be received as presented.

Status: Carried

8. COMMITTEE REPORTS

8.a) Northern Sunshine Coast Ferry Advisory Council

M. Mason spoke to meeting she attended.

Meeting topic mainly re: Texada bus needing to cross a double line (no passengers), going into oncoming traffic, and asked if this could be a potential legal issue? Who is carrying the legal implications?

It was suggested that the District write a letter to the Ferry Commissioner with respect to this issue. The Ferry Advisory Council will contact N. Simmons.

Due to meetings taking place with no follow through, there will now be a mid-month meeting with no new topics but rather accountability of topics discussed at prior meeting. Next meeting in April. Staff to explore issue mentioned above and will be discussed at the April meeting.

8.b) District SOGI Committee

Kirsten Van't Schip spoke to meeting she attended.

Welcomed the advisory members from the community who will be serving a volunteer two-year term (students and adults).

Concern about teacher librarian association team. A. Burt stated that they thought there was no procedure for questionable books but there is an administrative procedure. AP251 to be reviewed.

Ongoing discussion – Pride flags at all schools (not necessarily on flagpole).

RCMP Safe Place – can we participate. More information to be brought to the Board.

8.c) Joint Management Committee

Kirsten Van't Schip spoke to meeting she attended.

Feedback from survey received, re: District day. Sounds like discussion had to do with perception of supports and accessing funds for special projects (for teachers). Some are not aware and not using it and some are double/triple dipping.

Discussion ensued on application process, bylaw changes in order to make it easy and so more teachers are able to access the funds. Changes to bylaws need to go to JMC, then to the Board.

9. **OTHER INFORMATION**

9.a) Climate Caucus Meeting Update

There were 600 people across Canada who have been or are in elected positions and taking a stance with respect to climate change. Now expanded to include school districts.

QUESTION PERIOD

Ms. I. Loveluck, PRDTA President indicated that a group comprising of L. Andrews V. Coray and herself would be meeting to review provincial, local prod guidelines, and review bylaws. Any suggestions would go to next JMC Exec meeting, to PROD reps, AGM, then to the Board.

MEDIA QUESTION PERIOD

No questions.

ADJOURNMENT

Moved: M. Mason

THAT the Regular Board Meeting be adjourned at 12:11 p.m.

Status: Carried

D. Lawson
Chairperson

S. Hopkins
Secretary-Treasurer

SH/ac



British Columbia
School Trustees
Association

March 10, 2023

Dawn Lang

Kootenay Boundary Branch President
School District 8 (Kootenay Lake)
811 Stanley Street
Nelson B.C. V1L 1N8
dawn.lang@sd8.bc.ca

Dear Trustee Lang,

RE: Kootenay Boundary Branch Requests

Thank you for your letter regarding recent business discussed at your branch's January meeting. Your feedback is valued and appreciated by the entire board of directors. Improving student outcomes, advocating for funding, hybrid functionality, access to technology and the climate crises are shared priorities of BCSTA's board.

It is worth noting the board and the association's staff are actively working on many of the concerns you highlighted. For example, hybrid options were initially developed and made available for our most recent annual general meeting but were discontinued due to overwhelmingly low demand and disproportionately high costs. We will continue to monitor trends and demand while exploring options for future events. Capital funding also remains top of mind. I recently had the opportunity to share information BCSTA's Capital Working Group developed regarding school site acquisitions with the Select Standing Committee on Finance and Government Services. Furthermore, our Climate Action Working Group is primed to reform in response to persisting climate concerns, and we continue to discuss concerns regarding access to technology for students with the Ministry of Education and Child Care as part of our regular meetings with B.C.'s government.

While these are all applicable concerns of the association, following due process is an integral part of our work, and motions of both extraordinary and substantive nature must be submitted to BCSTA's Legislative Committee for approval before any action is taken by the board. This process allows all member boards equal opportunity to offer their feedback and request the board undertake advocacy on specific issues. Through this process, we balance our membership's priorities amongst the limited resources available.



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I appreciate your branch's hard work. I encourage you and your branch members to direct these concerns to the board through motions at our business meetings so that they may be debated at our AGM and Provincial Council, allowing all our members an equal opportunity to discuss the work to come while defining our collective priorities.

Sincerely,

A handwritten signature in black ink that reads "Carolyn Broady". The signature is written in a cursive, flowing style.

Carolyn Broady

President

British Columbia School Trustees Association

CC: Suzanne Hoffman, CEO, BCSTA
BCSTA Board of Directors



SCHOOL DISTRICT 5

S O U T H E A S T K O O T E N A Y

March 29, 2023

Hon. Rachna Singh, Minister of Education and Child Care
Room 124 Parliament Buildings
Victoria, BC V8V 1X4

Hon. Adrian Dix, Minister of Health & Minister responsible for Francophone Affairs
Room 337 Parliament Buildings
Victoria, BC V8V 1X4

Carolyn Broady, President, BCSTA
300-2889 East 12th Avenue
Vancouver, BC V5M 4T5

Dear Ministers Singh and Dix and Ms. Broady,

RE: Speech Language Pathologist Deficit

At the School District 5 (SD5), Southeast Kootenay public Board Meeting of March 14, 2023, the Board carried the following motion:

That the Board write a letter to the provincial authorities and BCPSEA expressing concerns about the deficit of Speech Language Pathologists in rural areas.

Speech-language pathologists (SLPs) are needed throughout Canada (including BC) and according to Statistics Canada, “the labour shortage conditions seen in recent years is expected to persist into the 2022-2031 period”.

While this shortage impacts all of BC, employers outside of the Lower Mainland and southern Vancouver Island regions have greater difficulties finding staff than employers on the west coast.

Our Board appreciates that government has offered loan forgiveness to speech-language pathology graduates who commit to work in underserved regions of the province, and while this is a positive step toward recruiting and retaining SLP

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• Nicole Heckendorf • Chris Johns • Sarah Madsen • Wendy Turner

professionals, it does little to address the lack of training space available for this profession. The University of British Columbia is the only educational facility in BC that offers this program and of the 36 students who graduate each year, only some have specialized in pediatric therapy, and not all will choose to be employed with a school district or choose to live in a rural community.

Despite the overwhelming shortage of qualified SLPs, we did not see this category listed in the January 2023 Provincial Nominee Program (PNP) for professionals immigrating to BC, nor can we find any information on-line regarding a BC recruitment and retention strategy for SLPs.

Early struggles with speech can have an immense impact on a child's ability to do well in school. According to a 2015 interview by the *Globe and Mail* with Anila Punnoose, a director of *Speech-Language and Audiology Canada*, "A lot of speech problems carry over to literacy, because a knowledge of speech sounds is crucial when learning to read. It's all about what you hear in those sounds. ...A child who doesn't have good phonological awareness doesn't understand any of that."

Punnoose also identifies children with language deficits as being more likely to experience academic challenges, social difficulties, including interacting with peers, and issues with mental health.

Our Board would like to know what strategies government is/will be employing to improve the recruitment and retention of SLPs in BC –specifically rural BC. We look forward to your timely response regarding this pressing issue.

