



## Authority Policy 3004

# OFF-CAMPUS EXCURSIONS

**Legal References:** Education Act, R.S.O. 1990

**Related References:**

- IS-11-FA-Off-Campus Categories I;
- IS-04-F-1 – Field Trip Information for Parents/Guardians;
- IS-10-F-2 – Parent/Guardian Consent Form for Field Trip;
- IS-10-F-3 – Parent/Guardian Consent Form for On-Going Off-Campus Activities;
- Ontario Physical and Health Education Association (Ophea) Safety Guidelines.

**Effective Date:** January 2020

**Revisions:**

**Reviewed:**

## 1. Preamble

1.1 The procedure that follows provides guidelines and expectations for the selection and approval of off-campus activities, and the responsibilities of the school's principal or designate. The nature of, and procedures for off campus are given, and guidelines regarding supervision and appropriate supervisor/student ratios are outlined.

## 2. Guiding Principles

2.1 Off-Campus excursions should be directly linked to specific expectations outlined in the Kindergarten Program.

2.2 The benefits of an off-campus excursion should enhance the learning that would have normally occurred in the regular learning environment.

2.3 Appropriate measures shall be taken to ensure the safety of students/staff, as well as limit risk to the Board.

2.4 Efforts should be made to provide students with equity of access to off-campus excursions.

### **3. Curriculum Rationale**

3.1 The curriculum, as defined by the Ministry of Education, comprises all the students' school-related experiences. It includes program content and all the activities and experiences derived from it: learning resources; teaching strategies; procedures relating to discipline and evaluation; and the interactions of staff, students, and others during school activities.

3.2 Curriculum also includes 3xperiences that derive from social interaction in the classroom, the school, and the community at large. Peer relationships and informal interactions with school staff and community members have an important bearing on students' attitudes and values. Such interactions occur in a variety of settings, including the classroom, halls, lunchroom, playground, and school bus, and during co-curricular activities.

3.3 It is important for students to be able to relate what they learn in school to a larger context. Learning is enhanced when skills, knowledge and attitudes are taught in the context of the real world. Off-campus experiences provide that context.

### **4. School Based Planning for Off-Campus Activities**

4.1 It is essential that schools enter a planning process when examining off-campus activities. Through appropriate planning, schools can ensure that the KidsAbility School Campus Guiding Principles are met.

4.2 Principal responsibilities include:

4.2.1 Share the KidsAbility School Off-Campus Guiding Principles with staff.

4.2.2 Ensure, through advanced planning, that efforts are made to increase opportunities for students to participate in off-campus excursions.

### **5. Risk Management**

5.1 For the purpose of risk management, please ensure the following criteria are met:

5.1.1 All off-campus excursions must operate during the regular school year (between the first day of school and the last day of school).

5.1.2 Off-campus will make use of transportation through Voyago. Teachers will complete and submit a bus request form as early as possible.

5.1.3 Any activities occurring on the trip must meet the requirements of the [OPHEA Safety Guidelines](#).

## **6. Guidelines for the Selection and Approval of Off-Campus Activities**

6.1 The location for the activity must be both relevant in terms of requisite learning, and appropriate in terms of accessibility, cost, and uniqueness of the site. Schools are encouraged to select more local destinations if the same learning can occur.

6.2 There must be demonstrated pre-, during- and post- learning activities consistent with the specific expectations of The Kindergarten Document.

6.3 There should be an expectation that all eligible students attend to satisfy the learning outcomes articulated for the activity.

6.4 All excursions are considered off-campus and should be supported by the completion of the appropriate forms.

6.5 Situations will arise where a trip is not deemed to meet the guiding principles of this document. This decision can be made by the Principal.

## **7. Supervision**

7.1 Names of supervisors accompanying the class must be submitted to the office prior to leaving for the trip.

## **8. Ratio of Supervisors/Students for Off-Campus Excursions**

8.1 It is the responsibility of the Principal and teacher(s) concerned to ensure that appropriate supervisor/student ration for all off-campus excursions is adhered to. In most cases, this will be 1:1.

8.2 All adults accompanying a trip must commit to the standards and expectations associated with supervising students as per this Administrative Procedure and the [OPHEA Safety Guidelines](#). It is expected that these standards are adhered to by supervisors throughout the entire duration of the off-campus excursion.

8.3 A Supervisor is any person deemed by the teacher and principal to be sufficiently responsible and able to provide adequate care for the students involved in the activity (i.e. EA's, student teachers, parents, volunteers, co-op students).

8.4 The teacher(s), as well as other supervisors, are included when calculating the supervisor/student ratio. A minimum of one employee of the Board (teacher, educational assistant, etc.) will be a supervisor involved in the excursion.

## **9. Off-Campus Excursions**

### 9.1 Procedure:

9.1.1 Approved by the Principal according to the Guidelines for Selection and Approval of Off-Campus Activities (see section 6).

9.1.2 If bus transportation is required, a copy of IS-11-FA form must be submitted to the appropriate location(s) (see flowchart).

9.1.3 The Principal/designate to keep a completed off-campus form on file at the school.

9.1.4 Parent (guardian) to be informed of the trip and approval obtained.

## **10. Responsibilities of The Teacher After Approval Is Granted For All Off-Campus Excursions**

10.1 Inform students/parent/guardian of the off-campus excursion opportunity. This would include sending appropriate forms home. Trip itinerary should be included in this information.

10.2 Measures must be undertaken to ensure all students wishing to participate have equity of access to these experiences. This may include (but not limited to):

- Choosing activities that support access by all students
- Providing students with 'lead time' (appropriate school-based planning)
- Ensuring understanding of grant permission by family for whom English is a second language.
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10.3 Ensure that all off-Campus forms are received and retained by the Principal, as well as a copy with trip supervisor(s). These forms would include Medical Information and Consent forms.

10.4 Ensure that all procedures related to the medical needs of students (i.e., epi-pens) have been considered.

10.5 Ensure that all necessary and outlined procedures have been followed and all safety requirements, including those outlined in the OPHEA Safety Guidelines, have been met.