

AGENDA of the REGULAR MEETING
of the Board of Education
School District No. 6 (Rocky Mountain)

School District No. 6 (Rocky Mountain) resides in the traditional unceded shared territory of the Ktunaxa and Secwépemc peoples and the chosen home of the Métis.

Location: Marysville Elementary School

Date: May 9, 2023

Time: 7:00 p.m.

1. CALL TO ORDER

2. ACKNOWLEDGEMENT OF TERRITORY

3. APPROVAL OF AGENDA

4. APPROVAL OF THE MINUTES OF PRIOR MEETINGS

4.1 Regular Board meeting of April 11, 2023

4.2 Synopsis of in-camera meeting of April 11, 2023 (Alan Rice)

5. PRESENTATIONS/DELEGATIONS

5.1 Early Learning Framework (Glenn Goslin)*

6. MATTERS ARISING FROM THE MINUTES

7. STRATEGIC AND POLICY ISSUES

7.1.1 Third Reading NIL

7.1.2 Second Reading NIL

7.1.3 First Reading

Policy 2900, Naming or renaming of schools (Karen Shipka)*

District Practice 2900, naming or renaming of schools

Policy 2950, Freedom of Information and Protection of Privacy (Karen Shipka)*

District Practice 2950.1, Critical incident and privacy breach

District Practice 2950.2, FIPPA designation of head

District Practice 2950.3, FIPPA student and employee personal privacy on the internet

District Practice 2950.4, FIPPA fee schedule

District Practice 2950.5, Personal information management program

District Practice 2950.6, Privacy impact assessments

District Practice 2950.7, Student's personal records

District Practice 2950.7, Appendix A and Form

Policy 4106, Confidentiality and Conflict of Interest (Karen Shipka)*
District Practice 4106, Confidentiality and Conflict of Interest
Policy 8600, Field Trips (Karen Shipka)*
District Practice 8600, Field Trips
Sample Form 8600.3, Parent/Guardian Informed Consent and
Acknowledgement of Risk for Higher Care Field Trips
Sample Form 8600.5, Canoeing/kayaking Higher Care Field Trip Proposal

8. OPERATIONAL ISSUES

9. REPORTS

- 9.1 Budget utilization report – March 31, 2023 (Alan Rice)*
- 9.2 Early Learning Framework (Glenn Goslin)
- 9.3 Assessing the risk of violence in schools (Karen Shipka)*
- 9.4 BC School Trustees Association (Jane Thurgood Sagal)
- 9.5 BC School Trustees Association, Kootenay Boundary Branch (Rhonda Smith)
- 9.6 BC Public Schools Employers Association (Scott King)
- 9.7 MOECC Framework Review Program (Jane Thurgood Sagal)

10. INFORMATION ITEMS

- 10.1 Correspondence NIL
- 10.2 May and June 2023 calendar*

11. FORTHCOMING EVENTS

- 2023.05.10 Public Engagement Session, David Thompson Secondary School,
6:00 p.m. - 8:00 p.m.
- 2023.05.11 Public Engagement Session, Golden Secondary School,
6:00 p.m. - 8:00 p.m.
For Golden Secondary School, Nicholson Elementary School,
Alexander Park Elementary School, and Lady Grey Elementary School
- 2023.05.17 Public Engagement Session, Marysville Elementary School,
6:00 – 8:00 p.m.
2023.05.10 Public Engagement Session, Eileen Madson Primary
School, 6:00 – 8:00 p.m.
- 2023.05.23 Public Engagement Session, McKim Middle School, 6:00 – 8:00 p.m.
Public Engagement Session, J. Alfred Laird Elementary School,
6:00 -8:00 p.m.
- 2023.05.25 Public Engagement Session, Martin Morigeau Elementary School,
6:00 – 8:00 p.m.
- 2023.05.26 Retirement Celebration Event at Fairmont Hot Springs Resort

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| 2023.05.30 | Public Engagement Session, Lindsay Park Elementary School,
6:00 -8:00 p.m. |
| 2023.05.30 | Public Engagement Session, Edgewater Elementary School,
6:00 -8:00 p.m. |
| 2023.05.30 | Policy Committee, Virtual, 4:30 p.m. |
| 2023.05.31 | Field Trip Committee, Virtual, 4:30 p.m. |
| 2023.06.06 | Labour Relations Committee meeting, Virtual, 12:30 p.m. |
| 2023.06.13 | Board of Education Meeting, Alexander Park Elementary School <ul style="list-style-type: none">• In-Camera, 6:00 p.m.• Regular Meeting, 7:00 p.m. |

12. QUESTIONS FROM THE PUBLIC

14. ADJOURNMENT

* attachment

DATE: May 9, 2023
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Adoption of Early Learning Framework
ORIGINATOR: Glenn Goslin
REFERENCE: [BC Early Learning Framework, 2022-23 Annual Operation Plan](#)



ISSUE

The British Columbia Early Learning Framework (ELF) was updated in 2019 to align with the redesigned curriculum and to support consistency in teaching and learning from early years into school.

BACKGROUND

The first iteration of the Early Learning Framework was released in 2008 and focused on children from Birth to 5 years of age. At that time, Kindergarten and the primary grades (Kindergarten – Grade 3) focused on the Primary Program: A Framework for Teaching developed in 2000.

The Early Learning Framework was updated in 2019 and now focuses on Birth to Grade 3. The updated version incorporates elements of the redesigned curriculum such as the Core Competencies and the First Peoples Principles of Learning. The ELF has four main manuals – the Early Learning Framework itself and Play Today, which supports educators in building a play-based learning environment within their classrooms. There are also two supporting documents for families called The BC Early Learning Framework, a guide for families and Let’s Play, a guide to play based learning activities for families.

With the creation of a District Vice Principal of Early Learning position in May 2021, Crystal MacLeod initiated discussions around the Early Learning Framework with Administrators and staff in K-3 and K-7 schools. In June 2022, school-based administrators were surveyed on their current knowledge of the Early Learning Framework and the results demonstrated a need for support in building their capacity.

Implementation of the Early Learning Framework was added as a priority within the District’s 2022-23 Annual Operational Plan under the goal of Success For Each Student (pg. 8 of the attachment). In implementing this work across the District, a multi-year plan was created starting with a Community of Practice for K-3 and K-7 Administrators in the 2022/2023 School Year.

CURRENT SITUATION

The 2022-23 school year has been a year focused on increasing the capacity of school administrators and their understanding of the Early Learning Framework facilitated by the current Principal of Early Learning, Glenn Goslin. Three administrator learning sessions have taken place this year to introduce and build administrators’



understanding, comfort and ability around the Early Learning Framework and Play Today. Session 1 – Introduction and focus on Play

- Session 2 – Focus on Play and Pedagogical Narration
- Session 3 – Pedagogical Narration, critical reflection, building abilities of administrators to continue the work, survey of next steps

Other District Principals and Vice Principals were invited to participate in these sessions as this pedagogy touches on all of their portfolios. Pedagogical Narration supports the new reporting order in gathering evidence (traces) from student work and building understanding for staff, students, and families of how and what teaching and learning looks like in the school. Pedagogical Narration also has a focus on building strong tasks, collecting and making evidence visible, and creating collaborative dialogue that supports understanding of where students are in all curricular areas, supporting the work within Literacy and Numeracy. The ELF's focus on children being unique, strong, and full of potential supports the work of equity, diversity, and inclusion with Learning Support Services. The First Peoples Principles of Learning are integral to the Early Learning Framework, and much of the work centers on making learning holistic, reflective, experiential (play), and connected to place.

There has been significant growth displayed across the District in relation to understanding and implementing the Early Learning Framework. At the administrator level, all K-3 and K-7 administrators have a firm grasp of the Early Learning Framework combined with a strong understanding of the continuum of play and how pedagogical narration is important to teaching and learning. Administrators have completed a continuum of play within their school which then informed next steps in furthering the implementation of the ELF for themselves and their staff. Administrators' have developed an understanding of play and their ability to recognize many different types of play within their classrooms has been valuable when asking questions about play-based learning during daily classroom walkthroughs and instructional rounds. This work has also allowed administrators to connect how the Early Learning framework supports School Success Plans through the gathering of evidence and building on critical reflection and collaborative dialogue.

At the classroom level, K-3 teachers that have worked directly with the District Principal of Early Learning have a stronger understanding of the purpose of play and the types of play that can be built into their day plans. They have incorporated more play-based learning through centers and more hands-on activities to facilitate specific learning outcomes. Teachers have reported that utilizing pedagogical narration has supported a stronger understanding of their students, including how to see and support next steps in their development.

FINANCIAL IMPLICATIONS

The second year of the Early Learning Framework implementation involves a Community of Practice for teachers in Grades 2 and 3. This will be supported through the Early Learning special purpose funds received annually from the Ministry of Education and Child Care.

CONCLUSION

The ability to implement, support, and align the roll out of the Early Learning Framework across the District would not have been possible without the Board's support in the creation of a position dedicated to early learning. The focus on the ELF and the learning done by administrators and primary staff this school year has had a significant impact on teaching and learning and has successfully achieved its goal in the 2022-23 Operational Plan.





POLICY 2900

Naming or Renaming of School Facilities

POLICY

From time to time the Board may be in a position to name a new school. There may also be times when the Board has reason to consider renaming existing schools, or when representatives of a school community will request that the Board dedicate part of a school building or property in memory of a person.

The name of a school, or dedication of a portion thereof, will be decided by the Board following reasonable consultation with members of the school community. A school will not be named for a living person.

Guiding Principles

1. Existing schools will not normally be renamed.
2. The name of a school will normally be based on geographic or community context.
3. A school will be named in memory of a person only if the Board sees a compelling historically significant reason to do so.
4. In the Board's consideration of naming a school, reasonable consultation should include discussions with student and parent representatives, staff members of the school, members of the local community and, if a name is being considered, members of that person's family if possible.
5. The Board may, upon request, dedicate part of a school or property (e.g., library, gymnasium, field, theatre) in memory of a person or persons who held a significant long-standing connection to that location. A location may be dedicated in memory of more than one person.
6. Naming or dedicating in memory of a person will be based strictly on historical significance or strength of community connections.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: Reference: Sections 22, 65, 85 School Act

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 2900

Naming or Renaming of School Facilities

DISTRICT PRACTICE

1. In consideration of the naming of a school, the Board will appoint a school naming committee that will include:
 - A trustee
 - A member of executive staff
 - The director of facilities
 - The school principal
 - A representative of the school's teaching staff
 - A representative of the school's support staff
 - A representative of the school's Parent Advisory Council
 - A representative of the Saanich Indian School Board if appropriate
 - A representative of the local community if possible
2. The school-naming committee will seek input from the school community and, as possible, the community at large, and generate a list of up to three names, each with rationale, for consideration by the Board. For a new school, this list should be provided to the Board no less than six months before the scheduled opening of the school.
3. A proposal for dedicating a part of a school (e.g., library, gymnasium, field, theatre) in memory of a person will be considered by the Board only when the matter has been through a thorough consultative process within the school community, including representatives as listed in District Practice 1.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: Reference: Sections 22, 65, 85 School Act

ADOPTED: DATE
Amended:



POLICY 2950

FREEDOM OF INFORMATION AND PRIVACY PROTECTION

POLICY:

The Board of Education “Board” is committed to ensuring the privacy, confidentiality and security of all personal information that it collects, uses, discloses and maintains in connection with its programs and activities. The Board complies with the *School Act* (“Act”) and the *Freedom of Information and Protection of Privacy Act* (FIPPA) in relation to the protection of privacy. This Policy sets out the Board’s commitment, standards and expectations regarding the appropriate practices for the collection, use and protection personal information.

PRINCIPLES

The Board and all Staff shall uphold the privacy, confidentiality and appropriate use of personal information in compliance with the *School Act*, *FIPPA* and the procedures, including by:

- being open and transparent about the purposes for which personal information may be collected and used by the Board;
- collecting and using personal information only as necessary to carry out the Board’s authorized programs and activities;
- sharing personal information internally with staff only on a need-to-know basis;
- sharing personal information with third parties with the knowledge and consent of affected individuals, unless otherwise authorized or required under FIPPA, the *School Act* or other applicable laws;
- ensuring personal information is protected against unauthorized access, use, disclosure, loss or destruction; and
- complying with FIPPA and all District Practices for the accuracy, protection, use, disclosure, storage, retrieval, correction and appropriate use of personal information.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES

Freedom of Information and Protection of Privacy Act, R.S.B.C. 1996, c. Part 3; School Act, R.S.B.C. 1996, c. 412 sections 9, 79(3)
Student Records Disclosure Order(M14/91)

ADOPTED: DATE

Amended:



POLICY XXX

FREEDOM OF INFORMATION AND PRIVACY PROTECTION

TRANSPARENCY AND ACCOUNTABILITY

The Board strives to be open and transparent with the community about its programs and activities and has processes in place to support the timely response to access requests submitted under FIPPA and the proactive release of information of interest to the community.

RESPONSIBILITY

The Superintendent/CEO has been designated by the Board as the “head” of the School District for the purposes of FIPPA and has overarching responsibility for ensuring compliance with this Policy, FIPPA and the requirements of the *School Act* pertaining to student records, including the implementation of administrative procedures and maintenance of a Privacy Management Program.

As permitted under section 76.1(b) of the Freedom of Information and Protection of Privacy Act, the Board authorizes the Privacy Officer, to administer the Act and make operational decisions.

COMPLAINTS

The Board will respond to and, where appropriate, investigate, all complaints that it receives under this Policy concerning its personal information management practices.

DEFINITIONS

- a) “**personal information**” means recorded information about an identifiable individual, but does not include an individual’s business contact information (business address, email address, telephone number);
- b) “**FIPPA**” means the BC *Freedom of Information and Protection of Privacy Act*;
- c) “**Procedures**” means the administrative procedures to this Policy;
- d) “**Staff**” means all employees, contractors and volunteers of the Board;

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES

Freedom of Information and Protection of Privacy Act, R.S.B.C. 1996, c. Part 3; School Act, R.S.B.C. 1996, c. 412 sections 9, 79(3)
Student Records Disclosure Order(M14/91)

ADOPTED: DATE
Amended:



POLICY NO. 2950

DISTRICT PRACTICE 2950.1

**CRITICAL INCIDENT AND
PRIVACY BREACH**

DISTRICT PRACTICE:

PURPOSE

The Board of Education (the “Board”) is committed to ensuring the protection and security of all personal information within its control. That commitment includes responding effectively and efficiently to privacy breach incidents that may occur.

The purpose of this District Practice is to set out the Board’s process for responding to significant privacy breaches and to complying with its notice and other obligations under the *Freedom of Information and Protection of Privacy Act* (FIPPA).

RESPONSIBILITY OF THE HEAD

The administration of this District Practice is the responsibility of the Superintendent/CEO of the School District, who is the head of the Board for all purposes under FIPPA (the “Head”). The Head may delegate any of their powers under this District Practice or FIPPA to other Board personnel by written delegation.

