

**THE BOARD OF EDUCATION OF SCHOOL  
DISTRICT NO. 61 (GREATER VICTORIA)  
EDUCATION POLICY AND DIRECTIONS COMMITTEE  
REGULAR MEETING AGENDA**

**Chairperson: Trustee Deborah Nohr**

**Monday, June 6<sup>th</sup>, 2016 – 7:00 PM**

**Location: Strawberry Vale Elementary School, 4109 Rosedale Avenue**

Dialogue with the Public is welcome during Standing Committee Meetings

*The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.*

ITEM	PRESENTER	STATUS	ATTACH
1. Approval of the Agenda			
2. Approval of the Minutes of Education Policy and Directions Committee Meeting – May 2 <sup>nd</sup> , 2016			pgs. 3-6
3. Business Arising From the Minutes			
4. Presentations to the Committee			
5. New Business			
A. Introduction of Student Representative	Piet Langstraat, Superintendent and Student Representative Willow Mak, SJ Willis School	- Info	
B. Nature Education Presentation	Aaron Maxwell, Vice Principal, Arbutus Middle School	- Info	
C. BAA Courses - Introduction to the International Certificate 12 - Experiential Learning 12	Jeff Davis, Director, International Student Program	- Info - Action	pgs. 7-15

**Recommended Motion:**

That the Board of Education of School District No. 61 (Greater Victoria) approve the Board Authority Authorized course: <i>Introduction to the International Certificate 12</i> .
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**Recommended Motion:**

That the Board of Education of School District No. 61 (Greater Victoria) approve the Board Authority Authorized course: <i>Experiential Learning 12</i> .
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*D. Policy 100 - Philosophy and Goals of Education*

*Mark Walsh,  
Secretary-Treasurer*

- Action pgs. 16-17

*Recommended Motion:*

That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 100 - *Philosophy and Goals of Education*.

*E. Regulation 3545.2 - Field Trips and Attachments*

*Deb Whitten,  
Associate Superintendent*

- Info pgs. 18-42

*F. Regulation 1325 - Partnership*

*Deb Whitten,  
Associate Superintendent*

- Info pgs. 43-46

*G. Motion*

*Trustee Deborah Nohr*

That the Board of Education of School District No. 61 (Greater Victoria) initiate a temporary change to the start time for the Education, Policy and Directions meetings in the months of September, October, November and December, 2016 with a new start time of 4:30 - Bylaw 9360.2 (4): a review of the effectiveness of this time change will be undertaken at the December Education, Policy and Directions meeting.

6. Notice of Motions

7. General Announcements

8. Adjournment



**Education Policy and Directions Committee  
May 2<sup>nd</sup>, 2016 – Colquitz Middle School, 505 Dumeresq Street**

**Regular Minutes**

**Present:**     **TRUSTEES**  
Deborah Nohr, Chair  
Tom Ferris  
Edith Loring-Kuhanga  
Diane McNally  
Peg Orcherton  
Rob Paynter  
Jordan Watters  
Ann Whiteaker

**ADMINISTRATION**  
Piet Langstraat, Superintendent of Schools  
Shelley Green, Deputy Superintendent  
Deb Whitten, Associate Superintendent  
Greg Kitchen, Associate Superintendent  
Nella Nelson, Coordinator, Aboriginal Nations Education  
Janine Roy, District Principal, Learning Initiatives  
Marvella Preston-Bain, District Principal, Special Education  
Cindy Graf, GVTA Representative  
Dawson Gittens, Student Representative  
Gord Mitchell, Principal, Colquitz Middle School  
Karen Walters-Edgar, Recording Secretary

The meeting was called to order at 7:03 pm.

Chair Nohr recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn, and we do our work.

**1. APPROVAL OF THE AGENDA**

It was moved and seconded:

That the May 2<sup>nd</sup>, 2016 regular agenda be approved with the following additions/changes:

- Under *New Business*
- a) Introduction of Student Representative
  - b) Home Learner's Link/The LINK
  - c) Student Transit Passes
  - d) Aboriginal Student Achievement Data Report
  - e) Process Review for Educational Assessment

**Motion Carried Unanimously**

## **2. APPROVAL OF THE MINUTES**

It was moved and seconded:

That the April 4, 2016 Minutes of the Education Policy and Directions Committee meeting be approved.

**Motion Carried Unanimously**

## **3. BUSINESS ARISING FROM THE MINUTES - none**

## **4. PUBLIC PRESENTATIONS TO THE COMMITTEE - none**

## **5. NEW BUSINESS**

### **a) Introduction of Student Representative**

Superintendent Piet Langstraat welcomed Student Representative Dawson Gittens from Lambrick Park Secondary. The Superintendent expressed his appreciation of having a student voice at the table. Dawson will be attending scheduled Board meetings for May 2016.

### **b) Home Learner's Link/The LINK**

Superintendent Piet Langstraat, explained that the K - 8 Home Learners Link is being re-evaluated due to a decrease in enrollment.

Superintendent Langstraat and Associate Superintendent, Deb Whitten then engaged in a discussion with trustees. They answered questions from trustees around clarifying current practices, envisioning a broader and different funding model and also questions around the direction for the kind of program the District wants to model for students with multiple needs. The Superintendent said that he will bring forward a proposal to the Board of Education, as well as recommendations, in the form of a report.

### **c) Student Transit/Bus Passes**

The Superintendent said that he met with the Student Representatives in regard to bus passes. The Superintendent stated that he needed to do a bit more research with regard to the daily and annual passes.

Trustee Whiteaker stated that families were buying saver tickets, which you can no longer buy, and this places undue hardship on low income families. After further discussion, Trustee Whiteaker proposed the following motion:

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) support the student initiative on June 21st, 2016 at the BC Transit office to lobby for student exemption from the recent fare increase.

**Motion Carried Unanimously**

Trustee Watters also put forward a motion regarding BC Transit student fare exemptions:

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Chair to establish a liaison with the Sooke and Saanich boards to coordinate a request to BC Transit for a student exemption.

**Motion Carried Unanimously**

#### **d) Aboriginal Student Achievement Data Report**

Nella Nelson, District Coordinator of Aboriginal Nations, and Janine Roy, District Principal - Learning Initiatives, presented a PowerPoint with regard to the Aboriginal Student Achievement Data Report. Nella and Janine described what the current data reflects around attendance, attachment and achievement. The trustees asked several questions during the presentation and discussed the specifics of the report at length.

#### **e) Process Review for Educational Assessment**

Marvella Preston-Bain, District Principal of Special Education, presented a PowerPoint with regard to current processes in place for students who may require educational assessments. Ms. Preston-Bain was joined by numerous district school support staff who assisted in answering questions during her presentation.

## 6. NOTICE OF MOTIONS

- a) Chair Nohr read a motion that she would like to present at the next Education, Policy and Directions Committee:

That the Board of Education of School District No. 61 (Greater Victoria) initiate a temporary change to the start time for the Education, Policy and Directions meetings in the months of September, October, November and December, 2016 with a new start time of 4:30 - Bylaw 9360.2 (4): a review of the effectiveness of this time change will be undertaken at the December Education, Policy and Directions meeting.

## 7. GENERAL ANNOUNCEMENTS - none

## 8. ADJOURNMENT

It was moved:

That the meeting be adjourned.

**Motion Carried Unanimously**

The meeting adjourned at 10:15 pm.

**BAA Course Proposal – Practicum Course**  
**Board/Authority Authorized Course Framework**

<b>District Name:</b>		<b>Date of submission:</b>
<b>Course developed by:</b> Ministry working group of SD41 (Burnaby), SD8 (Kootenay Lake) and SD61 (Greater Victoria)		<b>Date developed:</b> May 5, 2016
<b>School name:</b>	<b>Principal's name:</b>	<b>Number of hours of Instruction:</b> 45-60 hours
<b>Course name:</b> Practicum Course (TBD)	<b>Grade Level:</b> 12	<b>Number of credits:</b> 2

**Course Synopsis:**

*(This course is designed for students in grade 10-12 and will ideally follow the completion of the Introduction course. It is intended to be taken concurrently with whatever intercultural experience the student has chosen to comprise their practical learning. It will, of course, not always be possible to align the course with every student's intercultural experience, but this is the intended design to garner the most benefit from the reflective process).*

This course will expand upon and apply the concepts introduced in the *Introduction* course, while taking a more skills-based approach. The overall goals of the course aim to assist students in the process of adapting to the global community, in acquiring a knowledge and skill-set transferable to both domestic and international environments, and in integrating their existing life skills and knowledge to the future living, studying and working environments they will face. Through the practicum experience, students will have the opportunity to apply and reflect upon their classroom knowledge and learning in a practical, real-world intercultural setting.

A critical component of the course is the opportunity for students to apply their knowledge and skills through direct experience either locally or abroad. The idea of learning through our experiences has a long standing tradition in education, dating back to Aristotle in Ancient Greece, and as an integral component of indigenous ways of knowing and learning. David A. Kolb states that experiential learning is a "continuing inquiry into the nature of experience and the process of learning from it" (Kolb, 2015, p. xviii). A facilitated reflection process encourages students to become more self-aware of their own cultures, values, and communication styles, and the impact these influences can have on their perception and negotiation of intercultural relations. After making these connections, students will be able to carry their learning process into future experiences and intercultural contexts.

