



PROCEDURE

Title:	FIELD TRIPS AND EXCURSIONS	Procedure No.: 5008a Effective Date: 2001 September 01
Department:	Learning Support Services	
Reference(s):	- Equity and Inclusive Education Policy - Field Trips and Excursions Policy - General School Fundraising Policy and Procedure - Management of Aggressive Behaviour Procedure 4008f - Management of Personal Information Procedure 2014b - Ontario Human Rights Code (OHRC) - Ontario Physical Activity Safety Standards in Education (OPASSE) - Ontario Physical Education Safety Guideline (OPHEA) - Ontario Regulations 381/84, Health Protection and Promotion Act, 1983 - Ontario Regulation 565 (Health Protection and Promotion Act) - Police Record Checks: Independent Procedure - Safe Schools Policy 4008 and Procedure 4008h - School Generated Funds Policy and Procedure - Supporting Students with Prevalent Medical/ Health Conditions in Schools Policy and Procedure - Thames Valley District School Board Code of Conduct - Transporting Students for School-Related Activities	

1.0 Introduction

1.1 Rationale

This Field Trip and Excursion Procedure (the "Procedure") supports and guides the implementation of the Field Trip and Excursion Policy (5008) and is aligned with Thames Valley District School Board (TVDSB)'s Strategic Priorities, Operational Plan,

Administered By: **Associate Director of Learning Support Services**

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and commitment to equitable inclusion of all students to engage in field trips and excursions outside of the classroom or school.

1.2 **Objective**

To establish requirements and processes to ensure safe and inclusive learning experiences outside of the classroom/school, in accordance with the TVDSB Field Trip and Excursion Policy (5008). Every effort should be made to ensure that:

- 1.2.1 trips are valuable learning opportunities tied directly to curriculum and learning from the classroom; and
- 1.2.2 field trips and excursions are intentionally planned to include all students; and
- 1.2.3 risk mitigation and management are considered throughout all phases of the trip; and
- 1.2.4 safety and well-being shall be given the highest priority for all stakeholders.

1.3 **Application and Scope**

This Procedure applies to all full-time, part-time, and occasional TVDSB employees, TVDSB Trustees, students, parents/guardians and caregivers, third- party providers, volunteers, and TVDSB employed medical/health professionals. Field trips are an extension of regular school and classroom learning experiences, therefore, students, and approved adult supervisors are expected to abide by the same standard of conduct as they do on school property.

1.4 **Responsibilities**

The Board designates responsibilities for field trips and excursions to the Director of Education who will require that the following roles assume their responsibilities as set out in this Procedure.

- 1.4.1 The **Lead Staff Supervisor** is responsible for the organization and careful planning of field trips and excursions for students, in addition to ensuring the implementation of the trip is in accordance with the approved proposal. The required post-trip steps are also the responsibility of the Lead Staff Supervisor. The Lead Staff Supervisor may receive assistance and support from other supervising staff. The Lead Staff Supervisor must adhere to the TVDSB Field Trip and Excursion Procedure and actively and regularly access the TVDSB internal website for field trips and excursions to ensure their understanding of planning elements.
- 1.4.2 The **School Principal** is responsible for the review and approval of all field trips and excursions, as per the TVDSB Field Trip Policy and Procedure. The School Principal is also responsible for ensuring that the TVDSB Field Trip and Excursion Procedure is adhered to.

- 1.4.3 The **Lead Staff Supervisor, TVDSB Staff and Approved Volunteer Adult Supervisors**, who serve as approved adult supervisors, are responsible to adhere to the approved field trip/excursion proposal and plan.
- 1.4.4 The **Superintendent of Student Achievement** will review and approve all High-Risk Activities and Field Trips, according to this Procedure.
- 1.4.5 **Parents, Guardians and Caregivers** are asked to express their interest in a potential field trip prior to the field trip being proposed for approval. By expressing their interest, the parent/guardian agrees to the educational value and potential costs associated with this field trip. Parents/Guardians of students under the age of 18 must provide permission for any trip or excursion in which their child(ren) participate in an activity beyond the school property.
- 1.4.6 All **Approved Volunteer Adult Supervisors** must complete a signed Field Trip Volunteer Form and submit it to the Principal for approval prior to participating in the trip. Approved volunteers are expected to know the details of the trip and their specific duties. They are expected to know and support the School Code of Conduct, to report any inappropriate student conduct, and to adhere to the trip schedule. Approved volunteers are expected to model appropriate behaviour and to always refrain from the use of controlled substances. In the event of illness, on the day of the trip, volunteers are asked to advise the school as early as possible. Approved volunteers may not act as sole approved adult supervisors for the trip. Approved volunteers must adhere to the TVDSB Privacy and Management of Personal Information Procedure and not post photos or information from the trip on social media. Approved Volunteer Adult Supervisors are expected to provide the appropriate Police Record Check or Offence Declaration prior to undertaking volunteer activities with students.
- 1.4.7 At all times, **participating students** must adhere to the expectations set out for the trip, participate in the full itinerary as planned, and abide by the TVDSB Code of Conduct, as the field trip/excursion is an extension of the learning from the classroom/school.
- 1.4.8 **Third-Party Providers**, for the purpose of this document, refers to outside organizations, companies and agencies that provide services, programs, activities and/or facilities that are used for field trips and trip related activities.
- 1.4.9 **Additional Passengers/Participants** will not be permitted to join field trips/excursions under any circumstance.

2.0 Categories and Classifications of Field Trips

TVDSB supports a variety of opportunities for safe, rich learning experiences for students that may be categorized as any of the following:

Off-Site Field Trips or Excursions	On-Site Field Trips or Activities
- Curricular - Extra-curricular (athletic team/club) - Educational Competition - Ongoing Curricular - Excursion	- Virtual Field Trips/Activity - Club Activity
NOTE: All field trips and excursions can be classified as Non-High-Risk or High-Risk	

2.1 Classifications of Field Trips and Excursions

Based on the activities proposed, a field trip or excursion is determined to be in one of two classifications: Non-High-Risk or High-Risk. This determination is based on factors considered to mitigate risk of injury to staff, students and volunteers.

2.1.1 High-Risk Activities, Field Trips and Excursions

The safety of students, staff and approved volunteers is of the highest priority when planning and approving field trips and excursions.

2.1.2 TVDSB High-Risk Activity Chart

TVDSB will maintain a chart of the High-Risk Activities that are permitted for students (based on age).

The TVDSB High-Risk Activity Chart is to be reviewed annually by the Superintendent with responsibilities for Field Trips and Excursions and shared with staff prior to the start of the school year; the 'chart' is to be located on the internal TVDSB field trip and excursion website. Additional reviews may occur as new information is provided; revisions are to be clearly documented.

Staff planning a field trip/excursion and Principals/Superintendents reviewing and approving a field trip are to refer to the TVDSB High-Risk Activity Chart and adhere to the designations provided. Supplementary requirements may be issued based on the activity (e.g., swim tests for water-based activities, skiing requirements).

2.2 Off-site Field Trips and Excursions

A Field Trip is any school sanctioned activity in which students participate outside their own school property. Generally speaking, all field trips are off-site, as per the definition, however, there are some activities that require adherence to this Procedure and occur on-site (at the school property).