Definitions

- a) “**Head**” means the Superintendent/CEO and includes any person to whom the Head has delegated their powers by written instrument.
- b) “**Personal information**” means any recorded information about an identifiable individual that is within the control of the Board and includes information about any student or any Staff member of the Board. Personal Information does not include business contact information, such as email address and telephone number, that would allow a person to be contacted at work.
- c) “**Privacy Breach**” means the theft or loss of or the collection, use or disclosure of Personal Information not authorized by FIPPA, and includes cyber and ransomware attacks and other situations where there are reasonable grounds to believe that any such unauthorized activities have taken place or there is a reasonable belief that they will take place.

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DISTRICT PRACTICE 2950.1

**CRITICAL INCIDENT AND
PRIVACY BREACH**

- d) **“Privacy Officer”** means the person designated by the Head as Privacy Officer for the School District;
- e) **“Records”** means books, documents, maps, drawings, photographs, letters, vouchers, papers and any other thing on which information is recorded or stored by graphic, electronic, mechanical or other means, but does not include a computer program or other mechanism that produces records;
- f) **“Staff”** means the employees, contractors and volunteers of the Board.

Responsibilities of Staff

- a) All Staff must without delay report all actual, suspected or expected Privacy Breach incidents of which they become aware in accordance with this District Practice. All Staff have a legal responsibility under FIPPA to report Privacy Breaches to the Head.
- b) Privacy Breach reports may also be made to the Privacy Officer, who has delegated responsibility for receiving and responding to such reports.
- c) If there is any question about whether an incident constitutes a Privacy Breach or whether the incident has occurred, Staff should consult with the Privacy Officer.
- d) All Personnel must provide their full cooperation in any investigation or response to a Privacy Breach incident and comply with this District Practice for responding to Privacy Breach incidents.
- e) Any member of Staff who knowingly refuses or neglects to report a Privacy Breach in accordance with this District Practice may be subject to discipline, up to and including dismissal.

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POLICY NO. 2950

DISTRICT PRACTICE 2950.1

**CRITICAL INCIDENT AND
PRIVACY BREACH**

Privacy Breach Response

a) Step One – Report and Contain

- i. Upon discovering or learning of a Privacy Breach, all Staff shall:
 - 1) Immediately report the Privacy Breach to the Head or to the Privacy Officer.
 - 2) Take any immediately available actions to stop or contain the Privacy Breach, such as by:
 - isolating or suspending the activity that led to the Privacy Breach; and
 - taking steps to recover Personal Information, Records or affected equipment.
 - 3) preserve any information or evidence related to the Privacy Breach in order to support the Board's incident response.
- ii. Upon being notified of a Privacy Breach the Head or the Privacy Officer in consultation with the Head, shall implement all available measures to stop or contain the Privacy Breach. Containing the Privacy Breach shall be the first priority of the Privacy Breach response, and all Staff are expected to provide their full cooperation with such initiatives.

b) Step Two – Assessment and Containment

- i. The Privacy Officer shall take steps to, in consultation with the Head, contain the Privacy Breach by making the following assessments:
 - 1) the cause of the Privacy Breach;
 - 2) if additional steps are required to contain the Privacy Breach, and, if so, to implement such steps as necessary;

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**CRITICAL INCIDENT AND
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- 3) identify the type and sensitivity of the Personal Information involved in the Privacy Breach, and any steps that have been taken or can be taken to minimize the harm arising from the Privacy Breach;
 - 4) identify the individuals affected by the Privacy Breach, or whose Personal Information may have been involved in the Privacy Breach;
 - 5) determine or estimate the number of affected individuals and compile a list of such individuals, if possible; and
 - 6) make preliminary assessments of the types of harm that may flow from the Privacy Breach.
- ii. The Head, in consultation with the Privacy Officer, shall be responsible to, without delay, assess whether the Privacy Breach could reasonably be expected to result in significant harm to individuals (“**Significant Harm**”). That determination shall be made with consideration of the following categories of harm or potential harm:
- 1) bodily harm;
 - 2) humiliation;
 - 3) damage to reputation or relationships;
 - 4) loss of employment, business or professional opportunities;
 - 5) financial loss;
 - 6) negative impact on credit record,
 - 7) damage to, or loss of, property,

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DISTRICT PRACTICE 2950.1

**CRITICAL INCIDENT AND
PRIVACY BREACH**

8) the sensitivity of the Personal Information involved in the Privacy Breach; and

9) the risk of identity theft.

c) Step Three – Notification

i. If the Head determines that the Privacy Breach could reasonably be expected to result in Significant Harm to individuals, then the Head shall make arrangements to:

1) report the Privacy Breach to the Office of the Information and Privacy Commissioner; and

2) provide notice of the Privacy Breach to affected individuals, unless the Head determines that providing such notice could reasonably be expected to result in grave or immediate harm to an individual's safety or physical or mental health or threaten another individual's safety or physical or mental health.

ii. If the Head determines that the Privacy Breach does not give rise to a reasonable expectation of Significant Harm, then the Head may still proceed with notification to affected individual if the Head determines that notification would be in the public interest or if a failure to notify would be inconsistent with the Board's obligations or undermine public confidence in the Board.

iii. Determinations about notification of a Privacy Breach shall be made without delay following the Privacy Breach, and notification shall be undertaken as soon as reasonably possible. If any law enforcement agencies are involved in the Privacy Breach incident, then notification may also be undertaken in consultation with such agencies.

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POLICY NO. 2950

DISTRICT PRACTICE 2950.1

**CRITICAL INCIDENT AND
PRIVACY BREACH**

d) Step 4 - Prevention

- i. The Head, or the Privacy Officer in consultation with the Head, shall complete an investigation into the causes of each Breach Incident reported under this Procedure, and shall implement measures to prevent recurrences of similar incidents.

Contact Information

Questions or comments about this Policy may be addressed to the Privacy Officer:
PrivacyOfficer@sd6.bc.ca.

POLICY No. <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



DISTRICT PRACTICE:

Purpose

As required under section 76.1(a) of the *Freedom of Information and Protection of Privacy Act*, the Board designates the Superintendent of Schools/CEO as the official head of the school district for the purposes of the *Act*.

As permitted under section 76.1(b) of the *Freedom of Information and Protection of Privacy Act*, the Board authorizes the Privacy Officer to administer the *Act* and make operational decisions.

Procedure

The following schedule outlines the responsibilities of the Superintendent/CEO (Head) and the Privacy Officer in regards to the *Freedom of Information and Protection of Privacy Act*.

TRANSACTION	SECTION(S)	DECISION-MAKING	IMPLEMENTATION
INFORMATION RIGHTS			
Decide on severing a record	4	Head/PO	PO
Decide on duty to create a record	6	Head/ PO	PO
Decide on content of a response	8	Head/ PO	PO
Decide how access will be given	9	PO	PO

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POLICY NO. 2950

DISTRICT PRACTICE 2950.2

FIPPA DESIGNATION OF HEAD

Extend time limit up to 30 days	10	PO	PO
Request Commissioner's approval of extension	10	PO	PO
Transferring a request	11	PO	PO
Decide to apply exceptions	12-22	PO	PO
NOTICE TO THIRD PARTIES			
Third Party Notice	23	PO	PO
Notice of Decision	24	PO	PO
Other Notices	22, 33, 25	PO	PO
PUBLIC INTEREST PARAMOUNT			
Disclosure in the Public Interest	25	Head/ PO	PO
PROTECTION OF PRIVACY			
Purpose for which personal information may be collected	26	PO	PO

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POLICY NO. 2950

DISTRICT PRACTICE 2950.2

FIPPA DESIGNATION OF HEAD

How personal information is to be collected	27	PO	PO
Correction of personal information	29	PO	PO
Accuracy, protection and retention of personal information	28, 30, 31	PO	PO
Uses of personal information	32	PO	PO
Disclosure of personal information	33	PO	PO
Approve disclosure of personal information for research or statistical purposes	35	Head/ PO	PO
Privacy Impact Assessments	69	PO	PO
REVIEWS & COMPLAINTS			
Make representations to Commissioner	56	PO	PO
Burden of Proof	57	Head/ PO	PO
Disclose on order of Commissioner	59	Head/ PO	PO
REPORTS			
Annual Statistical report to Information and Privacy Branch	68	PO	PO

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POLICY NO. 2950

DISTRICT PRACTICE 2950.2

FIPPA DESIGNATION OF HEAD

Maintain School District 6's information in FOI Directory	69	PO	PO
Make copies of directory available	69	PO	PO
Make policy manuals available	70	PO	PO
Maintain School District 6's Directory of Personal Information Banks	69	PO	PO
Prescribe categories of records available without request	71	PO	PO
FEES			
Assess fees, give fee estimate, require fee deposit	75	PO	PO
Approve waiver of fees	75	Head/ PO	PO

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POLICY NO. 2950

DISTRICT PRACTICE 2950.3

FIPPA STUDENT AND EMPLOYEE

PERSONAL PRIVACY ON THE INTERNET

DISTRICT PRACTICE:

The Board encourages the use of the Internet and the publishing of web pages to enhance the teaching and learning process and to foster communication within and outside the school district.

Subject to *AP 335 – Student and Employee Personal Privacy on the Internet*, schools in SD6 Rocky Mountain have control over the posting of school web pages; however, the posting of web pages is a form of electronic publication, and is subject to all laws, including the *Copyright Act* and the *Freedom of Information and Protection of Privacy Act*. Also, school web pages must be designed to respond to concerns for student safety and security.

Procedure

The following guidelines apply to the posting of personal information of students and employees on district and school web pages:

Students

Names – Written consent from a parent or guardian is required before a student's name may be referenced on the district or a school web page. The only exception to this is when a student is recognized publicly for an achievement, that information may also be included on a school or district web page.

Student Work – Written consent from a parent or guardian is required before student work is posted on district or school web pages. When student work is posted, authorship must be acknowledged.

Photographs – To protect the privacy of students, the use of identifiable photographs of students, without written consent from a parent or guardian, is not permissible. The only exception is photographs that are taken at a public event. Such photographs may be used, provided the student(s) in the photograph are not identified by name.

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POLICY NO. 2950
DISTRICT PRACTICE 2950.3
FIPPA STUDENT AND EMPLOYEE
PERSONAL PRIVACY ON THE INTERNET

Other student information: To protect the privacy of students, no personal information that would further identify a student, beyond the student name and/or photograph, may be published on the school or district web page.

Employees

Employee personal information is subject to the Freedom of Information and Protection of Privacy Act. Employee professional contact information is not personal information for the purposes of this administrative procedure.

DRAFT

POLICY No. <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



DISTRICT PRACTICE:

Purpose

As permitted by the *Freedom of Information and Protection of Privacy Act*, the Board, will charge fees for applicants under the Act. No fees shall be charged individuals who are accessing their own personal information.

Procedure

The maximum fees to be charged applicants under the *Freedom of Information and Protection of Privacy Act* shall be as outlined below. If the total fees charged an individual applicant for an individual request are less than a total of \$25, the fees will be waived. Fees may also be waived under the conditions outlined in the [Act](#).

1. For applicants other than commercial applicants:

- | | |
|--|---|
| a) locating and retrieving a record | \$7.50 per 1/4 hour after the first 3 hours |
| b) producing a record manually | \$7.50 per 1/4 hour |
| c) producing a record from a school district-owned asset | \$7.50 per 1/4 hour |
| d) preparing a record for disclosure and handling | \$7.50 per 1/4 hour record |
| e) for shipping copies | actual costs of shipping method chosen by applicant |
| f) for copying records | |
| i) photocopies, computer printouts (black and white)
\$.30 per page (11"x17") | \$.25 per page (8.5" x 11", 8.5" x 14") |

No fees shall be charged to individuals who are accessing their own personal information.

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DISTRICT PRACTICE:

PURPOSE

As a public body that is subject to the British Columbia *Freedom of Information and Protection of Privacy Act* (the “Act” or FIPPA”), the Board is committed to upholding the principles of privacy, transparency and accountability. This means that the Board recognizes the fundamental importance of maintaining the privacy and security of the personal information that it collects, uses and discloses in the course of its operations and programs.

The Board also acknowledges and supports transparency with the community by facilitating access to Board records and information in accordance with the requirements of the Act.

DEFINITIONS

Where used in this Practice, the following terms have the following meanings:

- a) “**consent**” means express written consent to the collection, use or disclosure of personal information;
- b) “**FIPPA**” means the BC *Freedom of Information and Protection of Privacy Act*, and regulations thereto;
- c) “**Head**” means the Superintendent/CEO, and includes any person to whom the Head has delegated (in writing) their powers to act as Head;
- d) “**Personal Information**” means recorded information about an identifiable individual, but excludes a person’s business contact information;
- e) “**Practices**” means Practices enacted by the Board under its Privacy Policy;
- f) “**Records**” include any paper or electronic media used to store or record information, including all paper and electronic records, books, documents, photographs, audio or visual recordings, computer files, email and correspondence;

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POLICY NO. 2950

DISTRICT PRACTICE 2950.5

**PERSONAL INFORMATION
MANAGEMENT PROGRAM**

- g) **“Staff”** means all persons employed or engaged by the Board to carry out its operations and includes independent contractors and volunteers.

PRINCIPLES

Board Staff are responsible for:

- making reasonable efforts to familiarize themselves with this District Practice and the requirements of FIPPA, including by participating in privacy training initiatives offered by the Board;
- following responsible information management practices to ensure that the Board collects, uses and discloses Personal Information in compliance with FIPPA and other applicable laws;
- seeking at all times to protect Personal Information against unauthorized collection, use and disclosure, including by limiting the sharing of sensitive Personal Information on a need to know basis;
- cooperating with Board Practices to facilitate the appropriate release of Records within its custody or control in response to access requests received from members of the community under FIPPA;
- cooperating with Board Practices for the completion of privacy impact assessments; and
- reporting privacy breaches to the Board in accordance with the Board Practices.

ACCOUNTABILITY

The Superintendent/CEO is the “head” of the Board for the purposes of FIPPA and is responsible for the implementation of this Practice.

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DISTRICT PRACTICE 2950.5

**PERSONAL INFORMATION
MANAGEMENT PROGRAM**

The Head is responsible to appoint, oversee and, if appropriate, delegate responsibility to a Privacy Officer for the Board to supervise its Personal Information management program.

COMMITMENT TO PRIVACY PROTECTION:

The Board protects the privacy of students, staff and individuals whose Personal Information it collects, uses, shares and retains, and expects all Staff to follow responsible information management practices to ensure that the Board fully complies with its obligations under FIPPA and other applicable laws.

The Board and Staff respect the privacy and confidentiality of Personal Information entrusted to them in the course of their duties, and collects, uses and discloses Personal Information only where authorized by FIPPA.

PURPOSES FOR COLLECTING PERSONAL INFORMATION

The Board communicates the purposes for which Personal Information is collected at or before the time the information is collected, unless otherwise permitted or required by FIPPA.

In the ordinary course of carrying out its programs and activities, the Board collects Personal Information of its students for purposes including:

- registration, enrollment and transfer of students;
- to provide and deliver educational programs and services;
- to accommodate students with special needs;
- to communicate with students and respond to inquiries or complaints;
- to prepare and provide assessments of student performance;
- to supervise and ensure the safety and security of the Board (such as through the use of video surveillance);
- to investigate and respond to accidents, safety events, misconduct and similar incidents;
- to ensure compliance with applicable Board bylaws, policies and other laws;
- to make all required reports and filings to the Ministry of Advanced Education; and
- for other purposes set out in the Practices or required under applicable laws.