### **Rationale for offering the course:**

Today's increasingly interconnected and interdependent global society demands that students develop a much more sophisticated global awareness and understanding than previous generations of students. As the 'global' is arguably now the 'local', the importance of intercultural competence has become paramount. Active, socially responsible citizenship in multicultural and diverse domestic environments requires that students develop an appreciation of the diversity of cultures, and gain skills that will help them become more culturally sensitive and aware. This process requires students to learn about other areas of the world, as well as to engage in a reflective process in which they examine the ways in which their own cultures influence their worldviews and perceptions of other people and cultures. While it is important to learn much about political and economic interactions of nation states and global organizations, being interculturally competent also includes the necessity to possess tools to understand the cultures of the people living in those nation states.

Further, the continuous change and evolution of cultures and environments requires that students have the flexibility to adapt and to determine which new skills will be required for increasingly diverse contexts. The ability to incorporate differing values, perspectives and opinions in one's decision-making and critical and creative thinking leads to a higher functioning society, one that is better apt to compete within a global knowledge economy as well as thoughtfully address societal and environmental issues. Finally, such learning complements the core competencies identified by the Ministry of Education, namely Communication, Thinking and Personal and Social.

*"Experience plus reflection equals Learning"* John Dewey (1938)

The course is built on the premise that through direct experience combined with critical reflection students can deepen and personalize their learning. It is proposed that active engagement within a global or intercultural cultural context will lead to a meaningful process of discovery for students. As the exploration of personal identity and cultural awareness are an introspective and transformative process, the results of the learning experience is internalized and forms the basis for future experience and learning.

### **Organizational Structure:**

\*There is flexibility in how these units are ordered, given that different intercultural experiences (e.g., study abroad, hosting a homestay student, etc.) will follow different timelines. Ideally, the course is taken as the experience is happening so students can work through the units applying them to their experience and engaging in sharing and discussion with their classmates who may have selected a different experience.

#### **A. EXPERIENTIAL LEARNING CYCLE**

**5 hours**

1. The Experiential Learning Cycle
2. Understanding Ourselves: The Reflective Process
3. Reflective Writing & Journaling



<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Gain a familiarity with Kolb's experiential learning cycle and be able to identify the different steps in the process</li> <li>• Understand role of experiential learning in indigenous worldviews, perspectives and ways of knowing.</li> <li>• Understand the purpose and the importance of the reflective process in enhancing experiential learning.</li> <li>• Identify dispositions and ways of being that will enhance and deepen the reflective process</li> <li>• Identify different ways that meaningful reflection can occur – writing, journaling, etc.</li> <li>• Understand principles and criteria of reflective writing</li> </ul>
<b>Instructional Strategies</b>	<ul style="list-style-type: none"> <li>• Use Kolb's experiential cycle to analyse and debrief an important memory or event in student's life</li> <li>• Elder visit to discuss experiential learning</li> <li>• Guest speakers</li> <li>• Journal entry/writing of family history</li> <li>• Mini field experience to local location that is 'foreign' or a new cultural experience (visit to place of worship, new cultural location, etc.)</li> <li>• Reflective writing exercises (blog, journal, tape recording)</li> <li>• Peer review of reflective writing examples</li> <li>• Personal memoir readings and analysis</li> </ul>

## B. GEOGRAPHIC AREA/CULTURE FOCUS

5-10 hours

1. Identify region or culture focus
2. Research, set goals and anticipate challenges
3. Practice: Tools and adaptation techniques

<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Identify helpful resources that will help student gain background knowledge and information about their region or cultural focus</li> <li>• Understand how physical geographic factors have influenced the development of culture in their area of choice</li> <li>• Understand historical and current challenges and issues facing the region or culture of choice</li> <li>• Identify potential skills and tools that will be required to be culturally sensitive in this environment/with this group of people</li> <li>• Identify and articulate personal challenges that student may encounter in this new intercultural context or setting.</li> </ul>
<b>Instructional Strategies</b>	<ul style="list-style-type: none"> <li>• Geographic Webquest on destination region or focus culture</li> <li>• Historical timeline of key events in destination region or focus culture</li> <li>• Photo essay of destination region or focus culture</li> <li>• Blog post or creation of website about destination region or focus culture</li> <li>• Position paper presenting some aspects of the destination region or focus</li> </ul>

	<p>culture</p> <ul style="list-style-type: none"> <li>• Reflective writing articulating hopes and potential challenges for the experiential learning experience</li> <li>• Interview with person from destination region or focus culture</li> <li>• Novel, short story, poetry or non-fiction readings from destination region or focus culture</li> <li>• Research local artists or musicians from region/cultural group</li> <li>• Documentary or foreign film viewing</li> <li>• Research news coverage of region/culture</li> <li>• Language practice (Duolingo)</li> <li>• Museum visit</li> <li>• Prediction &amp; Anticipation Guides about potential challenges</li> </ul>
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### C. REVIEWING AND APPLYING KNOWLEDGE

10-15 hours

*\*Each of the parts in this unit are covered in Introduction to the Global Competencies Certificate 12, and are re-presented in this course for application to the student's intercultural experience.*

1. Global and Intercultural Engagement & Understanding
2. Intercultural Communication
3. Cultural Awareness and Adaptation

Learning outcomes	<ul style="list-style-type: none"> <li>• Show evidence of expanded knowledge and understanding of learning addressed in the <i>Introduction</i> course including: racism, stereotyping, generalizing; internationalization versus interculturalization; engaged citizenship; cultural assumptions; non-verbal versus verbal communication; systems of power and hierarchy; indigenous worldviews, ways of knowing and epistemologies</li> <li>• Gain a further understanding of their own cultural position and on the differences between universal, cultural and personal aspects of life</li> <li>• Understand and articulate ways that our own cultural identities and worldviews shape the way we perceive others groups of people and cultures</li> <li>• Identify and articulate connections between values and culture, as well as visible versus invisible aspects of culture</li> <li>• Understand the concept the Global North-South divide of development and wealth</li> <li>• Understand both the advantages and disadvantages of an increasingly complex geopolitical and socio-economic systems.</li> <li>• Articulate and show evidence of the ability to practice mindful, sensitive and responsive communication skills</li> <li>• Identify skills and methods that will help them find their bearings abroad, and to adapt to local situations relevant to their focus culture or region.</li> <li>• Explain process of culture shock and adaptation, and identify ways of dealing with new experiences and settings in healthy, adaptive ways.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Understand holistic philosophies of dealing with stress – including physical, emotional, intellectual and spiritual effects</li> <li>• Explain importance of empathy, patience and flexibility in intercultural/global experiences.</li> </ul>
Instructional Strategies	<ul style="list-style-type: none"> <li>• Who Am I? – History of my name</li> <li>• Reflection journal</li> <li>• Iceberg Activity – value systems</li> <li>• Guest speakers</li> <li>• Compare &amp; Contrast Canadian values/worldviews/culture vs. focus region or culture</li> <li>• Position paper on impact of globalization on culture and indigenous peoples</li> <li>• Media analysis of focus culture/geographic region</li> <li>• Exploration of the indigenous Medicine Wheel (ex. Anishinaabe framework) and other holistic approaches to health and healing</li> <li>• Research news coverage of focus culture or region Canada and analyse for bias, stereotypes and worldviews.</li> <li>• Elder Visit</li> <li>• Medicine Wheel – Personal Analysis of Health</li> <li>• Role play &amp; Simulations of anticipated challenges</li> <li>• Artifact Box – collection of important things to help adapt and thrive in new environment Empathy – Blanket Exercise with debrief</li> <li>• Practice of Action-Reflection-Response Strategy and Reflection as Cultural Analysis,</li> <li>• Blindfolded-partner drawing activity &amp; debrief</li> </ul>

#### D. EXPERIENTIAL LEARNING EXPERIENCE

15 hours minimum

1. Preparations for safe and rewarding experience
2. Guidance and support
3. On-going process of planning, action, observation, reflection

Students must successfully complete a minimum of 15 hours in an experiential, intercultural setting.

Learning outcomes	<ul style="list-style-type: none"> <li>• Make thoughtful and insightful connections between their learning and the practicum experience</li> <li>• Articulate personal goals that the student would like to achieve through their experiential practicum activities</li> <li>• Demonstrate the ability to practice and engage in the recursive stages of the experiential cycle</li> <li>• Identify personal strengths and strategies that have helped student successfully adapt and thrive in intercultural context/setting</li> <li>• Discuss challenges that arise during the experience and suggest possible courses of action, and ways of problem-solving</li> </ul>
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Instructional Strategies	<ul style="list-style-type: none"> <li>• Reflective Writing – journal entries, website, blog posts, tape recordings, video journal, podcasts</li> <li>• Online forum discussions and dialogue</li> <li>• Letter writing</li> </ul>
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### Qualifying Intercultural Activities

- Experience Abroad
  - Short-term Study Abroad (min. 10 days)
  - Student Exchange
  - Work Abroad
  - Extended visits to local global and intercultural community
- Service Learning
  - International Student 'Buddy' Program
  - Immigration/Refugee Community Welcome/Support Group
  - Immigration Services Society volunteer (ex. Welcome House)
  - Habitat for Humanity project
  - ELL summer camp volunteer
  - Volunteer work at Community Centres or Programs that would be considered an intercultural or global environment
- Club Participation
  - Participation in a school club such as International Club, Culture Clubs where students would be immersed in a global or intercultural setting
- Homestay or Exchange Student Host Family (min. 6 months)

**Note: If students have completed Planning 10 and the Worksafe BC Certificate, then there is the opportunity for students to receive Work Experience credit for their experiential practicum.**

