



**BOARD OF EDUCATION
PUBLIC MEETING
By Live Event
June 28, 2022 – 7:00 p.m.**

A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc'ianew Nation, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)
2. **AGENDA (page 2)**
 - 2.1 Call for amendments and additional items
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of June 28, 2022, as presented (or as amended).
3. **MINUTES (page 5)**
 - 3.1 Call for amendments to minutes
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of the May 24, 2022, as presented (or amended).
4. **INFORMATIONAL ITEMS AND ANNOUNCEMENTS**
 - 4.1 Board Chair Update – Ravi Parmar
5. **EDUCATIONAL PRESENTATIONS**
 - 5.1 Student Trip to Peru– March 18-26, 2023 – Belmont Secondary School – Reisha Williams (page 10)
Motion Requested: That the Board of Education of School District 62 (Sooke) approve the Belmont Secondary School trip to Peru from March 18-26, 2023, subject to the oversight and direction of the Superintendent's office.
 - 5.2 The Na'tsa'maht Education Agreement – Paul Block (page 59)
Motion Requested: That the Board of Education of School District 62 (Sooke) accept and endorse the Na'tsa'maht Enhancement Agreement 2022-2027 as presented and in preparation for the official signing ceremony on September 27, 2022.

6. CORRESPONDENCE & DELEGATIONS (page 67)

- 6.1
 - a. Email from MLA Karin Kirkpatrick dated June 8, 2022 RE: Delay of Provincial Capital Funding for Local Partners
 - b. Letter from The Village Initiative dated June 3, 2022 RE: Capital Partnership
 - c. Letter from the Coalition for Healthy School Food of BC dated June 20, 2022 RE: Requesting School District 62's Endorsement of a Universal School Food Program
- 6.2 Standing Delegations (STA, CUPE, PVP, SPEAC, CPF) – 5 minutes each

7. FINANCE, FACILITIES AND SERVICES

- 7.1 Resources Committee – Meeting of June 14, 2022 – Ravi Parmar (page 78)
Motion Requested: That the Board of Education of School District 62 (Sooke) approve the 23/24 Major Capital Plan submission as presented to the Resources Committee on June 14, 2022.

Motion Requested: That the Board of Education of School District 62 (Sooke) develop a Business Continuity Plan (BCP) Policy and Regulation in the fall of 2022 to ensure that the BCP is maintained and updated on an annual basis. Furthermore, and be reviewed every 3 years.

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the design guiding principles, reflective of the voices of our students, partners, Indigenous nations, and community for capital projects, as presented to the Resources Committee on June 14, 2022.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of June 14, 2022.

- 7.2 Equine Academy Fees – David Strange (page 82)
Motion Requested: That the Board of Education approve an amendment to the 2022/23 Equine Academy fees from \$1459 to \$1890. Additionally, that the Board of Education instruct the District Principal of Academies to begin working with families in regards to this change in fee, and to refund any fees currently paid to families who choose to opt out of the 2022/23 program.

8. EDUCATION PROGRAM

- 8.1 Education-Policy Committee – Meeting of June 7, 2022 – Allison Watson (page 83)
Motion Requested: That the Board of Education for School District 62 (Sooke) give Notice of Motion to draft revised Policy F-204 “Naming of Schools”.

Motion Requested: That the Board of Education for School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations D-121 “Animals on District Property and in Classrooms”.

Motion Requested: That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations F-502 “School Catchment Areas & Student Placement”.

Motion Requested: Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT the draft revised Policy and

Regulations F-501 “Emergency Preparedness”

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of June 7, 2022.

8.2 Westshore Campus Renaming – Paul Block (page 147)

Motion Requested: The the Board of Education of School District 62 (Sooke) move to change the school name from Byte Alternative School to Westshore Secondary School effective June 1, 2022. For Internal purposes, the school district will identify the regional campuses as Westshore Secondary - Colwood Campus & Sooke Campus.

9. STUDENTS

10. FOUNDATIONS & GOVERNANCE

10.1 Board Work Plan 90 Day Outlook – Ravi Parmar (page 153)

11. ADMINISTRATION

11.1 Superintendent’s Report – Scott Stinson (page 154)

12. PERSONNEL

13. UPCOMING EVENTS

14. FUTURE ITEMS

15. QUESTION PERIOD

Members of the public have the opportunity to ask questions related to agenda items discussed at tonight’s meeting using the QA function in MS Teams. Individuals must identify themselves and ask questions directed to the Chair. Members of the media can direct their questions to the Manager, Communications for response following the meeting.

16. ADJOURNMENT



**MINUTES
BOARD OF EDUCATION
PUBLIC MEETING
LIVE MS Teams Event
May 24, 2022 – 7:00 p.m.**

TRUSTEES: Bob Beckett, Vice-Chair Dianna Seaton
Wendy Hobbs Bob Phillips
Margot Swinburnson Allison Watson

STAFF: Scott Stinson, Superintendent
Harold Cull, Secretary-Treasurer
Paul Block, Associate Superintendent
Dan Haley, Executive Director, HR
Farzaan Nusserwanji, Executive Director, IT
Steve Tonnesen, Manager IT Operations
Sue Grundy, Manager Executive Operations

REGRETS: Ravi Parmar, Board Chair
Stephanie Hedley-Smith, Associate Superintendent
David Strange, Associate Superintendent

SECRETARY: Kristina Ross

1. CALL TO ORDER

The meeting was called to order at 7:03 p.m. by the Board Vice Chair. Bob Beckett acknowledged the traditional territories of the First Nations.

2. AGENDA

2.1 Call for amendments and additional items

73. MOVED Dianna Seaton/Margot Swinburnson
That the Board of Education of School District 62 (Sooke) adopt the agenda of May 24, 2022 as presented.
CARRIED

3. MINUTES

3.1 Call for amendments to minutes

74. MOVED Margot Swinburnson/Bob Phillips
That the Board of Education of School District 62 (Sooke) adopt the minutes of the April 26, 2022 meeting as presented.
CARRIED

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Bob Beckett

The Vice Chair noted the absence of the Board Chair, and welcomed members of the public to the meeting.

5. EDUCATIONAL PRESENTATIONS

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence:

- a. Email from Corrine and Eric Morrow, dated May 16, 2022 RE: East Sooke Catchment

75. MOVED Bob Phillip/Margot Swinburnson

That the Board of Education of School District 62 (Sooke) receive the email from Corrine and Eric Morrow, dated May 16, 2022 RE: East Sooke Catchment and direct staff to include the Hans Helgesen /Saseenos Elementary School catchment areas as part of the District's catchment boundary review to be completed next school year.

CARRIED

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

Jennifer Anderson indicated members are burned out, that high absenteeism rates and the inability to fill vacancies are a concern to the STA. Further she indicated that the new SD 62 Online Safety Platform in which employees will report at work injuries was rolled out with insufficient training for its members. Additionally, she referred to the terminating of additional Pro-D funds that the District had provided in the past, which has impacted the Teacher-Librarian Project.

CUPE – Amber Leonard

Amber Leonard indicated that the CUPE PRO D Day was a success with collaboration between CUPE and STA regarding its schedule and content. CUPE enquired into the District's Proof of Vaccination and Rapid Antigen Testing Protocol, and its expiry date of June 30, 2022. She noted that there are members at home on extraordinary leave that could be employed in the District while there are staffing shortages due to absenteeism. CUPE thanked the Board of Education for its invitation to the various graduation ceremonies in the District, and for its recognition of the District Bus Drivers.

PVP – Mellissa Ryan

Mellissa Ryan provided an update to the Board of Education on activities in the District. Poirier Elementary School has rebranded itself and its mascot and are now known as the Poirier Black Bears, Spencer Middle School hosted its first annual chess tournament, and the Canadian Women's Rugby Team provided lessons to John Stubbs Elementary and Middle students. All Elementary Schools are preparing for Kindergarten Orientation, and Middle and High schools are preparing for student transitions. Furthermore, there are a number of year end celebrations, fun days, and concerts in the District over the next month.

SPEAC – Melissa Da Silva

Melissa Da Silva indicated that SPEAC held its AGM on May 18, 2022 and welcomed its new executive for 2022/23. In addition, SPEAC is looking to recognize its volunteers and has an upcoming session planned for June 2022.

7. FINANCE, FACILITIES AND SERVICES

7.1 Report on the Resources Committee – Meeting held on May 10, 2022

Trustee Phillips provided the Board of Education with an overview of the Resources Committee Meeting.

76. MOVED Bob Phillips/Dianna Seaton
That the Board of Education of School District 62 (Sooke) approve the one-time increase of the financial reserve to an amount of not greater than 3% as at June 30, 2022.
CARRIED

77. MOVED Bob Phillips/Dianna Seaton
That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee meeting of May 10, 2022.
CARRIED

7.2 School Trustee Election – Harold Cull

Harold Cull provided an overview of the key dates for the upcoming BC Election and the requirement of the Board of Education to appoint a Chief and Deputy Election Officer.

78. MOVED Margot Swinburnson/Bob Phillips
That the Board of Education of School District 62 (Sooke) appoint Kerry Fedesenko as Chief Election Officer and Kristina Ross as Deputy Election Officer for the Trustee Electoral Area No. 1 (Belmont Zone) and the Trustee Electoral Area No. 2 (Milnes Landing Zone).
CARRIED

7.3 2022/23 Annual Budget Bylaw – Harold Cull

Harold Cull provided an overview of the 2022/23 Annual Budget for consideration.

79. MOVED Bob Phillips/Dianna Seaton
That the Board of Education of School District 62 (Sooke) give second and third reading to the 2022/23 Annual Budget Bylaw **as amended**, specifying a total budget of ~~\$171,560,906~~ \$171,568,906.
CARRIED

7.4 Proposed Change to the Annual Budget – Wendy Hobbs

Wendy Hobbs provided an overview of her proposal to the Board of Education.

80. MOVED Wendy Hobbs/Bob Phillips
That the Board of Education for School District No. 62 (Sooke) review September 30, 2022 enrolment and budget information at the October 2022 Board Meeting for the purpose of adding more counselling resources to Elementary Schools out of the increased revenue due to enrolment growth.
CARRIED

8. EDUCATION PROGRAM

8.1 Report on the Education-Policy Committee – Meeting held on May 3, 2022

Trustee Watson provided the Board of Education with an overview of the Education-Policy Committee Meeting.

81. MOVED Allison Watson/Margot Swinburnson
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations F-501 “Emergency Preparedness”.
CARRIED

82. MOVED Allison Watson/Margot Swinburnson
That the Board of Education of School District 62 (Sooke) accept and endorse the 2022 Middle School Philosophy as presented.
CARRIED

83. MOVED Allison Watson/Dianna Seaton
That the Board of Education of School District 62 (Sooke) direct staff to review the Fortis BC curriculum for compliance with Policy B-135 and alignment to the District's Strategic Plan. Furthermore, staff provide a report with their findings for a discussion at a future Education-Policy Committee meeting.
CARRIED
84. MOVED Allison Watson/Margot Swinburnson
That the Board of Education of School District 62 (Sooke) write to the Minister of Education to express concerns about the use of FortisBC's energy curriculum in public schools. Furthermore, ask that the Ministry makes a recommendation to school districts that they do not use these resources in public schools.
CARRIED
85. MOVED Allison Watson/Dianna Seaton
That the Board of Education of School District 62 (Sooke) receive the Strategic Plan Progress – Quarterly Report (Q3) for consideration and future discussion.
CARRIED
86. MOVED Allison Watson/Dianna Seaton
That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee meeting of May 3, 2022.
CARRIED

9. STUDENTS

10. FOUNDATIONS & GOVERNANCE

10.1 Board Work Plan 90 Day Outlook – Ravi Parmar

The Board Vice Chair provided a review of the next 90-day work plan.

10.2 Na'tsa'maht Education Committee - Meeting held on May 18, 2022

Trustee Seaton provided the Board of Education with an overview of the Na'tsa'maht Education Committee Meeting.

10.3 Board Meetings – Margot Swinburnson

Trustee Swinburnson provided an overview of her proposal that the Board of Education have alternating venues for the Public Board and Standing Committee Meetings.

87. MOVED Margot Swinburnson/Bob Phillips

That the Board of Education for School District #62 (Sooke) direct staff to investigate the feasibility of live-streaming Board and Standing Committee meetings at a school location in the Milnes Landing Zone. Further, that staff develop a proposed schedule of alternating Standing Committee and Board meetings between the Belmont and Milnes Landing Zones for the 2022/2023 school year for the Board to consider.

CARRIED

10.4 Victoria Family Court and Youth Justice Committee Annual Report – Wendy Hobbs

Trustee Hobbs provided an overview of the Victoria Family Court and Youth Justice Committee Annual Report. There was some discussion concerning drafting a letter to the municipalities over the potential loss of a youth liaison RCMP position, however, Scott Stinson remains in contact with the WestShore RCMP Superintendent, and the community as a whole will respond shortly.

11. ADMINISTRATION

11.1 Superintendent's Report – Scott Stinson

Scott Stinson provided an update to the Board of Education on the Na'tsa'maht Enhancement Agreement Renewal Process, the joint contribution between the CWB Welding Foundation and SD 62 in opening the new welding facility at Royal Bay Secondary School and Edward Milne Community School, the All Superintendents' meeting, and Bus Driver Appreciation Day. Further, he indicated that work continues on the Capital Plan Submission to the Ministry of Education and the Transportation Department will have routes available to its riders by June 30, 2022.

12. PERSONNEL

13. UPCOMING EVENTS

Tale of the Whale Documentary Screening – June 10, 2022

14. FUTURE ITEMS

15. QUESTION PERIOD

Members of the public have the opportunity to ask questions related to agenda items. All media questions can be directed to the Manager, Strategic Communications for follow-up and response.

16. ADJOURNMENT

The meeting was adjourned at 8:42 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer

**INTERNATIONAL EDUCATIONAL TRIPS
PRELIMINARY APPLICATION
STEP ONE**

This form must be completed as Step One of an approval process. It must be approved by the Principal and Associate Superintendent (outside Canada and continental USA) six months before the date of departure. Once this completed form has been approved, the trip details may be confirmed and communication to student and parents/guardians can commence.

Part A:

School: BELMONT SECONDARY Date Submitted: JUNE 1, 2022

Principal: LAURA FULTON

Supervisor (Educator in charge): REISHA WILLIAMS

Destination of Trip: PERU

Departure Date: MARCH 18, 2023 Return Date: MARCH 26, 2023

Grade level(s): 9-12 No. of students involved: TBD ONCE APPROVED (~15)

Approx. cost of tour: \$ 4,429 /STUDENT Approx. cost to students: \$ 4429 /STUDENT

Transportation: PLANE, TRAIN

No. of school days missed (recommend 3 days maximum) 0 (DURING SPRING BREAK)

Source of Funding: FAMILY PAYMENTS ; FUNDRAISING

Accommodation Arrangements: Billet Hotel/Motel Camping Other

- How has the proposed International Educational Trip been included in the overall plan for the year?

If approved, we will advertise and recruit in September.

Sign-up and preparation can then begin.

- Unique Risk/Safety Considerations: International travel always poses additional risks, but I speak Spanish and have previously led student trips.

Proposal: Part B

1. Educational objectives/purpose of the trip.

This trip is an incredible opportunity for a wide range of students, including those in our Spanish classes and the Global and Intercultural Skills Program (GISP). It allows students to explore Peru through art, culture, and service, providing a well-rounded experience.

For Spanish students, the educational objective is to have them be immersed in Spanish language, culture, and history. For the language component, they will have the space to practice their listening and speaking skills in Spanish with local community members. For the culture component, they will attend multiple tours, including those from local ceramicists and weavers. And finally, for the history component, they explore the archaeological remains of the Inca Empire. All of these activities will work together to support our students in becoming life-long learners.

For GISP students, the objective is to practice and develop their leadership skills through the community service-learning project. The Field Director from EF will lead them through exercises that investigate global issues, explore social justice, and build their leadership skills. It would also prepare them well for the longer service initiative that is required to complete the third course in the program.

2. Proposed draft itinerary

See attached itinerary from EF Trips.

3. Method of financing the trip

Families will be expected to pay the cost of their students' trip. However, if they are interested, we are happy to support them in any fundraising initiatives that they have.

4. Plan for supervision (include number of supervisors and names - minimum 1:10)

Supervisors will formally sign on once the trip has been approved. At this point in time, Blake Brown is likely interested in acting as the male chaperone. If we recruit enough participants to require a third chaperone, I would reach out to Holly Hurwood and/or Erica Kenworthy.

5. Travel insurance and alternate destination planning to ensure minimal financial impact to participants should travel plan changes need to be made, to ensure student safety.

See attached documentation from EF regarding travel and cancellation insurance.

Part B

Please provide a detailed attachment with the following information:

1. Educational objectives/purpose of the trip
2. Proposed draft itinerary
3. Method of financing the trip
4. Plan for supervision (include number of supervisors and names - minimum 1:10)
5. Travel insurance and alternate destination planning to ensure minimal financial impact to participants should travel plan changes need to be made, to ensure student safety.
6. Any other pertinent information

Permission is requested to plan the above International Educational Trip. I have read all applicable documents and addressed the responsibility of the supervisor. The preliminary International Educational Trip application form has been reviewed and parent/ legal guardian approval for student participation will be obtained. Volunteers as defined by Policy and Regulations D-111 Volunteers in Schools will obtain criminal record checks.

Dustin Williams
Supervisor's Signature

JUNE 1, 2022
Date

**PERMISSION GRANTED TO PLAN THE PROPOSED
INTERNATIONAL EDUCATIONAL TRIP**

[Signature]
Principal's Signature

June 8/22
Date

[Signature]
Associate Superintendent's Signature

June 7/2022
Date



Your Price Quote

Exploring Art, Culture and Service in Peru

Prepared For
Reisha Williams

Prepared On
May 31, 2022

Tour Page
www.ef-tours.ca/PES

Total Price

Price valid for travellers enrolled May 31, 2022 - May 31, 2022

Student
\$4,429

or \$202 / 21 mos

Adult
\$4,889

or \$224 / 21 mos

Student Price Breakdown

Program Price	\$4,430
Peace of Mind	FREE
Global Travel Protection Plan	\$199
Early Enrollment Discount	-\$200

For every 6 paying travellers, 1 chaperone travels FREE

Adult supplement required for age 20 and older at the time of travel, roomed in twin accommodation. Students, travelers under age 20, will be roomed in triples or quads.

Program Price valid for today. Program price includes HST/GST where applicable, (domestic tours only), departure taxes, and airport fees. Please call 1-800-387-1460 for more information. To view EF's Booking Conditions, visit ef-tours.ca/book-conditions outline full price inclusions, payment schedule, cancellation, and refund policies.

* Adult supplement required for age 20 and older at the time of travel, roomed in twin accommodation.

* We understand that plans sometimes change due to unforeseen circumstances. EF's Peace of Mind Program allows your entire group to change your tour or departure date. Your group can feel secure planning your trip, knowing that your plans are flexible.

Travellers may also purchase the Global Travel Protection Plan. Please visit ef-tours.ca/coverage for complete terms, conditions and exclusions by referring to the Chubb Certificate of Insurance. If you are a resident of Quebec, you may only purchase this plan if travelling on an international tour. Please review the Summary prior to purchase.

Itinerary shown is for 2022 travel. Itinerary rates are subject to change biennially, please call for more details.

EF Educational Tours is registered with TICO (International registration #2395858, domestic registration #50018789) Consumer Protection BC (International registration #73891, domestic registration #73892) and a holder of a Quebec permit with the Office de la protection du consommateur (OPC permit #702732). For residents of Quebec: Effective November 1, 2021, contribution to Travel Agent Compensation Fund (FIGAV) of \$3.50 per \$1000 is included in the Program Price. Find out more at fcav.gouv.qc.ca/en.



Your travel details

Total Length
9 days

Departing From
Victoria (BC)

Requested Travel Dates
Monday, March 18, 2024 - Tuesday, March 26, 2024

Your Departure Date Range

Earliest
Sat, Mar, 18
 Requested
Mon, Mar, 18
 Latest
Wed, Mar, 20

Everything you get

Tour Inclusion
Round trip economy class flights, hotels with private baths roomed in triples or quads, breakfasts and dinners (see your itinerary for meal details), on-tour transportation and sightseeing activities are covered. Discover all of your itinerary details at www.ef-tours.ca/PES.

Full-time Tour Director
Your dedicated Tour Director is with your group 24/7, providing deep local insight while handling all on-tour logistics.

Expert Local Guides
Your expert local guides add cultural insight and global perspective on your sightseeing tours.

Personalized Learning Support
Our personalized learning experience engages students before, during and after tour, with the option to create a final, reflective project.

Continuous Support
Your dedicated EF team helps you every step of the way—from recruiting and enrolling travellers to planning and managing your tour.

24-hour Emergency Service
Travellers and their families can count on EF's dedicated emergency service team.

Worldwide Presence
EF has over 500 schools and offices in more than 50 countries worldwide so wherever you go, we're there too.

Peace of Mind Program
Feel secure knowing your group can change their destination or travel dates due to unforeseen circumstances.

Your Tour Consultant



Audra Cowe
1-800-387-1460
audra.cowe@ef.com



**EDUCATIONAL
TOURS**



MEANINGFUL. SUSTAINABLE. UNFORGETTABLE.

From Lima to Machu Picchu, you'll be immersed in the land and culture of Peru. Connect with local communities in the Sacred Valley and learn how they preserve their history, art, and their heritage. There, you'll explore the archaeological remains of the Inca Empire and their lasting cultural influences. While taking in the breathtaking sights from atop the mighty Andes, you'll also spend two days working in a local community on projects that support economic sustainability, local agriculture, and access to education.

5

Estimated
service hours

YOUR SERVICE PROJECT THEMES

We work with local non-profits to better understand the needs of each community and focus projects on those issues. Themes include:

- Ancient civilizations
- Cultural continuity and modernization
- Arts and education

EXPLORING ART, CULTURE & SERVICE IN PERU

9-12 days, estimated 5 service hours

What to expect on this Service Learning Tour

MEANINGFUL SERVICE

Working side by side with locals, you'll gain insight into the challenges they face and build lasting solutions to help empower the community.

Projects include:

- Building local centres where women can teach tourists how to make traditional crafts, and sell them as a stable source of income
- Making home improvements for families in need
- Designing and planting family gardens

CULTURAL IMMERSION

Live just outside the communities you serve—celebrating customs and forming lasting connections with locals.

Activities include:

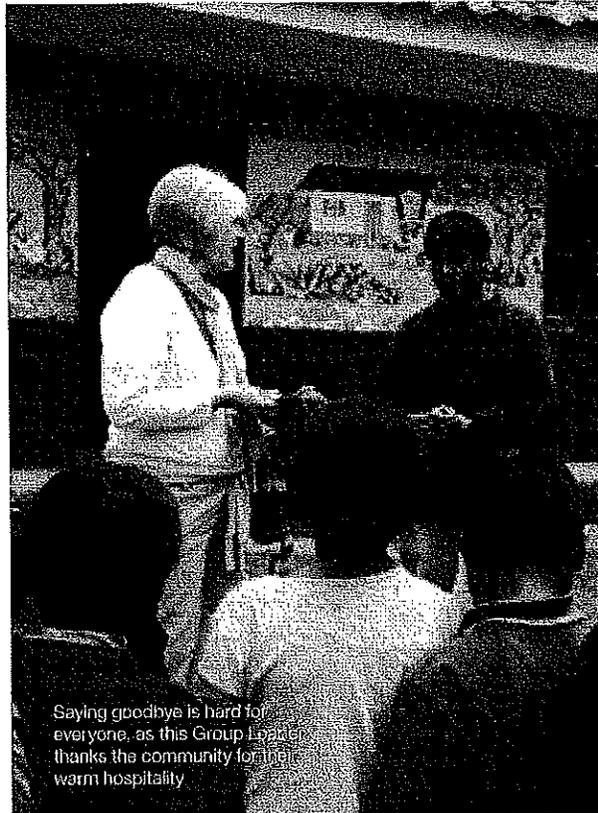
- Visiting the ancient Inca site of Machu Picchu
- Meeting local ceramicists and participating in a pottery workshop where students design their own ceramic tiles
- Learning traditional weaving techniques from local artists

LEADERSHIP DEVELOPMENT

Your Field Director takes your global service experience even further, developing and strengthening leadership skills through focused activities.

Exercises include:

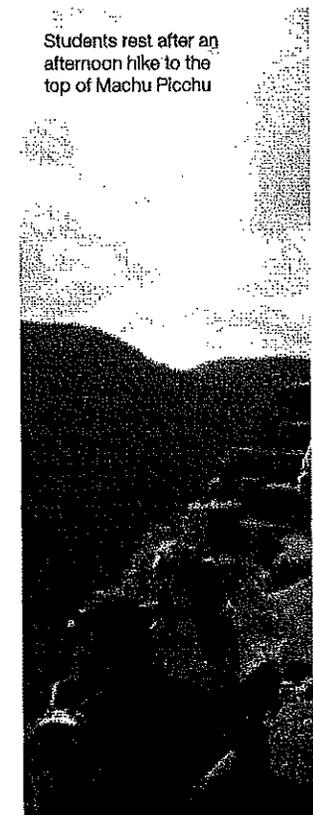
- Investigating global issues, exploring social justice, and building leadership skills
- Contextualizing the day's events through thoughtful discussion and group dialogue
- Reflective journaling to deepen the service experience



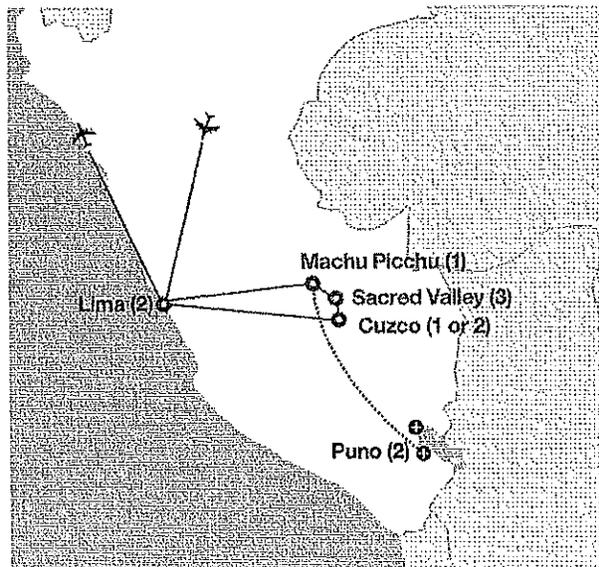
Saying goodbye is hard for everyone, as this Group Leader thanks the community for their warm hospitality.

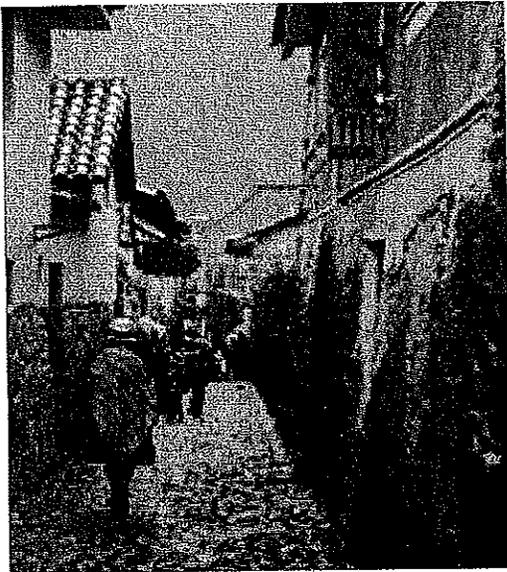


A view of the streets in Ollantaytambo, a small town and Inca archaeological site in southern Peru.



Students rest after an afternoon hike to the top of Machu Picchu.





9-DAY ITINERARY

Day 1: Arrive in Lima

Meet your Field Director at the airport.

Day 2: Lima

Take a guided tour of Peru's capital, once known as the City of the Kings.

- Visit the 17th-century San Francisco Monastery where Jude the Apostle is honoured.
- Explore the Larco Museum for a look at pre-Columbian art.
- Take a walking tour of Miraflores shopping district.

Day 3: Sacred Valley of the Incas

Fly to Cuzco, the unofficial capital of the Sacred Valley of the Incas.

- Learn about Peruvian pottery at the Seminario Ceramics workshop in Urubamba.

Day 4: Machu Picchu

Board a train for Aguas Calientes, the main gateway to Machu Picchu.

- Visit the ancient Inca site of Machu Picchu with your local guide, followed by an afternoon hike with your group.

Days 5-6: Service Project—Sacred Valley of the Incas

As communities evolve, so do their needs.

That's why we work closely with local non-profits to better understand each community's issues. Since projects are determined closer to your actual tour date, here's a glimpse at what a typical day might look like.

- Travel by train to Ollantaytambo and then transfer to the Sacred Valley.
- Explore a local community where you'll work with locals on your service project.
- Throughout your stay, you'll also be immersed in cultural activities, celebrating local customs and traditions.
- Evenings are a chance to reflect, discuss

events as a group, and draw connections between the day's work and relevant global issues.

Day 7: Cuzco

- Transfer to Cuzco via Pisac.
- Explore the vibrant Pisac Market, known for its Peruvian crafts.
- Visit the Sacsayhuaman archaeological site.

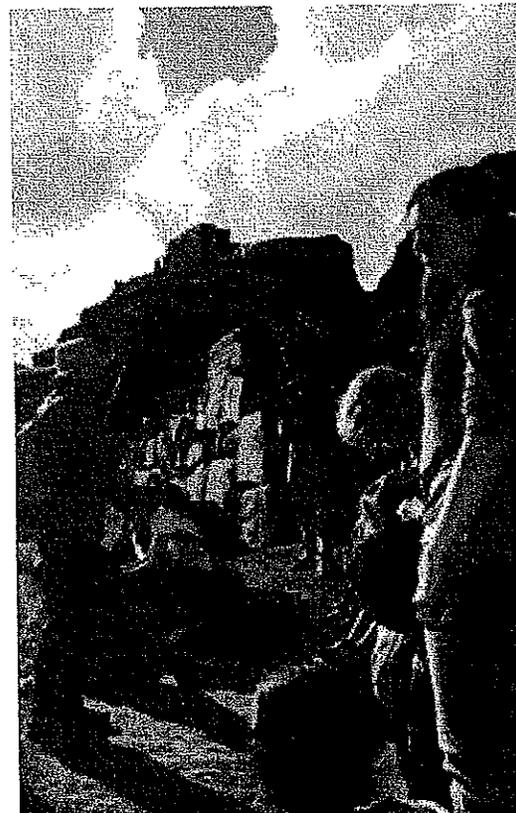
Day 8: Travel to Lima | Depart for home

Day 9: Arrive home

4-DAY TOUR EXTENSION

Days 9-12: Puno | Lima

- Visit the Raqchi Temple.
- Enjoy a boat excursion on Lake Titicaca, where you'll stop at the Taquile and Uros Island to participate in a hike and meet with native communities.
- Transfer to Lima for your return flight home.



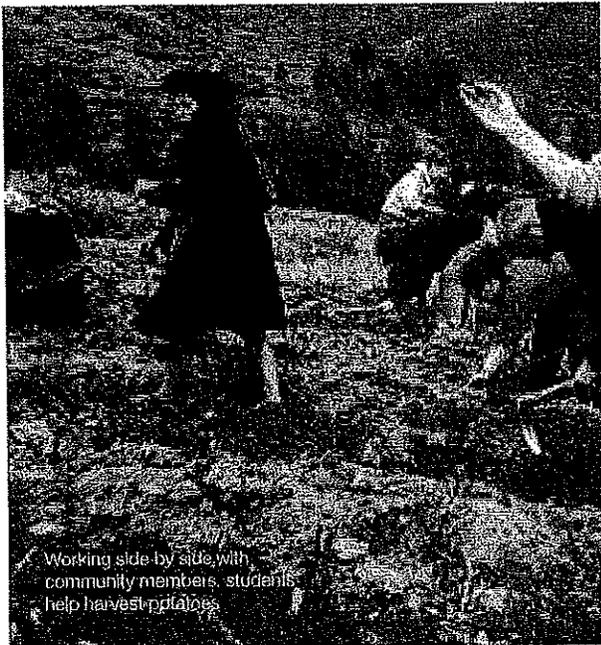
LOCAL INSIGHT AND SUPPORT

Your bilingual Field Director deepens your connection to the land, people, and culture. With local perspective on community challenges and training in service leadership, they'll provide insight and global context, as they:

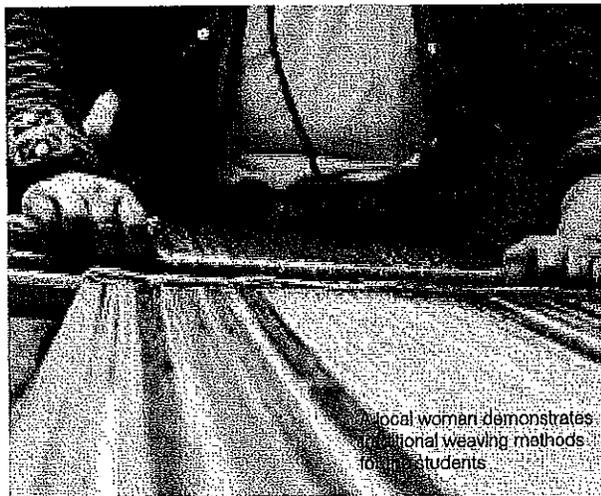
- Lead skill-building workshops and meaningful group reflections
- Connect you with local non-profits and nearby villages
- Facilitate group orientation and safety training
- Handle all on-tour details, from meals to transportation



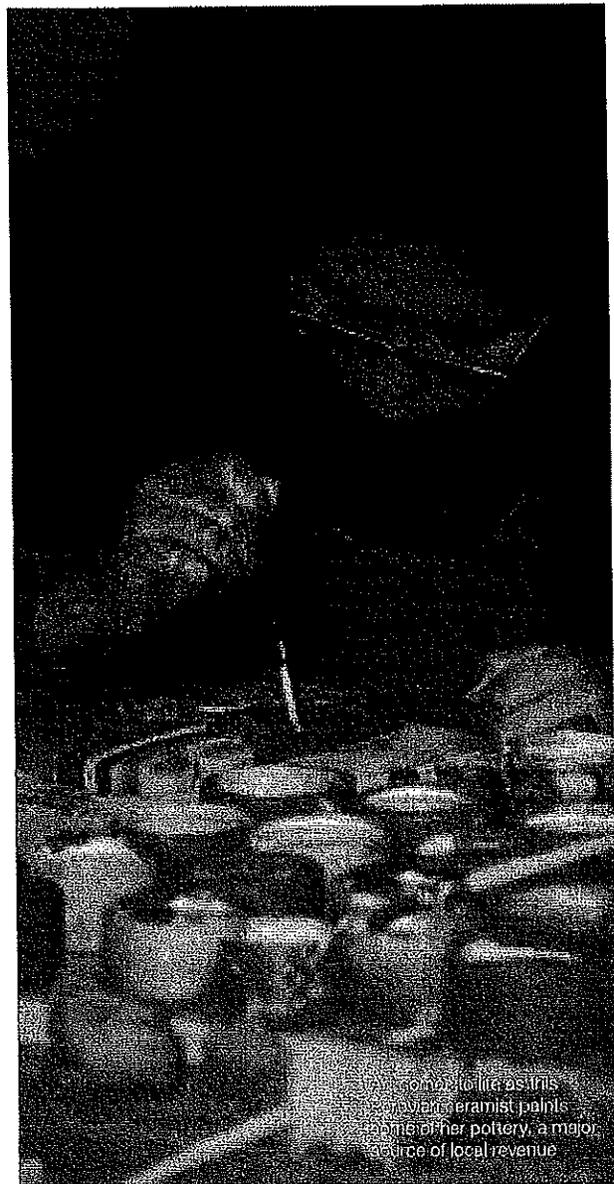
Everything you get: 7 overnight stays in hotels, 10 with extension; round-trip flights on major carriers; daily breakfast and dinner; lunch on days 6-8; local ground transportation; full-time Field Director; sustainable service projects; sightseeing tours led by expert guides; entrance fees



Working side-by-side with community members, students help harvest potatoes.



