

GOVERNANCE AND POLICY COMMITTEE REGULAR MEETING Public Session

AGENDA
April 9, 2019

Ida Li Preti, Chair
Trustee Ward 3

Michael Del Grande
Ex-Officio

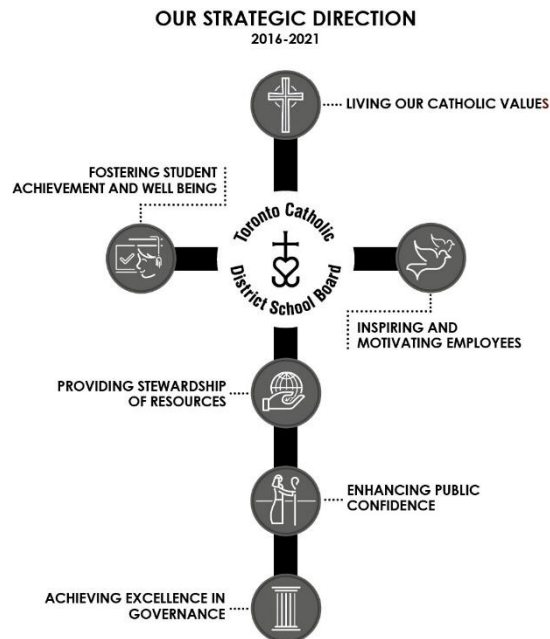
Angela Kennedy, Vice-Chair
Trustee Ward 11

Maria Rizzo
Ex-Officio

Nancy Crawford
Trustee Ward 12

Norman Di Pasquale
Trustee Ward 9

Teresa Lubinski
Trustee Ward 4



MISSION

*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*

VISION

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293
Assistant Recording Secretary: Sonia Tomaz, 416-222-8282 Ext. 2298

Rory McGuckin
Director of Education

Maria Rizzo
Chair of the Board

TERMS OF REFERENCE FOR GOVERNANCE AND POLICY COMMITTEE

The Governance Framework Committee is responsible for:

- A. Ensuring that governance structures, policies, protocols, processes and performance metrics:
 - a. advance the vision of the TCDSB, rooted in Catholic values and teachings.
 - b. support the achievement of our Multi-Year Plan.
 - c. conform to best practices.
 - d. provide strategic cohesion and consistency.
 - e. comply with the Education Act and other pertinent legislation.
- B. Providing a meta policy framework to ensure all policy formation, monitoring and evaluation follow a standard process that reflects exemplary practices in policy development.
- C. Carrying out a continuous review of the roster of existing policy to ensure conformity and advancement of (A) above.
- D. Identifying the supports (e.g. capacity training) needed to implement the governance framework.
- E. Ensuring ongoing governance reviews of the Board.
- F. Ensuring that the TCDSB by-laws and the Trustee Code of Conduct reflect the vision and mission of the Board and adhere to good governance practices, the Education Act and other pertinent legislation.

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AGENDA THE REGULAR MEETING OF THE GOVERNANCE AND POLICY COMMITTEE

PUBLIC SESSION

Ida Li Preti, Chair

Angela Kennedy, Vice Chair

Tuesday, April 9, 2019

7:00 P.M.

Pages

1. Call to Order
2. Opening Prayer
3. Roll Call & Apologies
4. Approval of the Agenda
5. Declarations of Interest
6. Approval & Signing of the Minutes of the Meeting held March 19, 2019 for Public Session. 1 - 15
7. Delegations
8. Presentation
9. Notices of Motion
10. Consent and Review
11. Unfinished Business
12. Matters referred or deferred

13. Staff Reports

13.a	Partisan Activities and Campaigning	16 - 21
13.b	Review of Purchasing Policy (F.P.01)	22 - 36
13.c	Update to Communications Policy (A.37)	37 - 48
13.d	Update to School Excursions Policy (S.E.01)	49 - 245
13.e	Update to Good Neighbour Policy (S.S.25)	246 - 254
13.f	Update on the Creation Process of a Toronto Catholic District School Board Service Animal Policy and Protocol	255 - 258

14. Listing of Communications

15. Inquiries and Miscellaneous

16. Updating of Pending Lists

16.a	Monthly Pending List	259 - 262
16.b	2019 Policy Priority Schedule	263 - 264

17. Adjournment

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MINUTES OF THE REGULAR MEETING OF THE GOVERNANCE AND POLICY COMMITTEE PUBLIC SESSION

HELD TUESDAY, MARCH 19, 2019

PRESENT:

Trustees:

I. Li Preti, Chair
N. Crawford, Acting Vice-Chair
M. Del Grande
N. Di Pasquale
T. Lubinski
M. Rizzo

Staff:

R. McGuckin
P. Matthews
P. Aguiar
D. Friesen
M. Loberto (For Item 13c)
P. De Cock
N. Adragna (For Item 13b)
C. Caldwell
M. Farrell (For Item 13e)
E. Pallotta (For Item 13d)

S. Harris, Recording Secretary
S. Tomaz, Assistant Recording Secretary

3. Roll Call and Apologies

An apology was extended on behalf of Trustee Kennedy.

4. Approval of the Agenda

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that the Agenda, as amended to include the Addendum, be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski

The Motion was declared

CARRIED

5. Declarations of Interest

There were none.

6. Approval & Signing of the Minutes

MOVED by Trustee Del Grande, seconded by Trustee Di Pasquale, that the Minutes of the Regular Meeting held February 27, 2019 for PUBLIC Session be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale

Li Preti
Lubinski

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that the Minutes of the Regular Meeting held February 27, 2019 for DOUBLE PRIVATE Session be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Crawford, that the Minutes of the Regular Meeting held February 27, 2019 for TRIPLE PRIVATE Session be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski

The Motion was declared

CARRIED

7. Delegations

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that Item 7a) be adopted as follows:

- 7a) Paolo De Buono regarding not excluding Family Status, Marital Status, Gender Expression, and Gender Identity from the Code of Conduct Policy (S.S.09) that the Item be tabled until the Delegate arrives.**

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski

The Motion was declared

CARRIED

13. Staff Reports

MOVED by Trustee Del Grande, seconded by Trustee Lubinski, that Items 13a) and 13f) be adopted as follows:

- 13a) Update to Code of Conduct Policy (S.S.09); and**
- 13f) Revised Appendix B** referred to the Catholic Education and Living Our Catholic Values Sub-Committee and deferred to the Governance and Policy Committee until such time.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski

Di Pasquale
Li Preti

The Motion was declared

CARRIED

Trustee Crawford left the table at 7:10 pm and returned at 7:11 pm.

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that Item 13b) be adopted as follows:

- 13b) Update to Progressive Discipline Policy (S.S.10)** that the Governance and Policy Committee recommend to the Board of Trustees that the revised

Progressive Discipline Policy (S.S.10) provided in Appendix A and the accompanying procedures and reporting forms provided in Appendices B, C, and D be adopted, with the following amendments:

Page 41, Cross Reference: that the duplication for *S.S.09 Code of Conduct* be deleted;

Page 43, Policy: first paragraph – that *Christ and in* be added after *rooted* so that the section reads ... *rooted in Christ and in the Ontario Catholic*...;

Page 43, Policy: first paragraph – that *Schools* be added after *Catholic* so that the section reads ... *Ontario Catholic Schools Graduate Expectations*;

Page 43, Regulation 1 – that *parent/guardians* be added after *students* and that *the* be added before *broader community* so that the section reads ... *students, parents/guardians and the broader community*...;

Page 45, Regulation 5 – that *and students* be added after *parents* so that the section reads... *parents, and students*...; and

Page 48, Definitions: that *Safe and Accepting Schools Team* be removed and listed as Regulation 17.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Del Grande, that Item 13c) be adopted as follows:

- 13c) Update to Permit Policy (B.R.05)** that the Governance and Policy Committee recommend to the Board of Trustees that the amended Permit Policy B.R.05 provided in Appendix A and accompanying Operational Procedures provided in Appendix B, Rules and Regulations provided in Appendix C and Application for Permit provided in Appendix D be adopted with the following amendment:

Page 71 - that *cannabis* be added after *illicit drug* that the section reads...
vaping, illicit drugs, cannabis...

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Del Grande, that Item 13d) be adopted as follows:

- 13d) Update to Environmental Practice Policy (B.M.06):**

That outside of the Policy, Staff investigate and report back on the possibility of adopting green bin receptacles at the Catholic Education Centre;

Page 79, Regulation 5:

That *Standing Ad Hoc* before *Environmental Committee* be removed so that the section reads *An Environmental Committee be retained*;

Regulation 5f– that *FMNI* be replaced with *Indigenous* so that the section reads *Indigenous Education Curriculum Staff*;

Regulation 5q – that *Student Trustee* be replaced with *CSLIT and ECSLIT and/or School Trustee*; and

Regulation 5t – that *CSAC* be replaced with *CSPC* so that the section reads *Parent Member – CSPC*.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Di Pasquale, that the Governance and Policy Committee recommend to the Board of Trustees that the revised Environmental Practice Policy (B.M.06) provided in Appendix A and the Background Information for Environmental Policy provided in Appendix B, be adopted, as amended.

Results of the Vote taken on the Amendment, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski

The Amendment was declared

CARRIED

Results of the Vote taken on the Motion as Amended, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski

The Motion as Amended was declared

CARRIED

Trustee Rizzo joined the meeting at 8:11 pm.

MOVED by Trustee Del Grande, seconded by Trustee Rizzo, that Item 13e) be adopted as follows:

- 13e) Update to Purchasing Policy (F.P.01)** that a report be provided to the Audit Committee on a quarterly basis to indicate all sole and/or single source purchases made during the Quarter.

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that the Governance and Policy recommend to the Board of Trustees approval of the proposed revisions to the Purchasing Policy F.P.01 provided in Appendix A.

Trustee Li Preti relinquished the Chair to Trustee Crawford.

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Rizzo, that the following amendments be made:

Page 91, Regulation 11- that *current or future procurements at the Board's discretion* be replaced with *current procurement and may be disqualified from future procurements at the Board's discretion*, so that the

sentence reads ... *A vendor/proponent who violates the lobbying prohibition will be subject to disqualification from the current procurement and may be disqualified from future procurements at the Board's discretion;*

That the pre-qualifying process be provided to the Board in a public report;

That until there is a Public Disclosure Policy on the qualifying process, that the qualifying list be provided in the report to Board;

Page 91, Regulation 10 – that *strictly* be added before *prohibited*; and

Page 90, Regulation 7: That the duplicated *to any* be deleted.

MOVED by Trustee Rizzo, seconded by Di Pasquale, that the Policy, as amended, be deferred to the April 9, 2019 Governance and Policy Committee meeting.

Results of the Vote taken regarding the Deferral of the Policy, as amended, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski
Rizzo

The Motion to Defer the Policy, as amended, was declared

CARRIED

Trustee Li Preti reassumed the Chair.

7. Delegations

MOVED by Trustee Di Pasquale, seconded by Trustee Crawford, that Item 7a) be adopted as follows:

- 7a) **Paolo De Buono regarding not excluding Family Status, Marital Status, Gender Expression, and Gender Identity from the Code of Conduct Policy (S.S.09)** that the Item be lifted from the table.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Crawford, that the Item be received and referred to staff.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Crawford, that the Addendum and a comparison between the Catholic Denominational Rights and the Human Rights Code be provided to the Catholic Education Committee.

Results of the Vote taken on the Amendment, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski
Rizzo

The Amendment was declared

CARRIED

Results of the Vote taken on the Motion, as amended, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski
Rizzo

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that Item 13g) be adopted as follows:

- 13g) Recommendations to Amend the Governance and Policy Priority List to Allow for Additional Consultation** that the Governance and Policy Priority list be amended to reschedule the Catholic Parent Involvement Committee Policy (P.04) and the Catholic School Parent Councils Policy (S.10) to the September 10, 2019 Governance and Policy Committee meeting.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Di Pasquale, that Staff include The Ontario Association of Parents in Catholic Education (OAPCE) in the consultation process.

Results of the Vote taken on the Amendment, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski
Rizzo

The Amendment was declared

CARRIED

Results of the Vote taken on the Motion, as amended, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale

Li Preti
Lubinski
Rizzo

The Motion, as amended, was declared

CARRIED

17. Adjournment

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that the meeting be adjourned.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski
Rizzo

The Motion was declared

CARRIED

SECRETARY

CHAIR



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

PARTISAN ACTIVITIES AND CAMPAIGNING

Let every person be subject to the governing authorities; for there is no authority except from God, and those authorities that exist have been instituted by God

Romans 13:1

Draft

March 18, 2019

First Tabling

April 9, 2019

Review

April 4, 2019

Shazia Vlahos, Chief of Communications and Government Relations

RECOMMENDATION REPORT**Vision:**

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Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

L. Noronha
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

After a review of Board policies, and in light of the upcoming Federal Election the Board is silent on rules to govern and regulate election activities and use of Board resources during an election period (pre-writ and during the writ period). The Board requires a policy that addresses partisan activities and campaigning at TCDSB schools during municipal, provincial and federal elections.

The cumulative staff time required to prepare this report was 2.0 hours

B. PURPOSE

1. Staff recommend that a new policy is considered by the Board to ensure fulfilment of achieving excellence in governance and by enhancing public confidence.

C. BACKGROUND

1. In the lead up to the 2019 Federal Election, we can expect a number of requests by candidates to hold partisan events at TCDSB schools. If we remain status quo, Our Board may be vulnerable when granting permits or making school visit accommodations for a person seeking candidacy, a candidate or an elected official, leading up to and during an election, whether municipal, provincial or federal. Granting access to one candidate may be seen as an endorsement or a candidate or political party. A policy is also needed to ensure clarity for all TCDSB staff around access during pre-writ and writ periods.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Currently a number of English Public school boards have a policy including: Toronto DSB and York Region DSB. Four English Catholic school boards have a policy including Algonquin and Lakeshore CDSB, CDSB of Eastern Ontario, Simcoe Muskoka CDSB and Waterloo CDSB.
2. It is prudent for TCDSB to develop a policy whereby the school system acts in an ethical and impartial manner toward all candidates and political parties

seeking office, and to address any matters that may arise during an election process.

E. STAFF RECOMMENDATION

That a policy be developed and presented at the May 7, 2019 GAP meeting.



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE2019-04-03 PARTISAN ACTIVITIES AND
CAMPAIGNING.DOCX

Let every person be subject to the governing authorities; for there is no authority except from God, and those authorities that exist have been instituted by God

Romans 13:1

Draft	First Tabling	Review
March 18, 2019	April 9, 2019	April 4, 2019

Shazia Vlahos, Chief of Communications and Government Relations

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REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

REVIEW OF PURCHASING POLICY F.P.01

“We can't have full knowledge all at once. We must start by believing; then afterwards we may be led on to master the evidence for ourselves.”

St. Thomas Aquinas

Created, Draft	First Tabling	Review
March 5, 2019	March 19, 2019	Click here to enter a date.

M. Farrell, Coordinator, Materials Management

P. De Cock, Comptroller of Business Services & Finance

P. Aguiar, Superintendent of Education

RECOMMENDATION REPORT

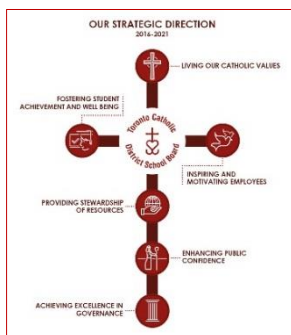
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of Academic Affairs

L. Noronha
Associate Director of Facilities,
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A. EXECUTIVE SUMMARY

The Purchasing Policy F.P. 01 has been revised and updated to better meet Board operational requirements and reflect changes in the area of public sector procurement.

The changes are consistent with the principles of the Multi Year Strategic Plan in terms of stewardship of resources, excellence in governance and financial accountability.

The policy is also being changed to ensure alignment to and compliance with the requirements outlined in the Broader Public Sector (BPS) Procurement Directive and the new inter provincial Canada Free Trade Agreement(CFTA) and the Canada-European Union Comprehensive and Economic Trade Agreement (CETA).

This report recommends the Governance and Policy Committee recommend to the Board of Trustees approval of the revised Purchasing Policy F.P.01.

The cumulative staff time required to prepare this report was 6 hours.

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance Policy Committee for scheduled review.

C. BACKGROUND

1. Purchasing Policy F.P.01 was last revised in November 2014. The revisions included a higher delegated approval limit for the Director of Education where a budget or project had been approved by the Board. The intent of this delegation was to streamline standard procurement awards, accelerate project start ups and remove reports on a Board agenda for an approval where the award had already been determined through a competitive bid process.
2. The revisions have made the policy more straightforward and easily understood by clearly delineating policy objectives and regulations. Procedural steps related to the policy and regulations have been included in a Purchasing Manual.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The delegation of approval for all contract awards has increased the operational effectiveness and administrative efficiency by facilitating faster contract awards and project initiation.
2. Elimination of procurement recommendation reports from the Board agenda has reduced the number of Board/Committee agenda items.
3. There are no changes to the Policy section while some Regulations have been revised. The revised version complete with mark-ups to highlight the changes appears in Appendix A and are listed below:
 - i. The Cross Reference section was updated to remove two deleted policies and to include two new trade agreements- the interprovincial Canada Free Trade Agreement (CFTA) and the Canada-European Union Comprehensive and Economic Trade Agreement (CETA).
 - ii. A minor change was made to the wording of Regulation 18 with respect to a sole source to include a reference to single sourcing which is now listed in the Definitions section.
 - iii. Regulation 21, the Supply Chain Code of Ethics, was amended to include a reference to the Procurement Directive.
4. The following two Regulations are recommended for deletion:
 - Regulation 10, which requires all contracts to be reviewed centrally, has been determined to be impractical to manage given the number of small value contracts that schools and departments have over the course of a year.
 - Regulation 17, that notes that a Purchasing Procedures Manual will provide direction and guidance to staff, is redundant and no longer required as the Manual is now listed an Appendix to this Policy.
5. After an initial review by the Governance and Policy Committee meeting of March 20,2019, further revisions were made and have now been included in policy in Appendix A:

- Regulation 7, the removal of duplicate wording “to any”.
 - Regulation 10, the addition of the word “strictly” to emphasize that lobbying during a competitive procurement is strictly prohibited.
 - Regulation 11 has been further amended to clarify the Board’s right to exclude a vendor or proponent from future procurements.
6. The 2014 Purchasing Policy revisions increased the delegated authority of the Director of Education to approve contract awards and expenditures where the budget, project or report have been approved by the Board and which are in compliance with the Procurement Directive. The intent was that such delegation would increase operational effectiveness and administrative efficiency by facilitating faster contract awards and project start-ups for traditional procurements and previously approved projects. In addition, removal of these recommendation reports would help to streamline Board agendas and meetings.
7. Additional rationale for this change was that the financial and fiscal responsibilities for school operations continues to be more clearly prescribed. The procurement environment has always been subject to evolving contract law and provincial and federal trade agreements. The introduction of the Procurement Directive in the Broader Public Sector has now introduced mandatory requirements, which must be followed in arriving at a recommendation for an award.
8. An award to other than the compliant low bid or highest scoring proponent could be construed as a breach of contractual obligations and result in a legal or trade agreement challenge with attached liability. In these circumstances, the Board would not reverse a recommendation that has followed contract law and the BPS mandatory requirements. Board approval would be more or less

a formality that was required only because of the then stipulated limit in the Purchasing Policy.

9. The 2014 policy stated three exceptions to the delegation authority of the Director of Education:

- new school construction and major school additions;
- contracts which have exceeded the approved budget;
- significant strategic initiative.

10. The term **significant strategic initiative** was introduced as a way of identifying new or non-standard procurements to the Board of Trustees. Such initiatives would be required to come to the Board of Trustees for approval. A significant strategic initiative is defined as a departure from traditional procurement activities, which has yet to receive Board approval and may commit the Board to long term expenditures based on new evidence or theory requiring a different strategy. This may include first-time partners or a new category of contract.

11. As a result of discussion at the Governance and Policy Committee, two additional Procurement Reporting mechanisms have been established:

- Procurement and tender awards will be posted on the Board's main webpage under the **Tendering Information** tab.
- A list of Sole and/or Single source purchases report will be provided to the Audit Committee on a quarterly basis.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

Board staff at school and departmental levels will receive in-servicing with respect to Policy and Regulation changes.

F. STAFF RECOMMENDATION

That the Governance and Policy Committee recommend to the Board of Trustees approval of the proposed revisions to the Purchasing Policy F.P.01 in attached Appendix A.

POLICY SECTION: **Finance**

SUB-SECTION:

POLICY NAME: **Purchasing Policy**POLICY NO: **F.P. 01****Date Approved:**

November 5, 2014

Date of Next Review:

2018

Dates of Amendments:**Cross References:**

- ~~F.P. 02 Book Purchase~~
- ~~F.P. 03 Border Brokers~~
- F.P. 04 Sweatshop-Free Purchasing Policy
- T.01 Conflict of Interest: Trustees
- H.M. 31 Conflict of Interest: Employees
- H.M. 33 Acceptance of Hospitality or Gifts
- A.24 Credit and Purchase Cards
- Broader Public Sector Procurement Directive (2011)
- **Canadian Free Trade Agreement (CFTA)**
- **Canadian-European Union Comprehensive Economic and Trade Agreement (CETA)**

Appendix

Purchasing Procedures Manual

Purpose:

The Board is committed to ensuring all goods and services are to be acquired through an open, transparent, and fair and competitive process whenever possible in order to obtain maximum value from the expenditure of public funds.

Scope and Responsibility:**Scope and Responsibility:**

This policy, and these regulations and procedures applies apply to any employee or elected official who is involved in the acquisition of goods and /or services on behalf of the Board.



POLICY SECTION: Finance

SUB-SECTION:

POLICY NAME: Purchasing Policy

POLICY NO: F.P. 01

Alignment with MYSP:

Fostering Student Achievement and Well Being

Achieving Excellence in Governance

Providing Stewardship of Resources

Strengthening Public Confidence

Inspiring and Motivating Employees

Evaluation and Metrics:

Financial Impact:

~~Applies to the purchase of any goods, construction, and services, including consulting services made using Board funds.~~

~~Non-BPS compliance can affect Board funding~~

Legal Impact:

~~Compliance with Agreement on Internal Trade (1995) Compliance with Broader Public Sector Procurement Directive~~



POLICY SECTION: Finance

SUB-SECTION:

POLICY NAME: Purchasing Policy

POLICY NO: F.P. 01

Policy:

The Board shall purchase goods and services through a process consistent with the Mission and Vision statements of the Board and with the following objectives:

- (i) to provide a high level of service to all areas of the Board;
- (ii) to provide fair, competitive and transparent business practices for vendors and ensure equal treatment without preference;
- (iii) to obtain all goods and services at the lowest total end-user cost considering price, quality, function and delivery in an efficient, effective manner while maintaining the controls necessary for the expenditure of public funds;
- (iv) to encourage the acquisition of environmentally friendly products and the reduction of the impact of the Board's activities upon the environment.

The Board **of Trustees** delegates to the Director of Education, the authority to approve the award of all contracts and expenditures where the budget, project or report has been approved by the Board **of Trustees** with the exception of:

- new school construction and major school additions;
- contracts which have exceeded the approved budget;
- significant strategic initiative.



POLICY SECTION: Finance

SUB-SECTION:

POLICY NAME: Purchasing Policy

POLICY NO: F.P. 01

Regulations:

1. This policy, **and these** regulations and procedures shall apply to any employee or elected official who is involved in the acquisition of goods and /or services on behalf of the Board.
2. All supervisory personnel shall be responsible for ensuring their immediate staff are properly informed of and comply with this policy, its regulations and procedures.
3. All purchasing activities will be carried out in accordance with all applicable Board policies and procedures and any other statutory acts or regulations.
4. Use of Board funds for personal purchases on behalf of an employee, elected official or family member is not permitted.
5. Purchases made without an authorized purchase order/purchase card are not permitted and will be considered an obligation of the person making the purchase and not an obligation of the Board.
6. Employees and elected officials shall not use their authority, influence or office for personal gain or to advance the interest of any particular party and shall seek to uphold and enhance the integrity of all Board business operations.
7. In accordance with the Education Act, no teacher, supervisory officer or other employee of the Board may promote or sell goods or services for compensation ~~to any~~ to any board, provincial school or teachers' college, or pupil enrolled therein except as permitted by the Act.
8. All goods and services are to be acquired through a publicly advertised competitive bidding process whenever possible in order to obtain maximum value from the expenditure of public funds.



POLICY SECTION: **Finance**

SUB-SECTION:

POLICY NAME: **Purchasing Policy**

POLICY NO: **F.P. 01**

9. Any arrangements which might prevent fair competition shall be avoided, in order to ensure open competition among qualified bidders.
10. Lobbying during a competitive procurement call is prohibited. ~~Any~~ Communication with anyone other than the official point of contact from the time of issuance, up to and including the time of award, is **strictly** prohibited.
11. A vendor/proponent who violates the lobbying prohibition will be subject to disqualification from the current, **and may be disqualified from** ~~or~~ future, procurements at the Board's discretion.
12. Awards will be given to the lowest bidder except where the best interests of the Board are served by accepting other than the lowest price.
13. Where an emergency situation exists, the approval requirements of the Purchasing Policy shall not apply, and administration shall take immediate necessary remedial action.
14. Where feasible, the Board may participate in cooperative purchasing with other school boards and public agencies.
15. Contracts for all goods and services will be limited to a maximum term of five years and renewals will be subject to a public competitive bidding process whenever possible.
16. Contracts or purchases shall not be divided to avoid the requirements of this policy, its regulations or procedures and the annual or total project cost shall be considered.
- ~~17. Contracts for the acquisition of products and services on behalf of the Board, regardless of the amount or term, must be reviewed centrally prior to execution.~~



POLICY SECTION: **Finance**

SUB-SECTION:

POLICY NAME: **Purchasing Policy**

POLICY NO: **F.P. 01**

18. Use of a sole **or single** source for an expenditure greater than \$10,000.00 will require completion of a Sole Source Declaration Form.
19. The Director of Education shall be responsible for the approval of all procurement awards except as noted in this policy and will provide trustees with a list of procurement awards on a regular basis.
20. The Materials Management Department shall be responsible for operating a centralized purchasing system for tenders, contracts and purchases and have general oversight of the procurement process and procedures.
21. **In accordance with the Broader Public Sector (BPS) Procurement Directives**, employees and elected officials involved in the procurement process are subject to a Supply Chain Code of Ethics which requires:
 - Personal Integrity and Professionalism;
 - Accountability and Transparency and;
 - Compliance and Continuous Improvement.
22. Consulting services which are intended to provide expert or strategic advice for purposes of consideration and decision making, must be acquired through a competitive process regardless of dollar value.
23. The Purchasing/Materials Evaluation and Approval Committee, **or as otherwise delegated by the Director of Education**, will review tenders, proposals and quotations before issue.
24. ~~A Purchasing Procedures Manual shall provide guidelines and direction to those individuals who have been delegated to purchase or approve the purchase of goods or services on behalf of the Board.~~



POLICY SECTION: Finance

SUB-SECTION:

POLICY NAME: Purchasing Policy

POLICY NO: F.P. 01

Definitions:

Acquisition means the process for obtaining goods and services.

Approval means authorization to proceed with an award for acquisition of goods and/or services.

Award means the notification to a proponent of acceptance of a proposal, quotation or tender that brings a contract into existence

Contract means a binding agreement between two or more parties.

Conflict of Interest means a situation in which financial or other personal considerations have the potential to compromise or bias professional judgment and objectivity.

Consultant means a person or entity that under an agreement, other than an employment agreement, provides expert or strategic advice and related services for consideration and decision-making.

Continuous Improvement means an ongoing process for individuals involved in supply chain policies and practices to improve their supply chain knowledge and skill levels, and to share leading practices.

Cooperative Purchasing means the participation of two or more public agencies, in a request for quotation, tender or proposal.

Delegation means the assignment of specific responsibilities along with the necessary authority in order to discharge the responsibility properly.



POLICY SECTION: Finance

SUB-SECTION:

POLICY NAME: Purchasing Policy

POLICY NO: F.P. 01

Lobbying means an attempt to influence staff or elected officials with respect to decision or outcome related to a procurement activity.

Procedure means a set of instructions for carrying out a specific activity and the specific sequence of action.

Procurement means the combined functions of purchasing, contract administration and disposal of surplus equipment and supplies.

Significant Strategic Initiative is defined as a departure from traditional procurement activities, which has yet to receive Board approval and may commit the Board to long term expenditures based on new evidence or theory requiring a different strategy. This may include first-time partners or a new category of contract.

Single Source means the selection of a vendor to provide goods or services without utilizing a competitive process where there is more than one vendor capable of supplying the goods or services.

Sole Source means a vendor who due to patent, copyright or proprietary rights limits availability of a good or service.

Supervisory Personnel means one who is in charge of a particular department, school or unit and responsible for directing staff behavior.

Supply Chain Code of Ethics sets out the basic principles of conduct and defines acceptable behaviours for individuals involved with Supply Chain Activities.

Vendor means one who can reasonably be expected to provide satisfactory performance on the proposed contract based on reputation, references, performance on previous contracts, and sufficiency of financial and other resources.



POLICY SECTION: Finance

SUB-SECTION:

POLICY NAME: Purchasing Policy

POLICY NO: F.P. 01

Evaluation and Metrics:

1. Streamlined Approval Process
2. Streamlined Board Agendas



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

UPDATE TO COMMUNICATIONS POLICY A.37

*The spirit of the Lord speaks through me, his word is upon my tongue.
2 Samuel 23:2*

Created, Draft	First Tabling	Review
March 25, 2019	April 9, 2019	Click here to enter a date.

Shazia Vlahos, Chief of Communications & Government Relations

Peter Aguiar, Superintendent of Student Achievement & Wellbeing and Governance & Policy

RECOMMENDATION REPORT

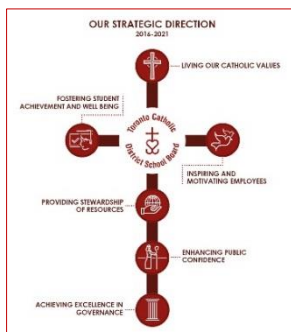
Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

L. Noronha
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report recommends updating the current Communications Policy A.37 to reformat in meta policy format and to align with current practices, procedures and legislation.