### E. REPRESENTATIONS AND CELEBRATIONS OF LEARNING

10-15 hours

1. Review, Reflect, Critique and Process
2. Synthesize, Present and Celebrate
3. Set Goals for the Future

Learning outcomes	<ul style="list-style-type: none"> <li>• Improve written and oral communication skills</li> <li>• Understand the merits of an intercultural experience</li> <li>• Make thoughtful and insightful connections between their overall theoretical learning and the practicum experience</li> <li>• Articulate personal growth and transformation that has occurred through the learning process</li> <li>• Identify and reflect upon personal strengths and strategies that have helped student successfully adapt and thrive in intercultural context/setting</li> <li>• Discuss challenges that arose during the experience, as well as problem solving and critical thinking strategies that were effective tools in dealing with situations</li> <li>• Demonstrate an understanding of the ways in which our own cultural identities influence the way we operate and behave in the world</li> </ul>
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	<ul style="list-style-type: none"> <li>• Demonstrate a critical mindset and an ability to recognize systems of power and hierarchy within intercultural relationships and communication</li> <li>• Identify areas of personal growth and development needed to succeed in future intercultural settings and experiences.</li> </ul>
Instructional Strategies	<ul style="list-style-type: none"> <li>• Editing and sharing of reflective writing and journaling from experiential practicum experience</li> <li>• Small group or online discussion and sharing and debrief of experiences</li> <li>• Goal-setting activities</li> <li>• Debrief with supervisors or other participants of experience</li> <li>• Portfolio development</li> <li>•</li> </ul>

### Cumulative Assessment Protocols:

#### Students will choose ONE of:

- Portfolio presentation of artifacts, images and reflective writing
- Formal writing piece that combines theoretical frameworks with practical examples from experience
- Series of reflective writing examples that demonstrate reflective and experiential learning process (journal, blog posts, poetry book)
- Creation of website, series of podcasts, or video that demonstrates theoretical and practical learning
- Pecha Kucha or oral presentation that demonstrates and articulates learning as an ongoing narrative
- Creation of a cumulative artistic artifact (musical composition, visual essay, art piece) with an artist statement that shows evidence of theoretical and experiential learning.

#### Students will also complete:

- Personal 'Global Competencies Action Plan' to identify areas of growth, development and investigation in the future

*(this is considered as the minimal expectation for assessment and will be added to as teachers deliver this new course)*

### Resources:

This is not an exhaustive listing and teachers have the autonomy to enhance the resources used. A key principle is to secure time/date sensitive data that reflects the current geopolitical situation in the focus region, and its current socio-cultural influences. As well, it is important that students are impressed upon the need for multiple and diverse sources in the research process, and the ability to detect bias, perspective and worldviews within the source information.

*This list is a work in progress.*

**Online sites & Documents:**

Aboriginal Worldviews and Perspectives in the Classroom

[https://www.bced.gov.bc.ca/abed/awp\\_moving\\_forward.pdf](https://www.bced.gov.bc.ca/abed/awp_moving_forward.pdf)

An Inventory of Useful Learning Strategies

[http://educanet2.ch/pec/.ws\\_gen/57/Learning\\_strategies.pdf](http://educanet2.ch/pec/.ws_gen/57/Learning_strategies.pdf)

Asia Society: Partnership for Global Learning

<https://asiasociety.org/files/book-globalcompetence.pdf>

Critical Incidents for Intercultural Communication Booklet: An Interactive tool for developing awareness, knowledge and skills

<https://www.norquest.ca/NorquestCollege/media/pdf/centres/intercultural/CriticalIncidentsBooklet.pdf>

Critical Reflection Rubric

[https://uwaterloo.ca/centre-for-teaching-excellence/sites/ca.centre-for-teaching-excellence/files/uploads/files/critreflectrubric\\_trevor\\_holmes.pdf](https://uwaterloo.ca/centre-for-teaching-excellence/sites/ca.centre-for-teaching-excellence/files/uploads/files/critreflectrubric_trevor_holmes.pdf)

First Peoples Principles of Learning

<https://firstpeoplesprinciplesoflearning.wordpress.com>

Guidelines for Integrating Critical Reflection Into Your Course

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses-and-assignments/course-design/critical-reflection>

Our Words, Our Ways: Teaching First Nations, Metis and Inuit Learners

<https://education.alberta.ca/media/563982/our-words-our-ways.pdf>

Pecha Kucha 20x20

<http://www.pechakucha.org/>

Reflective Writing: A Guide

<https://www.trentu.ca/academicskills/documents/Reflectivewriting.pdf>

Royal Geographic Society – 60 Second Guide to North-South Divide

<https://www.rgs.org/NR/rdonlyres/6AFE1B7F-9141-472A-95C1-52AA291AA679/0/60sGlobalNorthSouthDivide.pdf>

Teaching by the Medicine Wheel: An Anishinaabe Framework

<http://www.cca-ace.ca/education-canada/article/teaching-medicine-wheel>

UNESCO Global Citizenship Education

<http://en.unesco.org/gced>

United Nations Global Education First Initiative

<http://www.globaleducationfirst.org>

## What is Global Learning?

<http://www.globalfootprints.org/globallearning/>

### C. Articles, Books and Presentations:

Delpit, Lisa and Joanne Kilgour Dowdy (2002), The Skin We Speak: Thoughts on Language and Culture in the Classroom. New York: The New Press.

Dewey, John (1938), Experience and Education. Collier, New York.

Kolb, David A (2014), Experiential Learning: Experience as the Source of Learning and Development. New Jersey: Pearson Education.

Hofstede, Gert (2011). Dimensionalizing Cultures: The Hofstede Model in Context. Online Readings in Psychology and Culture, 2(1). <http://dx.doi.org/10.9707/2307-0919.1014>

Jacques, Martin (2003), The Global Hierarchy of Race.  
<http://www.theguardian.com/world/2003/sep/20/race.uk>

Noddings, Nel (2006), Critical Lessons: What Our Schools Should Teach. New York: Cambridge University Press.

Sensoy, Ozlem and Robin DiAngelo (2011), Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education. Teacher College Press.

van Manen, Max (1997), Researching Lived Experience: Human Science for an Action Sensitive Pedagogy. London, Ontario: The Athlouse Press.

<b>District contact person's name:</b>	<b>Phone number:</b>	<b>Contact's email address:</b>
<b>Authorization by superintendent (or designate) to seek board approval:</b>		<b>Date:</b>
<b>Authorization by chair, Board of school Trustees:</b>	<b>Name:</b>	<b>Date:</b>



OFFICE OF THE  
**SECRETARY-TREASURER**

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8  
PHONE (250) 475-4108 FAX (250) 475-4112

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TO: The Education Policy and Directions Committee (Greater Victoria)

FROM: The Policy Sub-Committee

DATE: June 6, 2016

RE: **Policy 100 - Philosophy and Goals of Education**

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Background:

As part of the mandate of the Policy Sub-Committee, the committee reviewed Policy 100 - Philosophy and Goals of Education. The Policy was last revised in 1985. The Committee decided that given the Board has recently endeavored in the creation of a strategic plan that it would be appropriate to incorporate the vision of the plan into Policy 100 rather than have a philosophy disconnected to the Strategic Plan.

The Committee requested that Deputy Superintendent Green provide a draft policy revision to the June 2016 Education Policy and Directions Committee.

Given the depth and breadth of the consultation on the strategic plan, the committee felt that it was appropriate to provide the revision directly to Education Policy and Directions.

Recommended motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 100 - Philosophy and Goals of Education.
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## POLICY 100

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### PHILOSOPHY AND GOALS OF EDUCATION

The Board of Education of School District No. 61 (Greater Victoria) undertook a comprehensive process to develop a 3 - 5 year strategic plan.

The Board developed a Mission Statement that states: *We nurture each student's learning and well-being in a safe, responsive and inclusive learning community.*

The Vision of the Board states: *Each student within our world class learning community has the opportunity to fulfill their potential and pursue their aspirations.*

#### Values

- **Engagement** - Students are actively engaged in their education and connected to our learning community.
- **Equity** - We give each student the opportunity to fulfill their potential.
- **Innovation/Positive Change** - We are innovative. We constantly seek ways to make positive change.
- **Integrity** - We are ethical and fair.
- **Openness and Transparency** - We are open about the decisions we make and how we make them.
- **Partnerships** - We create open and respectful partnerships with each member of our learning community.
- **Respect** - We respect ourselves, others, and our environment.
- **Social Responsibility and Justice** - It is our shared responsibility to work with and inspire students to create a better world.

*Greater Victoria School District*

Approved: November 26, 1984

Revised: October 28, 1985

Revised: April 18, 2016

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Modification to this document is not permitted without prior written consent from the Greater Victoria School District.



SHELLEY GREEN, DEPUTY SUPERINTENDENT  
GREG KITCHEN, ASSOCIATE SUPERINTENDENT  
DEB WHITTEN, ASSOCIATE SUPERINTENDENT

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250-475-4133  
250-475-4220

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8 FAX: 250-475-4115

## MEMO

**To:** Education Policy Development Committee

**From:** Deb Whitten, Associate Superintendent

**Date:** June 6, 2016

**RE:** Regulation 3545.2 Field Trips and Attachments for SD 61 Field Trip Regulations

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The Regulation 3545.2 and Attachments have been revised to reflect a change in the supervision requirements for walkabout field trips, and a change in the wording for the Student Code of Conduct. The Regulation 3545.2 and Attachments were sent to partners for feedback. The feedback received is reflected in the document.