A local woman demonstrates traditional weaving methods for the students.



It's fun to live as this vibrant ceramicist paints designs on her pottery, a major source of local revenue.

Your partner in global education

EF EDUCATIONAL TOURS

For over 50 years, EF has worked with educators across the world to help millions of students become citizens of the world through one global mission: Opening the World Through Education. With more than 500 schools and offices in over 50 countries, our staff can respond in person wherever you are, 24 hours a day.

ABOUT SERVICE LEARNING TOURS

On an EF Service Learning Tour, you and your students work side by side with locals on community-driven projects in Africa, Asia or the Americas. EF partners with established non-profits and NGOs—such as the Mariposa Foundation and WE Charity—to make sure your contributions are both meaningful and sustainable. Through hands-on work and deep exposure to the local culture, students learn vital collaboration and problem-solving skills. They return inspired to make a difference at home, too.

START PLANNING

To enrol on this tour, ask your teacher for the tour number and visit eftours.ca/enrol or call 1-800-263-2806



Sample Timed Itinerary

Peru: Exploring Art, Culture and Service in Peru

Please note that the following is a sample timed itinerary of what this EF tour may look like. On our Service Learning tours in Peru, we require flexibility and are unable to guarantee each tour will look the same (i.e. activities may differ and service projects will change based on need).

Day 1: Board your flight to Peru

Upon arrival at the airport the group should be prepared to wait up to 2 hours for consolidated groups to arrive.

4:00 pm: Transfer to your hotel

6:00 pm: Group Dinner

Group Dinner is provided for groups arriving prior to 8:00 pm

9:30 pm: Settle in at the hotel – group leader organized activities

10:00 pm: Group leader organized room checks

10:30 pm: Lights out

Overnight in Lima

Day 2: Lima

7:00 am: Wake-up call

8:00 am: Breakfast at the hotel

9:00 am: Depart from the hotel and transfer to city center

9:30 am: Guided sightseeing tour with local guide, featuring the San Francisco Monastery and Larco Museum

12:30 pm: Supervised time for lunch

2:00 pm: Walking tour of Miraflores led by the tour director

4:00 pm: Free time for exploration

6:30 pm: Group Dinner

8:30 pm: Settle in at the hotel – group leader organized activities

9:30 pm: Group leader organized room checks

10:00 pm: Lights out

Overnight in Lima

Day 3: Cuzco | Sacred Valley

5:00 am: Wake-up call

6:00 am: Breakfast at the hotel

**DISCLAIMER: The above is an example of how this tour may run. All times and durations are subject to change, and the order of activities may be switched or substituted as needed based on availability*



7:00 am: Depart from the hotel and transfer to airport
 9:00 am: Board your flight to Cuzco
 11:00 am: Arrive in Cuzco
 12:00 pm: Supervised time for lunch and free time to adjust to the altitude
 1:30 pm: Transfer to and visit the Sacsayhuaman Ruins
 3:00 pm: Transfer to Urubamba and participate in a tile workshop
 5:30 pm: Continue to the Sacred Valley
 7:00 pm: Arrive at hotel
 7:30pm: Group dinner
 8:30 pm: Settle in at the hotel – group leader organized activities
 9:30 pm: Group leader organized room checks
 10:00 pm: Lights out

Overnight in the Sacred Valley

Day 4: Machu Picchu | Aguas Calientes

6:00 am: Wake-up call
 7:00 am: Breakfast at the hotel
 8:00 am: Depart from the hotel and transfer to train station
 9:00 am: Transfer to Aguas Calientes by train
 10:30 am: Arrive in Aguas Calientes
 11:00 am: Guided sightseeing tour of Machu Picchu with local guide
 1:00 pm: Free time for exploration
 2:00 pm: Transfer to hotel in Aguas Caliente
 3:00 pm: Supervised time for lunch
 4:00 pm: Free time for exploration
 6:30 pm: Group Dinner
 9:00 pm: Settle in at the hotel – group leader organized activities
 9:30 pm: Group leader organized room checks
 10:00 pm: Lights out

Overnight in Aguas Calientes

Day 5: Ollantaytambo | Sacred Valley | Service Learning Project

6:00 am: Wake-up call
 7:00 am: Breakfast at the hotel
 8:00 am: Depart from the hotel and transfer to train station to board a train to Ollantaytambo
 11:00 am: Arrive in Ollantaytambo and enjoy a guided sightseeing with a local guide
 12:00 pm: Supervised time for lunch
 1:00 pm: Transfer to Sacred Valley
 2:00 pm: Arrive in Sacred Valley
 3:00 pm: Work on the Service Project, which can include digging foundation, mixing concrete, making bricks, painting walls, creating gardens, harvesting crops etc.
 6:30 pm: Tour Director will lead a reflection activity to connect day's work with traveller's home communities and the global community.

**DISCLAIMER: The above is an example of how this tour may run. All times and durations are subject to change, and the order of activities may be switched or substituted as needed based on availability*



7:00 pm: Group Dinner
8:00 pm: Settle in at the hotel – group leader organized activities
9:30 pm: Group leader organized room checks
10:00 pm: Lights out

Overnight in the Sacred Valley

Day 6: Service Learning Project

6:00 am: Wake-up call
7:00 am: Breakfast at the hotel
8:00 am: Depart from the hotel and transfer to Service Learning Project Site
9:00 am: Gather for a project and safety orientation
10:00 am: Work on the Service Project, which can include digging foundation, mixing concrete, making bricks, painting walls, creating gardens, harvesting crops etc.
12:30 pm: Supervised time for lunch
1:30 pm: Continue working on the Service Project
3:30 pm: Return to hotel
4:30 pm: Tour Director will lead a reflection activity to connect day's work with traveller's home communities and the global community.
6:30 pm: Group dinner
7:30 pm: Settle in at the hotel – group leader organized activities
9:30 pm: Group leader organized room checks
10:00 pm: Lights out

Overnight in the Sacred Valley

Day 7: Sacred Valley | Pisac | Cuzco

6:00 am: Wake-up call
7:00 am: Breakfast at the hotel
8:00 am: Depart from the hotel and transfer to Pisac
9:00 am: Visit Pisac Market
12:00 pm: Supervised time for lunch
1:00 pm: Transfer to Cuzco
2:30 pm: Arrive in Cuzco
3:00 pm: Guided tour of the Sacsayhuaman Fortress
4:00 pm: Free time for exploration
6:30 pm: Group dinner
7:30 pm: Settle in at the hotel – group leader organized activities
9:30 pm: Group leader organized room checks
10:00 pm: Lights out

Overnight in Cuzco

**DISCLAIMER: The above is an example of how this tour may run. All times and durations are subject to change, and the order of activities may be switched or substituted as needed based on availability*



Day 8: Cuzco

**Timing of the day depends on flight times. Depending on departure flight to Canada, dinner will be included at local restaurant or the airport.*

6:00 am: Wake-up call
7:00 am: Breakfast at the hotel
8:00 am: Depart hotel and transfer to the city center for a guided Sightseeing of Cuzco including the Cuzco Cathedral
11:00 am: Supervised time for lunch
12:00 pm: Transfer to Cuzco airport
3:00 pm: Board flight to Lima
4:30 pm: Arrive in Lima
6:00 pm: Group dinner
8:00 pm: Board your flight home

Day 9: Arrive home

3-Day Extension

Day 8: Cuzco

7:00 am: Wake-up call
8:00 am: Breakfast at the hotel
9:00 am: Depart hotel and transfer to the city center for a guided Sightseeing of Cuzco including the Cuzco Cathedral
1:00 pm: Supervised time for lunch
2:00 pm: Free time to explore the markets of Cuzco
6:00 pm: Group dinner
7:30 pm: Settle in at the hotel – group leader organized activities
9:30 pm: Group leader organized room checks
10:00 pm: Lights out

Overnight in Cuzco

Day 9: Transfer to Puno (all day)

6:00 am: Wake-up call
7:00 am: Breakfast at the hotel
8:00 am: Depart hotel and transfer to Puno
12:30 pm: Stop en route for supervised time for lunch
2:00 pm: Visit Raqch'i Temple
3:00 pm: Continue transfer to Puno
7:00 pm: Arrive in Puno
7:30 pm: Dinner at hotel
8:30 pm: Settle in at the hotel – group leader organized activities
9:30 pm: Group leader organized room checks
10:00 pm: Lights out

**DISCLAIMER: The above is an example of how this tour may run. All times and durations are subject to change, and the order of activities may be switched or substituted as needed based on availability*



Overnight in Puno

Day 10: Lake Titicaca | Taquile Island | Uros Island

7:00 am: Wake-up call
 8:00 am: Breakfast at the hotel
 9:00 am: Depart hotel and transfer to Lake Titicaca for a boat excursion on the lake. The boat will stop at Uros Floating Islands as well as Taquile Island for some hiking. Travellers will also have a chance to interact with some of the local communities in the area.
 5:00 pm: Return to hotel
 6:00 pm: Group dinner
 7:30 pm: Settle in at the hotel – group leader organized activities
 9:30 pm: Group leader organized room checks
 10:00 pm: Lights out

Overnight in Puno

Day 11: Puno | Juliaca | Lima

**Timing of the day depends on flight times. Depending on arrival time in Lima and time of departure groups may have time to explore Lima. Depending on departure flight to Canada, dinner will be included at local restaurant or the airport.*

7:00 am: Wake-up call
 8:00 am: Breakfast at the hotel
 9:00 am: Depart hotel and transfer to Sillustani archeological site
 9:30 am: Guided tour of the Sillustani archeological site
 11:00 am: Transfer to Juliaca airport
 2:00 pm: Board a flight to Lima
 4:00 pm: Arrive at Lima airport
 5:00 pm: Group dinner
 7:00 pm: Board your flight home

Day 12: Arrive home

**DISCLAIMER: The above is an example of how this tour may run. All times and durations are subject to change, and the order of activities may be switched or substituted as needed based on availability*

Approving student travel with EF

A resource for school principals, superintendents, and senior administrators



We're a trusted global education company. Here's why.

- We have over 500 schools and offices worldwide
- Over one million people experience our programs every year
- We've been operating since 1965, with our Canadian offices opening in 1985
- Our programs are uniquely designed using our **Global Learning Model**, specifically created for Canadian educators

Our safety and support teams are truly unmatched. We have:

- A **Safety and Incident Response Team**—comprised of industry experts, healthcare experts, and professionals—that's available 24 hours a day, 365 days a year
- A **Traveller Support team** based in Toronto, plus a team of licensed Tour Consultants dedicated to helping teachers and administrators with trip planning, in addition to on-the-ground staff in every country we travel to, and a Tour Director you can contact anytime, anywhere
- **Free experiential training programs**, which prepare teachers to lead their groups safely and successfully, before going on tour
- A flexible **6:1 student to chaperone ratio**—for every six students who travel with us, an additional parent or teacher travels for free
- A **Safe Traveller Agreement** that follows health and safety guidelines from the Government and Public Health Agency of Canada, and local and federal authorities

We have flexible pricing and policies that make travel possible, including:

- Groups can change their travel plans at any point under our Peace of Mind Program
- Travellers can add industry-leading insurance plans to every tour, including the **Global Travel Protection Plan** and **Payment Protection Plan**. Learn about how to protect your investment with us.
- **School Districts are automatically insured** under our \$50 million General Liability Policy
- We're dedicated to providing the lowest prices. To promote accessibility and skill-building, the earlier students enrol for tour, the more time they have to fundraise, work, and pay for their trip.

Did you know:

We're serious about responsible travel

- Our program, Hello Zero, is committed to achieving carbon negativity every year
- We're proud partners with **World Animal Protection**

We offer free lesson plans from our educational partners

- Our free digital content is created in partnership with the Anne Frank House, the MoMA, Juno Beach Centre, Historica, Canadian Geographic, and more
- We have a list of partners we collaborate with globally to provide EF-exclusive programming on tour

Contact us: Visit eftours.ca, call us at 1-800-387-1460, or connect with your teacher to learn more. We're happy to answer any of your questions.

TICO-2395858, 50018789 | CPBC-73991, 73990 | OPC-702732



Educational Tour Safety & Security

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- A partner you can count on
 - Preparing for the tour experience
 - Your safety team here and abroad
 - Responding to on-tour incidents
 - Protection for school boards and travellers

Contact us:
1-800-387-1460

A partner you can count on:

For over 50 years, EF has been working toward one global mission: *Opening the World Through Education*. Together with educators like you, we help more than a million students experience our programs every year and transform their perspectives on the world.

Throughout our entire history, the safety of our travellers has been our biggest priority. We train our staff to help with any kind of situation—from lost passports to airline strikes to natural disasters. What's more, with over 600 schools and offices in more than 50 countries, we have a presence in nearly every destination we travel to and can be there to support you on the ground wherever and whenever you need us.

Preparing for the tour experience:

EF Safety First program

The EF Safety First program was created to provide the safest possible tour experience for our customers and takes operational preventative measures to help ensure the safety and welfare of our travellers on all our tours. The Safety First program is aligned with ISO 31000: Risk Management Guidelines, which allows for proactive and continuous management of risk.

Some of the many aspects of the program include:

- Providing training and safety information about the tours, itineraries and destinations to staff, customers, and Tour Directors to prepare all parties for their tours and common situations that may arise.
- Monitoring and reacting to news and warnings in real-time using public world news alerts, local knowledge, industry updates, credible third party alert services, and Government of Canada Travel Advisories to make timely decisions on behalf of our customers. It is EF's policy that we will not travel to locations designated as a avoid non-essential travel or avoid all travel by the Canadian Government.
- Creating and using supplier screening criteria (e.g., for hotels and buses), which are relevant for our customers and are often more detailed than local safety standards.
- Maintaining supplier contracts that contain specific safety clauses to reflect our standards.
- Completing supplier safety checks, spot checks, and risk assessments to confirm that our criteria are being met.
- Routinely vetting destinations, itineraries, and activities for a number of safety factors.
- Consulting with World Aware, Overseas Security Advisory Council, and other risk specialists, lawyers, and insurers to make safety-related decisions.

Hotels

For travellers' protection and comfort, our team regularly inspects hotels to determine whether they comply with EF's standards for cleanliness, quality, and, most importantly, safety. When identifying hotels to work with, our team evaluates whether the properties meet local standards, including means of fire detection and alert as well as available emergency exits. EF also works with industry expert Argent Health and Safety as we regularly review and evaluate our hotel standards and selection process. Additionally, Tour Directors conduct nightly checks at all hotels to evaluate compliance with key safety requirements.

Transportation

EF works with major North American and international air carriers to transport groups to and from their destination. Once on tour, our groups travel, with limited exceptions, by public transportation or EF-arranged coach buses. EF's Operations team vets coach bus suppliers for compliance with local safety standards. In some cases, stricter

safety and quality standards are specifically required by EF. Considerations within our transportation contracts include inspection history of vehicles, driver qualifications and licensing, insurance coverage held by the company, etc. Additionally, we vet other transportation suppliers such as cruises, ferries, and trains. We not only take into account the safety records of the suppliers but also assess the specific routings we use to ensure our safety standards are met. In the event we do not feel comfortable with a routing we will evaluate whether to amend our tour itineraries accordingly.

Activities

A large part of time on tour is spent taking part in educational and experiential activities, from museum visits to zip lining to taking part in a cooking class. Each activity and supplier is selected to meet our standards for educational focus, and just as importantly, for their ability to provide a safe experience.

Crowd safety

Many of the destinations on our tours are popular with tourists or locals, and as such may tend to be crowded. Tour Directors are trained to communicate relevant guidelines to travellers before navigating busy sites and/or taking part in activities where large crowds may be present. These guidelines may include identifying assembly points, alerting travellers to multiple exits from crowded places, reminding travellers to keep snacks and extra clothing layers with them in case they are out longer than expected, and ensuring everyone has the Tour Director's contact information. We also evaluate specific events where large groups are likely to be assembled to determine whether they are appropriate for our travellers to take part in.

Tour Directors

Tour Directors meet travellers at the airport of their arrival destination, and travel with groups until they depart for home. Tour Directors undergo background checks (as is consistent with local laws) every two years and are required to participate in ongoing EF safety trainings. Specifically, they are trained to:

- Communicate relevant safety information to travellers, including advising on how to stay safe during free time
- Share their contact details with travellers so they can be reached to assist with any on-tour emergencies
- Identify, resolve, and when necessary, escalate on-tour safety concerns
- Carry out nightly hotel checks as well as spot checks with suppliers and activities
- Assist with emergencies that may arise and coordinate with EF's Safety & Incident Response Team abroad and Emergency Service & Support Team in Canada.

Your safety team here and abroad:

Worldwide presence

EF is the largest international student travel organization, with over 600 schools and offices in more than 50 countries, including regional offices dedicated to on-tour support. Our 43,000 staff and faculty members around the world provide a local presence and are able to react quickly and in person where necessary. The staff in each office and school are trained to respond to a wide range of emergency situations.

Operations Safety & Incident Response Team

EF's Operations Safety & Incident Response Team, located in operational hubs around the world, supports our travellers and Tour Directors 24/7. This team uses a combination of extensive training, simulations, incident response planning, and previous experience to manage emergencies. As needed, the team can facilitate

additional support for groups on tour, solve operational issues, arrange assistance from outside specialists, and liaise with local and international authorities. The team works in close partnership with our Emergency Service & Support Team in Canada and the Tour Directors to quickly and effectively address on-tour emergencies. The team is also responsible for proactively confirming the safety of our groups in the event of a major world event or natural disaster.

Emergency Service & Support Team

EF's dedicated Emergency Service and Support Team is available 24/7 to help resolve any issue, from a missed flight to a lost passport to more serious on-tour incidents. They also facilitate communication, in both English and French, between travellers and families in the event of an emergency at home. The Emergency Service & Support Team is made up of highly trained, dedicated EF staff based in our Toronto and Vancouver offices who are equipped to solve problems and answer questions that may come up, even outside of regular business hours. This team also maintains direct communication with our Operations Safety & Incident Response Team to jointly solve issues as needed.

Responding to on-tour incidents:

Our experience handling travel incidents

Throughout our 50 years of experience, we have learned from many common and unexpected events around the world and have trained our staff on how to handle them should similar situations affect our travellers. Tour Directors also have training and experience dealing with common events such as flight delays, lost passports, or even pickpockets, and are able to escalate events for full support from our Operations Safety & Incident Response Team as needed.

Communication at home and abroad

EF maintains consistent and open communication with the Tour Directors, so we can reach any member of the group in numerous ways, as needed. Additionally, our Emergency Service & Support Team is made up of dedicated EF staff who are available 24 hours a day, 7 days a week, 365 days a year to help groups on the road or parents calling in. All travellers are given a wristband with EF's emergency phone number printed on it, as well as a card listing emergency phone numbers (such as local 911 equivalents) and spaces to write the Tour Director's and Group Leader's phone numbers. EF also maintains a contact list for all groups, which can be utilized to communicate important information to each traveller's emergency contact as necessary.

Medical incidents

In cases of injury or illness to any of our travellers, the Tour Director will connect the affected traveller and a designated adult with local medical professionals, which may include arranging immediate emergency medical care. The Group Leader will contact the traveller's parent to ensure they are aware of the situation and to facilitate continued updates. In the case of hospitalization, the Group Leader or a designated adult will accompany any minor at all times. The Tour Director or other local EF staff will also provide additional support as the situation requires. Should a traveller need to be hospitalized for more than 24 hours, EF will make travel arrangements and cover the cost of a parent/guardian's flight to be with the traveller, if they wish.

Travellers' safety during world events

(e.g., natural disasters, terrorist incidents, political demonstrations, general unrest)

Our Operations Safety & Incident Response Team regularly monitors for incidents that might affect our groups. In such an instance, our first step is to identify any groups in the affected area and initiate communication to confirm their location and safety. From that point forward the Operations Safety & Incident Response Team provides ongoing support and direction to the Tour Director and local EF staff. They will also coordinate with local law enforcement if necessary to remove groups from situations where they may be at risk.

Our teams in Canada and internationally work in close partnership to make arrangements to further support travellers as needed. This could include various actions such as changing hotels, rerouting the remainder of the itinerary, rebooking return flights from a different gateway, or arranging alternate forms of transportation. During any incident, our Canadian-based Emergency Service & Support Team facilitates communication with parents, teachers, students, and others to keep them informed about ongoing developments and how we are working to ensure groups' safety.

Protection for school boards and travellers:

Background checks on adult travellers

EF requires that all adults successfully pass a criminal background check before traveling on our student tours. This requirement helps to provide a safer tour experience for all travellers and aligns with the process and expectations of many school boards for adults who volunteer in schools or chaperone school activities. EF works with a leading professional provider to conduct the background check through a secure process designed to identify only those specific individuals who could present a risk to student travellers while on tour.

General Liability Insurance policy

All EF Group Leaders, schools, and school boards are automatically insured under our \$50 million USD General Liability Insurance policy, regardless of whether or not the tour is affiliated with the school. This policy safeguards Group Leaders, schools, and school boards for covered claims related to on-tour incidents, including bodily injury or property damage. The policy also provides a legal defense and covers all associated legal fees. Upon request, a certificate of insurance (COI) can be provided that names the Group Leader, school, and/or school board as additional insureds on the policy. EF's General Liability Insurance is provided by nationally recognized insurance companies with A.M. Best Ratings of A- or higher. In addition to our General Liability Insurance policy, every traveller is required to accept the conditions found in our Traveller Release & Agreement, including a clause that provides a general release of liability of the Group Leader, school, and school board (regardless of whether the trip is school sponsored).

Assumption of risk waivers

Upon request, EF can provide an example of a waiver for assumption of risk to Group Leaders, schools, or school boards. This waiver is similar to the types of waivers used by many schools for participation in sports programs, and can be used as an additional document demonstrating that travellers are knowingly assuming all risks associated with the trip. EF can also provide a sample waiver for a non-school sponsored tour. However, regardless of whether travellers sign a waiver, the Group Leader, school, and school board are still automatically covered by EF's General Liability policy.

Global Travel Protection Plan

Designed specifically with EF travellers in mind, travellers have the option to purchase the Global Travel Protection Plan. This plan helps individuals protect themselves against the impacts associated with certain unexpected situations such as loss of job by a parent, or death or illness of a family member, and offers medical coverage on tour in case of illness or accident. In addition, travellers are protected in the event the trip is cancelled by the school board due to a teacher's labour strike or the school board determines there is a risk of harm to travellers during their trip when the itinerary is scheduled to travel to a specific region of a country as part of their tour. The Global Travel Protection Plan is underwritten by Chubb Insurance Company of Canada. Please visit eftours.ca/coverage for full eligibility and policy details.

EF's Peace of Mind program

We understand that plans can change due to unforeseen circumstances. EF provides an exclusive Peace of Mind program to account for such situations. This program is automatically included for all travellers and can be enacted at the group level for any reason, including terrorism or other world events. This flexible plan ensures:

- Until 45 days prior to departure, teachers can work with EF to change their group's travel dates, modify their tour plans, find a new tour, or cancel their tour and all travellers will receive a transferable travel voucher.
- Within 44 days or less prior to departure, teachers may still choose any of the above options if a formal travel warning status of "Avoid Non-Essential Travel" or "Avoid All Travel" is issued by the Government of Canada to any of the countries the group is travelling to.

Protecting travellers' payments

EF Educational Tours is registered in accordance with the Travel Industry Act and upholds the standards and policies of this Act. EF Educational Tours is registered with TICO (international registration #2395858, domestic registration #50018789), Consumer Protection BC (international registration #73991, domestic registration #73990), and is a holder of a Québec permit with the Office de la protection du consommateur (OPC permit #702732). In the unlikely event of EF bankruptcy, insolvency or cessation of business, EF has secured all advanced payments of its customers, regardless of province or territory of origin, through the above organizations.

EF is accredited in the United States by five prestigious educational associations:



EF is highly respected in the industry by the following organizations:



EF Educational Tours
80 Bloor Street West, 16th Floor
Toronto ON, M5S 2V1

1-800-387-1460 | eftours.ca

Registration Numbers:
TICO-2395858, 50018789 |
CPBC-73991, 73990 | OPC-702732



Enjoy worry-free wandering

We're doing everything we can to make planning for the future as risk-free as possible. We offer affordable insurance coverage and Payment Protection that you can add to your tour and provide additional protection programs that are included for no additional fee.



Risk-Free Enrolment Period (Provided to all groups)

Travellers who enrol or enrolled on an EF Educational Tour no later than 150 days prior to tour departure date, will have the option to cancel their tour for any reason by 150 days prior to tour departure date, for a full refund of 100% of the money paid to EF, including the \$199 non-refundable deposit and the cost of the Global Travel Protection Plan. To be eligible, the traveller must be enrolling or enrolled on a tour with a scheduled departure date between October 1, 2022, and September 30, 2023. Travellers' accounts must be in good financial standing with all payments up to date at the time of cancellation to remain eligible. To ensure the account is in good financial standing, we highly recommend enrolling on our Automatic Payment Plan (or making a payment in full at the time of enrolment). Travellers that enrol or enrolled on a tour for this travel period using a Future Travel Voucher will receive the refund in the form of a Future Travel Voucher that will expire on September 30, 2023.

i. The details:

- You must be travelling between October 1, 2022 and September 30, 2023
- Your account must be in good financial standing with all payments up to date
- To ensure your account is in good financial standing, we highly recommend enrolling on our [Automatic Payment Plan](#) (or making a payment in full at the time of enrolment)
- If you enrolled on a tour for this travel period using a Future Travel Voucher, you will receive your refund in the form of a Future Travel Voucher that will expire on September 30th, 2023



Peace of Mind Program (Provided to all groups)

This year made it pretty clear: Travel plans can change in a snap due to unforeseen circumstances. We want you to feel confident in sending your child on tour and feel good about the investment you've made—that's why we provide EF's exclusive Peace of Mind Program.

You can feel secure planning your group trip in the event that COVID-19 is a continued threat at the time of your scheduled tour.

Here's how it works:**You're 45 days (or more) from departure****The details:**

- Your group can change current travel dates
- Your group can work with EF to modify your current tour or find a brand new tour!
- Your group can cancel the tour and all travellers will receive an [EF Future Travel Voucher](#)
- We also have options for individual travellers—to learn what's available to you please call Traveller Support at 1-800-263-2806.

Your departure date is less than 45 days away

Note: If a formal travel warning status of "Avoid Non-Essential Travel" or "Avoid All Travel" is issued for any country, region of a country, or Canadian province on your itinerary, or prohibits travellers from your region from entering, your group may still choose any of the above options.



EF COVID Care Promise (Provided to all groups who travel from October 1, 2021 to September 30, 2022)

If any EF traveller is exposed to COVID-19 while on tour, we will:

- Provide EF representatives to support them throughout any quarantine period
- Provide translation services and help connect to local healthcare providers
- Facilitate communication with the traveller's family back home
- Secure a comfortable and safe quarantine location, working with local authorities as necessary
- Book flights home at no incremental cost when the traveller is cleared to fly by the airline
- Fly a parent or guardian to the tour location if necessary

For more information, read more about our [coverage and policy flexibility](#).



Global Travel Protection Plan* (Individual Coverage)

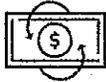
EF's recommended coverage plans let you explore the world worry-free. EF offers a [Global Travel Protection Plan](#) that gives you all the coverage below at one great price. With this plan, you are covered wherever you are in the world and have access to Insurance representatives 24 hours a day. All your plan details are kept with your Tour Director while on tour, so you can relax and enjoy your trip.

International tour \$199

- ✓ Illness and Accident Coverage
- ✓ Baggage and Property Coverage
- ✓ Tour Cancellation and Interruption Coverage
- ✓ 24-hour Emergency Assistance

Note: There are similar products available on the market, so EF travellers may wish to look at other insurance options to protect their investments.

*The Global Travel Protection Plan is underwritten by Chubb Insurance Company of Canada. For complete terms, conditions and exclusions, please refer to the Chubb Certificate of Insurance, which may be obtained by visiting eftours.ca/coverage



Payment Protection Program (Individual Coverage)

We understand that plans can change due to unforeseen circumstances. That's why we provide the EF-exclusive Payment Protection Program.

Available at two affordable levels, in addition to the Global Travel Protection Plan individuals can add Payment Protection to their account up to 30 days after enrolment. It allows travellers to receive an enhanced refund in the event of a group cancellation for a specified reason that occurs between 1 and 44 days before departure.

Standard: \$49

Receive an 85% refund less the initial \$199 deposit and any other non-refundable fees*

Plus: \$195

Receive an 100% refund less the initial \$199 deposit and any other non-refundable fees*

* Non-refundable fees include: The cost of the Global Travel Protection Plan and the Payment Protection Program as well as any other non-refundable fees.

The details:

- Add this coverage to your account up to 30 days after enrolment
- In order to qualify for Payment Protection, the Group Leader must be cancelling the tour on behalf of the entire group
- To view reasons for cancellation, visit our [Help Centre](#)

Questions?

From trip protection to better understanding what's options are available to you, our Traveller Support Team has all the answers. Get in touch at travellersupport@ef.com or 1-800-263-2806.

For complete details on all of our policies, please see our full [Booking Conditions](#).





Summary of Coverage

THIS SUMMARY OF COVERAGE IS PROVIDED FOR INFORMATION PURPOSES ONLY AND DOES NOT ALTER, AMEND OR EXTEND THE COVERAGE OF THE POLICY DESCRIBED. FOR A FULL DESCRIPTION OF THE TERMS, CONDITIONS AND EXCLUSIONS, REFER TO THE CERTIFICATE OF INSURANCE WORDING.

Group Policy Holder	EF Travel Canada Ltd. 80 Bloor St West, 16 th Floor Toronto, ON M5S 2V1
Covered participants	Participants travelling with EF Institute for Cultural Exchange Ltd. or EF Tours Canada Ltd. on an EF Educational Tour, departing from Canada
Group Policy Number	9908-6985
Insurance Company	Chubb Insurance Company of Canada 199 Bay Street, Suite 2500 P.O. Box 139, Commerce Court West Postal Station Toronto, Ontario M5L 1E2

Coverage

The policy provides maximum compensation to covered participants according to the following schedule:

Illness and Accident

A. Medical Expenses	up to \$1,000,000*
B. Emergency Home Evacuation	up to \$50,000**
C. Family Member Reimbursement	up to \$50,000**
D. Home Repatriation	up to \$50,000**
- local burial	up to \$10,000
E. Accidental Death	up to \$35,000***
F. Accidental Disability	up to \$35,000***

Baggage and Property

G. Baggage and Property	up to \$2,800
- Valuable Property	up to \$1,400
H. Cash	up to \$400
I. Valuable Documents	up to \$700

Delay

J. Baggage Delay	Up to \$75 every 24 hours or part thereof, up to a maximum of \$225 (24 hour waiting period for Baggage Delay)
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Tour Cancellation and Interruption

K. Tour Cancellation	EF Tour price
L. Tour Interruption	Unused part of EF Tour price****
- Transportation extra cost	up to \$1,400
M. Additional Costs for Return Home due to Violent Outbreak	up to \$1,400
N. Accommodation Extra Cost	up to \$140 per day, up to a maximum of \$800
O. Delay due to Theft of Valuable Documents	up to a maximum of \$100 every 24 hours or part thereof, up to a maximum of \$500

*If You are not covered under a Canadian government health insurance plan on the date the claim is incurred, reimbursement for eligible Medical Expenses incurred will be limited to a maximum compensation of \$50,000.

**\$50,000 is the combined maximum compensation for B) Emergency Home Evacuation, C) Family Member Reimbursement and D) Home Repatriation.

