



P033, Excursions Policy: Phase 5

To: Governance and Policy Committee

Date: 29 May, 2019

Report No.: 05-19-3661

Strategic Directions

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

Recommendation

It is recommended that the revised Excursions Policy (P033) Phase 5, as presented in this report, be approved.

Context

On October 2, 2018, upon recommendation of the Governance and Policy Committee, the Board of Trustees approved a Work Plan (Appendix A) for the review of the Excursions Policy (P033). The Excursions Policy (Appendix B) is being reviewed to increase clarity, consistency, equity and transparency of requirements and expectations related to excursions, while upholding student safety, accountability and inclusion.

The proposed revisions to the Excursions Policy (P033) are based on legislative requirements (*Education Act, Section 171*), the Ontario Physical and Health Education Association Safety Guidelines, and review of school boards' best practices related to excursions.

As part of the public consultations from April 9, 2019 to May 24, 2019, the draft Policy was posted on the TDSB website and shared with various stakeholder groups (i.e., Community Advisory Committees, school councils, and Student Senate). The feedback

obtained through the public consultations was reviewed and is reflected in the revised Excursions Policy (Appendix C) presented for the Committee's consideration.

Action Plan and Associated Timeline

Based on the Governance and Policy Committee's recommendation, this report will be submitted to the Board of Trustees on June 19, 2019 for final approval. Subject to the Board's approval, the revised Excursions Policy (P033) will replace the current version. In accordance with the Policy Review Work Plan, staff will begin reviewing associated procedures and will initiate the development of new procedures, as required.

Resource Implications

Not Applicable.

Communications Considerations

The revised Excursions Policy (P033) will be communicated in accordance with the Policy Review Work Plan to the system through the System Leaders' Bulletin and posted on the TDSB's public website and shared with staff through a variety of methods.

Board Policy and Procedure Reference(s)

- Caring and Safe Schools Policy (P051)
- Equity Policy (P037)
- Mission, Values and Goals Policy (P002)
- Student Health Support Policy (P092)
- Board Code of Conduct Procedure (PR585)
- Excursions Procedure (PR511)

Appendices

- Appendix A: Excursion Policy (Policy Review Work Plan)
- Appendix B: Excursions Policy (P033) – Current
- Appendix C: Excursions Policy (P033) – Revised Clean

From

Dr. Kathy Witherow, Associate Director, Leadership, Learning and School Improvement, at kathy.witherow@tdsb.on.ca or at 416-397-3069.

POLICY REVIEW WORK PLAN

Date: October 2, 2018

All policies will be reviewed to ensure consistency with the TDSB's *Mission and Value (P002)* policy, including the principles within the TDSB's Integrated Equity Framework that promote equity and inclusion.

POLICY INFORMATION

Policy Title and Policy Number: Excursions (P033)

Review during fiscal year: 2018-19

Last reviewed: March 2013

Executive Council member responsible for this Policy review: Associate Directors Manon Gardner and Kathy Witherow

Phase I. PLANNING AND OBTAINING TRUSTEES' DIRECTIONS

This Policy Review Plan has been discussed with the Policy Coordinator:

- Yes
 No

This Policy Review Plan will be discussed at the Governance and Policy Committee meeting held on: October 2, 2018

Phase II. REVISIONS**Formatting Changes**

The Policy will be reformatted to ensure alignment with the current Policy Template (Operational Procedure PR501, Policy Development and Management):

- Yes
 No

Content Changes

The Policy requires content revisions:

- Yes
 No

The content changes are due to the following reason(s):

- Legislation

- Government directives/policies
- Board decisions
- Operational requirements
- Simplify and/or update using plain language
- Alignment with Integrated Equity Framework

Detailed information on the proposed content changes:

- Define the role and duties of an Excursion Supervisor Enhance and clarify Risk Management and Excursion Procedures to increase accountability, consistency and transparency
- Familiarize staff with new Swim Test Procedures including staff signatures on swim test completion and the need to inform administration and parents of swim test results
- Introduce mechanism for vendor/venue approval lists and an Excursion Problem Resolution Procedure
- Ensure alignment with revised Growing Success and the revised Equity Policy (P.037)

A review of leading practices for similar policies across jurisdictions has been completed and is included with this Work Plan.