Sincerely,



Doug McPhee, Board Chair

Cc*: Hon. David Eby, Premier, Province of BC
Kevin Falcon, Leader, BC Liberal Party
Sonia Furstenu, Leader, BC Green Party
Tom Shypitka, MLA Kootenay East BC
Elenor Sturko, Critic for Education, BC Liberal Party
Karin Kirkpatrick, Critic for Child and Family Development & Childcare, BC Liberal Party
BCSTA for distribution to member Boards of Education
Clint Johnston, President BC Teachers' Federation
Chris Schultz-Lorentzen, President, BCCPAC
Doug McPhee (Chair) • Trina Ayling • Bev Bellina • Irene Bischler • Alysha Clarke
• Nicole Heckendorf • Chris Johns • Sarah Madsen • Wendy Turner

Shelley Balfour & Adrienne Demers, CFTA Co-Chairs
SD5 CUPE President
Lies Salvador, DPAC Chair
Aaron Thorn, President, SD5 Administrators' Association
Chris Walker/Corey Bullock, CBC Radio
Dennis Walker, 107.5 Today FM Radio
Wylie Henerson, Rewind Radio 102.9
Jeff Johnson, Wild B104 Radio
Josiah Spyker/Ryley McCormack, 107.5 Today FM
Barry Coulter/Trevor Crawley, Cranbrook Daily Townsman
Ian Cobb, e-know Online News
Joshua Fischlin, Fernie Free Press

*This correspondence is public and transparent. Please feel free to share and/or respond with comment.

Doug McPhee (Chair) • Trina Ayling • Bev Bellina • Irene Bischler • Alysha Clarke
• Nicole Heckendorf • Chris Johns • Sarah Madsen • Wendy Turner



British Columbia
School Trustees
Association

March 31, 2023

The Honourable Katrine Conroy

Minister of Finance

PO Box 9048, Stn Prov Govt

Victoria, B.C., V8W 9E2

fin.minister@gov.bc.ca

The Honourable Rachna Singh

Minister of Education and Child Care

PO Box 9045, Stn Prov Govt

Victoria, B.C. V8W 9E2

ecc.minister@gov.bc.ca

Dear Minister Conroy and Minister Singh,

Subject: Funding for Exempt Staffing Compensation

“That BCSTA request the provincial government fully fund exempt staff compensation based on the new salary grids published by BCPSEA.”

In October of 2022, I wrote to ministers Selina Robinson and Jennifer Whiteside regarding the importance of ensuring that schools fully fund exempt compensation grids. In November, we received a reply from Minister Whiteside indicating that “the Public Sector Employer’ Council Secretariate (PSEC Secretariate) has recently confirmed that the K-12 sector had the authority to ‘age’ salary ranges by four per cent in 2022.”

We appreciate the prompt response and commitment to providing additional funding, but districts continue to struggle with this unwieldy financial burden. This particular motion was brought forward by School District 58 (Nicola-Similkameen), who shared their example of the hardships their district endures, with roughly 40 per cent of the necessary increases remaining unfunded. This issue continues to draw funds from the classroom, and further wage increases tied to new agreements are not viable for many boards of education to provide.

Our members, and the communities they serve, require provincial support to match these increases while not pulling funding from students. Adding further pressure to the scenario is that these are exceptionally demanding roles, and attracting skilled, experienced staff is challenging under the current constraints.



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School Trustees
Association

Having the province fund exempt staff wage increases will allow districts to focus on what is best for students and their future success. Together we can enable boards of education to focus on student success rather than how they will afford, retain and budget for their exempt staff.

Sincerely,

A handwritten signature in black ink that reads "Carolyn Broady". The signature is written in a cursive, flowing style.

Carolyn Broady

President

British Columbia School Trustees Association

Motion: P2202311.2

Enclosure: Original motion rationale

CC: Christina Zacharuk, Deputy Minister, Ministry of Education and Child Care
BCSTA member boards of education
Suzanne Hoffman, CEO, BCSTA
BCSTA Board of Directors



11.2.Funding for Exempt Staffing Compensation

Category: Teachers/Personnel and Employee Relations

Motion #:	11.2 : P2202311.2	Sponsor:	SD 58 (Nicola-Similkameen)
Meeting:	PC Feb 2023	Action:	<i>not specified</i>
Category:		Outcome:	<i>not specified</i>
Disposition:	Carried		

Motion as Adopted:

BE IT RESOLVED:

That BCSTA request the provincial government fully fund exempt staff compensation based on the new salary grids published by BCPSEA.

Motion as Presented:

BE IT RESOLVED:

That BCSTA request the provincial government fully fund exempt staff compensation based on the new salary grids published by BCPSEA.

Rationale:

While the commitment to fund the general increase was appreciated, the additional cost to move exempt staff to the new grid was not completely funded. In School District 58's (Nicola-Similkameen) case this meant that approximately 40% of the needed increase was unfunded. The overall wage increases for our unionized staff over the term of the new collective agreements will not be sustainable for boards to provide to their exempt staff. Boards need assurances to be able to fund exempt increases in order to ensure the recruitment of qualified staff into these important roles.

Reference(s):

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.



British Columbia
School Trustees
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March 31, 2023

The Honourable Rachna Singh
Minister of Education and Child Care
PO Box 9045, Stn Prov Govt
Victoria, B.C. V8W 9E2
ecc.minister@gov.bc.ca

Dear Minister Singh,

Subject: Continue Funding the Student and Family Affordability Fund

At the February 2023 British Columbia School Trustees Association Provincial Council meeting, our members, representing all 60 boards of education in B.C., passed the following motion:

“That BCSTA request the Ministry of Education and Child Care continue the Student and Family Affordability Fund as an annual targeted fund, provided to school districts beyond June 30, 2023;

AND that the permitted uses of this Fund be made less restrictive, to better be able to serve students and families in need, including the possibility of providing or subsidizing transportation;

AND that a portion of this Fund be permitted to be used to cover the costs of administering the Fund.

AND that the funds be made available to School Districts prior to the start of the school year.”

As you know, the Student and Family Affordability Fund is set to expire on June 30 of this year. While the fund generally achieved its goal of supporting families that would otherwise struggle with the rising costs of sending children back to school, this one-time allocation does little to stem the tide of future global inflation concerns, which continue to grow.

Our membership has flagged that districts across B.C. require continued affordability funding to support parents, students and communities in the foreseeable future. This ask includes using this funding to enhance school meal programs and support access to activities, including field trips, which are vital to development. Removing additional restrictions would also allow boards of education, which are best equipped to manage and interpret the needs of their communities, to support their student populations as effectively as possible. For example, and as noted above in the motion, costs related to transportation are a considerable financial concern that could be supported by this fund, especially in rural and remote communities. To further improve their use, our membership also requests that potential future funding be made available to districts at the start of the school year and that a small amount of the fund be utilized to cover costs related to its administration.



British Columbia
School Trustees
Association

We are grateful that the provincial government has recognized these concerns and trust that you will agree that there is a need to continue supporting the Student and Family Affordability Fund in response to the rising financial strain parents, guardians and caregivers in B.C. face.