The cumulative staff time required to prepare this report was 4 hours

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends policy revision.

C. BACKGROUND

1. The Communications Policy A.37 was first approved in October 2014 and has not been amended since.
2. The policy includes amendments to ensure consistency with current practice.
3. Changes made also reflect communications channels including social media.

D. EVIDENCE/RESEARCH/ANALYSIS

This policy was amended in consultation with staff from the Communications and Legal Services Departments.

E. METRICS AND ACCOUNTABILITY

1. The effectiveness of this policy will be evaluated on an as needed basis. The highlights, analysis and findings will be presented to the Board of Trustees in September of each year for review.
2. Further reports will be brought to Board in accordance with the policy review schedule.

F. IMPLEMENTATION

The updated policy as approved will be posted on the TCDSB policy register.

G. STAFF RECOMMENDATION

Staff recommends that the revised Communications Policy A.37, as amended and proposed in Report Appendix A, be adopted.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: COMMUNICATIONS POLICY

POLICY NO: A.37

Date Approved:October 23rd, 2014**Date of Next Review:**

2018 April 9, 2019

Dates of Amendments:**Repeals**~~A.05, Lines of Communication~~~~T.11, Communication on Behalf of the Board~~**Cross References:**

- A.03, Advertising Policy
- A.29, Electronic Communication System- Acceptable Use Policy
- A.33, Guidelines For Trustees, Parents And Staff In Addressing School Related Concerns
- S.02, School Events Communications and Invitee Protocols
- S. 10 Catholic School **Parent Advisory Councils** Policy and *Education Act* Reg. 612
- T.7, Community Engagement Policy
- T.15, Provision Of Requested Information To An Individual Trustee
- T.16, Logo Use
- *Municipal Freedom of Information and Protection of Privacy Act*
- *Education Act*
- *Personal Health Information Protection Act*
- *Child, Youth and Family Services Act*
- ~~*Employment Standards Act*~~
- *Occupational Health & Safety Act*
- ~~*Workplace Safety and Insurance Act*~~
- ~~*Ontario Accessibility & Disability Act*~~

Appendix**Purpose:**

The purpose of this policy is to ensure that communication across the Toronto Catholic District School Board (**TCDSB or the Board**) is well co-ordinated,



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: COMMUNICATIONS POLICY

POLICY NO: A.37

effectively managed and responsive to the diverse information needs of stakeholders and supports the Board's mission, vision and values as outlined in the Multi-Year Strategic Plan (MYSP).

Scope and Responsibility:

This policy extends to stakeholders of the TCDSB. The Director of Education, supported by the **Chief of Communications & Government Relations** is responsible for this policy.

Alignment with MYSP:

Fostering Student Achievement and Well-Being

Inspiring and Motivating Employees

Strengthening Public Confidence

Living Our Values

Financial Impact:

~~Funds for communications initiatives are allocated annually as part of the Board's yearly budgeting process.~~

Legal Impact:

~~In general, there is no legal impact to the board, but a failure to follow the correct lines of communication, as outlined in the policy, could lead to liability against the board, should any negative consequences or harm arise as a result of that communication breach.~~



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: COMMUNICATIONS POLICY

POLICY NO: A.37

Policy:

The ~~Toronto Catholic District School Board's~~ (TCDSB)'s **Communications Policy** will promote and maintain open, accessible, timely and transparent internal and external communications with its stakeholders and members of the media designed to strengthen relationships, support programs and activities of the Board, and to celebrate the values of Catholic education.

Regulations:

A. External Communications

- 1) The Chair of the Board (**Chair**) is the official spokesperson for the Board of Trustees on matters of policy, and may make statements to the media or communicate with outside agencies on behalf of the Board of Trustees as outlined below. This authority may be delegated at **the Chair's** his/her discretion.
 - a) The Chair may address the media or public on matters pertaining to Board policy decisions **or when a matter is deemed to be politically sensitive.**
 - ~~b) When a matter is deemed to be politically sensitive, the Chair will be the official spokesperson.~~
 - c) When there is doubt as to the interpretation of Board policy, or where there is no established Board policy, the Chair ~~of the Board~~ shall seek direction from the Board **of Trustees** regarding the substance and manner in which the matter is to be **communicated to the** ~~expressed in~~ public.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: COMMUNICATIONS POLICY

POLICY NO: A.37

- d) Trustees may address the media on local issues specific to their Ward, or as an individual trustee representing their own independent viewpoints on matters of public concern.
- 2) The Director of Education (or his/her designate) will be the official spokesperson of the Board during crisis situations, and on matters of academic program, administrative, human resource, and educational (pedagogical) matters, and in the application of a Catholic lens to all educational issues.
- 3) The **Chief of Communications & Government Relations** will be the official spokesperson on daily school or Board related issues, or as assigned by the Director of Education, and has the overall responsibility for all internal and external communications of the Board.
- 4) The Communications Department shall develop and implement communication plans, **briefing notes** and strategies on a proactive basis to promote awareness in support of TCDSB programs and priorities, **address potential issues** and oversees all **other** communication activities as determined by the Director of Education.
- 5) The Communications Department shall handle all inquiries from the media.
 - a) Requests **that come through the Communications Department**, whether general or specific in nature will be **handled by the Communications Department in a timely manner. Communications staff will seek direction or expertise from** directed to the appropriate TCDSB staff **when required. Requests that come through the Board of Trustees, shall be handled directly by the Trustee that has received the request with**



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: COMMUNICATIONS POLICY

POLICY NO: A.37

support from the Communications Department. ~~or Trustee with the necessary knowledge, expertise or professional training to respond appropriately in a timely manner.~~

- b) TCDSB staff **and Trustees** will inform the Communications Department of all media requests received, so that Communications personnel may provide direction and/or a timely response as appropriate, **and monitor any resulting media coverage.**
- 6) Staff designated to speak on behalf of the **B**oard will confine their remarks to **facts** and shall refrain from expressing any personal opinions.
- 7) The Communications Department has the responsibility to issue news releases **and official statements** to the media on behalf of the Board.
 - a) ~~All news releases must be approved by the Director of Education or his/her designate.~~
 - b) **The Director of Education and the** Chair ~~of the Board~~ shall be consulted on all news releases **and official statements** related to Board policies or initiatives.
 - c) Individual Trustees shall ~~be consulted~~ **with the Communications Department** on news releases involving schools in ~~Wards~~, programs or local issues **in his/her W**ward.
- 8) The Communications Department is responsible for managing the **B**oard's **social media (ie. Twitter, Instagram, YouTube) and** website, as well as supporting the maintenance and updating of individual school websites **to enhance TCDSB profile, reputation and reach.**



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: COMMUNICATIONS POLICY

POLICY NO: A.37

B. Internal Communications

- 1) The Communications Department shall be responsible for the maintenance of effective internal communications practices and protocols designed to ensure mutual awareness among trustees, senior administrators, and school administrators on important issues impacting staff, schools and the community.
 - a) A Communications **webpage Handbook** shall be maintained **on the staff intranet including template letters for school use** and provided to all School Administrators in electronic format **on an annual basis**. (see ~~Appendix B~~).
 - b) Regular communications shall be delivered through all available modalities, as appropriate, with a commitment for translated materials to parents/guardians for whom ~~E~~nglish is a second language or ~~E~~nglish proficiency is limited.
 - c) Communications will adhere to confidentiality and privacy with respect to staff matters in accordance with **all relevant** legislative requirements ~~contained within the Employment Standards Act, Occupational Health & Safety Act, Workplace Safety and Insurance Act, Municipal Freedom of Information and Protection of Privacy Act.~~
- 2) The Director of Education or designate shall establish administrative processes to communicate and advise the Chair/Vice-Chair of the Board **of Trustees** on matters requiring the attention, understanding and deliberation of the Board of Trustees.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: COMMUNICATIONS POLICY

POLICY NO: A.37

- 3) Superintendents of Education shall maintain ongoing communication with trustees and notify **the trustees** him/her of school issues including, but not limited to: significant parental concerns; Catholic School **Parent Advisory Councils (CSPAC)** concerns; school related incidents including injuries requiring medical services; bereavements of staff, students or parents; significant safe school concerns (lockdown, hold and secures, shelter in place, bullying, extreme acts of violence and police investigations); community concerns (i.e. busing, boundaries).
- 4) School Administrators shall maintain ongoing and timely communication with their Superintendent and School Trustee on matters that impact the school and the community; **and with the Communications Department on matters that may become issues or may garner media interest.**
 - a) The Superintendent and School Trustee shall be provided with copies (preferably electronically) of school newsletters, CSPAC minutes, community letters, etc. on an ongoing and timely basis.
 - b) Parental concerns shall be referred back to the School Superintendent (Cross reference: A.33, Guidelines For Trustees, Parents And Staff In Addressing School Related Concerns)
 - c) The School Trustee shall be informed and invited to attend all school events which are open to parents/community (Cross reference: S.02, School Events Communications and Invitee Protocols).



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: COMMUNICATIONS POLICY

POLICY NO: A.37

- 5) In accordance with Policy T. 15 *Provision of Requested Information To An Individual Trustee*, all requests for information shall be submitted and provided through the Office of the Director of Education.
 - a) School Trustees shall communicate with Superintendents on regular basis to discuss school related issues of mutual concern.
 - b) School Trustees will respond to invitations from a school to special events in a timely manner.
- 6) Staff and Trustees shall be governed by A.29, Electronic Communication System- Acceptable Use Policy, when publicizing or responding to, or promoting any school or Board event.
- 7) Parental involvement and engagement initiatives shall be guided by the Board's Community Engagement Policy (Cross reference: T.7, Community Engagement Policy, and S. 10 Catholic School Parent Advisory Councils Policy and Education Act Reg. 612).

Definitions:

Stakeholder: A person, group of people or an organization that holds a vested interest in the TCDSB community, including, but not limited to students, parents, staff, Trustees, parishes, the Archdiocese of Toronto, community and education partners, Catholic ratepayers.

School Administrator: Principal or his/her designate



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: COMMUNICATIONS POLICY

POLICY NO: A.37

Evaluation and Metrics:

The effectiveness of this policy ~~in supporting comprehensive best practice communications across the Toronto Catholic District School Board (TCDSB)~~ will be evaluated **on an as needed basis** ~~annually~~. The highlights, analysis and findings will be ~~documented and published in a formal annual report and~~ presented to the Board of Trustees in September of each year for review.



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

UPDATE TO SCHOOL EXCURSIONS POLICY S.E.01

*And you will have confidence, because there is hope; you will be protected
and take your rest in safety. Job 11:18*

Created, Draft	First Tabling	Review
April 1, 2019	April 9, 2019	Click here to enter a date.

Lori DiMarco, Superintendent of Curriculum, Leadership and Innovation

Peter Aguiar, Superintendent of Student Achievement & Wellbeing and Governance & Policy

RECOMMENDATION REPORT

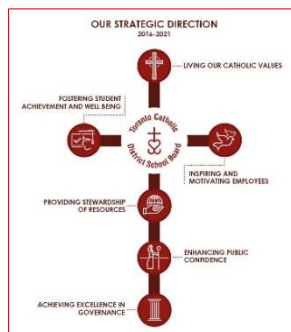
Vision:

*At Toronto Catholic we transform the world through
witness, faith, innovation and action.*

Mission:

*The Toronto Catholic District School Board is an inclusive
learning community uniting home, parish and school and
rooted in the love of Christ.*

*We educate students to grow in grace and knowledge to
lead lives of faith, hope and charity.*



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

L. Noronha
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report recommends updating the current School Excursions Policy S.E.01 to reformat in meta policy format and to align with current practices and procedures

The cumulative staff time required to prepare this report was 3 hours

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends policy revision.

C. BACKGROUND

1. The School Excursions Policy S.E.01 was approved in January, 1969 and last revised in December, 2016.
2. This policy revision includes amendments to ensure consistency with current practice.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The effectiveness of this policy will be evaluated on an as needed basis.
2. Further reports will be brought to Board in accordance with the policy review schedule.

E. STAFF RECOMMENDATION

Staff recommends that the revised School Excursions Policy S.E.01 and the accompanying Excursion Handbook, as amended and proposed in Report Appendix A and Report Appendix B, be adopted.



POLICY SECTION: STUDENTS
SUB-SECTION: EXCURSIONS
POLICY NAME: SCHOOL EXCURSIONS
POLICY NO: S.E.01

Date Approved: January, 1969	Date of Next Review: December 2016	Dates of Amendments: December 2013, December 1992, January 1987, April 1985
Cross References: <ul style="list-style-type: none"> • Education Act, §. 217 • Occupational Health and Safety Act • Ontario School Boards' Insurance Exchange • Ontario Highway Traffic Act • F.P.01 Purchasing Policy • H.M. 33 Acceptance of Hospitality or Gifts • S.M.04 Fund Raising in Schools • S.P.07 Athletic Physical Activities Within the Physical and Health Education Programs • S.S.09 Code of Conduct 		
Appendix Appendix A: The School Excursion Handbook		

Purpose:

This policy recognizes that schools will regularly have students leave the school property to enhance the achievement of the curriculum learning expectations outlined in the Ontario Curriculum and Catholic School Graduate Expectations. Experiential learning that normally occurs during excursions allows for the differentiation of instruction and enhances student achievement. The safety of students, staff, and parents and **volunteers** is a priority during excursions and will be a primary consideration when organizing any school excursion.



POLICY SECTION: STUDENTS
SUB-SECTION: EXCURSIONS
POLICY NAME: SCHOOL EXCURSIONS
POLICY NO: S.E.01

Scope and Responsibility:

This policy extends to staff members, volunteers, students and their family members while participating in any school-sanctioned excursion. The Director of Education is responsible for this policy and the School Excursion Handbook. Superintendents, Principals and Teachers supervising excursions are responsible for the ensuring the procedures are followed.

Alignment with MYSP:

Living Our Catholic values
 Strengthening Public Confidence
 Fostering Student Achievement and Well-Being
 Providing Stewardship of Resources

Financial Impact:

~~Generally there is no financial impact with this policy. All student costs associated with excursions must be reflective of the Ministry of Education's Guidelines for Fees for Learning Materials and Activities.~~

Legal Impact:

~~A primary goal of the school excursion policy is the safety of students while on school excursions. This policy will reduce the risk of legal liability to the TCDSB in the event a student suffers a personal injury while on a school excursion.~~



POLICY SECTION:	STUDENTS
SUB-SECTION:	EXCURSIONS
POLICY NAME:	SCHOOL EXCURSIONS
POLICY NO:	S.E.01

Policy:

The Toronto Catholic District School Board believes that well planned educational excursions enhance the physical, emotional, social, spiritual and academic development of the student. Consistent with the TCDSB Multi Year Strategic Plan, the Ontario Curriculum and the Ontario Catholic School Graduate Expectations, all excursions occurring at the TCDSB that has students and staff members leaving the school facility will be for educational purposes. **The TCDSB is committed to an inclusive environment and strives to ensure that the classroom dynamics and activities support full participation of all students, where possible.** All excursions must follow the operational procedures outlined in the School Excursion Handbook.

Regulations:

1. All excursions occurring at the Toronto Catholic District School Board that have students and staff members leaving the school facility will be for educational purposes aligned with the learning expectations of Ontario Curriculum and consistent with the Multi Year Strategic Plan.
2. The School Excursion Handbook of operational procedures will govern the respective aspects of this policy.
3. All excursions require the appropriate level of approval as prescribed in the School Excursion Handbook. The approval process will govern any contracts for services used in connection with the excursion.
4. All contracts will follow the process outlined in F.P. 01 Purchasing Policy. No teacher, principal or other employee has authority to sign any contracts



POLICY SECTION: STUDENTS
SUB-SECTION: EXCURSIONS
POLICY NAME: SCHOOL EXCURSIONS
POLICY NO: S.E.01

that may bind or obligate the Board in any way, unless expressly delegated by the Director of Education; ~~except for the person granting the approval.~~ Approval of an excursion does not constitute a delegation of authority to sign agreements, contracts, and the like, that may be required to undertake an excursion.

5. Relevant information about the excursion will be provided to parents/guardians prior to obtaining permission for their child's participation. Permission forms found in the School Excursion Handbook must be used to secure the permission of parents/guardians.
6. For overnight or international excursions, the principal will obtain the appropriate level of approval from the Superintendent or Director of Education. Overnight and international excursions will be governed by the following:
 - i. Only approved vendors and third party service providers identified ~~in~~ **on** the **Board website** ~~School Excursion Handbook~~ can be used to support an overnight or international excursion.
 - ii. The vendor will fully disclose to the principal any intention to offer remuneration, gifts or other benefits to staff members participating in a school excursion.
 - iii. No personal profit or remuneration will be gained by any staff of the TCDSB in regards **to** an excursion.
 - iv. Any proceeds offered by the vendor will be directed to reducing the cost of the excursion for students.
 - v. No TCDSB staff member who also is a vendor for trips and excursions shall be permitted to operate a TCDSB excursion for student.



POLICY SECTION: STUDENTS
SUB-SECTION: EXCURSIONS
POLICY NAME: SCHOOL EXCURSIONS
POLICY NO: S.E.01

7. The safety and supervision of all students on excursions is of utmost importance. The rules regarding safety and supervision are contained in the School Excursion Handbook.
8. Since an excursion is deemed to be a school-related activity, all school rules in the code of conduct will apply to students for the duration of the excursion and in those circumstances that have an impact on the school climate.
9. The principal will ensure that effective planning has occurred prior to the excursion, and that all procedural requirements are met according to the procedures outlined in the School Excursion Handbook, including matters relating to:
 - i. relevance to the curriculum, where applicable;
 - ii. supervision ratios;
 - iii. transportation;
 - iv. excursion itineraries/activities;
 - v. student health and safety.**
10. Responses to medical situations that occur on excursions must be consistent with the procedures outlined in the School Excursion Handbook. The subsequent reporting of accidents must comply with the reporting requirements:
 - i. Student Accidents – Ontario School Boards’ Insurance Exchange
 - ii. Staff Accidents – The Occupational Health and Safety Act-



POLICY SECTION: STUDENTS
SUB-SECTION: EXCURSIONS
POLICY NAME: SCHOOL EXCURSIONS
POLICY NO: S.E.01

11. On those occasions where an excursion includes a Sunday, the teacher's plan shall specify participation in the Sunday Eucharist for all students and supervisors.
12. When the Board has approved an excursion, the total cost of the excursion may be funded wholly or partly from the appropriate school budgets, funds raised for the excursion in accordance with the Board's policy, S.M. 04 Fund Raising in Schools, contributions made by individual students and/or parents, and costs assumed by individual students and/or parents.
13. All elective personal spending by any of the participants, whether students, parents or staff, in preparation for or while attending any approved excursion is the responsibility of the individual; the Board cannot and does not accept any responsibility in connection with such personal expenses. Thus, the term "total cost of the excursion" as used in this policy does not include expenditures for items of a personal nature.
14. There may be occasions when the approval of an excursion previously granted must be withdrawn. In these situations, the decision will be made by the staff person(s) responsible for the approval, as set out in the School Excursion Handbook, and only after careful thought as to what alternatives might be possible in the particular circumstances. If the approval is withdrawn, the staff person(s) responsible for the approval shall endeavor, as soon as possible, to advise all concerned and to assist them in recovering any resulting personal loss.
15. In the event of a cancellation or alteration of an approved excursion, reimbursement for financial losses regarding costs contributed or assumed by students, their parents, or staff, is governed by the following:
 - i. the general rule is that the Board will not reimburse students, parents, or staff, for any financial costs contributed or assumed by them;



POLICY SECTION: STUDENTS
 SUB-SECTION: EXCURSIONS
 POLICY NAME: SCHOOL EXCURSIONS
 POLICY NO: S.E.01

- ii. when the ~~the~~ Board itself is reimbursed for some or all of the total cost of an excursion, the Board will share equitably the amount received in proportion to the losses incurred by the participants including the Board itself, taking into consideration amounts paid, and amounts credited or rebated, directly or indirectly, to any of the participants;
 - iii. there are no circumstances in which the Board will reimburse or offer any re- imbursement in respect of expenses incurred by students, parents or staff in connection with any private trip, or in connection with expenditures of a personal nature.;~~and~~
 - iv. ~~the principal shall specifically bring this regulation to the attention of any student or parent who makes a contribution or assumes any cost in relation to an excursion.~~
16. Reasonable attempts will be made to ensure that no student shall be prevented from participating on an excursion through inability to pay.
 17. The Board extends to all teachers, students, and volunteer supervisors, on Board approved excursions, the same liability coverage that it would extend to them in the normal day to day operation of the school **if their primary trip purpose is to supervise the students on that trip.**
 18. The TCDSB will not assume any liability whatsoever in connection with the organization, development or delivery of any private trip by staff, students, parents/guardians or other stakeholders that fall outside the parameters of this policy.



POLICY SECTION:	STUDENTS
SUB-SECTION:	EXCURSIONS
POLICY NAME:	SCHOOL EXCURSIONS
POLICY NO:	S.E.01

Definitions:

Excursion

An excursion is any Board or school approved event or program which, for educational purposes, has students leaving school property. All excursions must be supervised by a teacher who is a member of the Ontario College of Teachers.

Demonstrations and/or marches shall not be included or interpreted as excursions. Nonetheless, those activities in alignment with the TCDSB Multi Year Strategic Plan, and in particular, the strategic priority of Living Our **Catholic** Values, may be considered by the principal in consultation with the Area Superintendent. TCDSB excursions do not include private trips.

Excursions will include, but will not be limited to, the following:

- i. the use of local sites;
- ii. supplementary programs offered at a different location;
- iii. co-instructional programs;
- iv. one day trips within the Greater Toronto Area or beyond;
- v. overnight excursions within Canada; and
- vi. International trips.

Occupational Health and Safety Act

This legislation intends to protect workers from risks and hazards in the workplace. It sets out duties for all workplace parties and rights for workers and establishes procedures for dealing with workplace hazards.



POLICY SECTION:	STUDENTS
SUB-SECTION:	EXCURSIONS
POLICY NAME:	SCHOOL EXCURSIONS
POLICY NO:	S.E.01

Ontario Highway Traffic Act

This legislation applies to the provisional use of commercial and non-commercial motor vehicles on the roads and highways of Ontario, Canada. In the context of this policy, it references the transportation of students during excursions or sporting events.

Ontario Physical and Health Education Association (OPHEA)

OPHEA is a not-for-profit organization that champions healthy, active living in schools and communities through quality programs and services, partnerships and advocacy, and is led by the vision that all children and youth value and enjoy the lifelong benefits of healthy, active living.

OPHEA Safety Guidelines must be followed when planning activities during all excursions.

Ontario School Boards' Insurance Exchange (OSBIE)

OSBIE is a school board owned, non-profit insurance program representing the school boards in Ontario. The primary goals of the Exchange are to insure member school boards against losses, and to promote safe school practices.

Private Trip

Private trips are those excursions that have not received the Board's approval, as set out in the School Excursion Handbook, and those trips for which the organizers have not applied for approval. They may involve staff and students of the Board. The Board will assume no liability whatsoever in connection with the organization, development or delivery of the excursion.



POLICY SECTION:	STUDENTS
SUB-SECTION:	EXCURSIONS
POLICY NAME:	SCHOOL EXCURSIONS
POLICY NO:	S.E.01

School Excursion Handbook

The School Excursion Handbook prescribes the operational procedures for all excursions offered at TCDSB, including administrative procedures for planning and supervising excursions, types of excursions, application and permission forms, transportation requirements, emergency planning and insurance. Safety considerations for students involved in activities during an excursion are **also** governed by the OPHEA safety guidelines.

Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the following:

The School Excursion Handbook will be reviewed annually to ensure compliance with legislation and TCDSB policies.



EXCURSION HANDBOOK

Prepared & Updated By:
Health/Physical Education/Outdoor Education Departments
November 2018

ACKNOWLEDGEMENTS

The Health, Physical and Outdoor Education Department expresses its gratitude to the following for their work in the preparation of this guide and is appreciative of the advice and suggestions made by many supervisory officers.

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In order to improve this resource document, classroom teachers, resource teachers, curriculum facilitators, vice-principals, principals and parents are encouraged to forward comments and suggestions to the Physical/Health/Outdoor Education Department.

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For more information or copies of this document please refer to the TCDSB Intranet
(For staff)

(Supersedes the former TCDSB document titled "Toronto Catholic District School Board
Excursion Handbook" September, 2002)

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TORONTO CATHOLIC DISTRICT SCHOOL BOARD

MISSION STATEMENT

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ. We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.

VISION AND CATHOLIC VALUES OF TCDSB

Our Vision

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Our Catholic Values

We believe...

- in the worth and dignity of every person
- in the critical role that our Catholic schools play in promoting Gospel values, social justice, environmental responsibility, human solidarity and the common good

- that high standards and expectations foster greater achievement that people thrive in a safe, healthy and compassionate environment grounded in respect for the diversity of every person, that teaching is responsive to individual needs
- that teaching and learning should be rooted in research and evidence
- that each of us shares responsibility for creating collaborative communities of learning
- that equity, diversity, accessibility and inclusivity are integral to the Catholic community
- that the 21st century competencies – collaboration, real world problem solving and innovation, knowledge construction, skilled communication, self-regulation and the use of information communication technology for learning, are essential.

The Toronto Catholic District School Board is an inclusive learning community rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

The graduate is expected to be:

- A discerning believer
- An effective communicator
- A reflective, creative and holistic thinker
- A self-directed, responsible, lifelong learner
- A collaborative contributor
- A caring family member
- A responsible citizen

FORWORD

School excursions, including residential program experiences, which complement and enrich the school curriculum, are to be encouraged.

Over the years there has been a greater recognition of the importance of out-of-classroom experiences for students. School trips can expand and reinforce concepts learned in the classroom, provide for new and unique learning activities not available in the school, and make learning experiences more interesting and practical for students.

This excursion handbook has been prepared to provide for the safety of students and staff when they are participating in an excursion outside the classroom.

The hope is that through this document the TCDSB will ensure that pupils receive the optimum value from their excursions while keeping their safety foremost in the minds of participating supervisory school personnel.

Any excursion is to be considered as an extension of the school. Therefore all rules and regulations that apply in a school apply to an excursion, where applicable. (e.g. Code of Conduct, smoking, alcohol, drugs, weapons)

Limitations of The TCDSB Excursion Handbook

The TCDSB Excursion Handbook is designed to assist TCDSB staff seeking to enrich student learning. It is written for TCDSB staff in all grades from kindergarten through secondary school. It must be read with an understanding that all situations cannot be covered. For those situations not covered by this document, teachers, school principals and supervisory officers will have to make decisions based on TCDSB Regulations and policy.

Excursion or Activity Not Included in Handbook

If a particular excursion or activity is not included within the TCDSB Excursion Handbook or covered under the OPHEA Physical Education: Ontario Safety Guidelines, please contact the for Health/Physical/Outdoor Education department or your school superintendent for further information.

TCDSB defines an excursion as any event or activity which, for educational purposes, has students leaving school property. The following are items that govern school excursions:

- The excursion shall have an educational purpose with curricular relevance that is clearly identified by staff for students and their parents/guardians.
- The written consent of parents/guardians or students over the age of 18 years or students 16 or 17 years old who have withdrawn from parental control shall be obtained for all excursions. Students over the age of 18 years or students 16 or 17 years old who have withdrawn from parental control. Where the written consent cannot be obtained, the student shall be excluded from the excursion, unless the principal, having regard to all the circumstances, determines that it is appropriate to allow the student to participate.
- The principal shall make the decision to approve or not approve any excursion and participants, including those requiring additional approval from senior board officials.
- Student safety shall be the priority in the planning and implementation of all excursions.
- Every reasonable effort shall be made to ensure that all excursions are available and accessible to students with special needs.
- Every reasonable effort shall be made to ensure that the excursion is appropriate to the age, maturity, experience, health, skill, physical abilities and exceptionalities of the participants. As far as possible, the excursion shall be appropriate to the cultural backgrounds and experiences of all students.

- Excursion planning shall include careful consideration and preparation in relation to the following: funding, training, travel, supervision, risk management, contingency planning and evaluation.
- 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, without penalty.
- The principal shall ensure that a sufficient number of teachers and adult supervisors accompany students on all excursions, in accordance with the minimum supervision ratios outlined in this document
- Any vendor used in planning an overnight or international excursion must be selected from the TCDSB Approved Vendor List

SECTION 1

TCDSB Excursion Approval & Document Definitions

1.1 Excursion Approval is required for all Excursions

All excursions require prior approval. This applies to any excursion which may take place on school days and/or weekends, and/or holidays and/or after school hours, pursuant to the procedures and requirements outlined in this document.

1.2 If Excursion approval is not obtained

If prior approval is not obtained, the TCDSB does not assume financial or other responsibility or liability for the excursion.

All TCDSB staff and/or volunteers who do not comply with the pre-approval process and requirements are not covered by the terms of the TCDSB general liability insurance, The Workplace Safety and Insurance Act, or student accident insurance policies. These are serious implications; teachers and principals are strongly advised to comply with these procedures.

1.3 Definitions

(a) **Policy**

A policy is a statement adopted by the TCDSB to chart a course of action.

(b) **Regulations**

Regulations, also adopted by the TCDSB, are detailed rules to be observed when the corresponding policy is put into practice by administration.

(c) **Administrative Procedures**

These are the techniques employed to ensure that regulations are followed. Usually they consist of items such as meetings, permission forms, health forms, identification cards, checklists, emergency procedures and so on.

(d) **Educational Purpose**

The term “**educational purpose**” refers to any event or program that is intended to complement or meet curriculum expectations.

(e) **Certified Teacher**

The term “**certified teacher**” refers to any employee of TCDSB who falls within the term “teacher” as defined in the “Education Quality Improvement Act” and is a member in good standing of the Ontario College of Teachers.

(f) **Occasional Teacher**

A teacher is an occasional teacher if he or she is employed by a Board to teach as a substitute for a teacher or temporary teacher who is or was employed by the Board in a position that is part of its regular teaching staff including continuing education teachers.