Phase III. INTERNAL REVIEWS AND SIGN-OFFS

The Policy review will include TDSB divisions affected by the Policy:

- Equity and Achievement
- Facilities, Sustainability and Employee Services
- Finance and Operations

In addition, the following departments will be required to sign-off on the proposed Draft Policy:

- Legal Services
- Governance and Board Services
- Government, Public and Community Relations

A sign-off from the Director of Education will be obtained before proceeding with external consultations and/or Committee/Board approval.

- Director of Education

Phase IV. EXTERNAL CONSULTATIONS

Are external consultations applicable to this Policy?

Yes

No (*Ministry of Education mandated policy or corporate policy without external stakeholders*)

Mandatory external consultations will include, at a minimum:

1. Posting of the working draft Policy on TDSB website for public feedback (45 days minimum)
2. Extending invitations for consultation to all Advisory Committees of the Board and conducting consultations with the Advisory Committees that expressed interest (either individually with each interested committee or collectively with representatives of all interested committees):
 - Aboriginal Community Advisory Committee
 - Alternative Schools Advisory Committee
 - Black Student Achievement Community Advisory Committee
 - Community Use of Schools Advisory Committee
 - Early Years Advisory Committee
 - Environmental Sustainability Community Advisory Committee
 - Equity Policy Advisory Committee
 - French as a Second Language Advisory Committee
 - Inner City Advisory Committee
 - Parent Involvement Advisory Committee (PIAC)
 - Special Education Advisory Committee (SEAC)
 - Student Nutrition Advisory Committee

In addition to mandatory consultations, other external participants and projected dates of consultation(s) include:

- Student Senate
- School Councils
- Other:

The following methods will be applied in the external consultations:

- Public meeting
- Facilitated focus group
- Call for public delegations
- Expert panel discussion
- Survey

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- Posting on the TDSB website
 - Other:

Phase V. COMMITTEE/BOARD APPROVALS

Following external consultations and revisions, the working draft Policy will be presented to the Governance and Policy Committee on the following date: Apr/May 2019

Following recommendation by the Governance and Policy Committee, the revised Policy will be presented to the Board on the following date: May/June 2019

Once approved, the revised Policy will replace the existing policy on the TDSB website.

Phase VI. IMPLEMENTATION

Following Board approval, the final revised Policy will be communicated through:

- Posting of the revised Policy on the TDSB website through the Policy Coordinator
- Sharing with staff through the System Leaders' Bulletin
- Informing departments at staff meetings and channeling information to the school principals through respective superintendents
- Implementation of a broad communication plan for internal and external audiences

Policy implementation will include:

- Conducting information/training sessions to TDSB staff affected by the Policy

The projected time period for conducting information/training sessions to staff will be: Fall 2018/19

- Review of associated procedures or initiate development of new procedures
- Review of PR511: Excursions

Scan of Selected Ontario School Boards: Excursions Policy (P033)

The Toronto District School Board's (TDSB) **Excursions Policy (P033)** was adopted on June 26, 2003 and last reviewed in March 2013. The Policy establishes the guidelines around the organization and execution of out-of-school excursions and field trips within the TDSB system.

Section 171 of the *Education Act* outlines school boards' authority to provide field trips, activities, and programs outside of the school premises, including the ability to exercise jurisdiction over those who participate. In addition to the governing legislation, the TDSB's Mission and Values Policy (P002), Caring and Safe Schools Policy (P051), and Equity Policy (P037) are foundational when implementing the Excursion Policy.

In August 2017, the Ontario Ministry of Education conducted a comprehensive review of excursion policies from school boards across Ontario. The resulting report recommended the following:

- the development of province-wide guiding parameters for the assessment of individual board compliance with excursion policies;
- the identification of training needs and an increase in training capacity; and
- the establishment of a centralized policy implementation support centre.

These recommendations were kept in mind during the formulation of this scan.

This scan covers eleven (11) school boards (see list below) that have policies and/or procedures regarding excursions, out-of-school programming, or field trips.

Key Differences

The excursion policies included in this scan are generally consistent in regards to scope and purpose, the use of Ontario Physical and Health Education Association's (OPHEA) - Ontario Physical Education Safety Guidelines (OPESG) as a minimum standard for safety procedures; as well as considerations of equity in relation to accessibility and affordability. The levels of detail in policies varies greatly between the various school boards, specifically regarding supervision ratios and safety related to activities in or around water. In addition, the vast majority of board policies were quite brief, relying instead on their procedures to outline responsibilities and general guidelines (e.g., Kawartha Pine Ridge DSB, Ottawa-Carleton DSB, Thames Valley DSB, Toronto Catholic DSB, Upper Grand DSB, Waterloo Region DSB, and York DSB).