Sincerely,

A handwritten signature in black ink that reads "Carolyn Broady". The signature is written in a cursive, flowing style.

Carolyn Broady

President

British Columbia School Trustees Association

Motion: P2202311.1

Enclosure: Original motion rationale

CC: Christina Zacharuk, Deputy Minister, Ministry of Education and Child Care
BCSTA member boards of education
Suzanne Hoffman, CEO, BCSTA
BCSTA Board of Directors

11.1.Continue Funding the Student and Family Affordability Fund

Category: Education Finance

Motion #:	11.1 : P2202311.1	Sponsor:	Thompson Okanagan Branch
Meeting:	PC Feb 2023	Action:	<i>not specified</i>
Category:		Outcome:	<i>not specified</i>
Disposition:	Carried as amended		

Motion as Adopted:

BE IT RESOLVED:

That BCSTA request the Ministry of Education and Child Care continue the Student and Family Affordability Fund as an annual targeted fund, provided to school districts beyond June 30, 2023;

AND that the permitted uses of this Fund be made less restrictive, to better be able to serve students and families in need, including the possibility of providing or subsidizing transportation;

AND that a portion of this Fund be permitted to be used to cover the costs of administering the Fund.

AND that the funds be made available to School Districts prior to the start of the school year.

Motion as Presented:

BE IT RESOLVED:

That BCSTA request the Ministry of Education and Child Care continue the Student and Family Affordability Fund as an annual targeted fund, provided to school districts beyond June 30, 2023 .

Rationale:

The Student and Family Affordability Fund is a one-time fund, set to expire on June 30, 2023. The purpose and intention of the Student and Family Affordability Fund was to help "make back-to-school more affordable for students and their families who are struggling with rising costs of living due to global inflation".

It is clear inflation is an ongoing issue for many families and this is not a one time issue. Districts need a sustainable fund to support their school communities to expand school meal programs and make sure students in need can take part in activities, such as field trip for the school year 2023-2024 and beyond.

The Student and Family Affordability Fund is a good step in government's commitment to students but this must be ongoing as inflation continues to rise and it is impacting our most vulnerable families.

Reference(s):

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.



April 12, 2023

Ref: 284938

Dale Lawson, Chair
Board of Education
School District No. 47 (Powell River)
Email: dale.lawson@sd47.bc.ca

Dear Ms. Lawson:

I am responding to a letter dated October 1, 2022, from Steve Hopkins, Secretary-Treasurer, requesting approval for the Powell River Board of Education to underspend its targeted Indigenous Education funding amount for the 2021/22 school year. As this is targeted funding under Section 106.4 of the *School Act*, Boards of Education must request permission from the Minister of Education and Child Care to underspend their target on an annual basis. As Deputy Minister of Education and Child Care, I am pleased to respond on the Minister's behalf.

Pursuant to Section 106.4(2) of the *School Act*, approval is granted for the Board to underspend its 2021/22 school year Indigenous Education target in an amount up to \$26,863. This variation of direction is granted on the condition that these funds will be brought forward and added to the 2022/23 school year Indigenous Education targeted amount to be expended on Indigenous Education programs. I encourage you to discuss your Indigenous Education targeted funding plans with the District Indigenous Education Council or equivalent, including the Nations and Métis Chartered communities whom you serve, to ensure respectful and meaningful engagement with Indigenous Peoples on the use of these funds.

Appendix to this letter contains statistics about your school district's Indigenous student outcomes. I hope we will see you build upon these achievements and strive for strong academic results for all your students in the current and subsequent school years.

If you have any questions or require further information regarding the financial reporting of Indigenous Education expenses, please contact Ian Aaron, Director, School District Financial Reporting, Resource Management Division, by phone at (250) 415-1073 or by email at Ian.Aaron@gov.bc.ca.

If you have any questions or require further information regarding how the Ministry is supporting delivery of Indigenous Education programs, please contact Stephanie Sinitsin, A/Director, Indigenous Education, Learning Division, by phone at (250) 896-4603 or by email at Stephanie.Sinitsin@gov.bc.ca.

.../2

Again, thank you for writing.

Sincerely,

A handwritten signature in black ink that reads "C.A. Zacharuk". The signature is written in a cursive style with a large initial "C" and "A".

Christina Zacharuk
Deputy Minister

pc: Jay Yule, Superintendent of Schools
Steve Hopkins, Secretary-Treasurer
Jessica Johnson, District Principal of Indigenous Education
Stephanie Sinitsin, A/Director, Indigenous Education, Learning Division, Ministry of Education
Jonathan Foweraker, Executive Director, Resource Management Division, Ministry of Education
Ian Aaron, Director, School District Financial Reporting, Resource Management Division

Appendix – SD47 (Powell River) Indigenous Student Achievements

In 2021/22 on the Grade 4 Literacy assessment, 71% of Indigenous students were “On Track” or “Extending” expectations on the revised FSA compared to 77% of Non-Indigenous students in SD47.

In 2021/22 on the Grade 4 Numeracy assessment, 58% of Indigenous students were “On Track” or “Extending” expectations on the revised FSA compared to 67% of Non-Indigenous students in SD47.

In 2021/22 on the Grade 7 Literacy assessment, 70% of Indigenous students were “On Track” or “Extending” expectations on the revised FSA compared to 68% of Non-Indigenous students in SD47.

In 2021/22 on the Grade 7 Numeracy assessment, 39% of Indigenous students were “On Track” or “Extending” expectations on the revised FSA compared to 67% of Non-Indigenous students in SD47.

Six-year completion rate for Indigenous students has increased from 14.0% in 2017/18 to 66.1% in 2021/22.

Six-year completion rate for Non-Indigenous students have increased from 75.2% in 2017/18 to 86.5% in 2021/22.

Of 15 Indigenous graduates from SD47 in 2016/17, 1 (7%) immediately transitioned to B.C. public post-secondary institutions, and 4 years after grad, 8 (53%) had transitioned into post-secondary.

Of 158 Non-Indigenous graduates from SD47 in 2016/17, 74 (47%) immediately transitioned to B.C. public post-secondary institutions, and 4 years after grad, 96 (61%) had transitioned into post-secondary.

There is no Indigenous non-graduate from SD47 in 2016/17.

Of 68 Non-Indigenous non-graduates from SD47 in 2016/17, 1 (1%) immediately transitioned to B.C. public post-secondary institutions, and 4 years after grad, 4 (6%) had transitioned into post-secondary.



Pacific Region International Summer Music Academy

Powell River, BC, V8A 5G7

Toll-free: 1-855-5 PRISMA
604-262-2775

Dale Lawson, Chair

Powell River Board of Education

dale.lawson@sd47.bc.ca

Jay Yule

SD#47 Education Superintendent

jay.yule@sd47.bc.ca

March 27, 2023

Dear Dale Lawson and Jay Yule,

I am writing on behalf of the Pacific Region International Summer Music Association (PRISMA) to express our gratitude for your partnership in helping us provide PRISMA for Kids (P4K). Your in-kind services, resources, and financial contributions have allowed us to execute P4K and enhance its offerings over the years.