*** Payments available under E) Accidental Death and F) Accidental Disability are not subject to a combined limit of coverage per Accident or Injury and each provide separate limits of coverage.

**** "Unused" means the Participant's financial loss of any whole, partial or prorated prepaid "Non-Refundable Tour Payments."

If more than one claimant suffers a covered Accidental Death in the same event on the same EF Tour, then the Insurance Company will not pay more than \$10,000,000. If an event results in benefit amounts becoming payable, which when totalled, exceed \$10,000,000, then that amount will be divided proportionally among the claimants.

All amounts shown are in Canadian dollars.

Termination of Insurance

Coverage ends at the earliest of the following dates:

- when Your EF Tour has ended (including the time it takes You to travel via direct route to Your city of residence immediately after Your EF Tour ends);
- when You leave the EF Tour early if it is prior to the end of Your EF Tour; and
- when You return to Your city of residence.

If You have purchased the Optional Extension Coverage, coverage starts and ends based on Your requested travel dates organized by EF.

If the return from Your EF Tour is delayed or interrupted for reasons covered by the Certificate, coverage is extended until Your return to Your city of residence. If You are unable to travel due to a medical condition at the time when Your EF Tour ends, coverage is extended for up to 30 days or until Your Doctor confirms that You are able to travel, whichever comes first, subject to the terms and conditions of the Certificate.

Coverage provided under the **Tour Cancellation** section of the Certificate begins on the day EF receives payment of the premium and ends at the time of departure of Your EF Tour or when You cancel Your EF Tour, whichever date is earliest.

Submitting a claim

If a loss occurs, You should file a claim promptly. The claims process is set out in the Certificate under the section entitled **What to do if a Loss Occurs / How to File a Claim**.

In the event that You need to cancel or interrupt Your EF Tour, contact EF and Crawford & Company (Canada) Ltd. as soon as reasonably possible after the event which causes the Tour Cancellation or Tour Interruption.

EF Institute for Cultural Exchange Ltd. (also operating as EF Educational Tours)

EF Tours Canada Ltd. (also operating as EF Educational Tours)

80 Bloor St West, 16th Floor

Toronto, Ontario M5S 2V1

Telephone: 1 (800) 263-2806

Fax: 1 (800) 556-6046

Emergency Assistance while on tour:

Generali Global Assistance

Telephone: 1 (888) 748-9739 (toll free in the U.S. or Canada)

1 (240) 330-1476 (from other international locations, call collect)

Claims Handling:

Crawford & Company (Canada) Inc.

100 Milverton Drive, Suite 300

Mississauga, Ontario L5R 4H1

Attention: New CHUBB A&H Claim

Telephone: 1 (855) 897-8512

Fax: 1 (905) 602-0185
Email: newhumanriskclaims@crowco.ca

EF EDUCATIONAL TOURS - GLOBAL TRAVEL PROTECTION PLAN GENERAL CONDITIONS

CHUBB®

Policy No. 9908-5037

Who to Contact

Chubb Insurance Company of Canada

199 Bay Street, Suite 2500, P.O. Box 139
Commerce Court West Postal Station
Toronto, Ontario, M5L 1E2

For information regarding the EF Educational Tours Insurance Program, please contact:

For Domestic Tours (All destinations within North America)

EF Tours Canada Ltd. (also operating as EF Educational Tours)
1 (800) 263-2806
80 Bloor Street West, 16th Floor
Toronto, Ontario M5S 2V1

For International Tours (All destinations outside North America)

EF Institute for Cultural Exchange Ltd. (also operating as EF Educational Tours)
1 (800) 263-2806
80 Bloor Street West, 16th Floor
Toronto, Ontario M5S 2V1

Emergency Assistance while on tour:

Generali Global Assistance
Tel: 1 (888) 748-9739 (toll free in the U.S. or Canada)
1 (240) 330-1476 (from other international locations, call collect)
Group ID: N2CHUCA

Claims Handling:

Crawford & Company (Canada) Inc.
400-90 Matheson Blvd. West
Mississauga, Ontario L5R 3R3
Attention: CHUBB A&H Claim

Tel: 1 (855) 897-8512
Fax: 1 (905) 602-0185
Email: Claimsalertadmin@crawco.ca

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Global Travel Protection Plan - Policy Schedule

Maximum Compensation

ILLNESS & ACCIDENT

A. Medical Expenses	\$1,000,000*
B. Emergency Home Evacuation	\$50,000**
C. Family Member Reimbursement	\$50,000**
D. Home Repatriation	\$50,000**
• local burial.....	\$10,000
E. Accidental Death	\$35,000***
F. Accidental Disability.....	\$35,000***

BAGGAGE AND PROPERTY

G. Baggage and Property	\$2,800
• Valuable Property.....	\$1,400
H. Cash.....	\$400
I. Valuable Documents.....	\$700

DELAY

J. Baggage Delay	\$75/24 hours or part thereof, maximum of \$225
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24 hour waiting period for Baggage Delay

TOUR CANCELLATION AND INTERRUPTION

K. Tour Cancellation	tour price
L. School Board Cancellation.....	tour price
M. Tour Interruption	unused part of tour price
• flight extra cost.....	\$1,400
• accommodation extra cost	\$800

* If You are not covered under a Canadian government health insurance plan on the date the claim is incurred, reimbursement for eligible expenses incurred will be limited to a maximum of \$50,000.

** \$50,000 is the combined maximum compensation for B) Emergency Home Evacuation, C) Family Member Reimbursement and D) Home Repatriation.

*** Note that payments available under E) Accidental Death and F) Accidental Disability are not subject to a combined limit of coverage and provide their own separate limits of coverage.

All amounts shown are in Canadian dollars.

General Information

Introduction

This travel insurance group policy is underwritten by Chubb Insurance Company of Canada with EF Travel Canada Ltd. (CA) as group policy holder. All Participants travelling with an EF tour operator who have enrolled under this group policy and have received a Certificate of Insurance are covered for the insurance benefits described in this group policy. The insurance benefit amounts are set out on the Policy Schedule page (page 4).

In this group policy (referred to as "Group Policy" or "Policy") and in the Certificate of Insurance ("Certificate"), certain words have specific and defined meanings. For example, "You" and "Your" means the participant travelling with an EF tour operator, the "Insurance Company" means Chubb Insurance Company of Canada, "EF" means EF Educational Tours, and "EF Tour" means the trip You have purchased through EF. Please refer to the **Terms You Should Know** section below for other definitions.

You can cancel the insurance from Your EF Tours account up to 30 days after You enrol under the Group Policy and provide payment of the premium, unless You have submitted a claim for the trip which was already approved. After this time the premium paid by You for the insurance is not refundable. The cost of the insurance is set out in Your EF Tours invoice.

If You are a Quebec resident, You can cancel the insurance from Your EF Tours account up to 30 days after You enrol under the Group Policy, unless You have submitted a claim for the trip which was already approved. After this time the premium paid by You for the insurance is not refundable. The cost of the insurance is set out in Your EF Tours invoice.

You are expected to act responsibly and take all reasonable measures to prevent a loss or to limit a loss already incurred. There are certain steps You must follow to be sure that You receive the full benefits available to You. These steps are explained in detail in the section below entitled **What to do if a Loss Occurs/How to File a Claim**.

If You have any questions, You should contact EF Educational Tours or the Insurance Company. To file a claim, please call a Claims Agent at one of the numbers provided on page 1.

Eligibility for Coverage

To be eligible for coverage under the Global Travel Protection Plan You must meet the following conditions:

- A) You are enrolled on an EF Tour;
- B) You are a resident of Canada; and
- C) You are travelling to any country worldwide excluding Iran, Syria, Sudan, Cuba and North Korea.

Application for Coverage

After You purchase Your EF Tour, EF will contact You by telephone to ask if You wish to enroll under the Group Policy for coverage under the Global Travel Protection Plan. If You prefer, You may call EF to apply for coverage.

You can apply for coverage up to up to 30 days after You purchase Your EF Tour.

You can apply for coverage under the Group Policy separately: Tour Cancellation and Interruption coverage can only be purchased up to 60 days prior to departure; and Accident & Illness, Baggage and Property, and Delay coverage can only be purchased up until 1 day prior to departure of Your EF Tour.

Period of Coverage

Coverage provided by the **Accident & Illness, Baggage & Property, Delay and Tour Interruption** sections of this Group Policy is as follows:

Coverage begins from the moment You leave Your home to travel via direct route to the start of Your EF Tour.

Coverage ends at the earliest of the following dates:

- when Your EF Tour has ended (including the time it takes You to travel via direct route to Your city of residence immediately after Your EF Tour ends);
- if You leave the EF Tour early and prior to the end of Your EF Tour; and
- when You return to Your city of residence.

If You have purchased the Optional Extension Coverage, coverage starts and ends based on Your requested travel dates organized by EF.

If the return from Your EF Tour is delayed or cancelled for reasons covered by this Group Policy, coverage is extended until You return to Your city of residence. If You are unable to travel due to a medical condition at the time when Your EF Tour ends, coverage is extended for up to 30 days or until Your Doctor confirms that You are able to travel, whichever comes first, subject to the terms and conditions of this Group Policy.

Coverage provided under the **Tour Cancellation** section of this Group Policy begins on the day EF receives payment of the premium and ends at the time of departure of Your EF Tour or when Your EF Tour is cancelled, whichever date is earliest.

Optional Extension Coverage

The Insurance Company will pay the same benefits subscribed under this Group Policy, and under the same conditions, for the number of additional days before or after Your EF Tour if You have the Optional Extension Coverage, to a maximum of 15 days.

Terms You Should Know

Accident

Accident means a sudden, unexpected and unforeseeable cause of injury from an external source that occurs while You are covered under this Group Policy.

Assault

Unprovoked intentional physical violence.

Claims Agent

The agent at Crawford & Company (Canada) Inc. who will handle the claim process for this Group Policy.

Doctor

A qualified medical physician or surgeon legally licensed to practice medicine.

Disability

Permanent loss or reduction of bodily function as the result of an accident.

Family Member

Your spouse, legal guardian or ward, son or daughter (includes adopted, foster, step or in-law), brother or sister (includes step or in-law), parent (includes step or in-law), grandparent (includes in-law), grandchild, aunt, uncle, niece or nephew, domestic partner, caregiver, or child caregiver.

Illness

Bodily sickness or disease that begins while You are a covered under this Group Policy and which causes a loss covered by the Group Policy.

Pre-existing Condition

Any Illness, disease or other condition during the 180-day period immediately prior to the coverage effective date for which You either a) received or received a recommendation for a test, examination or medical treatment for a condition which first manifested itself, worsened or became acute or had symptoms which would have prompted a reasonable person to seek diagnosis, care or treatment; or b) took or received a prescription for drugs or medicine. Item b) of this definition does not apply to a condition which is treated or controlled solely through the taking of prescription drugs or medicine and remains treated or controlled without any adjustment or change in the required prescription throughout the 180-day period before coverage is effective.

Reasonable Customary Charges

The usual fees for services charged by professionals in the geographical area in which they practise.

What to do if a Loss Occurs/How to File a Claim

If a loss occurs, You should file a claim promptly. You should respond to all inquiries and follow any instructions provided by the Insurance Company or Claims Agent. In addition:

1. Take the necessary steps to prevent or minimize a further loss.
2. Document the claim details by outlining the time, place and circumstances, the extent of the loss and the names and addresses of available witnesses.
3. For property loss, obtain a police report, receipts, warranty documents or any notes from authorities. If Your property was lost or damaged while registered with an airline or other carrier, hotel, travel agency, spa or sports establishment, You must immediately notify that entity and obtain a report.
4. Do whatever is necessary to secure or enforce any right of recovery of any expenses or the property from those involved in causing or creating a loss of or damage to the property.
5. For medical or accidental loss, obtain medical care receipts and reports showing diagnosis and treatment periods, and other relevant information about the Illness or injury. **You must notify the Claims Agent in the event of an Accident, injury or Illness as soon as possible and no later than 30 days after Your initial treatment, or, if You are a Quebec resident, within the year of the Accident, injury or Illness if You prove Your impossibility to act within 30 days after Your initial treatment.**
6. **In the event that You need to cancel or interrupt Your EF Tour, contact EF and the Claims Agent as soon as reasonably possible after the event which causes the cancellation or Tour Interruption.** You will need to provide the following information:
 - a. Your name, address and telephone number;
 - b. tour number and account number; and
 - c. Your reason for cancelling or interrupting Your EF Tour.
7. Complete a Claim Form and attach all the documentation (including but not limited to bills, medical reports, death certificate, police or insurance reports, receipts, etc.). Send the Claim Form to the Claims Agent as soon as possible and latest within one year of the time of the loss. If You wait longer than one year, Your claim may not be paid.

If You fail to comply with the above provisions without a reasonable explanation satisfactory to the Insurance Company, the Insurance Company shall not be liable under this Group Policy in case of non-compliance for such portions of the loss as the Insurance Company deems You would have recovered by enforcement of Your right of

recovery. The Insurance Company will pay: (a) such portion of the expense incurred for taking steps to prevent or minimize further extension of loss, as deemed by the Insurance Company to have been necessary or effective; and (b) expense necessarily incurred for securing or enforcing Your right of recovery.

The Insurance Company will not be liable under this Group Policy in the event You fail to comply with the requirements of providing proof of Your claim in the time period set out in this Group Policy or You make a false statement in the documents provided to the Claims Agent, or You commit or You have another person or persons commit forgery or alteration of such documents.

For further assistance or Claim Forms, contact the Claims Agent.

Payment of Your Claim

Payment of Your claim, if applicable, will be made to You; if You are deceased at the time the claim payment is made, the payment will be made to Your estate.

This policy contains a provision removing or restricting the right of the group person insured to designate persons to whom or for whose benefit insurance money is to be payable.

If You do not Agree with the Outcome of Your Claim

If You file a claim and do not agree with the claim decision, You have six months to notify the Claims Agent in writing that You want to appeal the claim decision. Send Your appeal to the Claims Agent on page 1 in this Group Policy.

Illness & Accident

Terms of Coverage

The Insurance Company will pay acute, necessary, Reasonable and Customary Charges up to a maximum of \$1,000,000 for Medical Expenses and up to a combined maximum of \$50,000 for Emergency Home Evacuation, Family Member Reimbursement and Home Repatriation (and other care and supplies as described below) relating to an Illness or an Accident which occurred during an EF Tour, subject to the terms and conditions of this Group Policy. The Illness or Accident must have occurred during the period of coverage. Payments will be made for expenses for treatment carried out during the period of coverage. This Group Policy does not pay for any expenses eligible for reimbursement by other means, including, but not limited to, reimbursement available under other insurance policies or government-sponsored programs.

The Illness & Accident section of this policy also contains benefits for Medical Expenses under subsection A and Accidental Death and Accidental Disability under subsections E and F. These benefits are not subject to a combined limit of coverage and provide their own separate limits of coverage.

The Insurance Company reserves the right to decide whether medical treatment following an Illness or Accident should be provided in the host or home country.

A. Medical Expenses

The Insurance Company will reimburse You, or in the event of death, Your estate, for the following acute, necessary Reasonable and Customary Charges up to \$1,000,000 for treatment provided during the period of coverage, for Illness or Accident:

- Outpatient Doctor's visits for non-routine care and inpatient hospital treatment;
- Prescription drugs and supplies – prescriptions written by a Doctor as treatment for a covered Illness or Accident;
- Physical therapy expenses are covered if You have been referred by a Doctor and it has been pre-approved by the claims agent;

- Chiropractic care, acupuncture treatment or other alternative medicine practices up to a total maximum of \$1,400 if You have been referred by a Doctor as treatment for a covered Illness or Accident;
- Dental care – if Your sound and natural teeth are injured in an accident, You will receive full reimbursement for temporary treatment by a dentist. For any other acute and necessary dental treatment (not including orthodontic treatment), You are eligible for a total maximum benefit of \$300 during the period of coverage;
- Reasonable local travel expenses to a Doctor's office or hospital, but only when that travel was necessary to obtain medical or dental treatment relating to a covered Illness or Accident which occurred during an EF tour; and
- Telephone costs in relation to a covered claim, up to \$75, other than for telephone calls to EF, the Claims Agent or the Insurance Company.

B. Emergency Home Evacuation

If You have a life-threatening condition relating to an Illness or Accident that is covered and not excluded by this Group Policy, and if You are unable to return on the scheduled EF flight due to Illness or Accident, You will be reimbursed, up to a maximum of \$50,000, for the additional costs incurred for Your own transportation, if Your Doctor recommends that You return home earlier or later due to Illness or Accident and not with Your EF Tour.

The Claims Agent must pre-approve the necessity to return home and the mode of transportation. Without a pre-approval, costs will be compensated according to the necessity and reasonableness of the measures taken and the costs incurred, as deemed by the Insurance Company. The Insurance Company will not pay for the cost of a return to the place where the tour was interrupted.

C. Family Member Reimbursement

If You are confined in a hospital outside Your country of residence relating to an Illness or Accident that is covered and not excluded by this Group Policy and Your Doctor requires the personal attendance of a Family Member, or if You decease outside Your country of residence due to an Illness or Accident that is covered and not excluded by this Group Policy and the presence of a Family Member is required by the police or a similar governmental authority, You or Your estate can be reimbursed, up to a maximum of \$50,000, for two round-trip airplane tickets and accommodations for two Family Members from Your home country to join You. Costs for accommodation for Your Family Member(s) will be reimbursed for up to 30 days from the time of Your first visit to the Doctor or hospital, or until Your Doctor certifies that Your condition is stable and the danger of death or deterioration is not imminent, whichever comes first. The costs incurred for accommodation will be reimbursed at the average hotel rate for the city in which You are located and a daily allowance of \$50 per person will be paid.

The Claims Agent must pre-approve the necessity of Your Family Member to visit You, the mode of transportation and the costs involved. Without a pre-approval, costs will be compensated according to the necessity and reasonableness of the measures taken and the costs incurred, as deemed by the Insurance Company.

D. Home Repatriation

If You die and Your death was caused by an Illness or Accident that is covered and not excluded by this Group Policy, Your estate will be reimbursed, up to a maximum of \$50,000 for the expenses associated for Your body to be sent to Your city of residence, or if Your family so desires, the Insurance Company will pay up to a maximum amount of \$10,000 for local burial in the country where the death occurred (excluding burial in the home country).

E. Accidental Death

In the event of Your death, as a result of an Accident which occurs during the period of coverage and which is covered under the Medical Expenses section of this Group Policy, the Insurance Company will pay Your estate a lump sum benefit of \$35,000.

F. Accidental Disability

If You sustain a Disability as a result of an Accident while participating in an EF Tour, and which is covered under the Medical Expenses section of this Group Policy, You will receive up to \$35,000 from the Insurance Company, regardless of the number of injuries You incur from the same Accident, depending on the extent of Your Disability.

The degree of Disability is determined by the product of the impairment percentage assigned by a Doctor multiplied by \$35,000. The impairment value is expressed as a percentage taking into account the body part(s) permanently impaired as that part(s) related to Your whole person. The Doctor will determine the impairment value by use of the American Medical Association's "Guide to Evaluation of Permanent Impairment" most current at the time of claim. If You had a pre-existing physical impairment prior to the Accident, the impairment value of the Pre-existing Condition will be deducted from the impairment value calculated after the Accident. The amount of Your benefit will be determined solely by the extent of Your injury and not by Your ability or inability to work.

In order for You to receive benefits due to a Disability, an Accident must lead to a Disability within one year from the date of the Accident. No payment for any Disability benefit shall be due or payable until at least 30 days have passed from the date of the receipt of the required proof of loss. As soon as the definite degree of Disability is determined, payment pursuant to this Group Policy will be paid with a lump sum representing such portion of the sum covered as corresponds to the degree of Disability.

If the same Accident has resulted in injuries on several parts of the body, benefits will be paid with a calculated disablement degree of a maximum of one hundred percent (100%).

Exclusions

The following medical, dental, travel and other expenses are not covered by this Group Policy:

- Medical costs to the extent they can be indemnified by other means, including but not limited to another insurance policy, government-sponsored program, by reason of law or other decrees or conventions;
- All expenses resulting from or relating to treatment due to mental or psychological health disorders, including eating disorders or treatment of physical symptoms resulting from or related to mental or psychological health disorders, including eating disorders;
- All expenses for treatment or prescription drugs related to a Pre-existing Condition,
- All expenses for emergency home evacuation and family member reimbursement related to a Pre-existing Condition or a mental/ psychological health disorder;
- All expenses directly resulting from or relating to the abuse of alcohol, sleeping pills, narcotics or other intoxicants or relating to treatment for the abuse of alcohol, sleeping pills, narcotics or other intoxicants;
- All expenses resulting from or relating to treatment of acne;
- All expenses resulting from or relating to tattoos, piercing and any other unnatural bodily change such as implants, botox injections etc.;
- All expenses resulting from or relating to treatment due to a suicide, suicide attempt, criminal act or violent behaviour on Your part;
- Maternity expenses or any illness or treatment connected with pregnancy;
- All expenses resulting from or relating to treatment that was required before the effective date of this Group Policy and would have made a prudent person seek care prior to such effective date;
- All expenses resulting from or relating to treatment for HIV disease or AIDS or any condition related thereto;
- All expenses resulting from or relating to epidemics, pandemics of infectious diseases of whatsoever nature when travel restrictions have been issued by World Health Organisation prior to travel;
- All expenses resulting from or relating to orthodontic treatment;
- All expenses resulting from or relating to routine health and dental care, such as physical exams, vaccinations/inoculations, dental and orthodontic check-ups or routine eye exams;

- All expenses for elective treatment meaning medical treatment which is not necessitated by a pathological change in the function or structure in any part of the body. Elective treatment includes but is not limited to tubal ligation, vasectomy, breast reduction, sexual reassignment surgery, submucous resection or/and any other surgical correction for deviated nasal septum, other than necessary treatment of covered acute purulent sinusitis, treatment for weight reduction, learning disabilities, temporomandibular joint (TMJ) dysfunction, immunization vaccines and routine physical examinations;
- All expenses resulting from or relating to accidents due to extreme sports, including but not limited to: scuba diving to depths of more than 130 feet; skydiving; hang-gliding or para-gliding; parascending other than over water; bungee jumping; mountaineering or rock climbing normally requiring the use of guides or ropes; or caving, unless these activities are a part of Your EF tour and have been pre-organized by the EF Tour operator;
- All expenses resulting from or relating to injuries caused by the use of firearms discharged by you;
- All expenses resulting from injuries due to an exposure to imminent risks of bodily injury, or injuries due to a criminal act committed by You or act of aggressive violence initiated by You;
- All expenses resulting from or relating to injuries caused by professional manual labour and/or while carrying out any activity for which You receive or intend to receive a fee, payment, wage or any other source of revenue;
- All related travel costs if a ship or airplane is forced to change its route because of Your Illness or injury due to Accident;
- All expenses for eyeglasses or contact lenses;
- Physical therapy expenses if not prescribed by a legally qualified physician and pre-approved by the Claims Agent;
- Private nursing home expenses;
- Spa or health resort expenses; and
- Expenses beyond those that are Reasonable and Customary Charges.

Baggage & Property

Terms of Coverage

The Insurance Company will reimburse You in the manner and with the amounts described below in the event that Your baggage and/or other property is stolen or damaged. This coverage is subject to the limitations described herein and in the sections ***Period of Coverage*** and ***Exclusions***.

In order to be fully reimbursed, You must be careful with Your property and take all reasonable measures not to expose Your property to the risk of being stolen or damaged.

G. Baggage & Property

The Insurance Company will pay up to \$2,800 per incident, including valuable property up to \$1,400, if Your personal belongings are stolen or damaged due to Accident, breaking and entering, Assault, fire, storm, catastrophe, or traffic accident. This coverage also applies to items that You have rented or borrowed for Your personal use while participating on an EF Tour.

You must report the loss or theft to the local police department and file a police report as soon as possible. The amount of loss the Insurance Company is liable to pay shall be determined in accordance with the Insurance Company's determination of the value of the property, evaluated at the place and time of such loss (taking into consideration depreciation due to wear and tear).

If the damaged property is restorable or repairable, the amount of loss shall be the cost to repair the property to the condition at the time immediately before the damage, but in no case shall this cost exceed the value of the property as determined by the Insurance Company.

If an item that is part of a set is stolen or damaged, You will be covered for that item only and not for the entire set.

In addition to the coverage for loss or damage set out above, the Insurance Company will pay for loss of or damage to Your personal belongings when an airline, hotel, travel agency, spa or sports establishment has taken responsibility to keep or transport labelled items for You and when Your property has been lost or damaged and Your claim has been denied by the airline, hotel, travel agency, spa or sports establishment.

Valuable Property

Valuable property is defined as items with an individual value exceeding \$150 per item and include the following: items made of precious metals, genuine pearls or precious stones, antiques, works of art, precious carpets, pocket and wrist watches, fur coats and other fur products, cameras, projectors, telephones, binoculars, weapons, wine, liquor, music players and other musical equipment, radios, televisions, computer equipment, collections of CDs and record albums. Valuable property is reimbursable up to a maximum of \$1,400 per incident of loss or theft. Mobile phones (including smart phones) and mp3 players are reimbursable up to a maximum of \$300, and cameras are reimbursable up to a maximum of \$700.

H. Cash

The Insurance Company will reimburse You to a maximum of \$400 for loss of cash due to theft, Accident, damage due to breaking and entering, Assault, fire, storm, catastrophe, or traffic accident.

I. Valuable Documents

The Insurance Company will reimburse You for out of pocket expenses up to a maximum of \$700, related to theft or damage of a valuable document, due to Accident, breaking and entering, Assault, fire, storm, catastrophe, or traffic accident. Valuable documents include as airline tickets, passports, and visas.

Exclusions

This Policy does not insure or cover any damage to or loss or theft of:

- Any property left behind, lost or mislaid, even if the property has been stolen after You have left it somewhere;
- Any property left in an unlocked hotel room, dormitory room, boarding house room, passenger cabin, sleeping car, bus or car;
- Any property left behind overnight in any means of transport. If property is temporarily left in means of transport during daytime, the property must be locked in a trunk which is inaccessible from the interior or locked in a glove compartment;
- Any cash, valuable property (jewelry, cameras, laptops/iPads and similar however not including mobile phones) or valuable documents not carried on You or not kept in a locked device when You are absent;
- Any cash, valuable property or valuable documents left in tents, cars, buses, boats, caravans, trailers or any other means of transport;
- Any cash, valuable property or valuable documents checked in with an airline;
- Any damage due to scraping or wear and tear;
- Superficial damage to suitcases that does not affect their use;
- Damage to property that occurs from normal wear and tear, rusting, moulding or discolouration, or any damage that might affect the appearance but does not affect the function of the property;
- Marring, scratching, peeling of paint or any other damage to the appearance of the property not resulting in loss of its function;
- Any damage due to improper packing;
- Any damage from liquid that flowed out from a packed container;
- Animals;
- Motor-driven vehicles, caravans or trailers;
- Water-going vessels (except windsurfing boards);
- Hovercrafts, hydroplanes or any other aircraft;

- Parts or equipment to such vehicles and crafts that are excluded as aforementioned, if the parts or the equipment can be covered by a motor vehicle, boat or aircraft insurance policy; and
- Any damage that will be paid for through another insurance policy or reimbursed from another source.

In addition, all indirect costs following a loss or theft are not covered.

Delay

Terms of Coverage

The Insurance Company will reimburse You in the manner and with the amounts described below, in the event of a baggage delay. This coverage is subject to the limitations described herein and in the sections **Period of Coverage** and **Exclusion**.

J. Baggage Delay

The Insurance Company will pay, against receipts, up to a maximum of \$75 each 24 hours or part thereof, to the total maximum of \$225 for necessary and reasonable expenses and costs (toiletries, etc.) relating to and associated with baggage delay in excess of 24 hours at the airport for all EF flights except the return flight to Your departure point. Your baggage must be registered on departure in order for benefits to be paid by the Insurance Company.

Exclusion

- This Policy does not cover any claim that will be paid for through another insurance policy, by other responsible party, airline or bus carrier.

Tour Cancellation & Interruption

Terms of Coverage

The Insurance Company will reimburse You in the manner and with the amounts described below (excluding the non-refundable insurance fee and the non-refundable deposit) in the event Your EF Tour is cancelled or interrupted due to any of the below mentioned covered reasons. The event or Accident causing You to cancel or interrupt Your EF Tour must have occurred during Your period of coverage. The Tour Interruption benefits will only be granted once for the Illness or Accident of any one Family Member.

In order for You to obtain Tour Cancellation benefits the Claims Agent and EF must be notified in writing or by telephone of the need to cancel a tour. If the event which causes the cancellation occurs 120 days or more before Your departure on Your EF Tour, You must notify the Claims Agent and EF no later than 110 days before Your departure on Your EF Tour. If the event which causes the cancellation occurs less than 120 days before Your departure on Your EF Tour, You must notify the Claims Agent and EF as soon as reasonably possible after said event and in all cases before Your departure on Your EF Tour. In order for You to obtain Tour Interruption benefits, the Claims Agent must pre-approve the necessity to return to your city of residence prior to the Tour Interruption. Without a pre-approval, costs will be compensated according to the necessity and reasonableness of the measures taken and the costs incurred, as deemed by the Insurance Company.

K. Tour Cancellation

Under the terms of this insurance, a refund of the amounts described below will be issued, should You or Your parent or legal guardian cancel Your EF Tour due to:

- Your death, which occurs before Your departure on Your EF Tour;
- Your Illness or Accident (excluding mental or psychological health disorders or eating disorders) which occurs before Your departure on Your EF Tour and requires medical treatment at the time of cancellation

- and is so disabling as to prevent Your participation in Your EF Tour and for which Your Doctor has advised against travel;
- c. You being hospitalized for at least 24 hours for mental or psychological health disorders, including eating disorders which occurs before Your departure on Your EF Tour and requires medical treatment at the time of cancellation and is so disabling as to prevent Your participation in Your EF Tour and for which Your Doctor has advised against travel;
 - d. An Illness or Accident leading to hospitalization or death of a Family Member which occurs before Your departure on Your EF Tour;
 - e. You being required to serve on a jury, subpoenaed (except if You are the defendant), activated into military service, or having Your home made uninhabitable by fire or flood or other natural disaster;
 - f. You being directly involved in a traffic accident en route to the departure of an EF Tour;
 - g. The Government of Canada issuing an "Avoid Non-Essential Travel" or "Avoid All Travel" Travel Advisory for the country or a region of the country that is a destination on the EF Tour; or
 - h. Your parent or legal guardian experiencing involuntary termination or layoff of permanent employment, not including contract or self-employment, when actively employed with the same employer for at least 6 months prior to the effective date of Your coverage under this Group Policy.

If You have to cancel a tour due to any of the above covered reasons, the Insurance Company will reimburse You for the non-refundable tour payments (excluding the non-refundable insurance fee and the non-refundable deposit), including any unused air, land or sea arrangements already paid for by You.

L. School Board Cancellation

Under the terms of this insurance, a refund of the amounts described below will be issued, should the school board cancel the EF Tour due to:

- a. A teacher's labour strike, which results in a complete work stoppage;
- b. A union directed work to rule job action; or
- c. A determination that there is a risk of harm to You during the trip when You are scheduled to travel to a specific region of a country.

If the school board cancels an EF Tour due to any of the above covered reasons, the Insurance Company will reimburse You for the non-refundable tour payments, (excluding the non-refundable insurance fee and the non-refundable deposit), including any unused air, land or sea arrangements already paid for by You.

M. Tour Interruption

Under the terms of this insurance, a refund of the amounts described below will be issued, should You die or be forced to interrupt the EF Tour due to:

- a. Your Illness or Accident (excluding mental or psychological health disorders or eating disorders) which occurs while on Your EF Tour and requires medical treatment at the time of interruption and is so disabling as to prevent Your continued participation in Your EF Tour and for which Your Doctor has advised against continuing on Your EF Tour; or
- b. An Illness or Accident leading to hospitalization or death of a Family Member while on Your EF Tour.

If Your EF Tour is interrupted due to any of the above covered reasons, You will be reimbursed, up to a maximum of \$1,400, for the cost of economy coach, train or airfare by the most direct route, less any refunds paid to You, in order to reach the return destination or to travel from the place where Your EF Tour was interrupted to where Your EF Tour can be rejoined. You will also be reimbursed for any unused air, land or sea arrangements already paid by You.

The Insurance Company will also reimburse You for reasonable costs resulting from a change in the per person occupancy rate for prepaid arrangements if a travelling Family Member's EF Tour is delayed or interrupted for one of the aforementioned covered reasons and Your EF Tour is not. The Insurance Company will also reimburse You for reasonable additional accommodation and transportation expenses (up to \$140 per day and a maximum of \$800), if a travelling Family Member must remain hospitalized.

The Insurance Company will pay up to \$1,400 for the additional costs incurred if You must return home immediately after the outbreak of violence in the area where You are in accordance with recommendations by official authorities in Your home country (State Department or Ministry for Foreign Affairs). Also, the Claims Agent must have pre-approved the necessity to return home.

Exclusions

The Insurance Company will not pay Tour Cancellation or Tour Interruption benefits for changes in travel plans due to:

- Carrier-caused delays (including bad weather);
- Personal change of plans by You or a Family Member;
- Anxiety or fear;
- Business or contractual obligations;
- Prohibition or regulation by any government, including if you are deemed by such government to be inadmissible to the country you are travelling to;
- Default of tour or program operator (including EF and its affiliated parties), airline, cruise line or any other organisation which results in a loss of service;
- Your inability to obtain the necessary travel documents (passports, visas, etc.); or
- Detention or confiscation by customs.

In addition, the Insurance Company will not pay Tour Cancellation or Tour Interruption benefits for You or any Family Member's loss, illness or Accident due to excluded conditions as per the Exclusions of the Illness & Accident section and as per this Group Policy.