2.2.1 Curricular

The planning of a curricular field trip associated with the Ontario curriculum. This will include athletic trips that are part of the learning in a Physical Education class or course.

2.2.2 Extra-curricular Field Trips for Students: Teams/Clubs

The planning of a field trip for students as part of an established extra-curricular team or club will align with this Procedure except in circumstances whereby supervision of students requires the approved adult supervisors to obtain specific certifications as per the Ontario Physical and Health Education Association (OPHEA, e.g., swimming teams supervised by swim coaching staff). The Field Trip and Excursion online system will be required to be followed in order to ensure compliance, as applicable, with this Procedure and the requirements set out by Ontario Physical Activity Safety Standards in Education (OPASSE) and OPHEA.

2.2.3 Educational Competitions

An educational competition may provide the opportunity for a defined group of students to participate in a provincial, national or international competition representing a TVDSB school or TVDSB. The planning of such trips must adhere to this Procedure, except for an accelerated approval timeline due to the short notice which may be provided based on results of qualifying competitions (e.g., robotics, DECA, Reach for the Top).

2.2.4 Ongoing Curricular Field Trips

Opportunities for regular, ongoing teaching and learning outside of the classroom and off the school property throughout a term, semester or the year would be considered an ongoing curricular field trip. The planning of ongoing trips must adhere to the Field Trip Procedure and process without the requirement of repeated documentation. Dates for the ongoing field trips are provided at the time of permission seeking (before the first date of the trip). Any additional dates must be provided to parents/guardians/caregivers at least one week in advance and permission sought and received. Regular reminders to students and parents/guardians/caregivers about specific upcoming ongoing trips are encouraged.

2.2.5 Excursions

An excursion differs from a field trip in that it is organized to occur outside of instructional time. However, in exceptional cases, up to 2 instructional days may be requested, as part of an excursion, for approval by the School Superintendent, provided there is an acceptable rationale.

An excursion may involve students from different courses. Many of the excursions will be during non-instructional days; therefore, the 80% student participation rate is not required.

The planning of an excursion is extensive. Therefore, significant time (at least 4-6 months) must be provided for the review and approval of the proposed trip. No advertisement, collection of money, or down payment to Third-Party Providers are to be completed until all aspects of the trip are approved. Cancellation procedures

must be clearly understood prior to signing any contracts with Third-Party Providers (i.e., travel agencies); information on optional trip insurance coverage is to be provided to families.

Staff are to consult the internal TVDSB SharePoint website for specific information on the planning of excursions and the use of third-party providers/travel agencies.

2.3 On-site Activities/Field Trips

The planning of an activity, curricular or extra-curricular, that aligns with the TVDSB Field Trip and Excursion Procedure, but takes place on-site (at the home school), safety requirements and parent/guardian permissions are to be consistent with this procedure, unless specific certifications are in place (e.g., swim team practice in home school pool). The planning and organization of clubs, activities and teams should include referring to the TVDSB High-Risk Activity Chart to ensure proper implementation (e.g., rock climbing walls, gymnastics, etc.)

2.3.1 Virtual Field Trips

It is expected that virtual field trips will meet the expectations outlined in this Procedure, as applicable. Virtual field trips will be processed via the Field Trip and Excursion Online System and must be approved by the Principal and receive the required parent/ guardian consent.

3.0 The Planning Phase: Three Priority Areas

This Procedure outlines the process expectations to ensure a well-organized, intentionally planned, inclusive and safe field trip or excursion. Sections 3.0-6.0 outline the “phases” that are expected to be followed.

In the Planning Phase, it is critical that careful, intentional planning addresses curricular connections/value, risk, funding, training, travel, supervision, and needs of students. Planning must address and reflect each of the three priority areas outlined below, consistent with the Procedure and the Field Trips Policy.

3.1 Priority One: Learning Experience for Students

In order to preserve the instructional and learning time, field trips and excursions planned by staff during the instructional day must clearly align with the Ontario curriculum and be an extension of learning that is occurring in the classroom.

For students with identified educational plans that include alternative programming, field trip activities must align with individual student learning needs.

No field trips or excursions shall be planned on Professional Activity Days as this is dedicated time for professional learning for staff.

3.1.1 Assessment Conflicts with Scheduled Field Trips/Excursions

All students participating in an approved field trip or excursion will be afforded the opportunity to complete any assignments or assessments missed due to the field trip/excursion, within a reasonable time after the event, without penalty.

3.1.2 Planning for Students Not Participating in Field Trips

Based on the survey of students and families a proposed field trip must include the plans for students who may not be participating, or permission has not been granted. This is to be included in the intentional planning of the trip and in the trip proposal.

3.2 Priority Two: Risk Mitigation

Field trips and excursions involve risk and responsibilities that differ from the learning activities that occur in the classroom or on school property. As such, careful review of risks must be included in the planning of field trips and excursions.

3.2.1 Health and Safety

Safety, health and well-being shall be given the highest priority for students and approved adult supervisors when planning or approving a trip. Therefore, the following must be considered:

- 3.2.1.1 Attention to individual health needs. The proposed venue must not pose a risk to a student as per individual medical needs outlined in an Individual Plan of Care (IPOC). An individual medical or behavioural need must be able to be met on the field trip or excursion; plans are to include the necessary supervision and supports in place to ensure individual student needs are met.
- 3.2.1.2 Ability to ensure Management of Aggressive Behaviour plans can be adhered to for the duration of the field trip or excursion. Additional approved adult supervisors may be needed for this to occur. This must be reviewed in the planning phase.

3.2.2 Emergency Plans

An Emergency Action Plan will be reviewed by the Principal and the Lead Staff Supervisor that will address potential medical, personal, weather, or behavioural emergencies. A cellular device and/or two-way radio communication plan is required to ensure that the plan can be achieved. The plan will establish a clear and precise procedure for informing the school administration followed by parents/guardians/caregivers in a timely and appropriate manner in the event of an emergency.

3.2.3 Travel Emergency Plans

The supervision ratio for travel to a high-risk field trip/excursion activity may differ

from that of the activity itself. In order to ensure that safety of students and approved volunteer adult supervisors is a priority during travel times, a Travel Emergency Plan must be considered as part of the planning of a field trip and excursion (e.g., bus evacuation, air travel safety measures reviewed with all participants).

3.2.4 Third-Party Provider Requirements

The use of Third-Party Providers to enhance learning experiences within the community and beyond is an opportunity for students to learn in new settings that they would not be exposed to within the school and board.

Principals will ensure that staff are only selecting destinations and Third-Party providers that adhere to the procedure. The Principal will make the decision to approve or not approve any activity, field trip, excursion, including those requiring additional approval from the Superintendent of Student Achievement, where applicable. Superintendent of Student Achievement's approval is required for high-risk activities which use the services of a Third-Party Provider.

3.2.5 Financial Benefit

TVDSB staff are not to benefit inappropriately at the disadvantage or hinderance of students, financially, or through attainment of goods or services, from the provider or planning of field trips or excursions.

3.2.6 TVDSB's Liability Insurance

Whenever a Third-Party Provider is contracted to provide services or when a facility is utilized, the provider must provide proof of liability insurance (\$2 million minimum) and instructor certification (where applicable), to be kept on file by the Thames Valley District School Board.