PRISMA 2023 will run from June 12th to June 24th. We are well on our way to planning and executing P4K, launched on March 27th with school visits by Maestro Arthur Arnold. During these visits, students listen to the cello, sing with Arthur, and learn what PRISMA offers for their age group during the festival. We would like to invite the students from SD 47 to a rehearsal of the full symphony orchestra, where they will learn about a symphony orchestra, the music of Gustav Mahler, and listen to the majestic end of his Symphony No. 1.

We find it essential that all children have the opportunity to experience this art form. Therefore, we offer the PRISMA for Kids program free of charge. We kindly ask for a financial contribution to help cover the costs of executing the PRISMA for Kids. Over the last ten years, SD 47 has contributed \$3000 every year. Due to the current economic landscape, we are humbly asking for a donation of \$5000 this year to ensure we can continue to offer the students the best possible experience which includes:

- Spring visits to elementary schools, including Texada Island.
- Storytelling in the Library with live music, early June (Sonia Sagwyn with Arthur Arnold).
- Tuesday, June 20th, 2023 - P4K instructed orchestra rehearsal at the Evergreen Theatre. Students from across the district are invited to see and hear a rehearsal of the full PRISMA Festival Orchestra.
- Saturday, June 17th, 2023 - PRISMA on the Beach – a free, family-friendly community celebration.
- Tuesday, June 23rd – Fun Fair & Special Kids Concert – a free, family-friendly event followed by a concert designed for kids.

www.prismafestival.com

We would also like to kindly ask for the continuation of in-kind support from SD 47:

- Access to musical instruments (as required and with oversight by Mr. Paul Cummings)
- Use of school buses (with arrangements as in previous years)
- Advertising on the reader board at Brooks

Thank you for your consideration of our request. We look forward to working together to continue spreading the joy of music to our youth.

Sincerely,

Melanie Munroe
General Manager, generlamanager@prismafestival.com

CC: Anna Cristante, SD#47, Executive Assistant. anna.cristante@sd47.bc.ca

Attached: PRISMA 2022 Annual Report



LEARNING RESOURCES

Background

The District provides a range of differentiated learning resources to meet the variety of teacher and student needs within the District. The District affirms that it is the responsibility of its professional staff to select learning resources according to criteria which follow in the procedures.

Procedures

1. Objectives of Selection
 - 1.1. The term learning resources will refer to all materials which support educational programs. Where community resource people and field sites contribute to the learning of students and are key to educational programs or units of study, these too will be referred to as learning resources.
 - 1.2. The process by which schools or the District select learning resources is to be one that encourages the interaction of teaching teams in making decisions about educational programs for children.
2. Criteria for Selection of Learning Resources
 - 2.1. Learning resources shall support and be consistent with the general educational goals of the Province and the District and the aims and objectives of individual schools and specific courses.
 - 2.2. Learning resources shall meet high standards in content and presentation.
 - 2.3. Learning resources shall take into consideration the chronological age, the social and emotional development, and the ability levels of students.
 - 2.4. Learning resources shall have aesthetic, literary, and/or social value.
 - 2.5. Physical format and appearance of learning resources shall be suitable for their intended use.
 - 2.6. Learning resources shall be selected to help students gain an awareness of our pluralistic society as well as understanding the importance of minority and ethnic groups including Indigenous.
 - 2.7. Biased or slanted learning resources may be provided to meet specific curriculum objectives; for example, to recognize propaganda and its purpose in each context or to balance an argument.



2.8. Any employee of the District who has a concern about a teaching resource not yet in use, but recommended for use by the District, a school, or another employee may request a meeting of the Review Committee.

3. Complaints about Learning Resources

3.1. Any resident or employee of the District may challenge learning resources, ~~according to the AP152 (Complaints).~~

~~3.2. If complaints about learning resources cannot be resolved informally with the Principal, residents or employees should complete a Learning Resource Review Form.~~

~~3.3. The appropriate Director of Instruction shall be informed by the Principal of the complaint received.~~

~~3.4. The Director of Instruction shall convene a Learning Resources Review Committee meeting date as soon as possible after the complaint is received.~~

~~3.5. The Learning Resources Review Committee shall review the challenged resource and determine whether it conforms to the criteria of selection outlined in this administrative procedure.~~

~~3.2-3.6. The decision and rationale shall be reported to the person making the complaint and the Superintendent.~~

Commented [AB1]: If needed, we should also add the Appeals of Employee Decisions here, too. From AP 152 (4.1_

~~Maybe another sections here (see comment).~~

Reference: Sections 7, 8, 17, 20, 22, 65, 85, 168 School Act
Evaluating, Selecting, and Managing Learning Resources: A Guide (2002)
Ministerial Order 333/99 – Educational Program Guide Order

Adopted: July 8, 1992
Reviewed: October 10, 1995
Revised: ~~May 18~~ April 19, 2022



LEARNING RESOURCES

Summary

~~The Policy of the Board of School Trustees of School District #47 (Powell River) is to provide a range of differentiated learning resources to meet the variety of teacher and student needs within the School District. The Board of School Trustees affirms that it is the responsibility of its professional staff to select learning resources according to criteria which follow in the regulations.~~

Procedures

Objectives of Selection

- ~~a) The term learning resources will refer to all materials which support educational programs. Where community resource people and field sites contribute to the learning of students and are key to educational programs or units of study, these too will be referred to as learning resources.~~
- ~~b) The process by which schools or the District select learning resources should be one that encourages the interaction of teaching teams in making decisions about educational programs for children.~~

Criteria for Selection of Learning Resources

- ~~a) Learning resources shall support and be consistent with the general educational goals of the Province and the District and the aims and objectives of individual schools and specific courses.~~
- ~~b) Learning resources shall meet high standards in content and presentation.~~
- ~~c) Learning resources shall take into consideration the chronological age, the social and emotional development and the ability levels of students.~~

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- ~~d) Learning resources shall have aesthetic, literary, and/or social value.~~
- ~~e) Physical format and appearance of learning resources shall be suitable for their intended use.~~
- ~~f) Learning resources shall be selected to help students gain an awareness of our pluralities society as well as an understanding of the many important contributions made to our civilization by minority and ethnic groups including First Nations.~~
- ~~g) Biased or slanted learning resources may be provided to meet specific curriculum objectives; for example, to recognize propaganda and its purpose in a given context or to balance an argument.~~
- ~~h) Any employee of the School District who has a concern about a teaching resource not yet in use, but recommended for use by the District, a school, or another employee may request a meeting of the Review Committee.~~

Complaints about Learning Resources

Any resident or employee of the School District may challenge learning resources according to the following procedures:

Informal Complaints

~~The school receiving a complaint regarding a learning resource shall try to resolve the issue informally.~~

~~The Principal or Principal's delegate shall explain to the questioner the school's selection criteria and procedure, and the place the questioned resource occupies in the educational program.~~

Formal Complaints

A person filling a formal complaint must:

- ~~a) Obtain a copy of the District Learning Resource policy *~~



~~b) Complete a Learning Resources Review Form. *~~

~~c) File the Learning Resources Review Form with the principal and/or the District person in charge of learning resources.~~