- Casuals are occasional teachers hired on a day-by-day basis and are paid a daily rate.
- Long-term occasional teachers sign a contract with a Board for a determined period of time (12 or more school days in the same assignment) within the school year replacing a specific teacher and assuming his or her duties.

(g) **School Excursion**

An excursion is any TCDSB or school approved event or program which, for educational purposes, has students leaving school property. A certified teacher who is a member in good standing of the Ontario College of Teachers must supervise all excursions.

Demonstrations and/or marches shall not be included or interpreted as excursions. Nonetheless, those activities in alignment with the TCDSB Multi Year Strategic Plan, and in particular, the strategic priority of *Living Our Values*, may be considered by the principal in consultation with the Area Superintendent. TCDSB excursions do not include private trips.

NOTE: All excursions must be under the supervision of a certified teacher.

Excursions will include, but will not be limited to, the following:

- i. the use of local sites;
- ii. supplementary programs offered at a different location;
- iii. co-instructional programs;
- iv. one day trips within the Greater Toronto Area or beyond;
- v. overnight excursions within Canada; and
- vi. International trips.

(h) **Volunteer Driver**

“Volunteer driver” is defined as an individual, authorized by the principal, who has agreed to transport students using his/her own or another licensed automobile and who meets the requirements of the TCDSB, as outlined in Section 6.6, pages 45.

(i) **Student Driver**

“Student driver” is defined as an individual who is presently attending school and is under the age of 21.

(j) Ontario School Board Insurance Exchange (OSBIE)

The **Ontario School Boards' Insurance Exchange** is a school board owned, non-profit insurance program representing the school boards in Ontario. The primary goals of the Exchange are to insure member school boards against losses, and to promote safe school practices. The OSBIE website is: www.osbie.on.ca

(k) Ontario Physical Health and Safety Association (OPHEA)

OPHEA is a not-for-profit organization that champions healthy, active living in schools and communities through quality programs and services, partnerships and advocacy, and is led by the vision that all children and youth value and enjoy the lifelong benefits of healthy, active living. OPHEA Safety Guidelines **must** be followed when planning activities during all excursions.

(l) Occupational Health and Safety Act

This legislation intends to protect workers from risks and hazards in the workplace. It sets out duties for all workplace parties and rights for workers and establishes procedures for dealing with workplace hazards.

(m) Ontario Highway Traffic Act

This legislation applies to the provisional use of commercial and non-commercial motor vehicles on the roads and highways of Ontario, Canada. In the context of this policy, it references the transportation of students during excursions or sporting events.

(n) School Excursion Handbook

The TCDSB Excursion Handbook prescribes the operational procedures for all excursions offered at TCDSB, including administrative procedures for planning and supervising excursions, types of excursions, application

and permission forms, transportation requirements, emergency planning and insurance. Safety considerations for students involved in activities during an excursion are governed by the OPHEA Safety Guidelines.

(o) **Private Trips**

Private trips are those excursions that have not received TCDSB's approval, as set out in the TCDSB Excursion Handbook, and those trips for which the organizers have not applied for approval. They may involve staff and students of TCDSB. TCDSB will assume no liability whatsoever in connection with the organization, development or delivery of the excursion.

(p) **Volunteer**

A volunteer is an individual who gives of their time, for no remuneration, to assist school staff in carrying out his/her duties. The role and duties of the volunteer are determined by the principal. All volunteers who will be assisting students on a regular and/or an overnight excursion basis will be required to complete a Volunteer Registration Form and a Confidential Information and Communications Form as found in the **TCDSB Volunteer Manual** and shall be required by the Principal to submit a current Police Reference Check **before** the commencement of the assignment.

(q) **Supervisor**

A supervisor for an excursion is an individual who has been assigned specific duties and responsibilities related to the supervision, discipline and safety of the students on an excursion. In order for an individual to be classified as a supervisor on an excursion the person, and therefore included in the determination of the pupil-teacher-ratio, must either be an employee of TCDSB or a volunteer who has completed the requirements as outlined in the **TCDSB Volunteer Manual**.

SECTION 2

TCDSB Policy and Regulations Regarding School Excursions

The items found in this section are quoted directly from the TCDSB policy and regulation number S.E. 01.

Reading this section will provide one with an overview of statements dealing with school excursions. Explanation of the regulations, as well as forms and checklists that are necessary parts of the regulations follow in this document.

School Excursions

Policy:

The Toronto Catholic District School Board believes that well planned educational excursions enhance the physical, emotional, social, spiritual and academic development of the student. Consistent with the TCDSB Multi Year Strategic Plan, the Ontario Curriculum and the Ontario Catholic School Graduate Expectations, all excursions occurring at the TCDSB that has students and staff members leaving the school facility will be for educational purposes. All excursions must follow the operational procedures outlined in the TCDSB Excursion Handbook.

Regulations:

1. All excursions occurring at the Toronto Catholic District School Board that have students and staff members leaving the school facility will be for educational purposes aligned with the learning expectations of Ontario Curriculum and consistent with the Multi Year Strategic Plan.
2. The TCDSB Excursion Handbook of operational procedures will govern the respective aspects of this policy.

3. All excursions require the appropriate level of approval as prescribed in the TCDSB Excursion Handbook. The approval process will govern any contracts for services used in connection with the excursion.
4. The TCDSB Excursion Handbook will be reviewed annually to ensure compliance with legislation and TCDSB policies.
5. The TCDSB Excursion Handbook will contain the applicable administrative practices, rules and procedures which must be followed when dealing with school excursions.
6. All contracts will follow the process outlined in F.P. 01 Purchasing Policy. No teacher, principal or other employee has authority to sign any contracts that may bind or obligate TCDSB in any way, unless expressly delegated by the Director of Education; except for the person granting the approval. Approval of an excursion does not constitute a delegation of authority to sign agreements, contracts, and the like, that may be required to undertake an excursion.
7. Relevant information about the excursion will be provided to parents/guardians prior to obtaining permission for their child's participation. Permission forms found in or designed from directions given in the TCDSB Excursion Handbook must be used to secure the permission of parents/guardians.
8. For any overnight excursion, schools shall conduct at least one information meeting for parents/guardians. Exceptions to the requirement for an information meeting are secondary school retreats, TCDSB sponsored leadership programs and secondary school sport teams who have qualified for regional and provincial championships. In these instances, a notice to parents/guardians and signed parent/guardian approval may be considered in lieu of the required information meeting. (Refer to Section 4.11(c), page 26)

9. For overnight or international excursions, the principal will obtain the appropriate level of approval from the Superintendent or Director of Education. Overnight and international excursions will be governed by the following:
 - i. Only approved vendors and third party service providers identified in the TCDSB Excursion Handbook can be used to support an overnight or international excursion.
 - ii. The vendor will fully disclose to the principal any intention to offer remuneration, gifts or other benefits to staff or staff family members participating in a school excursion.
 - iii. No personal profit or remuneration will be gained by any staff or staff family members of the TCDSB in regards an excursion.
 - iv. Any proceeds offered by the vendor will be directed to reducing the cost of the excursion for students.
 - v. No TCDSB staff member who also is a vendor for trips and excursions shall be permitted to operate a TCDSB excursion for students.
10. Secondary school principals are authorized to approve excursions for retreats and school sport teams within Ontario. When other recreational activities are included in such excursions, approval is required as set out in the TCDSB Excursion Handbook.
11. In the event that a school team, or an individual representing the school, qualifies as a finalist for further imminent competition, approval may be granted immediately by the superintendent for overnight excursions within Canada, provided that the possibility of such excursions was discussed and communicated to parents/guardians at the beginning of the sport season and the parents/guardians have given their written approval. (Refer to Section 4.11(c), page 26).

12. The safety and supervision of all students in excursions is of utmost importance.

The rules regarding safety and supervision will be as contained in the TCDSB Excursion Handbook.

13. Since an excursion is deemed to be a school-related activity, all school rules in the code of conduct will apply to students for the duration of the excursion and in those circumstances that have an impact on the school climate.

14. The principal will ensure that effective planning has occurred prior to the excursion, and that all procedural requirements are met according to the procedures outlined in the TCDSB Excursion Handbook, including matters relating to:

- i. relevance to the curriculum, where applicable;
- ii. supervision ratios;
- iii. transportation;
- iv. excursion itineraries/activities;
- v. emergency plans

15. Responses to medical situations that occur on excursions must be consistent with the procedures outlined in the TCDSB Excursion Handbook. The subsequent reporting of accidents must comply with the reporting requirements:

- i. Student Accidents – Ontario School Board Insurance Exchange
- ii. Staff Accidents – The Occupational Health and Safety Act.

16. On those occasions where an excursion includes a Sunday, the teacher's plan shall specify participation in the Sunday Eucharist for all students and supervisors. (Refer to Section 4.21, page 30)

17. When TCDSB has approved an excursion, the total cost of the excursion may be funded wholly or partly from the appropriate school budgets, funds raised for

the excursion in accordance with the Board's policy, S.M. 04 Fund Raising in Schools, contributions made by individual students and/or parents/guardians, and costs assumed by individual students and/or parents/.

18. All elective personal spending by any of the participants, whether students, parents/ or staff, in preparation for or while attending any approved excursion is the responsibility of the individual; TCDSB cannot and does not accept any responsibility in connection with such personal expenses. Thus, the term "total cost of the excursion" as used in this policy does not include expenditures for items of a personal nature.
19. There may be occasions when the approval of an excursion previously granted must be withdrawn, the decision will be made by the staff person(s) responsible for the approval, as set out in the TCDSB Excursion Handbook, and only after careful thought as to what alternatives might be possible in the particular circumstances. If the approval is withdrawn, the staff person(s) responsible for the approval shall endeavor, as soon as possible, to advise all concerned and to assist them in recovering any resulting personal loss.
20. In the event of a cancellation or alteration of an approved excursion, reimbursement for financial losses regarding cost contributed or assumed by students, their parents/, or staff, is governed by the following:
 - i. The general rule is that TCDSB will not reimburse students, parents, or staff for any financial cost contributed or assumed by them.
 - ii. When TCDSB itself is reimbursed for some or all of the total cost of an excursion, TCDSB will share equitably the amount received in proportion to the losses incurred by the participants, including the TCDSB itself, taking into consideration amounts paid, and amounts credited or rebated, directly or indirectly, to any of the participants.

- iii. There are no circumstances in which TCDSB will reimburse or offer any reimbursement in respect of expenses incurred by students, parents, or staff in connection with any private trip or in connection with expenditures of a personal nature and the principal shall specifically bring this regulation to the attention of any student or parent/ who makes a contribution or assumes any cost in relation to an excursion.

21. Reasonable attempts will be made to ensure that no student shall be prevented from participating in an excursion through inability to pay.

22. The TCDSB extends to all teachers, students and volunteer supervisors on TCDSB approved excursions the same liability coverage that would extend to them in the normal day to day operation of the school.

23. The TCDSB will not assume any liability whatsoever in connection with the organization, development or delivery of any private trip by staff, students, parents/guardians or other stakeholders that fall outside the parameters of this policy.

24. The TCDSB assumes no responsibility or liability for activities or events that do not comply with requirements outlined in this document. Teachers shall not become involved in student activities or events that do not meet the requirements outlined in this document.

25. No TCDSB employee shall engage in distribution of any literature on school property or use any equipment or property of the TCDSB to organize, promote or discuss any excursions that do not comply with the requirements outlined in this document, unless specific approval is obtained in advance.

26. No TCDSB employee shall use any forms, literature or any documents that may indicate to the parents/guardians or the students that unapproved excursions have been approved by the TCDSB.

27. Any marketing or advertising materials that include TCDSB or School's name, including logo, must be approved by TCDSB prior to incorporating them in any promotion, literatures or brochures.
28. Any teacher or principal who becomes aware of an activity or event that has not been formally approved according to the requirements of this document, shall make every effort to inform the students involved, and their parents/guardians, that the TCDSB does not assume any responsibility for such activity or event.
29. Private trips are those excursions that have not received TCDSB approval, as set out in the Handbook, and those trips for which the organizers have not applied for approval.
30. Travel and tour operator must provide the copy of travel medical insurance coverage to TCDSB prior to the trip for the teacher/supervisor/any TCDSB employees, who are travelling with the group. The details must include the type of coverage and minimum limits.
31. Outside groups including colleges/universities, particularly adults, must not be combined with TCDSB school trips except other Board Schools.
32. Tour operator must provide some form of photo identification. (e.g. driver license, passport) for any adults, not TCDSB employees, travelling with the TCDSB group. The principal must verify the original photo identification, prior to the excursion. A copy of the photo identification must be left on file at the school.

SECTION 3

Activities on School Excursions

3.1 OPHEA Safety Guidelines

Schools must refer to the appropriate OPHEA Safety Guidelines prior to taking part in any activity.

3.2 Activities not Covered in the OPHEA Safety Guidelines

For participation in an activity not specifically covered in the OPHEA Safety Guidelines permission of the area superintendent is required.

For examples of risk exposures that may be beyond the control of school resources or falls outside the intended design of the school premises go to:

<https://www.osbie.on.ca/riskapp/school-activities.aspx>

3.3 Areas Where No Travel is Allowed

No school may organize travel to:

- (a) natural disaster areas
- (b) war zones
- (c) regions with political or civil instability.

SECTION 4

Procedures for Taking Students on Excursions

4.1 Definition of Excursion

- (a) An excursion is any TCDSB or school approved event or program which, for educational purposes, has students leaving school property.

Demonstrations and/or marches shall not be included or interpreted as excursions. Nonetheless, those activities in alignment with the TCDSB Multi Year Strategic Plan, and in particular, the strategic priority of *Living Our Values*, may be considered by the principal in consultation with the Area Superintendent. TCDSB excursions do not include private trips.

4.2 All Excursions Require Approval

All excursions require approval. This applies to any excursion which may take place on school days and/or weekends, and/or holidays and/or after school hours. If the school is responsible for organizing the excursion, approval must be obtained and all requirements which follow in this document must be met. If approval is not obtained, TCDSB schools or other sites will not support the event.

- a. Only approved vendors and third party service providers identified in the TCDSB Excursion Handbook can be used to support an overnight or international excursion.
- b. No TCDSB staff member who also is a vendor for trips and excursions shall be permitted to operate a TCDSB excursion for student.

4.3 Curricular Relevance of Excursions

Any excursion, except for co-instructional excursions, must have curricular relevance in order to be considered for approval. This means the participants must be involved in activities that relate directly to the curriculum expectations for the group. As part of the approval application, excursion organizers must include specific reference to curriculum expectations.

For example, a day excursion to a ski resort for a grade eight class could be considered for approval because it meets specific curriculum expectations:

By the end of grade 8, students will:

- Participate on a regular basis in physical activities that maintain or improve physical fitness.
- Follow safety procedures related to physical activity, equipment, and facilities, and continue to take responsibility for personal safety

4.4 Co-Instructional Excursions

Co-Instructional activities are an important aspect of any school program. As part of co-instructional activities many schools organize excursions. These excursions must be planned and organized according to the procedures laid down in the Handbook.

Section 1(1) of the Education Act defines co-instructional activities as follows:

“ . . . activities other than providing instruction that,

- a) support the operation of schools,
- b) enrich pupils' school-related experience, whether within or beyond the instructional program, or
- c) advance pupils' education and education related goals, and includes but is not limited to activities having to do with school-related sports, arts and cultural activities, . . .

Organizers of excursions that are to be considered co-instructional must be able to justify the excursion as it relates to the above definition. Excursions in isolation or of dubious relevance will not be approved.

4.5 Signing Contracts for Excursions

Any contract must be signed by the person granting the approval for the excursion. That is as follows:

- Day trips – Principal
- Overnight trips within Canada – Superintendent
- International Trips – Director of Education or designate

4.6 Signing Waivers / Elements of Risk Notice

Waivers can only be signed by parent/guardian, student over the age of 18 years or students 16 or 17 years old who have withdrawn from parental control.

The OSBIE/TCDSB Informed Consent Form, or equivalent supplied by the activity vendor, should be used for all higher risk activities. Uses include: a) activities involving water, b) contact sports (i.e. hockey, football, rugby, etc...), c) activities more susceptible to slips and falls (i.e. skating, skiing, zip lining, rock climbing walls, etc...).

For Long Distance Running activities, a permission form including an elements of risk notice should be used (see Cross Country Running Parent/Guardian Permission form)

4.7 Excursion Type and Who Grants Approval

(If unsure of from whom to seek approval contact the Outdoor Education Department or your superintendent)

Excursion Type	Examples	Approved By
Use of local site (No transportation required)	<ul style="list-style-type: none"> Walking trip to local park Skating at local arena Local tournament (soccer, volleyball, chess, etc.) 	Principal
Supplementary programs offered at different locations	<ul style="list-style-type: none"> Ontario Science Centre Art Gallery Computer lab Swimming program Royal Ontario Museum 	Principal
One day trips within Canada <ul style="list-style-type: none"> Co-Instructional Programs Curricular 	<ul style="list-style-type: none"> A one day tournament (soccer, volleyball, chess, etc.) where transportation is required Tour of Ontario Science Centre, Art Gallery, ROM Day trip to Niagara Falls One day visit to Conservation Centre, (Kortright, Pioneer Village etc.) Historical walk of downtown Toronto A one day ski trip (downhill or cross-country) 	Principal
One day trips within Canada involving water related activities <ul style="list-style-type: none"> Co-Instructional Programs Curricular 	<ul style="list-style-type: none"> Use of any small water crafts Use of the Water Park at Canada's Wonderland One day visit to Wet N' Wild Toronto One day visit to an outdoor education centre which involves swimming 	Superintendent upon recommendation of Principal
Overnight excursions within Canada <ul style="list-style-type: none"> Co-Instructional Programs Curricular 	<ul style="list-style-type: none"> Outdoor Education Excursion to a residential centre (Lake St. George, Teen Ranch, Mansfield) Residential excursion to an outdoor centre (Albion Hills, Claremont, Pioneer Camp, Muskoka Woods etc.) Tournament requiring a stay of one or more nights A band or choir excursion requiring a stay of one or more nights Excursion to Ottawa, Montreal, Quebec City, etc. Any excursion requiring a stay of one or more nights Camping trips, canoe trips etc. 	Superintendent upon recommendation of Principal

Excursions - outside of Canada <ul style="list-style-type: none"> • Co-Instructional Programs • Curricular 	<ul style="list-style-type: none"> • School excursion to Italy, United States, Germany etc. • International Tournament (sports, arts etc.) • Band or choir excursion to a foreign country • School group (language, history etc.) trip to a foreign country 	Director of Education or designate upon recommendation of Superintendent and Principal
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4.8 Non-Sanctioned Excursions

Trips that do not reflect the curriculum, or do not have a clear educational purpose, or cannot be adequately supervised, will not be considered or approved. Certain activities should not be approved because they are deemed to be unsafe. Examples of such activities include, but are not limited to: white water rafting, white water canoeing, white water kayaking, paint-ball games, para-sailing, hang gliding and bungee jumping, ‘swimming parties’ at private or non-regulated pools, rivers or lakes and hot-air balloon rides.

Other examples of risk exposures that may be beyond the control of school resources or falls outside the intended design of the school premises go to:

<https://www.osbie.on.ca/riskapp/school-activities.aspx>

4.9 All Excursions Supervised by a Certified Teacher

A certified teacher who is a member in good standing of the Ontario College of Teachers must supervise all excursions. This person will be referred to as “teacher-in-charge”.

4.10 Types of TCDSB Excursions

Refer to the chart in Section 5.1 page 35, for the appropriate form(s) to use for each of the following types of excursions.

(a) Use of Local Sites:

These sites are those to which students walk from the school.

(b) Supplementary Programs Offered at a Different Location:

These activities are regularly scheduled events to supplement classroom teaching, which may require transportation to the site. Supplementary

programs are considered programs that are repetitive in nature rather than a single event, such as swim programs, skating programs, and computer centres.

(c) **One-Day Trips within Canada:**

These are to a facility offering a program at a site where transportation is required, e.g., Kortright Centre for Conservation, Royal Ontario Museum, Black Creek Pioneer Village, Royal Winter Fair.

(d) Co-Instructional Excursions (local day trips):

These activities are outgrowths of programs but are NOT mandated by the Ministry of Education. These take place off school property and may require transportation, e.g., sports tournaments, debating events, choir or band rehearsals and performances, and regional computer labs. These are considered single excursion events.

It is recommended that there be two or more adult supervisors, one of which is to be a certified teacher.

(e) Overnight Excursions within Canada:

These involve overnight stays and transportation to the site, e.g., TRCA Field Centres, trips to Quebec City or Ottawa, camping trips, band tours and exchanges.

(f) Trips/Excursions Outside of Canada:

These include one day and overnight trips. Because these trips have implications for health insurance and/or liability insurance, they require the approval of the Director of Education, or designate.

NOTE: “Private trips” are not to be considered as a TCDSB excursion. (refer to (o). page 10; #29, page 17 for more information on TCDSB policies related to private trips.)

4.11 Principal’s Responsibilities for Overnight School Excursions: Within Canada

For each trip/excursion for which a stay of one or more nights is involved, the school principal shall:

- (a) Complete the **School Excursion Approval Application Form**, (Appendix IV page 127), and submit it to the appropriate area superintendent. For TCDSB - subsidized excursions, this form is to be submitted a minimum of **5 weeks** before the departure date. For excursions other than TCDSB

subsidized excursions, the form is to be submitted a minimum of **8 weeks** before the departure date.

- (b) Complete and sign the **Principal's Checklist**, (Appendix IV, page 128) and submit this form along with the **School Excursion Approval Application Form**. (see (a) above.)
- (c) Conduct an information meeting for the parents/guardians of students involved at least **3 weeks** before the proposed excursion. Exceptions to the requirement for an information meeting are secondary school retreats, TCDSB sponsored leadership programs and secondary school sport teams that have qualified for regional and provincial championships. In these instances, a notice to parents and a signed parental approval may be considered in lieu of the required information meeting. If, however, additional sports and/or recreational activities are planned as part of the retreat or championship tournament, an information meeting **must be held**.
- (d) At the information meeting the principal shall arrange for the distribution of a sheet which outlines: expected outcome of the excursion; expectations of students with regard to behaviour and comportment; consequences of failure to live up to the stated expectations; and spaces for signatures of student and parent or guardian;
- (e) Make transportation arrangements. (Refer to Section 6, "**Transportation**" pages 42-49 for more information)
- (f) Obtain a **Permission form** and **Student Health and Safety form** signed by a parent/guardian for each student.
- (g) Make copies and share any **Student Plans of Care** with the supervising teacher(s)

4.12 Principal's Responsibilities for International Excursions

Please refer to Appendix I, pages 88-116 for what is required when planning an international excursion.

4.13 Staff Meeting Required for The TCDSB Excursion Handbook Review

At the beginning of the school year, the principal shall set aside one staff meeting or part thereof, to discuss student safety and behavior, and provide attendees an opportunity to review the TCDSB Excursion Handbook and the individual school “Code of Behavior”.

4.14 Teacher-in-charge of Excursion

One teacher on any excursion must be appointed as “teacher-in-charge” of the excursion. The teacher-in-charge of the excursion must be aware of, and make sure that all other supervisors are aware of, the **Emergency Action Plan(s)** for each excursion, (refer to Appendix V, pages 144-157, for more information). Supervisors must be well acquainted with the items contained in the TCDSB Excursion Handbook.

Please note that occasional teachers are not to be considered as teacher-in-charge of an excursion.

4.15 Planned Outline of Excursion Required

A teacher must submit to the principal, for his/her approval, a planned outline of each excursion well in advance of the excursion date.

4.16 Consumption of Alcohol by TCDSB Staff on Excursions Prohibited

A staff member, while holding personal responsibility for the well-being and safety of students, will not consume alcoholic beverages at any time during excursions.

4.17 Supervision Requirements

At least one of the adult supervisors on the excursion **must** be a certified teacher from the school involved. For any **extended and/or overnight excursions** in which students of both sexes are involved, **adult supervisors of both sexes** must be present.

(a) Number of Adult Supervisors for Excursions Within Canada

A sufficient number of adult supervisors must be provided to ensure that adequate care is taken of the students. Every reasonable precaution shall be taken to ensure the safety of students while on a school excursion.

As children grow in age and experience, the ratio of supervisors to students should reflect this change. With respect to supervision, the following minimum ratios are required for excursions that do NOT involve water related activities:

Grade Level	Ratio*
Kindergarten	1:6
Primary (Gr. 1-3)	1:10
Junior (Gr. 4-6)	1:15
Intermediate (Gr. 7-10)	1:20
Senior (Gr. 11 and up)	1:25

In the case of split grades the lower grade level ratios are to apply.

***For Excursions involving Water Related Activities – Please refer to the *Quick Reference Chart* for the related Supervision Ratios– Section 8.8, page 60**

(b) Number of Adult Supervisors for International Excursions

Grade Level	Ratio
Intermediate (Gr. 7-10)	1:12
Senior (Gr. 11 and up)	1:12

(c) **“Buddy System” Required**

The teacher-in-charge of the excursion must organize a “buddy system” so that student numbers can be determined quickly in the event of an emergency.

4.18 Requirements for Adult Volunteers for Excursions

Principals may assign to a person who volunteers to serve, without remuneration, such duties in respect of the school as are approved by TCDSB, and may terminate such assignment (Education Act s.171 (1)(4).)

The principal shall:

- ensure all volunteers on overnight excursions, complete a Volunteer Registration Form and a Confidential Information and Communication Form as found in the TCDSB Volunteer Manual and ensure said volunteer submits to a current Police Reference Check, (PRC) including the Vulnerable Sector Screening Process, prior to the excursion

Note: volunteers for day excursions are excluded from obtaining a PRC

- ensure that all volunteers are supportive of the TCDSB’s Mission Statement and the basic tenets of the Catholic School System;
- ensure that volunteers are aware of and supportive of all relevant TCDSB policies;
- be responsible for the recruitment, evaluation and termination of volunteers;
- be responsible for an orientation session for volunteers; and
- ensure that duties of teachers under the Education Act and its Regulations are respected. Volunteers must not assume the duties of teachers as defined in the Education Act and its Regulations.

The volunteers shall:

- function under the direction and supervision of the principal and staff to whom they are assigned;
- strictly respect the principle of confidentiality.

Special Note: Appendix VI pages 158-160, ***“SUGGESTIONS FOR VOLUNTEERS ON EXCURSIONS”*** can be copied and provided to volunteers to give them specific information on what is expected of volunteers on field trips.

4.19 Inclusion of Students Unable to Pay for Trip

Reasonable attempts will be made to ensure that no student be prevented from participating through inability to pay. However no trip need be cancelled because someone cannot pay.

4.20 Students Remaining at School

The principal shall make adequate provision for profitable schoolwork for those remaining at school.

4.21 Sunday Eucharist

Where an excursion includes a Sunday, the teacher-in-charge of the excursion’s plan shall specify participation in the Sunday Eucharist for all students and supervisors.

4.22 Students Billeted in Homes in Other Locations

The TCDSB advises against billeting students as this would expose our students to an unacceptable level of risk for personal harm because there is no way to adequately assess the character and background of the billeting family. Even if parents consent to this form of billeting arrangement and agree to hold the Board harmless, the Board can still be exposed to significant financial and legal risk.

4.23 Christmas Break or March Break Trips

These popular trips are subject to all approvals as outlined in the TCDSB Excursion Handbook. Teacher-organizers must first obtain approval, from their principal, **before starting** with any planning and/or contracts.

4.24 Statement of Disclosure

The vendor will fully disclose to the principal any intention to offer remuneration, gifts or other benefits to staff or staff family members participating in a school excursion.

No personal profit or remuneration will be gained by any staff or staff family members of the TCDSB in regards an excursion.

Any proceeds offered by the vendor will be directed to reducing the cost of the excursion for students.

Please refer to TCDSB policy on Conflict of Interest Board Policy H.M.31.

4.25 Chart of Excursion Type and Steps Required – What I have to do!

The following chart is intended as a guide to assist teachers in organizing excursions. However teachers **must** review the relevant sections of the Handbook when planning an excursion. An excursion that involves watercraft, water activities, additional risk etc. requires further planning than what is outlined below.

