



AGENDA

1. CALL MEETING TO ORDER

With the intention of holding a safe, caring, and orderly meeting for all we pledge: To do our best to maintain a respectful and inclusive working environment. We will hold this meeting to the highest standard of civility and appropriate conduct so that we may attend to our business effectively and productively.

2. ADOPTION OF AGENDA

3. NEW BUSINESS

- (a) School Plans 2024/2025 ([link](#))
- (b) French Immersion Field Trip Request ([attachments](#))
- (c) Amended 2025/2026 Five Year Capital Plan – Minor Submission ([attachment](#))

Motion: That the Board approves the 2025/2026 Five-Year Capital Plan, Minor Submission as amended.

- (d) Policy Committee – (2024 09 25 Summary attached for reference) ([attachment](#))
 - i. Policy 2.10 Inclusive and Respectful Environments ([attachment](#))

For circulation and Notice of Motion to adopt Policy 2.10 Inclusive and Respectful Environments. Once adopted, repeal Policy 200 Learning and Working Environments, Policy/Procedure 210 Codes of Conduct, and Policy 212 Violence and Harassment-free District. The Board will consider feedback and adoption at the November 13 public meeting.

- ii. Policy 2.20 Sexual Identity, Gender Diversity, and Gender Expression ([attachment](#))

For circulation and Notice of Motion to adopt Policy 2.20 Sexual Identity, Gender Diversity, and Gender Expression. Once adopted, repeal Policy/Procedure 215 Diversity. The Board will consider feedback and adoption at the November 13 public meeting.

- iii. Policy 3.50 Curricular, Co-Curricular and Extra-Curricular Activities ([attachment](#))

For circulation and Notice of Motion to adopt Policy 3.50 Curricular, Co-Curricular and Extra-Curricular Activities. Once adopted, repeal Policy/Procedure 407 Student Supervision, Policy /Procedure 412 Student Travel: Educational Field Trips, and form 412-1 Volunteer Drivers Application. The Board will consider feedback and adoption at the November 13 public meeting.

- iv. Policies, procedures and forms for repeal:
 - 1. Policy and Procedure 205 ([link](#))
 - 2. Form 205-1 Maintenance of Order ([link](#))
 - 3. Procedure 212 Violence and Harassment-free District ([link](#))



AGENDA

Motion: That the Board repeals the following policies and procedures: Policy and Procedure 205, and form 205-1 Maintenance of Order, and Procedure 212 Violence and Harassment-free District.

- v. Policy and Procedure 100 Mission, Values, Commitments and Goals ([link](#))

Motion: That the Board repeal Policy and Procedure 100 Mission, Values, Commitments, and Goals.

4. ADJOURNMENT



Briefing Note

Title: French Immersion International Field Trip Request

Date: October 10, 2024

From: Superintendent of Schools/CEO

Audience: Public

Purpose

The Board must consider its moratorium on international extra-curricular field trips and whether to approve, in principle, a co-curricular French Immersion field trip to France.

Recommendation

Two options that the Board is empowered to perform are:

- a. Approve in principle or deny the field trip request as presented; or
- b. Request that the applicant reapply for field trip approval once new Policy 3.50 Curricular, Co-Curricular and Extra-Curricular Activities has been adopted.

The trip will provide enriched learning opportunities that meet numerous curricular outcomes for the French Immersion students who participates. Staff would recommend that the field trip, as presented, be approved in principle by the Board (a) so that trip organizers can begin fundraising efforts and solidifying travel plans. The Superintendent will ensure that evidence of all required planning and preparedness documentation is submitted and approved in advance of the trip.

Background

At its public meeting on May 10, 2023, the Board was presented a request for approval of an international field trip. At that time, the Board discussed concerns regarding supervision, equity, and access. The following motion was passed:

Moved and seconded that the Board suspend approval of international extra-curricular trips until further notice to allow time to review policy and practice. CARRIED 43/23

Since then, the Policy Committee has reviewed Board policy and procedures, and has drafted Policy 3.50 Curricular, Co-Curricular and Extra-Curricular Activities to be circulated for feedback and considered for adoption at the November 13, 2024 public meeting. Staff have also developed a comprehensive Field Trips Manual Administrative Practice (AP) to support schools in the administration (planning, preparation, and approval) of school field trips and off-site activities. The manual has been shared with school administration for feedback and contains



clear guidelines and orderly processes for international educational trips that align with the new draft policy expectations.