~~The Assistant Superintendent and the District person in charge of learning resources shall be informed by the Principal of the complaint received.~~

~~Formal complaints about Learning Resources shall be referred to a Learning Resources Review Committee.~~

~~* these documents are available at school offices and the District Resource Centre~~

Learning Resources Review Committees

~~Upon receipt of a formal complaint or referral through a concern: _____~~

~~The District person in charge of learning resources is responsible for convening a Learning Resources Review Committee meeting date as soon as possible after the complaint is received.~~

~~When appropriate, membership of the Learning Resources Review Committee should include:~~

- ~~• the District person in charge of learning resources, —~~
- ~~• a teacher,~~
- ~~• a student,~~
- ~~• an Administrative Officer,~~
- ~~• a Parent Advisory Committee member.~~

~~Learning Resources Review Committees may choose to consult District support staff and/or community persons with related professional knowledge.~~

~~Learning Resources Review Committees shall review the challenged resource and judge whether it conforms to the principles of selection outlined in the District's Learning Resources policy.~~



Resolution

- ~~1. The decision and rationale shall be reported to the person making the complaint.~~
- ~~2. Where complaints concern schools, a written report shall be sent to the school principal, with copies to the Assistant Superintendent and the District person in charge of learning resources.~~
- ~~3. Where the complaint concerns the District Resource Centre, a written report shall be kept by the District person in charge of learning resources.~~
- ~~4. The decision of the Learning Resources Review Committee is binding on the individual schools, and/or the District Resource Centre, unless overturned in appeal (according to the District Appeals Bylaw).~~



School District No. 47 (Powell River)

LEARNING RESOURCES-REVIEW FORM

Title of Resource: _____

Type of Resource: Print Resource Digital Resource

Type of Resource: _____

Title of Resource: _____

Context of Usage: Classroom Resource: Correspondence Material:

Other: _____

Author(s) _____

Publisher/Year: _____

Request initiated by: _____

Role of Complainant: Teacher Parent Other (please specify) _____

Role of Complainant: Teacher Parent Other

Email: _____

Telephone No: _____

Address: _____

1. To what in the resource(s) do you object? Please be specific, giving page numbers, etc.

2. Have you discussed this resource with the student involved? yes no



~~What do you think is the theme or purpose of the resource? What was the response?~~

~~3. What do you feel might be the positive effect(s) of reading, viewing, or listening to this resource?~~

~~4.3. What effect do you believe this resource would have on students? What do you feel might be the negative effect(s) of reading, viewing, or listening to this resource?~~

4. Have you reviewed the entire resource? yes no

~~Yes~~ ~~No~~

5. In many cases, the impact of a resource will vary according to how it is presented and interpreted in the classroom, and we urge you to discuss this material with the appropriate people. Have you discussed the resource with the:

Teacher School District Staff

~~Teacher~~ ~~School District Staff~~

What was their response?

6. Have you read reviews of this resource? ~~yes~~ ~~no~~

Source of reviews? (please attach copies or links to reviews, ~~photocopies~~ if available)

If reviews are available, would you like copies? ~~Yes~~ ~~No~~



Administrative Procedure ~~235~~251

yes no

7. Additional comments:

Signed: _____

Print Name: _____

Date: _____



Field Trips and Outdoor Experiences

Policy and Procedures v3.0

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Field Trips and Outdoor Experiences

Background

Powell River Board of Education, School District #47 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 benefit 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 Board of Education recognizes the benefits of using *Youth Safe Outdoors: Off –Site Experience Safety for BC Schools** as an approved resource to support safe off-site experiences. Schools should refer to and be cognizant of the Youth Safe Outdoors guidelines (<http://www.youthsafeoutdoors.ca/>), and follow those regulations.

The *Safety First!* Guidelines for BC School Off-site Experiences can be found on the SD 47 staff portal under Field Trips.

Field Trips and Outdoor Experiences

Administrative Procedure 314

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.