Excursion Scope & Purpose

There exists a broad consensus amongst school boards around the scope and purpose of excursion policies. All board policies included in this scan emphasized the importance of education activities in benefitting students by enhancing the overall curriculum. This clarification excludes excursions which are considered “fun trips”, and instead prioritizes co-instructional opportunities that enhance the curriculum, provide holistic social development, and promote learning.

In the TDSB Excursions Policy (P033), an excursion is defined as “curriculum-based” activities which promote the “educational value of learning experiences in the world beyond the classroom”.

Safety Guidelines & Categorization

Almost every board’s excursion policy made explicit reference to OPHEA – OPESG as a standard with regards to safety. Some boards (e.g. Bluewater DSB, Toronto Catholic DSB, Waterloo DSB, York DSB) were clear that OPESG must be adhered to for every activity, while other boards merely referenced OPHEA regulations as “guidelines” or “reference tools” for the creation of safety procedures (e.g., Halton DSB, Upper Grand DSB).

Virtually every board presented separate procedural documents and safety guidelines based on the duration of the trip, while others categorized excursions using multiple variables. In one example (e.g. Waterloo Region DSB), excursions were classified as Category I, II, or III based on a combination of factors including duration, method of transport, and whether the destination was outside of Ontario. Once separated into multiple categories, more detailed policy and safety procedures are presented for each case, as different categories require more severe restrictions and accommodations.

Consistent with the majority of other school boards, the TDSB makes reference to OPHEA’s OPESG documents in its Excursion Procedure (PR511). Moreover, similar to other boards in this scan, the TDSB organizes its safety procedures through categorization based on a combination of excursion location, risk, and duration. Within TDSB’s Excursion Procedure (PR511), it outlines safety procedures using categories such as: In/Outside GTA, Overnight High-Care in/outside GTA, Overnight Out-of-Province or International. Through this process, the TDSB presents several separate procedural checklists for outlining student safety tailored to the category of the excursion activity.

Supervisory Regulations

Provisions surrounding supervision of students on excursions were varied. While every board scanned made reference to supervisory ratios (i.e., adults to students), some boards (e.g., Halton DSB, Toronto Catholic DSB, York DSB) did not lay out minimum specifications and left these ratios at the discretion of the school's local Principal. In one instance (e.g., Upper Grand DSB), supervisory ratios were differentiated for regular and water-based activities, with the latter having additional supervisors present while also outlining the minimum lifeguard to student ratio that would be accepted from a service provider. Two (2) boards (e.g., Halton DSB, Peel DSB) specifically mandate co-ed requirements for supervisory staff if the group on the excursion includes more than one gender. Four (4) boards (e.g., Kawartha Pine Ridge DSB, Halton DSB, Peel DSB, Waterloo Region DSB) mandate Police Vulnerable Sector Checks for all volunteers and chaperones that are involved with the excursion.

The TDSB's Excursions Procedure (PR511) outlines minimum supervision ratios based on grade level and duration, while specifically outlining certain criteria that may require principal discretion to increase supervisory ratios, such as for special needs, certification requirements, water-based excursions, or high-risk activities. The TDSB's policy requires only Criminal Record Checks but not Police Vulnerable Sector Checks for any volunteers who accompany students on an excursion, as well as mandated co-ed gender requirements for supervisory staff on overnight trips (if applicable).

Equity & Diversity

Most of the boards scanned explicitly require all excursions to be accessible to every student regardless of physical ability. Moreover, most boards make it clear in their policies and/or procedures that no student should be excluded from an excursion based on an inability to pay while other equity considerations, such as religious and cultural accommodation, were not as universal. The Ministry's Report, in its survey of Ontario School Boards, indicated that only 50% of Boards "included considerations related to diversity". For example, only four (4) school boards (e.g., Kawartha Pine Ridge DSB, Toronto Catholic DSB, Waterloo Region DSB, York Region DSB) made reference to inclusivity and equity in regards to diversity of culture, background, or experience in a manner that requires organized trips to be appropriate for all students.

The TDSB's Excursion Policy (P033) aligns well with its Equity Policy (P037), as it makes clear mandates regarding accessibility as well as equity in ability of students to pay for excursions. In terms of diversity, TDSB's Excursion Policy (P033) requires trip organizers to make every reasonable effort to accommodate religious observances, as well ensure that as far as possible, planned excursions are appropriate to the cultural backgrounds and experiences of all students.