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## REGULATION 3545.2

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### FIELD TRIPS

Definitions:

#### School Field Trips

A school field trip is a supervised teacher or school sponsored activity (curricular or extra curricular) where students leave the school premises for part of a day, a day or multiple days. (1 day extracurricular trips require a Roster of Driver and Passenger (Attachment 6) form but not a School Field Trip Request form (Attachment 4)).

#### Field Trip Calendar

Each school is required to have a calendar of the field trip in the main office or on a Google Drive shared folder for immediate access of information for staff and parents/guardians. Relevant information (time, location) is to be noted for all class or group departures from school.

#### Walkabouts

Short supervised walking trips within the vicinity of the school. These trips may be taken with the principal's permission with relevant times recorded in the field trip calendar without having to complete the School Field Trip Request form (Attachment 4). ~~Normal supervision requirements and ratios apply.~~ Supervision requirements and ratios for walkabouts may be reduced to 1 adult per 15 students with permission of the principal if the following factors are taken into consideration: age of the students, nature of the activity and location of the activity. Supervising teachers require a contact number (cell phone or walkie talkie).

#### High Risk Field Trips

Activities that involve a higher degree of risks and dangers than usual. These risk and dangers may be related to:

- the environment (weather, terrain, wildlife)
- an activity (outdoor pursuits, aquatics)
- the group (clothing, equipment)

Examples: ski trips, river rafting, mountain/rock climbing, winter camping, kayaking, canoeing, whale watching, sailing, wind surfing, snorkeling, scuba diving, etc.

A Ski Trip/Snowboard Permission and Consent form must be completed for all ski trips (Attachment 10 of this regulation).

Participation in these activities may involve the possibility of serious injury or death.

**Work Experience** (Please see regulation 6135.1, Career Development: Career Preparation Programs)

#### **I. Pre-Field Trip Planning**

1. The School Field Trip Request form (Attachment 4) must be completed for each school field trip. The principal must approve and sign the request prior to the field trip.
2. The Certificate of Parental Authority (Attachment 7) shall be completed by parents/guardians for each school field trip. There is also an optional "Blanket" Certificate of Parental Authority (Attachment 5) that may be given to parents/guardians to complete in the beginning of the school year. Parents/guardians will be notified of all field trips to be taken. Those parents/guardians who choose not to give blanket approval then must give permission for each field trip. Specific approval by parents/guardians will be required for all school field trips exceeding one day.
3. a) Transportation by regular school buses shall be arranged by submitting a request to the Transportation Coordinator (250-519-2105) two weeks prior to the trip.  
  
b) When private vehicles are used, information regarding the vehicle to which a student passenger is assigned must be kept in the office. It is the responsibility of the teacher to be aware of any changes of student passenger assignments on the return trip to school.

- c) There must be verification that the number of passengers does not exceed the number of seatbelts. No child under the age of 13 shall travel in the front seat where an air bag could be deployed.
- 4. a) The principal will ensure that roles and responsibilities of all students and attending adults are clearly defined prior to the school field trip. The school's code of conduct must be reviewed by all participants prior to the field trip.
- b) The principal will ensure guidelines are established with regard to free time on any school field trip.
- 5. Students requiring special medical care must be identified and provisions made for procedures to meet any potential emergent need. There must be adequate notice given to parents/guardians in order that they may provide appropriate student protection from the elements and for the setting. Examples are sunscreen, hats, proper attire and appropriate footwear.
- 6. There must be adequate notice (suggested two weeks) to parents/guardians and administration in advance of each field trip. Field trips that have significant costs require more lead time for parents/guardians. However, it is acknowledged that on occasion, due to special circumstances, two weeks' notice cannot always be given.

## II. Transportation

### A. Car and Driver

It is the responsibility of the principals, vice-principals or field trip supervisor to:

- 1. Verify that the Adult Volunteer Driver Information and Authorization form (Attachment 1) and/or the Student Volunteer Driver and Authorization form (Attachment 2) have been completed.
- 2. Verify that both the vehicle registration/insurance ~~driver's insurance~~ and the driver's license are current with a photocopy of each being retained in the office.
- 3. Verify that a copy of the criminal record check and a driver's abstract have been submitted to the principal.

3. 4 Verify that the vehicle is adequately insured with a minimum of \$1,000,000 ~~Public~~ Third Party Liability insurance in order to be covered by the Board's \$50,000,000 insurance policy.
4. 5 A booster seat secured with a shoulder harness must be used when transporting students at least 18kg (40 lbs) until their 9<sup>th</sup> birthday or they reach 145 cm (4'9") tall, whichever comes first. If a shoulder harness is not available students must be secured with a lap belt only (no booster).
5. 6 If high school students are driving other students, parents/guardians must be informed, Student Volunteer Driver Information and Authorization form (Attachment 2) completed and a copy of insurance and drivers license be kept on file in the school office. All high school students are restricted to carrying ONE passenger regardless of the driver's age or license stage. A "Novice" driver must display a "N" sign.
6. 7 Students may drive within SD61, SD62 and SD63 only.
7. 8 A Roster of Driver and Passenger form (Attachment 6) for each vehicle is filed in the office and carried by the teacher.

#### B. Bus or Other Permitted Vehicle

It is the responsibility of the principals, vice-principals or field trip supervisor to ensure:

1. That the inspection certification on the vehicle is current and valid prior to students boarding the bus.
2. The vehicle must have a school bus designation if the seating capacity is 10 or more people and the driver must have a Class 4 license.
3. A Roster of Driver and Passenger form (Attachment 6), bus list section, is completed for each bus and is filed in the office and carried by the teacher.
4. Certificate of Parental Authority for 15 Passenger Van Use form (see Attachment 9), must be completed prior to use.

#### C. Public or Other Transportation

It is the responsibility of the principals, vice-principals or field trip supervisor to ensure:

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1. Grade K - 8 students cannot use public transport unaccompanied.
2. Grade 9 - 12 students can be responsible for their own transportation providing their parents/guardians have given permission and are informed of arrival and departure times.

Other Considerations:

- 3. 1. When students are using public transportation they should be encouraged to travel in groups.
4. 2. Student attendance requirements are met. Will be monitored throughout the field trip.

III. **Field Trip Plans** (One Day)

The principal or vice-principal shall ensure that there is:

1. Adequate adult supervision using the following criteria:
  - a) Elementary Schools - Kindergarten to grade 5: a minimum of 2 adults or a ratio of 1 to 10 students.
  - b) Middle Schools - Grades 6 to 8: a minimum of 2 adults or a ratio of 1 to 15 students.
  - c) Secondary - Grades 9 to 12: a minimum of 1 adult per class if within SD61, SD62 and SD63. If outside of SD61, SD62, SD63, the ratio of 1 adult to 15 students shall apply.
  - d) ~~Special Student~~ Educational Assistants normally assigned to ~~an individual student~~ a student with special needs ~~student~~ are not to be included in ratios above unless agreed to by the teacher and the principal.

Special Circumstances:

- a) Students who participate in work experience/career/special programs are exempted from the criteria above.
- b) Field trips that are determined to be potentially more hazardous to students may require additional adult/student supervision ratios, e.g. ski trips, camping trips, rock climbing, West Coast Trail, etc. and a specific Certificate of Parental Authority (Special School Journey) (Attachment 8).

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- c) Short supervised walking trips within the vicinity of the school. These trips may be taken with the principal's permission with relevant information (times, locations) recorded in the field trip calendar. ~~{See III (1) a, b, c, for supervision ratios}~~. Supervision requirements and ratios for walkabouts may be reduced to 1 adult per 15 students with permission of the principal if the following factors are taken into consideration: age of the students, nature of the activity and location of the activity
- d) Single day extracurricular activities are exempt from completing the School Field Trip Request form (Attachment 4), but must have a Roster of Driver and Passenger form (Attachment 6) completed. However, extracurricular activities must be recorded in the field trip calendar.

- 2. A roster of student participants, must be kept in the school office with notation of any students who are absent on the day of the field trip. 'Walkabout' types of field trips do not require a roster as the information is already available in the school office.
- 3. Provisions must be made to handle emergent situations such as emergency medication, accidents, illness or disciplinary action.
  - a) Preventative expectations/guidelines must be made known to parents/guardians and students.
  - b) An emergency phone plan must be in place, when necessary.
  - c) Provisions for emergencies must be available: First Aid Kit, U.P.P. Kit, a cellular telephone is recommended.
- 4. The school office must be notified of any changes to school trip departure, arrival times, or location of activities with the changes noted in the Field Trip Calendar.
- 5. There must be a program of instruction given to those students who choose not to participate in the field trip and who remain at school.

#### IV. **Multiple Day Field Trips**

(All requirements for Multiple Day Field Trips [pages 6 & 7] must be met. Please refer to Overnight Accommodation Policy and Regulation 3545.25)

Prior to any multiple day field trips, the principal must ensure that:

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1. a) Parents/guardians are encouraged and given the opportunity for input and planning into the field trip.
- b) A meeting of participants, parents/guardians, administration and supervisors be held prior to the field trip to inform everyone of the terms and conditions of the field trip.
- c) Clear guidelines of expectations and procedures for the field trip are established between the school principal, participating staff and parents/guardians. (See addendum code of conduct "Overnight Accommodation Policy" 3545.25, page 5)
- d) Where male students are involved there must be at least one adult male supervisor, and where female students are involved, there must be at least one adult female supervisor.
- e) Complete guidelines will be filed in the office respecting the conduct of students participating in the field trip. This information must contain the destination, locations, residences, telephone numbers, and relevant information.