If it is not possible for the Third-Party Provider to provide the \$2 million minimum insurance, the provider must be assessed by TVDSB to see if it would nonetheless qualify to provide service with \$1 million coverage.

3.2.6.1 Additional Insurance and Opportunities for Additional Insurance

When a Third-Party Provider is used by the TVDSB, insurance information as highlighted in the TVDSB's Liability Insurance section of this procedure must be provided.

If the Third-Party Provider/agency offers insurance for individual students, it should be made available as an option for families to purchase. The Lead Staff Supervisor should ensure that all families and students are informed about the insurance policies that are provided and that families feel well informed enough to make a decision about purchasing independent insurance. TVDSB is not responsible for expenses incurred by families and

students with a Third-Party Provider.

3.2.7 Waivers and Information

TVDSB does not permit parents/guardians, students and/or staff to sign waivers. If a third-party requires a waiver, it must be directed to Learning Support Services to be reviewed with appropriate departments within the Board.

External site-specific consent forms from Third-Party Providers must be acceptable to TVDSB's legal department, Learning Support Services and Operational Support Services. Any and all requests for a site-specific consent form are to be sent to Learning Support Services for review, prior to use. If there are pre-existing site-specific consents on the field trip and excursions website, they must be utilized by the Lead Staff Supervisor.

Excursion agreements requiring TVDSB to waive the rights of all participants, hold harmless or indemnify the operator of the venue from all causes, or to name the operator as an additional insured under TVDSB's insurance policy as a condition for visiting the site are not to be signed.

3.2.8 Supervision of Students

There must be at least one Lead Staff Supervisor for every field trip and excursion who is an employee of TVDSB. The Lead Staff Supervisor will ensure a sufficient number of approved adult supervisors (staff or approved adult volunteers) for all field trips/excursions as per the appropriate supervision ratios. Efforts should be made to include adults/supervisors or older students who speak the languages of eligible and participating students, especially when newcomers to Canada are amongst the group.

Supervision of students begins at the commencement of the trip or excursion which includes on transportation or while on route (walking) to the destination.

3.2.8.1 Principles of Supervision

- 3.2.8.1.1 Adequate supervision is necessary to ensure the safety and well-being of students and approved adult supervisors. The number of approved adult supervisors on a trip will depend on the number of students, their age, and the nature of the activity (as noted in the Supervision Ratio Chart).
- 3.2.8.1.2 Trips involving water-based activities always require direct and constant supervision. Diligence is required for trips near water where swim tests are not conducted, or when students have been offered an alternative land activity based on their swim test results.
- 3.2.8.1.3 Supervisor requirements for athletic team trips differ from those of curricular field trips due to the certification requirements of coaching staff and as stipulated in the OPASSE and OPHEA Guidelines.

3.2.8.1.4 Overnight field trips/excursions will be supervised by at least two adults, representing the genders of the participating students, and include at least one staff member from the school. For excursions that include students from more than one school, one staff member will be designated as the Lead Staff Supervisor.

3.2.8.1.5 For Field Trips to sites such as TVDSB Environmental Education Centres where staff are available to support student supervision, the ratio can be adjusted to support meeting the grade level ratio for the site activity.

3.2.8.1.6 Specific activities do require supervisors to obtain or possess specific certifications or training in order to supervise and instruct the activity (e.g., canoeing, swimming, rock climbing, skiing). Specific certifications are provided as part of specific high-risk trips/activities on Organizational Requirements Checklists (OCR).

3.2.8.2 **Supervision Ratios Table (Non-High-Risk Field Trips, Excursions and Activities)**

The required, minimum student to approved adult supervisor ratio for field trips and excursions is outlined in the table below.

Non-High-Risk Field Trips, Excursions and Activities Required Minimum Student to Approved Adult Supervisor Ratios	
Kindergarten (Year One/Year Two)	1:4
Grades 1 to 3	1:8
Grades 4 to 6	1:12
Grades 7 and 8	1:16*
Grades 9 and 10	1:20*
Grades 11 and 12	1:25*
<i>*Highly recommend a minimum of 2 approved adult supervisors.</i>	
Students in TVDSB Special Education Classes: Supervision ratios are to be maintained as per the individual class staffing level.	

3.2.8.3 **Supervision Ratio Table (High-Risk Trips, Excursions and Activities)**

The required, minimum student to approved adult supervisor ratios for field trips, excursions and activities that are deemed to be High-Risk (as outlined in the TVDSB High-Risk Activity Chart) are outlined in the table below.

High-Risk Field Trips, Excursions and Activities Required Minimum Student to Approved Adult Supervisor Ratios	
Kindergarten (Year One/Year Two)	

Grades 1 to 3	Generally, high-risk activities and trips are not provided to students in Kindergarten to Grade 3, except for some activities that are highlighted in the High-Risk Chart (e.g., skating, splash pads). The ratio for these specific high-risk activities, included in the chart for K-3 is 1:4
Grades 4 to 8	1:8
Grades 9 to 12	1:15*
<i>*Highly recommend a minimum of 2 approved adult supervisors.</i>	
Students in TVDSB Special Education Classes: Supervision ratios are to be maintained as per the individual class staffing level.	

3.2.8.4 Supervision Exceptions

Exceptions can be made and approved to allow for non-High-Risk Activity portions of a trip to be supported with less supervision than High-Risk Activity portions. High-Risk Activity portions of a trip will adhere to the required minimum student to approved adult supervisor ratio as outlined in Section 3.2.8.3; non-high-risk portions of a trip will adhere to the grade specific ratio outlined in the Section 3.2.8.2.

For example, where travel by bus is non-high-risk and the overnight activity is high-risk, the supervision ratio for travel can differ from the overnight supervision ratio. The request for this exception must be provided in the Field Trip and Excursion Online System and approved by the Principal and Superintendent of Student Achievement.

There are instances where a Third-Party Provider has/hires individuals who hold certification from the relevant Provincial or National organization, to teach students a new skill or offer to extend their expertise. It is up to the Third-Party Provider to decide whether these individuals will take responsibility for the students and count as approved adult supervisors of the trip, or if they will be an external presence providing learning without supervising the students.

The Lead Staff Supervisor must communicate with the Third-Party Provider to know whether they will take on the responsibility of supervision and the Lead Staff Supervisor must account for this regarding the supervision ratios.

3.2.9 High-Risk Activities Organizational Requirement Checklists

Specific high-risk activities must adhere to requirements set out by OPHEA, OPASSE, and align with the Ontario School Boards Insurance Exchange (OSBIE) and Parachute guidelines. As such, activity Organizational Requirement Checklists (ORCs) must be completed as part of the planning phase of a field trip or excursion proposal.

TVDSB ORCs are revised on a regular basis in order to align with new guidance and regulations. Lead Staff Supervisors, Principals and Superintendents of Student Achievement must ensure the specific ORC is completed accurately for each high-risk activity as part of the intentional planning of a field trip/excursion or activity. Proposed high-risk field trips/excursions or activities shall not be approved if the ORC is not properly completed.

The ORCs will be provided on the internal Field Trip and Excursions website and built into the Field Trip and Excursion Online System.