Excursion Type	Steps Required – What I have to do!
Use of local site	<ol style="list-style-type: none"> 1. Parent/Guardian Permission Form – Local and Regular Use Sites (page 130) completed once each school year for entire school year. Two copies needed, one copy is to be signed and returned by the student and one copy retained by the parent/guardian. 2. List of students taking part in the excursion, one copy carried by teacher-in-charge and one copy left in school office prior to each excursion. 3. Copy of Student Plan of Care reviewed and carried for those students who require one 4. Emergency Action Plan for Injuries completed once each school year for the local and regular use site(s) covered by the permission form. (refer to page 147) 5. Emergency Action Plan for Transportation completed once each school year for the local and regular use site(s) covered by the permission form. (refer to page 152)
Supplementary programs offered at different locations	<ol style="list-style-type: none"> 1. Parent/Guardian Permission Form – Local and Regular Use Sites (page 130) completed once each school year for entire school year. Two copies needed, one copy is to be signed and returned by the student and one copy retained by the parent/guardian. 2. List of students taking part in the excursion, one copy carried by teacher-in-charge and one copy left in school office prior to each program or excursion. 3. Copy of Student Plan of Care reviewed and carried for those students who require one 4. Emergency Action Plan for Injuries completed once for each program covered by the permission form. (refer to page 147) 4. Emergency Action Plan for Transportation completed once for each program covered by the permission form. (refer to page 152)
One day trips within Canada <ul style="list-style-type: none"> • Co-Instructional Programs • Curricular 	<ol style="list-style-type: none"> 1. Parent/Guardian Permission Form – All Excursions (page 131-2) - completed once for each excursion. Two copies needed, one copy is to be signed and returned by the student and one copy retained by the parent/guardian. 2. Copy of Student Plan of Care reviewed and carried for those students who require one 3. Informed Consent Form – for use with higher risk activities (page 138) 4. Student Participation Checklist for Water Related Activities (pages 133-4) 5. List of students taking part in the excursion, one copy carried by teacher-in-charge and one copy left in school office prior to each program or excursion. 6. Emergency Action Plan for One-Day Excursion (Injuries and Transportation) completed once for each program covered by the permission form. (refer to page 154)

Excursion Type	Steps Required – What I have to do!
<p>Overnight excursions within Canada</p> <ul style="list-style-type: none"> • Co-Instructional Programs • Curricular 	<ol style="list-style-type: none"> 1. School Excursion Approval Application Form (page 127) - completed for each excursion and sent with completed Principal's Checklist to Superintendent for approval. 2. Principal's Checklist (page 128) completed once for each excursion and attached to School Excursion Approval Application Form. 3. Have a parent meeting at least 3 weeks prior to each excursion. 4. Parent/Guardian Permission Form – All Excursions (page 131-2) - completed once for each excursion. Two copies needed, one copy is to be signed and returned by the student and one copy retained by the parent/guardian. 5. Student Participation Checklist for Water Related Activities (pages 133-4) 6. Student's Health and Safety Information Form (pages 135-36) - completed once for each excursion. The teacher-in-charge must sign and keep a copy of this form with them and one copy left in school office prior to each excursion. 7. Copy of Student Plan of Care reviewed and carried for those students who require one 8. Consent To Medical Treatment Form (page 137) - completed once for each excursion. The teacher-in-charge must keep a copy of this form with them and one copy left in school office prior to each excursion. 9. Emergency Action Plan for Injuries completed once for each excursion covered by the permission form. (refer to page 147) 10. Emergency Action Plan for Transportation completed once for each excursion covered by the permission form. (refer to page 152)

Excursion Type	Steps Required – What I have to do!
<p>Excursions - outside of Canada</p> <ul style="list-style-type: none"> • Co-Instructional Programs • Curricular 	<ol style="list-style-type: none"> 1. Document One: School Excursion Application Form for International Excursions (refer to page 101) - completed for each excursion and sent to school principal or department head for approval. If necessary Document Two: Pre-Tour Checklist before Signing Agreement/Paying Deposit provided to tour operator (page 102-3). 2. Document Three: Excursion Approval Form and Documents / Information Required from Tour Operator for all International Excursions (4 pages) (refer to pages 104-8) and Document 4: Principal/Coordinator's Checklist (refer to page 109) Complete both and forward to Director of Education or designate for approval. 3. Once approval from Director of Education or designate then teacher-in-charge can: <ul style="list-style-type: none"> • have a parent/guardian meeting to outline trip at least 3 weeks prior to excursion • develop a comprehensive parent/guardian permission form as outlined in planning guide 4. Parent/Guardian Permission Form – All Excursions (page 131-2) - completed once for each excursion. Two copies needed, one copy is to be signed and returned by the student and one copy retained by the parent/guardian. 5. OSBIE Informed Consent Form – for higher risk activities (page 138) 6. Student Participation Checklist for Water Related Activities (pages 133-4) 7. Student's Health and Safety Information Form (2 pages) (refer to pages 135-6) - completed once for each excursion. The teacher-in-charge must sign and keep a copy of this form with them and one copy left in school office prior to each excursion. 8. Copy of Student Plan of Care reviewed and carried for those students who require one 9. Consent To Medical Treatment Form (refer to page 137) - completed once for each excursion. The teacher-in-charge must keep a copy of this form with them and one copy left in school office prior to each excursion. 10. Make it a requirement that all participants purchase Travel Medical and Trip Cancellation Insurance. 11. Emergency Action Plan for Injuries completed once for each excursion covered by the permission form. (refer to page 147) 12. Emergency Action Plan for Transportation completed once for each excursion covered by the permission form. (refer to page 152)

SECTION 5

Excursion Forms

5.1 Chart of Excursion Type and Permission Form Required

Excursion Type	Permission Form(s) Required	Approved By
a) Use of local site b) Supplementary programs offered at different locations	Parent/Guardian Permission Form – Local and Regular Use Sites (page 130)	Principal
One day trips within Canada • Co-Instructional Programs • Curricular	Parent/Guardian Permission Form – All Excursions (page 131-2) OSBIE Informed Consent Form – for use with higher risk activities – (page 138)	Principal
One day trips within Canada involving water related activities • Co-Instructional Programs • Curricular	Parent/Guardian Permission Form – All Excursions (page 131-2) OSBIE Informed Consent Form (page 138) Student Participation Checklist for Water Related Activities (pages 133-4)	Superintendent upon recommendation of Principal

<p>Overnight excursions within Canada</p> <ul style="list-style-type: none"> • Co-Instructional Programs • Curricular 	<ol style="list-style-type: none"> 1. <i>School Excursion Approval Application Form</i> (page 127) <u>and</u> 2. <i>Principal's Checklist</i> (page 128) <u>and</u> 3. <i>Parent/Guardian Permission Form – All Excursions</i> (page 131-2) 4. <i>OSBIE Informed Consent Form</i> – for higher risk activities (page 138) – as required 5. <i>Student Participation Checklist For Water Related Activities</i> – (pages 133-4) – as required 6. <i>Student's Health and Safety Information Form</i> (2 pages) (refer to pages 135-6) - completed once for each excursion. The teacher-in-charge must sign and keep a copy of this form with them and one copy left in school office prior to each excursion. 7. <i>Consent To Medical Treatment Form</i> (refer to page 137) - completed once for each excursion. The teacher-in-charge must keep a copy of this form with them and one copy left in school office prior to each excursion. 8. Make it a requirement that all participants purchase Travel Medical and Trip Cancellation Insurance. 9. <i>Emergency Action Plan for Injuries</i> completed once for each excursion covered by the permission form. (refer to page 147) 10. <i>Emergency Action Plan for Transportation</i> completed once for each excursion covered by the permission form. (refer to page 152) 	<p>Superintendent upon recommendation of Principal</p>
<p>Excursions - outside of Canada</p> <ul style="list-style-type: none"> • Co-Instructional Programs • Curricular 	<ol style="list-style-type: none"> 1. <i>Document One: School Excursion Application Form for International Excursions</i> (refer to page 101) 2. <i>Document Three: Excursion Approval Form and Documents/ Information Required from Tour Operator for all International Excursions</i> (refer to pages 105-108) <u>and</u> 3. <i>Document 4: Principal/Coordinator's Checklist</i> (refer to page 109) <u>and</u> 4. <i>Parent/Guardian Permission Form</i> (pages 131-2) 5. <i>OSBIE Informed Consent Form</i> – for use with higher risk activities (page 138) – as required 6. <i>Student Participation Checklist for Water Related Activities</i> (pages 133-4) – as required 	<p>Director of Education or designate upon recommendation of Superintendent and Principal</p>

5.2 School Excursion Approval Application Form – Overnight Trips Within Canada (Appendix IV, page 126)

The use of the School Excursion Approval Application Form is compulsory. It is to be completed and submitted by the principal to the field superintendent.

(Refer to chart Section 5.1, page 35)

An approved excursion (i.e. one which has the appropriate level of signed approval of the principal, field superintendent and/or director) means that the TCDSB takes responsibility for supervision, program relatedness and its share, if any, of financial responsibilities.

Approval is required before ANY contract with carriers and/or travel agents and/or program personnel can be signed.

A copy of the School Excursion Approval Application Form can be found in Appendix IV, page 128. Schools can copy this form or download copies from the TCDSB's Intranet or the Physical/Health/Outdoor Education website.

This application form **IS NOT REQUIRED** for single day excursions in the immediate surrounding area. (Refer to chart Section 5.1, page 35, for appropriate form for single day excursion.)

5.3 Principal's Checklist (Appendix IV, page 128)

The "Principal's Checklist" must be completed and submitted with the School Excursion Approval Application Form. It is intended to provide the superintendent with the information necessary to make a decision on whether to grant approval for the excursion.

5.4 Teacher's Checklist (Appendix IV, page 129)

The "Teacher's Checklist" is provided as a guide to assist teachers in planning an excursion.

5.5 Standard TCDSB Parent/Guardian Permission Forms

(a) Parent/Guardian Permission Form for Local and Regular Use Sites – Annual Use Form (Appendix IV, page 130)

For local and regular use sites which students walk from the school, such as a church, park, natural area etc. This form is to be completed once each school year for the entire year. The form should be completed in duplicate and sent home with the students. One copy is to be signed by the parent/guardian and returned to school and one copy is to be kept at home.

A second use for the annual use form is when a supplementary program is offered. This could include activities such as skating programs, art classes, computer labs, etc. The form should be completed as above. If transportation is required then the teacher-in-charge must complete the EAP for transportation (refer to Appendix V, pages 151-152).

(b) Parent/Guardian Permission Form- All Excursions (Appendix IV, pages 131-2)

This form can be used for all single day and overnight excursions.

5.6 Student Participation Form for Water Related Activities (Appendix IV, pages 133-4)

Any Excursion that involves a water related activity needs to use this checklist.

A copy of this checklist is to be submitted to the Principal and Superintendent, along with all other related forms, for approval. Water activities may include but are not limited to: swimming, use of small water craft, water park activities.

5.7 Student Health and Safety Information Form (Appendix IV, pages 135-6)

The Student Health and Safety Information Form is to be used for all overnight excursions and all sports team participants. The information on this form is to be kept confidential. It is necessary for the well-being of the student that the information be as complete as possible. The teacher-in-charge of the excursion is required to ensure the forms are completed properly and is to sign each form. A copy of this form should be kept at the school and a signed copy carried by the teacher-in-charge of the excursion. These forms are specific to an excursion and should be disposed of in an appropriate manner after the excursion is completed.

If a parent/guardian refuses to provide completed forms it is at the discretion of the appropriate superintendent to grant permission for the student to attend the excursion.

5.8 Consent to Medical Treatment Form (Appendix IV, page 137)

The Consent to Medical Treatment form is to be used for all overnight excursions. This form allows a student to receive medical treatment in case of an emergency or when a parent/guardian cannot be reached. These forms are specific to an excursion and should be disposed of in an appropriate manner after the excursion is completed.

If a parent/guardian refuses to provide completed forms it is at the discretion of the appropriate superintendent to grant permission for the student to attend the excursion.

A copy of this form should be kept at the school and a copy carried by the teacher-in-charge of the excursion.

5.9 Volunteer Driver - Authorization to Transport Students Form (Appendix IV, pages 139-140)

The “**Volunteer Driver - Authorization to Transport Students Form**” is to be completed by any person who will be transporting students in a non-school vehicle.

The form is in three parts as follows:

- **Part 1** – to be completed by all volunteer drivers.
- **Part 2** – to be completed and attached to Part 1 if the volunteer driver is not the vehicle owner.
- **Part 3** – to be completed and attached to Part 1 if the volunteer driver is a student.

For more information about requirements for volunteer drivers refer to Section 6.7 pages 45-47.

5.10 Transportation Form – Ordering TTC Tickets (Appendix IV, page 141)

The regular TCDSB Transportation Form is to be used when ordering TTC tickets. The completed form is to be sent to the Student Transportation Services Department.

5.11 Media Consent Form (Appendix IV, page 142)

The Media Consent Form is to be used for an excursion when the students may be either interviewed or photographed by the media. No student may be interviewed or photographed, by the media, unless this form is signed by the parents/guardians prior to the excursion.

5.12 Emergency Action Plan for Injuries Form (Appendix V, page 147)

For all excursions an Emergency Action Plan for Injuries must be completed. Please review page 147 prior to completing this form. A copy of this form must accompany the teacher-in-charge of the excursion and a copy must be left at the school office.

5.13 Emergency Action Plan for Transportation Form

(Appendix V, page 152)

For all excursions where transportation is part of the excursion an Emergency Action Plan for Transportation must be completed. Please review pages 151-152 prior to completing this form. A copy of this form must accompany the teacher-in-charge of the excursion and a copy must be left at the school office.

5.14 Emergency Action Plan for One Day Excursion (Injuries and Transportation) (Appendix V, page 154)

This form is designed for excursions that take place in a single day and require transportation. It is a combined simplified version of the above two forms. A copy of this form must accompany the teacher-in-charge of the excursion and a copy must be left at the school office.

5.15 Bus Seating Plans - (Appendix V, Pages 155-157)

For all excursions where a school bus or highway coach is used to transport students a bus seating plan must be completed and attached to the EAP for Transportation.

- School Bus Seating Plan for Grades K-5 – 3 Students per Seat (155)
- School Bus Seating Plan – 2 Students per Seat (156)
- Highway Coach Seating Plan (157)

5.16 OSBIE Informed Consent Form – (Appendix IV, Page 138)

The OSBIE Informed Consent Form, or waiver forms supplied by activity vendors, should be used for all higher risk activities. Uses include: a) activities involving water, b) contact sports (i.e. hockey, football, rugby, etc...), c) activities more susceptible to slips and falls (i.e. skating, skiing, zip lining, rock climbing walls, etc...).

SECTION 6

Transportation

6.1 Emergency Action Plan for Transportation

In any situation where transportation (e.g. bus, car, train, plane, boat, canoe, horse etc.) is part of an excursion there are a variety of concerns that must be dealt with prior to the excursion. An Emergency Action Plan (EAP) for Transportation must be prepared. Items that may be included in an EAP for transportation can be found in, Appendix V, pages 150-152. A copy of this form (page 152) must accompany the teacher-in-charge of the excursion and a copy must be left at the school office.

6.2 School-Arranged Transportation

Once approval for an excursion has been granted, the school principal will arrange his or her own transportation. Contact Student Transportation Department for a list of TCDSB recommended transportation companies. If another company is used the principal must ensure the company has adequate insurance. In the latter case refer to Appendix X Insurance Requirements for Transportation of Students pages 173-174.

For overnight trips once transportation has been arranged the principal will notify the Superintendent indicating the name of the carrier, the destination, accommodation(s) and the name of a contact person. The contact person would usually be the teacher-in-charge of the excursion. The name of a contact person is necessary in case the bussing arrangements have to be changed due to an emergency or inclement weather.

For excursions where travel by watercraft is necessary please refer to Section 10, **“Activities Involving Watercraft”**, pages 65-67.

6.3 Renting Vehicles

1. It is highly recommended that vehicles such as vans, buses etc. not be rented by parents, students or employees for transporting students. If a parent, student or employee does rent such a vehicle - for the transportation of students - then they should do so in the name of TCDSB. In addition all the rules and regulations apply that relate to:
 - volunteer drivers
 - provincial licensing requirements
2. If a parent, student or employee has a rental vehicle for personal use and at that time volunteers to transport students then the same rules and regulations apply as if the driver used his/her own personal vehicle.
3. Schools are asked to no longer, purchase, rent or lease 10+ passenger vans given the poor safety record of these vehicles. Parent volunteers with access to these types of vehicles should not be allowed to transport students.
4. Principals must make parents, students or employees who rent vehicles aware of the OSBIE requirements for rental of vehicles (see excerpt below) - refer to the OSBIE website for a complete and up-to-date version of the OSBIE document

Rental/Temporary Substitute/Donated/Borrowed Vehicles

*In 2006, changes to the Ontario Highway Traffic Act and the Insurance Act made the personal automobile Third Party Liability of a RENTER of any vehicle in Ontario the primary coverage. To address cases where employees rent vehicles to conduct school board business in Ontario, effective January 1, 2007, OSBIE members carrying their Fleet Auto insurance with OSBIE can purchase an endorsement to make the board's Third Party Automobile Liability coverage primary. **For this endorsement to apply, any vehicles rented by employees for school board business up to 30 days must be in the name of the school board.** (n.b. as of the printing of this document TCDSB has purchased this endorsement).*

Legal Liability for damage to non-owned vehicles is covered for rental vehicles under the Comprehensive General Liability policy, Endorsement #2, subject to a \$250 deductible. From a risk management perspective, however, it is recommended that school boards advise employees to purchase the Deductible Waiver coverage available on a daily rate through the rental agency. This will make the rental agency's coverage primary if there is any damage to the rental vehicle itself, and will reduce the effect of claims experience rating on the school board's premiums.

6.4 Bus Seating Plan

For excursions where a bus is used to transport students, other than public transit, a bus seating plan must be completed and copies attached to the EAP for Transportation. Blank copies of various bus seating plans can be found in, Appendix V, pages 155-157.

6.5 Severe Weather or Poor Driving Conditions

- (a) During severe weather or poor driving conditions, principals must ensure that weather and road conditions are conducive to travel before students leave for an excursion.
- (b) An excursion may not leave the school by vehicle if any one or more of the following exist:
 1. There are blizzard conditions en route or Environment Canada forecasts blizzard or severe weather conditions.
 2. The Ontario Provincial Police has issued an advisory against travel on any en route highway.
 3. The wind-chill falls in the "very high or extreme" categories as defined by Environment Canada.
 4. On return trips the teacher-in-charge must verify weather and road conditions. Every reasonable effort must be made by the teacher-in-charge to contact the school principal to assist in making the decision to change the trip itinerary.

6.6 Students Arranging Own Transportation

From time to time, for the sake of convenience, students on a one-day excursion are requested to travel to or from a location other than their home school.

(a) Elementary Students

Elementary grade students are not to travel without appropriate supervision to or from locations. All excursions begin and end at the home school unless a parent requests, in writing, a different procedure for his/her child. This parental request must be subsequently approved by the principal or supervising officer.

(b) Secondary Students

Secondary School groups will have to decide on a procedure, appropriate for the age of the students and the circumstances involved. For example, it may not be appropriate for individual students to travel without appropriate supervision late in the evening. However signed parental permission must be received prior to allowing any student(s) to make arrangements or plans that allow him/her to travel unsupervised. The information from the parents must include information on what alternative arrangements have been made.

6.7 Volunteer Drivers

“Volunteer drivers” are defined as individuals, authorized by the principal, who have agreed to transport students using their own or another licensed automobile and who meets all the requirements of the TCDSB, as outlined below.

Prior to any student being transported by a volunteer driver the teacher-in-charge of the excursion is expected to ensure that all the relevant sections of the **“Volunteer Driver - Authorization to Transport Students Form” (Appendix IV, pages 139-140)** are completed and submitted to the school principal for authorization. (Refer to Section 5.9, page 40 for a detailed description of the form.)

- (a) Volunteer drivers should hold a minimum of a valid Ontario Class G2 or better license. (For more information on the graduated licensing system in Ontario refer to Appendix IX, pages 170-172).
- (b) Volunteer drivers must have the following current insurance coverage on any vehicle used to transport students for an excursion:
 - Motor Vehicle Liability, with a limit on liability of at least \$1,000,000;
 - Accident Benefit;
 - Uninsured Automobile
- (c) Ontario legislation makes automobile insurance compulsory in the Province of Ontario. The same legislation makes the owner's insurance primary coverage in the event of an accident.
- (d) If a vehicle which is not owned by TCDSB is being operated by a volunteer or any other TCDSB employee for approved school activities, the TCDSB's non-owned automobile insurance endorsement will respond to third party liability claims in excess of the owner's insurance limit up to a total of \$20 million.
- (e) There is no coverage provided by the TCDSB's insurance for damage to a volunteer or employee's vehicle while they are being operated for TCDSB activities.
- (f) According to provincial legislation, passengers who are injured would recover accident benefits coverage from their own or a parent's/guardian's automobile policy. In the absence of a personal or family automobile policy, the passenger would then be eligible to recover benefits from the insurance policy covering the vehicle in which they are riding.
- (g) For the personal protection of volunteer drivers, it is recommended that drivers carry a minimum of \$1 million of third party automobile liability insurance. Volunteers and TCDSB employees who use their personal vehicles for transporting students to school activities should advise their insurance carrier.

- (h) The law requires that all drivers possess and carry a valid certificate indicating they possess insurance coverage.
- (i) Volunteer drivers must provide TCDSB with prompt written notice, with particulars, of any incident (e.g. accident, police involvement) arising out of the use of a licensed automobile during a trip on TCDSB-related business.

6.8 Written Approval of Vehicle Owner Required

If the volunteer is not the vehicle owner, the school principal must obtain the written approval of the owner of the particular vehicle. This ensures that the owner of the vehicle (likely the person holding insurance) is aware that the volunteer driver is using the car to transport students. (Refer to Appendix IV, “Volunteer Driver - Authorization to Transport Students Form – Part 2”, page 140)

6.9 Air Bags

If a vehicle is equipped with a front seat passenger-side air bag, students must not be transported in that seat unless;

- the air bag has been properly deactivated and/or
- the student meets the minimum requirements for safety

According to the latest information from Transport Canada, in any vehicle where the front seat air bag has not been properly deactivated, all children under the age of 12 years should be seated in the rear seat.

6.10 Child Booster Seats and Restraints

Booster seats are required for students under the age of eight, weighing more than 18 kg but less than 36 kg (40-80 lbs.) and who stand less than 145 cm (4 feet 9 inches) tall.

A student can start using a seatbelt alone once **any one** of the following criteria is met:

- The student turns eight years old;

- The student weighs 36 kg (80 lbs.); or
- The child is 145 cm (4 feet 9 inches) tall.

6.11 Parents/Guardians must be Advised Child(ren) Being Driven by Volunteer Driver(s)

- (a) Principals must include in the Parent/Guardian permission Form that students are being driven by volunteer drivers
- (b) If the volunteer driver is a student the guidelines below, Section 6.12, must be adhered to.

6.12 Students Driving Personal Vehicles

The principal, at his or her discretion, may refuse to permit a student to act as a volunteer driver if, in the opinion of the principal, it would be unsafe or otherwise inappropriate.

There are certain additional conditions which are required if students elect to transport other students. The student driver must:

- (a) complete Part 1 and Part 3 of the **“Volunteer Driver - Authorization to Transport Students Form”** (Appendix IV, pages 139-140) prior to excursion
- (b) if the student is not the vehicle owner then Part 2 of the **“Volunteer Driver - Authorization to Transport Students Form”** must be completed. This ensures that the vehicle owner (likely the person holding insurance) is aware of what his/her car is being used for
- (c) have completed a driver education course and
- (d) possess, as required by provincial law, valid and adequate insurance coverage

In addition to the above the principal must have written permission from the parent/guardian of all student passengers acknowledging that they consent and understand that another student driver is transporting their child.

6.13 Private/Rented Aircraft

TCDSB staff will not take TCDSB students on flights using personal or rented aircraft. The TCDSB's insurance policy excludes coverage where the aircraft is owned/leased/rented by an employee.

6.14 Commercial Aircraft

Only licensed, certified commercial passenger air carriers are to be used.

6.15 Flight Cancellation Insurance

Cancellation insurance, if available, is the responsibility of the student or parent/guardian. Cancellation and resultant loss of any funds, no matter what the cause, is the responsibility of the student, parent/guardian or their insurer (should coverage have been purchased). The TCDSB assumes no financial responsibility in the event of flight cancellation for whatever reason.

SECTION 7

Safety and Medical Requirements

7.1 Introduction

Provided excursions are planned and carried out appropriately, they can and should be considered an integral component of a student's learning. Excursions in general, and outdoor education activities in particular, require a high level of care, safety, instruction and planning. There is the risk of injury in these activities. As such, leadership, certification, preparation and informed parental consent must be done in accordance with all regulations as described.

7.2 Physical Education: Ontario Safety Guidelines

The Ontario Physical and Health Educators Association (OPHEA), in conjunction with other partners, created a document entitled **Physical Education: Ontario Safety Guidelines**. These guidelines delineate **minimum** safety standards that must be met by teachers and administrators in addressing the safety components of their school program.

The **OPHEA Safety Guidelines** give considerable detail about safety and safe practices for many activities. Teachers **must** review these guidelines prior to having TCDSB students take part in any activity and where appropriate teachers **must** make use of the guiding principles in the document and to use the services of certified instructors and technicians in the activities. The guidelines are reviewed and updated regularly so teachers and administrators must review the on-line guidelines to ensure any activity being considered is planned using the most current **Safety Guidelines**.

The procedure to access these guidelines can be found at the OPHEA website: www.safety.ophea.net

7.3 Emergency Action Plan for Injuries (Appendix V, page 147)

Given that there is an element of risk in all physical activity, an encounter with an injury or accident is highly possible. Recognizing this fact, it is necessary to establish a plan of action for dealing with an emergency if it occurs. The key to the **Emergency Action Plan for Injuries** is getting the professional care to the injured person as quickly as possible. For that to happen efficiently and effectively, you must be prepared with an **Emergency Action Plan for Injuries**. A fill-in-the-blanks copy of an **Emergency Action Plan for Injuries** can be found on page 138. A copy of this form must accompany the teacher-in-charge of the excursion and a copy must be left at the school office.

Please review the section “**When an Injury Occurs**” pages 148-149 prior to going on any excursion.

If the excursion is a day trip and not overnight then the single page form “**Emergency Action Plans – One Day Excursion**” (page 154) can be used for both EAP for Injuries and Transportation.

7.4 Travel Medical Insurance

For international excursions participants must have travel medical insurance.

7.5 Vaccinations

For international excursions, where necessary, participants must have appropriate and up-to-date vaccinations.

7.6 Student Health Card

It is strongly recommended that students carry their personal health card or a photocopy on all school excursions.

Privacy policies dictate that student health card numbers are not to be collected for excursions.

According to the Ontario Government's Ministry Of Health website:

“Even if you do not have a Health Card, physicians and hospitals must provide you with emergency health care services.”

7.7 First Aid Training

It is strongly recommended that at least one teacher and/or teacher on overnight excursions and/or day excursions have knowledge of emergency first aid procedures. For excursions such as hikes and/or canoe trips, it is mandatory that one of the supervisors/instructors has emergency first aid training (e.g. St. John Ambulance). The name of that person and his/her qualifications are to be included as information to parents.

7.8 Students Requiring Special Care

Several times each school year, excursions are planned for classes which include a student who requires special consideration for transportation and/or medical care and/or feeding and/or sleeping arrangements. Every attempt should be made to include these students as part of the school community during educational excursions.

TCDSB and the various destination facilities make every attempt to include students with special care needs. At some locations, wheelchair access is difficult if not impossible. However, every consideration is to be given to include special care students in class excursions. When students with special care needs participate in a class excursion, the following shall be consulted as considered:

- (a) TCDSB's Protocols for Prevalent Medical Conditions Handbook, 2018;
- (b) the School Administrator's Manual;
- (c) the need for an educational assistant for a special need student; and
- (d) the need for appropriate transportation arrangements.

The school principal should initially contact the regional program coordinator of special services for up-to-date information about available services.

The principal and parent/guardian should meet to discuss whether the excursion location and available services would be appropriate and agreeable for the student(s) involved.

The safety and physical-emotional-medical well-being of each student is the most important consideration in deciding if the student does or does not participate.

7.9 Use of Prescription Medication by Students while on Excursions

“Any request by parents for the administration of oral medication or the injection of medication in an emergency must be processed according to the procedures outlined in the Protocols For Prevalent Medical Conditions Handbook, 2018. Similarly, parents should be informed of their responsibility of alerting school personnel when medication needs to be taken by a student or is self-administered by a student.”

7.10 Use of Non-Prescription or Over-the-Counter Drugs by TCDSB Students while on an Excursion

Students bringing prescription or over-the-counter medications must give the medications to a supervisor for safe storage. The medication must be taken in the presence of a supervisor and the remaining medication returned immediately to the supervisor for safe storage.

Students should never carry their own medication with the exception of inhalers for breathing problems and injectable medication such as Epinephrine using EpiPen® or AUVI-Q for anaphylaxis. Refer to TCDSB booklet **ANAPHYLAXIS – PROTOCOL AND GUIDELINES 2013**; and **Protocols For Prevalent Medical Conditions Handbook, 2018** for more information.

All supervisors on an excursion must be made aware of students who carry either of the above medications.

7.11 Use of Illegal Drugs/Alcohol and/or Tobacco by TCDSB Students while on Excursion

Students, even those of legal age, are NOT allowed to consume alcohol on TCDSB property or TCDSB excursions. The use of tobacco is NOT allowed on TCDSB property and TCDSB organized excursions.

Students should be advised that if they are caught with illegal drugs that the police will be called to deal with the matter.

Students and parents should be made aware, in clear terms, what the consequences are for breaking the rules. (TCDSB Policy Manual Section S.M. 10)

7.12 Fire Drill-Evacuation Procedure

As an extension of TCDSB's fire drill procedures, TCDSB requires the following action:

If an excursion is to a conventional residential outdoor Centre, a fire drill procedure is generally dealt with when students arrive. The teacher-in-charge of the excursion should ensure this is done during the pre-trip planning meeting with Centre staff.

Excursions, which use motels, hotels, and/or dormitory residences, require that the teacher-in-charge investigate evacuation procedures and provide accurate details to students. It is most important that a predetermined meeting location be established in the event that a fire alarm is sounded.

7.13 Anaphylaxis – The Life-Threatening Allergic Reaction

DEFINITION: Anaphylaxis is a **SEVERE, and LIFE-THREATENING** allergic reaction caused by exposure to a trigger (allergen).

Common allergen triggers are foods, insect stings, medications, exercise and latex rubber. An anaphylactic reaction involves symptoms from one or more body systems as noted below.

*Refer to: **Protocols for Prevalent Medical Conditions Handbook, 2018***

BODY SYSTEMS	SYMPTOMS
SKIN	Hives (red itchy welts or swelling on skin), Itching, Warmth, Redness
EYES	Swollen, itchy, running, bloodshot or with mucous
NOSE	Nasal Congestion or hay fever-like symptoms, running, itchy, stuffy, sneezing
THROAT	Sore, swollen
STOMACH/DIGESTIVE SYSTEM	Vomiting, cramps, bloating, nausea, diarrhea
URINARY SYSTEM	Incontinence
RESPIRATORY SYSTEM	Difficulty breathing, severe asthmatic reaction, coughing, wheezing, shortness of breath, chest pain or tightness, throat tightness, trouble swallowing, hoarse voice
CIRCULATORY SYSTEM	Drop in blood pressure, unconsciousness, pale/blue colour, dizziness/lightheadedness, weak pulse, fainting, shock, loss of consciousness
NEUROLOGICAL	Anxiety, headache
OTHER	Disorientation, sense of foreboding, fear or apprehension, sense of doom, uterine cramps

The very nature of anaphylaxis has serious implications for students/staff participating in school excursions (particularly to remote sites).

An incidence of anaphylactic shock is regarded as a medical emergency and must be **treated within a 3-minute timeframe**. Treatment includes a 3-Step Plan.