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**PERSONAL INFORMATION
MANAGEMENT PROGRAM**

In the ordinary course of carrying out its employment programs and activities, the Board collects the Personal Information of prospective, current and former Staff for purposes including:

- hiring and recruitment;
- to manage and administer the employment relationship;
- to communicate with authorized union representatives;
- to administer employment compensation and benefits;
- to evaluate performance and manage disciplinary incidents;
- to supervise and ensure the safety and security of the Board (such as through the use of video surveillance);
- to investigate and respond to accidents, safety events, misconduct and similar incidents;
- to ensure compliance with applicable Board policies and other applicable laws; and
- for other purposes set out in the Practices or required under applicable laws.

COLLECTION, USE AND DISCLOSURE OF PERSONAL INFORMATION:

The Board limits the Personal Information it collects to information to what is related to and necessary in order to carry out its programs and activities or for other purposes authorized by FIPPA.

The Board seeks to collect Personal Information by fair, lawful and transparent means, including by collecting Personal Information directly from the individual, except where otherwise authorized by FIPPA.

The Board seeks to inform individuals from whom it collects Personal Information the purposes for which the information is being collected, the legal authority for collecting it and the name and contact information of someone at the Board who can answer questions about the collection and use of the information.

The Board limits the internal and external use and sharing of Personal Information to what is required and authorized by FIPPA or consented to by the individual.

The Board only uses or discloses Personal Information for the purpose for which it was collected, except with the individual's consent or as otherwise required or permitted by FIPPA or other laws.

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**PERSONAL INFORMATION
MANAGEMENT PROGRAM**

SECURING PERSONAL INFORMATION:

The Board protects Personal Information by ensuring it has reasonable security safeguards in place which are appropriate to the sensitivity of the information. Such security safeguards shall include consideration of physical security, organizational security and electronic security.

All Staff have a duty to protect the privacy and security of Personal Information collected and used by them as part of their ongoing employment responsibilities, including by complying with the terms of this Practice and the FIPPA.

RETENTION:

The Board does not seek to retain Personal Information longer than necessary to satisfy the Board's applicable operational, instructional, financial and legal needs.

Personal information that is no longer required for either administrative, operational, financial, legal or historical purposes shall be securely destroyed in a confidential manner in accordance with Board policies and approved record [retention Practices](#).

ACCURACY AND CORRECTION:

The Board shall make reasonable efforts to ensure the accuracy of the Personal Information that they collect and use in the course of performing their duties.

Individuals have the right to request the correction of their Personal Information, and the Board will receive and respond to such requests in accordance with the FIPPA and Board Practices.

ACCESS TO INFORMATION:

The Board supports appropriate transparency and accountability in its operations by making information available to the public as permitted or required under FIPPA.

The Head shall, on at least an annual basis, consider and designate categories of Records that will be made available to the public without the need to make a request in accordance with FIPPA.

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**PERSONAL INFORMATION
MANAGEMENT PROGRAM**

The Board recognizes that individuals may make requests for access to Records within the custody and control of the Board, and the Board will respond to such requests in accordance with FIPPA and the Practices.

The Board recognizes that individuals have a right to access their own Personal Information within the custody and control of the Board and will facilitate such access in accordance with the requirements of FIPPA.

COMPLAINTS AND INQUIRIES

Questions or complaints about the Board's information management practices should be directed to the Privacy Officer at PrivacyOfficer@sd6.bc.ca .

The Board will respond to all complaints in writing.

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DISTRICT PRACTICE:

The Board of Education (“Board”) is responsible for ensuring that it protects the Personal Information within its custody and control, including by complying with the provisions of the *Freedom of Information and Protection of Privacy Act* (“**FIPPA**”). FIPPA requires that the Board conduct a Privacy Impact Assessment (“**PIA**”) to ensure that all collection, use, disclosure, protection and processing of Personal Information by the Board is compliant with FIPPA.

A Privacy Impact Assessment (PIA) is an in-depth review of any new or significantly revised initiative, project, activity or program to ensure that it is compliant with the provisions of FIPPA, to identify and mitigate risks arising from the initiative and to ensure that the initiative appropriately protects the privacy of individuals.

The purpose of this District Practice is to set out the Board’s process for conducting PIAs in accordance with the provisions of FIPPA.

SCOPE AND RESPONSIBILITY

This District Practice applies to all new and significantly revised Initiatives of the Board.

All employees of the Board are expected to be aware of and follow this District Practice in the event that they are involved in a new or significantly revised Initiative.

Departments and management employees are responsible to plan and implement new or significantly revised Initiatives in accordance with the requirements of this District Practice.

DEFINITIONS

Where used in this District Practice, the following terms have the following meanings:

- a) “**Employees**” means the employees, contractors and volunteers of the Board.
- b) “**Head**” means the Superintendent/CEO of the Board or any person to whom the Superintendent/CEO has delegated their powers under this District Practice.

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SUPPORTING REFERENCES, POLICIES, PRACTICES
Board and Institute Act
Freedom of Information and Protection of Privacy Act (FIPPA)
3.10 Privacy Policy: <https://www.sd68.bc.ca/document/3-10-privacy-policy/>

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- c) **“Initiative”** means any enactment, system, project, program or activity of the Board.
- d) **Personal information** means any recorded information about an identifiable individual that is within the control of the Board and includes information about any student or any Employee of the Board. Personal Information does not include business contact information, such as email address and telephone number, that would allow a person to be contacted at work.
- e) **“PIA”** means a Privacy Impact Assessment performed in accordance with the requirements of FIPPA.
- f) **“Privacy Officer”** means the Executive Director – Communications, Privacy and Community Engagement who has been designated by the Head as the Privacy Officer for the Board.
- g) **“Responsible Employee”** means the Department Head or other Employee who is responsible for overseeing an Initiative, and in the event of doubt, means the Employee designated in the PIA as the Responsible Employee.
- h) **“Supplemental Review”** means an enhanced process for reviewing the privacy and data security measures in place to protect sensitive Personal Information in connection with an Initiative involving the storage of Personal Information outside of Canada.

RESPONSIBILITIES OF THE HEAD

The administration of this District Practice is the responsibility of the Superintendent/CEO, who is the “head” of the Board for all purposes under FIPPA. The Head may delegate any of their powers under this District Practice or FIPPA to other Board Employees by written delegation.

RESPONSIBILITIES OF THE PRIVACY OFFICER

The Privacy Officer is responsible to, in consultation with the Head, ensure that all PIAs and Supplemental Reviews are completed in accordance with the requirements of FIPPA and this District Practice.

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SUPPORTING REFERENCES, POLICIES, PRACTICES
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RESPONSIBILITIES OF ALL EMPLOYEES

Any Employees responsible for developing or introducing a new or significantly revised Initiative that involve or may involve the collection, use, disclosure or processing of Personal Information by the Board must report that Initiative to the Privacy Officer at an early stage in its development.

All Employees involved in a new or significantly revised Initiative will cooperate with the Privacy Officer and provide all requested information needed to complete the PIA.

All Employees will, at the request of the Privacy Officer, cooperate with the Privacy Officer in the preparation of any other PIA that the Privacy Officer decides to perform.

THE ROLE OF THE RESPONSIBLE EMPLOYEE

Responsible Employees are responsible for:

- a) ensuring that new and significantly revised Initiatives for which they are the Responsible Employee are referred to the Privacy Officer for completion of a PIA;
- b) supporting all required work necessary for the completion and approval of the PIA;
- c) being familiar with and ensuring that the Initiative is carried out in compliance with the PIA; and
- d) requesting that the Privacy Officer make amendments to the PIA when needed and when significant changes to the initiative are made.

INITIATIVES INVOLVING THE STORAGE OF PERSONAL INFORMATION OUTSIDE OF CANADA

- a) Employees may not engage in any new or significantly revised Initiative that involves the storage of Personal Information outside of Canada until the Privacy Officer has completed and the Head has approved a PIA and any required Supplemental Review.

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SUPPORTING REFERENCES, POLICIES, PRACTICES

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- b) The Responsible Employee or Department may not enter into a binding commitment to participate in any Initiative that involves the storage of Personal Information outside of Canada unless any required Supplemental Review has been completed and approved by the Head.
- c) It is the responsibility of the Privacy Officer to determine whether a Supplemental Review is required in relation to any Initiative, and to ensure that the Supplemental Review is completed in accordance with the requirements of FIPPA.
- d) The Head is responsible for reviewing and, if appropriate, approving all Supplemental Reviews and in doing so must consider risk factors including:
 - i. the likelihood that the Initiative will give rise to an unauthorized, collection, use, disclosure or storage of Personal Information;
 - ii. the impact to an individual of an unauthorized collection, use, disclosure or storage of Personal Information;
 - iii. whether the Personal Information is stored by a service provider;
 - iv. where the Personal Information is stored;
 - v. whether the Supplemental Review sets out mitigation strategies proportionate to the level of risk posted by the Initiative.
- e) Approval of a Supplemental Review by the Head shall be documented in writing.

CONTACT INFORMATION

Questions or comments about this Policy may be addressed to the Privacy Officer at PrivacyOfficer@SD6.BC.CA

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POLICY NO. 2950

DISTRICT PRACTICE 2950.7

STUDENT'S PERSONAL RECORDS

DISTRICT PRACTICE:

Purpose

A student record is defined in the *School Act* as any record of information in written or electronic form pertaining to (a) a student, or (b) a child registered with a school but receiving a home education.

Under the *Freedom of Information and Protection of Privacy Act*, a student record includes anything on which information is recorded or stored. This includes electronic files, handwritten files, photographs and audio and video recordings.

Section 79 of the *School Act* requires that Boards of Education establish and maintain a record for each student and each child registered with the Board's schools. The Board is also required to permit a person providing health services, social services or other support services to obtain from the records information that is required to carry out those services.

The *School Act* says that school districts must establish written procedures regarding storage, retrieval and appropriate use of student records, with provisions to ensure confidentiality and privacy for students and their families. In the case of students with special needs this section is particularly important because of the sensitivity of the information contained in students' files. Districts are also required to ensure that practices for the collection, use and disclosure of personal student information comply with the *Freedom of Information and Protection of Privacy Act*.

Section 9 of the *School Act* entitles a student and his or her parents "to examine all student records kept by a Board pertaining to the student while accompanied by the principal or a person designated by the principal to interpret the records." Individuals through the *Freedom of Information and Protection of Privacy Act*, subject to the exceptions allowed by the Act, may also request copies of the student records.

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DISTRICT PRACTICE 2950.7

STUDENT'S PERSONAL RECORDS

Records maintained for students with special education needs will typically include information related to identification and assessment, an Individual Education Plan and relevant follow-up and review data and information related to monitoring of progress or placement.

In accordance with the *School Act* and the *Freedom of Information and Protection of Privacy Act*, students' personal records shall be maintained in a manner that ensures the confidentiality of information and the privacy of students and their families. Students and authorized parents/legal guardians shall have access to all information in the student record.

Procedure

The student's personal record consists of all information collected or maintained by the district pertaining to the student. A student's school file shall be maintained by the school, but student records may exist in other locations. Student records shall be subject to the following guidelines regarding content, access and storage.

A. Content of Student Records

1. The Principal is responsible for the establishment and maintenance of both a Permanent Record Card and a school file for each student registered in his or her school.
2. Notes prepared by and for the exclusive use of a teacher or administrator are not considered part of the student's school file but are subject to the requirements of the *Freedom of Information and Protection of Privacy Act*.
3. The student's school file may contain, but not be limited to the following:
 - (a) school progress and achievement history
 - (b) individual educational plans
 - (c) medical information as provided at the option of the parent or public health

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STUDENT'S PERSONAL RECORDS

- (d) a summary of interpretive tests and/or interpretive reports based on such tests. All such entries shall include the name of the person conducting the test and the entry date.
 - (e) professional assessment reports from staff and/or from outside agencies
 - (f) demographic information including legal name, birthdate, legal guardianship, citizenship and visa information if applicable, and other information required by the Ministry of Education
4. The student's school file shall contain a reference to the location of any information that is being maintained outside the central file.

B. Access to Student Records

- 1. A student or parents or guardians shall have the right to review the student's records by arrangement through the school principal.
- 2. Achievement records will be forwarded to prospective employers, or others, only upon the written request of the student or former student or parent or guardian.

C. Removal or Correction of Student Records

- 1. As permitted in Section 29 of the *Freedom of Information and Protection of Privacy Act*, students, parents or guardians may request the Board to correct or remove entries in a student record. Such a request must be made in writing, either on forms provided or in a letter.
- 2. The principal, upon receiving such a request, should make a recommendation to the Information and Privacy Coordinator, who may consult with the Superintendent/CEO before making a final decision.
- 3. If the district denies the request, the applicant shall be informed of the right to appeal to the Commissioner of Information and Privacy.

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STUDENT'S PERSONAL RECORDS

D. Security, Retention and Destruction of Student Records.

1. All employees working with student records must ensure the security and confidentiality of those records, including security of access to records.
2. The student's Permanent Record Card and Senior Secondary School Transcript shall be retained permanently.
3. No other student record shall be kept beyond its useful life. Before school files are transferred to another school, the student data should be reviewed and any information no longer considered relevant should be discarded.
4. One year after the year the student leaves the school system the student's records, with the exception of the Permanent Record Card and Senior Secondary School Transcript, may be destroyed in a manner which retains the confidentiality of the records.

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STUDENTS PERSONAL RECORD

APPENDIX A

Student Records: Use and Management

Collecting Student Information

- A school is authorized to collect information that relates directly to the school's mandate of providing educational programs and services supporting the student's educational progress.
- Collect only that information which is required for the purpose for which it is collected.
- Information must be collected, with the express written consent of the parent/guardian, guided by the Consent for Release of Information form.

Guidelines Regarding File Notes

- Write your notes with the expectation that others will read them with a critical eye.
- Don't alter the record after the fact. Strike out the comment and replace it with correction.
- Be as specific and precise as possible.
- Focus on objective, observable behaviours and statements.
- Avoid jargon or diagnostic labels.
- Do not state opinion, or hearsay.
- State only the facts.

Team Meeting Minutes

- The minutes of a team meeting for one child can be maintained in the student's file and shall be specific to that student.
- Meeting minutes that contain the names of other children should not be maintained in student files.
- School-based team (S-BT) minutes shall be maintained by the school for a period of two years after the meeting and then destroyed in an appropriate manner. S-BT minutes are best organized in a binder and stored in a secure location.

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STUDENTS PERSONAL RECORD

APPENDIX A

Documentation regarding Suicide and/or Child Abuse and Neglect

Notes and documentation regarding possible suicide and/or abuse/neglect must be stored securely and confidentially. Such documentation **is not to be retained/placed:**

- On a clipboard on a wall
- In the official student file or the designation file
- In the counsellor's file
- In caseload records
- In teacher/specialist teacher files

Because these documents are based on an alleged event or suspicion that may be unfounded, they should be treated with the utmost confidentiality.

As per District Practice 2950, all forms and documents will be stored securely and confidentially by the school principal.