V. **Multiple Day Field Trips Outside the Province**

(All requirements for Multiple Day Field Trips [pages 6 & 7] must be met. Please refer to Overnight Accommodation Policy and Regulation 3545.25)

1. For field trips outside of British Columbia, adequate medical insurance coverage must be obtained and information given to all participants prior to the field trip.

Please refer to: Regulation 3545.2 (attachments)

*Greater Victoria School District*

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Approved: July 1980

Revised: March 1991

Revised: October 26, 1998

Revised: April 2006

Revised: April 2008

Revised: September 2008

Revised: September 2011

Revised: \_\_\_\_\_

**ATTACHMENTS FOR SD61 FIELD TRIP REGULATIONS**  
**REGULATION 1241**  
**REGULATION 3545.1**  
**REGULATION 3545.2**  
**REGULATION 3545.25**

<b>Attachment Name</b>	<b>Attachment #</b>
Adult Volunteer Driver Information and Authorization	1
Student Volunteer Driver Information and Authorization	2
Field Trip Planning Checklist	3
School Field Trip Request	4
Certificate of Parental Authority (Blanket)	5
Roster of Driver and Passenger	6
Certificate of Parental Authority (Regular School Journeys)	7
Certificate of Parental Authority (Special School Journeys)	8
Certificate of Parental Authority (15 Passenger Van use))	9
Ski Trip / Snowboard Permission and Consent	10
Student Overnight Accommodation Form	11
Code of Conduct	12

School \_\_\_\_\_

**ADULT**  
**VOLUNTEER DRIVER INFORMATION AND AUTHORIZATION**

Name \_\_\_\_\_ ☐ Parent ☐ Teacher ☐ Other  
 Surname Given

If you checked "Parent", name of your son/daughter \_\_\_\_\_

Address \_\_\_\_\_ Postal Code \_\_\_\_\_

Driver's Licence No. \_\_\_\_\_ Class (002 or better) \_\_\_\_\_

**DRIVING HISTORY:**

List driving restrictions \_\_\_\_\_

List any Motor Vehicle Act offenses for which you have been convicted within the last five years.

**DRIVER'S DECLARATION**

IDENTIFICATION	VEHICLE#1	VEHICLE#2	VEHICLE #3
• I will be driving a vehicle(s) owned by _____ who has given me permission to drive the vehicle for this purpose.	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
• The vehicle licence number is _____ and is insured for a <b>MINIMUM</b> of \$1,000,000 Third Party Legal Liability.	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
• This vehicle has (indicate #) of operating seatbelts for students.	#	#	#

- ☐ I have a valid B.C. driver's licence.
- ☐ I agree to wear a seatbelt myself, and require all passengers to wear seatbelts in a vehicle required by law.
- ☐ I agree to operate the vehicle safely and in a legal manner.
- ☐ ~~I authorize the school administrator, on behalf of the District, to obtain a copy of my driver's abstract, if required, from the Motor Vehicles Branch.~~ I have attached a photocopy of my vehicle registration/insurance and driver's licence.
- ☐ I must submit a criminal record check and a driver's abstract to the principal.
- ☐ If the vehicle to be used is equipped with an air bag on the passenger side, then no student under 13 shall travel in the front seat.
- ☐ A booster seat secured with a shoulder harness must be used when transporting students at least 18kg (40 lbs) until their 9<sup>th</sup> birthday or they reach 145 cm (4'9") tall, whichever comes first. If a shoulder harness is not available students must be secured with a lap belt only (no booster).

I hereby certify that the information given in this application and the documentation attached is correct, complete, and true in every respect. Further, I agree to inform the school administrator of any changes to the information contained in this application during the year.

Volunteer Driver's Signature \_\_\_\_\_

Date \_\_\_\_\_

Phone # \_\_\_\_\_

**OFFICE USE ONLY**

Signature (School Official receiving form)

**PRINCIPAL'S DECLARATION**

I have reviewed this information and the attached documentation. In accordance with Regulation 1241 and my review, I:

☐ Authorize☐ Do not authorize this applicant

Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_

NOTE: This application must have attached a photocopy of the Driver's Licence and the Vehicle/Registration/Insurance. This information, which will be stored in a secure area, is being collected pursuant to Section 26(c) of the Freedom of Information and Protection of Privacy Act and Section 103(2)(c)(iv)(B) of the School Act. It will be used for the Volunteer Driver Program on:

School \_\_\_\_\_

**STUDENT**  
**VOLUNTEER DRIVER INFORMATION AND AUTHORIZATION**

Name \_\_\_\_\_ DOB \_\_\_\_\_  
Surname Given YY/MM/DD

Address \_\_\_\_\_ Postal Code \_\_\_\_\_

Driver's Licence No. \_\_\_\_\_ Class (002 or better) \_\_\_\_\_

**DRIVING HISTORY:** Years of driving experience \_\_\_\_\_

List driving restrictions \_\_\_\_\_

List any Motor Vehicle Act offenses for which you have been convicted.

**DRIVER'S DECLARATION**

<b>IDENTIFICATION</b>	<b>VEHICLE#1</b>	<b>VEHICLE#2</b>	<b>VEHICLE #3</b>
<ul style="list-style-type: none"> <li>I will be driving a vehicle(s) owned by _____ who has given me permission to drive the vehicle for this purpose.</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
<ul style="list-style-type: none"> <li>Vehicle owner's signature (authorizing use) _____ Phone# (Home) _____ Phone# (Business) _____</li> </ul>			
<ul style="list-style-type: none"> <li>The vehicle licence number is _____ and is insured for a <b>MINIMUM</b> of \$1,000,000 Third Party Legal Liability</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
<ul style="list-style-type: none"> <li>This vehicle has (indicate #) operating seatbelts.</li> </ul>	#	#	#

- ☐ I have a valid B.C. driver's licence.
- ☐ I will carry only ONE passenger and drive within SD61, SD62, SD63 only.
- ☐ I have an "N" sign attached to my car.
- ☐ I agree to wear a seatbelt myself, and require my passenger to wear a seatbelt.
- ☐ I agree to operate the vehicle safely and in a legal manner.
- ☐ ~~I authorize the school administrator, on behalf of the District, to obtain a copy of my driver's abstract, if required, from the Motor Vehicles Branch.~~ I have attached a photocopy of my vehicle registration/insurance and driver's licence.
- ☐ If the vehicle to be used is equipped with an air bag on the passenger side, then no student under the age of 13 shall travel in the front seat.

I hereby certify that the information given in this application and the documentation attached is correct, complete, and true in every respect. Further, I agree to inform the school administrator of any changes to the information contained in this application during the year.

\_\_\_\_\_  
Student's Signature Date Phone #

I approve of my son/daughter transporting students in his/her/my vehicle.

\_\_\_\_\_  
Parent/Guardian's Signature Date

**PRINCIPAL'S DECLARATION**

I have reviewed this information and the attached documentation. In accordance with Regulation 1241 and my review, I:

☐ Authorize

☐ Do not authorize this applicant

\_\_\_\_\_  
Principal's Signature Date



## Field Trip Planning Checklist

(see over for Definitions)

REGULATION 3545.2 (Attachment 3)

June 2016

(to be completed with School Field Trip Request form)

### A. GENERAL

1. ☐ All school field trips require the approval of the Principal prior to any planning or information campaign.
2. ☐ School Field Trip Request form completed and sent to Principal for approval and parents informed. (A two week minimum for trips outside SD61, SD62, SD63 and a two day minimum for trips within SD61, SD62, SD63.)
3. ☐ Parental Authority form completed: a) "Blanket Certificate of Parental Authority" filled out in September, and b) parental authority for each field trip for students without blanket permission form.
4. ☐ Adult Supervision

\*Additional supervision is expected in high risk activities.

  - **K-5 Schools** - minimum of 2 adults or a ratio of 1 to 10 students.  
Student buddies and adult pod supervisors assigned.
  - **Middle Schools** - minimum of 2 adults or ratio of 1 to 15 students.
  - **Secondary Schools** - minimum of 1 adult per class if within SD61, SD62, SD63. Outside SD61, SD62, SD63 ratio of 1 to 15.
  - **Secondary and Middle School Extra-Curricular Athletics** - A teacher or teacher-on-call employed by the GVSD will travel with a school team on any trip which requires an overnight stay.
5. ☐ School code of conduct is reviewed with students and volunteers prior to field trip.
6. ☐ A Roster of Driver and Passenger form for each vehicle is filed in the office and carried by the teacher.
7. ☐ Plans, anticipated costs and procedures for handling emergency situations have been reviewed with students, parents and supervisors. If, in the case of serious misconduct or health issues, the Trip Supervisor determines it is necessary for a student to be sent home from the field trip, in consultation with the Principal, a plan to return the student home will be determined according to the unique needs of the student involved and the circumstances under which the student is leaving the travel group. Students returning home must be accompanied by a responsible adult who is approved by the trip supervisor. In all cases, the parent/guardian (or delegate) must be notified of the plan and costs prior to the student being sent home.
8. ☐ Cell phone numbers for contact during field trip ~~has~~ **have** been given to main office.
9. ☐ Medical alert forms have been completed and first aid kit secured. Supervisors must ensure that medication is available for students with serious allergic reactions or medical conditions. Take a copy of the **Anaphylaxis Action Form (AAF)**, **EpiPens** or **and** ensure the student has his/her **EpiPens Epinephrine Auto-Injector**. Be aware of anaphylaxis exposure risk and ensure supervising adults are aware of student with anaphylaxis and emergency treatment.
10. ☐ A plan is in place to support students with special needs or behaviour challenges which may have safety implications.
11. ☐ A program of instruction has been provided for students not attending the field trip.
12. ☐ A Ski Trip/Snowboard Permission and Consent form is required for all ski trips.