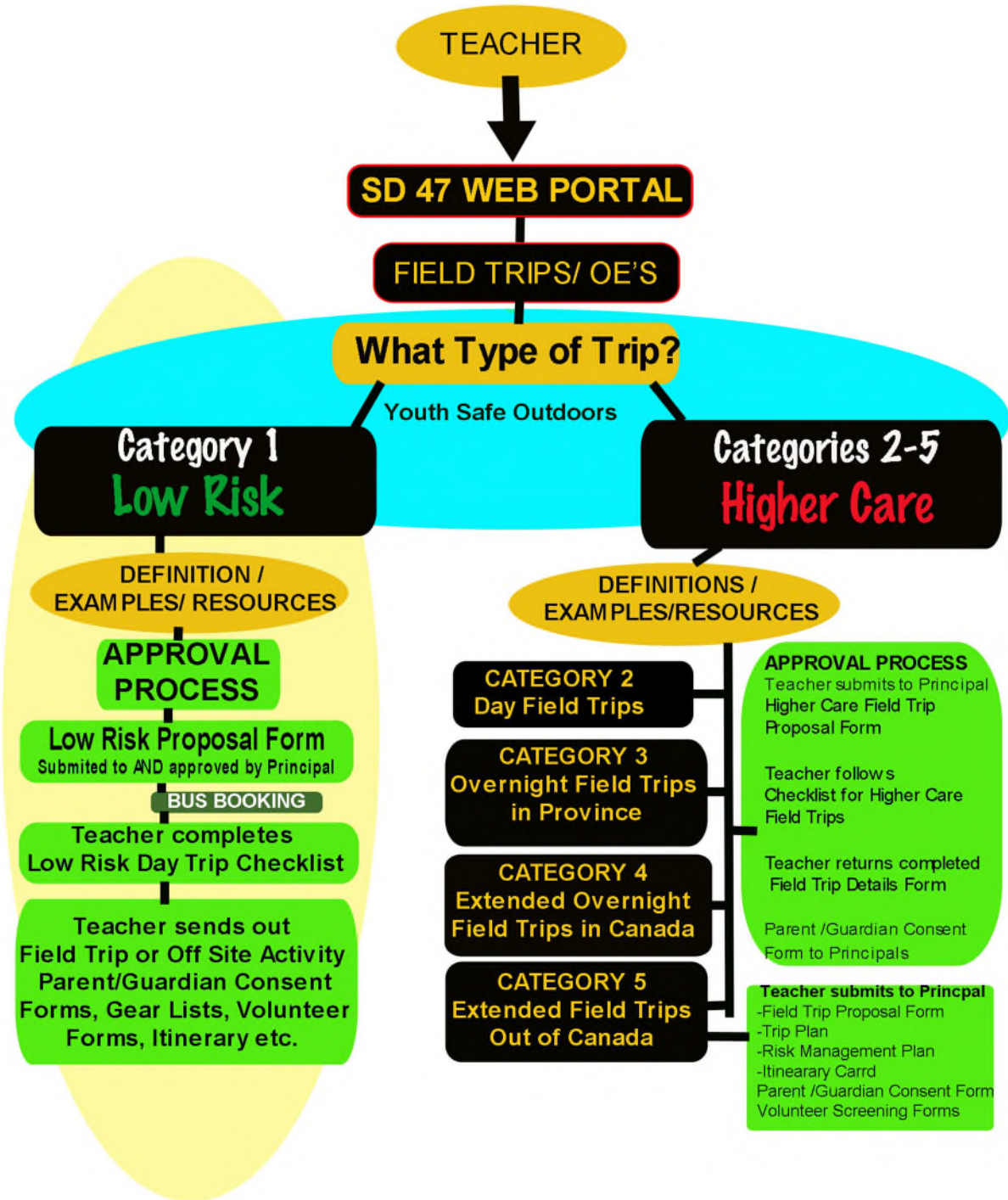
A. General Safety Guidelines

- Well-defined procedures are necessary to minimize the potential of serious harm to the health and safety of students and teachers. [SEP]
- 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. [SEP]
- All Field Trip activities must have active written parental (guardian) consent for students to participate (see *Guidelines for Parent Information Letters* below). [SEP]
- Extra medical insurance is mandatory for students when participating in school district activities outside BC or Canada, no matter the length of the activity. [SEP]

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. [L] [SEP]
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. [L] [SEP]</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 ● Following the initial approval, the teacher or teacher sponsor must follow the Field Trip Checklist for Low Risk Day Trips and have it signed off by the Principal 48 hours prior to departure. [L] [SEP] ● Parent / Guardian Acknowledgement of Risk or Annual Consent Form. This must be completed for all low-risk Field Trips. NOTE: An Annual Low Risk Blanket Form 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). [L] [SEP] ● Please note that for important, emergent trips the Principal has the discretion to sign off with less notification. [L] [SEP]

Categories 2-5: HIGHER CARE FIELD TRIPS

Definition:	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.
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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 at school. Many of the activities in this designation are included but not limited to the ***Restricted Field Trip Activities List*** (Tab 1:Table 2). [L] [SEP]

General Planning Considerations for All **HIGHER CARE:** Trips:

As part of the planning for high risk activities, the Principal and teacher-in-charge will:

- ✓ Be encouraged to access Youth Safe Outdoors *Safety First!* Guidelines for BC School Off-site Experiences.
- ✓ Determine age appropriateness of the activity. [L] [SEP]
- ✓ Determine skill level needed to participate in the activity. [L] [SEP]
- ✓ Identify and assess students' potential exposure to injury. [L] [SEP]
- ✓ Weigh the risks against the educational value. [L] [SEP]
- ✓ 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. [L] [SEP]
- ✓ For high-risk activities Category 3 and up, in addition to the written signed ***Parent/Guardian Consent and Waiver Notice Form***, 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.

Category 2 HIGHER CARE: Full Day Field Trips	
Definition:	<p>The nature of the activities included in these day trips, regardless of their duration, have a moderate to high risk. Higher Care Day Field Trips include:</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>
Examples:	<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>
Approval Process:	<ul style="list-style-type: none"> • Submit to the Principal the Proposal for Higher Care Field Trip Form, at least two (2) weeks prior to the excursion date, to the School Principal. ^[SEP] • 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 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 contingency plan. • Forms to be completed include: Detailed Trip Plan, Risk Management Plan, Itinerary Card, Parent/Guardian Risk Acknowledgement, Student Health/Medical Form for Higher Care and could include Volunteer Forms as required.
Category 3 HIGHER CARE: Overnight (one or two night) In Province Field Trips	
Definition:	<p>These are the same as Low Risk Day Field Trips or Higher Care Day Field Trips but with an overnight component added.</p>

Examples:	<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, 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.^[1]_[SEP]</p>
Approval Process:	<ul style="list-style-type: none"> • Submit Proposal for Higher Care Field Trip Form 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 and have it signed off by the School Principal <u>one week</u> 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 and could include Volunteer Forms as required.
Category 4 HIGHER CARE: Extended Overnight Field Trips within Canada	
Definition:	<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>
Examples:	<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>
Approval Process:	<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 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 and all trip related planning forms at least two (2) months prior to the excursion date, to the office of the Superintendent or designate. ^[L]_[SEP] • 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. ^[L]_[SEP] • Following the initial approval from the office of the Principal AND Superintendent, the teacher or teacher sponsor must follow the Field Trip Checklist for Higher Care Field Trips 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 and could include Volunteer Forms, Master Agreement and Mutual Indemnification, Notification of Severe Allergies, Medication Administration Log, First Aid Log, Incident Reports as required.
Category 5 HIGHER CARE: Extended Field Trips Out of Country	
Definition:	Any overseas international trips.
Examples:	Include but are not limited to: Germany Exchange Program, choir trip to Europe, band trip to Cuba etc.
Approval Process:	For these Higher Care Field Trips, the teacher must: ^[L] _[SEP] <ul style="list-style-type: none"> • Submit Proposal for Higher Care Field Trip Form to Principal at least 6 months prior to the excursion date. • Submit the Principal approved Proposal for Higher Care Field Trip Form and all trip related planning forms at six (6) months prior to the excursion date, to the office of the Superintendent or designate. ^[L]_[SEP] • 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. ^[L]_[SEP] • 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),

	<p>and check in with applicable service providers as they may have important information. ^[L]_[SEP]</p> <ul style="list-style-type: none"> • 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. • Following the initial approval from the office of the Superintendent or designate, the teacher or teacher sponsor must follow the Field Trip Checklist for Higher Care Field Trips 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 and could include Volunteer Forms, Master Agreement and Mutual Indemnification, Notification of Severe Allergies, Medication Administration Log, 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. ^{[[L]]}_{[[SEP]]}
 - Experience of the participants - first time experience versus various degrees of experience/skill in participating in the activity. ^{[[L]]}_{[[SEP]]}
 - 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. ^{[[L]]}_{[[SEP]]}
 - 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). ^{[[L]]}_{[[SEP]]}
 - 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 students 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. ^{[[L]]}_{[[SEP]]}

- The number of adult supervisors accompanying each trip is appropriate. ^[1]_{SEP}
 - 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: [L] [SEP]

- Purpose and objectives of the trip, including curricular learning outcomes where relevant. Key activities involved. [L] [SEP]
- Itinerary (up to and including 'lights out' for overnight trips). [L] [SEP]
- Potential known risks. [L] [SEP]
- Safety plan. [L] [SEP]
- Emergency plan in the event of injury, illness or other problem. [L] [SEP]
- 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. [L] [SEP]
- Transportation/travel arrangements. [L] [SEP]
- Costs, due dates and awareness of financial support available as per SD policy regarding *Student Fees and Deposits*. [L] [SEP]
- Destination, including address or nearest locatable centre. [L] [SEP]
- Field Trip date(s) and times of departure and return. [L] [SEP]
- An inventory of what to bring (e.g. types of clothing, water, food). [L] [SEP]
- School contact name and number for more information. [L] [SEP]
- How students not attending can meet the same learning outcomes. [L] [SEP]