3.2.10 Water-Based Activities

Proposed field trips and excursions that include water-based activities, must ensure that required swim tests are complete and water safety is enforced.

3.2.10.1 Certified Lifeguard Requirements

In accordance with OPHEA requirements, Lead Staff Supervisors and Principals (when reviewing and approving proposals for trips/excursions), will ensure that the correct number of lifeguards (National Lifeguard Certified) will be present when students are in the water during a field trip/excursion.

3.2.10.2 Requirement for Personal Floatation Devices

All students involved in water-based activities must always wear a personal floatation device (PFD) outside designated, supervised, swim areas where they are optional; no exceptions will be made.

3.2.10.3 Special Education Classes/Students with Significant Special Needs: Swim Requirements

For students in TVDSB Special Education Classes (excluding Gifted Classes), and students identified with significant medical, cognitive or behavioural needs, special provisions must be made to accommodate an exemption from the swim test requirement. These provisions include appropriate safeguarding that ensures a 2:1(adult: student) ratio of supervision in the pool at all times. The student must be supported by a personal floatation device. These swimming activities must only take place at a Class A Pool (i.e., pool with supervision by a certified lifeguard). Parents/Guardians must provide specific approval for their student to participate in the water-based activities in the pool with either a) the results of a swim test or b) no swim test and constant 2:1 supervision in the pool with the use of a personal floatation device.

3.2.10.4 Trip/Excursion Swim Test Requirements

All students participating in a field trip or excursion with water-based activities must participate in a swim test before any water-based activities occur. The swim test must be completed at the site/Third-Party Provider on the same date as the field trip/excursion. The Lead Staff Supervisor must retain a copy of the results and provide them to the Principal upon return to the school.

Students may provide proof of Bronze Star, within two years of the trip date, or higher in lieu of a swim test.

The swim test will require a certified lifeguard to determine that each student can: Swim 100m continuously and tread water for 3 minutes.

A certified lifeguard must provide their signature to the TVDSB form for the tracking and documentation of swim tests. Students who do not pass the swim test must not participate in the water-based activity.

Lead Staff Supervisors are encouraged to plan well in advance to ensure there is sufficient time for a swim test to be conducted prior to the activities on the trip or excursion.

3.2.10.5 Swim to Survive

Where funding is available, the Swim to Survive program may be provided to grade 3 students through a grant from the Lifesaving Society and partnerships with pool facilities. The program provides training in three essential skills needed to survive an unexpected fall into deep water. The student will learn how to: Roll into deep water; Tread water for 1 minute; and Swim 50 metres.

There are three parts to the program:

- 3.2.10.5.1 Three 1-hour in-water swimming lessons, teaching the 3 skills (roll, tread, and swim) in a continuous sequence.
- 3.2.10.5.2 3 in-classroom water safety lessons linked to the Ontario curriculum.
- 3.2.10.5.3 Parent/guardian/caregiver information about the Swim to Survive program.

As this is a program that supports student learning of how to swim, and is supervised by certified lifeguards, swim tests are not required. Swim tests can be completed at the end of the program and be utilized for other water-based trips.

3.2.11 Arrangements for Student Early Departures

Situations may occur where a student may be required to leave a field trip or excursion earlier than the itinerary suggests (e.g., emergency, significant illness). Alternative arrangements must be made with families should it be necessary for a student to return to school or home prior to the completion of the field trip or excursion. No student should be sent home unaccompanied by an approved adult supervisor.

3.2.12 Conduct of all Persons on Field Trips and Excursions

All individuals participating in a field trip and excursion must abide by the TVDSB Code of Conduct (section 2.0 TVDSB Safe School Procedure). All persons attending field trips and excursions are prohibited from being in the possession of, or under the influence of controlled substances (including but not limited to alcohol, drugs, cannabis) while on TVDSB premises or engaging in TVDSB related activities or field trips/excursions.

Personal time, such as sightseeing, shopping or other forms of personal entertainment, which includes the involvement of alcohol, drugs, or controlled substances, for approved adult supervisors participating in a field trip/excursion is not permitted.

3.3 Priority Three: Equity Considerations

Field trips and excursions should reflect TVDSB's commitment to equity and inclusion. Field trips/excursions must be culturally responsive and foster affirmation and belonging for students. Field trips/excursions must be welcoming, provide physical and cultural safety, engaging, and appropriate to the age, maturity, living experiences, health, skill, physical and emotional capabilities and exceptionalities of all students in the class/course.

The Ontario Human Right Code (OHRC) will be adhered to in the planning and implementing of field trips and excursions. The Code states that every person has a right to equal treatment with respect to education.

Presentations and activities during field trips and excursions should be reflective of and responsive to the range of identities and living experiences that comprise the communities and classrooms of TVDSB.

The design and delivery of equitable learning opportunities support the full inclusion and non-discrimination of eligible students. The use of Inclusive Design principles will be used to support the participation (location and manner of access) of all students.

A number of factors must be considered when planning and implementing trips including the timing related to religious/cultural observances. The TVDSB Dates of Significance calendar and multicultural calendar outline such observances and must be reviewed to ensure trips are not planned that would prevent students from attending.

In order to ensure equity considerations are intentionally embedded in the planning phase, the following must be reviewed:

3.3.1 Accessibility for All Students

Field trips and excursions should allow for the full participation of all students. When planning field trips/excursions, accessibility for all students shall be considered. Inclusion in field trips and excursions means:

- 3.3.1.1 Accommodating students with special needs, ensuring equal access and supervision for students in accordance with Individual Education Plans (IEP), Management of Aggressive Behaviour (MOAB) Plans, Behaviour Plans, Individual Plans of Care (IPOC), and other relevant plans for individual students eligible to participate;
- 3.3.1.2 Considering and meeting, where possible, Accessibility for Ontario Disability Act (AODA) accessibility standards for information and communication, transportation, and the built environment;
- 3.3.1.3 Any formal supports, accommodations or modifications in place for students at the school must be available to allow full and active participation in the planned trip;
- 3.3.1.4 Accommodations are to be considered so that students participating in a field trip/excursion are not disadvantaged or discriminated against during activities on the basis of the prohibited grounds of discrimination, as identified in the Human Rights Code, R.S.O. 1990, c. H.19, the Ontarians with Disabilities Act, 2001, S.O. 2001, c. 32 and the Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, c. 11 and their respective regulations; and
- 3.3.1.5 All Approved Adult Supervisors must be made aware of details of medical concerns, expected interventions and emergency care information for the students they are supervising during the field trip/excursion. Management of Aggressive Behaviour Safety Plans, Individual Plans of Care and Individual Education Plans will be followed as per regular practice in the classroom setting, therefore appropriate supervision plans must be reflected to ensure plans to be implemented.

3.3.2 Religious, Creed-based, Cultural and Gender Considerations

All proposed and approved field trips will consider students' cultural, religious, creed, gender, identities in order that the opportunity is inclusive for all students in the class/course.

3.3.3 Financial Considerations

When planning field trips and excursions, Lead Staff Supervisors must consider

the financial costs to students and families:

- 3.3.3.1 To ensure all students have the opportunity to participate in field trips and excursions, every effort should be made to keep the cost per student as reasonable as possible;
- 3.3.3.2 To ensure that the trip or excursion is run on a cost-recovery basis;
- 3.3.3.3 To ensure the TVDSB General School Fundraising Procedure will be followed to provide guidance on fundraising and financial considerations; and
- 3.3.3.4 The cost of occasional teachers should not be included in the cost of a field trip for students. Occasional teacher cost can be included in the cost of an excursion or extra-curricular field trip for students.