### B. TRANSPORTATION - Bus

13. ☐ Volunteers are not to be used for driving school buses or passenger vans carrying more than eight passengers.
14. ☐ Regular school bus request submitted to Transportation Coordinator (519-2105) or directly to Garden City (385-0699), Wilson Transport (475-3235) or DVS Tours (386-8652)
15. ☐ Supervisors to ensure inspection certificate on bus is current and valid prior to students boarding the bus and that driver has appropriate license for vehicle capacity.
16. ☐ Grade K to 8 students cannot use public transportation unaccompanied.
17. ☐ The vehicle must have a school bus designation if the seating capacity is 10 or more people and the driver must have a Class 4 license.
18. ☐ Certificate of Parental Authority for 15 Passenger Van Use form must be completed prior to use.

#### Private Vehicles

19. ☐ The vehicle to be used will **NOT** carry more than eight passengers.
20. ☐ Verify that Volunteer Driver forms are completed and on file in school office (with copy of **vehicle registration/** insurance and driver's licence).
21. ☐ Any driver must submit a criminal record check and driver's abstract to the principal.
22. ☐ Verify that vehicle is adequately insured (min. \$1,000,000 third party liability).
23. ☐ Verify driver has valid B.C. driver's licence.
24. ☐ Verify number of operating seat belts equals the number of passengers.
25. ☐ A booster seat secured with a shoulder harness must be used when transporting students at least 18 kg (40 lbs) until their 9<sup>th</sup> birthday or they reach 145 cm (4'9") tall, whichever comes first. If a shoulder harness is not available, students must be secure with a lap belt (no booster).
26. ☐ If vehicle is equipped with an air bag on the passenger side, then no student under 13 shall travel in the front seat.
27. ☐ If high school students are driving other students, parents must be informed, Student Volunteer Driver form completed and a copy of **vehicle registration/** insurance and drivers licence be kept on file in the school office. All high school students are restricted to carrying **ONE** passenger regardless of the driver's age or licence stage. A "Novice" driver must display a "N" sign.
28. ☐ Students may drive within SD61, SD62 and SD63 only.

29. ☐ A School District employee is ~~entitled~~ **permitted** to drive students 6 times per month. Anything over 6 times per month requires additional "Business Use Insurance".

**C. MULTIPLE DAY AND/OR HIGH RISK FIELD TRIPS**

**(Require a four week minimum approval. Principals may waive this requirement under extenuating circumstances.)**

30. ☐ Principal approval of concept is obtained before any fundraising, publicity or information campaign begins.
31. ☐ For high risk activities, students have been instructed in risk assessment and the safety planning process to address key risks related to environment, (weather, terrain, wildlife), activity (outdoor pursuits, aquatics) and group (clothing, equipment and behaviour).
32. ☐ Parents are given opportunity for initial input and provided with all pertinent information.
33. ☐ Parental Authority for Special School Journey form (Reg. 3545.1) is completed.
34. ☐ Detailed trip itinerary is provided to parents and filed in school office (includes a schedule of activities, free time, destination contact and phone numbers and cell phone number of teacher leader.
35. ☐ For overnight field trips there must be at least one adult supervisor the same gender as the students.
36. ☐ Any volunteer wishing to serve as a student chaperone on overnight trips, must submit a criminal record check to the principal.
37. ☐ Student Overnight Accommodation form (Reg. 3545.25) completed for each student and signed by parents.
38. ☐ Code of Conduct form (Reg. 3545.25) is completed and signed by student and parent.
39. ☐ If students are billeted the billeting family are made aware of Regulation 3545.25 and have copies of Student Overnight Accommodation form.
40. ☐ Teacher has phone number (home & cell) of Principal or Vice Principal and should call immediately if an accident/incident occurs.
41. ☐ Provisions are in place for sending a student home due to serious misconduct or health issues. If it becomes necessary for a student to be sent home from the field trip, the group leader, in consultation with the Principal, will develop a plan to return the student home according to the unique needs of the student involved and the circumstances under which the student is leaving the travel group. Students returning home must be accompanied by a responsible adult who is approved by the trip supervisor. In all cases, the parent/guardian (or delegate) must be notified of the plan and costs prior to the student being sent home.
42. ☐ For out of province travel, adequate medical insurance coverage must be obtained.
43. ☐ For international travel a valid Canadian passport is required for all participants.
44. ☐ A safety, emergency, and supervision plan is in place.

**DEFINITIONS**

**a) SCHOOL FIELD TRIPS - Reg. 3545.2**

A school field trip is a ~~supervised teacher or~~ school sponsored activity (curricular or extra-curricular) where students leave the school premises for part of a day, a day or multiple days. (1 day extracurricular trips require a "Roster of Driver and Passenger Form" but not a "Field Trip Request Form").

**b) FIELD TRIP CALENDAR**

Each school is required to have a calendar of field trips in the main office for immediate access of information for staff and parents.

**c) WALKABOUTS - Reg. 3545.2**

Short supervised walking trips within the vicinity of the school. These trips may be taken with the principal's permission with relevant times recorded in the field trip calendar without having to complete the field trip request form. ~~Normal supervision requirements and ratios apply.~~ **Supervision requirements and ratios for walkabouts may be reduced to 1 adult per 15 students with permission of the principal if the following factors are taken into consideration: age of the students, nature of the activity and location of the activity.** Supervising Teachers require a contact number (cell phone or walkie talkie).

**d) HIGH RISK FIELD TRIPS**

Activities that involve a higher degree of risks and dangers than usual. These risk and dangers may be related to:

- the environment (weather, terrain, wildlife)
- an activity (outdoor pursuits, aquatics)
- the group (clothing, equipment)

Examples: ski trips, river rafting, mountain/rock climbing, winter camping, kayaking, canoeing, whale watching, sailing, wind surfing, snorkeling, scuba diving, etc. Participation in these activities may involve the possibility of serious injury or death.

**e) WORK EXPERIENCE - (Ref: "Program Guide for Ministry Authorized Work Experience Courses" Ministry of Education, March 2005)**

That part of the educational program that provides a student 14 years or older the opportunity to participate in, observe or learn about the performance of tasks and responsibilities related to an occupation or career.

- For all school-arranged work experience placements or volunteer service arranged by the school, the "District Work Experience Agreement" form must be completed, signed and filed in a central location in the school (preferably the Career Centre) prior to

- Students who wish to use paid employment to satisfy the work experience graduation requirement must show that they are working at a site where WCB WorkSafeBC coverage is provided.
- For extended work experience placements (100 - 200 hrs) schools should not place a student with a self-employed person unless that person has purchased WCB WorkSafeBC insurance.
- Monitoring students on work experience should consist of work site visits and phone calls or email with the student's supervisor.
- If a student on work experience is injured on the job a "W.C.B. WorkSafeBC Form 6A" must be sent to Human Resources within 24 hours.

REGULATION 3545.2 (Attachment 4)  
June 2016 Page 1



**SCHOOL FIELD TRIP REQUEST  
REQUEST TO PRINCIPAL**

(A two week minimum for trips outside SD61, SD62, SD63, and a two day minimum for trips within SD61, SD62 and SD63)

1. Date of Submission:		
2. Trip Supervisor:	Class/Team/Club:	
3. Date of Trip:	Departure Time:	Return:
4. Destination:	Phone #	
5. # of Students:	# of Males:	# of Females:
6. Purpose of Trip:		

<u>NAMES OF SUPERVISORS</u> <input type="checkbox"/> meets required supervision ratio		Staff (S) Parent (P) Volunteer (V)	Gender M/F
1. Trip Supervisor: _____ Cell Phone #: _____			
2. Other Supervisors: _____			
3. Other Supervisors: _____			
4. Other Supervisors: _____			
5. Name of Service Provider: (if applicable) (e.g. SEVEC, Victoria Rowing Club etc.)		Contact Person:	S.P. Phone #:

<u>TRANSPORTATION</u> (check all that apply)	<u>Driver</u>	<u>Name of Volunteer/Student</u> <u>Driver(s)</u>	<u>Staff (S)</u> <u>Parent (P)</u> <u>Volunteer (V)</u>	<u>Volunteer</u> <u>Driver</u> <u>Form</u> <u>Completed</u>
<input type="checkbox"/> Walking <input type="checkbox"/> School Bus a) private b) school owned <input type="checkbox"/> Public Transit <input type="checkbox"/> Charter Bus:  <input type="checkbox"/> 15 Passenger Van (Class 4 required) <input type="checkbox"/> Private Vehicle(s) <input type="checkbox"/> By Service Provider <input type="checkbox"/> Transportation not provided <input type="checkbox"/> Other: (specify) _____	<input type="checkbox"/> Professional <input type="checkbox"/> Volunteer (staff/parent/other) <input type="checkbox"/> High School Student(s) <input type="checkbox"/> Other: (specify) _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Estimated Total Cost of Trip: _____	Cost Per Student: _____
Source of Funding: _____	

Plan for Non-Participating Students: \_\_\_\_\_



SAFETY

- ☐ Code of conduct will be reviewed with students.
- ☐ Safety guidelines will be reviewed with students and volunteers.
- ☐ First aid kit will be stocked and carried.
- ☐ Roster of Drivers and Passengers form will be completed.
- ☐ Adult supervision requirements will be met. K-5 schools have assigned student buddies and adult pod supervisors.
- ☐ Medication will be carried for students (if applicable).
- ☐ Trip Supervisor Initial (above items will be completed prior to departure).