Sharing Information about Students

Student information CAN be shared under the following circumstances:

- With the written **consent** of the parent/guardian; utilizing the Consent for Release of Information form, or
- To avert or minimize imminent danger to the health or safety of any person; or
- To report a child who might need protection under the Child, Family and Community Service Act; or
- To public health or social services if they are planning services for that student; or
- By order of the court; or
- As under the Youth Criminal Justice Act (Canada) to facilitate the rehabilitation of a young person; or
- To cooperate with a police and/or child welfare investigation

Ask the Assistant Superintendent if you have questions related to the following

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STUDENTS PERSONAL RECORD

APPENDIX A

circumstances:

- There may be a health or safety issue for any individual or group(s);
- To report criminal activity to police (pursuant to FIPPA);
- Where there is a demand or request to produce information for a legal proceeding; and/or
- You have questions about how a professional code of ethics may limit disclosure.

Information can NEVER be shared if there is:

- A legislative requirement barring disclosure;
- No consent and no need to know; nor overriding health/safety concerns

Requests for student information from non-custodial parent

If a student's parents are separated or divorced, school staff may receive requests from the non-custodial parent for student record information or for visits with the student at school. In these cases, school officials should confirm the entitlement of the non-custodial parent to obtain such information or to have contact with the student. This will include reviewing applicable court orders respecting custody of, and access to, the student and other relevant documents.

The custodial parent should be notified of a non-custodial parent's request for student information or for contact with the student at the school. If the school is unsure as to the legal entitlement of the non-custodial parent, or if there is serious conflict between the parents with respect to the request, obtain advice from the school district's information and privacy coordinator.

Providing Records within Rocky Mountain School District and to other School Districts

- When a student transfers to another school within SD6, the official student file and designation file are sent to that school upon receipt of the appropriate request for records.
- In the case of transfer to other public schools in British Columbia, the official student file will be transferred upon receipt of a written request from the principal of the receiving school; however, the designation file is never sent out of district. Upon receipt of the appropriate

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APPENDIX A

request for records, the school will send a copy of the most recent IEP, Behaviour Support Plan, Employee Safety Plan, copies of SD6 generated assessments and copies of third party documents (copies of copies) can be provided to the parent upon request.

- In the case of a student transferring to an Independent School or an educational institution outside of British Columbia, a **copy** only of the official student file will be transferred upon receipt of a written request from the principal of the receiving school. The original official student file is to be maintained at the school and the designation file is never sent out of district. Upon receipt of the appropriate request for records, the school will send a copy of the most recent IEP, Behaviour Support Plan, and/or copies of SD6 generated assessments. Copies of third party documents (copies of copies) can be provided to the parent upon request.
- No records are to be provided to 'schools' that are not public schools or independent schools, as defined in the Independent Schools Act and in British Columbia, listed in the Ministry document Public and Independent Schools Book.

Please Note:

Prior to a student's transfer the principal must review the official student file to ensure that extraneous material is removed and that only material necessary to enable the receiving school to provide an appropriate educational program, including all content requirements of the Ministry of Education, is included. (Note that the Freedom of Information and Protection of Privacy Act requires that any document used to make a decision that directly affects a student must be retained for one year.) Letters of suspension should remain in the student's file.

Removal or Correction of Student Records

- As permitted in Section 29 of the *Freedom of Information and Protection of Privacy Act*, students, parents or guardians may request the district to correct or remove entries in a student record. Such a request must be made in writing, either on forms provided or in a letter.

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- The Principal, upon receiving such a request, should make a recommendation to the Privacy Officer, who may consult with the Superintendent/CEO before making a final decision.
- If the district denies the request, the applicant shall be informed of the right to appeal to the Commissioner of Information and Privacy.

Retention and Destruction of Student Records

- As long as a student is enrolled in a school in the district, the official student file and designation file remain at the student's current school.
- One year after a student graduates, the school may dispose of the student's official student file and designation file. The Permanent Record Card and Transcript of Grades must be kept permanently.
- If a student withdraws from school, the student's official file and designation file should be kept until at least one year after when the student would have normally graduated. The Permanent Record Card and Transcript of Grades (if there is one) must be kept permanently.

Security of Student Records

All employees working with students records must ensure the security and confidentiality of those records, including security of access to records.

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FORM <INSERT HYPERLINK>

ADOPTED: DATE
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Student Name:		Date of Birth:
School:	Grade:	Teacher:

I hereby authorize School District No. 6 (Rocky Mountain) to:

Initial	Obtain information and/or records from Name of Agency or Organization:
Initial	Release information and/or records to Name of Agency or Organization:
Initial	Discuss information pertinent to student programming with Name of Agency or Organization:

All information will be held or disclosed on a strictly confidential basis. I understand why I have been asked to disclose this information and am aware of the benefits of consenting or refusing to consent this information.

This consent will expire one (1) year after the date of my signature below, or on the following earlier date, condition, or event

Name and Relationship of Consenting Person

Signature of Consenting Person

Date



POLICY 4106

Confidentiality and Conflict of Interest

POLICY

Confidentiality, all employees, employees of other agencies working on a school site, or volunteers shall keep confidential, personal information regarding staff, students, families, district operations, or Board business unless permitted under legislation.

1. It is essential that employees recognize their responsibility to ensure confidential information, received as a result of employment with the district, remains confidential. Confidential information is not divulged to anyone other than individuals authorized to receive such information. Disclosure of confidential information may put employees in a position of conflict of School District No. 6 (Rocky Mountain) policies and practices or may be a breach of the public's expectation of privacy as described in legislation.

A breach of confidentiality could result in the discipline of an employee, refusal of services from an outside agency, or refusal to allow access for a volunteer to students, school grounds, school buildings or school activities.

Policy 4106 is supported through other provincial ethics documents, such as, the British Columbia Teachers' Federation Code of Ethics which states:

The member respects the confidential nature of information concerning students and may give it only to authorized persons or agencies directly concerned with their welfare. The member follows legal requirements in reporting child protection issues.

And the British Columbia Teachers' Council Standards for Educators which states:

Educators act ethically and maintain the integrity, credibility, and reputation of the profession.

The Canadian Union of Public Employees describes the roles and responsibilities of Education Assistants and Youth Care Workers:

Follow the guidelines established by the school or district to protect the safety and well-being of children and youth

Conflict of interest is a delicate one that must be handled with the utmost care and consideration for employees while adhering to an unwavering commitment to high standards of employee conduct including but not limited to the following:

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: DATE
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POLICY 4106

Confidentiality and Conflict of Interest

2. District employees have a duty of loyalty to the district as their employer. This duty requires employees to provide services to the best of their ability regardless of their own personal opinion of Board direction or policy. Honesty and integrity of district employees is above reproach and coupled with impartiality in the conduct of their duties. The actions and conduct of employees must be such as to maintain a high public trust and confidence in the district.

The intent of this policy is not intended to conflict with authentic whistleblower cases as contemplated in policy XXXX.

DISTRICT PRACTICE <INSERT HYPERLINK>
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REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

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POLICY NO. 4106

DISTRICT PRACTICE

Confidentiality and conflict of Interest

DISTRICT PRACTICE: 4106

In alignment with Policy 4106, school principals and business managers within the district will review the expectations of Policy 4106 with:

1. Staff at the beginning of each school year.
2. New Staff at their site based orientation.
3. Volunteers during their orientation.
4. Contractors during their orientation to the work site.

For all contractors, expectations of confidentiality will be included in the contract for services

For all volunteers, the expectations of confidentiality will be printed on the volunteer information form.

POLICY No. <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



POLICY 8600 FIELD TRIPS

BACKGROUND

The District is bound by legislation and policy to ensure a safe and healthy work environment.

In accordance with the *Workers Compensation Act*, it is the duty of the District, as the employer, to ensure the health and safety of all workers (<https://www.worksafebc.com/en/law-policy/occupational-health-safety/searchable-ohs-regulation/workers-compensation-act/part-2-occupational-health-and-safety#SectionNumber:Part2Div4Sec21>)

Policy 10000, Occupational Health and Safety, states,

The Board of Education (“Board”) is committed to providing a safe and healthy environment for its workers. To achieve this, our District has established and will maintain an occupational health and safety program designed to prevent injuries and disease. It is also a belief of the Board that the focus on health and safety will also benefit students and the general public by providing a safe and healthy environment for all.

Under the *Workers Compensation Act*, any field trip location is considered the “workplace”. Workplace is defined as “any place where a worker is or is likely to be engaged in any work and includes any vessel, vehicle or mobile equipment used by a worker in work” (*Workers Compensation Act* Part 2 Division 1 s. 13).

Given that field trip locations are workplaces, the employer, supervisors, and workers must be made aware of all known or reasonably foreseeable health and safety hazards to which they are likely to be exposed. The field trip proposal form identifies potential health and safety hazards for staff and students, and provides assurance to staff and families that all reasonable foreseeable hazards have been assessed and risks have been mitigated.

This policy, district practice, and accompanying forms demonstrates [due diligence](#).

POLICY:

The Board of Education “Board” affirms the educational value of well-planned and supervised outdoor classroom activities, curricular, and extra-curricular field trips. The primary purpose of these trips should be to enhance the educational experiences of the participants. These experiences enrich the

REFERENCES: [Youth Safe Outdoors](#)

DISTRICT PRACTICE 8600 FIELD TRIPS

FORM 8600.1 ANNUAL PARENT GUARDIAN INFORMED CONSENT FOR OUTDOOR CLASSROOM ACTIVITIES

FORM 8600.2 PARENT GUARDIAN INFORMED CONSENT AND ACKNOWLEDGEMENT OF RISK FOR LOW RISK FIELD TRIPS

FORM 8600.3 PARENT GUARDIAN INFORMED CONSENT AND ACKNOWLEDGMENT OF RISK FOR HIGHER CARE OUTDOOR, OPEN WATER ACTIVITIES, AND TRAVEL EXCURSIONS

FORM 8600.4 PROPOSAL FOR LCOAL LOW RISK OFF-SITE ACTIVITIES

FORM 8600.5 HIGHER CARE OUTDOOR AND AQUATIC ACTIVITIES, AND TRAVEL EXCURSIONS PROPOSAL

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POLICY 8600 FIELD TRIPS

curriculum and provide opportunities for young people to develop their academic, intellectual, social and physical capabilities. Such trips will supplement the curricular and extra-curricular programs in schools.

In utilizing time from the instructional day, the public must be assured that the activities undertaken:

- (a) are, or can be, directly related to the tasks the public school is expected to perform in a relatively short school year;
- (b) cannot be more appropriately undertaken in out-of-school time;
- (c) have been planned to achieve specific curricular outcomes or educational aims.

For field trips to be of educational benefit to all students, it is necessary to ensure that all students demonstrate the ability to participate safely and abide by the expectations set out in the School and District Codes of Student Conduct.

The Board of Education supports outdoor classroom activities, low risk and higher care field trips and travel excursions.

FIELD TRIP COMMITTEE OF THE BOARD

The Field Trip Committee is made up of one trustee from each community. The committee meets once per month to review higher risk field trip applications and applications for travel excursions (international travel).

The field trip committee is committed to supporting student experiences outside of the classroom. The review process is rigorous to always ensure student and staff safety in all locations.

REFERENCES: [Youth Safe Outdoors](#)

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DISTRICT PRACTICE 8600

FIELD TRIPS

DEFINITIONS

OUTDOOR CLASSROOM ACTIVITIES

A local extension of the classroom or similar activities of a very low risk nature, occurring close to the school (e.g., short off-site walks) and at the discretion of the principals. Teacher/leader to student ratio is at the discretion of the principal.

BACKCOUNTRY

Semi-remote to remote location out of the community (e.g. river, wilderness lake, complex terrain with multiple junctions, long steep climbs/descents, rough trail terrain) with limited or no cell phone service or bus radio service; lack of clear boundaries for activity, potentially far from support services, buildings and/or vehicles not immediately accessible; more than 30 minutes from a facility with available physician and lifesaving measures and/or more than 30 minutes from emergency support services (e.g., EMS, Search and Rescue, first responders) arriving on site.

FIELD TRIP

A field trip is an activity held outside of the school grounds and is not a travel excursion. It is a trip to a specified location and applies to both curricular and extracurricular activities. There are two types of field trips: low risk and higher care. Field trips require advance planning and permission. Information regarding lower risk field trips should be forwarded to your principal at least three weeks prior to the date of the anticipated event and information regarding higher care field trips should be forwarded to the Superintendent at least two (2) months prior to the date of the anticipated event.

Low risk field trip

- The trip shall not involve any special safety considerations (e.g. does not include skiing, mountain biking, open water activities, outdoor rock or ice climbing, or back country activities).
- Granting final approval for low risk field trips shall be the responsibility of the principal unless supervision ratios are less than the guidelines provided below.
- The principal of each school shall formulate procedures for approval and supervision of low risk field trips.
- In all cases, such approval must be obtained prior to the commencement of detailed planning or

REFERENCES: [Youth Safe Outdoors](#)

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fundraising.

- Once the principal approves the low risk field trip, the plans need to be forwarded to the District Administration Building. No further approvals are required.
- Low risk field trip information will be consolidated into a report to the Board of Education in the following September.

Examples of low risk field trips

- See Appendix A

Higher care field trip

- Higher care field trips require special safety considerations (e.g. skiing, mountain biking, open water activities, outdoor rock or ice climbing, or back country activities).
- Higher care field trips that require special safety considerations require the teacher/leader and/or a third party provider to be certified in the activity (e.g. taking students rock climbing require the teacher/leader to be ACMG certified or hire a certified professional and provide their certification. Evidence of certification is not required for well-established third party business vendors).
- Once the principal approves the higher care field trip, the plans need to be forwarded to the District Administration Building for Superintendent review and approval. Final approval resides with the Field Trip Committee, a committee of the Board of Education.
- Once final approval is received by the Field Trip Committee, the approved package will be sent back to the school.
- Higher care field trip information will be consolidated into a report to the Board of Education in the following September.

Examples of Higher Risk Field Trips

- See Appendix B

NOTE: Downhill skiing is considered a higher risk trip and as such the district will offer this activity beginning at grade 4.

TRAVEL EXCURSIONS

REFERENCES: [Youth Safe Outdoors](#)

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Travel excursions are overnight event/activities held outside of the school's precinct. Overnight travel excursions will be considered for students in grades 4-12. These include curricular and extracurricular activities. There are two types of excursions: low risk and higher care. Travel excursions require advance planning and permission. Information regarding these trips should be forwarded to the Superintendent at least two (2) months prior to the date of the anticipated event.

Low risk travel excursions

- The destination for these trips shall not be beyond British Columbia or Alberta;
- The trip shall not be more than two (2) days (i.e. one overnight) in duration
- The trip shall not involve any special safety considerations (e.g. skiing, mountain biking, open water activities, outdoor rock or ice climbing, or back country activities).
- Once approval is granted by the principal, the low risk travel excursion planning package is required to be sent to the District Administration Building. No further approvals are required.
- Low risk travel excursion information will be consolidated into a report to the Board of Education in the following September.