- 1) Injection of medication (Epinephrine using Epi-pen or AUVI-Q)
- 2) Have student take a fast acting antihistamine, either a tablet or syrup
- &
- 3) Obtain immediate hospital aid by calling 911

Any student who has been diagnosed as anaphylactic must carry a minimum of two epinephrine auto-injectors e.g. Epi-pens or AUVI-Q while on an excursion.

Each administration of epinephrine is intended to provide relief of symptoms for 15-20 minutes. Repeated applications should be given if symptoms persist or worsen, or if emergency transport to a hospital is prolonged due to distance/accessibility.

It is important that as part of the preplan of any trip that all students and staff, who are going on the trip, be informed of all Anaphylaxis procedures and routines, prior to the trip.

The student body and all staff should be made aware of and prohibited from bringing any known allergen triggers of the anaphylactic students.

A cell phone or radio for reaching 911 must accompany any supervisor working with the identified student.

Where food allergens are a known catalyst, preventative measures must be taken. This is especially so with excursions which involve dining out or overnight accommodation. Restaurants/kitchens are to be alerted to the identified student's dietary restrictions, and traveling classmates are to be restricted from packing snacks (which may contain traces of certain allergens). It must be stressed that mere proximity, not necessarily consumption, could lead to an attack.

Incidents of anaphylactic reaction should be documented on the Ontario School Boards Insurance Exchange (OSBIE) Incident Report Form found at the OSBIE website.

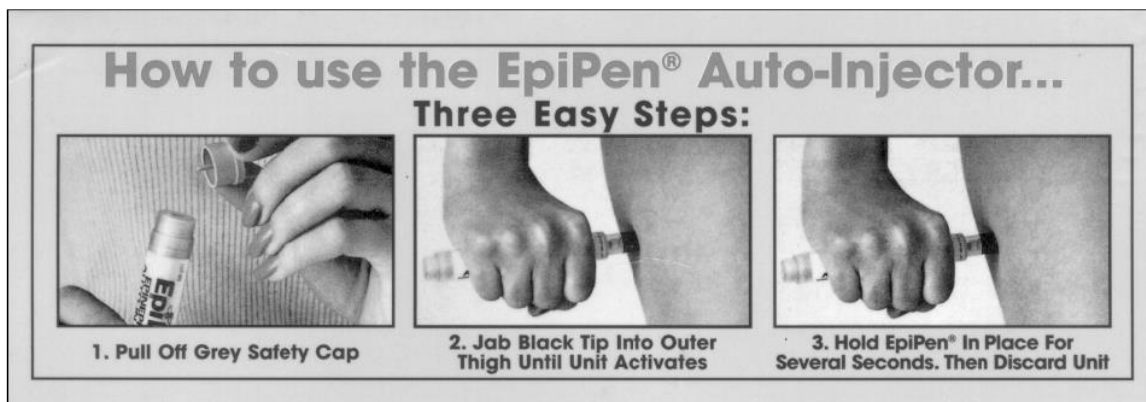
<http://osbie.on.ca/english/index.cfm>

7.14 Emergency Procedures for Students Without a Medical Diagnosis of Anaphylaxis and Prescribed medication

Only a physician can diagnose anaphylaxis. School staff, **will not attempt to diagnose Anaphylaxis**. If a student **appears** to be developing an anaphylactic reaction and the school **does not** have medical information as required by this protocol, then the on-site supervisor shall:

1. Begin **emergency medical procedures** by injecting the student with the teacher-in-charge or supervisors epinephrine auto-injector (Epi-pen or AUVI-Q).
2. Call 911 and inform them that you have a person who is experiencing anaphylactic shock and that you have injected epinephrine (epi-pen® or AUVI-Q).

See the TCDSB documents **ANAPHYLAXIS – PROTOCOL AND GUIDELINES 2013**, and refer to the **Protocols for Prevalent Medical Conditions Handbook, 2018** for further information.



SECTION 8

Excursions Involving Water Activities

8.1 Safety and Water Activities

“It is to be understood that water activities and swimming are synonymous with each other and are bound by the same rules of safety.” (Coroner’s Jury, November 25, 1983.)

A heightened safety-consciousness is warranted in excursions involving water activities.

See the Quick Reference Chart for Water Activities (Section 8.8) and Modified Supervision Ratios for those related activities.

8.2 Ontario Physical Health Education Safety Guidelines

Prior to taking part in any activity involving water (e.g. swimming, boating) teachers/supervisors must reference and follow the on-line OPHEA Safety Guidelines specific to the activity. A copy of the OPHEA Guidelines can be found at the OPHEA website: www.safety.ophea.net

8.3 Leaving Students Unsupervised is Forbidden

Students should never be left unsupervised during any water activity. A further reference from the Coroner’s Report (see 8.1 above) deals with the necessity for constant and alert supervision. The student who drowned was in knee deep water. Again, we quote, “under no circumstances, should any group of children in the water be left unattended and without careful and close supervision at any time.” (Coroner’s Jury Recommendation Number 10, November 25, 1983.)

8.4 Supervising Systems

Teachers are required to use a system of supervision while students are engaged in swimming activities. Recognized systems for the supervision of swimming activities include the following:

- subdivision of students into age groups with the use of colour coded arm bands
- use of the “buddy system” (Coroner’s Jury Recommendation Number 6, November 25, 1983)

8.5 Students Involved in a Stream or Pond Study

Students involved in a stream or pond study activity at an outdoor education field centre are not required to have the swim qualifications needed for a Recreational Water Activity such as a swim program under the following conditions:

- The activity is supervised by an instructor from the field centre
- The students do not enter the water unless it is less than 60 cm deep

8.6 Water Parks

Water parks are those facilities which have slides, pools and various play areas where water is involved. **The use of such facilities is to be considered as synonymous with swimming.** All the rules regarding lifeguards, minimum swimming qualifications, supervision and safety apply.

8.7 Using Private Pools or Pools in Hotels with Students Prohibited

Teachers are not to use swimming pools in private homes and/or yards and/or apartment-condominium buildings for swim programs and/or for student swimming parties/pool parties. Students are not to use pools when staying in hotels.

The intent of this rule is to avoid allegations of improper behaviour and to cover the possibility that adequate supervision and qualification rules are not being followed.

8.8 Quick Reference Chart: Excursions to Amusement Parks and Other Excursions Involving Water not found in the OPHEA Safety Guidelines

The age and maturity level of the students; as well educational value of the activity should be taken into consideration when planning an excursion. Supervisors must be with students at all times.

Quick Reference Chart	What is required				Supervision Ratio
	Parent/ Guardian Permission Form – All Excursions	Informed Consent Form	TCDSB Water Competency Testing – see Checklist	Student Health and Safety Information Form	
<i>Maid of the Mist</i> - Niagara Falls Boat Tour (Gr. 4+)	✓	✓		✓	Gr. 4-6 = 1:10 Gr. 7-10 = 1:12 Gr. 11+ = 1:15
Toronto Island Ferry (Gr. 1+)	✓	✓		✓	Gr. 1-3 = 1:6 Gr 4-6 = 1:10 Gr. 7-10 = 1:12 Gr. 11+ = 1:15
Pontoon Boat at Lake St George Outdoor Ed Centre (Gr 4-12)	✓	✓		✓	Gr. 4-6 = 1:10 Gr. 7-10 = 1:12 Gr. 11+ = 1:15
Canada's Wonderland – No Water Park Usage (Gr. 4+)	✓	✓		✓	Gr. 4-6 = 1:10 Gr. 7-10 = 1:12 Gr. 11+ = 1:15
Canada's Wonderland including Water Park (Gr. 4+)	✓	✓	✓	✓	Gr. 4-6 = 1:10 Gr. 7-10 = 1:12 Gr. 11+ = 1:15
Wet'n'Wild Water Park (Gr. 4+)	✓	✓	✓	✓	Gr. 4-6 = 1:10 Gr. 7-10 = 1:12 Gr. 11+ = 1:15
City of Toronto Splash Pads (Kindergarten and up)	✓	✓		✓	Gr. K-3 = 1:6 Gr 4-6 = 1:10 Gr. 7-10 = 1:12 Gr. 11+ = 1:15
Swimming or Small Craft Water Activities (See OPHEA Safety Guidelines for complete list of requirements)	✓	✓	✓	✓	See OPHEA Safety Guidelines and Section of 4.17 of TCDSB Excursion Handbook

8.9 *Student Participation Checklist for Water Related Activities*

(Appendix IV, pages 133-4)

Any Excursion involving water activities must use the Student Participation Checklist. Students must meet or exceed the OPHEA minimum safety standards, or have a valid swim test or swim certification (see checklist). Students are to be tested by a certified lifeguard instructor. Schools should not use certified lifeguards from their own school to administer the swim test.

Students who do not have their water competency qualifications cannot participate in swimming, waterpark, or small craft water activities. These students must be clearly highlighted on the TCDSB Water Competency Checklist. The permission form sent home for this student must clearly state that he/she has not passed their water competency test and cannot participate in the water related activities portion of the excursion. Appropriate supervision of these students is required.

Supervisors must be with students at all times.

SECTION 9

School Swim Program

9.1 Ontario Physical Health Education Safety Guidelines

Prior to taking part in any swimming activity teachers/supervisors must reference the OPHEA Safety Guidelines. A copy of the OPHEA Guidelines can be found at the OPHEA website: www.safety.ophea.net

9.2 Classroom Teacher's Role

- (a) If a teacher is organizing and supervising a class involved in a “learn to swim” program, usually at a location away from the home school, she/he will remain in the observation area to maintain surveillance of the students who are swimming and to supervise any non-participants.
- (b) Teachers involved in direct instruction and/or coaching may do so if the student teacher ratio does not exceed 25:1:
 - the teacher holds a valid Ontario Teacher's Aquatic Standard (OTAS) certificate
 - additional instructors are required for groups where the student teacher ratio exceeds 25:1.
- (c) A teacher who does not hold a valid aquatic standards certification may be involved as a team coach providing there are sufficient numbers of lifeguards provided.

9.3 Private Home Pools, Apartment/Condominium Pools, or Hotel Pools are Not Allowed for Swimming Lessons

Principals and/or teachers will not use a private residence pool or one in an apartment, condominium building.

9.4 Limits on Non-Swimmers

Non-swimmers: students who have not passed the Swim Test are to be confined to the shallow end with appropriate supervision. See OPHEA Safety Guidelines.

9.5 Students with Warts, Disease, Sores

Regardless of pool regulations, students with plantar warts, any skin disease or sore must not enter the pool.

9.6 Lifeguard Requirements during a Physical Education Class, Competition or School Swim Team Practice

The following are excerpts from Ontario Regulation 565 under the Health Protection and Promotion Act, 1990. A public pool is exempt from the safety supervision requirements [as they relate to number of lifeguards], during a period when the pool is being used solely by one or more groups each not exceeding twenty-five in number for aquatic instruction, practice, competition or display under the direct supervision of a certified aquatic instructor or coach.

Every aquatic instructor and every coach shall,

- (a) be at least seventeen years of age;
- (b) be the holder of one of the following qualifications that has been issued to him or her and that has been dated not more than two years prior to the date on which he or she is acting as an aquatic instructor or coach,
 - (i) The Canadian Red Cross Society's Leader Award or Water Safety Instructor Award.
 - (ii) The Young Men's Christian Association's Instructor Certificate.
 - (iii) The Life Saving Society Canada's Instructor Certificate together with an assistant lifeguard certificate.
 - (iv) The Ontario Teacher's Aquatic Standard, where the holder is giving aquatic instruction under the auspices of a school board or board of education.

- (v) Where the holder is giving underwater aquatic instruction, an instructor certificate issued by,
 - 1. The National Association of Underwater Instructors
 - 2. The Professional Association of Diving Instructors, or
 - 3. The Association of Canadian Underwater Councils.
- (vi) A lifeguard certificate.
- (vii) A certificate that the Minister of Health considers equivalent to a qualification referred to in paragraphs (i) to (vi); and
- (c) have available at the pool when on duty the certificate referred to in clause (b) or a copy thereof that is certified by the operator and permit the owner, the operator or a public health inspector to examine the certificate at any time.

9.7 Teacher Awareness of Emergency Procedures

All teachers must be aware of emergency procedures and equipment.

9.8 Dialing 911 in Emergencies

In the event of drowning, serious injury or emergency, call 911 for aid.

SECTION 10

Activities Involving Watercraft

10.1 Responsibility for Safe Use of Watercraft

Any activity involving watercraft has inherent risks. **A heightened safety-consciousness is warranted in excursions involving watercraft activities.** It is ultimately the responsibility of the teacher-in-charge of the excursion who has the final say in whether an activity takes place or is cancelled due to safety concerns. The safety concerns could be things such as; watercraft condition, lack of sufficient safety devices, weather conditions, student behavior etc.

10.2 Non Swimmers Excluded from Watercraft Activities

NON SWIMMERS: THOSE STUDENTS WHO HAVE NOT PASSED THE SWIM TEST OR ATTAINED APPROPRIATE QUALIFICATIONS ARE NOT ALLOWED TO PARTICIPATE IN WATERCRAFT ACTIVITIES – SEE STUDENT PARTICIPATION CHECKLIST FOR WATER RELATED ACTIVITIES (Appendix IV, Pages 134-135).

It should be noted that this rule does not restrict TCDSB students from participation in events which involve:

- (a) Ferry boat service to Toronto Islands
- (b) Toronto Harbour registered tour boats (e.g. as part of Harbourfront's Education Afloat program)
- (c) Use of the pontoon research platform at Lake St. George Field Centre. However, while on board this vessel, TCDSB students will wear an approved life jacket or approved Personal Flotation Device.

For any other program involving watercraft, the appropriate superintendent approval is required before non-swimmers, as defined above, may be included.

10.3 Safety Training

The teacher-in-charge of the excursion must ensure all passengers of watercraft are briefed about safety or evacuation procedures prior to departure.

10.4 Safety/Rescue Equipment

The "Safe Boating Guide" published by the Canadian Coast Guard clearly states which items **MUST** be aboard small watercraft. Secure a current copy of the guide from the Canadian Coast Guard through either their website, www.ccg-gcc.gc.ca, or by telephoning 1-800-267-6686.

10.5 Wearing of Approved Flotation Devices:

(a) Instruction

In situations where instruction (examples: learning to sail, windsurf and/or canoe) is the activity, the OPHEA Safety Guidelines **must** be followed.

(b) Travel

In situations where recreational travel (example: canoe trip, sailing on an open lake) is the activity, the OPHEA Safety Guidelines **must** be followed.

(c) Exceptions

It should be noted that the only exceptions to the mandatory wearing of a government approved lifejacket or PFD include:

1. Ferry boat service to Toronto Islands
2. Toronto harbour registered tour boats

For any other exceptions, the appropriate superintendent approval is required.

10.6 Passenger/Weight Limitations

No watercraft shall carry more passengers and/or weight than recommended by the manufacturer.

10.7 Rules for Canoe Tripping

(a) Canoe Tripping Defined

Canoe tripping is defined as travelling in groups through wilderness or semi-wilderness areas for a period of time which includes at least one overnight camp.

Special Note: Canoe tripping is **not allowed** at the **elementary** level.

WHITE WATER ACTIVITIES are **not allowed** at the elementary or secondary levels.

(b) Ontario Physical Education Safety Guidelines

All requirements and planning outlined in the Physical Education: Ontario Safety Guidelines – Secondary Curricular must be followed in order for TCDSB secondary students to be involved in a canoe tripping experience. A copy of the OPHEA Guidelines can be found at the OPHEA website: www.safety.ophea.net

(c) Pre-Planned Schedule

All canoe tripping experiences with TCDSB secondary students are to be pre-planned by the teacher/principal and approved by the appropriate Superintendent at least four weeks prior to the trip. The plans must clearly outline contingency plans (i.e. delay due to bad weather); response to emergency situations and rescue/evacuation plans should such be necessary.

SECTION 11

Procedures for a Medical Emergency

11.1 Emergency Action Plan for Injuries

Supervisors in charge of an excursion must have an Emergency Action Plan for Injuries (EAP) in place prior to participating in any excursion. Refer to Appendix V pages 146-147, to create an EAP. In addition a copy of the EAP and complete itinerary must be left at the school.

If the excursion is a one day trip and not overnight then the single page form “**Emergency Action Plans – One Day Excursion**” (page 154) can be used for both EAP for Injuries and Transportation.

11.1.1 Student Plan of Care

Any student with one of the four *Prevalent Medical Conditions* (*anaphylaxis, Asthma, Diabetes, Epilepsy and Seizures*) should have a **Plan of Care** filled out. One copy should be with the teacher accompanying the student. Refer to the **Protocols for Prevalent Medical Conditions Handbook, 2018**

11.2 Student Health & Safety Form; Health Card Numbers

The teacher-in-charge must carry a copy of each student’s **Health and Safety Form**. Privacy policies dictate that student health card numbers should not be collected for excursions.

According to the Ontario Government’s Ministry Of Health website:

“Even if you do not have a Health Card, physicians and hospitals must provide you with emergency health care services.”

11.3 Location of an Excursion

The location of your excursion greatly determines the procedures you follow. A broken arm on a canoe trip requires a different procedure than the same accident on a bus trip to Midland. Plan for and act according to the location of the excursion.

11.4 Neck Injury

IF YOU SUSPECT BACK AND/OR NECK INJURIES, AVOID MOVING THE PATIENT UNLESS YOU ARE TRAINED TO HANDLE SUCH A CASE. CALL IN TRAINED PERSONNEL. CALL FOR AN AMBULANCE.

11.5 Concussion Protocol

11.6 Calling 911; & if no ambulance is available

The principal or teacher-in-charge of the excursion must call 911 and arrange to have the patient moved to the emergency department at the nearest hospital.

When parents/guardians are unavailable, the principal or teacher-in-charge must designate another supervisor (e.g. teacher or parent) to accompany the student to the hospital. If at all possible, this supervisor must not be the teacher-in-charge of the trip. The supervisor must stay with the student until relieved by another supervisor or parent/guardian.

If an ambulance cannot reach the student, then:

- (a) Subject to the approval of the owner, a private vehicle may be used
and
- (b) The student is to be accompanied by a responsible person approved by the principal or teacher-in-charge. If at all possible this person must not be the teacher-in-charge of the trip.

11.7 Students Not To Be Sent Home Alone

If a student is ill and/or injured, he or she must **NOT** be sent home unaccompanied. If the student's parents/guardians are unavailable to accompany the ill/injured student, the principal or teacher-in-charge will designate a supervisor (teacher or parent/guardian) to accompany the student home. However no ill/injured student should be left unattended.

11.8 Contact Principal

At the first opportunity, the teacher-in-charge of the excursion must make every reasonable effort to contact the principal and inform him/her of the accident.

11.9 Advise Parents/Guardians

The principal must advise the parents/guardians as soon as possible.

11.10 Parent/Guardian Responsibility

If the parents/guardians can get to the location of the accident or a hospital, the person supervising the student should surrender responsibility to them.

11.11 TCDSB Staff or Volunteer Injuries

A teacher or volunteer, who is injured, is required to report any injury, no matter how insignificant, to his/her principal. At that point the principal must complete the **Accident Investigation Report – For Staff Injuries**. Refer to Section 14.1, pages 80, for a complete guide to reporting staff or volunteer injuries.

11.12 Reporting Accidents and/or Serious Injuries

School principals and/or site supervisors must complete an OSBIE electronic “**Incident Report Form**” (refer to Appendix IV, page 143) on any matter which gives rise to an injury requiring medical attention to TCDSB students or visitors to the school site or during an off-site school activity. Accurate reporting of details, in our increasingly litigious environment, is essential as the content of the incident report is often heavily relied upon where a legal action arises out of any incident. Timely reporting is essential to maximize the Insurer’s opportunity to collect evidence of the accident and increase the probability of recovering the loss from a third party. Delayed reporting could cause TCDSB to lose its insurance coverage for the claim.

In the event that a serious injury (i.e. where the injured party requires hospital admission - excluding minor out-patient treatment) or fatality occurs on the school property or during an off-site school activity, the principal or designated supervisor must immediately telephone the Risk Management Department at the Catholic Education Centre. Should Risk Management personnel be unavailable, then the supervisor should call directly to OSBIE's Claims Administrator at the insurer's office. In addition to the above the principal or designated supervisor must report the incident to the appropriate Superintendent.

School principals and/or site supervisors must complete an electronic Incident Report Form for every incident resulting in serious injury.

The Claims Administrator will advise the principal how to proceed and will caution the principal to instruct his/her staff to refrain from providing information to any other parties (except police). Please note that an incident report form is still required.

Risk Management Department (CEC): **222-8282 Ext. 2101 or 2258**

OSBIE's Claims Administrator: **1-800-668-6724**

OSBIE website: **<http://osbie.on.ca/english/index.cfm>**

11.13 Dealing with the Media during Emergencies

TCDSB has a document titled [The Communications Handbook](#) which indicates how staff is to deal with the media. Contact the Communications Department at the C.E.C., ext. 5314, for a copy or schools can access the Communications Department on the TCDSB intranet website.

SECTION 12

Special Considerations for Principals

Preface Note

The following items are those of a discretionary nature. They do not have the weight of a regulation. However, since the principal bears the burden of responsibility for all the students of his/her school, the following factors are to be considered when out-of-school excursions are being planned.

12.1 Excursion Planning Approval

A teacher must consult with and obtain the approval of the principal before the planning for an excursion may proceed.

12.2 Relationship to Curriculum

Excursions are intended to be a valid extension of and/or an enrichment of the existing in-school program. The principal should look carefully at the planned excursion to see that this is considered in all planned activities. The TCDSB attempts to avoid excursions which might be called “events in isolation”.

12.3 The Institute for Catholic Education (ICE) documents

Appendix VII, pages 161-168, is a copy of The Institute for Catholic Education (ICE) documents. These should be referred to when planning an excursion. As stated in the ICE documents, “Catholic education views human life as an integration of body, mind, and spirit. Rooted in this vision, Catholic education fosters the search for knowledge as a lifelong spiritual and academic quest. The expectations of Catholic graduates, therefore, are described not only in terms of knowledge and skills, but in terms of values, attitudes and actions.”

12.4 Duration and Distance of Excursion

The excursions for students in kindergarten to grade 5 should generally be of a short duration and distance. Long distance and overnight programs should be considered appropriate for grades six and above and then only after both teacher and students have had several short, successful field trip experiences.

12.5 Cancellations

Part of your trip planning should include knowledge of forecasted weather patterns. Decisions on alternate programs, should inclement weather or other circumstances place you in a situation where the excursion must be concluded, should be included in your plan.

12.6 Sending Students Home

A plan should be created in consultation with the teacher-in-charge on what will be done if one or more students are so disruptive that they are to be returned to the school or home. The plan should include notification of the student's parent/guardian and the principal. Plans for the transportation of the disruptive students should also be considered.

12.7 Teacher Experience and Maturity

The principal should carefully weigh the experience of the teacher(s) involved against the demands and complexity of the trip.

12.8 Use of Parent/Guardian Volunteers on Excursions

Schools often use parent volunteers to aid in the supervision of students as well as helping carry out programs. A few suggestions are offered here:

- (a) Refer to the TCDSB volunteer manual "Volunteers Welcome!" available on the TCDSB internet website.

- (b) Parents/Guardians should have an active role both in the planning and execution of the excursion.
- (c) Be realistic about the size of the group assigned to any parent/guardian. A suggested ratio for the primary division is one adult for every six students. For the junior and intermediate divisions, one adult for every ten students will do.
- (d) Introduce parents/guardians and students to each other. Explain the roles of parents/guardians to students.
- (e) Discuss with parents/guardians your expectations for children's behavior and strategies for coping with misbehavior.
- (f) Before the excursion, meet with parent/guardian volunteers and discuss such items as the purpose of the excursion, what will be done in the classroom before and after the event and, outline the general nature of the excursion and what the teaching staff hope will be learned from it.

Special Note: Appendix VI pages 158-160, ***“SUGGESTIONS FOR VOLUNTEERS ON EXCURSIONS”*** can be copied and provided to volunteers to give them specific information on what is expected of volunteers on field trips.

12.9 Requirements for Adult Volunteers for Excursions

Principals may assign to a person who volunteers to serve without remuneration such duties in respect of the school as are approved by the TCDSB and to terminate such assignment (Education Act, s.171 (1)(4)).

The principal shall:

- ensure all volunteers on overnight excursions, complete a Volunteer Registration Form and a Confidential Information and Communication Form as found in the TCDSB Volunteer Manual and ensure said volunteer submits to a current Police Reference Check, (PRC) including the Vulnerable Sector Screening Process, prior to the excursion

Note: volunteers for day excursions are excluded from obtaining a PRC

- ensure that all volunteers are supportive of the TCDSB's Mission Statement and the basic tenets of the Catholic School System;
- ensure that volunteers are aware of and supportive of all relevant TCDSB policies;
- be responsible for the recruitment, evaluation and termination of volunteers;
- be responsible for an orientation session for volunteers; and
- ensure that duties of teachers under the Education Act and its Regulations are respected. Volunteers must not assume the duties of teachers as defined in the Education Act and its Regulations.

The volunteers shall:

- function under the direction and supervision of the principal and staff to whom they are assigned;
- strictly respect the principle of confidentiality.

12.10 Planning for the Behavior Program (BP) Students on Excursions

Please refer to The TCDSB Special Services Department for assistance in planning excursions involving student with special needs.

SECTION 13

Special Considerations for Teachers

13.1 Excursion Planning Approval

A teacher must consult with and obtain the approval of the principal before the planning for an excursion may proceed.

13.2 The Institute for Catholic Education (ICE) documents

Appendix VII, pages 161-168, is a copy of The Institute for Catholic Education (ICE) documents. These should be referred to when planning an excursion. As stated in the ICE documents, “Catholic education views human life as an integration of body, mind, and spirit. Rooted in this vision, Catholic education fosters the search for knowledge as a lifelong spiritual and academic quest. The expectations of Catholic graduates, therefore, are described not only in terms of knowledge and skills, but in terms of values, attitudes and actions.”

13.3 Pre-trip Visit

It is not always possible to pre-visit a site but it is certainly highly desirable. If you as teachers travel to the site, you will quickly recognize problems and shortcomings in your plans as well as seeing opportunities which would otherwise not be considered.

13.4 Excursion Impact on Students

The mere novelty of travelling to a site, which is new, different and unknown, has an impact on your students. They will recall events and facts learned from such excursions long after the event has passed. Since the impact of a field trip is significant, it is worth maximizing the time away. Teachers should refer to the “**Teacher’s Checklist**” found in Appendix IV page 129, for a complete listing of the steps needed to plan an excursion.

13.5 Keeping Students Involved

We have observed students at a variety of sites. Some students come to a given facility and pour off the bus uncertain of where they are or what they are to do or see. Others have definite tasks assigned to them. Our observation is that supervision is less troublesome when students have an active role. Follow up surveys show that the actively involved student retains ideas, facts and concepts for a longer period of time than those students who simply show up at a facility.

An orientation to a site in the early stages of an excursion increases comfort and safety for supervisors and students.

13.6 Pre-Trip/Post-Trip Activities

Neither of these opportunities should be missed. A considerable amount of map reading practices can be done – with enthusiasm – by students using road and/or topographical maps to plan routes to a novel site. Their motivation is high. Once the trip is complete, the opportunity to show and tell others about their trip keeps the enthusiasm for the experience at a high level.

13.7 Student Planning

Generally, students make impulsive decisions in the planning process. They are more interested in getting on with the “doing” of the event than in the form of it. This is a good opportunity for growth as you work with them on such items as appropriate clothing lists, menu planning (and the associated problems of storage, refrigeration, and cooking), division of duties and sharing the workload.

This can be a time to practice letter-writing skills as students request information. Of course, follow up letters of appreciation are equally important in the planning process.

13.8 Lost Students

You and your class should work out a locating system if someone should become separated from the group. A good prevention and safety strategy is to “buddy-up” students so a student is less likely to wander off alone.

13.9 Use of Drugs, Alcohol and Tobacco

The use of drugs, alcohol and tobacco are potentially problematic. Schools have a code of conduct which is to be followed. It is worth spending time, with all appropriate grades, discussing the consequences of having or using any of the three on a school outing, prior to the experience. (Refer to Sections 7.9, 7.10 & 7.11, pages 53-54, for more information)

13.10 Use of Personal Vehicles on TCDSB Business

Please refer to Section 6.7 “Volunteer Drivers”, pages 45-47, for information on the use of personal vehicles for TCDSB business.

13.11 List of Students and Emergency Contacts

For all excursions a listing of participants is to be provided to the person listed in the Handbook (refer to Section 5.1 “**Excursion Type and Permission Form Required**” page 35-6) authorized to grant the approval. Along with the list of participants and accompanying teachers and other supervisors, a parent or guardian who can be reached in case of any emergency is also to be listed.

13.12 Student Identification

For all excursions, participants should have their name or some form of identification on their person.

13.13 Student Health Card

It is recommended that students carry their personal health card or a photocopy on all school excursions.

Privacy policies dictate that student health card numbers should not be collected for excursions.

According to the Ontario Government's Ministry Of Health website:

"Even if you do not have a Health Card, physicians and hospitals must provide you with emergency health care services."

13.14 Students without Ontario Medical Coverage

Students who are new to the province may not have OHIP coverage. In such cases it is suggested that the parent/guardian of the student should arrange private medical coverage through a private company such as Blue Cross OR Green Shield, for the duration of the excursion. Refer to Section 14.2(b) "**Student Accident Insurance (SAI)**", page 81, for more information on student medical coverage.

13.15 Planning for the Behavior Program Students

Please refer to The TCDSB Special Services Department for assistance in planning excursions involving student with special needs.

SECTION 14

Information Regarding Insurance, Liability and Safekeeping of Funds

14.1 Reporting of a TCDSB Staff Injury

A teacher is required to report any injury, no matter how insignificant, to his/her principal. At that point the principal must complete the **Accident Investigation Report – For Staff Injuries**.

The following is an outline of the procedures designed to assist the schools/workplaces when completing the **Accident Investigation Report – For Staff Injuries**.