General Provisions

General Exclusions Relating to All Types of Coverage

No insurance coverage is provided and the Insurance Company will not pay for any losses resulting directly or indirectly from:

- A wilful act, criminal act or gross negligence on Your part or on the part of anyone entitled to receive a benefit;
- War, hostile acts of a foreign power, revolution, usurped power, civil war, act of war (declared or undeclared), riots or rebellion ("riot" meaning tumultuous disturbance of the peace by a group of persons whether national or local, gravely threatening the social peace and order of the area) or other disturbances of a similar nature, however, not including direct acts of terrorism ("direct", meaning an immediate and geographically proximate threat to personal safety) excluding "nuclear, chemical and biological terrorism" as set out below;
- Nuclear radiation or radioactive contamination or injuries from any explosive or hazardous materials;
- Radioactive, explosive or other material of a hazardous nature, or any accident arising therefrom, of nuclear fuel materials (including spent fuel) or properties (including products yielded in the process of nuclear fission) contaminated by nuclear fuel materials;
- Seizure, requisition, confiscation or destruction by any government or public authorities; or
- Losses that can be paid by any other insurance policy, government sponsored program, etc.

Nuclear, Chemical, Biological Terrorism Exclusion Clause

Notwithstanding any provision to the contrary within this Group Policy or any endorsement thereto, it is agreed that this Group Policy excludes any losses directly or indirectly arising out of, contributed to or caused by, or resulting from or in connection with any act of nuclear, chemical, biological terrorism (as defined below) regardless of any other cause or event contributing concurrently or in any other sequence to the loss.

"Nuclear, chemical, biological terrorism" shall mean the use of any nuclear weapon or device or the emission, discharge, dispersal, release, or escape of any solid, liquid or gaseous chemical agent and/or biological agent

during the period of this insurance by any person or groups(s) of persons, whether acting alone or on behalf of or in connection with any organisation(s) or government(s), committed for political, religious or ideological purposes or reasons including the intention to influence any government and/or to put the public, or any section of the public, in fear.

“Chemical agent” shall mean any compound which, when suitably disseminated, produces incapacitating, damaging or lethal effects on people, animals, plants or material property.

“Biological agent” shall mean any pathogenic (disease producing) micro-organism(s) and/or biologically produced toxin(s), including genetically modified organisms and chemically synthesised toxin(s), which cause illness and/or death in humans, animals or plants.

Territory

This coverage applies worldwide excluding Iran, Syria, Sudan, Cuba and North Korea.

Liberalization

If the Insurance Company adopts any policy coverage changes during the Period of Coverage without an additional premium charge, then You will automatically receive the benefit of the broadened insurance. This shall not apply to claims that have already been submitted

Limitation of Actions

Every action or proceeding against an insurer for the recovery of insurance money payable under the contract is absolutely barred unless commenced within the time set out in the Insurance Act (for actions or proceedings governed by the laws of Alberta and British Columbia), The Insurance Act (for actions or proceedings governed by the laws of Manitoba), the Limitations Act, 2002 (for actions or proceedings governed by the laws of Ontario), or in other applicable legislation. For those actions or proceedings governed by the laws of Quebec, the prescriptive period is set out in the Quebec Civil Code.

Applicable Law

This Group Policy is governed by the law of the province or territory where You resided at the time of purchase of this coverage, and the laws of Canada applicable therein. Notwithstanding any other provision herein contained, this Group Policy is subject to the applicable statutory conditions in the Insurance Act respecting contracts of accident and sickness insurance.

Other Insurance and Subrogation

If a claim is covered by this Group Policy and by another insurance policy issued by another insurance carrier, this Group Policy shall always be secondary to all other insurance policies and the Insurance Company shall not be obligated to pay until the limits of all other applicable insurance policies have been exhausted.

Following the exhaustion of all other insurance policies, the Insurance Company will pay up to the limits shown on the *Maximum Compensation* schedule (page 3) for any claims not already covered and paid by other sources.

In the event of any payment under this Group Policy, this Insurance Company shall be subrogated to the rights as stated in 1. and 2. below to the extent of such payment and without prejudice to Your:

1. right of recovery, if You are to be indemnified for damages by any person or organisation; and
2. right of subrogation, if You are to be subrogated to the right of others on account of a payment of claim to an injured party. If You collect damages from such other party, whether by suit, settlement or in any other manner, then the You shall be liable to the Insurance Company for the lesser of either:
 - a. The amount collected by You; or
 - b. The amount of all payments made by this Insurance Company for the expenses incurred by - You to which such damages are related.

General Conditions for EF Educational Tours

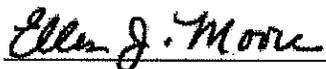
The Insurance Company may require You to execute a statement acknowledging the Insurance Company's right of recovery from other parties before the Insurance Company makes payment of any expenses reasonably believed by the Insurance Company to be subject to this section of the Policy.

You shall cooperate with the Insurance Company in securing and enforcing the Insurance Company's right under the preceding paragraphs and in obtaining such evidence, instruments, and papers as required by the Insurance Company for such purpose.

This Group Policy is valid and applicable from April 1, 2019 and until further notice. The Insurance Company may amend this Group Policy at any time, and such amendments are valid from one month after the Insurance Company has duly notified the Policyholder.

The Insurance Company issuing this Policy has caused this Policy to be signed by its authorised officer.

Chubb Insurance Company of Canada (Incorporated under the laws of Canada)



Ellen J. Moore
President

H. INTERNATIONAL EDUCATIONAL TRIPS

School District 62 (Sooke) believes that International Educational Trips for students can be of great learning value. Organizers will review field trip costs through the lens of equity and inclusion to reduce costs as much as possible and to provide financial support where possible.

The district endorses-in-principle International Educational Trips for students during school time provided:

- a. advantage is taken whenever possible of weekends and holiday periods.
- b. the trip has curricular or extra-curricular relevance for participating students.
- c. the trip is initiated by school staff and approved by the Principal, Associate Superintendent and the Board.
- d. the trip is appropriately supervised.
- e. that all financial transactions associated with the trip meet school district requirements.

Guiding Principles

1. It is the Principal's responsibility to ensure the appropriateness of all International Educational Trips and the planning for safety of students.
2. Supervisors and chaperones are a valued resource in the school community and during International Educational Trips. Efforts will be made wherever possible to locate volunteer supervisors who are employees of the school district. When this is not possible, outside volunteers may be recruited and must provide background references and Criminal Record Checks and may be required to provide a Driver's Abstract. (Refer to Policy E-118 for Criminal Record Checks). All volunteer supervisors will take direction from the sponsor teacher and/or Principal.
3. All International Educational Trips must be planned to ensure that changes in travel plans, on short notice, to ensure the safety of students are possible without significant costs to participating students and/or their parents/guardians. Trip cancellation insurance, travel and medical insurance plans and/or alternate destination plans are essential to International Educational Trips proposals. If the Superintendent of Schools deems a trip unsafe and must be cancelled the parents/guardians will be responsible for covering all appropriate costs. Parents/guardians must ensure that they have all appropriate trip cancellation insurance as well as medical insurance.
4. At all times the use of alcohol, tobacco, misuse of prescription drugs or illegal substances by student participants, volunteers, supervisors or staff is strictly prohibited during International Educational Trips, regardless of the circumstances, the age of the participants, or local laws, customs and culture.

Procedures

1. Application for Approval Conditions of Participation
 - 1.1 A sponsor teacher proposing an International Educational Trip must submit an application to the Principal and Associate Superintendent for approval prior to any communication to students or parents/guardians about the proposed trip.
 - 1.2 Once approval is obtained from the Principal, Associate Superintendent and Board, the sponsor teacher MUST communicate the proposed International Educational Trip to parents/guardians and students (as per Section C-4 of the Administrative Regulations).
 - 1.3 For International Educational Trips, approval from the Board must be obtained at least six months prior to departure. Exceptions to this include championships and challenges which teams and clubs may qualify for.
 - 1.4 An application for a proposed International Educational Trip submitted by a sponsor teacher must:
 - a. demonstrate the curricular or extra-curricular relevance of the proposed trip and that it is appropriate for the proposed group of student participants.
 - b. include a supervision plan appropriate to the nature of the trip, the age and the development of the students, and the activities being undertaken.
 - c. provide details of any fundraising activities to be undertaken in support of the proposed trip.

- d. provide a plan for any special training necessary for participation in the International Educational Trip.
- 1.5 In considering whether to approve an International Educational Trip, the Principal, Associate Superintendent and Board will consider all relevant facts and, in particular, will consider:
- a. the substantive educational rationale for the proposed trip.
 - b. the reasonableness of the length of the proposed trip, having regard to the number of school days that will be used and the age of the students.
 - c. the risks associated with the trip and whether the application for approval provides an appropriate safety management plan.
 - d. the destination and the risks of travel to that destination (the Principal and Associate Superintendent will not approve travel to a destination where the Department of Foreign Affairs has published a travel warning which indicates "avoid non-essential travel" or "avoid all travel").
 - e. equity of opportunity.
 - f. the activities to be undertaken on the trip.
 - g. the affordability of the proposed trip for its intended participants.
 - h. how the proposed trip co-ordinates with overall school plans.
 - i. contingency and emergency planning included in the application.
 - j. the impact of the absence of attending school staff from the school.
 - k. the supervision plan.
- 1.6 Students are not permitted to participate in field trips where the service providers requires a waiver to be signed as a condition of participation in the event or activity. Acknowledgment of Risk forms may be used by service providers to gather informed consent from parents/guardians by indicating the risks associated with the field trip activity. Acknowledgment of Risk forms must accompany the initial application for the International Educational Trip.

2. Conditions of Participation

- 2.1 All participants on an International Educational Trip must comply with the school and District Student Codes of Conduct, abide by all laws and customs of the destination, and act as ambassador of the school district. When behaviour of a student on a trip, in the opinion of the sponsor teacher, compromises safety of self or others and does not adhere to previously established expectations, that student will be returned home at the expense of the parents/guardians. If it is necessary for the student to be accompanied by a supervisor on the return trip, the parents/guardians of the student will be responsible for the travel costs of that supervisor. Parents/guardians will be advised of this possibility as part of the trip conditions. Prior to the student being sent home, parents/guardians will be notified.
- 2.2 Cancellation insurance or an alternate destination plan must be in place for the field trip. For reasons of student safety, an International Educational Trip may need to be changed, postponed or canceled (i.e. - global catastrophic events such as hurricane, pandemic, war or other military conflict). The cost for such a decision will not be covered by the school district. If the Superintendent of Schools deems a trip unsafe and cancels prior to departure or during the event, the Board will not be responsible. Parents/guardians are responsible for ensuring that they have trip cancellation insurance as well as medical insurance.
- 2.3 Should the school or school district require the field trip to change or return home, all field trip participants will be required to comply with this directive.

3. Volunteers and Supervision

- 3.1 At least one of the volunteer supervisors, the sponsor teacher or a trip director must have knowledge of the customs and culture of the region, province or state being visited.
- 3.2 The minimum adult/student ratio for all trips is 1 to 10.

- a. Student Exchange Programs provide students with affordable and practical opportunities to experience new and diverse settings in which to study and learn about other cultures and countries. Students will gain inter-cultural communications skills, develop lasting friendships and experience another way of life. Students will exchange educational experiences by both visiting and hosting students from another culture.
 - b. Sister School Programs provide opportunities to develop positive associations between two countries through the establishment of links between students, staff, schools and school communities. The opportunity to participate in a sister school relationship is open to any school with a desire to learn more about the languages and culture of countries other than their own. Sister school relations are agreements formed for the purpose of strengthening educational exchange, to enhance students' language skills and to promote mutual friendship.
 - c. Humanitarian Programs provide students with an opportunity to gain awareness of the developing world and its complex issues, with the goal of developing reflective, action-oriented, global-minded citizens. The intention of the program is to support student learning in this area through an interdisciplinary academic learning program, focusing on global education with hands on experiences both locally and internationally.
2. The district endorses in principle Student Exchange, Sister School and Humanitarian Programs for students during school time provided:
 - a. advantage is taken whenever possible of weekends and holiday periods.
 - b. the program has curricular relevance for participating students and is mutually beneficial to all groups.
 - c. the program is initiated by school staff and approved by the Principal and District Leadership Team.
 - d. the program is appropriately supervised.

Guiding Principles

1. It is the Principal's responsibility to ensure the appropriateness of all programs and the planning for safety of students.
2. All Student Exchange, Sister School and Humanitarian Program proposals will be brought forward to the attention of the District Leadership team for discussion. The Associate Superintendent for the school has the responsibility to approve proposed programs.
3. Programs offered through the school or school district must be under the general supervision of school district staff. Planning and supervision for the program are the shared responsibility of the Principal and the sponsor teacher.
4. The safety and welfare of students and staff is the primary consideration in planning and implementing the program. The supervisors of each such program must incorporate appropriate safety practices that consider factors such as the location to which the students are travelling, the nature of the activity in which the students are participating, the skill level of the students, the number of students and the age and development of the students.
5. Parents and guardians must provide informed consent for their child's participation in a program, including informed consent for activities undertaken in that program. Parents and guardians must be provided with all appropriate information regarding the date, location, arrangements, levels of supervision and known inherent risks specific to the program in order to give informed consent.
6. Volunteer supervisors are a valued resource in the school community and in assisting with programs. Volunteers will take direction from the sponsor teacher or Principal. Volunteers must provide background, reference, and Criminal Record Checks and may be required to provide a Driver's Abstract. (Refer to Policy/Regulations D-111 Volunteers in the Schools).
7. All Student Exchange, Sister School or Humanitarian Programs must be planned to ensure that changes in travel plans, on short notice, to ensure the safety of students are possible without significant costs to participating students and/or their parents/guardians. Travel insurance plans and/or alternate destination plans are essential to Student Exchange, Sister School or Humanitarian Programs Trips proposals. If the Superintendent of Schools deems a trip unsafe and must be cancelled the parents/guardians will be

- 3.3 Staff and volunteer supervisors must be available to respond to the supervisory needs of the student twenty-four hours a day for each day of the event. All participants travelling on an International Educational Trip must be in the role of supervisor or student. This includes all attending staff's spouses. Staff and volunteer supervisor's children are not permitted on the trip unless they are legitimately part of the curricular or extra-curricular program. In the case of extra-curricular trips where students' family members wish to be present to encourage the team, all travellers organized through the auspices of the school/school district must comply with the guiding principles and conditions of participation.
- 3.4 Volunteer supervisors must be informed of their responsibilities in writing. Volunteer supervisors must be screened for suitability and advised of the expectations of their role as outlined by Administrative Regulations D-111 Volunteers in Schools. The Principal will approve the participation of each volunteer supervisor. Volunteer supervisors must have the appropriate skills and knowledge to participate in the field trip. It is required that a meeting of the sponsor teacher, volunteer supervisors and the Principal be held to review the expectations and standard of conduct expected of volunteer supervisors on the International Educational Trip.
- 3.5 Any CUPE employee who attends and is outside of their classification is considered to be a volunteer; therefore, they will not receive pay for the activity.

4. **Financial Arrangements**

- 4.1 Teachers will need to consider equity and inclusion when planning international field trips that have significant financial costs. Every effort should be made to reduce costs and to explore financial supports. For example, planning trips in advance to allow fundraising opportunities, working with travel companies to mitigate costs, and seeking any discounts or contributions. All financing arrangements for an International Educational Trip must be transparent, including the use of any "free" or discounted tickets associated with the selection of an organizing company, or the accrual of rewards benefits such as travel points, free trips or any other items related to the group travel. Sponsor teachers shall not place themselves in a financially compromising position or a conflict of interest with their students or with commercial agencies as a result of trips. A summary of costs associated with the trip shall be completed by the sponsor teacher and submitted to the Principal within two weeks of the completion of the field trip.
- 4.2 International Educational Trips are assumed by the teacher and any supervisor on a voluntary basis. There shall be no compensation for the provision of extracurricular activities (Article D.17 STA Collective Agreement: Extra-Curricular Activities).
- 4.2 If a teacher-on-call is required as a result of the International Educational Trip, the cost of the teacher-on-call will be included in the students' cost of the trip.
- 4.4 The school district will not be responsible for the costs of any International Educational Trip. Parents/guardians must be advised in writing before any funds are collected from parents/guardians or students, that should the travel have to be cancelled for any reason the school district is not responsible for any costs incurred. If the Superintendent of Schools deems a trip unsafe and must be cancelled the parents/guardians will be responsible for covering all appropriate costs. Parents/guardians must ensure that they have all appropriate trip cancellation insurance as well as medical insurance.

I STUDENT EXCHANGE, SISTER SCHOOL OR HUMANITARIAN PROGRAMS

1. School District 62 (Sooke) recognizes the educational merit and supports the objectives of Student Exchange, Sister School and Humanitarian Programs which promote learning, foster international understanding and cultural appreciation and provide educational advancement for all participants. Student Exchange, Sister School and Humanitarian Programs are also an important component of the district's International Education program. For the purposes of this Administrative Procedure, the following definitions are provided:

**Board of Education
Information Note
June 28, 2022
Agenda Item 5.2: Na'tsa'maht Enhancement Agreement
Renewal (2022-2027) Presentation**

PURPOSE

Lead Principal for the Na'tsa'maht Enhancement Agreement Renewal will present to inform the Board of Education and stakeholders on the Na'tsa'maht Enhancement Agreement Renewal process.

The presentation will engage the board in three major themes:

- The Consultation Framework.
- The Interconnectedness of Na'tsa'maht Indigenous Education Department's Operational Plan, the Na'tsa'maht Enhancement Agreement and SD62's Strategic Plan.
- Enhancement Agreement "Gallery Walk" – a guided visual tour of the new document with a focus on comparative changes from the inaugural Na'tsa'maht Enhancement Agreement (2016-2021) to the 2022-2027 version.
- Question and Answers

BACKGROUND

- The inaugural Na'tsa'maht Enhancement Agreement was completed in June of 2016 led by Jon Carr (Lead Educator - Na'tsa'maht Enhancement Agreement and Kathleen King, District Principal – Sooke District Aboriginal Education Department.
- After the Agreement was produced, the work of bringing the document to life was explored with multiple ways to connect the Na'tsa'maht Enhancement Agreement goals of One Spirit and One Mind with the Equity in Action initiative introduced by the Ministry of Education.
- A tremendous body of work was accomplished under the first agreement however time and experience has provided wisdom and an opportunity for revision. The new Na'tsa'maht Enhancement Agreement highlights linkages to the Strategic Plan and Na'tsa'maht Indigenous Education Department's Operational Plan, and it provides revised goals that expand on the opportunities. The 2022-2027 Agreement features revised goals, supported by objectives and outcomes that are clearly articulated with intentions to collect and provide evidence to demonstrate our success in meeting the outcomes, objective and goals on a bi-annual basis.

- The innovation of the First Nations Advisory Committee comprised of the elected chiefs or designates of the Nations we partner with and the Metis Nation of Greater Victoria and Na'tsa'maht Indigenous Education department leadership has been an integral innovation and advising body throughout the renewal process. We will continue to seek the guidance of this committee as we move forward in our work toward Truth & Reconciliation and building deeper relationships of trust and creating opportunities for Indigenous and all students, together as one community.
- The Na'tsa'maht Indigenous Education Council and the First Nations Advisory Committee both have reviewed the Na'tsa'maht Enhancement Agreement 2022-2027 and have given tier full endorsement and support for moving forward with an official signing and ceremony in September.
- The official Na'tsa'maht Enhancement Agreement signing ceremony will take place on **Tuesday, September 27th at 1pm** in Chief Chambers in Port Renfrew on Pacheedaht territory. A Community Lunch will be hosted that day at 12 p.m. which the Board of Education & staff are invited to.
- In an act of solidarity and demonstrated understanding towards the Pacheedaht Nation, the District will send a school bus for School Board staff and Trustees to travel on to Port Renfrew for the lunch and the signing ceremony.

RECOMMENDATION

That the Board of Education of School District 62 (Sooke) accept and endorse the Na'tsa'maht Enhancement Agreement 2022-2027 as presented and in preparation for the official signing ceremony on September 27, 2022.

Respectfully,

Paul Block
Associate Superintendent of Sooke Schools

NA'TSA'MAHT ENHANCEMENT AGREEMENT

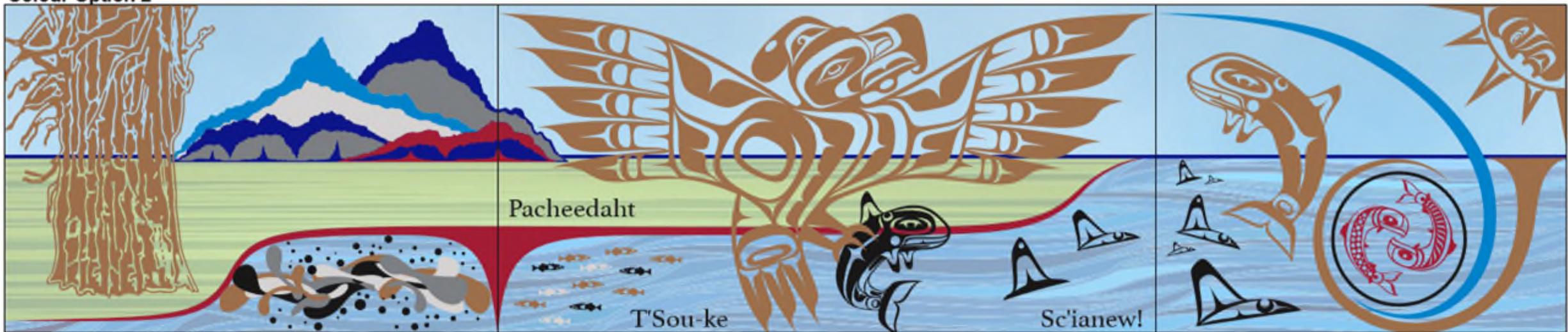
2022 – 2027

Board of Education Presentation June 28th, 2022

Sooke School District acknowledges the traditional territories of the Coast Salish: T'Sou-ke Nation and Scia'new Nation and Nuu-chah-nulth: Pacheedaht Nation to the west. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

We appreciate the contributions of the Métis, Inuit and other Indigenous partners that reside in the territory, shaping and strengthening these beautiful lands.

Visual Territory Acknowledgement – Artist Connie Watts



What's changed in five years...

- Societal norms and expectations
- Progression...Equity, inclusion and diversity
- Awareness and understanding of cultural injustices and resulting generational trauma
- Importance of reconciliation for families and employees



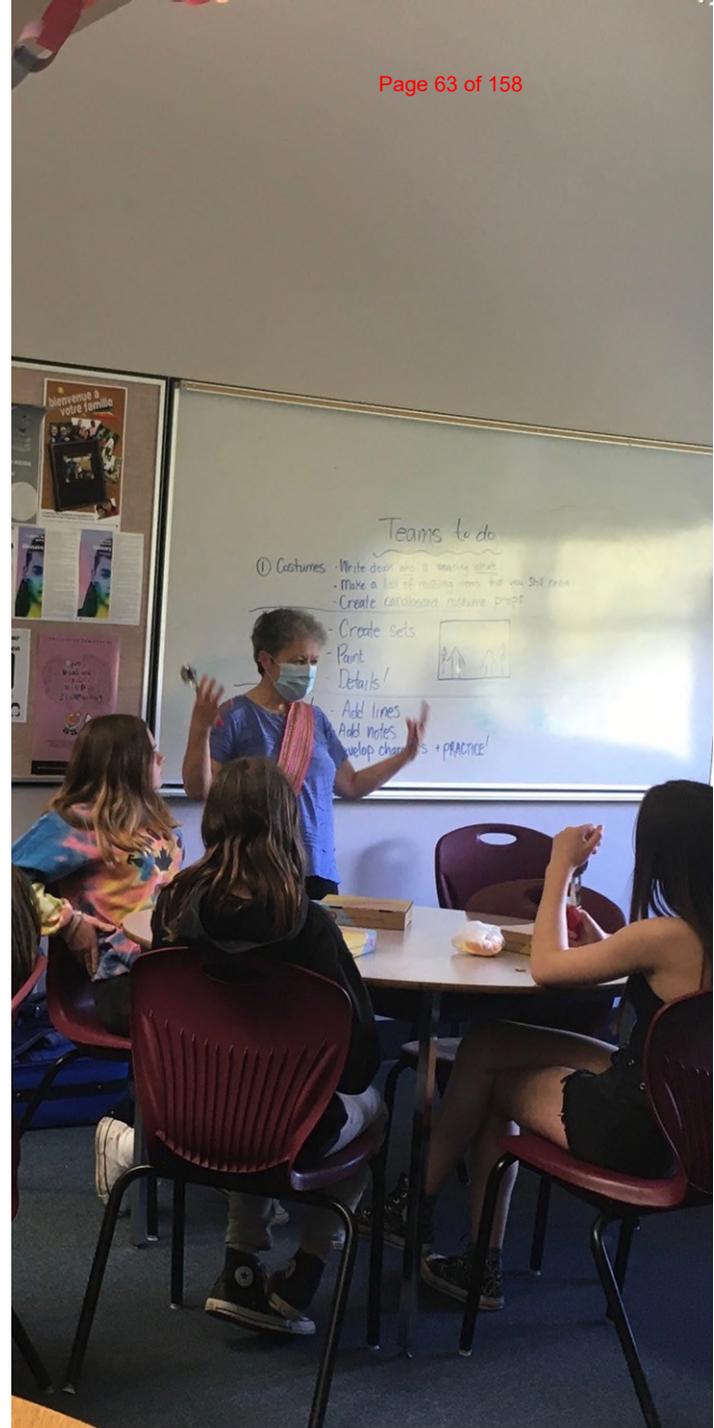


Past and Present Similarities...

Consultation Process

Organization and Lay Out

Designs and Artwork



Teams to do

- ① Costumes
 - Write down who is wearing what
 - Make a list of things items that you still need
 - Create color-coded costume props
- Create sets
- Paint
- Details!
 - Add lines
 - Add notes
 - Develop characters + PRACTICE!

Past and Present... Differences

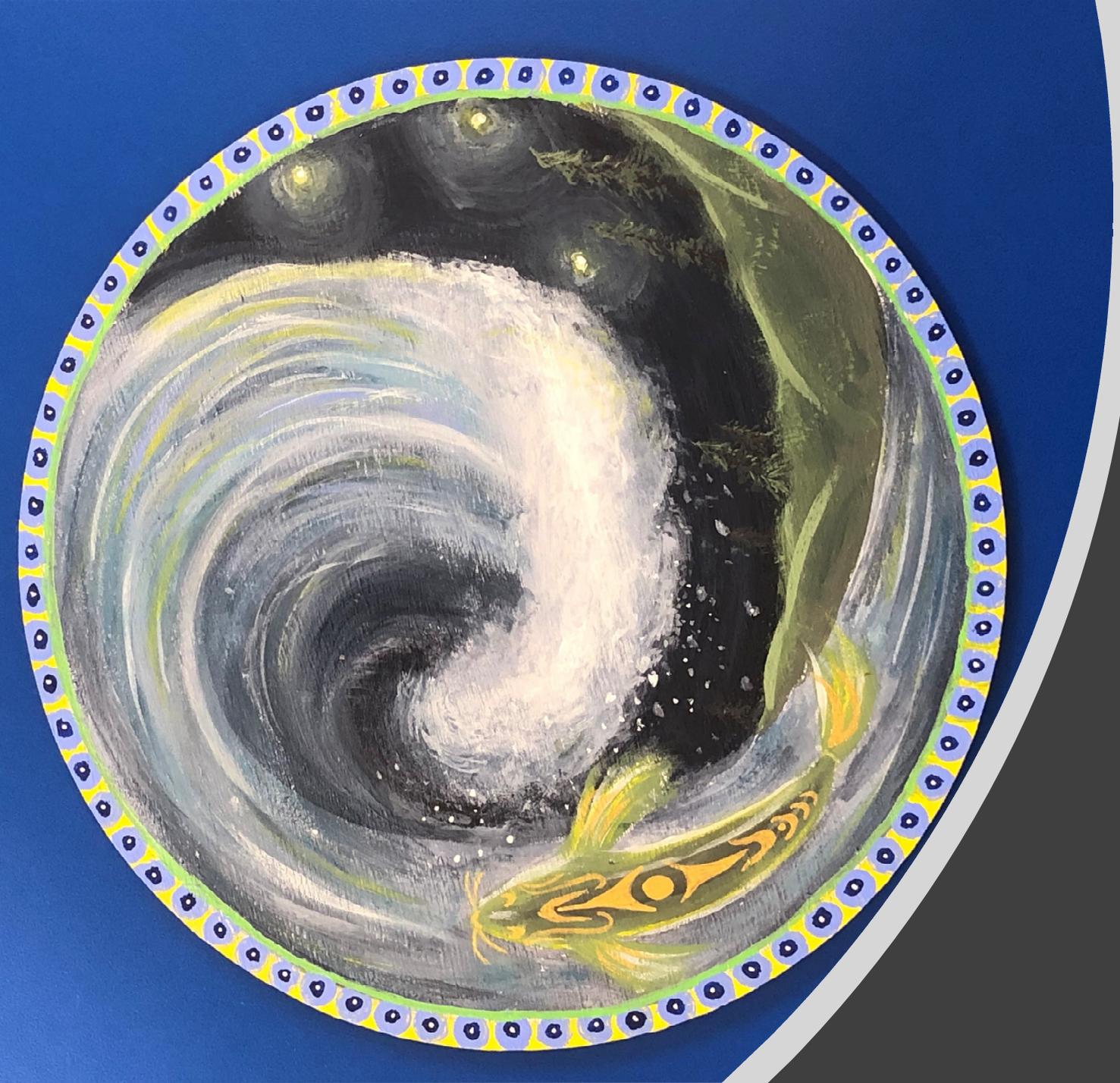
Emerging Themes

Goals, Objectives and
Outcomes

Na'tsa'maht Operational Plan
informs proficiency as it
relates to the goals,
objectives and outcomes and
SD62's Strategic Plan

Equity in Action a
cornerstone

Designs by Emily Hanna



● Rectangular Snip

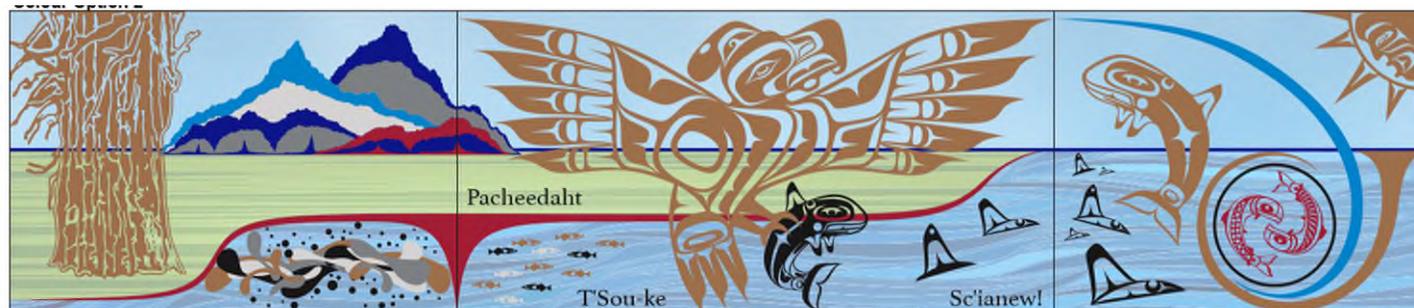
Let's do a book
talk...



Trusting
relationships,
authentic
consultation,
accountability...

Hych'ka - Coast
Salish
Kleco Kleco - Nuu-
chah-nulth
Marsee – Michif

Na'tsa'maht Indigenous Education...working together to improve the success of Indigenous students and increase knowledge and respect for Indigenous culture, language and history among all students, staff and our communities in SD62!



Kristina Ross

From: Harold Cull <hcull@sd62.bc.ca>
Sent: Wednesday, June 8, 2022 2:25 PM
To: Ravi Parmar
Cc: Scott Stinson; Kristina Ross
Subject: FW: Letter from MLA Karin Kirkpatrick

Ravi:

For Board Correspondence on June's agenda?

Thanks,

Harold

From: Olson, Marissa <Marissa.Olson@leg.bc.ca>
Sent: Wednesday, June 8, 2022 2:17 PM
To: Harold Cull <hcull@sd62.bc.ca>
Subject: Letter from MLA Karin Kirkpatrick

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

BY EMAIL

June 8, 2022

Chair & Board of Trustees of Sooke
School District #062

Dear Secretary-Treasurer Cull,

Re: Delay of provincial capital funding for local projects

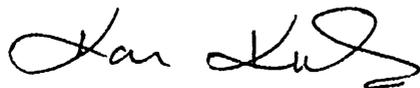
On behalf of the Official Opposition, I am writing to you today concerned about recent reports that School Districts in Mission, Sooke and Vancouver have been informed by the provincial government that there will be no new funding for any new major capital projects for 2022-23.

School Districts rely on the provincial government to come to the table and fund needed capital projects. At a time when the government is prioritizing \$1 billion for a new Royal BC Museum (RBCM), many rightly believe those capital dollars should instead be invested in the education system. The government's own data shows that 250 schools in British Columbia need replacing or seismic upgrades. In addition, while the current 55-year-old RBCM has a Facility Condition Index (FCI) of 0.35, many schools in the province are in far worse condition with a provincial FCI average of 0.50.

To fully understand the implications of provincial capital funding deferrals in the education system, please provide me with a list of any proposed major capital projects in your School District that have been

unexpectedly turned down by the province. The Official Opposition will continue to work with School Districts across the province to advocate that public money is best invested in our education system.

Sincerely,

A handwritten signature in black ink, appearing to read "Karin Kirkpatrick". The signature is fluid and cursive, with a prominent loop at the end.