Examples of lower care travel excursions

- One night overnight for a sport tournament

Higher care travel excursions

- The destination for these trips is beyond British Columbia and Alberta.
- The trip is in excess of two(2) days (i.e. two overnight) in duration; or
- The trip may involve special safety considerations (e.g. skiing, mountain biking, open water activities, outdoor rock or ice climbing, or back country activities or international travel, etc.).
- Whenever possible such trips should be planned around holidays in order to minimize the number of instructional days lost.
- Higher care travel excursions that require special safety considerations require the teacher/leader and/or a third party provider to be certified in the activity. (e.g. taking students rock climbing require the teacher/leader to be ACMG certified or hire a third party provider with certification).
- The Field Trip committee may grant up to a total of five (5) Teacher-on-Call days for a higher care trip. Trips requiring more than five (5) Teacher-on-Call days need to be forwarded to the Board

REFERENCES: [Youth Safe Outdoors](#)

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by the Field Trip Committee.

- For trips outside Canada, parents are required to ensure medical coverage and a passport for their child, and will be required to sign a consent and waiver form which is recommended by the Schools Protection Program.
- Under certain circumstances where it is impossible to foresee higher care trips special consideration will be given without the usual two (2) month notice.
- Once the principal approves the higher care travel excursion, the plans need to be forwarded to the District Administration Building for Superintendent review and approval. Final approval resides with the Field Trip Committee.
- Once final approval is received by the Field Trip Committee, the approved package will be sent back to the school.
- This information will be consolidated into a report to the Board of Education in the following September.

Examples of higher care travel excursions

- Two or more overnights for a sport tournament
- Group touring post secondary facilities for two or more nights
- Provincials for two or more nights
-

NOTE: all field trip and travel excursion requests must include a curricular connection to be considered for approval. Extracurricular field trips and travel excursions must be noted as such in the forms.

GENERAL CONSIDERATIONS:

School District No. 6 (Rocky Mountain) is located in the Columbia Valley which offers teachers and students an environment rich with learning opportunities. The area boasts many lakes, rivers, ski hills, hiking and biking and trails to explore. Many of these locations are without cellular service which makes these areas higher risk. The Board of Education supports outdoor learning opportunities but puts student safety at the centre of all decision making.

There are three types of field trips:

Curricular field trips are trips that are directed towards students achieving specific learning outcomes for which students are assessed. (Examples of field trips are that are connected to curricular outcomes such

REFERENCES: [Youth Safe Outdoors](#)

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as science and math and involve the entire class and are during the school day). Fees are not charged for curricular field trips.

Co-curricular activities supplement the instructional program normally occurring during school time. (Examples of this type of involvement include an extension of classroom activities, activity days and special events such as skiing).

Extra-curricular activities are those activities normally held outside of school time. (Inter-school sport activities, club and cultural travel are examples of this type of student participation). Fees are charged for these trips

- Student participation in a field trip which involves extra-curricular or co-curricular activities is optional and there may be a charge to cover the costs of transportation, accommodation, meals, entrance fees and equipment rentals. However, a field trip shall not be considered optional if it is required for students to complete specified learning outcomes or assessment requirements for a course.
- An alternative delivery for the required learning outcomes could be managed by the parent after discussion with the principal.
- In the case of optional field trips, alternate activities shall be provided to students who choose not to participate in the field trip. Students attending an optional field trip are not to be charged for the cost of providing a teacher on call for the students who choose not to participate in the field trip. Furthermore, the principal shall facilitate the inclusion of students who might otherwise be excluded due to financial hardship.
- Extended or out of province field trips shall normally be scheduled during vacation breaks in the school year. School field trips need to be managed to minimize the disruption to student learning of those on the trip and for the students at the school level.

When planning outdoor classroom activities, a field trip or travel excursion, the field trip/travel excursion leader will carefully consider the implications for student safety and the requirements for student conduct. Should a teacher determine that, in considering the responsibility for safety for all students, a student's conduct may jeopardize personal safety or the safety of others, the teacher will, as soon as possible:

REFERENCES: [Youth Safe Outdoors](#)

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- Communicate with the principal, the student’s parents, and, as appropriate, may consult with the School-Based Team or other staff involved in the student’s program.
- Work with the parents, principal, colleagues, and, where appropriate, the student, to develop an appropriate plan which could include, but not be limited to:
 - development of a behaviour plan to assist the student to change behaviour to permit the student to participate in the field trip;
 - adjusted/supported participation in the field trip, or
 - the development of an appropriate educational alternative to the field trip.
- Ability of an individual student to pay his/her share of the cost must not be a factor in determining participation in curricular field trips.
- School rules will be adhered to on all outdoor classroom activities, field trips and travel excursions.
 - The field trip/travel excursion leader is responsible for the arrangement and supervision of the travel. The principal must ensure that the transportation of pupils is in accordance with Board policy and district practice; and to ensure that any special requirements connected with the trip are met.
- Collect volunteer emergency information prior to field trip or travel excursion

The decision to proceed with/not proceed with a field trip is at the discretion of the field trip organizer. This is to be respected by our school communities and the Board of Education will support that decision.

SUPERVISION RATIOS:

The table below be used as a general guideline to help teacher/leader to student ratios.

Total points	Overall Trip Risk Rating	Suggested Minimum Ratio		
	Outdoor classroom activities	At the discretion of the principal		
<10*	Low Risk*	Ages 5-8 (1:6)*	Ages 9-12 (1:10)*	Age 13+ (1:15)*
11-20	Moderate Risk	Ages 5-8 (1:5)	Ages 9-12 (1:8)	Age 13+ (1:10)
21-30	Higher Care	Ages 5-8 (Excessive risk)	Ages 9-12 (1:6)	Age 13+ (1:8)

REFERENCES: [Youth Safe Outdoors](#)

- DISTRICT PRACTICE 8600 FIELD TRIPS
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>30	Excessive for a school program	Reduce risk factors or cancel
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*For low risk field trips, excluding low risk travel excursions, ratios may be lowered based on circumstances, locations, and experience of teacher/leader. Rationale for lower ratios must be in writing to the principal on the field trip form and approved by the Superintendent.

NOTE: Education Assistants who work directly with students with diverse abilities are NOT counted as additional adults.

NOTE: International travel excursions adult to student ratios may be subject to tour company regulations varying from the risk assessment and supervision ratio calculation too. If there is a discrepancy between the two, the number of supervisors will be the higher of the two.

Schools and field trip leaders will make professionally appropriate decisions when assigning supervisors to groups of students to be supervised.

Schools will communicate to parents, information regarding supervision arrangements, including the names of the supervisors. Any changes should be communicated to parents in as timely a fashion as possible.

TRANSPORTATION:

- All transportation practices shall adhere to the regulations and requirements of the [Motor Vehicle Act](#).
- When a group of more than fourteen (14) students is being transported, a school bus or commercial vehicle and a professional driver must be considered.
- If private passenger vehicles are being utilized, the principal must ensure that policy and district practice are being followed.
- The Board of Education will not be responsible for physical damage or repairs to the individual's vehicle or for the loss of use or safe driver discount resulting from the use of the vehicle on school business.

REFERENCES: [Youth Safe Outdoors](#)

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FORMS

OUTDOOR CLASSROOM ACTIVITY

- 1) Complete Form 8600.1, Annual Parent/Guardian Informed Consent for Outdoor Classroom Activities.
- 2) These forms are to remain at the school.

LOW RISK FIELD TRIPS

- 1) Complete Form 8600.4, the Proposal for Local Low Risk Field Trip form (includes Risk Assessment and Supervision Calculation Tool and Checklist for Local Low Risk)
- 2) Complete parent/guardian consent and waiver (This does not need to be submitted with field trip package to the District Administration Building).
- 3) Principal approval required.
- 4) Submit to the District Administration Building. Information will be collated into a report to the Board of Education in the following September.

HIGHER CARE FIELD TRIPS

- 1) Complete Form 8600.5, Proposal for Higher Care Outdoor and Open Water Activities and Travel Excursions
- 2) Complete Risk Assessment and Supervision Ratio Calculation Tool.
- 3) Complete a Risk Management Plan (Provide an itinerary card if involved in backcountry or water based travel (e.g. canoe excursions with map attached.)
- 4) Complete teacher/leaders readiness form for higher care activities if you are instructing and leading activity OR/ provide contractor information including certifications/licensing.
- 5) Complete Parent/Guardian consent, permission form, and waiver for children participating in a higher care activity.
- 6) Complete Volunteer Application, Consent, Permission form and waiver, and Health Form for higher care activities.
- 7) Complete Checklist for Higher Care Activities.
- 8) Email the checklist with proposal, detailed trip plan, risk management plan, teacher/leader readiness form, volunteer forms to the District Administration Building for review no later than two months prior to the planned event.
- 9) The package will be sent to the Superintendent for review and approval. Final approval resides

REFERENCES: [Youth Safe Outdoors](#)

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with the Field Trip committee.

- 10) Once approved, the approved field trip will be sent back to the school. Information will be collated into a report to the Board of Education in the following September

LOW RISK/HIGHER CARE TRAVEL EXCURSIONS

1. Complete the Proposal for Local Low Risk Field Trip form.
2. Complete Risk Assessment and Supervision Ratio Calculation Tool.
3. Complete a Risk Management Plan (Provide an itinerary card if involved in backcountry or water based travel i.e. canoe excursions with map attached.)
4. Complete teacher/leaders readiness form for low risk/higher care travel excursions if you are instructing and leading activity OR/ provide contractor information including certifications/licensing.
5. Complete Parent/Guardian consent, permission form, and waiver for children participating in higher care activity.
6. Complete Volunteer Application, Consent, Permission form and waiver, and Health Form for higher care activities.
7. Complete Checklist for Low Risk/Higher Care Travel Excursions.
8. Email the checklist with proposal, detailed trip plan, risk management plan, teacher/leader readiness form, volunteer forms to the District Administration Building for review no later than two months prior than then planned event.
9. The package will be sent to the Superintendent for review and approval. Final approval resides with the Field Trip committee.
10. Once approved, the approved field trip will be sent back to the school. Information will be collated into a report to the Board of Education in the following September

NOTE: Low risk travel excursions only require principal approval.

REFERENCES: [Youth Safe Outdoors](#)

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FIELD TRIPS APPENDIX A – Examples of common lower care field trips and supervision ratios

This is not an exhaustive list of field trips but it is intended to provide quick information for field trip organizers. It is up to teachers and principals to determine how best to meet their curricular objectives.

Student Grade	Number of Supervisors to Students
K – 3	1:6 / 2:12
4 – 7	1:10 / 2:20
8 – 12	1:15 / 2:30

- Playgrounds
- Short off-site walks
- Walking/sightseeing
- Educational site/Attraction visits (e.g., museums, art galleries, zoos, botanical gardens, science centres, aquariums, observations, planetariums, and other similar centres)
- Cultural and performing arts
- Sport event outings
- Industry visits
- Farm visits
- Neighbourhood/park/highway clean-ups
- Special events
- Sports and games
- Day hiking (simple terrain, local, within cell phone range, minimal fitness required, clear boundaries, close to emergency services – less than 20 minutes from EMS arrival on-site)

REFERENCES: [Youth Safe Outdoors](#)

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FIELD TRIPS APPENDIX A – Examples of common lower care field trips and supervision ratios

-
- Orienteering
 - Cross country running
 - Cycling (simple terrain, local, within cell phone range, minimal fitness required, clear boundaries, close to emergency services – less than 20 minutes from EMS arrival on-site)
 - Small wheel activities (i.e. inline skating, roller skating, scootering, skateboarding, longboarding, roller skiing, heelies)
 - Wide games (small to large group game activities that involve moving [generally running] through a semi-natural to natural environment)
 - Initiative tasks/Trust activities
 - Camping (near buildings and/or vehicles)
 - Local camping pitching camp in the schoolyard or at a local park or other well supported local site.
 - Residential camping –staying at a camp/outdoor centre with dorm/cabin/wall tent or other permanent or semi-permanent accommodations.
 - Front country camping – staying in a relatively nearby established public or private campground, with vehicle support on-site-less than 20 minutes from EMS arrival on-site.
 - Mountain biking/Fat Biking/BMX Biking (simple terrain, local, within cell phone range, minimal fitness required, clear boundaries, close to emergency services – less than 20 minutes from EMS arrival on-site)
 - Ropes Courses / Challenge Courses
 - Bouldering
 - Artificial Wall Climbing (Indoor or Outdoor)
 - Horseback Riding (simple terrain, local, within cell phone range, minimal fitness required, clear boundaries, close to emergency services – less than 20 minutes from EMS arrival on-site)

REFERENCES: [Youth Safe Outdoors](#)

DISTRICT PRACTICE 8600 FIELD TRIPS

FORM 8600.1 ANNUAL PARENT GUARDIAN INFORMED CONSENT FOR OUTDOOR CLASSROOM ACTIVITIES

FORM 8600.2 PARENT GUARDIAN INFORMED CONSENT AND ACKNOWLEDGEMENT OF RISK FOR LOW RISK FIELD TRIPS

FORM 8600.3 PARENT GUARDIAN INFORMED CONSENT AND ACKNOWLEDGEMENT OF RISK FOR HIGHER CARE OUTDOOR, OPEN WATER ACTIVITIES, AND TRAVEL EXCURSIONS

FORM 8600.4 PROPOSAL FOR LCOAL LOW RISK OFF-SITE ACTIVITIES

FORM 8600.5 HIGHER CARE OUTDOOR AND AQUATIC ACTIVITIES, AND TRAVEL EXCURSIONS PROPOSAL

ADOPTED: February 1999

Amended: June 2003, February 2005, October 2008, June 2011, June 2013, November 2013, December 2017, October 11, 2022



DISTRICT PRACTICE 8600

FIELD TRIPS APPENDIX A – Examples of common lower care field trips and supervision ratios

- Wilderness steambaths
- Aquatics (i.e swimming pool with certified lifeguards, hotel pool with appropriate adult supervision)
- Tobogganing/sledding/tubing
- Ice skating
- Cross country skiing (simple terrain, local, within cell phone range, minimal fitness required, clear boundaries, close to emergency services – less than 20 minutes from EMS arrival on-site)
- Snowshoeing (simple terrain, local, within cell phone range, minimal fitness required, clear boundaries, close to emergency services – less than 20 minutes from EMS arrival on-site)
- Ice fishing

REFERENCES: [Youth Safe Outdoors](#)

DISTRICT PRACTICE 8600 FIELD TRIPS

FORM 8600.1 ANNUAL PARENT GUARDIAN INFORMED CONSENT FOR OUTDOOR CLASSROOM ACTIVITIES

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DISTRICT PRACTICE 8600

FIELD TRIPS APPENDIX B – Examples of common higher care field trips and supervision ratios

This is not an exhaustive list of field trips but it is intended to provide quick information for field trip organizers. It is up to teachers and principals to determine how best to meet their curricular objectives.