- The **Accident Investigation Report – For Staff Injuries** is completed and signed by a principal or supervisor. Under no circumstance should the injured employee be asked to complete or sign the report.
- The report must be completed within two working days after learning of the accident. If the reports are submitted later than the prescribed time, the Workplace Safety and Insurance Board (formerly WCB) will subject the TCDSB to a monetary penalty for late filing.
- If a staff member visiting a school, or assigned to temporary duties at a school, sustains a work-related injury, it is the responsibility of the principal or supervisor to complete the report as he/she would for regular staff.
- Please read the instructions on the front page of the Accident Investigation Report carefully prior to completing the form.

Once the report is completed and signed, fax it promptly to the Benefits and Compensation Department at (416) 229-7051.

14.2 Insurance Considerations

(a) Liability Insurance

The TCDSB provides liability insurance, via its carrier, Ontario School Board Insurance Exchange, for all staff carrying out activities on behalf of the TCDSB including activities carried out on excursions. The liability insurance provides coverage in any instance where a claim of negligence is filed against the TCDSB or its employees. Volunteers who are adequately trained for assisting with supervision of activities are also covered under the TCDSB's liability insurance policy.

(b) Student Accident Insurance (SAI)

In September each year, SAI is offered to all students for a modest premium. SAI provides medical coverage, including dental, as one of its primary benefits. SAI is highly recommended for all students where medical coverage, via the employer of parents/guardians is not available; especially those involved in sports, co-op education, shop and any other high-risk activities.

Whether purchased or not, SAI provides coverage for students while on any TCDSB approved excursion. Sporting events (i.e. competitive events between schools) are not included in the SAI definition of excursion and, as such, are covered only where the student has purchased SAI.

(c) Travel Insurance

Medical expenses for accidents, which occur outside of Canada, can be costly. Prudent teachers, students and volunteers who are travelling outside of Canada will purchase appropriate travel insurance.

Some Student Accident Insurance (SAI) plans (i.e. Super Plan) also provide accidental death, emergency hospital and repatriation coverage and may

provide an adequate and less expensive alternative to other travel insurance options.

(d) Trip Cancellation Insurance

Trip cancellation insurance may be purchased through a travel agent at the time of payment if such an excursion warrants this type of insurance. Normally, deposits and/or full payments are not refundable. Cancellation insurance provides financial protection (i.e. refunds) in the event of illness or death of the traveler(s) or a member of the traveler's family.

Some SAI plans (i.e. Super Plan) also provide trip cancellation insurance. Refer to Section 14.2 (b) "**Student Accident Insurance (SAI)**", above, for more information.

(e) Automobile Insurance

The Province of Ontario's no-fault insurance affords protection for both bodily injury and property damage to the vehicle owner and the owner's family. Therefore, if a student or an adult travelling in any vehicle (or if hit while a pedestrian) is hit by any vehicle, that person is protected under their own policy.

The TCDSB maintains a non-owned auto insurance policy which will provide coverage for claims in excess of the insurance carried on a vehicle not owned by the TCDSB, where an accident occurs while carrying out TCDSB business. All vehicle passengers are covered for any excess (secondary) cost, to a limit of \$20 million, arising after the primary (i.e. driver's policy) policy coverage limits have been exhausted. Primary coverage for students travelling in an automobile would be provided by the insurance policy of their parents/guardians. In the event that a student's parents/guardians did not have insurance (i.e. don't own or lease a vehicle),

primary insurance coverage would then normally be provided by the insurer of the owner of the vehicle.

For information on the requirements for volunteer drivers refer to Section 6.7 “**Volunteer Drivers**” pages 45-47.

For information on the requirements for students driving personal vehicles refer to Section 6.12 “**Students Driving Personal Vehicles**” pages 47.

14.3 Financial Considerations

Principals should ensure arrangements are in place for covering all the financial matters related to an excursion, including a refund procedure, a contingency fund and an accounting for all expenditures.

- i. Only TCDSB approved vendors and third party service providers identified in the TCDSB Excursion Handbook can be used to support an overnight or international excursion.
- ii. The vendor will fully disclose to the principal any intention to offer remuneration, gifts or other benefits to staff or staff family members participating in a school excursion.
- iii. No personal profit or remuneration will be gained by any staff or staff family member of the TCDSB in regards an excursion.
- iv. Any proceeds offered by the vendor will be directed to reducing the cost of the excursion for students.
- v. No TCDSB staff member who also is a vendor for trips and excursions shall be permitted to operate a TCDSB excursion for student.

14.4 Safekeeping of Funds

To safeguard all funds collected for school excursions, schools should take necessary precautions, e.g. deposit funds in bank accounts, and use school safe where available. Money should not be left in areas that are easily accessible, e.g. secretary's desk, unlocked filing cabinets, etc.

14.5 Withdrawal of Permission

On those rare occasions on which the approval of an excursion previously granted must be withdrawn, the decision will be made by the staff person(s) responsible for the approval, as set out in this Handbook, and only after careful thought as to what alternatives might be possible in the particular circumstances. If the approval is withdrawn, the staff person(s) responsible for the approval, as set out in this Handbook, shall endeavour, as soon as possible, to advise all concerned and to assist them in minimizing resulting losses.

SECTION 15

Special Considerations for Students

Preface Note: This section can be brought to the attention of the students or used in a behavioral contract.

15.1 Adherence to School's Code of Conduct

Students shall adhere to the school's Code of Conduct for the duration of all excursions. Students who fail to adhere to the Code of Conduct while on excursions will be subject to the same consequences as if the students were in attendance at school during regular school hours.

15.2 Student Behavior on Excursions

While on excursions, and while travelling to and from excursions, students will continue to be responsible for their conduct to the principal. Students will be responsible to follow the directions and supervision of the teacher-in-charge, teachers on the excursion or any volunteers acting as supervisors on the excursion. Students shall comply with their obligations under section 23 of Regulation 298 to the Education Act, including the following:

- exercise self-discipline;
- accept just discipline as would be exercised by a kind, firm and judicious parent;
- be courteous to fellow pupils and obedient and courteous to teachers;
- be clean in person and habits; and
- show respect for public or private property.

15.3 Responsibility for Damages or Costs for Being Sent Home

Students will be responsible for any applicable losses or costs should they engage in misconduct, including a breach of the school's Code of Conduct. This could include costs for transportation home or for damages resulting from misconduct.

15.4 Responsibility for Missed Work

Students will be responsible for completing any regular schoolwork missed while on the excursion.

SECTION 16

School Administrative Procedures

16.1 Reproduction of Forms, Checklists

Any of the documentation, which follows in the Appendices, may be duplicated for staff use. For some items, such as medical forms, it is necessary to produce a double set. One set should remain at the school, while the other goes with the teacher-in-charge.

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APPENDIX I

TCDSB PLANNING REQUIREMENTS FOR INTERNATIONAL EXCURSIONS



Outdoor Education
Department
TCDSB

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PREAMBLE

As today's youth come of age and are educated in a world more interconnected than any other time in history, the ability to learn about the plight of the world's poorest is literally at his/her fingertips. Following the words of Pope Francis, the Toronto Catholic District School Board expects that their graduates "[develop] attitudes and values founded on Catholic social teaching and act to promote social responsibility, human solidarity and the common good" during their time in school. Similarly, yet another Toronto Catholic District School Board Graduate Expectation is that students, "[respect] and affirm the diversity and interdependence of the world's peoples and cultures." International travel and first-hand service to the world's most disadvantaged is the most effective way of educating students, giving them the opportunity to "take initiative and demonstrate Christian leadership" as well as a life-changing experience which reaffirms their commitment to Catholic teachings regarding social justice and global equity.

As leader of the Catholic Church, Pope Francis sets goals and guidelines for Catholic disciples across the globe to follow. Francis, a Jesuit, takes his name from St. Francis of Assisi- a 13th century friar who dedicated his life to caring for the poor and disadvantaged in society. In the early days of Francis's papacy, he made it clear that the priorities of the Catholic Church under his leadership will be to care for and protect all of humanity- "...especially the poorest, the weakest, the least important, those whom Matthew lists in the final judgment on love: the hungry, the thirsty, the stranger..."

When Toronto Catholic District School Board students travel overseas, they are given the unique opportunity to apply the teachings regarding social justice they have learned in the classroom. In forming connections and friendships with individuals from different walks of life, students generate empathy and an understanding of the needs of the poor. International excursions involve an exchange of knowledge, as students often find that those they have come to "help" have more to teach them than they could have ever imagined. Immersing oneself in another culture reveals a shared humanity between Toronto students and native citizens, shattering the myth that people from the "developed" and "developing" world are somehow fundamentally different. Volunteering abroad drives

home the point that we now more than ever live in a global community in which we all share responsibility for the well-being of one another.

Many parents may have concern for the safety of their children in the developing world, such concerns can be exaggerated and a product of many negative stereotypes associated with the developing world. While the images of violence, poverty, and disease attached to the developing world are not unsubstantiated, students who travel abroad receive vaccinations prior to departure and are accompanied by security throughout the entirety of their stay. The security staff act more as a source of comfort than an actual deterrent- the students end up viewing the staff more as friends than guards within a week of the trip. Many educators would argue that it is precisely because violence, poverty, and disease exist in the developing world that it is important to allow our youth to travel abroad. Shielding children from the realities that billions of people on the Earth live with every day, only propagates ignorance and preserves an unjust status quo. It is precisely because these issues exist that we must encourage our youth to travel.

Pope Francis has decried the “globalization of indifference” in today’s increasingly unequal world. Students who return from trips in the developing world return recognizing that the phrase, “that is not our problem” has no place in their lives. The Pope also has made clear that simply proclaiming Christianity isn’t enough- words must be followed by actions. It is imperative that today’s youth be encouraged and given the opportunities to act on the teachings regarding social justice they have studied in the classroom.

International travel has an educational value that cannot be quantified nor underestimated. It makes abstract teachings reality, demonstrating to Canada’s future leaders that indifference to the plight of the most disadvantaged in our global society has no place in their lives.

INTRODUCTION

An international excursion has many more potential risks and may involve activities that are outside the realm of standard excursion activities (e.g. airline travel, swimming on a coral reef etc.) There is no way to cover all potential variations or situations that may be part of an international excursion. Due to the potential higher risk and complexity of an international excursion there are planning aspects unique to this type of excursion.

Teachers/TCDSB staff etc. who wish to take students on an international excursion **must** hire a TCDSB approved outside agency (tour operator) to organize the excursion. The person/agency planning the excursion must follow the guidelines as laid out in this TCDSB document.

Getting TCDSB approval for an international excursion is in three steps:

1. Principal/coordinator approval for the planning process to be undertaken
2. Final approval from the Director of Education or designate for the international excursion
3. Signed parental/guardian approval

This section of the TCDSB Excursion Handbook is designed to assist TCDSB staff with the planning for an international excursion. It has been organized so that TCDSB staff can follow through the section and using the information and documents provided follow the 3 step process.

General Requirements for TCDSB International Excursions from the TCDSB Excursion Handbook

The information in the first few pages, below, is a summary of some pertinent information from other areas of the TCDSB Excursion Handbook.

Restrictions on School Excursions and Activities

Areas Where No Travel is Allowed

No school may organize travel to:

- (a) natural disaster areas
- (b) war zones
- (c) regions with political or civil instability.

Please check with Foreign Affairs Canada for information related to these issues.

Foreign Affairs Canada (1-800-267-6788) (website: <http://travel.gc.ca/>)

Procedures for Taking Students on Excursions

Signing Contracts for Excursions

Any contract must be signed by the person granting the approval for the excursion.

That is as follows:

- Day trips – Principal
- Overnight trips within Canada – Superintendent
- International Trips – Director of Education or designate

Excursion Type and Who Grants Approval

(If unsure of from whom to seek approval contact the Outdoor Education Department or your superintendent)

Excursion Type	Examples	APPROVED BY
Excursions - outside of Canada <ul style="list-style-type: none"> • Co-Instructional Programs • Curricular 	<ul style="list-style-type: none"> • School excursion to Italy, United States, Germany etc. • International Tournament (sports, arts etc.) • Band or choir excursion to a foreign country • School group (language, history etc.) trip to a foreign country 	Director of Education or designate upon recommendation of Superintendent and Principal

Types of TCDSB Excursions

(f) Trips/Excursions Outside of Canada:

These include one day and overnight trips. Because these trips have implications for health insurance and/or liability insurance, they require the approval of the Director of Education or designate.

NOTE: “Private trips” are not to be considered as a TCDSB excursion. (refer to #17, pages 14 for more information on Board policies related to private trips.)

Students Billeted in Homes in Other Locations

Billeting students has often been used as a means of reducing costs for excursions as well as an opportunity for students to meet new people in different cultural situations.

The principal shall approve, in advance, any billeting arrangements.

Before planning any such arrangement, the supervisor-in-charge must make every effort to ensure that students are entering a safe and secure environment.

The teacher-in-charge shall include information about the accommodation and/or billeting arrangements on the Parent/Guardian Permission Form, including:

- (i) the name(s) of the individual(s) with whom the student will be billeted;

- (ii) contact information, including the telephone number and address, of the individual(s) with whom the student will be billeted;
- (iii) whether any other students will be billeted with the student; and
- (iv) any other pertinent information regarding the individual(s) with whom the student will be billeted.

Where possible, students should be billeted in groups of two or more.

Christmas Break or March Break Trips

These popular trips are subject to all approvals as outlined in the Handbook.

Teacher-organizers must first obtain approval, from their principal, **before starting** with any planning and/or contracts.

Sunday Eucharist

Where an excursion includes a Sunday, the teacher-in-charge of the excursion's plan shall specify participation in the Sunday Eucharist for all students and supervisors.

Statement of Disclosure

The vendor will fully disclose to the principal any intention to offer remuneration, gifts or other benefits to staff or staff family members participating in a school excursion.

No personal profit or remuneration will be gained by any staff or staff family members of the TCDSB in regards an excursion.

Any proceeds offered by the vendor will be directed to reducing the cost of the excursion for students.

No TCDSB staff member who also is a vendor for trips and excursions shall be permitted to operate a TCDSB excursion for student.

Please refer to TCDSB policy on Conflict of Interest Board Policy H.M.31.

Additional Requirements for Planning a TCDSB International Excursion

The Planning Process

As indicated in the introduction the planning process is divided into 3 steps:

1. Initial approval from the appropriate principal or coordinator – this first step is designed to allow preliminary planning without having to finalize all the arrangements.
2. The second step in the process involves final approval from the Director of Education or designate. At this stage all the documentation from the tour operator, dates, activities and cost have to be completed
3. The third and final step in the approval process is the parent/guardian information meeting and the signed approval from same.

Principal's Responsibilities for International Excursions

There continues to be certain political and social unrest around the world. It is incumbent upon the organizers of any trip that takes students abroad to ensure that the intended destination is safe. In addition, trip organizers must ensure that students and their parents/guardians are fully apprised of the risks associated with international travel.

In addition to any other applicable requirements outlined in this Handbook (such as the overnight excursion requirements), trip organizers must take the following steps when an international excursion is planned:

- (a) Any contract must be signed by the Director of Education or designate.
- (b) The trip organizer must check with Foreign Affairs Canada and International Trade Canada (1-800-267-6788) (website: <http://travel.gc.ca/>) in advance of the excursion, to determine whether the intended destination has been deemed dangerous for travelers.

- (c) The trip organizer must enquire about, and pursue, cancellation options with the tour operator, in an effort to reduce the financial impact of a cancellation or delay of an international excursion.
- (d) The trip organizer must inform participants in international excursions that the excursion may be cancelled or delayed at some time in the future if there is political unrest, the threat of war or insurrection, or the threat of terrorism at the destination.
- (e) The trip organizer must inform participants of any risks associated with the international excursion, Board policy, and cancellation options.
- (f) If cancellation insurance is available for the international excursion, the trip organizer must require that all participants purchase such insurance.

If the trip organizer learns that the destination may be dangerous for travellers, the trip organizer must delay or cancel the international excursion.

Teacher-in Charge

One teacher on any excursion must be appointed as “teacher-in-charge” of the excursion. Please note that occasional teachers are not to be considered as teacher-in-charge of an excursion. (Section 4.14, p. 25 – TCDSB School Excursion Handbook).

Choosing a Tour Operator

When travelling to foreign countries planning is of paramount importance. There are professional tour operators who have the experience and expertise in planning these excursions. TCDSB has canvassed many tour operators and has developed a list of approved operators. These tour operators have been made aware of the requirements expected by TCDSB. Any person planning an international excursion for TCDSB students **must** use one of these tour operators. A list of these recommended operators is available from the TCDSB link below:

<http://intranet.tcdsb.org/Departments/BusinessServices/MaterialsManagement/Pages/Travel-and-Tour-Operator's-List.aspx>

Tour Leader or Manager

The tour operator **must** provide a tour leader or manager for each TCDSB excursion. Tour operators must provide documentation of a current Police Reference Check, (PRC) including the Vulnerable Sector Screening Process, for the tour leader or manager prior to the excursion.

PLANNING A TCDSB INTERNATIONAL EXCURSION

Step One

1. Read through Appendix I of the TCDSB Excursion Handbook
2. Gather General Information from TCDSB approved vendor (Document Two - Pre-Tour Checklist)
3. Complete Document One and submit to Principal/Coordinator

Step Two

1. Gather specific information and complete all 4 pages of Document Three
2. Principal must complete Document 4
- 3 Submit both documents to Director of Education for approval

Step Three

1. Parent/Guardian Student Meeting,
2. Confirm contract with TCDSB approved vendor
3. Collect money and Final forms

Special Note: Approval must be received before moving to the next step. This is a simplified version of the process. Reference to Appendix I of the TCDSB Excursion Handbook for specific information is necessary.

Step One of the Planning Process for
TCDSB International Excursions - Approval of
Principal/Coordinator

To complete the first part of the planning process the teacher-in-charge is responsible to complete Document One, **“School Excursion Application Planning Form for International Excursions”**. The completed form with any supporting documentation is to be given to the appropriate school principal or department coordinator and once the document is approved the teacher-in-charge can then proceed to the next stage of the planning process.

Step One involves research and enough planning to allow the person approving the excursion an opportunity to make sure the excursion meets TCDSB requirements related to curricular relevance, cost, and safety. At this stage of the planning process the teacher-in-charge can contact tour operators but cannot commit to any formal agreement nor allow any marketing by tour operators to the students or parents/guardians. All research is for information purposes only so the person granting approval has enough information to make an informed decision. In addition if the teacher-in-charge wishes to inform students and parents/guardians of the nature of the excursion he/she must do so with the complete understanding that the excursion has not been approved but is only being considered.

Document Two, “Pre-Tour Checklist - Before Signing Agreement/Paying Deposit” can be provided to any prospective tour operator to facilitate the planning process. A more formalized checklist is included in the second part of the planning process once preliminary approval has been obtained. Written documentation from the tour operator is not required at this stage but may assist in gaining approval for the final stages of the planning process.

**SCHOOL EXCURSION APPROVAL APPLICATION FORM****Use for: ALL OVERNIGHT, OUT-OF – CANADA AND INTERNATIONAL EXCURSIONS**

Name of Teacher or Organizer of Excursion _____

Position of Responsibility: _____ School: _____

Type of Excursion: Curricular: ☐ Co-Instructional: ☐ Both: ☐Excursion Description: (location(s), mode of travel, accommodations, participants, activities being planned and any relevant information to assist the person granting approval - use back of page if necessary)

_____Curricular relevance or purpose of the excursion: _____

Related Credit Courses: (if applicable) _____

Name(s) of Approved Supervisor(s): _____

Anticipated No. of Students Involved: _____ Grade(s): _____

Dates: from _____ to _____
Day Month Year Day Month Year

Your child will be transported by (check all that are appropriate):

- ☐ Charter Bus ☐ Public Transit ☐ Volunteer Driver ☐ Student Volunteer Driver
☐ Other (please specify): _____

Estimated Cost For Entire Group :		Anticipated Sources of Revenue:	
Accommodation:	\$	School Accounts:	\$
Travel:	\$	School Fund Raising:	\$
Cost of Occasional Teachers	\$	TCDSB Subsidies:	\$
Meals:	\$	Student's/Parent's Share:	\$
Programs/Materials:	\$	Other (a)	\$
Other:	\$	Other:(b) Teacher contributions if	\$
TOTAL:	\$	TOTAL:	\$

It is understood that this excursion **WILL NOT** proceed without approvals and signed parental forms completed, and a finalized list of student participants provided to the appropriate Superintendent.

Signature of Principal: _____ Date: _____

(indicates recommendation of this excursion)

For approval of excursion refer to Section 4.7 p. 21 of The TCDSB Excursion HandbookHave all supervisors completed their iCOD (Offence Declaration) for the current school year? Yes ☐ No ☐**EXCURSION APPROVAL****AND**_____
Signature of Superintendent
(All Overnight/Out of Canada/International)_____
Director or Designate
(All Overnight/Out-of-Canada/International)**EXCURSION NOT APPROVED****AND**_____
Signature of Superintendent
(All Overnight/Out of Canada/International)_____
Director or Designate
(All Overnight/Out-of-Canada/International)

Document Two*Pre-Tour Checklist before Signing Agreement/Paying Deposit*

In addition to TCDSB Policy for School Excursions, all schools must follow the below procedures while booking tours with TCDSB approved vendors for international tours.

- 1) School must check the validity of Tour Operator's TICO & IATA certificate and get copies of same prior to booking trips/paying advance. This is to ensure against the Tour Operator's bankruptcy in order to recover the paid money.
- 2) School must get in writing information on the cancellation fees, administration fees for changes in itinerary or participants.
- 3) School must get in writing information on the Tour Operator's refund policy.
- 4) School must get the copy of current valid "Liability Insurance Certificate". Certificate must be a minimum of 2 million Canadian dollars. TCDSB must be listed as 'Additional insured' on the certificate.
- 5) School must get the copy of current valid "Errors & Omissions Certificate" (Professional) for a minimum of 1 million Canadian dollars. TCDSB must be listed as 'Additional insured' on the certificate.
- 6) School must ensure that tour leader/manager provided by operator for the tour must have a current clear police background check before they have any contact with students.
- 7) Tour Company must book travel arrangements in foreign countries and take responsibility for travel insurance and quality for same.
- 8) Tour Company must insure all activity providers comply with (as far as practicable) and have copies of OPHEA Safety Guidelines that relate to any specific activity in which students will be involved.
- 9) Travel tour operator should provide certified tour leader / manager as responsible for administering first aid and administering medications as required by students. If not by travel operator, then school should designate teacher, who can take care of these responsibilities.
- 10) Travel tour operator must provide "Risk Assessment Plan", "Safety Plan" & "Crisis Response Plan" for the following:
 - Students identified as anaphylactic
 - Students with allergies / life threatening allergies
 - Missing students
 - Care to be taken while using public transit
 - Handling & reporting of minor accidents & major accidents
 - Hotel & accommodation safety
 - Food Safety

(Page 1 of 2)

Document Two*Pre-Tour Checklist before Signing Agreement/Paying Deposit*

- Water Safety (swimming/boating/canoeing etc.)
 - How situation will be handled In case of weather/natural disaster, flight issues (delay/cancellation) and road transportation issues (breakdown, delay or cancellation). A written detailed explanation of areas of responsibility for all participants, (i.e. who makes the decision to change itinerary for inclement weather etc.) must be provided.
 - Domestic /international destination issues (Security, Safe country, travel documents, weather conditions, pandemic outbreak, people, local foods, safety etc.),
 - Night time security personnel provided (if applicable)
 - List of emergency contact numbers including 24 hour emergency toll free number of tour operator & tour leader cell # as well as local office details or contacts at tour destination. This list must be accessible to chaperones/teachers/supervisors, Principals, Students and Parents.
 - List of hospitals, emergency medical & ambulance numbers, consulate/embassies, local police at tour destination.
- 11) Travel tour operator must provide, in writing, a procedure for communicating changes to itineraries before and after departures. Document must be provided to school, teachers/leaders/chaperones, students and parents.
 - 12) Travel Operator must provide travel insurance to all travelers that cover:
 - trip cancellation - before departure, trip interruption, after departure & unused portion of pre-paid travel arrangements,
 - emergency medical insurance,
 - loss/damage/delay - baggage & personal effects,
 - flight accident insurance
 - travel accident insurance.
 - 13) Prior to the trip, the Travel operator must provide the detailed Itinerary sheets showing Transportation (Flight/bus details), Hotel reservations, Food/Activities and Public transports.
 - 14) Prior to the trip, the travel operator must provide the details of travel documents required while booking for international tours including their assistance.

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Step Two of the Planning Process for TCDSB International Excursions - Approval of Director of Education

Once step one is completed and approval has been given the teacher-in-charge can complete the planning process that will hopefully lead to approval from the Director of Education, or designate. Once this approval has been given the final approval process can take place.

This second step involves a more formalized and comprehensive planning process. All documentation and material from the tour operator must be attached to the final checklist.

At this stage of the process, the teacher can, if he/she wishes hold a “Marketing Meeting” with the vendor and interested parties. However it must be made clear to all parties that the excursion will not go forward until it has been approved by the Director of Education or designate.

Document Three **“Excursion Approval Form and Documents/Information Required from Tour Operator for all International Excursions”** is a comprehensive list of the information that must be submitted to the Director of Education, or designate, for approval. The more complete the information and documentation the quicker and more likely approval will be granted. Since final booking cannot be made until the Director of Education or designate grants approval this information must be submitted in time to allow time for the final booking of the excursion.

Document Four is the **“Principal’s Checklist for International Excursions”** that must accompany Document Three.

Document Three
Excursion Approval Form and Documents/Information Required from
Tour Operator for all International Excursions

Date of Excursion: _____

Destination(s): _____

School Name: _____ Date: _____

Teacher-in-Charge: _____

Travel Tour Operator Name: _____

Travel Tour Operator Address: _____

Travel Tour Operator TICO & IATA Number: _____

Travel Tour Operator Contact Name: _____

Travel Tour Operator Contact Number: _____

Travel Tour Operator Contact E-mail: _____

Name of Travel Insurance Company: _____

- ☐ Tour operator is from the TCDSB Approved Vendor List
- ☐ A complete copy of trip itinerary is attached with explanation of activities
- ☐ A complete breakdown of trip costs is attached
- ☐ Copy of Travel Tour Liabilities Insurance Certificate has been attached.
- ☐ Copy of Errors and Omissions Certificate has been attached.

Principal/Coordinator Signature

Date

(Page 1 of 4)

Please indicate with a checkmark (✓) for complete, an (X) for not complete or NA (Not Applicable) for each of the following

NOTE: If an item is marked not complete (X) please provide an explanation and/or timeline as to when item will be completed

Tour Operator Responsibilities

- _____ Tour operator has provided the clear details of Administration & Cancellation fees before advance payment & contract sign
- _____ Tour operator has provided valid IATA certificate for international ticketing & tours
- _____ Tour operator has provided detailed itinerary sheets for transportation (flight / bus / train), hotel reservations, food & other activities if applicable
- _____ Tour operator has provided details of travel documents required for international tours
- _____ Tour operator has provided certified first aid administrator/tour leader for administering first aid & medications as required by participants
- _____ Tour operator has provided valid Liability Insurance Certificate for a minimum of 2 million Canadian dollars - School or TCDSB name is included in this certificate as "additional insured"
- _____ Tour operator has provided valid Errors & Omissions Certificate - School or TCDSB name is included in this certificate as "additional insured"
- _____ Tour operator has provided information on Travel Insurance to cover trip cancellation / interruption, emergency medical, loss/damage/delay - baggage & personal effects & travel accident insurance to each participant
- _____ Tour operator has provided current Police clearance certificate for background check of Tour Leader(s) / Manager(s), who is going with tour
- _____ Tour operator has provided the process of communicating changes to Itineraries before and after departures that include School, teachers / chaperones, students and parents

(Page 2 of 4)

Please indicate with a checkmark (✓) for complete, an (X) for not complete or NA (Not Applicable) for each of the following

NOTE: If an item is marked not complete (X) please provide an explanation and/or timeline as to when item will be completed

Risk Assessment & Safety Plan

- ☐ Arrangement has been made for students identified as Anaphylactic or students with one of the four Prevalent Medical Conditions during the excursion
 - ☐ During flight
 - ☐ Land or water transportation
 - ☐ At hotel or other accommodation
 - ☐ At all restaurants or any location where food is being served
- ☐ Supervisor-in-Charge will carry an Epi-pen or AUVI-Q and a copy of the **Student Plan of Care**, if students require one.
- ☐ Student who has been identified as Anaphylactic will carry an Epi-pen or AUVI-Q
- ☐ Tour operator will be responsible for providing a person responsible to carry and administer an Epi-pen or AUVI-Q
- ☐ Arrangement is made for students requiring special care - flight, hotel, bus, hotel etc.
- ☐ I have reviewed TCDSB handbook, **TCDSB Protocols for Concussions**
- ☐ Action plan for missing students is prepared
- ☐ Safety guidelines for using public transit have been prepared
- ☐ Alternate arrangement plan for flight delay / cancellation have been prepared
- ☐ Alternate arrangement plan for road transportation issues (breakdown, delay or cancellation) have been prepared
- ☐ Tour Destination details for weather conditions, pandemic outbreak, security, safe country, people, local foods, travel documents required etc. have been provided
- ☐ A plan for the Hotel & Accommodation safety for students has been provided
- ☐ A plan related to food safety for students has been prepared
- ☐ All Physical Education activities, in which the students will take part, have been reviewed to ensure they meet the OPHEA Safety Guidelines
- ☐ A safety plan is in place for all activities, in which the students will take part, that are not covered by the OPHEA Safety Guidelines (e.g. construction of schools)
- ☐ For water transportation all Water Safety guidelines have been met
- ☐ For water transportation, in case of inclement weather or breakdown plans for alternate /delayed or cancellation of travel have been provided
- ☐ Night Time Security has been arranged
- ☐ Bus seating plan completed

(Page 3 of 4)

Please indicate with a checkmark (✓) for complete, an (X) for not complete or NA (Not Applicable) for each of the following

NOTE: If an item is marked not complete (X) please provide an explanation and/or timeline as to when item will be completed

Emergency / Crisis Management Plan

- _____ A plan is in place for the handling & reporting procedure for minor accidents
- _____ A plan is in place for the handling & reporting procedure for major accidents
- _____ A plan is in place if a student goes missing
- _____ A plan is in place for the handling & reporting procedure in case of weather / natural disaster
- _____ A list of emergency contact numbers including 24 hours emergency toll free number of tour operator & tour leader cell # has been prepared and made accessible to chaperone/teachers, principal, students and parents.
- _____ A list of appropriate hospitals, consulates / embassies, local police, medical & ambulance numbers for tour destination has been prepared and made accessible to chaperone/teachers, principal, students and parents.