In the new draft policy and AP, excursions are defined as: *"interest-based or commercial trips that may be provided by companies specializing in student travel and generally occur over a school closure period."* The new policy does not support the approval of excursions, but does support curricular, extra-curricular, and extra-curricular international trips that are planned in accordance with the Field Trip Manual AP.

Co-curricular trips are supported by the Board and are defined as *"an extension of the curriculum, and all students are encouraged to attend, and should they not attend alternate learning opportunities will be made available to them. Some of these activities have costs and fundraising responsibilities and opportunities, along with financial hardship considerations, apply"*

The French Immersion field trip request states that the trip to France is intended to meet numerous curricular outcomes, that fundraising will be a means to providing equity and access to all 17 grade 11 French Immersion students, and there is an expectation of attendance, not a requirement, with a minimum participation of 15 of the 17 needed in order to proceed with the trip.

The request, as presented, does not meet the criteria of an excursion and is best described as co-curricular trip. In alignment with the new policy and administrative practice, this co-curricular international field trip would meet the criteria for consideration of approval.

Attachments/Links

- French Immersion field trip request (letter and itinerary)
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Dear School District 64,

We are hoping to organize an international class trip to France in April 2025 and we are seeking preliminary approval to begin booking the trip. The teacher organizers are Louise Doucet and Christianne Wiigs, both of whom have successfully organized student travel opportunities in the past. We would like to take our Grade 11 French Immersion Intensive Semester students for a period of 12 days from April 16th to April 28th 2025.

This trip will culminate our students' learning journey in French Immersion. As well, it will meet numerous curricular outcomes for their classes in Français Langue 11 and 12, both from a sociocultural and linguistic perspective. Fundraising activities throughout the year, will not only provide real life experiential opportunities, but will create relational bonds that reach way beyond the classroom walls. I have provided an example of some of the planned learning activities below.

As part of the preparation, students will be divided into four groups, one for each city we will be visiting: Lyon, Nîmes, Toulouse and Paris. Their task will be to research the area, discover its historical and geographical significance as well as its cultural and food related importance to the region. They need to plan for public transit and suggest activities and restaurants which may respond to our learning intentions while we are traveling. Each group will contact several regional associations by email. All correspondence will be carried out in French. Their first point of inquiry will be the municipal Tourist Bureau and the Youth Hostels where we are staying. From this research, they will generate a list of potential restaurants, markets, museums and other cultural activities such as plays or concerts that are available during our stay. They will consider the group's dietary restrictions as well as each student's particular area of interest.

Following their research, each group will present their findings to the class who will then vote on the restaurants we might visit and the activities we should undertake. Once a consensus is reached by the class, the group's work really begins. They will be tasked with a variety of jobs:

- planning our public transit needs, including costs and schedules
- planning our museum visits by emailing to reserve the date and to inquire about group rates
- planning any cultural events such as concerts, plays or movies
- planning our restaurant and Youth Hostel meals, including making a reservation for a large group and ensuring the menu meets all of the dietary restrictions

The groups then will draft a schedule of events and link the activities to our specified learning outcomes. Finally each group will decide who should perform which function during our travels in order to generate our class blog: photographer, reporter, blog writer and editor.

In-Travel

While traveling, each of the group member will take turns being the tour guide. They will lead us through the intricacies of navigating local buses and metros as well as being responsible for leading the group on walks through the area. They will have researched the region in depth and will be able to provide interesting details and fun facts about the locales we visit. They will point out local delicacies on menus, steer the group to famous paintings in museums and draw our attention to historical monuments. They will take photos of the group and upload these to our class blog. They will generate questions for the group, collect the answers and post these to the blog as well. They will be responsible for advising parents that the blog had been updated.

As you know, a trip of this magnitude is quite expensive. Our goal is to keep the costs below \$3500.00 per student and to use fundraising to provide equity as access to all who wish to participate. We have 17 students enrolled and would require a minimum of 15 students to travel, in order to be eligible for group rates.