Moreover, the Ministry's Report also found that only 30% of boards translated information concerning outdoor excursions into additional languages to ensure communication to parents. None of the boards scanned made any reference to considerations of language in their excursions policies. In the TDSB's Excursion Policy (P033), while consideration of language is not explicitly mentioned in regards to equity, language is taken into account in the broad vision of the Policy. To be sure, the TDSB recommends that adults, volunteers, or older students who speak the same language as the new (non-English speaking) student be present in excursions, which helps to ensure language compatibility between supervisory staff and new students. Lastly, the definition of "informed consent" explicitly states that consent (related to excursions) must be acquired in the consenting person's first language.

Responsibilities

School boards included in this scan demonstrated inconsistencies regarding the roles and responsibilities of its school community stakeholders. Each board was clear in their outlining of the responsibilities of school principals, and almost every board clearly outlined the responsibilities of teachers. However, the responsibilities for parent(s)/guardian(s), volunteers, service providers, and students were less apparent. Some school boards (e.g., Bluewater DSB and Ottawa-Carleton DSB) served as best examples of how to clearly communicate the responsibilities of each stakeholder. Rather than dispersing individual responsibilities throughout their policy and procedural documents, these boards aggregated the responsibilities for all stakeholders in one section of the policy, including the Superintendent, Principal, Teachers, Parent(s)/Guardian(s), and Students. This allows all staff and stakeholders involved in excursions to easily inform themselves about what role they have in excursions and related activities.

The TDSB's Excursions Procedure (PR511) clearly outlines the responsibilities of Principals, Teachers, Volunteers, Students, Parents, and the Superintendent of Education. The detailed responsibilities are aggregated in one section of the document in such a manner that the TDSB community can inform themselves easily about their duties as stakeholders in Board related excursions. However, the TDSB does not explicitly outline the roles and responsibilities of service providers when it come excursion based activities.

Water-Based Safety

Provisions surrounding excursions in, on, or near water were very inconsistent among the boards in this scan. While most have separate safety procedures in place for water-based activities, only four (4) Boards (e.g., Halton DSB, Thames Valley DSB, Toronto Catholic DSB, Upper Grand DSB) made any reference to swimming tests as a requirement for participation. Further, two (2) boards (e.g., Halton DSB, Upper Grand DSB) clearly outlined what the required swimming tests

would involve in their procedural documents. One school board (i.e., Halton DSB) made it clear about the necessity of communicating test results back to parent(s)/guardian(s) as well as the additional inclusion of Ontario Regulation 565 – Public Pools as safety guidelines for water-based activities.

Several boards made reference to boat safety training in their policies and procedures surrounding water-based activities. One board (i.e., York Region DSB), for example, mandated compliance with an internal *Wilderness Canoe Tripping and Overnight Backpacking Standards* document, while another two (2) boards (i.e., Thames Valley DSB, Upper Grand DSB) mandated some level of Ontario Recreational Canoeing Association (ORCA) certification among supervisory staff and/or instructors. In addition, another school board (Thames Valley DSB) recognized the Canadian Recreational Canoeing Association (CRCA) as a valid distributor of boating safety certifications. Two (2) other school boards (Bluewater DSB, Toronto Catholic DSB) recommended the use of Transport Canada’s Safe Boating Guide and the Canadian Coast Guard Safe Boating Guide, respectively.

TDSB requires students to pass the Canoe Tripping Swim Test as set out by the Ontario Physical and Health Education Association (OPHEA) guidelines” in order to attend a water-based excursion. This requirement is outlined in the TDSB’s Excursion Procedure (PR511) designating water-based activities as “High-Care” activities requiring special safety measures. While the use of mandatory swim tests, the communication of test results with parents, and boat safety certifications are used in practice due to TDSB adherence to OPHEA’s OPESG, these guidelines are not explicitly outlined in TDSB’s Excursion Policy (P033) and Excursion Procedure (PR511).

School Boards Scanned

The following school boards were included in this scan (11): Bluewater DSB, Halton DSB, Kawartha Pine Ridge DSB, Ottawa-Carleton DSB, Peel DSB, Thames Valley DSB, Toronto DSB, Toronto Catholic DSB, Upper Grand DSB, Waterloo Region DSB, and York Region DSB.