(Page 4 of 4)



Document Four

Principal's Checklist for International Excursions

This form is to be completed by the principal, signed and attached to Document Three "Teacher-in-Charge Checklist".

School: _____ Date: _____

A checkmark indicates the action has been completed. A blank indicates no action has been taken. (NA) indicates the item is not applicable for the excursion. Please use the back of the form to add any explanations.

- _____ I have reviewed Appendix I p. 92-93, "**Principal's Responsibilities for International Excursions**".
- _____ I have reviewed Section 12 "**Special Considerations for Principals**" pages 68-71, of The TCDSB Excursion Handbook.
- _____ I have reviewed Section 4.25 "**Excursion Type and Steps Required – What I have to do!**" pages 29-32, of The TCDSB Excursion Handbook.
- _____ Tour operator is from the TCDSB Approved Vendor List
- _____ I have reviewed Sections 12.8 "**Use of Parent/Guardian Volunteers on Excursions**" pages 69-70 and Section 12.9 "**Requirements for Adult Volunteers on Excursions**" pages 70-71, of The TCDSB Excursion Handbook.
- _____ I have reviewed with the teachers TCDSB handbook, **ANAPHYLAXIS – PROTOCOL AND GUIDELINES 2013**, and **Protocols for Prevalent Medical Conditions, 2018**
- _____ I have reviewed with teachers TCDSB handbook, **TCDSB Protocols for Concussions**
- _____ The school staff has been in-serviced regarding excursions.
- _____ Standard Parent/Guardian Permission Form is being used.
- _____ provide teachers/supervisors with a copy of the **Student Plan of Care**, if a student requires one. Refer to **Protocols for Prevalent Medical Conditions, 2018**.
- _____ A parent meeting is being planned. Date if known _____.
- _____ Arrangements will be made for students who have been identified with one of the four Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, Epilepsy and Seizures).
- _____ Arrangements will be made for students requiring special care.
- _____ Every effort will be made to ensure that no student is prevented from participation through inability to pay.
- _____ Arrangements will be made for students unable to take part in the excursion.
- _____ Arrangements have been made for participation in the Sunday Eucharist for all students and supervisors
- _____ At least one of the supervisors/instructors is qualified in first aid.
- _____ All TCDSB water policies have been reviewed.
- _____ All TCDSB watercraft policies have been reviewed.
- _____ All TCDSB canoe-tripping policies have been reviewed.
- _____ All TCDSB private or rented aircraft policies have been reviewed.
- _____ There will be a copy at school, of any contract/proposed contract with any travel agent.
- _____ All supervisors have been reminded to complete the iCOD (Offence Declaration) for the current school year. <https://www.tcdsb.org/FORSTAFF/iCodDocs/Pages/default.aspx>

Signature of Principal

Date

(Page 1 of 1)

Step Three of the Planning Process for TCDSB International Excursions - Approval of Parent/Guardian

Once the excursion has been approved by the Director of Education, or designate, the teacher-in-charge is required to hold a parent/guardian information meeting. At this meeting the teacher-in-charge can provide complete information to students, parents/guardians. Once this meeting is held the teacher-in-charge can collect signed TCDSB forms required for an international excursion. The teacher-in-charge is required to complete the documentation necessary for this type of trip at least 8 weeks prior to the date of the excursion.

The TCDSB documentation required is:

1. Signed Parent/Guardian Permission Form
2. Student's Health and Safety Information Form (2 pages)
3. Consent to Medical Treatment Form

School Generated Parent/Guardian Permission Form for TCDSB International Excursions

The Parent/Guardian permission form is one of the most important documents being sent home. Two copies of this form should be sent to the parent/guardian for each student. One copy is to be signed and returned to the school, the second copy is to be kept by the parents/guardians for their information. The form shall contain, but is not limited to, the following information (where applicable):

- School Name
- Date
- Teacher-in-Charge
- Date of tour
- Full cost of tour
- Additional tour costs for which students' will be responsible
- Tour Cancellation Charges if trip cancelled by student
- Travel Tour Operator Name
- Travel Tour Operator Address

- Travel Tour Operator TICO & IATA Number
- Travel Tour Operator Contact Name
- Travel Tour Operator Contact Number
- Travel Tour Operator Contact E-mail

Destination & Tour Details including

- full itinerary with a comprehensive description of all activities
- the location of the excursion with relevant times and dates
- the nature and purpose of the excursion
- the supervision that will be provided and by whom
- transportation arrangements
- how parents will be contacted should an injury occur
- plans that are in place should cancellations, delays, alternate transportation arrangements become necessary
- indicate when students are being driven by a volunteer driver
- indicate when the volunteer driver is a student
- the cost of the activity for students and supervisors (where applicable) and any special needs such as lunches, clothes, money etc.
- indicate that Parents/Guardians are responsible to make the necessary arrangements if, for any reason, it becomes necessary to send their son/daughter home prior to the end of the excursion. The Board is in no way responsible for reimbursing parents/guardians if this situation occurs.
- a reminder that the parent/guardian should let the school know of any relevant medical conditions, e.g. allergies
- any additional information, which could have a bearing on whether, the parent/guardian would give or withhold permission for their child to fully participate in the excursion; and
- highlight any unusual factors, such as rigorous exercise, water sports, canoeing, etc. Special risks must be clearly brought to the attention of the students and the parent/guardian.
- a reminder that cancellation, travel and medical insurance coverage must be purchased as part of the package



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

STUDENT'S HEALTH AND SAFETY INFORMATION FORM

The information you provide on these forms is collected under the authority of the Education Act, R.S.O. 1991, Section 170(1) and will be used for administration of school excursions and in the event of a medical emergency. All information is collected, used, disclosed, and disposed of in accordance with the Municipal Freedom of Information and Protection of Privacy Act (RSO 1990 M.56).. If you have any questions regarding the collection or use of this information, please contact the school Principal.

School Name: _____

Name of Child: _____ Date of Birth: _____ Sex: _____
First Name Last Name Y- M- D M or F

Student's Home Address: _____
Number Street City Postal Code

Student's Home Phone Number: _____

Mother's (Guardian's) Name: _____ Cell #: _____

Mother's (Guardian's) Address: _____
 (If different from student's)

Place of Employment: _____ Phone #: _____

Father's (Guardian's) Name: _____ Cell #: _____

Father's (Guardian's) Address: _____
 (If different from student's)

Place of Employment: _____ Phone #: _____

Family Doctor: _____ Phone #: _____

Does your child have a Student Plan of Care for one of the following:

Anaphylaxis ☐ Asthma ☐ Diabetes ☐ Epilepsy and Seizure ☐

Provide details of any special condition(s) your child may have which must or should be taken into consideration in his/her participation in a full academic and physical program:

Allergy: ☐insect ☐plant ☐food ☐drug/serum ☐other allergy or sensitivity: _____

Does your child carry an Epi Pen or AUVI-Q? Yes ☐ No ☐

Asthma: _____

Diabetes: _____

Epilepsy or Seizure: _____

Feet or Legs: _____

Heart: _____

Skin: _____



**TORONTO CATHOLIC DISTRICT SCHOOL BOARD
STUDENT'S HEALTH AND SAFETY INFORMATION FORM**

Recent illness or operation:

Other:

Concussion(s) date(s):

Details of Concussion:

Blood type (if known):

Date of last Tetanus shot (if known):

If there are any other medical details that you feel might be of some assistance to the teacher to ensure the safety of your child, please contact the teacher at school or use the space below to inform the teacher of these details.

Signature of Parent or Guardian
(or student over the age of 18 years or students 16 or 17 years old who have withdrawn from parental control)

Date

Signature of Teacher-in-charge of Excursion

Date



TORONTO CATHOLIC DISTRICT SCHOOL BOARD CONSENT TO MEDICAL TREATMENT

(a) *When on Field Trips*

and (b) *When parents cannot be contacted*

The information on this form is collected under the authority of the Education Act, R.S.O. 1991, Section 170(1) and will be used for administration of school excursions and in the event of a medical emergency. If you have any questions regarding the collection or use of this information, please contact the school Principal.

To: Any Qualified Health Care Provider

CONSENT TO MEDICAL TREATMENT

I hereby consent to the administration of any medical treatment deemed by any qualified medical practitioner to be necessary for the health and welfare of my child, _____

Child's Name

including the administration of an anesthetic and the performance of any necessary operation during the period _____ *to*

Y – M – D

_____,

Y – M – D

Dated at _____ *this* _____ *day of* _____

Parent Contact Numbers: _____ Cell: _____

Parent email: _____

Signature of Parent or Guardian

Date

(or student over the age of 18 years or students 16 or 17 years old who have withdrawn from parental control)

(Page 1 of 1)



Definitions and Contacts related to planning a TCDSB International Excursion

The International Air Transport Association (IATA) is the trade association of airlines. Our 240 members comprise 84% of the total air traffic.

The Travel Industry Council of Ontario (TICO) is a self-managed, not-for-profit corporation, responsible for administering and enforcing the Ontario *Travel Industry Act, 2002* and Ontario Regulation 26/05 on behalf of the Ontario government. The legislation governs all of the approximately 2,500 travel retailers and travel wholesalers registered in Ontario. In addition, TICO administers an industry-financed Travel Compensation Fund to protect against bankruptcy/services not provided for the money paid in advance.

Liability Insurance Certificate – proof that provider has liability insurance to cover personal/body injury, property damage, incidental professional and malpractice, environmental impairment, sexual assault, non-owned automobile etc. For TCDSB the minimum amount is 2 million Canadian dollars – copies available from the vendor's insurer.

Errors & Omissions Certificate (Professional) – proof that provider has liability insurance, to pay for damages incurred if the professional's services are deemed to be faulty. For TCDSB the minimum amount is 1 million Canadian dollars – copies available from the vendor insurer.

IMIAT – International Association for Medical Assistance to Travellers (imiat.org).

OPHEA – Ontario Physical Health Educational Association – The provincial organization responsible for The Ontario Physical Education Safety Guidelines

The Ontario Physical Education Safety Guidelines represent the minimum standards for risk management practice for school boards. They focus the attention of teachers, intramural supervisors and coaches on safe practices, in every activity, in order to minimize the element of risk. To access these guidelines: www.safety.ophea.net

Canadian Contacts

- 1) Government of Canada Office – travel.gc.ca/offices
- 2) Foreign Affairs Canada and International Trade Canada (1-800-267-6788)
website - <http://travel.gc.ca/>
- 3) Canadian Emergency Watch and Response Centre (Ottawa) – 613-996-8885
(call collect)
 - a. Email: sos@international.gc.ca
 - b. Consult: travel.gc.ca/emergencies
- 4) Travel updates
 - a. travel.gc.ca/updates
 - b. travel.gc.ca/rssfeeds
 - c. Follow DFAIT on Twitter at @DFAIT_MAECI
- 5) Information/Issues Concerning Canadian Passports
passportcanada.gc.ca
 1-800-567-6868
 Twitter – twitter.com/passportcan
 Facebook – facebook.com/passportcan
 You Tube – youtube.com/passportcan
 From outside Canada 819-997-8338

APPENDIX II

CONSIDERATIONS FOR EXCURSION APPROVAL (PRINCIPAL/SUPERINTENDENT)



CONSIDERATIONS FOR EXCURSION APPROVAL (Principal/Superintendent)

This two-page list of questions is intended to be a guide to assist the person responsible for granting approval for an excursion. Depending on the nature and duration of the excursion, some items may have a greater importance and some not applicable. Each situation is unique so please adapt the list to suit your situation.

- Have you reviewed Section 12 “**Special Considerations for Principals**” pages 72-75, of The TCDSB Excursion Handbook?
- Have the teachers reviewed Section 13 “**Special Considerations for Teachers**” pages 76-79, of The TCDSB Excursion Handbook”?
- Has the school staff been in-serviced regarding excursions?
- Has the school staff been in-serviced regarding safety?
- What is the educational value of the trip?
- What is the name of the teacher-in-charge of the trip?
- Is there an outline for the trip?
- For excursions where it is needed has an Excursion Approval Form been completed and sent to the person granting approval?
- For excursions where it is needed has the Principal’s Checklist been completed and submitted with the Excursion Approval Form?
- Is the standard Parent/Guardian Approval Form being used?
- Have all Student Health Information and Medical Consent Forms been completed?
- Have the Student Plans of Care for the Four Prevalent Medical Conditions been shared?
- What arrangements are included for students requiring special care?
- What is the number of male and female students?
- What is the number of male and female supervisors?
- What efforts have been made to ensure that no student is prevented from participation through inability to pay?
- What arrangements have been made for students remaining in school?

(Page 1 of 2)



CONSIDERATIONS FOR EXCURSION APPROVAL (Principal/Superintendent)

- If the excursion includes a Sunday have arrangements been made for participation in the Sunday Eucharist for all students and supervisors?
- Is there a copy of a list of student participants and emergency contacts:
 - with the teacher-in-charge ▪ on file at the school?
- Is there a copy of a list of staff members, including statement of health records, next of kin and emergency contact numbers:
 - with the teacher-in-charge ▪ on file at the school?
- Is there a list of emergency support services in the area e.g. police, hospital etc.? (names and numbers where possible)
- First Aid Training: What is the name of the person qualified?
What is the nature of the qualification?
- Is there an Emergency Action Plan in place for injuries?
- Is there an Emergency Action Plan in place for transportation?
- Is there a map showing the trip route, itinerary?
- Is there a copy on file at the school of any contract or proposed contract with any travel agent?
- Are there any water activities included in the trip plans?
 - If so, how are TCDSB water policies to be implemented?
- Are there any small watercraft activities included in the trip?
 - If so, how are TCDSB watercraft policies to be implemented?
- Are there any canoe tripping activities included in the trip?
 - If so, how are TCDSB canoe tripping policies to be implemented?
- Are there any private or rented aircraft activities included in the trip?
 - If so, how are TCDSB private or rented aircraft policies to be implemented?

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APPENDIX III

CHARTS

Excursion Type and Permission Form Required

Excursion Type	Permission Form(s) Required	Approved By
Use of local site	Parent/Guardian Permission Form – Local and Regular Use Sites (page 130)	Principal
Supplementary programs offered at different locations	Parent/Guardian Permission Form – Local and Regular Use Sites (page 130)	Principal
One day trips within Canada <ul style="list-style-type: none"> Co-Instructional Programs Curricular 	Parent/Guardian Permission Form – All Excursions (page 131-2) Consent/Waiver Form - (OSBIE or Vendor supplied) – for higher risk activities (page 138) – as required	Principal
One day trips within Canada involving water related activities <ul style="list-style-type: none"> Co-Instructional Programs Curricular 	Parent/Guardian Permission Form – All Excursions (page 131-2) Consent/Waiver Form - (OSBIE or Vendor supplied) – for higher risk activities (page 138) – as required Student Participation Checklist for Water Related Activities (page 133-4) – as required	Superintendent upon recommendation of Principal
Overnight excursions within Canada <ul style="list-style-type: none"> Co-Instructional Programs Curricular 	School Excursion Approval Application Form (page 127) Principal's Checklist (page 128-9) Parent/Guardian Permission Form – All Excursions (page 131-2) Consent/Waiver Form (OSBIE or Vendor supplied) – for higher risk activities (page 138) – as required Student Participation Checklist for Water Related Activities (page 133-4) – as required	Superintendent upon recommendation of Principal

<p>Excursions - outside of Canada</p> <ul style="list-style-type: none"> • Co-Instructional Programs • Curricular 	<p>Document One: School Excursion Application Form for International Excursions (page 101)</p> <p>Document Three: Excursion Approval Form and Documents/ Information Required from Tour Operator for all International Excursions (page 105-108)</p> <p>Principal's Checklist International Excursions (page 109)</p> <p>Parent/Guardian Permission Form (pages 131-2)</p> <p>Consent/Waiver Form (OSBIE or Vendor supplied) – for higher risk activities (page 138) – as required</p> <p>Student Participation Checklist for Water Related Activities (page 133-4) – as required</p>	<p>Director of Education or designate upon recommendation of Superintendent and Principal</p>
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Excursion Type and Steps Required –

What I have to do!

The following chart is intended as a guide to assist teachers in organizing excursions. However teachers **must** review the relevant sections of the Handbook when planning an excursion. An excursion that involves watercraft, water activities, additional risk etc. requires further planning than what is outlined below.

Excursion Type	Steps Required – What I have to do!
Use of local site	<ol style="list-style-type: none"> 1. Parent/Guardian Permission Form – Local and Regular Use Sites (page 130) completed once each school year for entire school year. Two copies needed, one copy is to be signed and returned by the student and one copy retained by the parent/guardian. 2. List of students taking part in the excursion, one copy carried by teacher-in-charge and one copy left in school office prior to each excursion. 3. Copy of Student Plan of Care reviewed and carried for those students who require one. 4. Emergency Action Plan for Injuries completed once each school year for the local and regular use site(s) covered by the permission form. (refer to page 147) 4. Emergency Action Plan for Transportation completed once each school year for \ the local and regular use site(s) covered by the permission form. (refer to page 152)
Supplementary programs offered at different locations	<ol style="list-style-type: none"> 1. Parent/Guardian Permission Form – Local and Regular Use Sites (page 130) completed once each school year for entire school year. Two copies needed, one copy is to be signed and returned by the student and one copy retained by the parent/guardian. 2. List of students taking part in the excursion, one copy carried by teacher-in-charge and one copy left in school office prior to each program or excursion. 3. Copy of Student Plan of Care reviewed and carried for those students who require one 4. Emergency Action Plan for Injuries completed once for each program covered by the permission form. (refer to page 147) 5. Emergency Action Plan for Transportation completed once for each program covered by the permission form. (refer to page 152)

Excursion Type	Steps Required – What I have to do!
<p>One day trips within Canada</p> <ul style="list-style-type: none"> • Co-Instructional Programs • Curricular 	<ol style="list-style-type: none"> 1. Parent/Guardian Permission Form – All Excursions (page 131-2) - completed once for each excursion. Two copies needed, one copy is to be signed and returned by the student and one copy retained by the parent/guardian. 2. OSBIE Informed Consent Form – for use with higher risk activities (page 138) – as required) 3. Student Participation Checklist for Water Related Activities (page 133-4) – as required 4. List of students taking part in the excursion, one copy carried by teacher-in-charge and one copy left in school office prior to each program or excursion. 5. Copy of Student Plan of Care reviewed and carried for those students who require one 6. Emergency Action Plan for One-Day Excursion (Injuries and Transportation) completed once for each program covered by the permission form. (refer to page 154)
<p>Overnight excursions within Canada</p> <ul style="list-style-type: none"> • Co-Instructional Programs • Curricular 	<ol style="list-style-type: none"> 1. School Excursion Approval Application Form (page 127) - completed for each excursion and sent with completed Principal's Checklist to Superintendent for approval. 2. Principal's Checklist (page 128) completed once for each excursion and attached to School Excursion Approval Application Form. 3. Have a parent meeting at least 3 weeks prior to each excursion. 4. Parent/Guardian Permission Form – All Excursions (page 131-2) - completed once for each excursion. Two copies needed, one copy is to be signed and returned by the student and one copy retained by the parent/guardian. 5. OSBIE Informed Consent Form – for higher risk activities (page 138) as required 6. Student Participation Checklist for Water Related Activities (page 133-4) – as required 7. Student's Health and Safety Information Form (pages 135-6) - completed once for each excursion. The teacher-in-charge must sign and keep a copy of this form with them and one copy left in school office prior to each excursion. 8. Student Plan of Care for Anaphylaxis, Asthma, Diabetes, Epilepsy and Seizure – as required, a copy should be carried by the supervising teacher(s) 9. Consent To Medical Treatment Form (page 137) - completed once for each excursion. The teacher-in-charge must keep a copy of this form with them and one copy left in school office prior to each excursion. 10. Emergency Action Plan for Injuries completed once for each excursion covered by the permission form. (refer to page 147) 11. Emergency Action Plan for Transportation completed once for each excursion covered by the permission form. (refer to page 152)

Excursion Type	Steps Required – What I have to do!
<p>Excursions - outside of Canada</p> <ul style="list-style-type: none"> • Co-Instructional Programs • Curricular 	<ol style="list-style-type: none"> 1. Document One: School Excursion Application Form for International Excursions (refer to page 101) - completed for each excursion and sent to school principal or department head for approval. If necessary Document Two: Pre-Tour Checklist before Signing Agreement/Paying Deposit provided to tour operator (page 102-3). 2. Document Three: Excursion Approval Form and Documents / Information Required from Tour Operator for all International Excursions (4 pages) (refer to pages 105-108) and Document 4: Principal/Coordinator's Checklist (refer to page 109) Complete both and forward to Director of Education or designate for approval. 3. Once approval from Director of Education or designate then teacher-in-charge can: <ul style="list-style-type: none"> • have a parent/guardian meeting to outline trip at least 3 weeks prior to excursion 4. Parent/Guardian Permission Form – All Excursions (page 131-2) - completed once for each excursion. Two copies needed, one copy is to be signed and returned by the student and one copy retained by the parent/guardian. 5. OSBIE Informed Consent Form – for higher risk activities (page 138) – as required 6. Student Participation Checklist for Water Related Activities (page 133-4) – as required 7. Student's Health and Safety Information Form (2 pages) (refer to pages 135-6) - completed once for each excursion. The teacher-in-charge must sign and keep a copy of this form with them and one copy left in school office prior to each excursion 8. Student Plan of Care for Anaphylaxis, Asthma, Diabetes, Epilepsy and Seizure – as required, a copy should be carried by the supervising teacher(s) 9. Consent To Medical Treatment Form (refer to page 137) - completed once for each excursion. The teacher-in-charge must keep a copy of this form with them and one copy left in school office prior to each excursion. 10. Make it a requirement that all participants purchase Travel Medical and Trip Cancellation Insurance. 11. Emergency Action Plan for Injuries completed once for each excursion covered by the permission form. (refer to page 147) 11. Emergency Action Plan for Transportation completed once for each excursion covered by the permission form. (refer to page 152)

APPENDIX IV

TCDSB

EXCURSION

FORMS



SCHOOL EXCURSION APPROVAL APPLICATION FORM

Use for: ALL OVERNIGHT EXCURSIONS WITHIN CANADA

Name of Teacher or Organizer of Excursion _____

Position of Responsibility: _____ School: _____

Type of Excursion: Curricular: ☐ Co-Instructional: ☐ Both: ☐

Excursion Description: (location(s), mode of travel, accommodations, participants, activities being planned and any relevant information to assist the person granting approval - use back of page if necessary)

Curricular relevance or purpose of the excursion: _____

Related Credit Courses: (if applicable) _____

Name(s) of Approved Supervisor(s): _____

Anticipated No. of Students Involved: _____ Grade(s): _____

Dates: from _____ to _____
Day Month Year Day Month Year

Your child will be transported by (check all that are appropriate):

☐ Charter Bus ☐ Public Transit ☐ Volunteer Driver ☐ Student Volunteer Driver

☐ Other (please specify): _____

Estimated Cost For Entire Group:		Anticipated Sources of Revenue:	
Accommodation:	\$	School Accounts:	\$
Travel:	\$	School Fund Raising:	\$
Cost of Occasional Teachers	\$	TCDSB Subsidies:	\$
Meals:	\$	Student's/Parent's Share:	\$
Programs/Materials:	\$	Other (a)	\$
Other:	\$	Other:(b) Teacher contributions if applicable	\$
TOTAL:	\$	TOTAL:	\$

It is understood that this excursion WILL NOT proceed without approvals and signed parental forms completed, and a finalized list of student participants provided to the appropriate Superintendent.

Signature of Principal: _____ **Date:** _____
(indicates recommendation of this excursion) For approval of excursion refer to Section 4.7 p. 21 of The TCDSB Excursion Handbook

Have all supervisors completed their iCOD (Offence Declaration) for the current school year.
Yes___No___

Excursion Approved

Excursion Not Approved

Signature of Superintendent
(All Overnight Excursions)

or

Signature of Superintendent
(All Overnight Excursions)



PRINCIPAL'S CHECKLIST

This form is to be completed by the principal, signed and attached to the Excursion Approval Form.

A checkmark indicates the action has been completed. A blank indicates no action has been taken. (NA) indicates the item is not applicable for the excursion. Please use the back of the form to add any explanations.

- ____ I have reviewed Section 12 **“Special Considerations for Principals”** pages 69-70, of The TCDSB Excursion Handbook.
- ____ I have reviewed Section 4.25 **“Excursion Type and Steps Required – What I have to do!”** pages 29-32, of The TCDSB Excursion Handbook.
- ____ I have reviewed Sections 12.8 **“Use of Parent/Guardian Volunteers on Excursions”** pages 69-70 and Section 12.9 **“Requirements for Adult Volunteers on Excursions”** pages 70-71, of The TCDSB Excursion Handbook.
- ____ I have reviewed with the teachers TCDSB handbook, **ANAPHYLAXIS – PROTOCOL AND GUIDELINES 2013**, and **Protocols for Prevalent Medical Conditions, 2018**
- ____ I have reviewed with teachers TCDSB handbook, **TCDSB Protocols for Concussions**
- ____ The school staff has been in-serviced regarding excursions.
- ____ Standard Parent/Guardian Permission Form is being used.
- ____ A parent meeting is being planned. Date if known _____.
- ____ Arrangements will be made for students who have been identified as anaphylactic.
- ____ Arrangements will be made for students requiring special care.
- ____ Copies of any Student Plan of Care will be shared and carried by the supervisor(s)
- ____ Every effort will be made to ensure that no student is prevented from participation through inability to pay.
- ____ Arrangements will be made for students unable to take part in the excursion.
- ____ Arrangements have been made for participation in the Sunday Eucharist for all students and supervisors
- ____ At least one of the supervisors/instructors is qualified in first aid.
- ____ All TCDSB water policies have been reviewed.
- ____ All TCDSB watercraft policies have been reviewed.
- ____ All TCDSB canoe-tripping policies have been reviewed.
- ____ All TCDSB private or rented aircraft policies have been reviewed.
- ____ There will be a copy, on file at the school, of any contract or proposed contract with any travel agent.
- ____ All supervisors have been reminded to complete their iCOD (Offence Declaration) for the current school year. <https://www.tcdsb.org/FORSTAFF/iCodDocs/Pages/default.aspx>

Signature of Principal

Date

(Page 1 of 1)



TEACHERS' CHECKLIST

This Checklist is intended to be sequential. Depending on the nature and duration of the excursion, some items may have a greater importance. Adapt the list to suit your situation.

- ____ Preliminary written proposal submitted to school principal well in advance of excursion date(s) (8-10 weeks).
- ____ Principal's approval/support obtained.
- ____ TCDSB Application for School Excursion Form submitted and school's superintendent's signed approval obtained.
- ____ Detailed program developed (includes site visit, pre-trip activities, activities on site, equipment needs, student checklists, reservations at sites and so on) and approved by principal.
- ____ Parents/Guardians informed of details of trip.
- ____ Parent/Guardian meeting held.
- ____ Two copies of the Parent/Guardian Permission Form sent out and one signed copy returned for each student.
- ____ Health Information Forms and Consent to Medical Treatment Forms given to students.
- ____ Student Health & Safety Information Forms and Consent to Medical Treatment Forms have been completed and returned for all students.
- ____ I have obtained and read any Student Plans of Care for Anaphylaxis, Asthma, Diabetes, Epilepsy and Seizure.
- ____ If the excursion includes a Sunday arrangements have been made for participation in the Sunday Eucharist for all students and supervisors.
- ____ Emergency Action Plan for Injuries is completed. (Appendix V, page 148)
- ____ Emergency Action Plan for Transportation is completed. (Appendix V, Page 153)
- ____ Emergency Action Plan for Day Trips (where applicable) is completed. (Appendix V, Page 155)
- ____ I have reviewed **"When an Injury Occurs"** on pages 149-150 of The TCDSB Excursion Handbook
- ____ I have reviewed TCDSB handbook, **ANAPHYLAXIS – PROTOCOL AND GUIDELINES 2013**, and **Protocols for Prevalent Medical Conditions, 2018**
- ____ I have reviewed the TCDSB handbook, **TCDSB Protocols for Concussions**
- ____ Arrangements have been made for students who have been identified as anaphylactic.
- ____ Clear established routine for handling emergencies is in place.
 - ◆ Accidents ◆ Lost Students ◆ Fire ◆ Anaphylaxis
- ____ List of students and emergency contact left with:
 - ◆ Teacher-in-charge ◆ School ◆ Superintendent
- ____ Post-trip presentation to parents/guardians, other students, is planned.
- ____ Students have proper identification.
- ____ A "buddy system" has been organized with the students.

(Page 1 of 1)



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

PARENT/GUARDIAN PERMISSION FORM LOCAL AND REGULAR USE SITES (Annual Use Form)

School: _____

The school will be using (specific name of church, hall, park etc.)

*This/These facility(ies) is/are to be used on a regular basis throughout the _____ -
_____ school year for the students of grade _____.*

*I give permission for my child, _____ to take part in
supervised activities at the above named location(s) for the school year _____ -
_____.*

Principal's Signature (indicates approval of this/these events).
(To be signed before copies are sent for signature of parent/guardian)

Date

Signature of Parent or Guardian
(or student over the age of 18 years or students 16 or 17 years old who have withdrawn from parental control)

Date



TORONTO CATHOLIC DISTRICT SCHOOL BOARD PARENT/GUARDIAN PERMISSION FORM – ALL EXCURSIONS

School: _____

I/We give permission for my/our child, _____
Student's full name

To go on the school excursion to: _____

Nature and purpose of the excursion: _____

☐ We will not be participating in water related activities

☐ We will be participating in water related activities – see attached Additional Excursion Information form

Departure time from school: _____ Departure Date: _____

Y-M-D

Anticipated return time to school: _____ Return Date: _____

Y-M-D

Your child will be transported by (check all that are appropriate):

☐ Charter Bus ☐ Public Transit ☐ Volunteer Driver ☐ Student Volunteer Driver

☐ Other (please specify): _____

Teacher-in-Charge _____

Supervisor(s): (1) _____ (2) _____

(3) _____ (4) _____

Cost of Excursion \$ _____
per student:

Cost of Excursion \$ _____
per supervisor: (if applicable)

Extra costs for students: _____

The receipt of the following information is acknowledged by the signature of the parent or guardian.