The Principal will consider the financing of all field trips, ensuring that funds are used to the best advantage for the greatest number of students. Students will not be prevented from participating due to an inability to pay. When addressing field trips on an annual basis, the Principal and teacher will consider factors such as timing, frequency of field trips per student/staff member, age of student related to trip length, and financial costs to students and families.

Students will not be prevented from participating due to an inability to pay. Willingness to participate in group fund-raising programs related to the activity is essential.

Each field trip must be set up in SchoolCash via the catalog for online payment with a separate and distinct category. This category will track all funds collected from students and any expenses paid to run the field trip (i.e., funds paid out of the category). At the conclusion on the field trip, after all expenses have been paid, the Lead Staff Supervisor will be able to determine what funds (if any) remain by the category's ending balance.

Fees charged to students to participate in a field trip must represent each student's percentage of the trip's overall projected costs and all fees must be posted online to allow students and parents/guardians/caregivers the ability to pay online.

A cash option shall be made available also to allow the opportunity for payment for families and students who require it.

3.3.4 Student/Family Interest and Participation Survey for Field Trips

To ensure students and families are interested in the learning opportunity that will be provided from a field trip (not excursions), a Participation Survey must be conducted and an 80% participation rate from all eligible students must be achieved for the proposed trip to proceed through the Planning Phase. It is to be noted that the Participation Survey is to be conducted prior to any proposals, deposits or commitment to a venue, Third-Party Provider or busing is completed.

This is preliminary information about the possibility of a field trip with no commitment to this trip being approved or implemented.

The Lead Supervisor will communicate with parents/guardians regarding all activities in which students will take part to allow them to make informed decisions regarding their permission for students to participate in trips. Information will be made accessible to families considering the language, culture and living experiences of the families in the community.

Should the planning proceed with 80% participation, alternative programming plans and supervision, for the students who are not participating, are to be made in collaboration with the school staff in the planning. These plans should be made in consultation with the Principal prior to the field trip being approved. This may include a parent/guardian approved absence or a re-assignment of the student to another class with relevant, independent learning activities, if supervision is available.

3.4 Non-School Sanctioned Field Trips, Excursions

Any school staff member, Principal or designate, who becomes aware of a field trip/excursion or activity that has not been formally approved by TVDSB according to this Procedure will make every effort to inform the students involved and their parents/guardians/caregivers of the “not approved” or “not school-sanctioned” status of the trip, excursion, activity.

Any trip or activity which is not approved by the Principal as part of the school program shall not be promoted or organized in or by the school staff.

4.0 Proposal Development and Approval Phase

4.1 Field Trip/Excursion Proposal Development

The Planning Phase of a Field Trip/Excursion, as outlined in Section 3.0 of this Procedure is extensive. This is to ensure that field trips and excursions are intentionally planned, taking into consideration the opportunity for learning as an extension of the classroom, the risks that are to be mitigated and that considerations are made to support inclusion and affirming and supporting student identities, abilities and living experiences.

Once the Planning Phase is completed as per this Procedure, the Lead Staff Supervisor may continue to develop a Field Trip/Excursion Proposal for approval. The steps outlined below should be followed in developing a field trip/excursion proposal:

- 4.1.1 Review the Field Trip/Excursion Trip Policy and Procedure;
- 4.1.2 Research the location and be familiar with seasonal conditions;
- 4.1.3 Ensure the location meets accessibility standards as stipulated in this Procedure and Policy;

- 4.1.4 Ensure the Lead Staff Supervisor has the appropriate knowledge/certifications or requirements to lead the trip;
- 4.1.5 Ensure that an equitable and inclusive learning environment is fostered throughout the trip;
- 4.1.6 Complete a risk assessment and determine mitigation strategies;
- 4.1.7 Identify and inform approved adult supervisors (if known) of their responsibilities as per board procedure, should the trip be approved;
- 4.1.8 Consider the maturity, skills and abilities of the students when planning activities;
- 4.1.9 Understand the timelines required for field trip and excursion approval;
- 4.1.10 Send out the TVDSB Field Trip Student Participation Survey and review results;
- 4.1.11 Review the trip proposal, planning considerations and finances with the Principal; then
- 4.1.12 Prepare appropriate documentation for the proposal and/or steps in the Field Trip and Excursion Online System for review and approval within the timelines required.

4.2 Timelines and Responsibility for Approval

A thorough review for approval of a field trip/excursion must occur prior to any funds allocated (e.g., to a venue, transportation, etc.) and/or collection of funds from students. Therefore, intentional and thoughtful planning must take into consideration the timelines and responsibilities for review and approval captured in the following table:

Type of Trip	Responsibility for Approval	Timeline
Day Trip Not High-Risk	Principal	Minimum 2 weeks in advance
High-Risk	Principal → LSS → Superintendent	Minimum 4 weeks in advance
International Field Trip/Excursion	Principal → LSS → Superintendent	Minimum 6 months in advance

**LSS = Learning Support Services*

4.3 Following Approval: Booking of Venue and Activities

Upon receipt of necessary approvals, the Lead Staff Supervisor may proceed with the booking of venues and any related activities (e.g., ticket purchases).

4.4 **Following Approval: Permission, Inherent Risk Consent Forms, Additional Costs**

Upon the approval of a field trip or excursion, communication and documents should be provided to eligible students and families.

Permission/consent is required for any event requiring departure from the school. Handwritten notes or verbal consent will not be accepted in place of the formal TVDSB permission form (electronic or hard copy). The TVDSB Parent/Guardian Permission Form, located on the internal TVDSB Field Trip and Excursion website, must be signed by parents/guardians of students who are under the age of 18. This form must also be completed by students over the age of 18.

Communication must include informing parents/guardians of their responsibilities for any applicable losses or costs associated with their student being engaged in misconduct while on a field trip or excursion, including damages and/or return transportation fare.

Parents/Guardians should also be informed of their responsibilities for any non-refundable deposits and personal insurance associated with the activity should TVDSB cancel the field trip/excursion in the interest of student safety or other unforeseen emergency/health and safety or labour situation.

The Lead Staff Supervisor may wish to consider a Parent/Guardian/Caregiver information session, especially for field trips and excursions that are overnight, to outline the educational purpose, explain risks, address concerns and answer any questions.

4.5 **Following Approval: Transportation**

Upon approval of a field trip/excursion, the transportation can be secured.

The following are acceptable means of transportation for students participating in field trips or excursions:

- 4.5.1 Buses and vans owned or hired by TVDSB with pre-approved seat configuration;
- 4.5.2 Public transportation;
- 4.5.3 Authorized, commercial transportation provider;
- 4.5.4 Use of personal or privately owned vehicles by approved volunteer drivers, as a last resort.

The following must be adhered to for transporting students:

- 4.5.5 Transportation providers must be selected from pre-approved list of carriers for the TVDSB.