Karin Kirkpatrick, MLA
West Vancouver-Capilano
Official Opposition Critic for Education, Children and Family Development & Childcare

SD62 Board of Education
c/o Chairperson Ravi Parmar
3143 Jacklin Road
Victoria BC V9B 5R1

June 3, 2022

Dear Mr. Parmar

It is with enthusiasm that we submit this expression of interest towards inclusion in the 2023/2024 Sooke School District capital submission to the BC Ministry of Education and Child Care. The two agencies represented here have a collective experience of over 100 years of service across South Vancouver Island, in excess of \$9M in capital assets, annual operating budgets of \$9M and over 140 staff with a range of expertise in programs for children, youth and families.

Although the intent of this letter is from our two long standing community service organizations that are in a position to contribute capital dollars to this submission, we are part of the Village Initiativeⁱ, a cross-sectoral network that includes over 20 social service agencies dedicated to serving children, youth and families in the Sooke and Western Communities. A recent survey of these service providers identified that space is the number one barrier to meeting community needs. A noteworthy finding from that survey indicated that today, with access to sufficient spaces, an additional 8,500 people could be served. All indications of future growth project an unprecedented population boom to the region. Creating a hub (or hubs) alongside schools provides a unique shared-space opportunity to proactively address the escalating needs of our fast-growing community by capitalizing on the collective service offerings of a broad network of partners. The solution to this challenge is our collective responsibility and can be achieved by working together.

This expression of interest sets the stage for an innovative approach to strategic partnerships between Sooke School District, THRIVE Social Services Society, BGC South Vancouver Island and the Village Initiative. It is feasible to imagine collaborative, long-term working relationships that include both capital and service contributions designed to leverage the Village Initiative's collective strengths to make best use of public spaces, places and dollars. The benefits of this relationship are many and include:

- ✓ Facility maximization – accessible, effective and efficient use of spaces connected to schools at all hours, year round
- ✓ Optimizing and enhanced coordination of services
- ✓ Greater access to low cost, no-cost social programs particularly for those marginalized
- ✓ Improved mental health and reduced demand for serious mental health services
- ✓ Reduced social isolation

- ✓ Newcomer and immigrant support
- ✓ Safer communities – reduced crime and vandalism
- ✓ Healthier child and youth outcomes

Schools are important hubs of the community, and the approach to expand these hubs to include community service providers will enable us to together better serve the needs of children, youth and families in our community. Appendix I on the following page provides additional details on the service-related space needs.

We are excited about the potential and look forward to next steps.

Sincerely,



Dalyce Dixon
Executive Director

Scott Bradford
Executive Director



Appendix I

Additional details related to space related needs

Sample program wrap-around services:

Spaces and Places:

Programs and direct service would be offered throughout the year to best utilize public places among which is the SD62 facilities. Our collective agencies indicate a need and an ability to provide additional services during the weekday, weekday evenings, weekends and during the summer months. Access to parking, proximity to bus routes and walkable access are priorities for our network of service providers. This could include purpose-built additional facilities or retro-fits to existing schools or within the school property footprint.

Services and Programs that could be offered:

As the region continues to experience rapid population growth, our network of agencies forecasted both a short-term and a longer-term expectation for services to help ensure that those living in our communities have the services they need to thrive. A sampling of these additional services includes:

For Children and their caregivers / families

- Services would include a mix of prevention programs as well as services to address emerging challenges children and their caregivers face (physical, mental and societal).
- Children - Play spaces suitable for children for “activity-based interventions” – inside and outside - green spaces / outside / covered spaces
- Moms and babies program space (during daytime)
- Robust before and after-school programs at low-cost, no-cost within a reasonable walking distance to home. Homework club, healthy nutrition, recreation, leadership, etc. help ensure that those critical after-school hours are addressed
- Child and Youth mental and emotional health support within communities is offered in a familiar and supportive environment with as few barriers as possible (daycare provided, quality food is available, etc.)
- Evening, weekend and summer programs close to home help ensure that marginalized children and youth have greater access to supportive programming

For Youth and their caregivers

- Youth spaces are key to ensure that we positively engage youth in pro-social activities such as sports and recreation, leadership, arts programming, etc.
- For older youth we focus on adult-transition support such as post-secondary planning, first jobs, budgeting, etc.
- Appropriate youth spaces – for afterschool programming, youth drop in space, for meeting with counsellors
- Individual counselling spaces that are youth friendly for our Child and Youth Mental Health team – both inside and green spaces / outside / covered spaces

- Suitable group program spaces for youth with support needs – both inside and green spaces / outside / covered spaces
- At-risk youth are also engaged through outreach or evening programs designed specifically for this group

For Parents and Families

- Family Groups are offered family friendly group program spaces (groups of 6-8 for family counselling)
- Spaces are designed to ensure a sense of support and safety
- Parents – group spaces for our parenting programs (daytime/evenings)
- Spaces for groups and families to inter-mingle and connect

For child, youth and adults with special needs

- Adaptable and accessible program spaces for those with Diverse Abilities and physical considerations
- Community style kitchen with hall / gym / group programming space for adults with diverse abilities programs

For service providers

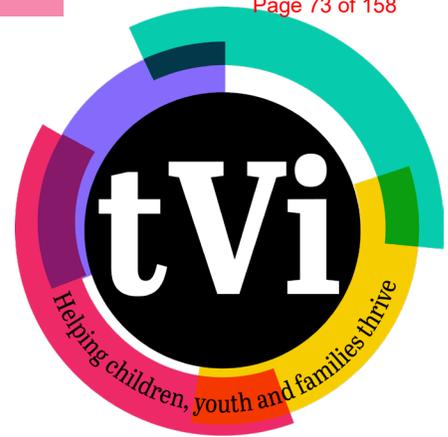
- Shared office spaces for staff. Individual office spaces for managers/admin.
- Suitable meeting spaces for agency teams and inter-agency gatherings for shared training and professional development

Some shared features would include:

- Community style kitchen accessible year-round and off school hours
- Safe, supportive places (ample lighting, walkable areas, etc.)
- Both inside and green spaces / outside / covered spaces
- All depend on parking and access to transit

ⁱ Terms of Reference for the Village Initiative are online at this [link](#). Current list of participating organizations is available [here](#).

THE Village INITIATIVE



The Village Initiative (TVI) is an inter-disciplinary network of more than [35 organizations](#) collectively responsible for delivering vital services to the children, youth, and families of the West Shore and Sooke.



TVI came together to champion shared solutions to the program delivery challenges faced by community organizations in one of BC's fastest growing regions.

With unprecedented development underway throughout the region, now is the time to create a legacy of community programs and services able to keep pace with such rapid population growth.

A Call to Action – It Takes a Village

TVI took root when the Sooke School District and Island Health started a conversation with community partners, recognizing that the health and wellbeing of children, youth, and families are best supported through an all-hands-on-deck approach – a Village. The urgency of our mission has only been underscored by the global pandemic and its impact on children, youth, and families.



The Village Initiative is dedicated to improving the capacity, coordination, organization, and infrastructure required to better serve the children, youth, and families of the West Shore and Sooke.

Our network sees the viability of collaborative, long-term working relationships. These include both capital and service contributions which leverage the team's collective strengths to make the best use of public spaces, places, and dollars to establish the West Shore and Sooke as a showcase community for rapid-growth regions.

TVI's integrated approach to service delivery has several strategic advantages in improving healthy outcomes for children, youth, and families:

- Maximize public space utilization
- Enhance the coordination of community services
- Improve access to low-cost and no-cost social programs, particularly for marginalized members of the community
- Improve community mental health, reducing demand for serious mental health services
- Reduce social isolation to improve individual and community health
- Improve access to support for newcomers and immigrants arriving in our community
- Improve access to local programs and opportunities for youth and young adults to assist in the prevention of crime and vandalism



Learn more about **The Village Initiative:**

TheVillageInitiative.ca

June 20, 2022

To: Ravi Parmar, Chairperson
School District No. 62 Board of Education

Re: Requesting School District 62's endorsement of a Universal School Food Program

Dear SD62 Board of Education,

On behalf of the membership of the [BC Chapter of the Coalition for Healthy School Food](#) (BC-CHSF), I am writing to request that Sooke School District add its voice to the growing number of school districts and divisions, boards of education and other educational authorities across the country who are in favour of a universal, cost-shared healthy school food program for Canada.

The BC-CHSF is a provincial chapter of the [Coalition for Healthy School Food](#), a growing network of 200+ non-profit member organizations from every province and territory. We are advocating for public investment in, and federal standards for, a universal cost-shared school food program that would see all children having daily access to healthy food at school. Building on existing programs across the country, we hope that all students will eventually eat a healthy meal or snack at school daily, in programs that include food education and that serve culturally appropriate, local, sustainable food to the fullest extent possible. The BC-CHSF consists of member organizations from all corners of the province, including non-profits working with schools to deliver breakfast, lunch, snack, or other nutrition or food literacy programming.

Healthy school food programs are [known](#) to improve students' diets, mental and physical health, school performance, attendance, and social cohesion. [Canadian research shows](#) that school food programs improve health and education outcomes in children from all socio-economic backgrounds. Yet, Canada is the only G7 country without a National School Food Program and [UNICEF](#) has ranked Canada 37th of 41 wealthy countries when it comes to children's food security and nutrition. Over the last few years, Covid-19 has demonstrated that school food programs are an essential service; with food insecurity rates increasing across the country, many students and families rely on breakfast, lunch, snack, or other food programs at school.

After years of grassroots advocacy, in 2019 the Government of Canada committed "to work with provinces and territories towards the creation of a National School Food Program." In 2021, the re-elected Liberal government committed "[to develop a National School Food Policy and work towards a national school nutritious meal program.](#)" The momentum towards a universal school food program is building in BC as well; in 2020, BC Ministers of Education and Agriculture were [mandated to bring in more local school meal programs](#) in partnership with school districts. Right now, there is a timely opportunity for SD62 to join other school districts in BC and across the country in taking a position on the need for a Canada-wide school food program that meets strong [guiding principles](#) including universality, health promotion, cultural relevance and respect for local conditions.

Endorsing the Coalition for Healthy School Food aligns with SD62's commitment to Healthy Eating to support learning, social, physical, and mental well being. Supporting provincial and national advocacy for public investment in school food programs would allow SD62 to build on, expand and enrich existing programs such as the Farm to School and Culinary Arts programs at

Edward Milne Community School and Royal Oak Secondary, breakfast and lunch programs at Ruth King Elementary, and many more. There is a rich community of teachers, parents, students, school administration and staff, non-profits, and local food producers in Sooke and surrounding communities who are already working together to design innovative school food services, and would greatly benefit from increased support and investment from provincial and federal governments.

To demonstrate your district's support for a universal school food program, we request that you bring forward a motion to the SD62 Board of Education with the following recommendations:

1. That SD62 [endorse](#) the efforts of the Coalition for Healthy School Food to advocate for a universal, cost-shared healthy school food program. This support is based on a shared belief that all children and youth in BC should have daily access to healthy food at school.
2. That SD62 call on the federal government to begin to implement a universal, cost-shared, healthy school food program for all K-12 students in the country and to sign onto the global School Meals Coalition Declaration, as per the [Coalition's 2022 Pre-Budget Consultation Submission](#).
3. That the SD62 call on the provincial government to invest in school food in Budget 2023, as per the [BC-CHSF's 2023 Pre-Budget Consultation Submission recommendations](#).

Motions to endorse the Coalition have been passed by [SD39](#) (page 5), SD71, SD42, SD82, SD33, SD52, and others - as well as the Vancouver DPAC, [BC School Trustees Association](#) (page 16), BC Confederation of Parent Advisory Councils, BC Teachers' Federation, and municipalities such as [Toronto](#), [Victoria](#), Courtenay, Terrace, and [Vancouver](#) (also see this [letter to the federal government](#) sent by the City of Vancouver).

Please reach out if you have any questions or would like us to give a presentation on the Coalition to the Board of Trustees or a District Committee. Thank you for your leadership and support in building momentum for a federally supported healthy school food program for K-12 students in Canada.

Warmly,



Samantha Gambling
Provincial Coordinator, BC Chapter of the Coalition for Healthy School Food
Bcschoolfood@phabc.org

About

The Coalition for Healthy School Food is a growing network of over 170 non-profit member organizations who are seeking public investment in and Canada-wide standards for a cost-shared school food program that would see all children having daily access to healthy food at school. Our members in every province and territory advocate for stable funding and support from their jurisdictions. The Coalition's vision is endorsed by over 40 government agencies and other organizations.

The Issue

Canada experiences \$13.8 billion in treatment and productivity losses due to nutrition-related chronic diseases every year. Only one-third of children aged 4 to 13 eat five or more servings of fruit and vegetables, and over 50% of the total energy intake of children aged 4-18 is from ultra-processed foods. Canada is one of the only industrialized countries without a federally supported school food program and was recently ranked 37th of 41 countries around providing healthy food for kids. Our kids are not ok. There is a real concern that our children will live shorter and sicker lives than their parents because of an increase in the rate of illnesses such as type 2 diabetes, heart disease, cancer and other preventable diseases, most of which are closely linked to diet including inadequate access to healthy food.

Why a Canada-wide School Food Program?

Health and well-being: Canadian research shows that school food programs increase consumption of healthy foods, build food literacy and positively influence children's eating patterns. These programs reduce students' risk of developing chronic disease and improve their mental health.

Learning: School food programs improve educational outcomes and increase graduation rates by reducing hunger in classrooms, a known barrier to concentration and learning. They help students feel connected and feel that they belong.

Job creation: Preliminary research shows that a Canada-wide School Food Program would create jobs for food service workers, support Canadian farmers and local food producers, create and support stronger regional food systems, particularly if it incorporated local food procurement practices.

Families: A universal School Food Program for Canada would free up time for working parents, especially women, take pressure off the family budget, provide children equitable and dignified access to healthy food and provide support to low-income families (although it would not replace needed income supports for the unacceptable number of Canadians living in poverty).

Environment: A program designed with sustainability goals in mind reduces food system-related carbon emissions, helps students develop a palate for fresh vegetables, fruit and plant proteins, and helps students learn how to choose local and sustainable food, minimize food waste, and how to compost.

International commitments: A School Food Program for Canada would help the Government of Canada advance its Sustainable Development Goal (SDG) commitments and meet carbon reduction targets.

A successful Canada-wide School Food Program will be:



Health-Promoting

Serve tasty, nourishing and culturally appropriate whole foods, focusing on vegetables and fruits. Ensure that programs are in line with the revised [Canada's Food Guide](#) and that they foster a healthy food environment where students can develop a positive relationship with food.



Universal

Ensure that ALL children in a school can access the program in a non-stigmatizing manner. Over time, all children in Canada will be able to participate in a school food program.



Cost-shared

Use federal funding to both expand on current provincial, city, parental and community funding and to initiate new programs in a cost-shared model.



Flexible and Locally Adapted

Successful school food programs reflect and respect the local context of the school and region and are connected to their local communities. Ensure that funding builds on existing programs, local knowledge, skills and relationships and that it supports different food service models, from breakfast to lunch to snacks.



Committed to Indigenous Control over Programs for Indigenous Students

Embed Indigenous Food Sovereignty in a School Food Program for Canada and negotiate funding for school food programs with Indigenous Nations and leaders.



A Driver of Community Economic Development

Encourage school food programs to set local and sustainably produced food purchasing targets, which would create jobs for Canadian farmers and local food producers.



Promoting of Food Literacy

Support the conditions for school food programs to be integrated into the curriculum and enable food literacy and experiential food skills education.



Supported by Guidance and Accountability Measures

Ensure that programs are guided by Canada-wide nutritional standards, conflict of interest safeguards that prevent programs from marketing unhealthy food and specific products, as well as a framework for consistent Canada-wide program evaluation.



Committee Report of Resources Committee Meeting via MS Teams June 14, 2022

Present: Ravi Parmar, Trustee (Acting Committee Chair)
Wendy Hobbs, Trustee (Committee Member)
Bob Phillips, Trustee (Committee Member)
Harold Cull, Secretary-Treasurer
Farzaan Nusserwanji, Executive Director, IT
Ceilidh Deichmann, SPVPA
Ed Berlando, STA
Trudy Court, CUPE
Nicole Gestwa, IT

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:01 pm by the Acting Committee Chair, Ravi Parmar acknowledging that we are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation and acknowledge the three nation SD 62 works with directly in our schools; Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)

2. COMMITTEE REPORT

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated May 10 2022 at its Public Board Meeting dated May 24, 2022.

3. PRESENTATIONS

4. BUSINESS

4.1 23/24 Major Capital Plan Submission – Harold Cull

Harold Cull provided an overview of the 23/24 Major Capital Plan Submission and the District's priorities for the next five years. The Committee discussed the use of portables in the District and the need to replace some of the older portables even though they will be needed for future growth. The Committee also discussed other mitigation strategies that may be required (split schedules at schools) due to the likely approval timelines of government. The proposed partnership with the Pacheedaht First Nation to create a K-12 campus in Port Renfrew to better meet the educational and recreational needs of the community was discussed. It was confirmed that the District's Minor Capital submission is due to the Ministry by September 30, 2022.

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the 23/24 Major Capital Plan submission as presented to the Resources Committee on June 14, 2022.

4.2 Business Continuity Plan (BCP) – Farzaan Nusserwanji

Farzaan Nusserwanji provided an update to the Resources Committee on the status of the Business Continuity Plan and supporting materials and the Committee provided feedback. The Committee asked staff a number of questions regarding the BCP and how it would be implemented. The Committee asked its partner groups to discuss the BCP with their executives and to bring any questions or concerns to the Resources Committee Meeting scheduled for September 13, 2022. The Committee also discussed the need to create a Board policy and regulation to ensure the BCP is maintained and updated on a regular basis. The Committee supported the following motion for the Board of Education’s consideration.

Recommended Motion: That the Board of Education of School District 62 (Sooke) develop a Business Continuity Plan (BCP) Policy and Regulation in the fall of 2022 to ensure that the BCP is maintained and updated on an annual basis.

4.3 Design Principles for Capital Projects – Harold Cull

The Resources Committee reviewed the final version of the design principles prior to them going forward to the Board of Education for review and consideration. The Committee discussed the consultation process and the widespread input that was received throughout the process. The Committee would like to see “innovative” added to Principle 6 and that the finalized principles be provided to the students participating in the Student Forum to close the feedback loop.

The Committee supported the principles going forward for consideration to the Board of Education.

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the design guiding principles, reflective of the voices of our students, partners, Indigenous nations, and community for capital projects, as presented to the Resources Committee on June 14, 2022. Furthermore, that the principles be reviewed every 3 years.

4.4 District Facility Bookings – Harold Cull

After much internal discussion, the District has made the decision to not renew the agreement with Westshore Parks and Recreation (WSPR) regarding its management of facility bookings for our Belmont and Royal Bay families. WSPR has provided great service to the District for many years and the decision to bring this work in-house is another example of the District’s maturation process.

Beginning in September 2022, SD 62 will make its own bookings through the Book King Facility Scheduling Software. There will be limited facilities that will continue to be booked by WSPR and the City of Langford and these facilities will be clearly indicated on the District’s website. The Edward Milne Community School Society will continue to book facilities for the Milnes Landing family of schools.

5. **ADJOURNMENT AND NEXT MEETING DATE:** September 13, 2022

(Proposed) SD62 Design Principles for Capital Projects



Projects, such as the building of new schools, are designed to be:

1. Supportive of the Board's vision, mission and values
2. Inclusive, welcoming and safe (e.g., clearly identifiable entrance, open gathering spaces, accessible, considerate of noise sensitivities, secure)
3. Representative of the diverse student and staff populations, (e.g., gender neutral wash/change rooms, artwork/displays reflect staff and student diversity, rainbow crosswalk, Indigenous garden)
4. Reflective of our natural surroundings and local cultures (e.g., natural materials, light and bright spaces, greenery, Indigenous symbols/artwork)
5. Built with thought to their sustainability and environmental impact (e.g., materials, energy, resources)
6. Flexible and functional (e.g., open spaces, flexible rooms, multi-use areas for collaboration, common areas to support movement and informal gathering)

(Revised) SD62 Design Principles for Capital Projects

Projects, such as the building of new schools, are designed to be:

- (1) Supportive of the Board's vision, mission and values;
- (2) Inclusive and welcoming (e.g., clearly identifiable entrance, open gathering spaces, accessible, secure);
- (3) Representative of the diverse student and staff populations, (e.g., gender neutral wash/change rooms, artwork/displays reflect staff and student diversity);
- (4) Reflective of our natural surroundings and local Indigenous cultures (e.g., natural materials, light and bright spaces, natural outdoor spaces, greenery, local Indigenous artists consulted for symbols/artwork; planning consultation with Indigenous nations);
- (5) Built with thought to their sustainability and environmental impact (e.g., materials, energy, resources);
- (6) Flexible, functional, innovative and practical (e.g., open spaces, flexible rooms, storage **space, eaves that provide dry outdoor spaces, multi-use areas for collaboration, common areas to support movement and informal gathering; consideration of technology usage**);
- (7) Built with thought to provide safe and healthy spaces (e.g. traffic management, safe building access, attention to sensory needs); and
- (8) To maximize partnership opportunities that reflect mutual interest in public education and the social, economic and environmental well-being of the local community.





Board of Education Information Note June 28, 2022

Agenda Item 7.2: Equine Academy Fees

PURPOSE

The purpose of this information note is to provide context to the board in its consideration of increasing the program fees for the 2022-23 Equine Academy programs.

BACKGROUND

The current approved fee for participation in the Equine Academy is \$1450 per student. This fee funds weekly riding and stable management sessions for program participants. At the time of fee approval, \$1450 was sufficient to cover program costs which are defined by contractor rates, in this case, by the local riding stable(s) we partner with.

The main cost of the program last year was to pay for the riding lessons. Over the past two year we eliminated the cost of kit and supplies so we could continue the program with little increase in the fees. In addition, we decreased the number of riding lessons this past year to reduce the impact of increased cost for riding. Parents and students have indicated riding is the main reason for joining the Equine Academy and we would like to continue a once per week session.

However, within the last few months, inflationary pressures have resulted in local stables indicating they can no longer offer the weekly sessions at the previously offered rate. The new cost for weekly riding and stable management sessions would now be \$1890 per rider. This would be a \$440 increase for the year or \$16 per week over the 27-week riding schedule.

If we do not increase fees at this time, we have two potential options:

1. Reduce the frequency of rides to once every two weeks, and refund the balance of registration fees as appropriate.
2. Postpone the program for the current school year, communicate this change to our schools, partners and families, refund current registration fees, and offer the program in 2023/24 with adjusted fees.

Our Academy Policy and Procedures requires staff to connect with you first if there are to be any changes in a program.

RECOMMENDATION

That the Board of Education approve an amendment to the 2022/23 Equine Academy fees from \$1459 to \$1890. Additionally, that the Board of Education instruct the District Principal of Academies to begin working with families in regards to this change in fee, and to refund any fees currently paid to families who choose to opt out of the 2022/23 program.



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE via MS Teams
School Board Office
June 9, 2022 – 6:00 p.m.**

Present: Allison Watson, Trustee (Committee Chair)
Margot Swinburnson, Trustee (Committee Member)
Dianna Seaton, Trustee (Committee Member)
Christina Kempenaar, STA
Lou Leslie, CUPE
Windy Beadall, SPVPA
Scott Stinson, Superintendent/CEO
Stephanie Hedley-Smith, Associate Superintendent
Paul Block, Associate Superintendent
Dave Strange, Associate Superintendent

Guests: Alexis Mckean

Regrets: Sandra Arnold (SPEAC)

CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

1. Opening Remarks from Chair, Allison Watson

Chair Watson said this is the last meeting for the school year. The first meeting of the new school year will be in September and then elections will happen in October. She thanked everyone for their participation this year. The Chair also acknowledged Paul Block for the preparation of the monthly agenda packages.

2. COMMITTEE REPORT of May 3, 2022 Education-Policy Committee meeting

The committee report for the May 3, 2022 Education-Policy Committee meeting was reviewed by the committee. No errors or omissions were noted.

3. BAA COURSE PROPOSALS

There are no BAA course proposals for this meeting.

4. REVIEW OF POLICIES/REGULATIONS

a. Draft Revised Policy – F-204 “Naming of Schools” – Paul Block

Associate Superintendent Block reviewed the proposed revisions to the policy. He advised that it was being modernized with greater clarity surrounding consultation and input with Indigenous

stakeholders. He said that Regulations have been drafted but are not yet ready for committee review.

Recommendation:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy F-204 “Naming of Schools”

- b. Draft Revised Policy and Regulations – D-121 “Animals on District Property/In Classrooms” – Paul Block

Paul Block reviewed the proposed revisions to the Policy and Regulations. Input and guidance on the proposed revisions were sought from the Inclusive Education Services and the Facilities departments.

Trustees Swinburnson and Seaton suggested the addition of the words “reptile, fish and birds” to the Regulations under the section entitled “Principals shall:”.

Recommendation:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations D-121 “Animals on District Property and in Classrooms”.

- c. Draft Revised Policy and Regulations – F-502 “School Catchment Areas & Student Placement” – Scott Stinson

Superintendent Stinson spoke about the proposed revisions to the Policy and Regulations. Adjustments have become necessary to support enrolment growth and equity for registration.

Recommendation:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations F-502 “School Catchment Areas & Student Placement”.

- d. Draft Revised Regulations C-332 “Identification, Assessment and Planning – Psychoeducational Assessments” – Dave Strange

Associate Superintendent Strange reviewed the proposed revisions to the Regulations. He indicated that these are “housekeeping” changes and do not change the intent of the Regulations. He noted that the District’s school psychologists provided valuable input with regard to the revisions

6. **NEW BUSINESS**

- a. School Plans and Student Success Metrics – Farzaan Nusserwanji

Mr. Nusserwanji, Executive Director – Information Technology, spoke about the purpose and work plan for School Plans and supporting student success and achievement data. He said School Plans are a legislative requirement under FESL (Framework for Enhancing Student Learning) whereby Boards must implement and publish school plans on or before September 30 each year. The IT department has led the development of the school plan template, provided data dashboards, and is building a website to support school-based leadership. Alexis Mckean, Curriculum Co-ordinator – Technology, presented the school plan template. The template can be viewed through the District’s Engage intranet site. Mr. Nusserwanji noted that the dashboards were developed by Mohammad Amin – Manager of Data Integration Analytics. He requested that the committee review the work plan and provide input and feedback.

7. **FOR INFORMATION**
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** Sept. 6, 2022

School District #62 (Sooke)

NAMING OF SCHOOLS	No.: F-204
	Effective: Oct. 24/00 Revised: Reviewed: June 7/22; June 28/22

SCHOOL BOARD POLICY

The Board believes that the naming of schools should be undertaken following consultation with affected constituents.

To this end, the Board will seek name suggestions from students, parents, staff, community and the **Indigenous Nations with whom the district partners: Scia'new Nation – Beecher Bay, T'Sou-ke Nation – Sooke and the Nuu-chah-nulth, Pacheedaht Nation** ~~and the community~~ within the school's attendance **catchment** area before making its final decision. Generally, a minimum of three names will be provided for the Board's decision.

The process for naming a new school will begin as soon as possible after the school site has been purchased and where construction is scheduled in the Board's current capital plan.

Except where otherwise determined by the Board, new schools will be named in reference to geographical characteristics, **local Indigenous culture and language** or historical names. If a school is to be named in honour of a person, consent of the individual will be obtained. In cases where a school is to be named after a deceased person, except one who was renowned, agreement from close surviving relatives will be sought.

Final choice for a school name rests with the Board.

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

June 28, 2022

Draft revised Policy F-204 "Naming of Schools" is now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy F-204 "Naming of Schools".

School District #62 (Sooke)

ANIMALS ON DISTRICT PROPERTY & IN CLASSROOMS	No.: D-121
	Effective: April 28/09 Revised: Feb. 23/10 Reviewed: June 7/22; June 28/22

SCHOOL BOARD POLICY

The purpose of this policy and procedure is to ensure the greatest possible level of safety for students and staff with regard to animals on School District property and in school buildings.

In general, animals are not allowed to be on School District property **during school hours**. This general prohibition includes domestic dogs, cats, birds, and other pets, and especially applies to potentially dangerous exotic animals.

Some exceptions may be allowed, only with the prior approval of the Principal, and could include:

- Vision, hearing and service dogs **animals**.
- Police dogs under the control of a police officer.
- Pets for show-and-tell.
- Small pets kept in classrooms under the supervision and care of a teacher.
- A demonstration at a school assembly.
- **Bird/pest control animals**

Principals and Vice-Principals reserve the right to revoke privileges on a person to person basis.

~~Prior to allowing animals in schools or classrooms, steps are to be taken to ensure that students and employees are not allergic to the presence of these animals, that the animals will present no physical danger to students or employees, and that the animals are free from any disease or parasites. Prior to introducing any animals into classrooms and using animals as part of the educational program, teachers shall make all efforts to ensure that students receive instruction in the proper care and handling of animals.~~

Animals included in the exceptions listed above may be permitted provided:

- **The animal is being brought in for the purpose of contributing to a structured humane educational curriculum.**
- **It has been established that there are no students or staff who would be adversely affected by animals in the school or classroom.**
- **The animal is a domesticated animal in a confined habitat or under control and is not permitted to breed.**
- **The animal is not a nocturnal species and has a sleep pattern compatible with the school day.**
- **The animal can live in the classroom overnight without supervision.**
- **The teacher takes sole responsibility for the care and welfare of the of the animal.**

Animals will be removed from the school or classroom:

- **If the animal places the safety of students or staff in jeopardy or becomes a health hazard.**
- **If the animal is an impediment to learning.**

Owners of animals will be responsible for the safe and sanitary removal of their pet's excrement from buildings and grounds **and may be liable for any damage to property or injuries to staff or students.**

Venomous snakes and insects will not be allowed on School District property or in school buildings without the written consent of the Principal who will be satisfied that they are caged and present no safety issues.

School District #62 (Sooke)

ANIMALS ON DISTRICT PROPERTY & IN CLASSROOMS	No.: D-121
	Effective: April 28/09 Revised: Reviewed: June 7/22; June 28/22

ADMINISTRATIVE REGULATIONS

The Principal must give prior approval before ANY animal is allowed on School District property or in school buildings during school hours, after taking into account any allergies or specific concerns anyone in the school may have. The Principal will only be able to give approval for the exceptions listed above **in the policy**. Any requests that fall outside of this policy shall be referred to the Assistant **Associate** Superintendents.

~~The intent of this policy is to be communicated by the Principal to all staff, students and parents in the month of September with the beginning of the new school year.~~

Requests for Service Animals:

- **Upon receipt of the request, the Principal will consult with the District Principal of Safe and Healthy Schools and the family Associate Superintendent.**
- **Following this consultation, the Principal will communicate the decision to school-based staff.**

The animals shall:

- **Not be allowed to roam freely within the school setting and, in the case of small classroom pets, should be confined to a habitat within the classroom.**
- **In the case of small classroom pets, be cared for during weekends and holiday periods.**

Principals shall:

- **Be consulted and provide a decision prior to the inclusion of a live animal, reptile, fish or bird in the school or in a classroom.**

Teachers shall ensure that the following conditions have been met prior to introducing an animal into the classroom:

- **Procedures on the safe handling and care of the animal are posted and reviewed with students which states that the animal is only handled by students when the following conditions are met:**
 - **it does not endanger or stress the animal and the handling of the animal is related to the curriculum being taught.**
 - **the handling of the animal is in accordance to species specific handling instructions and a student is directly supervised by the experienced caregiver or teacher.**
- **Procedures for the feeding of the animal and maintenance of any enclosure for hygienic purposes are established.**
- **Inform parents or guardians of the intent to keep a small classroom pet.**

- **Take responsibility for the care and welfare of any small classroom pet during weekends, holidays, and school breaks.**
- **Ensure that an animal is removed from the classroom if the animal may place the safety of children/or staff in jeopardy or is a health hazard for children/or staff, or is an impediment to learning.**
- **Be responsible for the removal of all refuse or waste pertaining to classroom animals and ensuring it is placed in the appropriate receptacle safely.**
- **In the event of the death of an animal it is disposed of in a manner that is safe and sensitive to student emotions.**

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

June 28, 2022

Draft revised Policy and Regulations D-121 "Animals on District Property and in Classrooms" are now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations D-121 "Animals on District Property and in Classrooms".

School District #62 (Sooke)

SCHOOL CATCHMENT AREAS AND STUDENT PLACEMENT	No.: F-502
	Effective: Oct. 13/81 Revised: June 9/87; Feb. 28/06 Reviewed: June 7/22; June 28/22

SCHOOL BOARD POLICY

Recognizing the constraints of transportation, programs and facilities, the Board of School Trustees **Education** will establish school attendance **catchment** areas **for the purpose of student attendance**, and may adjust these from time to time as necessary. School attendance **catchment** areas are available from the district web site (www.sd62.bc.ca) and in print at the Board office and schools.

The Board recognizes however, that special programs, family arrangements, course requirements, parent/student preference and perhaps other circumstances will lead to requests for some students to enroll in a school other than the one in whose attendance **catchment** area they reside. In general, and within the constraints noted above, the Board supports a "flexible boundary" system **reflective of student choice**, as far as it is applicable **practicable** in a rapidly expanding area. ~~and directs that, within the guidelines of policy and regulations, school change applications be approved where possible. The Superintendent of Schools and/or the principal of the school involved may make exceptions when the interests of students and/or the district are better served.~~

The Superintendent of Schools shall develop procedures for dealing with school change requests (**SCRs**), and shall outline these procedures in Administrative Regulations. Approval of requests shall follow these guidelines.

A. Program Related Requests

If the district recommends that the student enroll in a program which is only available in another school, approval of the request shall be automatic. Family-initiated requests to change schools where the neighbourhood school does not offer that course or programme required by the student shall be approved if space is available.