We thank you for your consideration in this matter,

Louise Doucet

Travel to France - April 16th to 28th 2025

Here is the itinerary

Flight details

To be booked once approval is granted

Travel, hostel and activity details

April 16th : Fly to Lyon France

Stay at Hi Hostel Lyon <https://hihostels.com/hostels/auberge-de-jeunesse-hi-lyon/>

Located in Vieux Lyon, which is a Unesco district

Visit: Cathédrale Saint Jean-Baptiste, Basilique Notre Dame de Fourvière, Musée des Confluences, Musée des Beaux Arts. We will also arrange to visit a few schools where Beyza Ates, our French language and culture monitor from 2023 2024 works and lives

April 20 th

High Speed Train to Nîmes, Ancient Roman outpost - 2 hour trip

Stay at Auberge de Jeunesse La Cigale

<https://www.hifrance.org/auberges-de-jeunesse/nimes-la-cigale/#1609748960686-e23230ed-49ad1a8a-ee94>

Visit Unesco site La Maison Carrée, Les Arènes, le Temple de Diane

April 22th:

High Speed train to Toulouse, la Cité rose - 3 hours

Stay at Auberge de Jeunesse Toulouse

<https://www.hifrance.org/en/youth-hostels/toulouse/>

Visit Unesco site Canal du Midi, le vieux quartier, le Marché Victor Hugo, la Basilique Saint-Sernin et la Place du Capitol

April 24th:

Hi Speed train to Paris - 2 hours

Stay at Auberge de Jeunesse Hi Paris Yves Robert: <https://hihostels.com/hostels/auberge-de-jeunesse-hi-paris-yves-robert/> Visit Montmartre, Champs Élysée, Louvres, Versailles, Notre-Dame

<https://www.hihostels.com/hostels/auberge-de-jeunesse-hi-paris-yves-robert>

April 27th : Fly home

School District: 64 (Gulf Islands)

Capital Plan Year: 2025/26

Date: Fall 2024

MAJOR CAPITAL		Submitted June 30th, 2024							
Priority	School	School Name	Program	Project Type	Year One	Year Two	Year Three	Year Four	Year Five
	Facility #	Name			2025	2026	2027	2028	2029
1	64006	Galiano Community School	Seismic Mitigation Program (SMP)	Seismic Upgrade	\$1,399,658				
2	64002	Salt Spring Elementary	Seismic Mitigation Program (SMP)	Seismic Upgrade		\$4,904,400			
3	64007	Fernwood Elementary	Seismic Mitigation Program (SMP)	Seismic Upgrade			\$2,952,750		
4	64003	Mayne Island School	Seismic Mitigation Program (SMP)	Seismic Upgrade				\$4,065,261	
Annual Total					\$1,399,658	\$4,904,400	\$2,952,750	\$4,065,261	\$0

MINOR CAPITAL		Due September 30th, 2024							
Priority	School	School Name	Program	Project Type	Year One	Year Two	Year Three	Year Four	Year Five
	Facility #	Name			2025	2026	2027	2028	2029
1	64002	Salt Spring Elementary	School Enhancement Program (SEP)	Washroom and office renovations.	\$635,000				
2	64004	Saturna Island School	Carbon Neutral Capital Program (CNCP)	Washroom and school interior renovations	\$550,000				
3	64010	Fulford Community Elementary	Carbon Neutral Capital Program (CNCP)	Air Handling Unit and Heat Pump Replacement	\$480,000				
4	64009	Gulf Islands Secondary	School Enhancement Program (SEP)	Roof Replacement - Phase 3	\$550,000				
5	64002	Salt Spring Elementary	Playground Equipment Program (PEP)	Replace old playground at west side of field	\$195,000				
6	N/A	Transportation Dept.	Bus Acquisition Program (BUS)	Replace bus A1641	\$247,082				
7	64009	Gulf Islands Secondary	School Food Infrastructure Program (FIP)	Update appliances in GISS cafeteria kitchen	\$80,000				
8	64008	Pender Islands School	School Food Infrastructure Program (FIP)	Replace counters, update appliances and kitchen equipment	\$35,000				
	64008	Pender Island	Carbon Neutral Capital Program (CNCP)	Heat Recovery Ventilator Upgrade		\$210,850			
	64009	Gulf Islands Secondary	School Enhancement Program (SEP)	Roof replacement - Phase 4		\$550,000			
	64007	Fernwood Elementary	School Enhancement Program (SEP)	Universal Washroom/Change Rooms (combined with Phoenix P)		\$300,000			
		Pender Island	School Enhancement Program (SEP)	Universal Washroom		\$500,000			
	64009	Gulf Islands Secondary	Carbon Neutral Capital Program (CNCP)	Cafeteria HVAC Upgrade		\$750,000			
	64006	Galiano Community School	Carbon Neutral Capital Program (CNCP)	Gym Air Handler replacement			\$391,950		
	64010	Gulf Islands Secondary	School Enhancement Program (SEP)	Lighting Upgrade T5/T8 to LED - Phase 1			\$700,000		
	64003	Mayne Island	School Enhancement Program (SEP)	Lighting Upgrade T8 to LED			\$300,000		
	64003	Mayne Island	School Enhancement Program (SEP)	Universal Washroom/Change Rooms			\$350,000		
	64002	Salt Spring Elementary	School Enhancement Program (SEP)	Roof Replacement				\$550,000	
	64010	Gulf Islands Secondary	School Enhancement Program (SEP)	Lighting Upgrade T5/T8 to LED - Phase 2				\$700,000	
	64002	Salt Spring Elementary	Carbon Neutral Capital Program (CNCP)	Window replacements.				\$500,000	
		Galiano Community	School Enhancement Program (SEP)	Lighting Upgrade T8 to LED				\$450,000	
	64006	Galiano Community	School Enhancement Program (SEP)	Lighting Upgrade T8 to LED					\$450,000
	64006	Galiano Community School	School Enhancement Program (SEP)	Universal Washroom/Change Rooms					\$150,000
Annual Total					\$2,772,082	\$2,310,850	\$1,741,950	\$2,200,000	\$600,000