- 4.5.6 The Thames Valley District School Board Independent Procedure Transporting Students for Co-Instructional Activities shall be followed for all field trips or excursions.
- 4.5.7 Volunteer drivers must complete the Volunteer Driver form as well as a Level 3 - Vulnerable Sector Check (VSC) in order to provide transport to students. These documents are to be kept on file in the school office for at least one year after the trip.
- 4.5.8 It is essential in the transportation of students, except for large group transport to local events, that a list of passengers be filed with the school before departing. Students must be informed that they must travel in the same vehicle coming and going unless prior arrangements have been made. Separate lists showing staff and students in each vehicle are recommended.
- 4.5.9 OSBIE, of which the TVDSB is a member, requires that volunteer drivers be at least 18 years of age and hold a valid Class G license. OSBIE's liability policy will protect a volunteer driver for damages for which the driver is responsible in excess of the limit of the insurance carried on the driver's personal/private vehicle while operating the vehicle on board business. TVDSB strongly recommends that the volunteer driver's vehicle be insured for \$1 million.
- 4.5.10 Students, age 18 or older, can be approved as a volunteer driver by the Principal and can drive themselves and/or other students in a personal/private vehicle, provided they hold a valid Class G license. Students under the age of 18 are not to drive other students.
- 4.5.11 Alternative arrangements made by students and families for travel to and from the field trip/excursion may only occur with approval of the Lead Staff Supervisor, Principal and written permission from the Parent/Guardian.
- 4.5.12 For trips involving boating activities, all students (regardless of swim test results) and approved adult supervisors must wear personal floatation devices.
- 4.5.13 In situations of inclement weather, the Principal has the ultimate responsibility for the safety of students and approved adult supervisors and will make the decision in these circumstances whether the field trip/excursion will proceed. Consultation with the Superintendent of Student Achievement is encouraged.

5.0 Field Trip or Excursion Implementation Phase

On the day of the approved field trip or excursion, the Lead Staff Supervisor and Approved Adult Supervisors will:

- 5.1.1 ensure communication about plans for students not participating in the trip are in place with staff remaining at the school on the day of the trip (i.e., attendance and supervision);
- 5.1.2 ensure the itinerary for the trip/excursion is provided to the school office staff, including contact information so that the Principal or delegate may contact the Lead Staff Supervisor if an emergency arises;
- 5.1.3 review rules, expectations, and safety procedures with students participating in the trip, such as the School Code of Conduct and Rowan's Law;
- 5.1.4 communicate the needs and accommodations for students to all the supervisors involved in a field trip/excursion;
- 5.1.5 directly supervise students and ensure positive conduct from all parties;
- 5.1.6 ensure that proper equipment is worn by all participants, as required;
- 5.1.7 take attendance at all points of departure and at regular intervals throughout the trip;
- 5.1.8 adhere to the planned itinerary and consult with the Principal if an activity cannot proceed safely;
- 5.1.9 ensure there is a transportation manifest listing the students and approved adult supervisors on each vehicle. One copy will be held by the supervisor of each vehicle, one copy by the Lead Staff Supervisor, and a copy to be held at the school;
- 5.1.10 ensure they have a mode of communication to contact the school quickly if needed throughout the trip;
- 5.1.11 ensure that emergency contact information for students and staff is readily accessible as well as pertinent medical information and equipment;
- 5.1.12 ensure any and all requirements as set out in a related ORC are implemented throughout the trip, if applicable; and
- 5.1.13 contact the school and/or Principal immediately if an incident or emergency occurs and submit the Accident/Injury Report Form as soon as possible upon return to school.

5.2 Staff Supervisor Documentation/Communication

Student emergency contact information will be carried on the trip by the Lead Staff Supervisor. A list of all attendees on the trip will be kept in the office at the school. Approved adult supervisors are expected to adhere to the trip itinerary and report any concerns to the Lead Staff Supervisor at any point during the trip. Documentation and records from the trip will be kept on file at the school as per the TVDSB Records Management Procedure.

6.0 Post-Trip/Excursion Phase

This section outlines the important elements that must occur in the Post-Trip/Excursion Phase.

6.1 Post-Trip Learning Activities for Students (Reflection/Application)

As an opportunity to reflect and apply the learning that occurs during a field trip (curricular), it is imperative that post-learning activities are provided for students in a class/course upon the return to school. These activities should be planned as part of the Planning Phase of a field trip and included in the Proposal. Teachers are to ensure there is time to reflect on the experience and provide learning opportunities in class that may allow for critical thinking and application of the learning from the field trip.

The Lead Staff Supervisor is responsible for debriefing the experience with the Principal in order to support the Principal's review of future field trip and excursion proposals

6.2 Approved Adult Supervisor Debrief and Family Input

It is important to consider the opportunity for input and feedback from approved adult supervisors about the field trip and excursion. In addition, where feedback is provided by families and students, this should also be taken into consideration for the future planning of field trips and excursions.

6.3 Financial Review Requirements

Following a field trip/excursion, it is imperative that the Lead Staff Supervisor and Principal review the related finances. At the conclusion of the field trip, there will likely be a deficit (i.e., negative ending balance) or a surplus (i.e., a positive ending balance) in the field trip category.

A financial statement (provided on the TVDSB Field Trip and Excursion internal website) must be prepared and submitted to the Principal after the field trip has been completed and all funds are collected. Copies of these statements should be filed with the school's field trip/excursions records, along with a copy of the supporting invoices for expenses.

A deficit balance means that the expenses associated with the trip were greater than the funds collected from students. In this scenario, school must bring the deficit category balance to zero, either through a transfer from the school's Residual Balances Field Trip Category (if funds are available in the category), a transfer from applicable fundraised dollars, or through a transfer from Principal's Discretionary.

A surplus balance means that the funds collected from students exceeds the expenses to run the field trip. In this scenario the school should reference the School Generated Funds Process Manual, available on the Board's website. Section 2.7 of the manual discusses items to consider when confronted with a surplus residual balance after a field trip. How best to proceed is a school Administration decision, however, Section 2.7 of the School Generated Funds Process Manual proposes different expectations based on the amount of the funds remaining. These options include refunding students a portion of the funds collected, utilizing the funds remaining on the students' it was collected from in a different manner, or if the remaining balance is marginal in nature the funds can be transferred to a Residual Balance category.

Surplus funds collected shall be returned to participating students on a pro-rated basis. At the conclusion of a one-time event/activity, if a residual balance in a category equates to approximately 5-10% of the amount students paid or is more than \$5-\$10 per student, a refund should be considered. The practicality of issuing student refunds will depend on the amount collected from each student and the overall residual balance in the category. School administrators will determine the appropriate course of action depending on the circumstances surrounding the specific category. This must occur for each trip; funds are not to be carried forward to the next school year.

If a field trip or excursion is cancelled by the school, every effort will be made to reimburse families and students except in cases where non-refundable deposits or payments have been made.

6.4 Documentation and File Storage

The Field Trip and Excursion Digital Management System will retain all digital records of inputted proposals and approvals of field trips and excursions. ORCs will also be retained digitally.