B. General Requests

1. The receiving principal must be satisfied that there is adequate accommodation at the appropriate grade level in the requested school.
2. The parent/guardian assumes responsibility for transportation if the situation does not meet the requirements of Board policy on student transportation.
3. Efforts shall be made by the District office to resolve any difficulties between home and school which may have given rise to the school change request.

Statutory References:

British Columbia *School Act*: Sections 2, 3 and 74.1

District Policy:

Policy and Regulations F-100 – Transportation

Policy C-350 – Parent-Student Appeals

School District #62 (Sooke)

SCHOOL CATCHMENT AREAS AND STUDENT PLACEMENT	No.: F-502
	Effective: Feb. 28/06 Revised: Sept. 24/13; Oct. 2/18 Reviewed: Oct. 2/18; June 7/22; June 28/22

ADMINISTRATIVE REGULATIONS**Student Placement:**

1. The Board will make available an educational program to all persons of school age in British Columbia who enroll in the district **in alignment with the *School Act***.
2. The Board may assign and reassign students to specific schools.
3. The Board may, in accordance with any terms and conditions specified by the Board, permit a person who is older than school age to attend an educational program or to enroll and receive instruction in an educational program sufficient to meet the general requirements for graduation.
4. For each school year, the Superintendent or designate may establish a date by which an application to enroll a person in an educational program must be received by the Superintendent or designate for the purposes of this policy. The Superintendent may establish different dates for different grades, educational programs, or schools, based on the categories of catchment area, non-catchment area and non-school district.
5. Parents requesting a change of school for their child will be required to complete a school change form (**SCR**) available from schools or from the District Web site (www.sd62.bc.ca.)
6. Prior to **confirming** approving school change requests, the receiving principal shall:
 - a. consult with the principal of the neighbourhood school **being requested** and, ~~if it seems appropriate, refer the parent to the neighbourhood school principal for further discussion.~~
 - b. be satisfied that the student can be properly accommodated in the grade and/or program.
 - c. be satisfied that sufficient space will remain in the school to accept any new registrations from students' resident in the school's neighbourhood.
 - d. **Consult with the Associate Superintendent for their Family of Schools to determine any district priorities and for final approval.**
7. If the Superintendent or designate determines that space and facilities are available at the school in which the educational program is made available, a person whose application was received by the Board by the date established is entitled to be considered for enrolment in that educational program in the following descending order of priority, as established by the *School Act*:
 - a. A catchment area child who, in the previous school year, attended the school at which the educational program is made available.
 - b. A catchment area child with siblings currently attending **the school**.
 - c. A catchment area child.
 - d. A non-catchment area child.

- i. with siblings previously registered in the school.
 - ii. who have Day Care arrangements in the **Sschool** catchment area.
 - iii. any other requests.
 - e. A non-school district child.
8. If the Superintendent or designate determines that space and facilities are available at the school in which the educational program is made available, a ~~non-school district~~ child referred to in #9 **7** is entitled to enroll in an educational program in priority to **any other registering child** ~~a school district child~~ whose application was received by the Board after the date established for applications.
 9. If two or more persons have the same priority category, the persons have, as between themselves, priority according to the date and time established under the above process. **The Board may choose to hold a "lottery" to determine registration for any priority category established in #7 so as to allow sufficient time for all children to be registered prior to the date set by the Board.**
 10. For students accepted to a school outside their own catchment area parents/guardians are to assume full responsibility for the transportation of the student to and from school and any related extra supervision requirements.
 11. Once a transfer is granted, the student may not be able to return to the catchment area school during that school year.
 12. The Board shall incur no additional costs as a result of the approval of any transfer application.

School Catchment Areas:

13. Each school, with the exception of, Juan de Fuca Distributed Learning (JDFL), BYTE and District Academy Programs, shall have a designated catchment area. Additionally, each school offering French Immersion programming shall have defined catchment areas specific to the program. Schools with multiple programs may also have specific catchment areas.
14. Boundary areas for catchments will be reviewed by the Board as required. **The review process will include broad consultation with affected families and school communities.**
- ~~15. For each school year, the Superintendent or designate may establish a date by which an application to enroll a person in an educational program must be received by the Superintendent or designate for the purposes of this policy. The Superintendent may establish different dates for different grades, educational programs, or schools, based on the categories of catchment area, non-catchment area and non-school district.~~
- ~~16. Parents requesting a change of school for their child will be required to complete a school change form (**SCR**) available from schools or from the District Web site (www.sd62.bc.ca.)~~
- ~~17. Prior to **confirming** approving school change requests, the receiving principal shall:

 - ~~a. consult with the principal of the neighbourhood school **being requested** and, if it seems appropriate, refer the parent to the neighbourhood school principal for further discussion.~~
 - ~~b. be satisfied that the student can be properly accommodated in the grade and/or program.~~~~

- ~~c. be satisfied that sufficient space will remain in the school to accept any new registrations from students' resident in the school's neighbourhood.~~
- ~~d. **Consult with the Associate Superintendent for their Family of Schools to determine any district priorities and for final approval.**~~

18. ~~If the Superintendent or designate determines that space and facilities are available at the school in which the educational program is made available, a person whose application was received by the Board by the date established is entitled to be considered for enrolment in that educational program in the following descending order of priority, as established by the *School Act*:~~
- ~~a. A catchment area child who, in the previous school year, attended the school at which the educational program is made available.~~
 - ~~b. A catchment area child with siblings currently attending.~~
 - ~~c. A catchment area child.~~
 - ~~d. A non-catchment area child.

 - ~~i. with siblings previously registered in the school~~
 - ~~ii. who have Day Care arrangements in the **Sschool** catchment area~~
 - ~~iii. any other requests~~~~
 - ~~e. A non-school district child.~~
19. ~~If the Superintendent or designate determines that space and facilities are available at the school in which the educational program is made available, a non-school district child referred to in #9 is entitled to enroll in an educational program in priority to **any other registering child** a school district child whose application was received by the Board after the date established for applications.~~
20. ~~If two or more persons have the same priority category, the persons have, as between themselves, priority according to the date and time established under the above process. **The Board may choose to hold a "lottery" to determine registration priority for any priority category established in #9 so as to allow sufficient time for all children to be registered prior to the date set by the Board.**~~
21. For the purposes of this policy, a person's **catchment area is determined by their** residency is determined as of the date that application to enroll is submitted to the Superintendent or designate.
22. ~~For students accepted to a school outside their own catchment area parents/guardians are to assume full responsibility for the transportation of the student to and from school and any related extra supervision requirements.~~
23. ~~Once a transfer is granted, the student may not be able to return to the catchment area school during that school year.~~
24. ~~The Board shall incur no additional costs as a result of the approval of any transfer application.~~
25. **Recommendations for catchment boundary changes will be brought forward to the Board for a final decision.**
26. Appeals of decisions made with regard to this policy are governed by Policy C-350 **Parent/Student Appeals.**

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

June 28, 2022

Draft revised Policy and Regulations F-502 "School Catchment Areas and Student Placement" are now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations F-502 "School Catchment Areas and Student Placement".

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

June 28, 2022

Draft revised Policy and Regulations F-501 "Emergency Preparedness" are scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT the draft revised Policy and Regulations F-501 "Emergency Preparedness".

School District #62 (Sooke)

EMERGENCY PREPAREDNESS	No.: F-501
	Effective: Mar. 27/07 Revised: Mar. 26/13; Reviewed: Feb. 1/22; May 3/22; June 28/22

SCHOOL BOARD POLICY

An emergency is a sudden, unexpected occurrence requiring immediate action to stabilize a situation. Emergencies effecting school facilities and/or school transportation that may prevent use for an unspecified period of time may include **but not limited to**, the following:

- a) Fire
- B) Threats to School Occupants or Facilities (i.e. Bomb Threat)
- C) Hold and Secure & Lockdown
Lockdown Drills
- D) School Bus Accident
- E) Severe Weather
- F) Earthquake
Earthquake Guidelines for Bus Drivers
- G) Hazardous Spills, Accidents, or Explosions
- H) Abduction
- I) Incident on Field Trip
- J) Pandemic

See also (Appendix A – Student Release Procedures)

The Board recognizes the importance of being prepared for various types of emergencies, both natural, **technological** and human, that could occur while school is in session. This necessitates the need to develop appropriate plans and procedures to deal with such emergencies at school facilities or involving school transport. To this end it is important that students, employees and parents be knowledgeable about the various emergency plans and procedures and to be prepared should such an emergency occur.

Direct responsibility for what may occur immediately following a response to a 911 call will lie with the ~~Prime~~ **First** Responders (such as the RCMP, fire department, **BC Ambulance Service**, Regional Emergency Operation Center, or VIHA Chief Medical Officer). The District's first responsibility is to ensure the immediate safety of students and staff by activating the appropriate emergency plan.

To assist and expedite setup **an appropriate emergency response to any situation affecting the District**, the Board directs that emergency plans and procedures be developed, implemented and maintained for all school, district facilities and school buses, and that:

- a) all employees shall be made aware of the emergency plans and procedures to be followed at their work site, to ensure their safety and the safety of others.
- b) students and employees shall practice the emergency procedures implemented at their school or work site.
- c) parents shall be advised of the emergency procedures developed at their child(ren)'s school(s) by September 30.
- d) if materials and supplies (emergency preparedness kits) beyond those normally provided by the school district are to be kept on hand to augment the school emergency procedures, then it shall be the responsibility of each school to obtain and maintain such supplies in good order.
- e) ~~this policy shall be reviewed annually by the District Health and Safety Committee, and school plans shall be reviewed annually by school Joint Health & Safety Committees and submitted to the District Health and Safety Committee by October 30.~~
- f) "Advice for Parents – School Emergencies" document should be posted on each school's web page (See Student Release Procedures, sample forms and letters section).

School District #62 (Sooke)

EMERGENCY PREPAREDNESS	No.: F-501
	Effective: Mar. 27/07 Revised: Mar. 26/13; Reviewed: Feb. 1/22; May 3/22; June 28/22

ADMINISTRATIVE REGULATIONS**1. Emergent**

- a) In the event of an emergency, employees are expected to remain at their worksite to ensure the safety and security of students under their care and/or the District's care until otherwise directed by the school principal (or designate) or facilities supervisor; those employees who have a child(ren) in other schools should have arrangements in place for the care of their child(ren) by others until they can be released from their duties.
- b) Immediately after calling 911, the caller is to notify the school principal (or designate) who will notify the Superintendent of Schools (or designate).
- c) All emergencies impacting on the normal operation of a school facility or school bus transporting students are to be immediately reported to the Superintendent of Schools, indicating the nature and location of the emergency and people involved, including type and severity of possible injuries and if assistance of district staff is required.
- d) The Superintendent of Schools or designate(s) will:
 - i. provide appropriate direction regarding the specific emergency, from an emergency command centre located at the School Board Office or where required.
 - ii. liaise with local government agencies according to the type of emergency, including the R.C.M.P., local fire departments, hospital officials, Ministry of Children and Families, and others.
 - iii. as the emergency warrants, ensure prompt and accurate information is released to staff, parents and media, when appropriate, to stem isolated comments or opinions that might cause unnecessary anxiety concerning the particular incident. The official media contact will be the Superintendent (or designate).

2. School/Site - Planning

An Emergency Preparedness Plan is to be developed and maintained annually:

- a) The Principal shall be responsible for the administration and maintenance of an Emergency Preparedness Plan at the school.
- b) The Transportation Manager shall be responsible for the administration and maintenance of school bus Emergency Preparedness Plans.
- c) The Facilities Manager (or designate) shall be responsible for the administration and maintenance of district work sites, other than schools, and school bus Emergency Preparedness Plans.

- d) The Emergency Preparedness Plans for each school/site should be based on the District plan, adjusted according to the school/site needs, and must consider the following factors:
- i. method of immediate response in accordance with the nature of the event.
 - ii. method of evacuation, primary and secondary routes of egress (an emergency evacuation drawing shall be posted at the entrance/exit of each school district building and room, displaying the primary evacuation route to the outside assembly area).
 - iii. number of physically-challenged people requiring assistance to evacuate the facility/school bus including wheelchair-bound students, employee(s) and visitors.
 - iv. first aid treatment, including qualified first aid attendants and supplies, and procedures for getting school first aid kit(s) to evacuation area, if required.
 - v. personal care, including appropriate supervision, psychological counselling as required, arrangements to provide nourishment, alternate washroom facilities.
 - vi. time of day.
 - vii. potential for inclement weather conditions.
 - viii. potential school/site interior and exterior hazards, including:
 - natural gas and propane service lines and shut off valves,
 - storage of chemicals and flammable materials,
 - power lines, to building facilities,
 - water mains, septic systems to building,
 - location and height of interior storage, including size and materials stored,
 - location of combustible artwork displays and teaching materials that are attached to classroom and school hall walls (should not exceed 20% of the area of the wall).
 - ix. method of accounting for whereabouts of students, staff and visitors, including procedures for student release.
 - x. inventory of neighbourhood hazards, resources and temporary shelter sites.
 - xi. protocol for release of employees from their work responsibilities after an emergency occurs to attend personal affairs.
 - xii. emergency communication in the event of a power failure.
 - xiii. methods for contacting staff and parents/guardians.
- e) Principals (or designates)/supervisors are to ensure each employee under their direction is aware of the Emergency Preparedness Plans for each identified emergency that could affect their work and work site.
- f) The school "Emergency Preparedness Plan" should be easily identifiable and located in an office for access by all school employees, as well as any other location(s) deemed necessary, including classrooms, and a copy shall be kept in the Fire Safety Box for First Responders.
- g) An emergency evacuation drawing shall be posted at the entrance/exit of each school district building and room, displaying the primary evacuation route to the outside assembly/muster area.
- h) A sign-in book for all non-staff such as visitors, parents, guests etc. to be readily accessible at the main office. Proper signage posted at all entrances to remind all non-staff to sign-in/out when doing business in the schools and/or school grounds. Staff should be encouraged to wear/carry their School ID Card on their person at all times.

- i) Emergency drills are to be practiced on a regular basis for students and employees as follows:
- Schools:** a minimum of 6 fire (3 each semester), 1 earthquake, 1 Lockdown, 1 student release drill (may be held in combination with fire or earthquake drill, and can be planned for end of school day).
 - Facilities/Board Office:** a minimum of 1 fire, 1 earthquake.
 - Transportation:** a minimum of 1 bus evacuation (all drivers).
- A record of the date, time and comments for each drill will be kept at the school, site or by the bus supervisors.
- j) Parents of new students enrolling in a school during the school year shall be made aware of the school's Emergency Preparedness Plan as part of the enrollment material.

3. Roles and Responsibilities

- a) School/Site Joint Occupation Health & Safety Committees:
- will review and **adjust** submit the school/site Emergency Preparedness Plans to the District Health & Safety Committee by October 30.
- b) ~~District Health and Safety Committee:~~
- ~~• will review and approve all site Emergency Preparedness Plans by Christmas each year, to ensure the readiness of the plans.~~
- c) Principal:
- is responsible for the administration and maintenance of the Emergency Preparedness Plan
 - will make parents/guardians aware of school's Emergency Preparedness Plan and procedures for parents/guardians to take in the event of an emergency at their child's (children's) school.
 - will ensure that all staff (including replacement staff) are provided with appropriate keys for their work areas, and will ensure the keys are returned when the staff member's assignment ends.
- d) School/Site Staff:

As part of an Emergency Preparedness Plan, the roles and responsibilities of all employees shall be defined and reviewed annually by the school/site Joint Health & Safety Committee. All staff will make themselves familiar with their responsibilities.

The following is a suggested list of these roles and responsibilities.

- i. A principal or supervisor is the "person in charge" of developing, implementing and coordinating the site emergency plan which includes assigning responsibilities for: the initial site sweep during any evacuation, first aid support, student assembly area, Parent Check In/Student Release Area and utilities, ensuring:
- establishing a command post.
 - monitoring evacuation of building(s).
 - receiving reports from evacuated staff, recording details, monitor evacuation or assigned tasks relating search and rescue, first aid, communications, utilities, assembly area(s) and student release station(s); maintain continued safety of

- students, staff and visitors; delegate any other tasks that may be required to be completed.
- ii. Initial site sweep (**only if safe to do so as per RDA**):
 - by assigning individuals to check for persons during evacuation to determine the building is clear.
 - iii. Site first-aid personnel - to develop procedures to:
 - store first aid equipment and supplies in marked, safe accessible areas at the site for use in an emergency.
 - establish a first aid reception area to treat the injured, including special needs students.
 - identify "medical alerts".
 - maintaining first aid reception area in a clean and organized state.
 - report the status of injured to principal (or designate)/supervisor as directed.
 - iv. Communications - to develop plans to:
 - provide communications to the principal (or designate) or supervisor to coordinate with prime responders, first aid station, student assembly area, Parent Check In/Student Release Area.
 - establish communications with the Superintendent of Schools to advise of the condition of students and staff, including any district staff, student support staff, maintenance/custodial staff and/or transportation staff that may be located at the school site; and condition of facility/bus.
 - communicate with the local community emergency operations centre of Provincial Emergency Plan, if circumstances so warrant.
 - v. Student Assembly Area - to develop plans to:
 - provide a safe assembly area away from known and/or potential hazards with clearly defined boundaries, (i.e. using marking tape and/or traffic cones, etc.), including other facilities within the community.
 - conduct a head count of all students.
 - provide personal care as required.
 - vi. Develop plans for student release.
 - vii. Site Utilities - to develop procedures to:
 - shut off natural gas/propane supply, electrical supply and water supply to school building, if possible, without exposing persons to greater risk of injury should the emergency require this action be taken, but ONLY if it is necessary to do so.

4. After the Emergency - Review

- a) The principal (or designate) or site coordinator will prepare a procedural "debrief" document which will:
 - i. Outline the incident or event.
 - ii. Note what worked, based on the Emergency Plan.
 - iii. Describe necessary change should a similar incident or event occur.
 - iv. Conclude with recommendations.
- b) To prepare this document, prime responders, students, employees and parents may be consulted by the writer.

- c) The debrief document will be forwarded to the Superintendent and the District Health and Safety Committee **Department.**

School District #62 (Sooke)**EMERGENCY PREPAREDNESS**

No.: F-501

Effective: Mar. 27/07

Revised: Mar. 26/13

~~ADMINISTRATIVE PROCEDURES F-501~~**EMERGENCY PREPAREDNESS PROCEDURES****a) Fire**

1. As the possibility of a fire occurring at a school facility is real, appropriate procedures must be established for the safety of all students and staff, as well as the recognition of potential fire hazards.
2. Fire practice drills shall be held three times each fall term (September to December) and three each spring term (January to June) at schools and annually at the School Board Office, including Maintenance and Transportation facilities. A record of the date, time and comments for each drill will be kept in the Fire Safety Plan box.
3. The emergency fire safety plan will be updated annually and will:
 - a) include a school floor and site plan, showing the locations of:
 - all fire emergency pull stations.
 - all firefighting equipment.
 - fire alarm panel.
 - mechanical and furnace/boiler room(s).
 - fire evacuation routes to outside and assembly area.
 - fire department connection to building sprinkler system.
 - fire hydrant(s) located on or near school.
 - location of gas and power shut offs.
 - b) provide a list of physically-challenged and/or wheelchair-bound students and staff indicating their whereabouts during the school work day and the need for assistance to evacuate these people (with advice from the local fire department).
 - c) provide a list and location of hazardous materials that might be harmful to students, staff and/or fire department personnel, should they become involved with a fire.
4. When a fire is found or suspected:
 - a) activate the facility fire alarm before making any attempt to extinguish the fire, **if trained**.
 - b) ensure all occupants are able to evacuate the building immediately to a safe assembly area.
 - c) attempt to confirm the location of the fire in the facility, to advise the responding fire department.

d) telephone 911, advising the operator of:

- name of school.
- location/address of school.
- nature of fire, if known.
- whereabouts of school/building occupants.

e) upon hearing a fire alarm, teachers should:

- ensure all classroom activities stop, (gas and equipment ,where applicable, are shut off).
- ascertain if safe to exit classroom via designated evacuation route, (if classroom door closed, before opening determine if door is excessively hot; if so, do not open).
- if able to exit classroom as planned, direct students to walk in a quiet and orderly manner along evacuation route to designated assembly area.
- when exiting, attempt to close classroom windows, if possible.
- allow students to take clothing immediately accessible to them when evacuating.
- ensure class list, which includes that day's attendance, is taken out and attendance is immediately taken at the assembly area.
- immediately report any missing students, staff and/or visitors to the Principal (or designate).
- if unable to exit the classroom, have students sit on floor against outside wall.
- if unable to exit via classroom door, open exterior window and evacuate if on ground floor or call for help if unable to evacuate through open window.

f) Principal (or designate) (or person in charge, i.e. Chief Fire Marshall) to check site property access:

- to determine if all students/staff, and visitors have safely exited the school building(s), informing fire department officials immediately upon their attendance of names and ages of unaccounted for students, staff, visitors and their possible location in the building including **a site specific plan to support any wheelchair bound students and staff to evacuate from the building.** ~~any wheelchair bound students waiting in secure areas of the school for assistance to be removed from the building.~~
- to ensure all entrances to school property are open and not blocked.
- to stand by and be of assistance to fire department officials as needed.

g) Visiting SD62 Staff /Contractors/ Other Visitors:

- must exit building and report to Principal (or designate)/Chief Fire Marshall

5. Physically-challenged individuals must be assisted by SD62 staff members to evacuate the building.
6. If it is determined the safest place for a physically-challenged student is in the classroom or at a refuge area, the Principal (or designate) (or person in charge) shall be immediately notified of the student's identity and location so emergency rescue personnel can remove the student safely.

7. Should it be impossible or unsafe to return to the school building due to the fire, dismissal procedures should be followed. If it is a time other than normal dismissal time, follow emergent student release procedures.
8. All media queries regarding a fire at a school district school or facility shall be handled through the office of the Superintendent of Schools, in consultation with the local fire department.

b) Threats to School Occupants or Facilities (i.e. Bomb Threat)

1. Threats to school may involve a bomb, chemical substance or any other material that can cause physical harm to the buildings' occupants and to school district facilities.
2. All threats will be taken seriously.
3. The details of a threatening call are to be recorded immediately including:
 - a) if possible, use telephone trace *69 to identify source of the call
 - b) the date and time of the call,
 - c) the exact wording of the threat,
 - d) the time the threat will occur,
 - e) if a bomb, its location and appearance,
 - f) the name of the caller,
 - g) the age and gender of the caller,
 - h) any noticeable accent or identifying vocal characteristics,
 - i) background noise which might identify the location from where the call is originating.
4. Notify Principal/Supervisor as soon as possible who will, in turn, notify the District designate responsible for Violence Threat Risk Assessments.
5. If a written communication is found on a school district site or in a building. Notes on paper should be handled with care (by the edge) placing it in a folder as soon as possible so as to not disturb any physical characteristics of the note or any evidence that might be on the note. Notes written on walls etc. should be photographed and the surrounding area secured so that no one can tamper with it prior to police inspection.
6. When a threat to school occupants and/or school facility, including school grounds, is received, the school Principal (or designate) is to be immediately advised in a confidential manner.
7. A school Principal (or designate) will notify the local RCMP (911) first, and then the Superintendent of Schools.
8. In consultation with the RCMP, and Principal (or designate) shall decide whether to evacuate the school premises.
9. Evacuation should follow the same procedures as a fire drill, with students and staff exiting the building in an orderly manner and assembling in a designated area where attendance of students can be determined. (Ensure class lists with day's attendance are taken out with class, as well as staff list.)
10. If the threat received indicates a "bomb", the use of school "walkie-talkie" radios is to be curtailed immediately until it is determined the threat is false or the bomb's mechanism does not include a radio frequency transmitter.
11. School staff noting any objects that seemed out of place or looked suspicious should not disturb the item(s) but report their location immediately to the RCMP or principal (or designate) present.
12. A school that has been evacuated and a search results in no threat being present, the students and staff shall return to the school at the direction of the Principal (or designate) after consulting with the attending RCMP.

13. All media queries regarding incidents of this nature are to be handled by the RCMP, in consultation with the Superintendent of Schools.

e) Hold and Secure & Lockdown

A violent incident or threat may include armed or physically abusive intruders, students possessing weapons, gang or group assaults, hate-motivated violence, or any other type of occurrence where the "act or threat of violence" is or may interfere with the safety and security of students and staff and the normal operation of a school.

Violent Incidents/Threats at school district sites will be dealt with by either initiating Hold and Secure or Lockdown procedures, and may be initiated by the Principal (or designate), person in charge, or the police (RCMP).

Hold and Secure is a procedure that prevents unauthorized persons from entering the school and is commonly used when the threat, i.e. contamination, weapons or weather, is threatening the general community. This procedure allows school activities to continue as normal during the outside disruption and until the threat is cleared.

1. Hold and Secure signal is given via PA speakers (or other method determined by site emergency plan); "This is a Hold and Secure, this is a Hold and Secure, this is a Hold and Secure." (repeat 3 times).
2. Office staff will call 911 (unless emergency services personnel were the ones to initiate the Hold and Secure procedures) and then call or email the School Board Office to notify Superintendent (or designate). Notification regarding Hold and Secure should also be posted on school website and social media site(s).
3. Staff/Students go directly to their respective classrooms. Have students who are outside immediately return to school building by bell tone or bullhorn signal. Students with a spare block are to report to the nearest classroom or staffroom or office.
4. Principals/vice principals and/or assigned staff check that all exterior doors and entrances are locked and secure. Non-enrolling teachers/staff go to nearest classroom or staffroom or office.
5. Teachers/Staff secure classrooms:
 - Lock the door,
 - Take and submit attendance,
 - Record any additional staff/students that are in the room.

Each room is unique, so do the best you can. The primary concerns are remaining in the building, locking doors and taking attendance.
6. The principal (or designate) will announce the nature of the Hold and Secure so that everyone knows what is happening. Updates may come over the PA or by other prearranged method. Teachers can inform students of situation updates.
7. Depending on the outside threat, teachers may have students do quiet seatwork and use discretion regarding bathroom breaks and classroom movement.

- ~~8. Monitor main entrance and allow only AUTHORIZED personnel into building through this point. It may be necessary to restrict people from leaving. This is the job of the office staff and VPs.~~
- ~~9. "All Clear" will be announced 3 times after threat has been resolved.~~

Examples of Hold and Secure situations:

- ~~—Police incident nearby (search warrants, K9 track, high risk arrests nearby)~~
- ~~—Serious car accidents nearby~~
- ~~—Bear on school property~~
- ~~—Downed trees/power lines/residential gas leak/house fire~~

~~NOTE: **Hold and Secure** may move to **Lockdown** should threat become active inside the school.~~

Communication:

- ~~—The Superintendent (or designate) will be responsible for communication with the community via various media.~~
- ~~—Information pertaining to the reason for the Hold and Secure will be updated to the school website. The District will also post updates on the District website.~~
- ~~—The principal (or designate) will inform teachers of the nature of the Hold and Secure.~~
- ~~—The principal (or designate) or the teachers will inform students of the reason for the Hold and Secure.~~

~~* It is important to remember that while many of these Hold and Secure situations will be brief in nature and will not affect most classroom activities, there are cases where there may be a lengthy disruption of regular activities.~~

~~* In a situation where there are injuries, the status and location of the individuals should be made known to the Principal and all attempts should be made to provide first aid.~~

~~**Lockdown** is a procedure used when there is an immediate threat to the school, i.e. school intruders. Lockdown minimizes the intruders' access to the school and secures staff and students in rooms. As part of this procedure, everyone must remain in the room until the situation has been declared safe by an authorized person, i.e. principal or police personnel. It is intended to limit access and hazards by controlling and managing staff and students in order to increase safety and reduce possible victimization.~~

~~Should a threat be identified, the individual who identifies the threat should contact the principal or vice-principal who will determine if Lockdown procedures should be initiated. Based on an immediate threat to school safety, school officials or local law enforcement agencies may call a Lockdown.~~

1. Lockdown signal is given by PA speakers (or other method determined by site emergency plan); **"This is a Lockdown, this is a Lockdown, this is a Lockdown."** (repeat 3 times).
2. Office staff call 911—remain on the line with the Police. The caller will be required to provide updated information to police to assist in their response.
3. Contact the Superintendent's office as soon as safely possible. This will be done by a Vice Principal or designated office staff member.
4. All persons report to the **nearest securable** classroom immediately. If you see the threat and can get out of the building—do it!
5. Teachers/staff **check hallways for students**. Once students are in the classroom:
 - **Lock doors,**
 - Turn out lights,
 - Instruct students to be **quiet,**
 - **REMAIN CALM,**
 - Move students **out of line of sight** of doors and windows,
 - Pull interior window shades—only if applicable,
 - Encourage students not to talk or use cell phones,
 - **DO NOT CONTACT THE OFFICE,**
 - **DO NOT LEAVE THE CLASSROOM UNTIL DIRECTED TO DO SO BY ADMINISTRATION OR POLICE PERSONNEL,**
 - The Principal or Vice Principal will contact you to determine if you are missing any students from your class or if there are extra students.

Each room is unique, so do the best you can. The primary concerns are locking doors, keeping quiet and remaining out of sight.

*** IF TEACHERS AND STUDENTS ARE IN OTHER AREAS OF THE SCHOOL ***

School emergency plans should include directions for students/staff members who may not be in a classroom at time a Lockdown is called, and could include:

Gyms, counselling offices, library, cafeteria, supply room, staff room—if room has a door that locks, remain in the room and lock the door, otherwise move to nearest classroom.

Shop or cooking class—Shut down all equipment and follow Lockdown protocol.

Washrooms—Go to nearest classroom.

~~Outside Classes—Teachers should gather students and proceed to a predetermined safe zone away from the school. Stay in place until emergency personnel arrive.~~

~~Office—Outside office doors are to be locked. Office secretaries, principal and vice principal are to remain in main office.~~

~~**If safe to do so**, the principal or vice principal will designate an office staff member to go out front and liaise with arriving emergency personnel.~~

~~An office secretary will be designated to:~~

- ~~• Receive other students to the main office.~~
- ~~• Supervise students/visitors in main office.~~
- ~~• Lock office doors.~~

~~6. Teachers/Staff are not allowed to open doors for ANYONE under ANY circumstances. **You don't know who the threat is or how many there are.**~~

~~7. Teachers/Staff take attendance and record staff/students that are in the room, missing and extra students from the hall and await further instructions, if possible.~~

~~8. If safe, a representative from the office staff will move to the front entrance of the school to liaise with responding emergency personnel. It will be their job to give detailed information regarding school layout. They will have radio contact with either a vice principal or principal.~~

~~9. All activities cease. Ignore Fire alarms and automated time bells, unless there is FIRST hand knowledge of fire.~~

~~10. Students/Staff outside building must evacuate to a predetermined, off-campus location. Rally point may change under direction of police.~~

~~**"All Clear"** will be announced 3 times after threat has been resolved.~~

~~A principal or vice principal will then begin calling individual rooms, checking on classroom Lockdown status and student/staff attendance—if possible given the circumstances of the situation.~~

~~* In a situation where there are injuries, the status and location of the individuals should be made known to the Principal and all attempts should be made to get first aid.~~

~~A Lockdown or Hold and Secure may occur on any day and at any time, including the beginning or the end of the school day. A Lockdown may last for several hours.~~

How to Run Lockdown Drills

**** NOTE FOR DRILL PURPOSES** — ~~LOCKDOWN delegates will circle school~~

- ~~The words **LOCKDOWN DRILL** will be used instead of **LOCKDOWN**.~~
- ~~Admin and police (if available) will check washrooms, gym, staff room, classrooms and library doors.~~
- ~~Admin and police (if available) will check to ensure hallways are clear.~~
- ~~Admin and police (if available) will return to office area with report.~~
- ~~The **ALL CLEAR** will be given and classes will resume.~~
- ~~A follow-up email or announcement will be given on the success of the drill.~~

d) School Bus Accidents

1. In the event of a school bus accident or fire:
 - a) drivers are to take appropriate action to evacuate students from the bus to a safe and secure area.
 - b) drivers are to report the accident, via radio if possible, to Dispatch or the Transportation Manager or another bus driver, and will make the appropriate notes in the bus "Accident Investigation Report" book.
 - c) The recipient (Dispatch, Transportation Manager, or other bus driver) shall immediately contact emergency services (police, fire, ambulance – 911) and will notify the Superintendent of Schools of the details of the incident.
 - d) the Transportation Manager or designate will arrange for alternate transportation for students and will advise the affected school Principal (or designate) of the accident.
 - e) the Transportation Manager will obtain a list of students eligible to be on the bus at the time of the accident; and, with the school Principal (or designate) or school representative, determine which students were on the bus at the time of the accident. They will record the names of students transferred to the hospital and those students en route to or from school. The Supervisor shall then communicate this information to the Superintendent of Schools.
2. Should the accident cause injury to students and/or the bus driver, the Superintendent of Schools will appoint a school district representative(s) to attend at the hospital(s) to ascertain the extent of injuries and to assist hospital officials as may be required.
3. The Superintendent of Schools will delegate an employee to contact a parent of each student involved in the bus accident, to advise of the accident and the student's condition, and present whereabouts. (Persons making contact with parents should not discuss causes of the accident or give opinions.)
4. Students will be given the opportunity to speak with a district or school counsellor(s) concerning the accident.
5. All media queries are to be directed to the Superintendent of Schools.

e) Severe Weather (including flooding)

1. If a severe storm does occur in this area during non-school hours, the Superintendent of Schools, upon receiving appropriate information, will determine the need for school closure.
2. If a violent storm occurs during school hours, students and staff should remain in the school building away from exterior windows and walls, ensuring classroom windows are closed.
3. The Superintendent of Schools is to be advised immediately if evacuation of a school is necessary (with details of the incident).
4. If evacuation of the school building is required, standard evacuation procedures are to be followed. *[See section a) Fire]*
5. Should it be necessary to dismiss students from school or an evacuation site, student release procedures should be implemented. *[See Appendix A]*

f) Earthquake

Earthquakes happen with no warning; therefore, life-protecting actions must be taken at the first indication of ground shaking. Even in the most severe earthquakes, buildings rarely collapse completely. Injury and even death are most often caused by the shattering and falling of non-structural elements, such as window glass, ceiling plaster, lighting fixtures, chimneys, roof tiles, and signs. There will be no time to think what to do; therefore, of all earthquake preparedness measures, EARTHQUAKE DRILLS ARE THE MOST IMPORTANT.