Summary Policy Committee – SD 64 (Gulf Islands)

In attendance

Committee: Deborah Luporini (committee chair), Rob Pingle, Chaya Katrensky,

Trustees: Jeannine Georgeson, Greg Lucas

Staff: Jill Jensen (superintendent), Jesse Guy (secretary treasurer), Boe Beardsmore (assistant superintendent), Lyall Ruehlen (director of instruction), Lori Deacon (director of corporate services), Anna Szul (executive assistant)

Guests: Adrian Pendergast (GIPVP)

Online: Ian Mitchell (GITA), Angela

Regrets: Tisha Boulter (board chair, ex-officio), Nancy Macdonald (trustee)

The meeting was called to order at 9:50 a.m. by Committee Chair Luporini. Chair Luporini acknowledged that this meeting is held on the traditional territories of the Coast Salish peoples. – huy tseep q'u.

1. Adoption of Agenda

Adoption of agenda as presented by consensus.

2. Approval of Summary

Adoption by consensus of May 22, 2024, Summary.

3. Business Arising

a. Section 2 Policies for Policies for Further Discussion:

i. 2.10 Inclusive and Respectful Environments

(repeal Policy 200 Learning and Working Environment; Policy 210 and Procedure 210 Codes of Conduct; and Policy 212 Violence and Harassment-free District)

ACTION: Policy Committee recommends that Policy 2.10 be brought to the next board meeting for circulation and Notice of Motion for adoption.

ii. 2.20 Sexual Identity, Gender Diversity, and Gender Expression

(replaces current Policy 215 and Procedure 215 Diversity)

There was a discussion regarding the process of self-identification and the measures in place to ensure the safety and well-being of our students in these situations.

ACTION: Policy committee recommends that Policy 2.20 be brought to the next board meeting for circulation and Notice of Motion for adoption.

4. New Business

a. Policies/Procedures to be repealed in favour of Administrative Practices



- i. Policy 205 Maintenance of Order
- ii. Procedure 205 Maintenance of Order
- iii. Form 205-1 Maintenance of Order Form
- iv. Procedure 212 Violence and Harassment-free District

ACTION: Policy committee recommends that the Board repeal Policy 205 Maintenance of Order, Procedure 205 Maintenance of Order, Form 205-1 Maintenance of Order Form and Procedure 212 Violence and Harassment-free District in favour of Administrative Practices.

b. *Prioritized Policies for Discussion*

- i. *3.50 Curricular, Co-Curricular and Extra-Curricular Activities*
(repeal current Policy 407 and Procedure 407 Student Supervision, Policy 412 and Procedure 412 Student Travel: Educational Field Trips; and form 412-1 Volunteer Drivers Application/Authorization)

ACTION: Policy committee recommends that *Policy 3.50 Curricular, Co-Curricular and Extra-Curricular Activities* be brought to the next board meeting for circulation and Notice of Motion for adoption at the November 13 public meeting.