Student Grade	Number of Supervisors to Students
K – 3*	Excessive Risk
4 – 7	1:6 / 2:12
8 – 12	1:8 / 2:16

- Travel excursion is two or more nights away from home community.
- Day hiking (complex terrain, multiple junctions, long steep climbs/descents, rough terrain, semi- remote or remote location, limited or no cell phone range, significant fitness required, lack of clear boundaries, not close to emergency services – more than 20 minutes from EMS arrival on-site)
- Camping (more that .5km from buildings or vehicles; not close to emergency services – more than 20 minutes from EMS arrival on-site)
- Mountain biking/Fat Biking/BMX Biking (complex terrain, multiple junctions, steep rough terrain, semi- remote or remote location, limited or no cell phone range, significant fitness required, lack of clear boundaries, not close to emergency services – more than 20 minutes from EMS arrival on-site, certification required)
- Rock Climbing (Outdoor: top rope, fixed face, certification required)
- Rappelling/abseiling

REFERENCES: [Youth Safe Outdoors](#)

- DISTRICT PRACTICE 8600 FIELD TRIPS
- FORM 8600.1 ANNUAL PARENT GUARDIAN INFORMED CONSENT FOR OUTDOOR CLASSROOM ACTIVITIES
- FORM 8600.2 PARENT GUARDIAN INFORMED CONSENT AND ACKNOWLEDGEMENT OF RISK FOR LOW RISK FIELD TRIPS
- FORM 8600.3 PARENT GUARDIAN INFORMED CONSENT AND ACKNOWLEDGEMENT OF RISK FOR HIGHER CARE OUTDOOR, OPEN WATER ACTIVITIES, AND TRAVEL EXCURSIONS
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DISTRICT PRACTICE 8600

FIELD TRIPS APPENDIX B – Examples of common higher care field trips and supervision ratios

-
- Horseback Riding (distant from buildings or vehicles, multiple junctions, steep ups and downs, significant water crossings or other hazards, more than 20 minutes from EMS arrival on-site)
 - Aquatics (i.e swimming in lake area with no lifeguards, lack of clear boundaries, more than 20 minutes from EMS arrival on-site)
 - Canoeing/kayaking/multiple paddler craft/rafting/rowing/sailing/paddleboarding/ snorkeling (substantial body of water, semi-remote to remote location, lack of clear boundaries, more than 20 minutes from EMS arrival on-site, certification required)
 - Cross country skiing (including Nordic Centers - complex terrain, multiple junctions, long steep climbs/descents, rough terrain, semi- remote or remote location, limited or no cell phone range, significant fitness required, lack of clear boundaries, not close to emergency services – more than 20 minutes from EMS arrival on-site)
 - Snowshoeing (including Nordic Centers - complex terrain, multiple junctions, long steep climbs/descents, rough terrain, semi- remote or remote location, limited or no cell phone range, significant fitness required, lack of clear boundaries, not close to emergency services – more than 20 minutes from EMS arrival on-site)
 - Winter camping
 - Alpine (Downhill) Skiing / Snowboarding (Grades 4+)

REFERENCES: [Youth Safe Outdoors](#)

DISTRICT PRACTICE 8600 FIELD TRIPS

FORM 8600.1 ANNUAL PARENT GUARDIAN INFORMED CONSENT FOR OUTDOOR CLASSROOM ACTIVITIES

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FORM 8600.4 PROPOSAL FOR LCOAL LOW RISK OFF-SITE ACTIVITIES

FORM 8600.5 HIGHER CARE OUTDOOR AND AQUATIC ACTIVITIES, AND TRAVEL EXCURSIONS PROPOSAL

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FIELD TRIPS APPENDIX B – Examples of common higher care field trips and supervision ratios

Commonly visited locations that require higher care field trip approvals:

Any location that is 30 minutes or more from emergency response services being on-site

All ski resorts

All Nordic centres

All open bodies of water (lakes and rivers)

All outdoor climbing areas

All National Parks

Nipika Mountain Resort

Columbia Outdoor School and Blue Lake Camp

*Note – Excessive risk activities require field trip organizers to critically assess the activity and determine if there are options to mitigate the risks to a point that minimizes risk to students. This may include increasing supervision, changing a location, specialized training, certified instructors, equipment, or not proceeding with the field trip etc.

REFERENCES: [Youth Safe Outdoors](#)

DISTRICT PRACTICE 8600 FIELD TRIPS

FORM 8600.1 ANNUAL PARENT GUARDIAN INFORMED CONSENT FOR OUTDOOR CLASSROOM ACTIVITIES

FORM 8600.2 PARENT GUARDIAN INFORMED CONSENT AND ACKNOWLEDGEMENT OF RISK FOR LOW RISK FIELD TRIPS

FORM 8600.3 PARENT GUARDIAN INFORMED CONSENT AND ACKNOWLEDGEMENT OF RISK FOR HIGHER CARE OUTDOOR, OPEN WATER ACTIVITIES, AND TRAVEL EXCURSIONS

FORM 8600.4 PROPOSAL FOR LOCAL LOW RISK OFF-SITE ACTIVITIES

FORM 8600.5 HIGHER CARE OUTDOOR AND AQUATIC ACTIVITIES, AND TRAVEL EXCURSIONS PROPOSAL

ADOPTED: February 1999

Amended: June 2003, February 2005, October 2008, June 2011, June 2013, November 2013, December 2017, October 11, 2022



**FORM 8600.3
 PARENT/GUARDIAN INFORMED CONSENT AND
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 CARE OUTDOOR, OPEN WATER ACTIVITIES, AND
 TRAVEL EXCURSIONS**

NOTE: It is assumed that students attending a field trip will travel both directions on the bus. If you require alternate travel arrangements for your child, please notify your child’s teacher and/or the Field Trip Supervisor prior to the event in writing (on permission form, as a separate letter, or by email) at least 24 hours prior to the trip. If consent is not received, students will not be released to parents or other family members.

To the Parent(s)/Guardian(s) of (name of student)	
<i>Name of Teacher(s), Grade, School</i>	
Please read the contents of this <i>Consent and Acknowledgement of Risk</i> form. Clarify any questions or concerns with the Lead Teacher BEFORE signing it.	
If this form is not signed and returned to the school by (INSERT DATE HERE) your child will not be allowed to attend.	
Program/Activity Information	
<i>Destination/activity/series of off-site activities</i>	<i>Date(s) (yyyy/mm/dd)</i>
<i>Curricular Connections</i>	
<i>Itinerary/activities</i>	
<i>Method of transportation</i>	
<i>Lead teacher</i>	<i>Total Number of Supervisors Planned</i>
<i>Supervisory arrangements</i>	
<i>Extra-curricular cost to the student</i>	
<i>What to bring</i>	
<p><i>Students who take regular prescriptions or require access to an Epi-Pen or an inhaler need to bring those medications with them. Please indicate medications taken by student on this form and advise the lead teacher where the medication is kept in the event of a medical emergency.</i></p>	

**POLICY 8600
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Other considerations: (i.e. allergies to specific drugs, certain foods, insect stings, hay fever etc.; medical conditions that may affect participation in the stated program or activity such as a recent injury, phobias, chronic conditions).

Board Responsibilities

The board will make every reasonable effort to ensure or ascertain that:

- a. The staff, volunteers and/or service providers involved are suitably trained and qualified.
- b. The students are adequately supervised during the program/activity.
- c. The location(s) used are appropriate for the activity(ies) and group.
- d. Equipment used has been inspected and deemed appropriate and safe.
- e. A Safety Plan is in place to identify and manage known risks.
- f. An Emergency Plan is in place to deal with an injury or illness to any of the students, staff, or volunteers.

Potential Known Risks

Potential known risks include the following

Additional Comments/Requirements

Consent and Acknowledgement of Risk

- 1. I consent to the mode of transportation for this activity.
- 2. I acknowledge my right to obtain as much information as I require about this program or activity(ies) and associated risks and hazards, including information beyond that provided to me by the school or board.
- 3. My child/ward has no illnesses, medical conditions or diverse abilities that make this trip inappropriate for them and I know of no health related or other reason why my child/ward should not participate in this trip.
- 4. I will supply suitable clothing for my child's participation in all activities associated with the field trip. I accept full responsibility for any inadequate clothing or equipment which I provide. I am aware that I should contact the school for further information if I am unclear about what clothing or equipment is required for the activities or the possible weather conditions.
- 5. My child/ward is aware and agrees that he or she must wear appropriate safety equipment at all times while doing activities where this is required.
- 6. My child/ward and I understand that a failure to wear required or strongly recommended safety equipment could cause or contribute to a serious injury(ies).
- 7. I freely and voluntarily assume the risks/hazards inherent in the program/activity(ies) and understand and acknowledge that my child/ward may suffer personal and potentially serious injury arising from their participation.
- 8. My child/ward has been informed that they are to abide by the rules and regulations, including directions and instructions from the school's and/or service providers administrators, instructors, volunteers, and supervisors over all phases of the program/activity.



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9. In the event my child/ward fails to abide by these rules and regulations, disciplinary action may require their exclusion from further participation, or that I be contacted to have them picked up, unless I have specified other transport arrangements. I will be responsible for any costs associated.
10. I acknowledge that it is my duty to advise the lead teacher of any medical/health concerns of my child/ward that may affect their participation.
11. I acknowledge that the board may choose to cancel the trip if travel conditions are deemed unsafe(e.g., weather, health advisory). I accept that the board will not be liable for any costs associated with such a cancellation for extra-curricular trips.
12. I consent that the board, through its employees, agents and officers, may secure such emergency medical services and advice as they deem necessary for my child's immediate health and safety, and that I shall be financially responsible for such services and advice.
13. Accidents can happen. They can be the result of the nature of the activity and can occur with or without any fault on either the part of the student or the school board, or its employees, or agents, or the facility where the activity is taking place. In permitting my child/ward to attend this trip, I am not relying on any oral or written representation or statements made by the School Board and its servants, agents, employees, or authorized volunteers, to induce me to permit my child to take the trip, other than those set out in this document.

<i>Student Name</i>	<i>Birth date (yyyy/mm/dd)</i>
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has my permission to participate.

<i>Date (yyyy/mm/dd)</i>	<i>Parent/Guardian Name</i>	<i>Signature</i>
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If there is an issue or emergency while on the field trip, please list the names and contact numbers of who we should call

<i>Name</i>	<i>Relationship</i>	<i>Primary phone number</i>	<i>Secondary phone number</i>
<i>Name</i>	<i>Relationship</i>	<i>Primary phone number</i>	<i>Secondary phone number</i>
<i>Name</i>	<i>Relationship</i>	<i>Primary phone number</i>	<i>Secondary phone number</i>

Off-Site Experience Emergency Medical Information

(Write below or attach a separate page if more space is needed)

BC Medical Services Plan Personal Health No.

Allergies (e.g., specific drugs, certain foods, insect stings, hay fever) Specify

Reaction(s) to above?

Carries Epi pen? Yes No Carries Ana Kit? Yes No

Medical/physical conditions that may affect participation in the stated program/activity (e.g., recent illness or injury, recent hospitalization or surgery, chronic conditions, phobias, etc.). Be specific.

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Specify the condition(s) and requirements for program modification or specific activities your child should not participate in

Medication(s) taken at this time (name, reason, dosage, storage, potential side effects/treatment of such)

Other Health/Medical/Dietary Concerns

Parental Responsibility in the Event of Student Illness

In the event that your child becomes ill, it is the responsibility of the parent or guardian to arrange transportation and/or accommodation until they can arrange to pick up the child. Ill students are not permitted on a bus or in a private/rented vehicle. WorkSafeBC requires employers to maintain safe and healthy work environments therefore staff are not permitted to transport ill students.

<i>Name of person to contacted in the event of student illness</i>	<i>Phone number</i>
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Signature of Parent/Guardian

Parental/Guardian Limited Waiver of Liability

I agree that in consideration of School District No. 6 (Rocky Mountain) and _____ offering my child an opportunity to participate in the activity/trip I waive any and all claims I may personally have, and release from all liability and agree not to sue the Board of Trustees, its officers, employees, agents, volunteers and representatives, for any personal injury, death, property damage or loss as a result of or arising from my child/ward's participation in the trip, arising out of any cause whatsoever, including negligence. I understand that my signature here waives my right to sue on my own behalf for damages I may incur, but not the right for myself or a guardian acting on my child/ward's behalf to sue for damages owed the child. The child's rights to sue in the event of negligence are not affected by my signature here.

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

Date (yyyy/mm/dd)

Signature of Parent/Guardian

Printed Name of Parent/Guardian

Address of Parent/Guardian

Signature of other custodian Parent/Guardian (if required)

Printed Name of other custodian Parent/Guardian (if required)

Address of other custodian Parent/Guardian (if required)

Note: This waiver element, if used, must be signed by ALL custodial parents or guardians of a child who is under the age of 19 years, unless other formal arrangements are made in writing.





**FORM 8600.5
PROPOSAL FOR HIGHER CARE OUTDOOR AND
OPEN WATER ACTIVITIES, AND TRAVEL
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HIGHER CARE FIELD TRIP OR TRAVEL EXCURSION INFORMATION			
<i>Name of trip AND destination(s)</i> Canoeing/Kayaking on open body of water/semi-remote location (ex. Columbia River near Invermere/Radium)			
<i>Departure date (yyyy/mm/dd)</i>	<i>Departure time</i>	<i>Return date (yyyy/mm/dd)</i>	<i>Return time</i>
<i>Grade</i>	<i># of students</i>		
Educational Value			
<i>Purpose of trip – Curricular connections, competencies, and content</i>		<i>Student preparation (i.e. re: knowledge, skills, attitudes, fitness)</i>	
<i>Activity(ies) that will occur</i>		<i>Follow-up activity(ies) that will occur</i>	
Equal access for all students: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> See attached			
Diverse needs addressed: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> See attached			
Evaluation			
<i>Criteria for success of off-site experience</i>			
<i>Process to determine success</i>			
Approval			
<i>Name of Lead Teacher (please print)</i>		<i>Date (yyyy/mm/dd)</i>	<i>Signature</i>
<i>Name of Administrator (please print)</i>		<i>Date (yyyy/mm/dd)</i>	<i>Signature</i>
<i>Superintendent of Schools (to be sent for approval no later than two months before planned activity)</i>		<i>Date (yyyy/mm/dd)</i>	<i>Signature</i>
<i>Trustee Committee (DAB to include correspondence)</i>			



**FORM 8600.5
PROPOSAL FOR HIGHER CARE OUTDOOR AND
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CONTACT INFORMATION			
Supervisors' Names (please indicate if they are Staff (S), Volunteer (V), Other (O))	Role/Responsibilities/Duties	Capacities (relevant knowledge, skills, fitness and experience?)	Contact information C – cell A – alternate # E - email
<i>Lead teacher/organizer Please attach relevant training and certification to form</i>			(C) (A) (E)
<i>Principal (participating in activity?)</i>			(C) (A) (E)
<i>Other Supervisor</i>			(C) (A) (E)
<i>Other Supervisor</i>			(C) (A) (E)
<i>Assistants/Volunteers</i>			
<i>Assistants/Volunteers</i>			
<i>Name of service provider (SP) (if applicable)</i>	<i>SP contact person</i>	<i>SP phone</i>	
<i>Total number of supervisors</i>			
Supervision Plan and Site Assessment.			
<i>Briefly describe the supervision processes and site assessment to be used: e.g., large or small group setting(s); lead/sweep; head counts; buddy system; level of supervision (constant visual, on-site, in the area); other elements of supervision plan as relevant. Please list features of the site, such as, availability of communication, distance and time from emergency service, emergency access, site risks, etc.</i>			
Volunteer Plan (If relevant)			
<i>Process to identify, screen if/as appropriate</i> <input type="checkbox"/> Criminal Records Check <input type="checkbox"/> Child Protection Training			
<i>Volunteer briefing process re: their roles and responsibilities (e.g. briefing to be conducted when, where, how, by whom)</i>			



**FORM 8600.5
PROPOSAL FOR HIGHER CARE OUTDOOR AND
OPEN WATER ACTIVITIES, AND TRAVEL
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Communications Plan			
Detail schedule of routine check-ins			<i>Initials</i>
What method of communication			<i>Initials</i>
Who to be contacted			<i>Initials</i>
Detail contingency plan if check-in missed			<i>Initials</i>
Yes No Other staff, supervisors, volunteers briefed re: logistics, roles/responsibilities/duties, expectations, communications, safety plan and emergency plan?			
Transportation Plan <i>(Check all that apply)</i>			
Method		Driver	
<input type="checkbox"/>	Walking	<input type="checkbox"/>	Professional driver
<input type="checkbox"/>	Board-owned bus/van	<input type="checkbox"/>	Volunteer driver (staff/other supervisor)
<input type="checkbox"/>	Public Transport	<input type="checkbox"/>	Other (specify)
<input type="checkbox"/>	Charter bus	<input type="checkbox"/>	
<input type="checkbox"/>	Transport not provided; participants responsible for own		
<input type="checkbox"/>	Other (by service provider)		
Driver(s) aware of route and safety expectations?			
Volunteer driver information			
Driver name	Vehicle (Make/Model)	License Plate #	Vehicle inspection completed
Other modes of transportation (public transit, planes, trains, ferry, boats etc.)			