PRIOR TO AN EARTHQUAKE

Earthquake Plan

Each school/site must prepare, and review annually, an earthquake plan that includes;

- standard procedures (see below).
- identification of specific areas of concern at the site (propane tanks, gas lines, power lines, trees, shops, kitchens, etc.).
- responsibilities of staff members.
- evacuation routes and muster area(s).
- plans for moving to an alternate site (including location of alternative sites and method of transportation).
- method(s) for communicating at the site, with school board office and parents.
- student release procedures.

Earthquake Drills

Earthquake drills must be conducted at least once a year at all school district schools and sites. Staff is encouraged to coordinate the school drill with the annual BC ShakeOut drill.

School drills should be preceded by classroom discussions. These should be about the need for and purpose of drills. The noises of building movement, windows breaking, and objects falling, that accompany an earthquake, can cause emotional stress and panic. Students should be prepared for this by classroom discussion.

Drills are most effective if they simulate emergencies such as jammed doors, and blocked hallways and stairways. Simulation exercises should occur outdoors as well as inside the school.

Drills must include "Drop, Cover, Hold" procedures and should include evacuation and muster procedures (like fire drills).

Thought should be given to any changes in procedures required if an earthquake should occur at times other than during class time, i.e. recess, exam week, during an assembly, at the beginning or end of the day.

Emergency Kits

Since it may be necessary to "shelter in place" for an unspecified amount of time, it is suggested that schools put together earthquake kits.

School emergency kits (preferably stored in outdoor kiosk) must include:

- Copy of your emergency plan.
- Current staff list including emergency contact info (may be kept in school office).
- Current whole school student list with emergency contact info (may be kept in school office).
- First aid kit.

Please see Appendix B for a list of other supplies that could be included.

- ~~AM/FM Radio—wind up or battery powered (and extra batteries).~~
- ~~Dust Masks (enough for all staff & students).~~
- ~~Water (6 litres per person if possible).~~
- ~~Cups.~~
- ~~Food that won't spoil (i.e. "Mayday Emergency Rations").~~
- ~~Paper towel.~~
- ~~Waterproof matches.~~
- ~~Flashlights—wind up or battery powered (and extra batteries).~~
- ~~Plastic garbage bags.~~
- ~~Emergency blankets/wool blankets.~~
- ~~Water purification drops.~~
- ~~Tarps and tents.~~
- ~~Shovels.~~
- ~~Gloves.~~
- ~~Safety goggles.~~
- ~~Hard hats.~~
- ~~Rope.~~
- ~~Survivor saw.~~
- ~~Axe.~~
- ~~Marking tape.~~
- ~~Temporary toilet.~~
- ~~Toilet paper.~~

Classroom emergency kits (in a waterproof container) could include:

- ~~Current class List with Contact/Release Information.~~
- ~~Paper.~~
- ~~Pen.~~
- ~~First aid kit.~~
- ~~Gloves plastic (non-latex).~~
- ~~After Bite.~~
- ~~Safety pins.~~
- ~~Toilet paper.~~
- ~~Wet wipes.~~
- Whistle.

DURING AN EARTHQUAKE

When an earthquake or after-shock occurs, take cover immediately.

If you are indoors "DROP, COVER, HOLD ON, COUNT TO 60":

- **DROP** under desks or tables or other solid furniture.
- **COVER** your head and torso to prevent being hit by falling objects.
- **HOLD on** to the object you're under so that you remain covered. Be prepared to move with the object until the shaking has finished.
- **COUNT TO 60 before coming out of your safe spot to allow objects that may have shifted during the shaking to settle.**
- If you can't get under something strong, or if you are in a hallway, flatten yourself or crouch against an interior wall and protect your head and neck with your arms.
- Face away from windows or glass display cases.
- If you are in a wheelchair, lock the wheels and protect the back of your head and neck.
- Count out loud until all the shaking has stopped, then recount again to 60, as this allows time for items to finish falling and possibly the first after-shock to occur.
- 60 seconds after all shaking has stopped carefully check for injuries and dangerous objects around, such as broken glass before moving or standing up.
- In science labs and industrial ed. shops, extinguish all burners before taking cover (or as soon as possible).
- In science labs and industrial ed. shops stay away from hazardous chemicals that may spill.
- In library, move away from where books and bookshelves may fall and take cover.
- Do not use an elevator. If you are in an elevator during an earthquake, hit the button for every floor and get out as soon as you can.

Ground shaking during an earthquake is seldom the cause of injury. Most earthquake-related injuries and deaths are caused by collapsing walls and roofs, flying glass and falling objects. It is extremely important for a person to move as little as possible to reach the place of safety he or she has identified because most injuries occur when people try to move more than a short distance during the shaking.

If you are outdoors:

- Stay outside.
- Go to an open area away from buildings, trees and power lines. The most dangerous place is near exterior walls.
- Stay at least 10 meters away from downed power lines to avoid injury.

If you are in a vehicle:

- The driver should pull over to a safe place and turn off the engine. It is important to keep the roads clear for rescue and emergency vehicles.
- Avoid bridges, overpasses, underpasses, buildings or anything that could collapse.
- Driver and passengers should stay in the vehicle. It is especially important not to exit the vehicle if downed power lines are across it.
- If in a bus, stay in your seat until the bus stops. Then, take cover in a protected place if possible. Otherwise, sit in a crouched position and protect your head from falling debris.
- Place a HELP sign in your window if you need assistance.
- Listen to the radio for instructions from emergency officials.

If you are near the coastline (in tsunami zone) during a strong earthquake:

- Evacuate to higher ground as soon as possible.
- Do not re-enter area until officials declare it safe.

AFTER AN EARTHQUAKE

Conditions after an earthquake vary considerably and judgment will be required.

All staff members are expected to remain at work to assist with students, until authorized by their Principal/Supervisor to leave. However, every effort will be made to help staff ascertain the status of their own family so that they can focus on the task at hand with an easier mind.

If no significant damage has occurred to the building it will not be necessary to evacuate, and Hold and Secure procedures should be followed while school and community officials determine the full extent of damages.

If little damage has occurred at the school/site, but damage has occurred elsewhere and roadways or communications have been disrupted, or if it is unsafe to exit the building due to conditions in the immediate area, it may be necessary to "shelter in place" for a period of time.

In cases of fire or gas leak evacuate immediately.

Where structural damage has occurred:

- staff and students will need to evacuate buildings, or parts of buildings. Be prepared to find alternate exit routes.
- evacuate SLOWLY and CAUTIOUSLY to be safe. Watch for debris hanging over exits.
- take earthquake kits with you if they are located in the building and can be reached on the way out.

- muster at predetermined area if safe to do so, otherwise another location will have to be chosen based on the circumstances.
- take attendance.
- do not re-enter building until it has been determined it is safe to do so (preferably by someone trained in rapid damage assessment).
- District staff will assist wheelchair bound individuals to evacuate.
- if you are unable to evacuate a damaged area, or you need assistance, hang the HELP sign in the window.
- After evacuating, the Principal or Supervisor, in consultation with the Superintendent and Emergency Rescue personnel, will need to determine if students (and staff) will be released from the site, or if they will be moved to an Emergency Social Services Reception center. In either case, standard release procedures will be followed [see section e) Severe Weather].

Things to keep in mind:

- Stay calm and help others if you are able.
- Be prepared for aftershocks. Stay away from brick walls and chimneys as they may be damaged or weakened and could collapse during aftershocks.
- If power has gone out, and it is safe to do so, turn off all lights and appliances to avoid fire danger when power is turned back on.
- Do not turn off utilities UNLESS they are damaged. Leaking gas will smell like rotten eggs. Once gas is turned off it may NOT be turned back on except by a licensed gas technician.
- Do not flush toilets if you suspect sewer or septic lines are broken.
- Use extreme caution with hazardous materials or spills. When in doubt leave the area.
- Only make phone calls if you require emergency services.
- Texting is the method of communication least likely to be affected, but use it sparingly to check on the safety of family members. Do not "chat".

The main priorities after an earthquake are:

- Immediate safety and first aid.
- Establishing communication at your site, within the school district, with emergency services and with families of students and staff.

Earthquake Guidelines for Bus Drivers

Minor Earthquakes

In minor earthquakes, stop and/or "take cover" procedures should be followed, and vehicles should be driven to a safe point and halted. If there is no reported damage to roads and structures, normal operations should resume if electrical service is operable and there are no fires, gas leaks, or visible, serious damage to buildings.

Major Earthquakes

This plan is intended for implementation only in case of a major earthquake and/or where there is obvious damage to roads and structures. The basic emergency plan assumes that damage will be widespread, roads will be difficult or impossible to use, and buses will be rerouted to those schools that are still operating. In local emergencies such as chemical spills, follow the instructions from the Transportation Manager.

If a major earthquake occurs during non-school hours, employees should wait for instructions before coming to work. The instructions may be given by telephone contacts, radio over the Emergency Broadcast System, or broadcast on local TV stations.

Instructions for Drivers During an Earthquake

1. If travelling, pull to the side of the road away from tall buildings, trees, tall signs, street lights and power lines, if possible.
2. Do not stop on or below freeway overpasses or bridges.
3. Monitor radio for instructions.
4. Keep students on the bus because they are safer there.
5. Students should be told to take cover by putting their heads down between their knees and remaining in their seats until an "all clear" is given.
6. When shaking stops, avoid areas of downed trees, buildings or power lines and park the vehicle safely.
7. Leave the door closed and go through the bus to check for student injuries.
8. Calm the students and render first aid if necessary.
9. Drive the students to the nearest Emergency Shelter. Contact the Transportation Manager to notify which Emergency Shelter you have taken your bus to so that parents can be notified.
10. If your vehicle is inoperable or the streets are damaged, keep your door closed. Radio dispatch and wait for assistance.

Drivers are to await further instructions from the District. Even though students may be badly frightened, they must not be allowed to leave without adequate adult supervision. The driver should carry the bus roster personally to keep track of students and report injuries during the emergency and to report the name and identification of any parent, certified employee or police official relieving him/her of the responsibility for bus passengers.

g) Hazardous Material Spills, Accidents or Explosions

1. When a hazardous material (toxic chemicals, flammable and/or explosive substances) accident, spill, or explosion occurs at a school facility or site, involving school-controlled materials, report the circumstances immediately to the principal (or designate) (or site supervisor) who should determine:
 - a) need for assistance from district maintenance staff, **District Health and Safety department**, and/or local emergency services (fire, ambulance, police - 911), to assist with control/security of affected area, aid to injured, and containment and clean-up of material.
 - b) the need to initiate Hold and Secure procedures (see section B) or to identify a safe evacuate area for school or site occupants, if required.
 - c) the type of material involved (i.e. toxic, flammable, explosive; name of material; stability of material; obtain information from the MSDS sheet).
 - d) location of accident, spill, or explosion, size of area affected, and containment of the material involved.
 - e) effect to school/site occupants.

2. If a hazardous material accident, spill or explosion occurs off-school property, involving materials under the care and control of others, but affecting the normal operation of the site, report the incident to the principal (or designate) or supervisor who should determine:
 - a) name(s) of any individuals injured and/or requiring medical attention.
 - b) location and type of accident, spill, or explosion in proximity to school, type of material involved and associated hazards.
 - c) any recommendations from officials and/or company personnel involved in the spill containment/clean-up or investigation of accident, regarding any evacuation of school facilities.
 - d) time allowed to evacuate or if evacuation occurring, location and method of evacuation to safe area.
 - e) Principal (or designate) or supervisor will report the details to the Superintendent of Schools.

3. If evacuation from the building (or part of it) is required, the principal (or designate) or supervisor will:
 - a) advise the local emergency services immediately (fire, ambulance, police - 911), giving details of the location, severity, material involved, and area evacuated to.
 - b) notify the Superintendent of Schools immediately that evacuation of a school is necessary, with details of the incident.

4. Communication with the media, parents, and community-at-large will be the responsibility of the Superintendent (or designate).

h) Abduction

Suspected:

- Verify that the student is missing and possibly abducted.
- Call 911.
- Alert Administration.
- Search the building and grounds.
- Question student's friends to obtain information about when and where the student was last seen.
- Call parents/guardians to obtain information, such as last known whereabouts, clothing worn, identifying features, etc.

Attempted:

- Ensure that an adult stays with the student involved to provide emotional support and reassurance.
- Call 911.
- Alert Administration.
- Gather as much information as possible from the student and witnesses.
- Inform parent/guardians.

Confirmed:

- Call 911 (with as much information as possible).
- Inform parents/guardians.
- Alert Administration.
- Call Superintendent or Assistant Superintendent.
- Contact the District Critical Incident team if appropriate.
- Meet with staff as soon as possible and advise teachers on sharing information with students.
- Talk to students about safe travel practices between home and school.
- Identify students at risk.
- With police, develop a fact sheet to respond to telephone inquiries.
- Direct media to the Superintendent's office. Prepare for media onslaught and continue to direct all calls to the Superintendent.
- Send a letter home to all parents/guardians outlining facts, as known, and alerting them to any possible concerns, as well as school/police initiatives and ways they can support their children.
- Develop a plan for immediate and follow-up support for students.

Refer to *Responding to Critical Incidents: A Response Guide for Schools* for further details <http://www.bced.gov.bc.ca/specialed/rci/resteams.htm>

i) **Incident on a Field Trip**

Ensure that all staff members taking students on field trips carry the phone numbers (home and cell) of their principal (and designate) and parents/guardians. Staff should know to immediately call and personally speak to the school principal (or designate) if a serious accident occurs.

PRINCIPAL (OR DESIGNATE) WILL THEN:

- Gather preliminary information about the incident (location, description of incident, emergency personnel involved, number of students involved, seriousness of injuries, names of students, staff of parents/guardians taken to hospital, their condition, if known, and the name of the hospital receiving the injured, if applicable).
- Establish a contact person and a number at the site of the incident where that person can be reached at all times. Establish a back-up plan if phone contact cannot be made (e.g. alternate contact number).
- Notify the Superintendent of Schools **and the District Health and Safety Department**.
- Meet with all of your school's administrators to formulate an initial plan to handle the incident and assign responsibilities. Decide whether to request one of the administrators to attend the scene. If an incident is serious or involves casualties, it is advisable to do this, if at all possible.
- Direct all media inquiries to the Superintendent's Office.
- Request involvement of District Critical Incident Response Team, if appropriate.
- Notify parents/guardians of the students on the trip. Give them only verified information and invite them to meet at the school for further information.
- Provide the staff handling the telephone with a script to share with parents/guardians and the community.
- Contact PAC President to inform them of the accident.
- Establish a room for parents/guardians/students in which to meet and ensure an administrator or Critical Incident Team member is present to provide information on an ongoing basis. Provide separate rooms for parents/guardians of critically injured student(s).
- Arrange for a staff meeting (or other method of communication) to pass on information and outline the plan for handling the situation.
- If applicable, write a statement informing staff and students of the incident.
- Write a letter to parents/guardians, if appropriate, informing them of facts about the accident, support provided by school and ways they can support their children.
- Develop a plan for immediate and follow-up support for students and staff.

Refer to *Responding to Critical Incidents: A Response Guide for Schools* for further details <http://www.bced.gov.bc.ca/specialed/rci/resteams.htm>

Pandemic

The District has developed this Exposure Control Plan in the event of flu or other pandemic.

Exposure Control Plan

When a worker is at risk, or may reasonably be expected to be at risk, of harmful contact with a biological agent specified by WorkSafeBC, the employer is required to implement an exposure control plan as specified in Section 5.54 of the Occupational Health and Safety Regulation.

Health Hazards of Pandemic Influenza

Symptoms

Seasonal flu affects people to varying degrees, with symptoms including headache, fever, fatigue, sore throat, and runny nose. In some cases, secondary infections such as pneumonia may develop.

Symptoms of pandemic influenza are likely to include high fever (higher than 38°C), chest pain, and difficulty breathing. The effects of pandemic influenza are expected to be much more severe than for seasonal influenza because most people will not have any immunity to the virus.

Transmission

The BC Centre for Disease Control advises that influenza is communicable for 24 hours before the onset of symptoms and 3-5 days afterward (this may be longer in some children and some adults).

Pandemic influenza is spread in the same way that seasonal influenza is spread. Exposure to the virus may occur in a variety of ways, including the following:

- Shaking hands with an infected person or touching a surface contaminated with the virus, followed by touching one's eyes, nose, or mouth.
- Infectious droplets (from a coughing or sneezing person) landing in the eye or onto the mucosa (moist inner surfaces) of the nose or mouth.
- Breathing infectious airborne droplets or particles (from coughing, sneezing, or aerosol-generating medical procedures on infected patients).
- Sharing food items or utensils with an infected person.

Statement of purpose

The Board is committed to providing a safe and healthy workplace for all of our staff. A combination of measures will be used to minimize worker exposure to pandemic influenza, including the most effective control technologies available. Our work procedures will protect not only our employees, but also other employees, students and parents who enter our facilities. All employees must follow the procedures outlined in this plan to prevent or reduce exposure to pandemic influenza.

Responsibilities

Employer responsibilities

On Behalf of the Board, Human Resources will:

1. Ensure that the materials (for example, gloves, alcohol-based hand rubs, and washing facilities) and other resources (for example, worker training materials) required to implement and maintain the plan are readily available where and when they are required.
2. Select, implement, and document the appropriate site-specific control measures.
3. Ensure that supervisors and workers are educated and trained to an acceptable level of competency.
4. Ensure that workers use appropriate personal protective equipment (PPE) — for example, gloves or eye protection.
5. Conduct a periodic review of the plan's effectiveness. This includes a review of the available control technologies to ensure that these are selected and used when practical.
6. Maintain records of training and inspections.
7. Ensure that a copy of the exposure control plan is available to workers.

Senior management responsibilities

Senior management will:

1. Contact the Vancouver Island Health Authority to seek advice on what to communicate to parents and staff regarding the outbreak. We will keep in regular contact with Vancouver Island Health Authority and follow any "directives" provided by the Chief Medical Officer.

The school district Superintendent will work closely and directly with their regional medical health officers and the Provincial Health Officer in each instance that a school closure is being considered.

Supervisor and Administrator responsibilities

Our supervisors and administrators will:

1. — Ensure that employees are adequately instructed on the controls for the hazards at the location.
2. — Direct work in a manner that eliminates or minimizes the risk to workers.
3. — Send sick staff members home to reduce the spread of illness.

Employee responsibilities

Influenza is caused by viruses, and is generally spread when an infected person coughs or sneezes. Here are six simple precautions:

1. — Stay home when you're sick or have influenza symptoms. Get plenty of rest and check with a health care provider as needed.
2. — Avoid close contact with people who are sick. If you are sick, keep your distance from others to protect them from getting sick.
3. — Cover your mouth and nose with a tissue when coughing or sneezing, and throw the tissue away immediately. It may prevent those around you from getting sick.
4. — Wash your hands. Washing your hands often will help protect you from getting sick. When soap and water are not available, use alcohol-based disposable hand wipes or gel sanitizers.
5. — Avoid touching your eyes, nose or mouth. You can become ill by touching a surface contaminated with germs and then touching your eyes, nose or mouth.
6. — Practice other good health habits. Get plenty of sleep, be physically active, manage stress, drink plenty of fluids, eat nutritious foods, and avoid smoking, which may increase the risk of serious consequences if you do contract the flu.

Employees will:

1. — Know the hazards of the workplace.
2. — Follow established work procedures as directed by the employer or supervisor.
3. — Use any required personal protective equipment (PPE) as instructed.
4. — Report any unsafe conditions or acts to the supervisor.
5. — Know how and when to report exposure incidents.

If you have a fever or cough illness, regardless of where you have travelled, stay home from work or school and limit contact with others to keep from infecting them. See a health care provider if your symptoms become worse but call ahead of time to let them know you have fever or cough illness.

Risk identification and assessment

Three primary routes of transmission are anticipated for pandemic influenza, all of which need to be controlled. These include contact, droplet, and airborne transmission.

Contact transmission, both direct and indirect

Direct contact involves skin to skin contact, such as patient care or emergency response activity that requires direct personal contact (for example, assisting a student with a cut or an injury). Indirect contact involves a worker touching a contaminated intermediate object such as a table, doorknob, telephone, or computer keyboard, and then touching the eyes, nose, or mouth. Contact transmission is important to consider because influenza viruses can persist for minutes on hands and hours on surfaces.

Droplet transmission

Large droplets may be generated when an infected person coughs or sneezes and also during certain medical procedures, such as cough induction. Droplets travel a short distance through the air, and can be deposited on inanimate surfaces or in the eyes, nose, or mouth.

Airborne transmission

Airborne (inhalable) particles can be generated from some medical procedures such as endotracheal intubation, bronchoscopy, nebulizer treatment, or airway suctioning. They can also be generated from coughs and sneezes. Coughs and sneezes produce both large droplets and smaller airborne particles. The smaller particles remain suspended in air for longer periods, and can be inhaled. The large droplets can also evaporate quickly to form additional inhalable particles. As the distance from the person coughing or sneezing increases, the risk of infection from airborne exposure is reduced; but it can still be a concern in smaller, enclosed areas, especially where there is limited ventilation. As the number of infected people in a room increases, the risk of infection can increase.

The following risk assessment table is adapted from WorkSafeBC Regulation Guideline G6.34-6. Using this guideline as a reference, we have determined that the risk level of our employees ranges from low to moderate.

Most of our employees work in an office type environment. There is a lot of exposure to members of the public due to the number of students and parents who are always in our midst. There is always a chance that they may be handling potentially contaminated objects.

Risk assessment for pandemic influenza

	Low risk Workers who typically have no contact with people infected with pandemic influenza	Moderate risk Workers who may be exposed to infected people from time to time in relatively large, well-ventilated workspaces	High risk Workers who may have contact with infected patients or with infected people in small, poorly ventilated workspaces
Hand hygiene	Yes (washing with soap and water, using an alcohol-based hand rub, or using hand wipes that contain effective disinfectant)	Yes (washing with soap and water, using an alcohol-based hand rub, or using hand wipes that contain effective disinfectant)	Yes (washing with soap and water, using an alcohol-based hand rub, or using hand wipes that contain effective disinfectant)
Disposable gloves	Not required	Not required (unless handling contaminated objects on a regular basis)	Yes, in some cases (for example when working directly with pandemic influenza patients)
Aprons, gowns, or similar body protection	Not required	Not required	Yes, in some cases (for example when working directly with pandemic influenza patients)
Eye protection—goggles or face shield	Not required	Not required	Yes, in some cases (for example when working directly with pandemic influenza patients)
Airway protection—respirators	Not required	Not required (unless likely to be exposed to coughing and sneezing)	Yes (minimum N95 respirator or equivalent)

Risk control

Education and Training

Employees will receive training in the following:

- The risk of exposure to pandemic influenza, and the signs and symptoms of the disease.
- Safe work procedures to be followed, including hand washing and cough/sneeze etiquette.
- Location of washing facilities, including dispensing stations for alcohol-based hand rubs.
- How to seek first aid.
- How to report an exposure to or symptoms of pandemic influenza.

Health Monitoring

District staff will promptly report any symptoms of the pandemic influenza to their manager/supervisor and the first aid attendant.

The WorkSafeBC Regulation requires employers to implement infectious disease controls in the following order of preference:

1. Engineering controls.
2. Administrative controls.
3. Personal protective equipment (PPE).

It is not necessary to implement engineering controls in our workplace because the risk of exposure can be controlled using administrative controls (for example, hand washing and cough/sneeze etiquette) and PPE (respirators, masks). Any requests for PPE equipment should be referred to Human Resources.

Hand washing

Hand washing is one of the best ways to minimize the risk of infection. Proper hand washing helps prevent the transfer of infectious material from the hands to other parts of the body—particularly the eyes, nose, and mouth—or to other surfaces that are touched.

Wash your hands immediately:

- Before leaving a work area.
- After handling materials that may be contaminated.
- Before eating, drinking, smoking, handling contact lenses, or applying makeup.
- After using the washroom.

We recommend that when you wash your hands—with soap and warm water—that you wash for 15 to 20 seconds. When soap and water are not available, non-alcohol-based disposable hand wipes or gel sanitizers may be used. You can find them in most supermarkets and drugstores. If using gel, rub your hands until the gel is dry. The gel doesn't need water to work.

Hand Washing Procedure

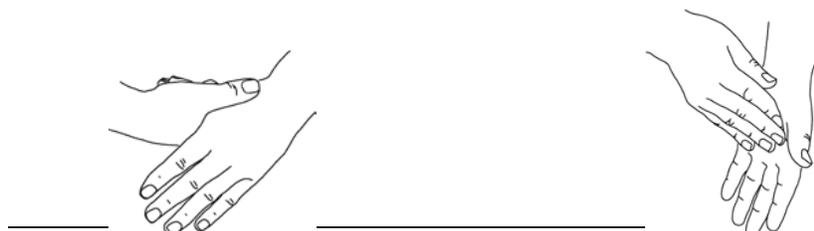
1. Press hands palm to palm. _____ 2. Press each palm over back of opposing hand.



3. Interlace fingers, palm to palm. _____ 4. Interlock fingers.



5. Rotate each thumb in palm. _____ 6. Rotate fingertips in palm.



Use soap and warm running water. (It doesn't have to be hot to do the job.) If water is unavailable, use a waterless hand cleanser that has at least 70% alcohol. Follow the manufacturer's instructions on how to use the cleanser. Alcohol-based hand rub dispensers are located in areas where sinks are not available such as libraries.

Cough/sneeze etiquette

Our employees are expected to follow cough/sneeze etiquette, which is a combination of measures that minimizes the transmission of diseases via droplet or airborne routes.

Cough/sneeze etiquette includes the following components:

- Educate workers in control measures, including hand washing.
- Post signs at entry points to instruct everyone about control measures.
- Cover your mouth and nose with a sleeve or tissue when coughing or sneezing.
- Use tissues to contain secretions, and dispose of them promptly in a waste container.
- Turn your head away from others when coughing or sneezing.
- Wash hands regularly.

~~If employees show symptoms of pandemic influenza~~

~~If employees are ill with pandemic influenza, they should stay home. If they develop symptoms of influenza while at work, they should leave the workplace. Employees should only return to the workplace once they have recovered from influenza and no longer show symptoms. Employees should inform their manager or supervisor if they are ill with pandemic influenza.~~

~~Health monitoring~~

~~Our employees will promptly report any symptoms of pandemic influenza to their manager or supervisor and the first aid attendant.~~

~~Record keeping~~

~~The Board will keep records of instruction and training provided to workers regarding pandemic influenza, as well as exposure reports and first aid records.~~

~~Annual review~~

~~This Exposure Control Plan will be reviewed at least annually and updated as new and updated information is made available.~~

~~Latest updates~~

~~Updates on the impact of flu outbreaks in B.C. are being provided regularly by Public Health Agency of Canada at the following website: www.fightflu.ca~~

~~If you have questions about the health situation in your district, you can call HealthLink BC at 8-1-1, 24 hours a day/seven days a week or see their website: www.healthlinkbc.ca~~

Appendix A Student Release Procedure Guidelines

These Guidelines are intended to help school Joint Health and Safety Committees to prepare their school student release procedures.

OVERVIEW

Release of students may be advised by public safety officials or authorized by the principal or superintendent whenever a condition exists warranting such action. Such conditions include earthquake, flood, severe winter storm, etc.

Parents will be advised of release criteria and procedures, in writing, at the beginning of each school year. Guidelines may be modified for the release of students as long as they are released in a safe and orderly manner.

When the decision has been made to release students, local Fire and Police Departments will be notified. School closure and reopening will also be reported to radio stations by the superintendent or designate.

- ◆ All students will remain under the supervision and care of the school until released to a parent or authorized designee.
- ◆ **Students will only be released to an authorized adult listed on the Student Emergency Release Form.**
- ◆ Students must be signed out by the authorized representative.
- ◆ Students who are not picked up or who are unable to proceed home will be kept at the school or at the designated alternative shelter.
- ◆ Parents are responsible for notifying the persons designated as authorized emergency contacts for their children so that they are aware that such authorization has been given and are aware of any medical needs of the child.

PARENTS SHOULD NOT ATTEMPT TO PICK UP THEIR CHILDREN DIRECTLY FROM THE STUDENT ASSEMBLY AREA. Students will only be released to individuals authorized by a parent or guardian on the Student Emergency Release Form. Parents and authorized adults are required to go to the Parent Check In/Student Release Area before the child will be released from the campus.

SITE PLAN

Each school should identify an interior and exterior area where students may be kept until they are released to an authorized adult, depending on the circumstances of the emergency. Possible sites should also be established ahead of time for Incident Command Post and Parent Check In/Student Release Area. Thought should also be given to possible traffic control issues.

RESPONSIBILITIES

1. Incident Commander (school principal, vice principal or designate): Set up Incident Command Post (ICP). Notify staff of school evacuation and communicate that this is not a drill. Direct teachers to a pre-designated spots. Analyze situation; re-evaluate evacuation spot to determine if students should be moved. Determine medical and assistance needs after population assessment. Determine search and rescue needs. Reassess as situation changes. Keep staff informed as to status of missing students. Report to responding emergency personnel. Keep Superintendent of Schools (or designate) updated.
2. Classroom Teachers: Evacuate students to designated area, with students grouped as determined by district or school site. Take attendance and make note of any students or staff unaccounted for or who have sustained injuries. Send report to up Incident Command Post (ICP) by student runner. Organize students. Monitor students' medical and emotional condition. As runners come to take students to Parent Check In/Student Release Area note their status on class attendance list.
3. First Aid (if necessary): Set up first aid station and administer first aid as required. Monitor patients' medical and emotional condition.
4. Student Release Team: Set up the designated Parent Check In/Student Release Area. If possible, set out tables at least 20 feet apart to reduce crowding. For large student body, establish several lines for speedier processing. Post signs and set out Student Emergency Release Form for each line. Note status on forms of absent, injured and missing students (when information received from Incident Command). Identify volunteer runners and review where to find students.
5. Traffic Controller(s): Set out parking area traffic cones if necessary. Keep parent vehicles from blocking access by first responders.
6. Other Staff: should report to Incident Command Post to be assigned other duties as required, i.e. man a parent information station, act as runners, provide crowd control, set up temporary toilets.
7. Parents/Authorized Adults: read all signs, listen carefully and be patient so that all children can be accounted for and released in an orderly manner.

POPULATION ASSESSMENT

As soon as a classroom has evacuated, teacher or alternate staff member will:

- TAKE ATTENDANCE.**
- MARK STATUS** of students (present/absent/needs first aid/unknown).
- SEND** student runner to take report to Incident Command, then return.

After reviewing attendance reports, Incident Command will:

- SEND** names of students who are absent and those who need first aid to the Parent Check In/Student Release Area so Student Emergency Release Forms can be updated.
- SEND** staff member to classroom muster areas where first aid requirements have been noted. They will help move injured to first aid station.

Depending on the size of the school population and the duration of the emergency, a secondary population assessment may need to be done to provide Incident Command with an update on the location and condition of the student and staff population.

PARENT CHECK IN/STUDENT RELEASE AREA

- ❑ **CHECK** Student Emergency Release Forms against roster of absent students. NOTE absent status on forms and file them separately (in alphabetical order).
- ❑ **CHECK** Student Emergency Release Forms against roster of students needing first aid. NOTE on Student Emergency Release Form that student has been taken to the First Aid Station.
- ❑ **VERIFY** photo ID of adult requesting student release. CHECK Student Emergency Release Form to verify adult is authorized for pickup. **WRITE** initials on Request Form to note that both ID and authorization have been checked.
- ❑ **VERIFY** Student Emergency Release Form is completed with signature, sign out time, destination and telephone and send runner to get student.
- ❑ **RELEASE** student to parent, guardian or authorized adult, along with student's medication, if applicable.
- ❑ **FILE** completed Student Emergency Release Forms alphabetically.

RUNNERS

- ❑ **REPORT** to Parent Check In/Student Release Area.
- ❑ **WHEN DIRECTED, REPORT** to teacher in Student Assembly Area to collect a student. Teacher calls student forward and notes student status on attendance roster.
- ❑ **ESCORT** student to Parent Check In/Student Release Area.
- ❑ **(OR) RETURN** to Parent Check in/Student Request Area with student status information if student is not in area.

TRAFFIC FLOW

Parking at many schools is limited. In times of an emergency, the first responders—fire officials, law enforcement and public works—need priority access to the campus for their vehicles.

- ❑ For the safety of all, traffic should be directed by signs, cones and staff.
- ❑ Spaces for emergency vehicular parking should be cordoned off with traffic cones and/or caution tape.
- ❑ Post a large site map near the main parking area with a walking path designated for parents picking up students.
- ❑ Colour-coded signs are useful; e.g., yellow signs identifying the Student Request Table and yellow for student requests; green for the Student Release Table.
- ❑ Schools with no room for parent parking and turnaround may develop a student release procedure that enables students to be released directly to the authorized adult's vehicle.

CROWD CONTROL

For every student, there may be at least one adult descending on the campus in an emergency.

Be prepared for the following:

- Traffic jams which block emergency vehicles;
- Crowd control problems on campus; and
- Unreasonable, agitated and demanding parents.

Parents and other authorized adults **MUST** go to the Parent Check In/Student Release Area before the child will be released from the campus.