FOR MULTIPLE DAY & HIGH RISK TRIPS

- ☐ A detailed trip itinerary attached (includes a schedule of events, free time, destination/accommodation, **and** phone numbers).
- ☐ If approved, "Code of Conduct" form and "Student Overnight Accommodation" form must be completed for each student and signed by parent and student (~~Middle and Secondary~~). (Reg. 3545.25)

For high risk activities, students have been instructed in risk assessment and safety to address key risks related to environment (weather, terrain, wildlife), activity (outdoor pursuits, aquatics) and group (clothing, equipment and behaviour).

- ☐ Trip Supervisor Initial (will ensure the above items are completed prior to departure.)

NOTES:


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TRIP SUPERVISOR SIGNATURE: \_\_\_\_\_

ADMINISTRATOR APPROVAL: \_\_\_\_\_ DATE: \_\_\_\_\_

Notes:

1. No student will be denied required educational opportunities due to financial hardship.
2. There will be a program of instruction given to those students choosing not to participate in the field trip.
3. Schools reserve the right to limit student participation due to safety concerns.
4. For out-of-province field trips, the principal is to send a copy of this completed form to the Associate/**Deputy** Superintendent.

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)**  
**"BLANKET" CERTIFICATE OF PARENTAL AUTHORITY**  
**FOR SCHOOL FIELD TRIPS**

The classroom curriculum is significantly enriched and expanded when students visit and observe for themselves certain aspects of community life and the natural environment. School field trips provide these valuable educational experiences and are planned as an enriched part of the total school program.

Regulations are in place governing the number of supervisors who will accompany students on each school field trip. Every reasonable precaution will be taken to ensure the safety of students.

Should a school field trip be planned which would exceed one day or in which there might be more than normal risk or difficulty of supervision (i.e. ski trip, day at beach), you will be informed with more details and asked for specific approval for that field trip.

**BLANKET CERTIFICATE OF PARENTAL AUTHORITY  
FOR SCHOOL FIELD TRIPS**

\_\_\_\_\_  
NAME OF SCHOOL

\_\_\_\_\_  
DATE

- ☐ I give permission for my son, daughter, or student under my care, to participate in school field trips for the school year. I understand that I will be notified of all field trips to be taken.
- ☐ I prefer to give separate written permission for each field trip my son/daughter may attend.

September 20\_\_ to June 20\_\_

\_\_\_\_\_  
NAME OF STUDENT

\_\_\_\_\_  
SIGNATURE OF  
PARENT/GUARDIAN

This form will be kept on file in the school  
for the school year specified.



**SCHOOL FIELD TRIP**  
**ROSTER OF DRIVER AND PASSENGER**  
(required for all curricular and extra-curricular trips)

**A. PRIVATE VEHICLES/TAXIS**

\*Student drivers are restricted to carrying ONE passenger and driving within SD61, SD62 and SD63 only.

- ☐ Verify that Volunteer Driver forms are completed and on file in school office (with copy of vehicle registration/insurance and driver's licence).
- ☐ Verify that a copy of the criminal record check and a driver's abstract have been submitted to the principal.
- ☐ Verify that vehicle is adequately insured (min. \$1,000,000 third party liability).
- ☐ Verify driver has valid B.C. driver's licence.
- ☐ Verify number of operating seat belts equals the number of passengers.
- ☐ If vehicle is equipped with an air bag on the passenger side, then no student under 13 shall travel in the front seat.

Field Trip Destination: \_\_\_\_\_

Date: \_\_\_\_\_ Total # of Students: \_\_\_\_\_

Teacher in Charge: \_\_\_\_\_ Cell Phone #: \_\_\_\_\_

<p>Driver #1: _____ Cell #: _____</p> <p>Occupants:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p>	<p>Driver #2: : _____ Cell #: _____</p> <p>Occupants:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p>
<p>Driver #3: : _____ Cell #: _____</p> <p>Occupants:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p>	<p>Driver #4: : _____ Cell #: _____</p> <p>Occupants:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p>
<p>Driver #5: : _____ Cell #: _____</p> <p>Occupants:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p>	<p>Driver #6: : _____ Cell #: _____</p> <p>Occupants:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p>

Total # of Students: \_\_\_\_\_ Teacher in Charge: \_\_\_\_\_

[illegible]

Student: \_\_\_\_\_

REGULATION 3545.2 (Attachment 7)  
June 2016

Date: \_\_\_\_\_

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)  
CERTIFICATE OF PARENTAL AUTHORITY  
FOR REGULAR SCHOOL JOURNEYS**

The classroom curriculum is significantly enriched and expanded when students visit and observe for themselves certain aspects of community life and the natural environment. School journeys provide these valuable educational experiences and are planned as a regular part of the total school program.

At least one staff member will accompany each regular school journey, and every reasonable precaution will be taken to ensure the safety of students. No regular school journey will exceed one day.

Should a special school journey be planned which would exceed one day or in which there might be more than normal risk or difficulty of supervision, you will be asked for specific approval for that special journey.

**CERTIFICATE OF PARENTAL AUTHORITY  
FOR REGULAR SCHOOL JOURNEYS**

\_\_\_\_\_  
NAME OF SCHOOL:

\_\_\_\_\_  
DATE:

I give permission for my son, daughter, or student under my care, to participate in regular school journeys for the school year:

September 20 \_\_\_\_ to June 20 \_\_\_\_

\_\_\_\_\_  
NAME OF STUDENT

\_\_\_\_\_  
SIGNATURE OF PARENT/GUARDIAN

This form will be kept on file in the  
school for the school year specified.

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)  
CERTIFICATE OF PARENTAL AUTHORITY  
FOR SPECIAL SCHOOL JOURNEYS**

\_\_\_\_\_  
DESTINATION OF JOURNEY

\_\_\_\_\_  
DATE(S) OF JOURNEY

\_\_\_\_\_  
NAME OF SCHOOL

\_\_\_\_\_  
NAME OF TEACHER IN CHARGE

A special school journey is planned for the date(s) specified above. Although the journey will be supervised, the individual discretion of the student will be relied upon to a certain extent to maintain discipline and safety.

Details regarding the planned journey are attached to this form.

I give permission for my son, daughter, or  
student under my care, to participate in  
the special school journey identified above.

\_\_\_\_\_  
NAME OF STUDENT

\_\_\_\_\_  
SIGNATURE OF PARENT OR GUARDIAN

Home Phone \_\_\_\_\_

Bus. Phone \_\_\_\_\_

Please provide the names of two people who may be contacted in the absence of the student's parents/guardians.

NAME OF ALTERNATE

ADDRESS

TELEPHONE

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)**  
**CERTIFICATE OF PARENTAL AUTHORITY**  
**FOR 15 PASSENGER VAN USE**

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NAME OF SCHOOL

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NAME OF DRIVER WITH CLASS 4 LICENSE

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DESTINATION

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DATE(S) OF TRAVEL

A school journey is planned for the dates specified above and a school bus certified 15 passenger van will be used. The following safety measures in regard to 15 passenger vans must be in place:

- Only a qualified driver with a Class 4 license may drive the van.
- A copy of the vehicle registration / insurance and driver's license is on file at the school office.
- The driver's criminal record check and abstract must be on file with school principal.
- Pre-trip inspection log must be completed.
- Tire pressure on the van must be checked prior to every trip.
- All occupants must wear seatbelts. If the van is equipped with shoulder belts, then a booster seat secured with a shoulder harness must be used when transporting students at least 18 kg (40 lbs) until their 9<sup>th</sup> birthday or they reach 145 cm (4'9") tall, whichever comes first. If a shoulder harness is not available, students must be secured with a lap belt (no booster).
- Cargo will not be allowed on the roof of the van.
- Vans will not be used for transporting students should the school principal feel that the weather is not conducive to driving.

I give permission for my son/daughter or student under my care to travel in a 15 passenger van on the school journey identified above.

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NAME OF STUDENT

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NAME OF PARENT/GUARDIAN

SIGNATURES:

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PARENT / GUARDIAN

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PRINCIPAL

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TEACHER IN CHARGE

SKI TRIP/SNOWBOARD PERMISSION AND CONSENT FORM

Completion of this form is required for student participation on a ski/snowboarding field trip. A copy of this form must accompany the teacher/supervisor to the mountain.

School: \_\_\_\_\_ Date of Trip: \_\_\_\_\_

1. All students and supervisors on ski/snowboarding trips are required to wear helmets at all times while skiing or snowboarding. Snowboarders are required to wear wrist-guards. Lift tickets will not be issued until students have helmets/wrist guards.
2. All students and supervisors who will be skiing or boarding and are "Beginners" (having fewer than three full days of experience) are required to take lessons at the beginning of the day before accessing the hill. As part of the lessons the instructors will determine which areas of the mountain students will be allowed to access. Some students may be limited to lower mountain lifts and easier runs.
3. All students who will be skiing or boarding and are "Intermediate" (having at least three full days of experience) or "Advanced" (very experienced, expert skier or boarder) are required to take lessons as early in the day as the resort can accommodate.
4. Beginners are strictly forbidden from entering terrain parks or other areas of jumps, rails, chutes, etc. All students are forbidden from skiing out of bounds.
5. Any student found to be in contravention of rules, particularly in regard to helmets/wrist guards, lessons, dangerous or risky behaviour, or being out of bounds, will have his or her privileges immediately revoked for the remainder of the day. Further measures will be taken as necessary in terms of disciplinary action at the school, and parents will be informed.
6. Students will abide at all times by the direction of trip supervisors and patrol staff that work for the resort.