**FORM 8600.5
PROPOSAL FOR HIGHER CARE OUTDOOR AND
OPEN WATER ACTIVITIES, AND TRAVEL
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Accommodation Arrangements			
Date of Arrival (yyyy/mm/dd)	Location (City/Town/ approx. land coordinates)	Name of Accommodation	Phone number
Budget			
Expenses		Source(s) of funding and amounts	
Transportation:		School budget:	
Food/Meals:		Fundraising (specify)	
Accommodations:		Fee/Student:	
Service Providers:		Other (specify):	
Fees/Licenses:		Other (specify):	
Other (specify)		Other (specify)	
<i>Total cost and estimates for major budget items (e.g. food, gas, etc.)</i>			
Emergency Plan			
First Aid kit(s) (stocked and carried/accessible): <input type="checkbox"/> Yes <input type="checkbox"/> No			
Emergency communications equipment carried and/or accessible (check any and all that apply): <input type="checkbox"/> Telephone <input type="checkbox"/> Cell phone <input type="checkbox"/> Service Provider Responsibility <input type="checkbox"/> None <input type="checkbox"/> Other (specify):			
<i>Contacts and numbers, if relevant</i>			
<i>Name of Primary First Aider, if relevant</i>		<i>Certification(s) Held, if any</i>	
<i>Name of school contact available 24/7</i>	<i>Home</i>	<i>Work</i>	<i>Cell</i>
Procedure if a participant is ill or has a non-life-threatening injury:			



**FORM 8600.5
PROPOSAL FOR HIGHER CARE OUTDOOR AND
OPEN WATER ACTIVITIES, AND TRAVEL
EXCURSIONS**

Emergency Contacts		
Types of Emergency Service	Agency	Phone Number
Search and Rescue	Columbia Valley Search and Rescue	9-1-1
Medical	Invermere & District Hospital	9-1-1 / 250-342-9201
Fire	Radium Hot Springs Volunteer Fire Department	9-1-1 / 250-347-6455
	Invermere Fire Department	9-1-1 / 250-342-3200
Police	RCMP	9-1-1
Local Police – non emergency phone number		1-250-342-9292
Names and locations of nearest medical facilities (<i>Distinguish where there are changes at different points along the trip</i>) Invermere & District Hospital 850 10 th Avenue Invermere, BC V0A 1K0		
Safety Guidelines		
I am familiar with relevant board policies, district procedures and the <i>YouthSafe Outdoors: Safety First! Guidelines for BC School Off-site Experiences</i> : <input type="checkbox"/> Yes <input type="checkbox"/> No		
Student or staff illness plan		
Student illness plan:		
Staff illness plan:		
Attachments Checklist (<i>Check all that apply and attach to this form</i>)		
<i>Completed Checklist for Higher Care Outdoor and Open Water Activities, and Travel Excursions (included in proposal)</i>	<i>Volunteer Driver Application form (to be completed, if applicable)</i>	
<i>Risk Management Plan including average weather forecast (included in proposal)</i>	<i>Service Provider Proposal, Agreement and/or Contract (to be completed, if applicable)</i>	
<i>Risk assessment and supervision ratio calculation tool (included in proposal)</i>	<i>Attach bus manifest</i>	
<i>Itinerary Card for backcountry and open water activities (included in proposal)</i>	<i>Other (i.e. Teacher/Leader training and certifications):</i>	

**POLICY 8600
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**FORM 8600.5
PROPOSAL FOR HIGHER CARE OUTDOOR AND
OPEN WATER ACTIVITIES, AND TRAVEL
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<i>A copy of form 8600.3 of the Parental/Guardian Consent, Acknowledgement of Risk and Limited Waiver for Higher Care Activities/Travel Excursions</i>		
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**POLICY 8600
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**FORM 8600.5
PROPOSAL FOR HIGHER CARE OUTDOOR AND
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		CHECKLIST FOR HIGHER CARE OFF-SITE ACTIVITIES			
	Y = Met	X = Not Met	? = Need More Information	NA = Not Applicable	
Met	Criteria				
	Administrative process respected (e.g. proposal submitted to District Administration Building no later than two months before event unless it is for activities such as a championship and planning could not be made in advance)				
	Accessibility/eligibility policy addressed (e.g., equal access, voluntary participation, diverse abilities addressed)				
	Educational and/or other value of the activity is evident (e.g., goals, objectives)				
	Activity/trip is appropriate for the students (e.g. age, preparation, and follow-up)				
	Duration of the activity/trip is appropriate and can be accommodated in the organization calendar				
	Destination or route assessed and appropriate (through pre-visit and/or other data collection)				
	Itinerary and activities are outlined and fit the objectives				
	The group appears adequately prepared for activity (e.g., knowledge, skills, attitudes, fitness, clothing, equipment)				
	Program and activity are sanctioned by the board				
	Parent/guardian information meeting date is planned, if one is appropriate for the trip (e.g. multi-day travel excursions)				
	The location/facility is assessed and appropriate for the students (e.g., sufficiently clean; hazards removed or identified to students)				
	Parent/guardian acknowledgement of risk and consent collected				
	Relevant student health and medical information, and emergency contacts secured				
	Budget and financial arrangements appropriate (e.g. financial accessibility, sources of funding, payment schedule)				
	Transportation arrangements acceptable (type of vehicle and type of driver)				
	Number of supervisors and supervision plan are appropriate for group activities and sites/areas				
	Ensure volunteers have completed CRCs and child protection training				
	Plan to ensure all students are clear re: rules, behavioral expectations and consequences				
	If overnighting, accommodation arrangements are acceptable (safety, hygiene, security)				
	Leadership is competent to instruct/lead the particular group in the identified activity(ies) and environment(s)				
	Plan in place to brief supervisors re: trip purpose, logistics, roles/responsibilities, safety plan, emergency plan, etc.				
	Risk Management Plan is in place (i.e. procedures for managing the key inherent risks of the activities, environments, and students).				
	Emergency Plan is in place to deal with injured/ill/lost/stranded student(s) or other members of the group (e.g., training, kits, communications equipment, back-up transportation, Emergency Services contacts)				
	Confirmation of the presence of appropriate alternative contingency plan(s) if the trip/part of the trip can't happen				
	Destination contact and phone number, e.g., outdoor centre, camp, local authority(ies)				
	Additional insurance needs addressed, if relevant (e.g., out-of-province medical, hospital care)				
	List of documents leader will carry (e.g., trip plan, permits, passenger lists, medical conditions and emergency contacts of students).				
	Principal or designate to receive copy of finalized trip plan, signed consent forms, passenger lists and other relevant documents (send to District Administration Building)				
	An appropriate plan in place to evaluate the activity/trip (e.g., criteria for success, process to evaluate)				
<i>Comments</i>					

**POLICY 8600
DISTRICT PRACTICE 8600**

DATE: August 2022



**FORM 8600.5
HIGHER CARE OUTDOOR AND AQUATIC ACTIVITIES,
AND TRAVEL EXCURSIONS PROPOSAL**

Risk assessment and supervision ratio calculation tool	Hazards	Risks (likely or probability of exposure to the hazard – low, medium, high)	Mitigation Strategies	Plan/Notes
	Becoming lost or separated from the group or the group becoming split up	Low	Canoe/kayak as a group; Lead and sweep Head count	See Supervision Plan and Site Assessment on page 2.
	Injuries related to slips, trips, and/or falls	Moderate	Proper footwear Identifying slip/trip/fall hazards	
	Hypothermia due to remaining in cool/cold water too long or due to insufficient clothing;	Low	Assess temperature on field trip day. Cancel if too cold or raining. Appropriate clothing	
	Injuries related to lifting, carrying, walking with, or putting down the craft and/or packs;	Low	Training on how to lift and carry water craft	
	Weather changes creating adverse conditions (e.g., cold, wind, precipitation)	Low	Assess temperature on field trip day. Cancel if weather is unstable.	
	Complications of an injury/illness due to remoteness and time to emergency services.	High	Staff and volunteers have first aid training. Itinerary card for backcountry and open water activities is completed.	Varies due to location
	Injuries related to capsize of craft or falling out of craft (e.g., due to hazards such as high or low water levels, strong currents, cross currents, weirs, shoals, dead heads, rocky shorelines or other factors)	Moderate	Monitor weather – if wind picks up, head to shore Discourage horseplay	
	Drowning or near drowning	Low	Assess student swim skills Wearing approved personal floatation devices	

**POLICY 8600
DISTRICT PRACTICE 8600**

DATE: August 2022

Average Weather Forecast (Invermere)

Average low/high temperature	May (6/17) June (10/21) September (7/19) October (2/11)
Average wind speed/direction	May 5.9 km/hr June 5.7 km/hr September 5.5 km/hr October 5.6 km/hr
Average precipitation type/amount	Rainfall May 43mm June 61mm September 33mm October 24mm
<i>Site/area investigation (from pre-visit, guidebooks, talking to local authorities, etc.). Comment on results of investigation (e.g. suitability for group and objectives)</i>	
<i>Winter road conditions report (provide average information from DriveBC or other reliable source if available):</i>	
<i>Other local conditions report (e.g. from Parks office or other reliable source. May include snow report, water levels, wildlife warnings, etc. as relevant)</i>	



**FORM 8600.5
HIGHER CARE OUTDOOR AND AQUATIC ACTIVITIES,
AND TRAVEL EXCURSIONS PROPOSAL**

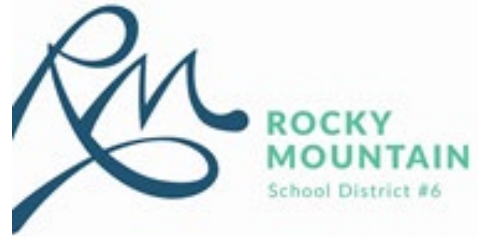
ITINERARY CARD FOR BACKCOUNTRY AND OPEN WATER ACTIVITIES

Day No.	Of Number of Days	Objective								Date (yyyy/mm/dd)
Location (Place Name, Camp #)	GPS Coordinates, Grid Reference, or Key Landmarks		Grid (Map) Bearing	Horizontal Distance	Height		Start Time	Program Activity	Known Hazards	Safety Procedures for These Hazards
	From	To			Gained	Lost				
Totals	Grid Reference refers to 6-digit location reference # (easterly, northerly)		Remember declination for field bearing	To nearest tenth of a kilometer	In meters or feet (specify)	In meters or feet (specify)			Keywords/ Phrases to cue unique hazards	Key words/phrases to cue unique procedures detailed in Risk Management Plan
Environmental Forecast for the day			(Enter data or note N/A if not applicable)				Alternative Routes/Plans			
Temperature (low/high)										
Wind speed/direction (from)										
Clouds (type/% coverage)										
Precipitation (type/amount)										
Time of dusk										
Water level (low, medium, high)										
Snow conditions (depth of base in cm/depth new in cm/avalanche hazard rating)										

**POLICY 8600
DISTRICT PRACTICE 8600**

DATE: August 2022

DATE: May 9, 2023
TO: Board of Trustees
FROM: Alan Rice, Secretary Treasurer
SUBJECT: Budget Utilization Summary – April 30, 2023
ORIGINATOR: Alan Rice
REFERENCE: Budget Utilization Summary - April



PUBLIC BOARD MEETING

ISSUE

That the Board of Education receive a report on year-to-date operating expenditures compared to budget and prior year data as information.

BACKGROUND

This report is to provide the Board with information concerning fluctuations in operating expenditures on a monthly basis.

CURRENT SITUATION

Instruction: increase of approximately \$1,493,000 from prior year attributable to increase in salaries and benefits (which includes the retroactive pay increases for teachers) due to enrolment growth, TTOC replacement costs, District Day, Pro D and travel. Actual amounts are lower than budgeted with a variance of 2.65% below estimated for the current year.

Administration: increase of approximately \$284,000 from prior year which is attributable to increases to salary and retroactive pay, dues, fee and professional services. Actual amounts are consistent with budgeted with a variance of 0.58% above estimated.

Operations and Maintenance: increase of approximately \$203,000 from prior year. Primarily attributable to supplies, equipment and services. Actual amounts are lower than budgeted with a variance of 3.26% below estimated. The remaining months of the fiscal year/spring is when a number of annual maintenance and projects are to be completed.

Transportation and Housing: increase of approximately \$80,000 from prior year. Attributable to supplies. Actual amounts are 5.27% below estimated. Maintenance on busses fluctuates throughout the year and depends on emergent issues.



PUBLIC BOARD MEETING

CONCLUSION

Expenditures to date are below budget by 2.69% and greater than the prior year by \$2,060,000 for the same timeframe. The operating variance of actual to budget for year-to-date is considered reasonable.

RECOMMENDATION

Continue to monitor on a monthly basis.