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. ^[L]_[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. ^[L]_[SEP]
 - Health Canada Travel Advisory information will be considered whenever travel is out of province and/or ^[L]_[SEP]the country. ^[L]_[SEP]
 - 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 **Criminal Record Checks Administrative Procedure**.
 - 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. [L] [SEP]
- Make arrangements to provide an instructional program for students not participating in the excursion and a plan for the instruction of classes normally [L] [SEP] taught by teachers who will accompany students on the excursion. [L] [SEP]
- Make arrangements for all students with unique needs to be included in the Field Trip. [L] [SEP]

Potential Reasons for Exclusion:

- Scheduled term reviews create conflict, and alternate arrangements have not been made with the [L] [SEP] teacher. [L] [SEP]
- Assigned work from previous Field Trips was not completed. [L] [SEP]
- The student has excessive unexcused absences in the month prior to the trip. [L] [SEP]
- 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 SD 47 **Transportation Regulation** . 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. [L] [SEP]

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. [L] [SEP]
- 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. [L] [SEP]
- Trip cancellation insurance must be purchased. [L] [SEP]

Appendix Section

Table 1: Exceptions to Higher Care Field Trips
Certain activities in the <i>Restricted Field Trip Activities List</i> (Tab 1:Table 2) 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.
Table 2: Higher Care Activities With Restrictions
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.
Table 3: Prohibited Activities
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.
Non- Sanctioned Trips and Activities
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.



Field Trips and Outdoor Experiences

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 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.

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.

EMPLOYEE RESIGNATIONS

Background

The District requires that employees wishing to resign from the employ of the District must do so in accordance with the provisions of provincial statutes, collective agreements, and District administrative procedures.

Procedures

1. The employee wishing to resign from employment with the District shall submit a notice of resignation to the Director of Human Resources specifying the proposed resignation date.
2. Upon receiving a notice of resignation, the Director of Human Resources shall:
 - 2.1 Ensure that the period of notice given by the employee is in accordance with the conditions of employment.
 - 2.2 If in accordance, accept, in writing, the resignation.
 - 2.3 Offer an exit interview to the resigned employee.
3. If, upon receiving a notice of resignation, Director of Human Resources believes that the period of notice does not comply with the conditions of employment, the Director of Human Resources may:
 - 3.1 Require the employee to honour the appropriate period of notice.
 - 3.2 Accept the resignation as offered.

Reference: Sections 15, 22, 27, 65, 85 School Act
Employment Standards Act
Collective Agreements

Adopted: May 18, 2022
Reviewed: April 12, 2023
Revised: April 19, 2023

April 8th , 2023

Letter of intent :

**Epic Greece Trip
European International trip for students**



Dear School Board trustees / Bill Rounis:

During Spring Break, 2025, we are planning to take a group of approximately 30 students on an international trip throughout Greece. This will be our 15th international trip.

The Group Leader for this trip will be Mr. Kris Heuckroth, plus 4 other chaperones TBA. Other chaperones will be added for a ratio of 6 students per chaperone. If we continue to have an extended Spring Break, Students should not miss any instructional time and the chaperones should not need any release time. As we are travelling with a tour company, however, our departure and return flights cannot be guaranteed. We will do everything possible to minimize the amount of disruption to educational time.

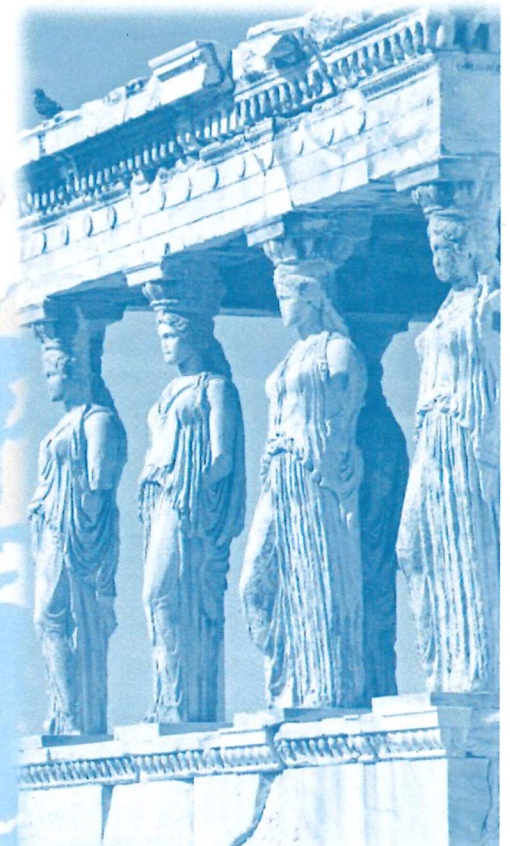
For this trip, we will make it mandatory for students to purchase the EF Peace of Mind insurance, thus eliminating any risks if trips are to be cancelled due to unforeseen circumstances. We are also planning to give priority to senior Students who will not have another opportunity to travel during their high school years.

We are planning to raise funds through such activities as garage, meat and healthy pizza sales. The bulk of our fundraising will be through the purchase of grocery store gift cards. Previous trips have proven that these fundraising activities have allowed any student to travel regardless of their own personal financial situation.

If there are any concerns, please let us know.

Mr. Kris Heuckroth

Brooks Secondary School





SCHOOL DISTRICT NO. 47 (POWELL RIVER)
DISTRICT TRAVEL APPROVAL FORM

(Please submit in duplicate to the Superintendent's office, at least thirty (30) days prior to the event.
One copy will be returned to your school)

School Brooks Secondary Date of Application April 2nd/23
Class/Group/Team International Travel Group
Teacher/Sponsor/Coach Mr. Kris Heuckroth
Chaperones Tony Rice, Jason Rice, Kim Leach, Keely Spangler, TBA
Number of Students Travelling 40+
Purpose of Trip Experience Great culture,
lifestyle, history.

TRAVEL ARRANGEMENTS

Date and Times of Departure March 2025
Date and Times of Return March 2025
Mode of Transportation Bus, Flight
Accommodations TBA
Emergency Telephone Name and Number Kris Heuckroth 604-483-3327
Anticipated Costs \$14300.00
Source of Funds Grocery Card Fundraiser, Other Fundraisers

Date March 30/23 Administrator Approval Signature [Signature]
Approved [] Not Approved []
Date Superintendent of Schools [Signature]

SCHOOL DISTRICT 47 - SUSPENSION, EXCLUSION AND SECLUSION REPORT YEAR TO DATE 2022-2023

SUSPENSIONS (BY INCIDENT)	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	YEAR TO DATE
10 days or less (non-violent)	2	3	2	1	2	2	3				15
10 days or less (violent)		1			3	3	2				9
11-20 days (non-violent)											0
11-20 days (violent)											0
20 days or more (non-violent)											0
20 days or more (violent)											0
Indefinite (non-violent)											0
Indefinite (violent/threats of violence)			1								1
Indefinite (first drug offence)											0
Less than 20 days (first drug/alcohol offence)	1	4		9							14
Less than 20 days (second + drug/alcohol offence)		1		1							2
20 + days (first drug offence)											0
20 + days (second + drug offence)											0
Indefinite (second + drug/alcohol offence)											0
In-school suspension			4	4	3	1	2				14
TOTAL SUSPENSIONS	3	9	7	11	5	5	5	0	0	0	55
EXCLUSIONS											
Exclusions - Elementary	0	0	0	0	0						0
Exclusions - Secondary	0	0	0	0	0						0
SECLUSIONS											
Seclusions - Elementary	0	0	0	0	0						0
Seclusions - Secondary	0	0	0	0	0						0

*(Violent incidents include: fighting, physical altercations, threats of bodily harm, etc.
Verbal is considered violent if threatening)*

**CAPITAL BYLAW NO. 2023/24-CPSD47-01
CAPITAL PLAN 2023/24**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 47 (*Powell River*) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2023/24 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated *March 9, 2023*, is hereby adopted.
- 2. This Capital Bylaw may be cited as *School District 47 (Powell River) Capital Bylaw No. 2023/24-CPSD47-01*.