- ii. *1.10 Beliefs, Commitments, and Aspirations*
(repeal current Policy 100 and Procedure 100 Mission, Values, Commitments, and Goals)

ACTION: Policy committee recommends that the Board repeal Policy 100 and Procedure 100 Mission, Values, Commitments, and Goals in lieu of the Strategic Direction.

5. Other Business

6. Next Meeting: October 30, 2024, Galiano Island School

7. Adjournment: 11:02 a.m.



2.10 Inclusive and Respectful Environments

The Board of Education is committed to creating inclusive learning and working environments where safety, security and mutual respect is paramount.

The Board recognizes and celebrates the diversity of the community it serves and believes that each individual contributes to the richness of the District culture. The Board seeks to ensure that everyone has equitable access to opportunities and resources to make meaningful contributions to the district.

The Board believes everyone has a role to play in promoting a district free of violence and harassment.

Healthy schools require that the relationships between the adults involved in the education of children (employees, parents, and members of the public having contact with schools) are governed by courtesy, respect, and consideration. The Board expects that interactions between its students, employees, parents, and the public at large are marked on all sides by respect and consideration.

The Board expects the relations between employees and all those they come in contact with to be free from any behaviour that can be identified as being violent, discriminating, harassing, or intimidating in nature. Such behaviour is unacceptable and will not be tolerated.

Guidelines

1. Principals will establish codes of conduct in accordance with provincial guidelines that will describe the kinds of behaviour generally expected of students, staff, parents and community members working together in school learning and working environments, and in situations where they are representing the District and school communities.
2. Violence in any of its forms is neither acceptable nor tolerated in the learning and working environments of the District.
3. Reasonable actions taken by a person in a supervisory role (for example, a school principal, teacher, or workplace supervisor) are not, when consistent with the expectations placed on a person in that role, acts of harassment in any of its forms.



4. Expressing differences of opinion, offering constructive feedback, guidance, or advice about behaviour and performance, and making a legitimate complaint about someone's conduct through established procedures does not, when done respectfully and within the role expectations placed upon a person doing so, constitute bullying/cyberbullying, or harassment.
5. The District endorses the use of constructive, restorative means to resolve conflicts by encouraging and supporting positive role modeling and leadership among students and employees.



Policy 2.20 Sexual Identity, Gender Diversity and Gender Expression

The Board of Education acknowledges that Canadian Laws protect the most basic human rights of 2 spirit, Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex people (2SLGBTQI+), however, inclusive and affirming attitudes and behaviours towards the sexual and gender diverse (SGD) population have not kept pace (are lagging, in some instances). Therefore, this policy outlines the Board's commitment to ensuring and protecting the human rights of 2SLGBTQI+ people.

In keeping with the BC Human Rights Code the Board accepts its responsibility to work with parents and community to help promote and sustain a discrimination-free society in which sexual Identity, gender diversity and gender expression is respected and supported. Accordingly, the Board commits to working with everyone in the school district to promote and sustain learning and working environments that:

- promote acceptance and understanding;
- give voice to all members of the school community;
- welcome individuals and groups, include them, help them to feel safe and free from violence, bullying harassment and discrimination, and treat them with respect and dignity; and
- ensure equitable access to and equitable participation in quality education for all students.

Guiding Principles

- **CULTURE**
The Board is committed to and encourages a culture of inclusivity, safety and acceptance of sexual and gender diverse individuals.
- **CONFIDENTIALITY**
Students will have the right to the confidentiality of their sex, gender, and name.
- **INCLUSIVE LEARNING**
Classroom materials and activities will contain positive images and accurate information about sexual and/or gender diversity

Legislative References: *School Act* Sections 6(1), 76, 85; *BC Human Right Code*, *Statement of Education Policy Order* 1280/89, *Provincial Standards for Codes of Conduct Order* (M276/07); *Canadian Charter of Rights and Freedoms*, and *Canadian Multiculturalism Act*

Collective Agreement References: Nil

Date of Adoption: May 8, 2019

Amended:



- **STAFF TRAINING**
All staff will be provided with knowledge and tools to develop a broad understanding of SOGI and the impact on students.
- **FACILITIES**
Individuals may choose to use washrooms and change rooms that match their gender identity, including non-gendered single-stall washrooms and change rooms.
- **SELF-IDENTIFICATION**
Students will have the right to self-identification, which includes the name by which they wish to be addressed and the pronouns that correspond to their gender identity.
- **INCLUSIVE ACTIVITIES**
Students will be included and accommodated for in activities regardless of their sexual orientation or gender identity, including support to set up a Gender-Sexuality Alliance/Gay-Straight Alliance or similar club.