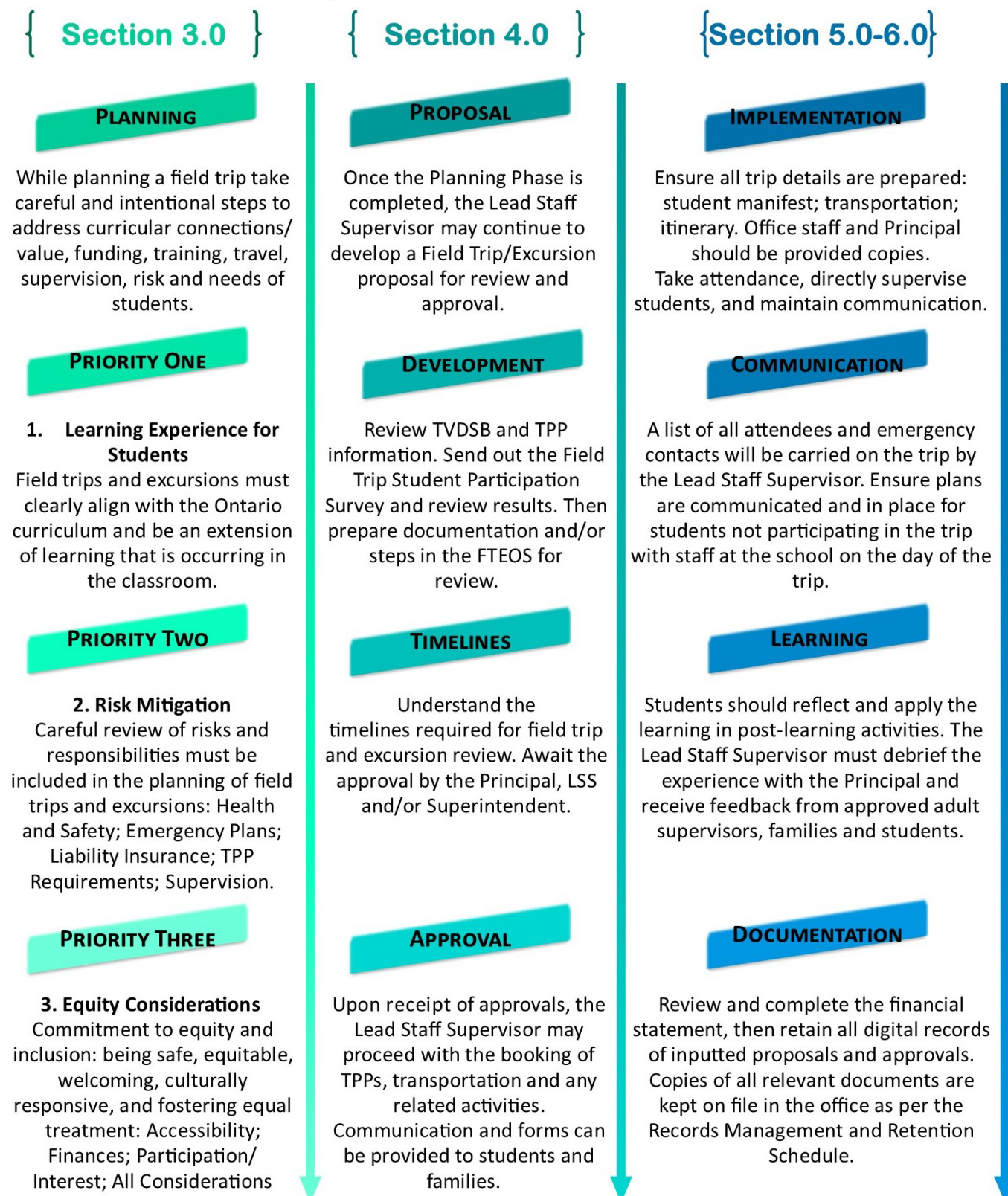
At the school level, copies of all relevant forms and ORCs are kept on file in the office as per the Records Management and Retention Schedule.

7.0 Field Trip and Excursion Process

The following flowchart illustrates the phases outlined in sections 3.0 to 6.0 of this Procedure.



Field Trips and Excursions Phases



TPP = Third-Party Provider

FTEOS= Field Trip and Excursion Online System

Index: Definitions

Term	Definition	Page
AODA	The Accessibility for Ontarians with Disabilities Act (AODA) is a law that sets out a process for developing and enforcing accessibility standards. Persons with disabilities and industry representatives work together with the government to develop the standards.	15
Approved Adult Supervisor	Any staff member or approved volunteer who commits to supervising students for the field trip or excursion.	2-3, 5, 7, 9-11, 14-15, 18, 20-22
Approved Volunteer	A person, approved by the Principal with a valid Level 3 - Vulnerable Sector Check (VSC), who may assist in the supervision of field trips and excursions. Examples may include instructional assistants, educational assistants, retired teachers/administrators, cooperative students, parents/guardians/caregivers, teacher candidates, family members, and community members with affiliation to the school.	3, 8
Athletic Trips	Extra-curricular/Athletic team travel to sporting events or tournaments that are one day or more in duration.	4
Authorized, Commercial Transportation Provider	Authorized, Commercial Transportation Provider refers to commercial transport companies that offer the service of carrying passengers or cargo for hire or reward.	19
Caregiver	A caregiver is a member of the family or paid helper who regularly looks after the student(s). A caregiver can also be legally recognized as acting in the place of a parent/legal guardian, who holds decision-making responsibility over a student, and is on record with the school as a parent/legal guardian of the student at the school.	2-3, 5, 7, 13, 16-17, 19
Clubs	A staff-designated group of students who regularly meet with a common purpose or interest and take part in shared activities (e.g., band, choir, student council). This extra-curricular group may organize an off-site activity which would be classified as a field trip.	4-6

Community Members with Affiliation to the School	Community Members with Affiliation to the School refers to individuals that are directly connected to the school through a staff member, previous membership, or as designated by the principal.	<i>General Definition</i>
Curricular	Curricular refers to learning activities related to instructional learning that occurs in the classroom/school	4-6, 10, 22
Eligible Student	A student enrolled in the class/course that the field trip is planned for. Excursions are open to all students who wish to participate and therefore, all students at the school are eligible.	<i>General Definition</i>
Emergency Action Plan	An Emergency Action Plan specifies procedures for handling sudden or unexpected situations. The objective is to be prepared to: Prevent fatalities and injuries and reduce damage.	7
Environmental Education Centres	Environmental Education Centres are part of TVDSB's out-of-school learning landscape where staff and students can: Develop inquiry and observation skills based on their natural curiosity; integrate their learning and understand that it continues outside their classroom and in their community; build transferrable 21st century competencies such as problem solving, critical thinking and questioning, collaboration, communication skills and creativity; enhance their physical and mental health and wellness; enjoy experiential learning opportunities with a focus on environmental stewardship; and have an opportunity to consider their roles as confident, capable and caring citizens.	10
Equity	Equity is a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences. (Ministry of Education Guidelines for Policy Development and Implementation – 2009, Equity and Inclusive Education in Ontario Schools)	1, 14-15