Parent/Volunteer Supervisor Consent and Acknowledgement of Risk

1. I accept the mode of transportation for this activity as described on the school itinerary.
2. I freely and voluntarily assume the risks/hazards inherent in a ski/snowboarding activity: e.g. the use of lifts, collisions with natural or man-made objects or other skiers or boarders, travel with or beyond the ski area boundaries.
3. I acknowledge that my child may suffer personal and potentially serious or fatal injury arising from his/her participation.
4. I understand that there may be times when students will not be under direct supervision of the school while skiing or boarding on the mountain.
5. I acknowledge that it is my duty to advise the head Teacher/Sponsor of any medical/health concern of my child that may affect his/her participation.
6. I will supply suitable warm clothing including a hat, mitts/gloves, warm jacket and pants.
7. Based on my understanding, acknowledgement, and consents as described herein, I agree that,

Name of Student (please print): \_\_\_\_\_ has my permission to participate.

Name of Parent (please print): \_\_\_\_\_ Signature: \_\_\_\_\_

Name of Volunteer \_\_\_\_\_

Supervisor (please print): \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Student BC Care Card #: \_\_\_\_\_

Emergency Contact Name: \_\_\_\_\_ Telephone: \_\_\_\_\_



SKI TRIP/SNOWBOARD PERMISSION AND CONSENT FORM (continued)**Skier/Snowboarder Level (please check one)**

- ☐ **Beginner** - having fewer than three full days of experience and skis conservatively at lower speeds. Prefers easy, moderate slopes.
- ☐ **Intermediate** - having at least three full days of experience and skis conservatively at a variety of speeds. Prefers varied terrain including most difficult trails.
- ☐ **Advanced** - very experienced, expert skier or boarder and skis aggressively, normally at higher speeds. Prefers steep and more challenging terrain.

I understand that a lesson and/or skiing/boarding with an instructor will be mandatory for my child. I am aware that intermediate advance/expert level students are sometimes permitted by hill staff to attempt tricks and jumps in terrain parks or on runs, and that these activities may pose a much greater risk of injury to these students.

**Student Acknowledgment of Risk**

I understand that there may be a risk of injury when skiing or snowboarding. I agree to abide by the school's Code of Conduct and the hill's Code of Conduct during this trip. I agree to follow the instructions of teachers and the instructors/ski patrols and to wear a helmet at all times. I agree to wear wrist guards while snowboarding. I also agree not to ski out of bounds. I agree to always ski/board with at least one partner.

Student Signature: \_\_\_\_\_

**STUDENT OVERNIGHT ACCOMMODATION FORM**

To be completed by parent/guardian:

School: \_\_\_\_\_

Student's Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Parent's/Guardian's Name: \_\_\_\_\_

Telephone: \_\_\_\_\_ (H) \_\_\_\_\_ (W)

Emergency Contact:

Name (1): \_\_\_\_\_

Name (2): \_\_\_\_\_

Telephone (1): \_\_\_\_\_ Fax: \_\_\_\_\_ Email \_\_\_\_\_

Telephone (2): \_\_\_\_\_

Medical Information

CARE Card Number: \_\_\_\_\_

Travel Insurance: \_\_\_\_\_ Coverage No. \_\_\_\_\_

Passport/I.D. Number: \_\_\_\_\_

Medical Alert Information (allergies, dietary restrictions, medication, existing medical conditions) that you want the supervisors and/or billeting family to know about:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Permission is given to seek medical attention. Parent / guardian will be notified.

Signature of Parent/Guardian \_\_\_\_\_

- ☐ 1 copy to office
- ☐ 1 copy to teacher
- ☐ 1 copy to billeting family

CODE OF CONDUCT

Trip \_\_\_\_\_

Date \_\_\_\_\_

The following rules of conduct shall apply to all:

1. Act as good ambassadors, hence following Rules of Conduct. (remove period)
2. When not with the group, each student must be in the company of at least two other students. (remove period)
3. Students are expected to observe any curfew initiated during the trip
4. Intoxicants in any form are not permitted at any time
5. Host families will be notified of any change of schedules
6. Courtesy and respect will be afforded all persons encountered on trip including hosts and supervisors. (remove period)
7. Any student who feels ill or encounters any problems must inform one of the chaperones immediately
8. Any pre-existing medical conditions must be reported to the supervisor or one of the chaperones prior to trip departure
9. Any accommodations used during the trip are to be kept clean and free from damage
10. ~~There will be no members of the opposite sex in sleeping quarters at any time.~~ Students will not go into sleeping quarters that they are not assigned to without the specific approval of the supervising teacher.

We, the undersigned, understand that our son/ daughter, \_\_\_\_\_  
is subject to the above mentioned regulations governing the field trip and that any violation of the regulations will result  
in some form of disciplinary action upon return to School District #61.

Dated at Victoria, on this \_\_\_\_\_ day of \_\_\_\_\_

Understood and agreed to by \_\_\_\_\_

Signature of Parent/Guardian

\_\_\_\_\_  
Signature of Student

**MEMO****To:** Education Policy Development Committee**From:** Deb Whitten, Associate Superintendent**Date:** June 6, 2016**RE:** Regulation 1325 PARTNERSHIP

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The Regulation 1325 has been revised to reflect the changes to Policy 1325 Partnership.



*The Greater Victoria School District is committed to each student's success in learning within a responsive and safe environment.*

## REGULATION 1325

### PARTNERSHIP REGULATIONS

The following Partnership Regulations have been designed to support any school or District Department in the development of an on-going relationship with a community organization. This includes both the business and non-business sectors.

#### School/District Department and Responsibility

Schools and Departments can actively seek **a partnership opportunity**. ~~This search should include consultation with the District's Partnership Directory. The Directory includes an active list of various District partnerships and can be used as a guide in exploring potential activities, goals and objectives.~~

It is important that potential partnerships ~~plans and/or any developments~~ be **communicated with the schools' District Administrator Superintendent**, ~~as this enhances and speeds up the establishment of the partnership.~~ This communication will occur prior to a commitment to any partnership agreement and will continue on a monthly basis if the partnership continues. ~~can be done by phone, fax, memo or in person during a one-on-one meeting.~~

School and District ~~Department personnel staff~~ will work together to ensure that **District Policies and Regulations** ~~Protocols and Guidelines are~~ **are followed**. ~~These can be found in Section 1 of the District's Partnership Directory.~~

Anyone pursuing a partnership activity should ensure that **stakeholders** are consulted, informed and **in agreement** with the partnership plans.

When schools or district departments have large projects with a budget of \$100,000.00 or greater, a committee comprised of stakeholder groups (CUPE, GVTA, PAC) will be formed to coordinate the activities and relationships with the business and/or community organization.

Modification to this document is not permitted without prior written consent from the Greater Victoria School District.

Upon the successful completion of a partnership arrangement, the school or ~~d~~District ~~d~~Department will communicate with the Superintendent regarding the successful completion of the partnership.~~complete a Partnership Directory Template~~ and forward it to the District Office for inclusion in the Directory. A copy of the template can also be found in Section I of the Directory.

~~School or District Departments must undertake a review of the goals, objectives and outcomes of each partnership on an annual basis. This must involve input from both partners. It will ensure each has the opportunity to see if the activities are still meeting the original intentions and/or needs. It will also allow for any revisions and updating of the partnership. Any changes to an existing partnership must be recorded on a Directory template and forwarded to the District Office to update the status of the partnership. An evaluation and review checklist can be found in Section II of the Partnership Directory.~~

### District Superintendent's Role and Responsibility

~~The District staff will~~ The Superintendent shall:

- ensure any **partnership activities comply with** all legal and legislated/**Ministerial orders**. These will fall under the School Act ~~and are clearly articulated within the District partnership Directory, Section I.~~
- ensure that District **Protocols and Guidelines are Policies and Regulations are followed**. These can be found in Section I of the District's Partnership Directory.
- ~~provide an orientation and training session once a year. The orientation is intended to help school and other District staff review the protocols and guidelines required to establish and maintain partnerships, and identify the importance and rationale for pursuing these types of relationships.~~
- ~~encourage and guide schools through the development of partnership guidelines and an inventory of activities. These can be found in the GVSD Partnership Directory.~~
- ~~maintain and manage a District Partnership Directory. This directory will include:~~
  - ~~a) protocols and guidelines for setting up partnerships;~~
  - ~~b) a template that can be used for gathering and recording specific partnership details;~~



- ~~— c) a review and evaluation checklist to help both partners look at the~~
- ~~— d) an outline of current/active partnership activities across the District.~~
- ~~will increase the awareness of partnership opportunities for~~ inform schools the community of potential partnership opportunities. This will be done in a fair and equitable manner. ~~through memos, notices and direct contact with~~
- ~~will review and evaluation~~ District-wide partnerships to ensure they are consistent with Board policies, regulations and values. ~~This review must~~
- ~~it is important for the District to~~ recognize partnerships offered by the District and acknowledge such activities in a fair and equitable manner.
- approve any formal recognition in the form of a fixed sign or plaque ~~Ways to~~

*Greater Victoria School District*

Adopted: January 25, 1999