Toronto District School Board

Policy P033

Title: **EXCURSIONS**
Adopted: June 26, 2003
Revised:
Reviewed: March 2013
Authorization: Board

1.0 OBJECTIVE

To establish the Board's commitment to and a basis for the full and equitable inclusion of all students in safe, curriculum-based excursions

2.0 RESPONSIBILITY

Deputy Director

3.0 DEFINITIONS

Excursion Any approved, school-organized educational activity involving students that takes place off school property

High Care Activities Those types of activities that involve increased risk or special safety considerations, or activities in or on the water or that require special qualifications or certification for supervision

4.0 POLICY

- 4.1. The Board recognizes and encourages the educational value of learning experiences in the world beyond the classroom and acknowledges that excursions should be an integral part of every student's program of studies.
- 4.2. Excursions shall receive the same degree of preparation and follow-up as other classroom activities.
- 4.3. The excursion shall have an educational purpose with curricular relevance that is clearly identified by staff for students and their custodial parent(s)/guardian(s).
- 4.4. Student safety shall be the priority in the planning and implementation of all excursions.
- 4.5. The written informed consent of custodial parent(s) or guardian(s) shall be obtained for all excursions.

- 4.6. Every effort shall be made to ensure that all excursions are available and accessible to students with special needs.
- 4.7. Schools and workplaces should make every reasonable effort to be aware of the religious observances of their staff, students and community when planning special meetings, examination schedules, school concerts, parent interviews, field trips, and other significant events. These limitations do not apply where it is known that none of the potential participants would observe the particular day in question.
- 4.8. Every effort shall be made to ensure that the excursion is appropriate to the age, maturity, experience, health, skill, physical abilities, emotional capabilities and exceptionalities of the participants. As far as possible, the excursion shall be appropriate to the cultural backgrounds and experiences of all students.
- 4.9. Excursion planning shall include careful consideration and preparation in relation to the following: funding, training, travel, supervision, risk management, contingency planning and evaluation.
- 4.10. An appropriate and related program, including any assessments, shall be planned for all students who do not participate in the excursion. Conversely all students participating in an excursion shall be allowed to complete any assignments or assessments missed due to the excursion within a reasonable time after the excursion and without penalty.
- 4.11. The principal shall ensure that a sufficient number of teachers and adult supervisors accompany students on excursions.
- 4.12. In monitoring excursions, the TDSB and its agents shall comply with all statutory duties, including the duty to provide instruction and adequate accommodation for students and ensure that every activity is conducted in accordance with the *Education Act* and related regulations.

5.0 SPECIFIC DIRECTIVES

The Director is authorized to issue operational procedures to implement this policy.

6.0 REFERENCE DOCUMENTS

Operational Procedure PR511: Excursions

Toronto District School Board

 Policy P033

Title: **EXCURSIONS**
 Adopted: June 26, 2003
 Effected: June 26, 2003
 Revised: March 2013; [Insert New Date Here]
 Reviewed: March 2013; [Insert New Date Here]
 Authorization: Board of Trustees

1.0 RATIONALE

The Excursions Policy (the “Policy”) outlines the requirements for organization and execution of out-of-school excursions and field trips within the Toronto District School Board (TDSB) system.

The Policy operates within Section 171 of the *Education Act* which outlines school boards’ authority to provide field trips, activities, and programs outside of the school premises, including the ability to exercise jurisdiction over those who participate. In addition to the governing legislation, the TDSB’s Mission, Values and Goals Policy (P002), Student Health Support Policy (P092), Caring and Safe Schools Policy (P051), and Equity Policy (P037) are foundational when implementing this Policy.

2.0 OBJECTIVE

To establish the Board’s commitment to and a basis for the full and equitable inclusion of all students in curriculum-based excursions while ensuring that all barriers to access are removed and that safety, accountability and transparency are paramount.

3.0 DEFINITIONS

Board refers to the Toronto District School Board, which is also referred to as “TDSB”.

Equitable Inclusion refers to the TDSB Equity Policy (P037). Excursions shall be appropriate to the cultural backgrounds and myriad experiences of all students and should proactively reflect these different ways of knowing and being. Excursions must be welcoming, safe, engaging, and appropriate to the age, maturity,

experience, health, skill, physical abilities, emotional capabilities and exceptionalities of the participants

Excursion refers to any approved, school-organized educational activity involving students that takes place off school property.

Superintendent Approved Activities refers to any activities that involve increased risk or special safety considerations, including all excursions outside the Greater Toronto Area (GTA), overnight, in/on the water, or that require special qualifications or certification for supervision as per the OPHEA Safety Guidelines.