Excursion	An excursion differs from a field trip in that it is organized to occur outside of instructional time; however, in exceptional cases, up to two (2) instructional days may be requested with acceptable rationale; the Superintendent of Student Achievement for the School will review for approval. An excursion may involve several students from a variety of courses/classes and may take place during a school holiday, but not a Professional Activity Day.	1-9, 11-23
Extra-Curricular	Extracurricular refers to anything that falls outside the scope of the regular curriculum that can be related to classroom/school learning that can be pursued in addition to the normal course of study.	4-6
Field Trip and Excursion Online System	The electronic system developed in TVDSB for the proposal, approval and tracking of field trips and excursions.	5-6, 11-12, 18, 24
Field Trip	A field trip is defined as any school sanctioned activity in which students participate outside their own school property during the day, or beyond the normal school day, or over one or more nights. Any trip or activity which is not approved by the Principal as part of the school program shall not be promoted or organized in or by the school staff.	1-24
High-Risk	High-Risk refers to an activity involving exposing students to a higher possibility of injury or harm (e.g., canoeing, swimming, and skiing) as outlined in the TVDSB High-Risk Activity Chart.	3-4, 6, 8, 10-12, 18
In-Province Travel	In-Province Travel refers to travel inside Ontario (including the National Capital Region) with the purpose of enhancing curricular programming	<i>General Definition</i>
International Travel	International Travel refers to travel outside Canada with the purpose of enhancing curricular programming	<i>General Definition</i>
Lead Staff Supervisor	The staff member who leads the planning, execution and follow-up for a field trip and excursion.	2-3, 7-13, 16-22

Learning Support Services	Learning Support Services (LSS) refers to the office in which the Field Trip team and Superintendents of Student Achievement reside.	1, 9, 18
Mitigation Strategies	The risk handling strategy used to eliminate or lessen the likelihood and/or consequence of a risk.	18
Multicultural Calendar	The Multicultural Calendar provides further information about significant dates where people come together in recognition, commemoration and celebration of significant national and international dates	14
National Capital Region	National Capital Region refers to Canada's Capital Region and Ottawa–Gatineau. It is an official federal designation for the Canadian capital of Ottawa, Ontario, the neighboring city of Gatineau, Quebec, and surrounding suburban and exurban communities	<i>General Definition</i>
National Travel	National Travel refers to travel outside Ontario, still within Canada, with the purpose of enhancing curricular programming	<i>General Definition</i>
OFSAA	OFSAA, refers to the Ontario Federation of School Athletic Associations, is an organization of student-athletes, teacher-coaches, student-coaches, teachers, principals, and sport administrators in Ontario, Canada.	<i>General Definition</i>
OHRC	OHRC, refers to the Ontario Human Right Code, states that every person has a right to equal treatment with respect to education and employment free from harassment. Protected grounds within the Code are citizenship, race, place of origin, ethnic origin, colour, ancestry, disability, age, gender identity, gender expression, receipt of public assistance, record of offences, creed, sex/pregnancy, family status, marital status, sexual orientation.	1, 14
Ongoing Curricular Field Trip	A field trip that is established to continue throughout the year, term or semester in order to supplement classroom learning. Permission is granted to allow for these trips to be implemented without repeated documentation. Dates for the ongoing field trips are provided at the time of permission seeking (before the first trip).	4-5

Ontarians with Disabilities Act	Ontarians with Disabilities Act is an Act that aims to improve opportunities for persons with disabilities and to provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the province.	<i>General Definition</i>
OPASSE	OPASSE, refers to the Ontario Physical Activity Safety Standards in Education, is a revision of the 1999 version of the Ontario Physical Education Safety Guidelines. This was developed with the support and encouragement of OPHEA, OSBIE, OASPHE, OFSAA, and the Canadian Intramural Recreation Association – Ontario (CIRA-ON). OPASSE is managed by OPHEA and is funded by the Government of Ontario.	1, 5, 10-11
OPHEA	OPHEA refers to the Ontario Physical and Health Education Association was developed to support elementary and secondary educators in using outdoor spaces safely and effectively for physical activity with students across the school day.	1, 5, 10-12
Organizational Requirement Checklists	Organizational Requirement Checklists (ORCs) are checklists for high-risk activities with various points of importance for the Lead Staff Supervisor to consider when proposing the field trip/excursion.	11-12
OSBIE	OSBIE refers to the Ontario School Boards Insurance Exchange which is a non-profit insurance reciprocal with 119 members, representing 79 school boards/school authorities and 40 Joint Ventures in Ontario.	12, 20
Parachute	Parachute, founded in 2012 through the amalgamation of four charities in the injury prevention field, has become Canada's leader in injury prevention focused on three key areas where people are unintentionally injured: in the home, at play, and on the move. They educate and advocate for preventing serious injury in homes, sports and recreation and on the roads.	12

Parents/Guardians	Parents/Guardians for the purpose of this document, refers to a biological parent or person who has legally adopted a child, or is otherwise deemed by law to have parental status, or legal guardianship, or any caregiver legally recognized as acting in the place of a parent/legal guardian, who holds decision-making responsibility over a student, and is on record with the school as a parent/legal guardian of the student at the school.	2-3, 5, 7, 9, 12, 16-17, 19
Participating Student	Student who has obtained parental/guardian permission or is over the age of 18 and provided agreement, to participate in the proposed field trip.	3, 7, 9-10, 13-16, 19, 21, 23
Records Management and Retention Schedule	The Records Management and Retention Schedule is a listing of organizational information types, or series of information in a manner which facilitates the understanding and application of the identified and approved retention period, and other information retention aspects.	23
Risk Assessment	A systematic process of evaluating the potential risks that may be involved in a projected activity or undertaking.	18
Student Participation Survey	The Student Participation Survey is a document, that is sent with students to families, with a summary of information about a field trip that is being proposed.	18
Superintendent of Student Achievement	The appointed Superintendent of Student Achievement who is responsible for the school during the time of approval of the proposed field trip/excursion and/or duration of the trip/excursion.	3, 8, 11, 20
Supervision	Supervision refers to overseeing students/participants for the purpose of regulation, direction, or ensuring the safety and security of trip participants.	5-12, 15, 17, 21
Third-Party Provider	Outside organizations, companies and agencies that provide services, programs, activities and/or facilities that are used for Trips and Trip related activities.	3, 6, 8-9, 11, 17

Travel Emergency Plan	A Travel Emergency Plan specifies procedures for handling sudden or unexpected situations while travelling from one place to another. The objective is to be prepared to: Prevent fatalities and injuries and reduce damage.	8
TVDSB Dates of Significance Calendar	TVDSB Dates of Significance Calendar references important dates within TVDSB buildings and schools such as: PD Days, Holidays, and holiday breaks.	14
TVDSB	Thames Valley District School Board.	1-14, 16-22
Virtual Trip	Virtual Trip refers to the coordination with a Third-Party Provider to provide an online engagement trip with a classroom.	6
Volunteer Driver	A volunteer driver is defined as any person authorized by the board who has agreed to be a driver for a certain trip while they are driving their own or another licensed automobile. This includes, but is not limited to: trustees, employees, teachers, parents, guardians, volunteers, officials of the school board.	19-20
Walking Outdoor Experiential Activities	Involves students leaving school property while remaining in the general vicinity of the school. These activities are shorter in duration, and do not involve motorized vehicle transportation (e.g., walk around community, observation/examination of local buildings and natural environments and ecosystems). These field trips could also be deemed Ongoing Field Trips.	<i>General Definition</i>