READ A FIRST TIME THE *19th* DAY OF *April 2023*;
READ A SECOND TIME THE *19th* DAY OF *April 2023*;
READ A THIRD TIME, PASSED THE *19th* DAY OF *April 2023*.

APPLY CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original *School District 47 (Powell River) Capital Bylaw No. 2023/24-CPSD47-01* adopted by the Board the *19th* day of *April 2023*.

Secretary-Treasurer

REPORT TO TRUSTEES
FOR THE PERIOD ENDING: March 31, 2023

	<u>EXPENDITURES</u>	<u>COMMITMENTS</u>	<u>TOTAL</u>	<u>BUDGET</u>	<u>BALANCE</u>	<u>AVAIL %</u>
INSTRUCTION						
100 Salaries	16,843,969	0	16,843,969	23,854,583	7,010,614	29
200 Employee Benefits And Allowances	3,641,898	0	3,641,898	5,347,066	1,705,168	32
300 Services Purchased	2,981,531	6,883	2,988,414	3,545,697	557,283	16
500 Supplies And Materials	1,483,659	0	1,483,659	2,015,866	532,207	26
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Total For INSTRUCTION	24,951,057	6,883	24,957,940	34,763,212	9,805,272	28
DISTRICT ADMINISTRATION						
100 Salaries	966,213	0	966,213	1,244,390	278,177	22
200 Employee Benefits And Allowances	182,983	0	182,983	265,017	82,034	31
300 Services Purchased	261,985	0	261,985	313,205	51,220	16
500 Supplies And Materials	33,311	0	33,311	71,152	37,841	53
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Total For DISTRICT ADMINISTRATION	1,444,492	0	1,444,492	1,893,764	449,272	24
OPERATIONS AND MAINTENANCE						
100 Salaries	1,074,699	0	1,074,699	1,476,470	401,771	27
200 Employee Benefits And Allowances	220,230	0	220,230	315,944	95,714	30
300 Services Purchased	888,577	0	888,577	969,500	80,923	8
500 Supplies And Materials	1,127,399	0	1,127,399	1,393,302	265,903	19
	-----	-----	-----	-----	-----	-----
Total For OPERATIONS AND MAINTENANCE	3,310,905	0	3,310,905	4,155,216	844,311	20
TRANSPORTATION & HOUSING						
100 Salaries	439,657	0	439,657	597,698	158,041	26
200 Employee Benefits And Allowances	99,590	0	99,590	133,215	33,625	25
300 Services Purchased	31,963	0	31,963	54,087	22,124	41
500 Supplies And Materials	257,680	0	257,680	265,000	7,320	3
	-----	-----	-----	-----	-----	-----
Total For TRANSPORTATION & HOUSING	828,890	0	828,890	1,050,000	221,110	21
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Grand Total	30,535,344	6,883	30,542,227	41,862,192	11,319,965	27



SCHOOL DISTRICT NO. 47 (POWELL RIVER)
BOARD OF EDUCATION
COMMITTEE OF THE WHOLE MEETING
12:00 PM., Wednesday, April 12, 2023
SCHOOL BOARD OFFICE

MEETING NOTES

Present: Dale Lawson, Rob Hill, Maureen Mason, Jaclyn Miller, Kirsten, Van't Schip

Also in attendance: Jay Yule (Superintendent), Steve Hopkins (Secretary-Treasurer)

Presentations – N/A

1. **APPROVAL OF AGENDA**

Moved: R. Hill

Seconded: K. Van't Schip

THAT the Committee of the Whole Meeting Agenda for April 12, 2023, be adopted as presented.

Status: Carried

2. **STANDING COMMITTEES**

2.a) **Education Committee**

i) **Salish Sea Marine Stewardship Proposal**

J. Yule spoke to the proposal reporting that it had first been vetted through the Outdoor Committee.

Trustees spoke to the proposal, asked questions around costs, selection of participating students, and impact on future budgets.

Trustees were supportive of including the costs associated with the Salish Sea Program in the upcoming draft budget so that it may run this summer.

- ii) Feeding Futures School Food Programs Fund – Program Information
J. Yule spoke to a government initiative to fund barrier free access to food & nutrition programs for each District throughout the Province. J. Yule reported that staff would bring forward implementation plans prior to September start-up.

Trustees spoke in support of the initiative.

- iii) Edgehill Elementary – Grade 5/6 Writing Assignment
J. Yule spoke to the receipt of student letters from Edgehill.

Trustees each spoke to the writing assignment and prospective responses to the students and teacher.

Superintendent to craft a letter in response to the students.

- iv) Anniversary of Tla’amin Treaty – Summary of District Events (oral)
J. Yule spoke to the various district led initiatives supporting schools in their recognition of the anniversary.

- v) Education Week – Summary of District Plans (oral)
J. Yule spoke to the district plans to recognize a week later in April as Education week. The Superintendent also reported on plans for recognizing Mental Health week in May.

2.b) Finance & Facilities Committee

- i) 2022/2023 Grant Information
S. Hopkins spoke briefly to the summary documents that outlined expected funding for the 23/24 school year.
- ii) Capital Plan Response Letter
S. Hopkins spoke to the information outlined in the letter reporting on implementation plans to carry out the supported projects.

2.c) Policy Committee

- i) Administrative Procedure 417 – Employee Resignations
R. Hill spoke to a suggestion to incorporate Exit Interviews into the process and suggested language be included in the written procedure.

J. Yule spoke to the AP and to existing practice reporting that interviews have been conducted at times depending on the circumstance.

Superintendent to consider trustees feedback and bring forward an amendment that incorporates the practice of Exit Interviews.

- ii) Administrative Procedure 560 – Student Transportation Services
S. Hopkins spoke to revisions intended to make the application process for the upcoming school year more streamlined.

3. OTHER INFORMATION

3.a) BCSTA GM – D. Lawson (oral)

D. Lawson spoke to the upcoming AGM and to potential for Board discussions the following week on provincial motions.

4.c) Board Work Plan

For information.

ADJOURNMENT

Moved: R. Hill

THAT the Committee of the Whole Board Meeting be adjourned at 1:08 p.m.

Status: Carried

SH/sr