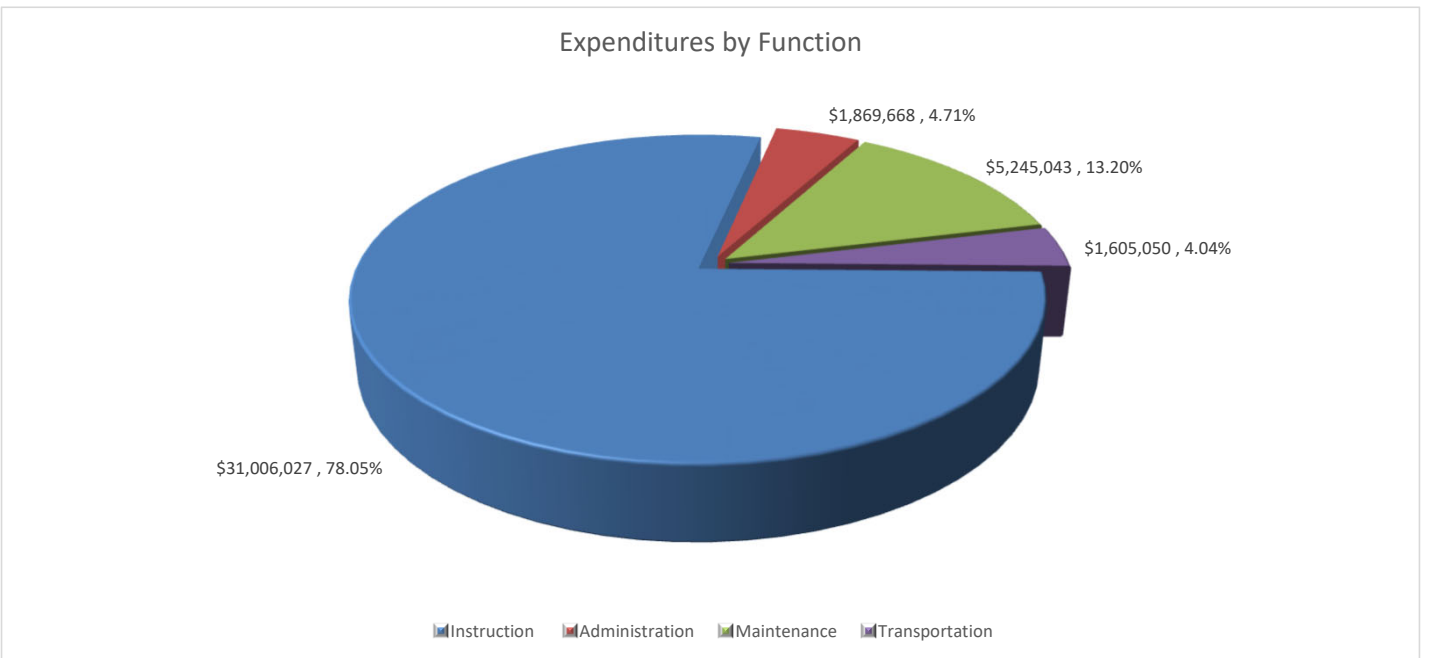
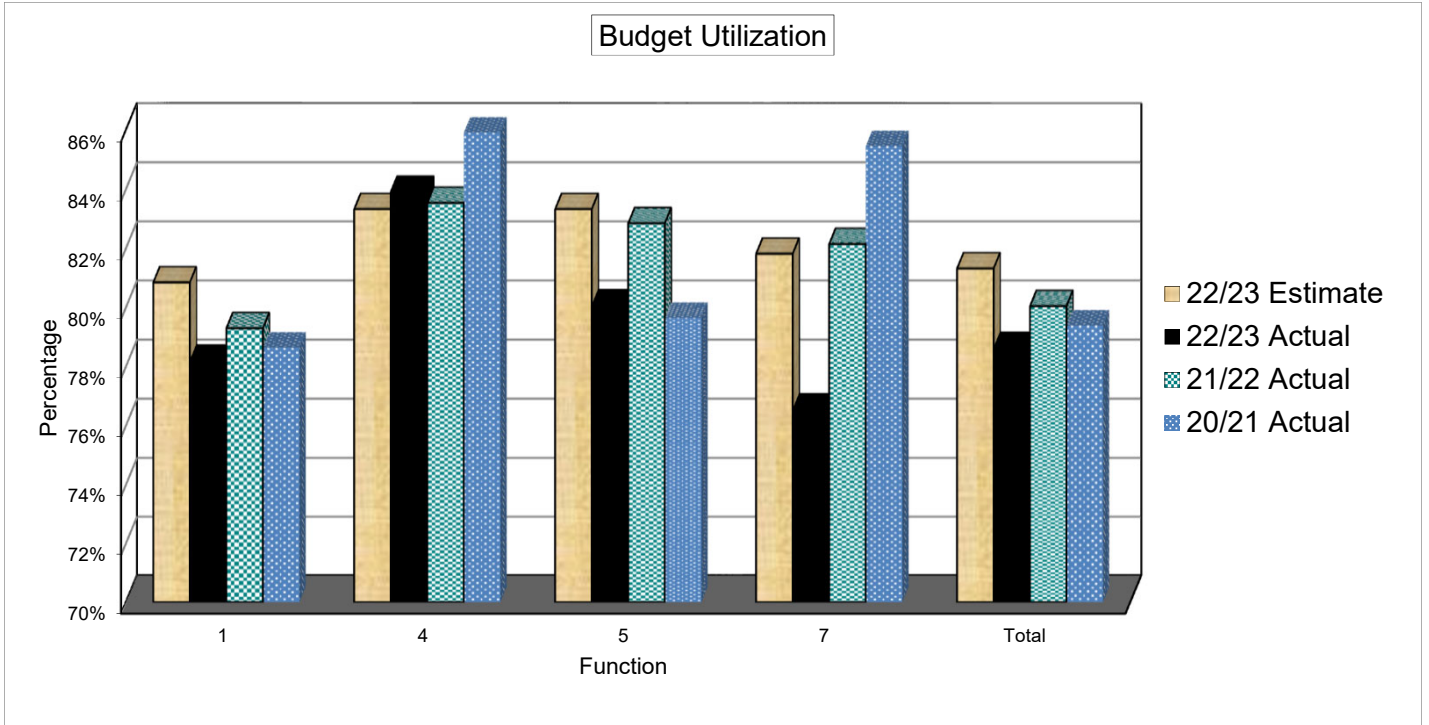
STRATEGIC ALIGNMNET

Resource allocation for student success, budget monitoring and financial stewardship.

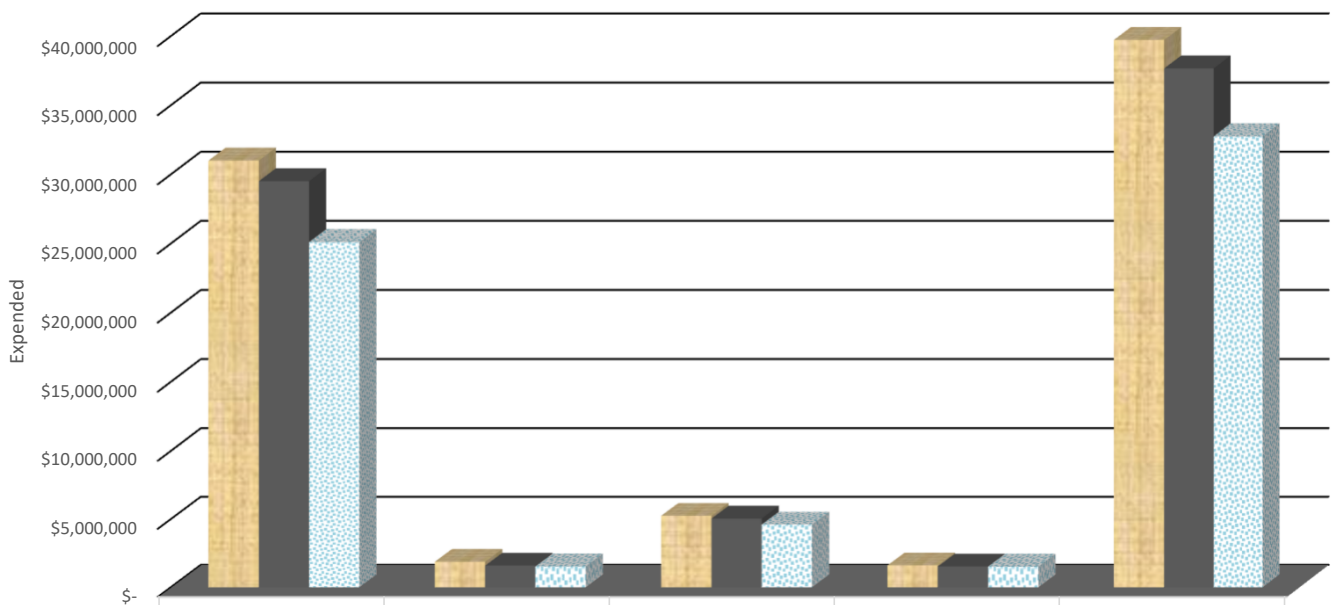


ROCKY MOUNTAIN SCHOOL DISTRICT No. 6
BUDGET UTILIZATION SUMMARY
April 30, 2023

<u>FUNCTION</u>	<u>#</u>	<u>MONTHS</u>	<u>BUDGET</u>	<u>2022/23 EXPENDED</u>	<u>ACTUAL</u>	<u>ESTIMATE</u>	<u>2021/22 ACTUAL</u>
Instruction	1	10	\$ 39,648,342	\$ 31,006,027	78.20%	80.85%	79.30%
Administration	4	12	\$ 2,228,312	\$ 1,869,668	83.91%	83.33%	83.54%
Maintenance	5	12	\$ 6,550,871	\$ 5,245,043	80.07%	83.33%	82.85%
Transportation	7	11	\$ 2,096,647	\$ 1,605,050	76.55%	81.82%	82.15%
Total			\$ 50,524,172	\$ 39,725,788	78.63%	81.32%	80.05%



3 Year Actual Expenditure Comparison



	1	4	5	7	Total
■ 2022/23 Actual	\$31,006,027	\$1,869,668	\$5,245,043	\$1,605,050	\$39,725,788
■ 2021/22 Actual	\$29,513,042	\$1,585,773	\$5,041,768	\$1,525,526	\$37,666,109
■ 2020/21 Actual	\$25,105,001	\$1,531,740	\$4,601,957	\$1,518,581	\$32,757,279

DATE: May 9, 2023

TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: Assessing the risk of violence in schools

ORIGINATOR: Surrena Craig, District Health & Safety Officer

REFERENCE: [Maintaining School Safety: A Guide for School and Police Personnel in B.C.](#)
[Workplace Violence Risk Assessment: A Template for K-12 Public Education – Compliance](#)
[Community Violence Threat Risk Assessment Protocol Guide for British Columbia](#)



ISSUE: The Board of Education be provided information on how the risk for violence is assessed and mitigated in School District No. 6 (Rocky Mountain) (SD6).

BACKGROUND

SD6 must assess and respond to the risk of violence that comes from many forms including, physical (including intimate partner violence), verbal (including hate speech), psychological and sexual violence. Assessing the risk of violence requires analysis of who may be at risk including students, staff, school community, and the public.

The four main responsibilities of SD6 are:

1. Recognize the risk.
2. Assess and plan.
3. Respond to the risk.
4. Report and communicate post-incident.

In the past two years, each school, Operations, Zone and Board offices have completed the annual violence risk assessment. The Assessment evaluates the circumstances and locations that may present a danger for violence and how to mitigate and prevent the risk. This is a WorkSafeBC requirement for all workplaces and is reviewed annually with the site-based Health & Safety Committees.



CURRENT SITUATION

The Ministry of Education and Child Care (MOECC) is committed to ensuring the entire K-12 education sector has safe spaces to learning and work. A part of that work has been to assess the risk of violence in schools. This work has been a priority for over a decade and has led to important initiatives that includes the Expect Respect and a Safe Education (*erase*), Violence Threat Risk Assessment (VTRA) Protocols and the WorkSafeBC K-12 Violence Prevention working group and tools.

SD6 offers training, education, tools, and supports to students and staff to recognize the risk of violence and how to report it. Trained staff members, often with the support of community partners, can assess and create a plan including communication to the school community. After each incident, a debrief is held and we learn how to better our response.

In the past few years, we have initiated safety protocols such as lockdown, as needed or when directed by the local RCMP. In all cases, the systems in place have recognized the risk and responded quickly and effectively to reduce or eliminate the risk of harm to student, staff, and the community. The risk level for schools in SD6 is considered low.

All schools practice six (6) fire drills, two (2) lockdown and (2) hold and secure drills annually. Staff are aware of when the drills will be held, and they are documented. Individual safety plans or evacuation plans are created for students or staff that require additional supports. SD6 will be launching an Emergency Preparedness and Response webpage on the District website.

SD6 works closely with local RCMP to ensure our practices are current and appropriate for the risk in the local area. This includes keeping all exterior doors locked except the front door. Unless directed to lock the front door, it is important that we have a safe access point for staff and students to enter if there are external risks (i.e. wild animals or environmental risk) that may put students or staff at risk of harm. SD6 focuses on being proactive, not reactive.

CONCLUSION

The key to violence prevention is recognizing the risk and behaviors associated with violence. Violence prevention is everyone's responsibility, and it requires the commitment of all levels of the organization to be successful. SD6 will continue to evaluate the risk and the changing environment to respond effectively to the risk of violence in schools.



May 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2 Labour Relations Committee Virtual 12:30	3	4	5	6 Ready, Set, Learn Pothole Park, Invermere 9:00 am-12 pm
7	8	9 Board of Education Meeting, Marysville Elementary School 6:00 pm In-Camera 7:00 pm Regular	10 Engagement Session, David Thompson Secondary School 6:00-8:00 pm	11 Engagement Session, Golden Secondary School 6:00-8:00 pm For NES, APES, LGES, and GSS	12	13
14	15	16	17 Engagement Session, Marysville Elementary School 6:00-8:00 pm Engagement Session, Eileen Madson Primary School 6:00-8:00 pm	18	19	20
21	22 Victoria Day – No School	23 Engagement Session, McKim Middle School 6:00-8:00 pm Engagement Session, J. Alfred Laird Elementary School 6:00-8:00 pm	24 Engagement Session, Selkirk Secondary School 6:00-8:00 pm Ready, Set, Learn Nicholson Elementary School, Nicholson 4:00-6:00 pm	25 Engagement Session, Martin Morigeau Elementary School 6:00-8:00 pm	26 Retirement Celebration Event at Fairmont Hot Springs Resort	27
28	29	30 Policy Committee Virtual at 4:30 Engagement Session, Lindsay Park Elementary School 6:00-8:00 pm Engagement Session, Edgewater Elementary School 6:00-8:00 pm	31 Field Trip Committee Virtual at 4:30			

June 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6 Labour Relations Committee Virutal 12:30	7 Ready, Set, Learn Blarchmont, Kimberley 4:00-6:00 pm	8	9	10
11	12	13 Board of Education Meeting, Alexander Park Elementary School 6:00 pm In-Camera 7:00 pm Regular Selkirk Secondary School, Awards Night, McKim 7:00 p.m.	14	15	16 Selkirk Secondary School, Prom	17 Selkirk Secondary School, Graduation Ceremony, Civic Centre 3:00 p.m.
18	19 David Thompson Secondary School Subject Awards Day	20	21	22	23	24
25	26	27 Policy Committee Virtual at 4:30	28 Field Trip Committee Virtual at 4:30 David Thompson Secondary School, Grand March and Dinner Reception Time: 5:00 p.m. Golden Secondary School, Grad Ceremony, Arena 6:00 p.m.	29 Last Day of School for Students David Thompson Secondary School, Grad Ceremony (Cap and Gown) and Dry Grad Time: 4:00 p.m. Golden Secondary School, Prom, Kicking Horse Mountain Resort 6:00 p.m.	30 Administrative Day for Teachers	

More Calendars: [July](#), [August](#), [2023](#)