Supervision of Students refers to the overseeing for the purpose of direction, and ensuring safety and security of all participants. Supervision is the vigilant overseeing of an activity for regulation or direction. All facilities, equipment and activities have inherent risks, but the more effectively they are supervised, the safer they become.

Supervisor, for the purposes of this Policy, refers to a teacher, principal, or vice-principal employed by the Board.

Volunteer, for the purposes of this Policy, refers to a volunteer (not necessarily a teacher) may assist in the supervision of excursions and physical education activities. Examples of volunteers are: instructional assistants, educational assistants, retired teachers, co-op students, parents/guardians and teacher candidates. These volunteers must not be the sole supervisors of any activity.

TDSB is the Toronto District School Board, which is also referred to as the "Board".

4.0 RESPONSIBILITY

Associate Director, Leadership, Learning and School Improvement

5.0 APPLICATION AND SCOPE

This Policy applies to all employees and Trustees of the Board.

The Policy also covers students, parents and guardians, occasional staff, volunteers, and Board employed or affiliated registered medical/health professionals.

6.0 POLICY

6.1 The Board recognizes and encourages the educational value of learning experiences in the world beyond the classroom and acknowledges that excursions should be an integral part of every student's program of studies.

- 6.2 Excursions shall receive the same degree of preparation and follow-up as other curricular activities.
- 6.3 The excursion shall have an educational purpose with curricular relevance that is clearly identified by staff for students and their custodial parent(s)/guardian(s).
- 6.4 The written informed consent of custodial parent(s) or guardian(s) shall be obtained for all excursions.
- 6.5 Parents, guardians, and students must be informed of any swim test(s) and the results of the swim test(s) prior to participating in any water based activities.
- 6.6 In alignment with the Equity Policy (P037), schools and workplaces should make every reasonable effort to be aware of the religious observances of their staff, students and community when planning special meetings, examination schedules, school concerts, parent interviews, field trips, and other significant events. These limitations do not apply where it is known that none of the potential participants would observe the particular day in question.
- 6.7 Every effort shall be made to ensure that equitable inclusion is incorporated in the planning and execution of all excursions. These activities must proactively reflect the myriad of experiences, and the different ways of knowing and being, of all students.
- 6.8 Where possible, schools, Principals and Superintendents shall collaborate with other schools, Principals and Superintendents to ensure the effective and efficient use of resources in planning and delivery of an excursion involving a similar destination.
- 6.9 Excursion planning involves careful consideration and preparation in relation to addressing risk, funding, training, travel, supervision, medical and dietary needs, contingency planning and evaluation. To assist, excursion destinations must be selected from the TDSB Excursion and Event Facility Directory. Any activity not listed in the Directory requires Superintendent approval.
- 6.10 No excursion commitments with parent(s)/guardian(s) shall take place until formal approval has been received and excursion forms have been authorized by the Principal, Superintendent or designate.
- 6.11 All out of country excursions require additional approval from the Executive Superintendent.

6.12 The Board will provide support to students to be able to participate in all excursion activities including activities requiring skills training such as swimming. Rich and diverse alternative activities, including any assessments, shall be planned for all students who do not participate in any part of the excursion. As per Growing Success, all students participating in an excursion must be allowed to complete any assessments missed due to the excursion within a reasonable time after the excursion and without penalty.

6.13 The principal and/or Superintendent shall ensure that a sufficient number of teachers and adult supervisors accompany students on excursions.

6.14 Any incident occurring during an excursion must be reported and documented in the TDSB's online incident report. Any issues that arise will be satisfactorily resolved prior to any similar excursion occurring.

6.15 The TDSB's Board Code of Conduct and all other associated policies and procedures shall apply to all employees, parent(s)/guardian(s), volunteers and activity destination vendors during an excursion.

7.0 SPECIFIC DIRECTIVES

The Director of Education is authorized to issue operational procedures to implement this policy.

8.0 EVALUATION

This Policy is to be reviewed and updated as required but at a minimum every four (4) years.

9.0 APPENDICES

- Not Applicable

10.0 REFERENCE DOCUMENTS

Legislation

- *Education Act*, section 171

Policies

- Caring and Safe Schools Policy (P051)
- Equity Policy (P037)
- Mission, Values and Goals Policy (P002)
- Student Health Support Policy (P092)

Procedures

- Board Code of Conduct Procedure (PR585)
- Excursions Procedure (PR511)

Other Documents:

- OPHEA Safety Guidelines

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