PARENT NOTIFICATION

It is important that parents understand procedures that they and school staff must follow in the event students are released prior to the end of the academic day. All adults should be prepared to provide photo identification in order to have a child released to them.

Attempts to notify parents as to the situation should be made as soon as possible. Multiple forms of communication should be used such as: telephone tree, website alert, radio announcement and school auto-dialer. Depending on the extent of the emergency, it may be possible to get help from the Board Office, especially with mass media communication.

SUGGESTED SUPPLIES FOR STUDENT RELEASE

INCIDENT COMMAND POST

- Bullhorn with extra batteries
- Portable AM/FM radio with extra batteries
- Two-way radios
- Yellow caution tape and duct tape
- Hats or vests to identify emergency staff and volunteers
- Master roster of students and staff

STUDENT ASSEMBLY AREA

- Master roster of students, per teacher
- Minor first aid supplies
- Emergency Kits *[see suggested Earthquake Supplies - section F]*

PARENT REQUEST/STUDENT RELEASE AREA

- Folding tables
- Folding chairs
- Student Emergency Release forms (alphabetized in file box)
- Copy of Master roster of students and staff
- Hats or vests to identify emergency staff and volunteers
- Clipboards (many) and pens for Student Request Forms
- Stationary supplies (pens, pencils, stapler, tape, Post-its, etc.)
- File box(es) with alphabetical dividers for completed Student Emergency Release Forms

TRAFFIC/CROWD CONTROL

- Directional signs
- Traffic cones
- Caution tape
- Site map (enlarged) with key areas highlighted: First Aid Station, Parent Request/Student Release Area
- Handouts of site map
- Two-way radios
- Hats or vests to identify emergency staff and volunteers
- Note pads, pencils, tape

See the following pages for these sample forms and letters

(Note: page numbers have been removed from this point on to make coping & editing easier for individual schools.)

[Emergency Preparedness Letter to Parents](#)

[Student Release Form](#)

[Earthquake Drill Letter to Parents](#)

[Lockdown Drill Letter to Parents](#)

[Advice for Parents – School Emergencies](#)

[Earthquake Preparedness Pamphlet](#)

[Class Status Report for Incident Command](#)

[Staff Sign out Sheet – for Earthquake or Other Major Emergency](#)

EMERGENCY PREPAREDNESS LETTER TO PARENTS - SCHOOL EMERGENCIES

SCHOOL DISTRICT NO. 62 (SOOKE)

Dear Parents/Guardians:

Our school is developing an emergency preparedness plan to help ensure the safety and well-being of your child(ren) and staff in the event of an emergency affecting the normal operation of the school. This plan includes procedures relating to fire, threats to the school, violent incidents, school bus accidents, severe weather, earthquake, hazardous spills, pandemics, abduction and incidents on field trips.

In the event of an emergency requiring the closure of school, these procedures will be followed:

- Students will only be allowed to leave with adults authorized on the Student Emergency Release Forms in our files.
- All authorized adults who come to pick up students must ensure that they report to the Parent Check In/Student Release Area. Children will be signed out here.
- Do not directly seek out your child(ren) as school staff has established routines for their orderly release (following calm, orderly procedures will help all children feel less frightened).
- If you are unable to reach the school, contact your authorized emergency contact to collect your child(ren).
- Do not call the school as telephone lines must remain open for emergency calls.
- If the school is in Lockdown, do not call students on personal cell phones.
- Do not drive immediately to the school as school access routes and street entrances must remain clear for emergency vehicles. Also, in some instances, it may be necessary for staff and students to be

evacuated to an Emergency Social Services Reception Center, and you may need to pick up your child(ren) there. Listen to local media or check the school or District website for updates.

- Any emergency instructions regarding the status of students at a district school will be broadcast on local radio stations – CFX 1070AM in particular.
- Please also check the District website for updates: www.sd62.bc.ca.

It is critical that we have your instructions regarding the release of your child(ren) if you are unable to reach the school should an emergency occur that affects the normal operation of the school. Please complete the Emergency Release Form and return it to your child's teacher as soon as possible. Please discuss this information and your family emergency plan with your child(ren).

Yours respectfully,

Principal



STUDENT(S) RELEASE FORM
(pg. 1 of 2)

Last Name

STUDENT(S) IN THE SCHOOL

Name: _____
Name: _____
Name: _____
Name: _____

ABSENT	PICKED UP
<input type="checkbox"/>	<input type="checkbox"/>

PARENT/LEGAL GUARDIAN:

First Name: _____
Home Address: _____
Cell Phone: _____

Last Name: _____
Phone: _____
E-mail: _____

RELEASED TO:

PARENT/LEGAL GUARDIAN:

First Name: _____
Home Address: _____
Cell Phone: _____

Last Name: _____
Phone: _____
E-mail: _____

OUT OF PROVINCE CONTACT:

Name: _____ Phone: _____
Cell Phone: _____ E-mail: _____

MEDICAL ALERT:

SPECIAL INSTRUCTIONS FOR STAFF:

PARENTS/AUTHORIZED GUARDIANS:

1. Please go to the Release Gate [2].
2. Give this part of the form to a staff member at the gate.
3. Please wait at the Release Gate [2], a staff member will locate the student(s) and bring them to you.

ONCE YOU HAVE THE STUDENT(S), PLEASE EXIT THE SCHOOL GROUNDS. THANK YOU FOR YOUR PATIENCE.

Student(s) Release Form – pg. 2 of 2

In the event of a significant emergency or disaster, the school may implement an Emergency Reunification of students for their safety and well-being. Should this be necessary, the school will only release your child(ren) to persons authorized on this form, or if necessary, to medical personnel.

AUTHORIZED GUARDIANS:

RELEASED TO:

First Name: _____ Last Name: _____

Home Address: _____ Phone: _____

Cell Phone: _____ E-mail: _____

First Name: _____ Last Name: _____

Home Address: _____ Phone: _____

Cell Phone: _____ E-mail: _____

First Name: _____ Last Name: _____

Home Address: _____ Phone: _____

Cell Phone: _____ E-mail: _____

First Name: _____ Last Name: _____

Home Address: _____ Phone: _____

Cell Phone: _____ E-mail: _____

**FOR SCHOOL USE ONLY
AUTHORIZATION FOR STUDENT(S) RELEASE**

PICTURE ID: CONFIRMED

NOT AVAILABLE

ID VERIFIED BY STAFF

DESTINATION: _____

TIME: _____

STAFF SIGNATURE: _____

PARENT/GUARDIAN SIGNATURE: _____

RELEASED TO: _____

Parent

Authorized Guardian

Student's Full Name: _____

A – Z: _____

Div.: _____

Student's Full Name: _____

A – Z: _____

Div.: _____

Student's Full Name: _____

A – Z: _____

Div.: _____

Student's Full Name: _____

A – Z: _____

Div.: _____

EMERGENCY DRILL LETTER TO PARENTS

SCHOOL DISTRICT NO. 62 (SOOKE)

Dear Parents/Guardians:

Our school is developing an emergency preparedness plan to help ensure the safety and well-being of your child(ren) and staff in the event of any emergency affecting the normal operation of the school.

Our school is practicing an earthquake drill and the student release process. The "earthquake" will take place at _____ on _____. At this time we wish to practice the procedures for emergency pick up of our students. If you or one of your emergency alternates is able, please imagine you feel an earthquake at this time then proceed to the school to pick up your child(ren).

It is important that your student release information is current (with the names of everyone who is authorized to pick up your children, including you!) and has been submitted to the office.

Please report to the Parent Check In/Student Release Area which will be located

_____. Please **DO NOT** go to the student assembly area. Runners will get your child(ren) for you once you have checked in and signed the student release form.

We are participating in this drill to learn what will work and what things we can do differently to improve our student release procedures. Buses and other after school pick-ups will operate at their regular times for parents who cannot make arrangements to participate in the drill.

Thank you in advance for your participation in this important drill. We are interested in any feedback you may have.

Yours respectfully,

Principal

LOCKDOWN DRILL LETTER TO PARENTS

SCHOOL DISTRICT NO. 62 (SOOKE)

Dear Parents/Guardians,

As you know, we practice a number of safety drills at school, including fire, earthquake, hold and secure, and lockdown drills to ensure that students and staff are prepared in the event of an emergency. Our next scheduled lockdown drill will be on _____. Below you will find more information about this drill. Safety drills can sometimes cause anxiety in children and we request that parents discuss the upcoming drill with their children. Please reassure them that emergencies in schools are rare and that drills are for their safety.

Lockdown is used when there is an immediate threat to the school (i.e. school intruders). Lockdown minimizes the intruders' access to the school and secures staff and students in rooms. As part of this procedure, everyone must remain silent in rooms until the situation has been declared safe by an authorized person (i.e. principal or police personnel). Please note that during a lockdown it is important that students do not use cell phones – this is to ensure the safety of our students.

Hold and Secure is a procedure which keeps students secure inside a school when something such as a gas leak, weather, unsafe animals or persons outside of the school is threatening the general community. During a hold-and-secure procedure only authorized people may enter the school. All doors will be locked and a notice posted indicating that the school is in a hold and secure situation. This procedure allows school activity to continue as normal during the outside disruption until the threat is cleared.

A lockdown or hold and secure situation may occur on any day and at any time, including the beginning or the end of the school day. A lockdown or hold and secure situation may last for several hours.

If you have any concerns, please contact our administrators or counselor at 250-***-****.

Yours respectfully,

Principal

ADVICE FOR PARENTS - SCHOOL EMERGENCIES

1. **PREPARE YOUR CHILD.** Children who are prepared experience less fear and hysteria. Let your child know who can make the pickup at school if you are unable to do so. Reassure your child that he/she will be cared for until you arrive.
2. **KEEP YOUR CHILD'S EMERGENCY CONTACT FORM UP-TO-DATE.** The only people other than yourself who will be allowed to pick up your child are those whom you authorize on the Student Emergency Release form. No student will be allowed to leave with another person, even a relative, unless the school has prior written permission from the parent/guardian.
3. **REMAIN CALM.** Your child is probably safer at school in the event of a disaster. School personnel are certified in CPR, First Aid and Emergency Preparedness. In the event of a disaster, school staff will ensure that your child is cared for.
4. **DO NOT CALL THE SCHOOL AND TIE UP THE SCHOOL PHONE.** Use the designated hotline for a recorded message. Phone lines will be needed for emergency communications.
5. **WALK FROM YOUR HOME, IF POSSIBLE.** Leave the streets free for emergency vehicles. You may get to school faster by foot or bicycle.
6. **PARK ONLY IN AREAS DESIGNATED FOR PARENTS.** Leave adequate room for emergency vehicles to park and turn around.
7. **DO NOT ATTEMPT TO PICK UP YOUR CHILD DIRECTLY FROM THE STUDENT ASSEMBLY AREA.** Parents and authorized adults must report to the Parent Check In/Student Release Area
8. **BRING A PHOTO ID WITH YOU TO THE PARENT CHECK IN/STUDENT RELEASE AREA.** Students will only be released to their parents or to an adult designated on the Student's Emergency Release Form.
9. **PICK UP ALL STUDENTS FOR WHOM YOU ARE AUTHORIZED.**
10. **SIGN OUT AT THE PARENT CHECK IN/STUDENT RELEASE AREA.** The staff will locate and bring your child to you. No student will be released without a parent signature, noting time of release, destination and phone number.
11. **LEAVE THE CAMPUS IMMEDIATELY AFTER BEING REUNITED WITH THE STUDENT.**
12. **KEEP EMERGENCY SUPPLIES IN YOUR CAR,** including comfortable walking shoes, water and warm jackets.

Class Status Report

Use this report to record for the Incident Commander the injured, missing, or absent persons from each site. This sheet includes two copies of the report; six copies should be included in each grab-n-go kit.

Class Status Report

Time: _____ All Okay: _____

Teacher: _____ Grade: _____ Location: _____

Student Name	Absent (from school)	Injured	Helper (i.e. "runner")	Missing (note possible location)

Number of Students Remaining: _____

Message for Incident Commander (if any): _____

Class Status Report

Time: _____ All Okay: _____

Teacher: _____ Grade: _____ Location: _____

Student Name	Absent (from school)	Injured	Helper (i.e. "runner")	Missing (note possible location)

Number of Students Remaining: _____

Message for Incident Commander (if any): _____

Appendix B Emergency Equipment and Resources

Ref: Ministry of Education, The Emergency Management Planning Guide for Schools, Districts, and Authorities, 2015.

(pg. 54-56)

Emergency Container (E-Can)

Emergency Container (E-Can)

□ Communication

- Megaphone w/ spare batteries
- Hand held radios w/ spare batteries, or charger
- AM/FM Radio w/ spare batteries

□ First Aid Supplies

- Adhesive bandages
- Latex-free disposable gloves
- CPR Face Shields
- Elastic bandages-different sizes
- Sterile gauze pads, rolls
- Adhesive tape
- Triangle bandages
- Thermometer
- Heavy-duty scissors
- Forceps/tweezers
- Pocket knife
- Non-aspirin pain tablets
- Anti-histamines
- Anti-nausea tablets
- Hydrogen peroxide
- Antibiotic skin ointment
- Safety pins
- Splints
- Towels
- Wool blankets
- Eye protectors
- Water treatment chemicals (aqua tabs)

□ Damage Control

- Tool box
- Adjustable crescent wrench
- Hacksaw
- Axe
- Sledge hammer
- Nylon rope – 3/8 inch, 50ft
- Pliers
- Shovel
- Pipe wrench
- Tie wire
- Vice grips
- Leather work gloves

- ☐ **Sanitation and Hygiene**
 - 5 gal pails with lids
 - Plastic liners/garbage bags
 - Toilet paper
 - Hand Sanitizer 1L
- ☐ **Shelter**
 - Plastic sheeting/tarps
 - Pop-up tent
- ☐ **Power/Light/Heat**
 - Matches and candles
 - Flares
 - Emergency Foil Blankets
- ☐ **Staff Comfort**
 - Sleeping bags
 - Folding Cots
 - Essential hygiene products (soap, toothpaste/brush, sanitary napkins, towels)
- ☐ **Food and Water**
 - As much water as can be stored, in both individual bottles and carboys
 - Non-perishable, high energy compact food
- ☐ **Student Comfort**
 - Teddy bears/small toys/books
 - Playing cards, paper, coloured pencils, sharpeners
 - Extra warm clothing, boots, warm hats

Main Office

(Resources to be in, or in close proximity to the Incident Command Bag)

- ☐ Keys (school, e-can, and utility spaces)
- ☐ Student medications (including epi-pens)
- ☐ Charged cell phone
- ☐ Portable radios w/chargers
- ☐ List of that day's class trips
- ☐ List of that day's substitute teachers
- ☐ Visitor Sign-in/sign-out sheet, if pertinent
- ☐ School Emergency Management Plan
- ☐ Student data (name, phone number, address, emergency contact person, pertinent medical information, sign-in/sign-out sheet if applicable)
- ☐ Student release forms
- ☐ Staff data (name, phone number, address, emergency contact person, pertinent medical information, sign-in/sign-out sheet if applicable)
- ☐ List of staff with any emergency training/skills/ICS responsibilities
- ☐ School profile and building information
- ☐ Map of school area
- ☐ Map of relocation route (if not included in the school area map)

Copies of office records – (to be kept in emergency container outside of the school building)

Board Information Note Public Board Meeting June, 28 2022

Agenda Item 8.2: Westshore Family of Schools –Re-Naming Process

- At the December 14, 2021 public Board meeting, Associate Superintendent Paul Block and District Principal of Pathways & Choice, Jim Lamond, informed the Board of the intent to engage in a re-naming process for the Westshore Family of Schools. In accordance with Policy F – 204 “Naming of Schools”, this agenda item is returning to the Board table for a decision specific to the Alternate program under the umbrella of Westshore Family of Schools, specifically “Byte Alternative Secondary School.”
- To review the impetus of this consultation and proposed name change was the acknowledgment of a consistent theme that the identity of the school from both student and staff’s perspective lacked clarity and a strong connection to the current clientele and staff that access Westshore-Colwood & Westshore Sooke campuses. In addition, through dialogue with many district staff, it was very apparent there was confusion about the multiple programs associated with “Westshore” such as JdFDL, Continuing Education, BYTE DL, and the fact there are three distinct campuses serving Sooke, Colwood, and Langford named Westshore Centre for Learning and Training.

More importantly was the fact that students who graduate from the current Westshore Centre for Learning and Training (Colwood, Langford, & Sooke campuses) BYTE Alternate programs are surprised to see that their school known to everyone as “Westshore” is actually named “BYTE Alternate” on their Dogwood certificate and on their final transcript. Understandably, this can have an impact on students who are proud and excited to apply for employment and post-secondary opportunities.

- In September of 2021, through the process of Program Review, it became apparent the Westshore family of schools and district programs had an identity issue. As stated earlier, students, staff, and families had varying awareness and understanding of the programs offered through our current Westshore Centre for Learning and Training. In many district conversations, “Westshore” was and is referred to as one of our four secondary schools, however, it’s challenged by pervasive perceptions of a lack of credibility of a viable pathway for all students although it offers Alternate, Online, and Adult options.
- Another important connection for students and staff in feeling connected to their school is the representation or mascot. In comparison to the Belmont Bulldogs, the EMCS Wolverines, and the Royal Bay Ravens, the Westshore Centre for Learning and Training Pencils (the mascot) did not acknowledge or celebrate who or what represented them. In alignment with Policy C-435 “Naming of School Teams, Selection of Logos and Mascots”, as the District Principal of Pathways and Choice, Jim Lamond began discussions with students, school and district staff about renewing the mascot or representation for the family of schools. The staff at Westshore Colwood and Sooke supported the action and felt by involving students and Indigenous voices, the process would be galvanizing and have a healthy impact on the culture

and climate of the school. Through the process supported by the NIE team, students and staff collaborated and shared perspectives through voice and art. Lead by Indigenous artist [Jamin Zarowski](#), the Wolf/Wolves emerged as the spirit and symbol that best represents the school community. With consideration of our Indigenous students and families as well as our partner nations, the **SENĆOŦEN** name for wolf or wolves, **STKAYE**, has been gifted to the school.



- In accordance with Policy F-204 “Naming of Schools”, a formal process of consultation with students, parents, staff, and our partner Indigenous Nations around a potential name for the Family of Schools began in January 2022 and was completed in late April 2022.
- As per Policy F-204 “Naming of Schools”, three school names emerged from the process for the Board’s consideration:
 - 1) **Westshore Academy**
 - 2) **Westshore Secondary - Colwood Campus & Sooke Campus**
 - 3) **Westshore Centre for Learning**

- Consultation Process:

Students: A student survey was developed in consultation with students from both campuses.

Results: 68% - Westshore Secondary - Colwood Campus & Sooke Campus
21% - Westshore Academy
11% - Westshore Centre for Learning

Staff: Consultation via staff survey

Results: 95% - Westshore Secondary - Colwood Campus & Sooke Campus

Parents:

An email was sent to all parents from the school on February 14th, 2022 requesting suggestions and their opinion on Westshore Secondary as it was emerging as the leading name. The suggestion of Westshore Academy emerged through this process.

Several emails were returned that provided a consensus sentiment of being grateful for being consulted. Parents offered a variety of opinions – they were unanimous that Byte Alternate was out of date and that Westshore-Colwood or Sooke as a hybrid of Westshore Centre for Learning and Training did not support the school creating synergy around an identity or connection to kids – it simply stated the regional location of a campus. There was ample support for Westshore Secondary.

Included as supporting documents are the original letter attached to an email sent to parents from the school and a testimony email that reflects the positivity for the engagement and the school from a long time Parent Advisory Council member.

As evidenced in the letter sent to parents & students regarding the process, our Na'tsa'maht Indigenous Education teacher, in consultation with the Na'tsa'maht Indigenous Education Department, reached out to our local Nations to seek feedback on the name and the mascot, the Wolf.

With the school located on Songhees and Esquimalt territory, a consultation regarding a decision to choose an Indigenous mascot name for the wolf was conducted and if Nations had a recommendation regarding school name. The Nations were grateful and acknowledged the request. Their response spoke to their partnership with SD61 and deferred to the Nations that SD62 partner with as being the Nations to consult on both accounts.

In consultation with SD62's partner nations, it was felt that **SENĆOFEN** was the language currently being taught and supported across the district. As a result, the name **STKAYE!** meaning wolf in **SENĆOFEN** was gifted to the school. With regards to the school name, the feedback was unanimous that the students' choice were the voices that they would choose to honour. As a result, Westshore Secondary - Colwood Campus & Sooke Campus was the name that emerged.

- A re-naming process will continue as District and school leaders will consult in the 2022/2023 school year regarding school names for:
 - i) **Online Learning: Juan de Fuca Distributed Learning** (current service delivery is at Langford Campus)
 - ii) **Continuing Education: Westshore Centre for Learning & Training** (current service delivery is at Langford Campus – this is primarily Adult Education)

The decision to delay the re-naming process is connected to the consultation and development process that emerged as recommendations from the Program Review. A pause in the re-naming process while staff work towards a clear vision of future directions and locations of the above-mentioned schools was a respectful decision and will lead to an informed consultation process when we are ready.

- The timing of this request for the Board's decision in the June meeting is coming due in part to consultation with the Ministry of Education. In an inquiry to the Ministry of Education on school name changes confirmed that if the District can provide official notice of a name change, a process can be completed that would see the school number attached to Byte Alternative changed to the new name. It is our hope, as a result of our advocacy, the Grad class of 2022 would receive diplomas and transcripts with the new school name. For our students, the connection to the school and a school name that they will be familiar with on their Dogwood Diplomas is the motivation to bring the decision to the Board at this time.

Recommended Motion:

That the Board of Education for School District 62 (Sooke) move to change the school name from Byte Alternative School to Westshore Secondary School, effective June 1, 2022. For Internal purposes, the school district will identify the regional campuses as Westshore Secondary - Colwood Campus & Sooke Campus.

Respectfully submitted,

Paul Block, Associate Superintendent



February 14, 2022

Re: School name change – Westshore Centre for Learning & Training, Juan de Fuca Distributed Learning, and BYTE Alternate.

Dear students and families,

I am writing this letter to communicate our desire to change the name of our schools as per Board Policy F-204. On December 14, 2021 the Board of Education was notified of the intent to enter a process to review the current names of **Westshore Centre for Learning and Training, Juan de Fuca Distributed Learning and BYTE Alternative**. These 3 schools have been commonly referred to as Westshore's Family of Schools or Westshore Colwood, Westshore Langford and Westshore Sooke.

As the District Principal of Pathways & Choice, in consultation with Associate Superintendent Paul Block, a consistent theme has emerged that the identity of the schools from both student and staff's perspective is lacking clarity as well as district and community understanding of the programs offered to students in the three campuses.

In accordance with Policy F-204: Naming of Schools, a formal process of consultation with students, parents, staff, and our partner Indigenous Nations around a potential name for the family of schools will begin in January 2022. The results of this process along with recommended names for the schools will be part of a presentation to the Education Policy Committee when ready, ideally for review by March 15, 2022.

There is consensus from initial consultation and feedback that one name for the schools that have multiple regional campuses remains the direction and desire of the current school community. Currently, Westshore Centre for Learning and Training Family of Schools consists of 3 distinct schools that have specific purposes, distinct funding models, and service criteria:

- i) **Westshore Colwood/Sooke - Type 3 Alternative School: BYTE Alternate**
- ii) **Westshore Langford - Online Learning: Juan de Fuca Distributed Learning & BYTE Alternate programming.**
- iii) **Westshore Langford: Continuing/Adult Ed**

This is an important issue to students.

For example:

- When a student graduates from Westshore Colwood, Langford, or Sooke their official Dogwood certificate and transcript reads: "BYTE Alternate." For many students, this is the first time they have seen that school name, as commonly the school is known as "Westshore."
- The name "Centre for Learning & Training" may be better suited to an adult program.

Comments from students and staff indicate the desire to continue to have their school known as "Westshore" but feel "secondary school" better identifies our schools as a viable option for graduation similar to Belmont, Edward Milne, and Royal Bay. Students and staff have commented that "Westshore Secondary School" honors the current name but better describes our schools for what they are. Our proposal to the Board of Trustees will be to rename our schools as **Westshore Secondary School** with three campuses in Colwood, Langford, and Sooke.

Earlier this school year, our students and staff worked closely with an Indigenous Artist Jamin Zuroski, Elder Earl Claxton, and our Na'tsa'maht Indigenous Education Teacher Gillian LeRose to confirm our school logo as the Wolf seen below.



The purpose of this letter is to communicate the process and the rationale for seeking renewal of the schools' name as well as seek your approval to do so. By not responding, we will assume you support the decision to change the schools' name. If you have any questions or concerns about why or the process as per Board policy, please feel free to email me at jlamond@sd62.bc.ca, Vice Principal John Lyall who serves both the Westshore Colwood and Sooke campuses at jlyall@sd62.bc.ca, or Principal Heather Lait who serves the Westshore Langford campus at hlait@sd62.bc.ca by March 11, 2022.

We truly appreciate your time and consideration.

Sincerely,

Jim Lamond

District Principal, Pathways & Choice
Cc: Paul Block, John Lyall, Heather Lait.

From: [Jim Lamond](#)
To: [Paul Block](#)
Subject: FW: School name change-Westshore
Date: Monday, May 16, 2022 2:58:55 PM

FYI

Mr. J. Lamond
District Principal – Pathways & Choice
Sooke School District 62
P: 250-474-9800
Web: www.sd62.bc.ca

PRIVILEGE AND CONFIDENTIALITY NOTICE

The information transmitted is intended only for the person or entity to which it is addressed and may contain confidential and/or privileged material. If you are not the intended recipient it may be unlawful for you to read, copy, disclose or otherwise use the information in this communication. If you received this transmittal in error please contact the sender and delete the material immediately. Thank you.

-----Original Message-----

From: Jennifer [REDACTED]
Sent: Monday, May 16, 2022 2:53 PM
To: Jim Lamond <jlamond@sd62.bc.ca>
Subject: School name change-Westshore

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

Hello,
My son graduated from the Campus and my daughter currently there. I've been the [REDACTED] for the past 5 years. Fully support the schools name change and am very proud to have my kids attend, to work with Westshore staff and be a part of this community.

Jennifer

Sent from my iPhone

90-Day Work Plan 2021-22 (July-Sept)

	JULY	AUGUST	SEPTEMBER
APPROVE		Annual BoE Work Plan Annual BoE Communications Plan	Annual Report Package: - Strategic Plan - FESL (where applicable) - Na'tsa'maht agreement - Financial Statements - Enrolment report - Minor & Major Capital Work Superintendent Growth Plan
REVIEW/RECEIVE		Estimated Enrolment Update District Operational Plan	Exec Compensation Report Capital work report
COMPLETE		BoE/Executive Planning Retreat	Audit Committee appointments
ENGAGE		Host Leadership Team Event	Host Virtual All Staff Meeting Host SPEAC/PAC rep welcoming event

Board Info Note

Public Board Meeting

June 28, 2022

Agenda Item 11.1: Superintendent's Update

LEARNING

Scholarships

Every year in SD62, tens of thousands of dollars in scholarships and bursaries are awarded to deserving grade 12 students to help them with their post-secondary education costs. Most of these scholarships and bursaries are administered at the school level. There are, however, several that are organized and administered at the district (Board Office) level. The funding for these scholarships come from a variety of sources such as the Ministry of Education, businesses and private family/community members. The total amount of these scholarships this year is **\$133,327.21** (see attached list). Scholarship winners are selected by a committee comprised of Principals, Vice-Principals and secondary school teachers. They met for two days in early May to review the students' applications. The School District is extremely proud of the accomplishments of its graduating students and wishes them well in their future endeavours.



Graduation Celebrations

Belmont: had 320 grads in the 2022 Grad Class

Belmont 2022 Grad Class students were successful in acquiring a total of **\$252,000** in post-secondary scholarships.

Belmont Valedictorians:

- ★ Danny Baxter
- ★ Emily Hanna (Indigenous Valedictorian)



Royal Bay: had 304 grads in the 2022 Grad Class

Royal Bay 2022 Grad Class students were successful in acquiring a total of

\$ 250,000 in post-secondary scholarships.

Royal Bay Valedictorians:

- ★ Max Thompson
- ★ Aiya Snider
- ★ Annalise Steadman (Indigenous Valedictorian)



EMCS: had 141 grads in the 2022 Grad Class

EMCS 2022 Grad Class students were successful in acquiring a total of **\$ 85,275** in post-secondary scholarships.

EMCS Valedictorians:

- ★ Tija Dalep
- ★ Claire and Carina Strong (Indigenous Valedictorian)



WestShore Secondary (Langford, Colwood & Sooke Campuses): had 40 grads in the 2022 Grad Class.

WestShore Secondary 2022 Grad Class students were successful in acquiring a total of **\$ 3,000** in post-secondary scholarships.

WestShore Valedictorians:

Colwood Campus:

- ★ Casey Gillis
- ★ Adam Claxton
- ★ Katelyn Joraanstad (Indigenous Valedictorian)
- ★ Sooke Campus:
- ★ Taylor Millyard

Langford Campus:

- ★ Sebastian Golla



Retirement/Long-Service

On June 8, the district hosted the first in-person, retirement and long-service recognition celebration in three years. Staff did an amazing job of transforming the Royal Bay conference centre into a fitting venue to celebrate staff. It was great to see staff who had already retired returning for the event. Long-service recognition was provided for 10, 20 and 30 years of service. Included was recognition of Sandra McLeod, who has completed 40 years of service. Thanks to Heather Smith, Kris Ross, Tamara MacNay and others for their organization of the event as well as the gifts for retirees and pins for long-service recipients.

GROWTH

Emergency preparedness containers.

Grateful for the commitment of the Board to ensuring we have emergency containers and supplies. Associate Superintendent Stephanie has opened and checked every container for emergency readiness. These are pictures from Spencer school. Many schools have first aid kits, supplies for students and the most important supply as we learned in the pandemic, toilet paper. Stephanie confirms that SD62 is emergency prepped and ready.



Staff Equity Survey

Thanks to Executive Director of Human Resources, Dan Haley, for his work and the work of his committee on developing the district's first ever Employee Equity Survey. The survey, which is optional and currently in circulation, asks for staff to provide demographic information which will provide an understanding the diversity of employees that we have in the district. This survey is the first step to identifying the breadth of backgrounds in our workforce to determine potential barriers and bias that exists to employment and promotion opportunities. This will also allow us to determine if our staff is representative of the general community demographic that we serve.

The results of the survey will be used to determine future work to ensure our staff are diverse, that our school district is inclusive and that equitable human resources practices exist and are utilized.



June 2022

Every year in SD62, tens of thousands of dollars in scholarships and bursaries are awarded to deserving grade 12 students to help them with their post-secondary education costs. Most of these scholarships and bursaries are administered at the school level. There are, however, several that are organized and administered at the district (Board Office) level. The funding for these scholarships come from a variety of sources such as the Ministry of Education, businesses and private family/community members. The total amount of these scholarships this year is **\$133,327.21**.

Scholarship winners are selected by a committee comprised of Principals, Vice-Principals and secondary school teachers. They met for two days in early May to review the students' applications.

Here is the list of the scholarships:

1. Ministry of Education District/Authority Scholarships

- SD62 was allocated 98 scholarships at \$1,250.00 each for a total of \$122,500.00.
- Students can apply in the categories of Applied Design, Skills and Technologies, Community Service, Fine Arts, Indigenous Languages and Culture, International Languages, Physical Activity and Health, and Technical and Trades Training.
- Students can apply in multiple categories but can only win one scholarship.
- EMCS had 25 recipients, Belmont had 33 and Royal Bay had 40.

2. Coast Capital Savings Credit Union "Standing Tall" Awards

- Two scholarships @ \$3,500.00 each.
- The criteria for these awards is for students who have faced significant hardships and demonstrated a commitment to continue their education.
- Awarded to a Belmont student and an EMCS student.

3. Victor Chen Memorial Engineering Scholarship

- One scholarships @ \$1,000.00.
- Victor Chen was the Manager of Engineering for the City of Langford.
- The criteria for this award focusses on a student who shows leadership in their school and local community and who is passionate about engineering and will be majoring in this area at a B.C. post-secondary institution.
- The scholarship committee provides the Chen family with a "shortlist" of applicants. The winner is chosen by the family.
- Awarded to a Belmont student.

4. Monk Office Supplies Environmental Scholarship

- One scholarship based on 3% of the district's purchase of environmentally friendly office products. The amount this year is \$877.21.
- The criterial for this award focusses on a student who displays good citizenship and social responsibility at school and in the community and who will be pursuing environmental studies at a post-secondary institution.
- Awarded to a Belmont student.

5. Harris and Company Law 12 Scholarship

- One scholarship at \$200.00.
- The criteria for this award is for a Law 11 or 12 student who excels in this course of study and who will be enrolling at a post-secondary institution.
- This scholarship rotates between our three secondary schools.
- Awarded to a Royal Bay student.

6. Ron Warder Memorial Scholarship

- One scholarship @ \$750.00.
- Ron Warder was a long-time employee of SD62. He was a teacher, Vice-Principal, Principal and Assistant Superintendent of Schools. He also served as an Alderman and Mayor for the Municipality of Esquimalt.
- The criteria for this award focusses on a student who excels in school and community leadership, community action, relationship building and perseverance.
- The applications and the winner for this scholarship are reviewed and selected by the Superintendent and Associate Superintendents.
- Awarded to an EMCS student.

7. Mosaic Forest Management Scholarship

- One scholarship @ \$1,000.00.
- The criteria for this award focusses on a student who will be pursuing studies in the field of forestry at a post-secondary institution. Consideration may be given to a student pursuing studies in fisheries or other nature resource management fields. Preference given to Indigenous students.
- Awarded to a Belmont student.

The School District is extremely proud of the accomplishments of its graduating students and wishes them well in their future endeavours.