Guidelines

1. School staffs are expected to work with their school communities and, by way of their codes of conduct, develop prevention and intervention strategies that address any language or behaviour that degrades, denigrates, labels, stereotypes, or incites violence, hatred, prejudice, discrimination towards, or harassment of others.
2. The Board will work closely with the 2SLGBTQI+ community (acting in an advisory capacity) to:
 - 2.1. review, implementation and further develop strategies to promote awareness and respect, and safe, caring and inclusive school environments;
 - 2.2. provide opportunities for school communities to increase awareness of the scope and impact of discrimination against the 2SLGBTQI+ community and to create an inclusive environment;
 - 2.3. support educational programs through the provision of age-appropriate resources and activities;

Legislative References: *School Act* Sections 6(1), 76, 85; *BC Human Right Code*, *Statement of Education Policy Order* 1280/89, Provincial Standards for Codes of Conduct Order (M276/07); Canadian Charter of Rights and Freedoms, and *Canadian Multiculturalism Act*

Collective Agreement References: Nil

Date of Adoption: May 8, 2019

Amended:



- 2.4. in the regular course of reviewing policy, procedure, and other District documents, ensure that the language and imagery used is representative of the diversity in our community; and
- 2.5. ensure that when schools are reporting on their effort to promote a violence-free District and support for diversity, they speak to matters of multi-culturalism, gender identity, gender expression, and sexual orientation.
3. The Board will continue to support and take advice from advisory bodies, as a way of further promoting diversity and equity.

Legislative References: *School Act* Sections 6(1), 76, 85; *BC Human Right Code*, *Statement of Education Policy Order* 1280/89, Provincial Standards for Codes of Conduct Order (M276/07); Canadian Charter of Rights and Freedoms, and *Canadian Multiculturalism Act*

Collective Agreement References: Nil

Date of Adoption: May 8, 2019

Amended:



Policy 3.50 Curricular, Co-Curricular and Extra-Curricular Activities

The Board of Education recognizes that valuable learning can occur through well-planned curricular, co-curricular and extra-curricular activities.

Guidelines

1. Definitions
 - 1.1. **Curricular Activity** – The activity is an integral component of the curriculum, occurs during the school day, and all students are expected to attend. There are no student costs involved.
 - 1.2. **Co-curricular Activity** – The activity is an extension of the curriculum, and all students are encouraged to attend, and should they not attend alternate learning opportunities will be made available to them. Some of these activities have costs and fundraising responsibilities and opportunities, along with financial hardship considerations, apply.
 - 1.3. **Extra-Curricular Activity** – The activity is not an extension of the curriculum, and student participation is fully optional. The activities are sponsored by the school to provide opportunities for student(s) to participate in activities and athletics which are related to the school program and supervised by teachers or other authorized personnel. The majority of these activities take place outside regular school hours. These activities have costs and fundraising responsibilities and opportunities, along with financial hardship considerations, apply.
 - 1.4. **Excursions** – These activities refer to interest-based or commercial trips that may be provided by companies specializing in student travel and generally occur over a school closure period.
2. All curricular, co-curricular and extracurricular activities are to be selected, planned, organized, and conducted such that:
 - the activity has direct relevance to learning outcomes;
 - consideration is given to the health, safety and security of all participants;
 - appropriate risk assessment and management of off-site activities is undertaken; and
 - protection of students, employees, volunteers, and the School District is paramount.

Legislative References:

Collective Agreement References: Nil

Date of Adoption: June 13, 2018

Date of Revision:



3. All communications with students and families regarding costs and fundraising must include a statement explaining that fees will not be a barrier to student participation in school activities.
4. Principals have the authority to approve activities within the province, three nights or less duration, and provided there has been a determination that the activity is low risk.
5. The Superintendent or their designate has the authority to approve activities that are of moderate risk and/or require higher care of planning and provision, activities that take place out of province, and any activity in excess of three nights.
6. Excursions are not sanctioned and will not be approved except in cases where they are included in the Gulf Islands International Student Program.