1. *If an excursion is organized without approval being obtained, the TCDSB declines to assume financial or other responsibility of personal liability incurred by students and/or their parent(s)/guardian(s) in connection with their private arrangements for excursions which are not part of the school curriculum.*
2. *Each child's parent(s)/guardian(s) is/are to receive a copy of the pertinent information contained on the approval form*
3. *Please indicate on the back of this form or on the **Student Health Information Form** any relevant medical information concerning your child.*
4. *If an alternate travel, accommodation or activity plan for your child has been made, list details on the reverse side and sign that your permission is given for these changes.*
5. **Parents/Guardians are responsible for making the necessary arrangements if, for any reason, it becomes necessary to send their child(ren) home prior to the end of the excursion. The TCDSB is in no way responsible for reimbursing parents/guardians if this situation occurs.**

Principal's Signature (indicates approval of this/these events).
 (To be signed before copies are sent for signature of parent/guardian)

Date

Signature of Parent or Guardian
 (or student over the age of 18 years or students 16 or 17 years old who have withdrawn from parental control)

Date



TORONTO CATHOLIC DISTRICT SCHOOL BOARD ADDITIONAL INFORMATION FORM – ALL EXCURSIONS

Additional Information:

☐ We will be participating in water related activities:
The Activities Include:

☐ In order to participate in the activity listed above your child must pass a Swim Test as stated in the Ontario Physical Health Education Association (OPHEA) Safety Guidelines. Alternatively, your child must hold one of the following current certificates: Swim to Survive or Swim to Survive+ (both received within 12 months of the excursion); or Bronze Medallion or higher (certified within 24 months of the excursion).

☐ Your child may still participate wearing a properly fitting Personal Flotation Device (PDF) as per the OPHEA Safety Guidelines.

☐ Your child can not participate in the water portion of the activity listed above if they do not pass the swim test

Parent/Guardian: please check the appropriate boxes below:

☐ My Child has a Current Certificate – copy attached. I give my child permission to participate in the water activities listed.

☐ I give permission for my child to do the Water Competency Test (to be administered by an NL Certified Lifeguard and documented by a representative of the school). If my child passes the test, I give my child permission to participate in the water activities listed.

☐ I do **NOT** give permission for my child to participate in any water activities. My child has permission to participate in any other non-water related activities.

Principal's Signature (indicates approval of this/these events).
(To be signed before copies are sent for signature of parent/guardian)

Date

Signature of Parent or Guardian
(or student over the age of 18 years or students 16 or 17 years old who have withdrawn from parental control)

Date

(page 2 of 2)

TORONTO CATHOLIC DISTRICT SCHOOL BOARD



STUDENT PARTICIPATION CHECKLIST FOR WATER RELATED ACTIVITIES

School:
Principal:
Teacher:
Class Grade:
Date:

Facility/Pool Name:
Address:
Instructor Name:
Lifesaving Society ID #:
Telephone:

STUDENT NAME	DID NOT PASS SWIM TEST or HAVE SWIM Certificate	PASS OPHEA SWIM TEST Administered NL Certified Lifeguard Valid within 12 months of the activity or excursion	HAS SWIM TO SURVIVE CERTIFICATE Grade 4-6 (copy attached) Valid within 12 months of the activity or excursion	HAS SWIM TO SURVIVE + CERTIFICATE Grade 7-12 (copy attached) Valid within 12 months of the activity or excursion	Has CURRENT (within 24 months of certification date) Bronze Cross, Bronze Medallion or Higher (copy attached)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					

REPORT APPENDIX B

STUDENT NAME	DID NOT PASS SWIM TEST or HAVE SWIM Certificate	PASS OPHEA SWIM TEST Administered NL Certified Lifeguard Valid within 12 months of the activity or excursion	HAS SWIM TO SURVIVE CERTIFICATE Grade 4-6 (copy attached) Valid within 12 months of the activity or excursion	HAS SWIM TO SURVIVE + CERTIFICATE Grade 7-12 (copy attached) Valid within 12 months of the activity or excursion	Has CURRENT (within 24 months of certification date) Bronze Cross, Bronze Medallion or Higher (copy attached)
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					
31.					
32.					



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

STUDENT'S HEALTH AND SAFETY INFORMATION FORM

The information you provide on these forms is collected under the authority of the Education Act, R.S.O. 1991, Section 170(1) and will be used for administration of school excursions and in the event of a medical emergency. All information is collected, used, disclosed, and disposed of in accordance with the Municipal Freedom of Information and Protection of Privacy Act (RSO 1990 M.56).. If you have any questions regarding the collection or use of this information, please contact the school Principal.

School Name: _____

Name of Child: _____ Date of Birth: _____ Sex: _____
First Name Last Name Y- M- D M or F

Student's Home Address: _____
Number Street City Postal Code

Student's Home Phone Number: _____

Mother's (Guardian's) Name: _____ Cell #: _____

Mother's (Guardian's) Address: _____
 (If different from student's)

Place of Employment: _____ Phone #: _____

Father's (Guardian's) Name: _____ Cell #: _____

Father's (Guardian's) Address: _____
 (If different from student's)

Place of Employment: _____ Phone #: _____

Family Doctor: _____ Phone #: _____

Does your child have a Student Plan of Care for one of the following:

Anaphylaxis ☐ Asthma ☐ Diabetes ☐ Epilepsy and Seizure ☐

Provide details of any special condition(s) your child may have which must or should be taken into consideration in his/her participation in a full academic and physical program:

Allergy: ☐insect ☐plant ☐food ☐drug/serum ☐other allergy or sensitivity: _____

Does your child carry an Epi Pen or AUVI-Q? Yes ☐ No ☐

Asthma: _____

Diabetes: _____

Epilepsy or Seizure: _____

Feet or Legs: _____

Heart: _____

Skin: _____



**TORONTO CATHOLIC DISTRICT SCHOOL BOARD
STUDENT'S HEALTH AND SAFETY INFORMATION FORM**

Recent illness or operation:

Other:

Concussion(s) date(s):

Details of Concussion:

Blood type (if known):

Date of last Tetanus shot (if known):

If there are any other medical details that you feel might be of some assistance to the teacher to ensure the safety of your child, please contact the teacher at school or use the space below to inform the teacher of these details.

Signature of Parent or Guardian
(or student over the age of 18 years or students 16 or 17 years old who have withdrawn from parental control)

Date

Signature of Teacher-in-charge of Excursion

Date



TORONTO CATHOLIC DISTRICT SCHOOL BOARD CONSENT TO MEDICAL TREATMENT

(b) When on Field Trips

and (b) When parents cannot be contacted

The information on this form is collected under the authority of the Education Act, R.S.O. 1991, Section 170(1) and will be used for administration of school excursions and in the event of a medical emergency. If you have any questions regarding the collection or use of this information, please contact the school Principal.

To: Any Qualified Health Care Provider

CONSENT TO MEDICAL TREATMENT

I hereby consent to the administration of any medical treatment deemed by any qualified medical practitioner to be necessary for the health and welfare of my child, _____

Child's Name

including the administration of an anesthetic and the performance of any necessary operation during the period _____ to _____
Y – M – D

Y – M – D

Dated at _____ this _____ day of _____

Signature of Parent or Guardian

Date

(or student over the age of 18 years or students 16 or 17 years old who have withdrawn from parental control)



INFORMED CONSENT/PERMISSION FORM FOR EDUCATION TRIPS

(Students Under 18 Years)

The _____ is arranging
(Name of school)

(Description of activity and dates)

THIS FORM MUST BE READ AND SIGNED BY EVERY STUDENT WHO WISHES TO PARTICIPATE AND BY A PARENT OR GUARDIAN OF A PARTICIPATING STUDENT.

ELEMENTS OF RISK:

Educational activity programs, such as the activity listed above, involve certain elements of risk. Injuries may occur while participating in these activities.

The risk of sustaining injuries can result from the nature of the activity and can occur without any fault of either the student, or the school board, its' employees/agents or the facility where the activity is taking place. By choosing to take part in this activity, you are accepting the risk that you/your child may be injured. The chance of an injury occurring can be reduced by carefully following instructions at all times while engaged in the activity.

If you choose to participate in _____ on _____, you must understand that you bear the responsibility for any injury that might occur.

The Toronto Catholic District School Board does not provide accidental death, disability, dismemberment or medical expense insurance on behalf of the students participating in this activity.

ACKNOWLEDGEMENT

WE HAVE READ THE ABOVE. WE UNDERSTAND THAT IN PARTICIPATING IN THE ACTIVITY DESCRIBED ABOVE, WE ARE ASSUMING THE RISKS ASSOCIATED WITH DOING SO.

Signature of Student: _____ Date: _____

Signature of Parent/Guardian: _____ Date: _____

PERMISSION

I give _____ permission to participate in the _____
(Name of student) (Description of activity)

to be held on _____
(Date)

Signature of Parent/ Guardian: _____ Date: _____



VOLUNTEER DRIVER - AUTHORIZATION TO TRANSPORT STUDENTS – PART 1

This will authorize: _____
(Name of Volunteer Driver)

to transport students participating in the events listed on the attached school schedule **OR**

to transport students participating in the following school activity: _____

Driver's License No.: _____ Driver's Phone No.: _____

Vehicle Information: Make: _____ Year: _____ License No. _____

Vehicle Owner: _____

(Vehicle owner's name)

If the volunteer driver is not the vehicle owner then a completed part 2 must be attached.

Insurance Co.: _____ Policy No.: _____

If volunteer driver is a student then a completed part 3 must be attached.

Driver Declaration: Please read carefully before signing.

1. I declare that I hold a valid unrestricted Ontario Class G2 or better license.
2. I understand that when transporting students, safety is my first responsibility. Since it is important to focus on driving and to reduce driver distractions I will not use a cellular phone (hand-held or hands-free or any other hand-held (mobile) wireless communication device while driving students. Wireless hand-held devices include but are not limited to cellular phones, Blackberrys, PDAs, MP3 players, GPS, etc. Hand-held (mobile) wireless communication devices can only be used when the vehicle is safely parked.
3. I understand that the TCDSB will not provide legal advice nor assistance to anyone charged in relation to the use of hand-held (mobile) wireless communication devices.
4. I declare that I am using a licensed automobile, which carries valid automobile Third Party Liability insurance, with a limit on liability of at least \$1,000,000. In addition the vehicle has; Accident Benefit and Uninsured Automobile coverage
5. I understand that the TCDSB's Excess Automobile Liability insurance comes into effect only after the vehicle owner's primary Third Party Liability insurance limit has been exhausted. The TCDSB's Third Party Liability insurance provides protection up to a total of \$20 million for each occurrence.
6. I understand that there is no coverage provided by the TCDSB's insurance for damage to a volunteer or employee's vehicle. In addition there is no coverage for a premium adjustment as the result of an accident while the vehicle is being operated for TCDSB activities.
7. I understand that according to provincial legislation, passengers who are injured would recover accident benefits coverage from their own or a parent's/guardian's automobile policy. In the absence of a personal or family automobile policy, the passenger would then be eligible to recover benefits from the insurance policy covering the vehicle in which they are riding.
8. I understand that if a vehicle is equipped with a front seat passenger-side airbag, students must not be transported in that seat if they do not meet the minimum requirements for safety, unless the airbag has been properly deactivated. According to the latest information from Transport Canada, all children aged 12 and under should be seated in the back of any vehicle where the air bag has not been properly deactivated.
9. I promise to provide the school TCDSB with prompt written notice, with particulars, of any accident arising out of the use of a licensed automobile during a trip on TCDSB-related business.

Driver's Signature (indicates the above has been read and agreed to)

Date

Date

School Name

Principal's Signature



VOLUNTEER DRIVER - AUTHORIZATION TO TRANSPORT STUDENTS - PART 2

This part must be completed if the volunteer driver is not the vehicle owner.

Declaration to be signed by the vehicle owner.

1. I declare that I have read the Driver Declaration on the first part of this authorization form.
2. I declare that I have authorized _____ to drive my vehicle to transport students participating in the school events listed.
3. I declare that he/she holds an unrestricted G2 or better driver's license, is authorized to drive and is insured as an operator under the vehicle's liability insurance.
4. I declare the vehicle described above is mechanically fit and that there are seatbelts in good working condition for all passengers and that appropriate car/booster seats are used.

Owner's Signature (indicates the above has been read and agreed to)

Date



VOLUNTEER DRIVER - AUTHORIZATION TO TRANSPORT STUDENTS - PART 3 STUDENT VOLUNTEER DRIVER AUTHORIZATION

If the volunteer driver is a student the following must be completed:

Date of driver education course: _____.
Y – M – D

I am aware that my son/daughter _____ will be a volunteer
(Name of Volunteer Driver)
driver and will be transporting other students.

Parent/Guardian Signature

Date



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

EXCURSION ORDER

FOR TTC TICKETS ONLY

SCHOOL _____ LOCATION # _____

DATE OF TRIP: _____

DESTINATION: _____

TORONTO TRANSIT TICKETS	QUANTITY
ADULTS	
CHILDREN (12 YEARS OF AGE OR UNDER)	
STUDENTS (19 YEARS OF AGE OR UNDER)	

SIGNATURE OF PRINCIPAL: _____ DATE: _____

Y - M - D

----- FOR BOARD USE ONLY -----

REQUISITION # _____

Cost Centre:

Cost Element/GLAcct:

DATE ORDERED: _____

SIGNATURE: _____

**PLEASE SEND COMPLETED FORM TO
STUDENT TRANSPORTATION SERVICES, CEC**



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

MEDIA CONSENT FORM

I, _____, hereby give my consent to
(Name of Parent/Guardian)

The Toronto Catholic District School Board for my child,

_____, of _____,
(Name of Student) (Name of School)

to participate in the media activity on _____
(Date)

at _____, and to be filmed,
(Location)
audiotaped, videotaped or photographed by print or broadcast media.

I also consent to my child being interviewed for the purpose of broadcast or printing by the news media on the following topics:

Signature of Parent/Guardian

(or student over the age of 18 years or students 16 or 17 years old who have withdrawn from parental control)

Date

This personal information is collected under the authority of the Education Act and is used for the purpose of promoting Catholic education in Toronto.

OSBIE Incident Report Form

The OSBIE incident report form is to be accessed at the following OSBIE website:

<http://www.osbie.on.ca/incident-reports/>

A copy of the file will be sent by OSBIE to TCDSB Risk Management Department.

APPENDIX V

EMERGENCY ACTION PLANS (EAP)

INTRODUCTION TO EMERGENCY ACTION PLANS

1. Emergency Action Plan for Injuries

Given that there is an element of risk in all physical activity, an encounter with an injury or accident is highly possible. Recognizing this fact, it is necessary to establish a plan of action for dealing with an emergency when it occurs. The key to the **Emergency Action Plan for Injuries** is getting the professional care to the injured person as quickly as possible. For that to happen efficiently and effectively, you must be prepared with an **Emergency Action Plan for Injuries**. A fill-in-the-blanks copy of an **Emergency Action Plan for Injuries** can be found on page 147.

Please review the section “**When an Injury Occurs**” pages 149-150 prior to going on any excursion.

2. Emergency Action Plan for Transportation

In any situation where transportation (e.g. bus, car, train, plane, boat, canoe, horse etc.) is part of an excursion there are a variety of concerns that must be dealt with prior to the excursion. An **Emergency Action Plan for Transportation** must be completed so that plans are in place to deal with emergencies that may arise. A copy must accompany the teacher-in-charge and a copy kept on file at the school. A fill-in-the-blanks copy of an **Emergency Action Plan for Transportation** can be found on page 152.

3. Emergency Action Plan for One Day Excursion (Page 154)

This form is a simplified version of the two forms above. It contains all the information needed for a single day excursion.

EMERGENCY ACTION PLAN FOR INJURIES

The following is a sample **Emergency Action Plan for Injuries** taken from information found in: Ministry of Tourism/Recreation booklet “Exercise Caution, Prevent Sport Injuries, 1988” and Ministry of Tourism/Recreation Provincial Sport Organizations Risk Management Manual, 1987.

Each supervisor on the excursion should know the following information:

1. Location and access to the first-aid kit.
2. Location and access to a telephone.
3. Telephone number of ambulance (if area does not have 911 service).
4. Telephone number of hospital.
5. Know directions and best access routes to hospital.
6. Each supervisor should be made aware of the students who are carrying medication, such as inhalers, EpiPen® or Allerject®.

Additional Information for Overnight Excursions

When on an overnight excursion the following information should be included as part of the EAP:

7. The teacher-in-charge of the excursion should have a copy of each student's **“Health and Safety Information Form”**. (Appendix IV, p. 135-6)
8. The teacher-in-charge of the excursion should have a copy of each student's **“Consent to Medical Treatment Form”**. (Appendix IV, page 137)
9. Each supervisor should know the telephone number and location of any overnight accommodation.
10. A copy of the **Student Plan of Care**, if a student requires one for Anaphylaxis, Asthma, Diabetes, Epilepsy and Seizure (Refer to the Protocols for Prevalent Medical Conditions Handbook 2018)



EMERGENCY ACTION PLAN FOR INJURIES

School: _____ Date: _____

Principal: _____ Contact No: _____

1. Teacher-in-charge _____ Contact No: _____

2. Teacher-in-charge _____ Contact No: _____

Date of Excursion: _____

Destination: _____

Location of first aid kit: _____

Location of telephone: _____

Name of nearest hospital _____ Telephone No: _____

911 emergency service available: Yes ☐ No ☐ If no ambulance number: _____

Describe Location _____

How will parents be notified if an emergency should arise: _____

Location of Parent/Guardian emergency meeting: School Library ☐ Gymnasium ☐
School Office ☐ Other ☐ (explain) _____

Additional Information for an overnight excursion:

See above ☐ if different from above complete below.

Location: _____

Telephone No.: _____ Contact Name: _____

Location and access to first aid kit: _____

Location and access to telephone: _____

Name of nearest hospital See above ☐ If different from above complete below.

Name of nearest hospital _____ Telephone No: _____

Describe Location _____

How will parents be notified if an emergency should arise: _____

Location of Parent/Guardian emergency meeting: School Library ☐ Gymnasium ☐
School Office ☐ Other ☐ (explain) _____

When An Injury Occurs

Please review the following information prior to taking part in an excursion.

1. Initially, when coming in contact with the injured student, take control and assess the situation.
2. Keep in mind the **Cardinal Rule of Injury Care**:

A. DO NOT MOVE THE INJURED STUDENT.

B. IF A STUDENT CANNOT START A MOVEMENT BY HIMSELF/HERSELF, DO NOT MOVE THE BODY PART FOR HIM/HER.

3. Instruct any bystanders to leave the injured student alone.
4. Leave any of the student's equipment in place.
5. Evaluate the injury. Once you have assessed the severity of the injury, decide whether or not further assistance is required.
6. If an ambulance is not needed, then decide what action is to be taken to remove the injured student from the playing surface.
7. If an ambulance is required:
 - a) Request assistance from another person (teacher/administrator/parent).
 - b) Have this person call an ambulance with the following information:
 - I. State that it is a medical emergency;
 - II. State what the emergency is;
 - III. Give exact location and closest cross streets;
 - IV. Give the telephone number from where you are placing the call;
 - V. Report back to the **in-charge** person and confirm that you made the call and give estimated time of arrival;
 - VI. Go to the access entrance and wait for the ambulance.

8. Once the call has been placed, observe the injured student carefully for any change in condition and try to reassure the injured student until professional help arrives.
9. Do not be forced into moving the injured student unnecessarily.
10. Do not provide the injured student with food or drink.
11. Stay calm. Keep an even tone in your voice.
12. When ambulance attendants arrive, instruct them on what happened, how it happened and what you have done. If aware, you can inform them about any medical-related problems or past injuries of the participant.
13. The **in-charge person or a designated adult** should accompany the injured student to hospital to help reassure the student and give the relevant medical history and injury circumstances to the physician.
14. THE PARENTS/GUARDIANS OF THE INJURED STUDENT MUST BE CONTACTED as soon as possible after the injury.
15. Complete an accident report and file with appropriate TCDSB Official and school administrator.
16. Establish emergency communication procedure for off-site activities - e.g. cellular phone.

Emergency Action Plan for Transportation

An **Emergency Action Plan for Transportation** may include but are not limited to items such as:

1. Proof of adequate insurance. (NOTE: *If the school is using a bus company taken from a TCDSB approved list proof of insurance is not necessary. (For information on insurance refer to Appendix X, page 170-2)*)
2. The school should have readily available, in the office, a list of all contact names in respect of the excursion. This would include the teacher-in-charge, transport company and destination.
3. A list of contact number(s) for each student should be in the possession of the teacher-in-charge of the excursion and on file at the school.
4. Students should receive full safety briefings regarding the use of emergency gear and emergency procedures, possibly from the transportation provider, in advance of the excursion.
5. Contingency plans should be formulated for each aspect of the excursion, and should be shared with supervisors, students and transportation provider.
6. For excursions involving boating activities, the boat operator should be notified of the number of students under 40 kilograms, as these students will require a child's lifejacket. The excursion should not proceed if the boat does not have the requisite number of proper-fitting lifejackets for all adults and students, as well as any other necessary lifesaving equipment.
7. Where appropriate, a route map should be posted at the school and be part of the parent information night. Copies should be made available to parents.

8. Where appropriate a proposed itinerary, listing anticipated risks and counter-measures should be posted at the school and be part of the parent information night. Copies should be made available to parents.
9. A procedure for notifying parents in case of an emergency should be available at the school and for overnight excursions, be part of the parent information night. Copies should be made available to parents. A meeting place for parents should be planned for in case an emergency arises.
10. The teacher-in-charge of the excursion must organize a “buddy system” so that student numbers can be determined quickly, in the event of an emergency.
11. Where appropriate, a location should be designated to the students as the place to meet should an emergency arise. (e.g. Meet at the flagpole outside the building if the fire alarm should sound and evacuation became necessary or if travelling by subway and the student does not get off with the group the student should get off at the next stop and wait for a supervisor to retrieve them.)
12. Where appropriate a bus seating plan must be completed and a copy kept by the teacher-in-charge and a copy kept on file at the school office. Blank copies of various bus seating plans can be found on pages 155-7.



EMERGENCY ACTION PLAN FOR TRANSPORTATION

School: _____ Date: _____

Principal: _____ Contact No: _____

1. Teacher-in-charge _____ Contact No: _____

2. Teacher-in-charge _____ Contact No: _____

Date of Excursion: _____

1. Destination: _____

Contact Name: _____ Contact No: _____

2. Destination: _____

Contact Name: _____ Contact No: _____

Mode(s) of Transport: School Bus ☐ Highway Coach ☐ Aircraft ☐ Automobile ☐

Other ☐ Explain: _____

Watercraft ☐ Explain: _____

1. Carrier: _____

Contact Person: _____ Phone No.: _____

Carrier is from TCDSB approved list: Yes ☐ No ☐ If no, proof of adequate insurance must be attached to this Emergency Action Plan for Transportation form.

Person reviewing safety briefing: Carrier ☐ Teacher-in-charge ☐ Other ☐

2. Carrier: _____

Contact Person: _____ Phone No.: _____

Carrier is from TCDSB approved list: Yes ☐ No ☐ If no, proof of adequate insurance must be attached to this Emergency Action Plan for Transportation form.

Person reviewing safety briefing: Carrier ☐ Teacher-in-charge ☐ Other ☐

How will parents be notified if an emergency should arise: _____

Location of Parent/Guardian emergency meeting: School Library ☐ Gymnasium ☐

School Office ☐ Other ☐ (explain) _____

Bus seating plan completed: Yes ☐ No ☐

Combined Emergency Action Plan (Transportation/Injuries) for One Day Excursions

This form is a simplified version of the two previous forms and is intended to be used for one-day excursions since the information required for one-day excursions is usually simpler than for more involved overnight excursions. However if necessary the two single page versions of EAP forms for injury and/or transportation can be used for one-day excursions.



EMERGENCY ACTION PLANS – ONE DAY EXCURSIONS

INJURIES

School: _____ Date: _____

Principal: _____ Contact No: _____

1. Teacher-in-charge _____ Contact No: _____

2. Teacher-in-charge _____ Contact No: _____

Date of Excursion: _____

Destination: _____

Location of first aid kit: _____

Location of telephone: _____

Location of epi-pen® or allergeject®: _____

Names of students who have been identified as anaphylactic: _____

Name of nearest hospital _____ Telephone No: _____

911 emergency service available: Yes ☐ No ☐ If no, ambulance number: _____

Describe location of hospital: _____

TRANSPORTATION

1. Destination: _____

Contact Name: _____ Contact No: _____

Mode(s) of Transport: School Bus ☐ Highway Coach ☐ Aircraft ☐ Automobile ☐

Other ☐ Explain: _____

Watercraft ☐ Explain: _____

1. Carrier: _____

Contact Person: _____ Phone No.: _____

Carrier is from TCDSB approved list: Yes ☐ No ☐ If no, proof of adequate insurance must be attached to this Emergency Action Plan for Transportation form.

Person reviewing safety procedures: Carrier ☐ Teacher-in-charge ☐ Other ☐

How will parents be notified if an emergency should arise: _____

Location of Parent/Guardian emergency meeting: School Library ☐ Gymnasium ☐

School Office ☐ Other ☐ (explain) _____

Bus seating plan completed: Yes ☐ No ☐



SCHOOL BUS SEATING PLAN FOR GRADES K-5

THREE STUDENTS PER SEAT

SCHOOL: _____ DATE: _____

FRONT OF BUS

A	B	C	D	E	F
<u>SEAT 1A</u>	<u>SEAT 1B</u>	<u>SEAT 1C</u>	<u>SEAT 1D</u>	<u>SEAT 1E</u>	<u>SEAT 1F</u>
<u>SEAT 2A</u>	<u>SEAT 2B</u>	<u>SEAT 2C</u>	<u>SEAT 2D</u>	<u>SEAT 2E</u>	<u>SEAT 2F</u>
<u>SEAT 3A</u>	<u>SEAT 3B</u>	<u>SEAT 3C</u>	<u>SEAT 3D</u>	<u>SEAT 3E</u>	<u>SEAT 3F</u>
<u>SEAT 4A</u>	<u>SEAT 4B</u>	<u>SEAT 4C</u>	<u>SEAT 4D</u>	<u>SEAT 4E</u>	<u>SEAT 4F</u>
<u>SEAT 5A</u>	<u>SEAT 5B</u>	<u>SEAT 5C</u>	<u>SEAT 5D</u>	<u>SEAT 5E</u>	<u>SEAT 5F</u>
<u>SEAT 6A</u>	<u>SEAT 6B</u>	<u>SEAT 6C</u>	<u>SEAT 6D</u>	<u>SEAT 6E</u>	<u>SEAT 6F</u>
<u>SEAT 7A</u>	<u>SEAT 7B</u>	<u>SEAT 7C</u>	<u>SEAT 7D</u>	<u>SEAT 7E</u>	<u>SEAT 7F</u>
<u>SEAT 8A</u>	<u>SEAT 8B</u>	<u>SEAT 8C</u>	<u>SEAT 8D</u>	<u>SEAT 8E</u>	<u>SEAT 8F</u>
<u>SEAT 9A</u>	<u>SEAT 9B</u>	<u>SEAT 9C</u>	<u>SEAT 9D</u>	<u>SEAT 9E</u>	<u>SEAT 9F</u>
<u>SEAT 10A</u>	<u>SEAT 10B</u>	<u>SEAT 10C</u>	<u>SEAT 10D</u>	<u>SEAT 10E</u>	<u>SEAT 10F</u>
<u>SEAT 11A</u>	<u>SEAT 11B</u>	<u>SEAT 11C</u>	<u>SEAT 11D</u>	<u>SEAT 11E</u>	<u>SEAT 11F</u>
<u>SEAT 12A</u>	<u>SEAT 12B</u>	<u>SEAT 12C</u>	<u>SEAT 12D</u>	<u>SEAT 12E</u>	<u>SEAT 12F</u>



SCHOOL BUS SEATING PLAN

TWO STUDENTS PER SEAT

SCHOOL: _____ DATE: _____

FRONT OF BUS

A	B	C	D
<u>SEAT 1A</u>	<u>SEAT 1B</u>	<u>SEAT 1C</u>	<u>SEAT 1D</u>
<u>SEAT 2A</u>	<u>SEAT 2B</u>	<u>SEAT 2C</u>	<u>SEAT 2D</u>
<u>SEAT 3A</u>	<u>SEAT 3B</u>	<u>SEAT 3C</u>	<u>SEAT 3D</u>
<u>SEAT 4A</u>	<u>SEAT 4B</u>	<u>SEAT 4C</u>	<u>SEAT 4D</u>
<u>SEAT 5A</u>	<u>SEAT 5B</u>	<u>SEAT 5C</u>	<u>SEAT 5D</u>
<u>SEAT 6A</u>	<u>SEAT 6B</u>	<u>SEAT 6C</u>	<u>SEAT 6D</u>
<u>SEAT 7A</u>	<u>SEAT 7B</u>	<u>SEAT 7C</u>	<u>SEAT 7D</u>
<u>SEAT 8A</u>	<u>SEAT 8B</u>	<u>SEAT 8C</u>	<u>SEAT 8D</u>
<u>SEAT 9A</u>	<u>SEAT 9B</u>	<u>SEAT 9C</u>	<u>SEAT 9D</u>
<u>SEAT 10A</u>	<u>SEAT 10B</u>	<u>SEAT 10C</u>	<u>SEAT 10D</u>
<u>SEAT 11A</u>	<u>SEAT 11B</u>	<u>SEAT 11C</u>	<u>SEAT 11D</u>
<u>SEAT 12A</u>	<u>SEAT 12B</u>	<u>SEAT 12C</u>	<u>SEAT 12D</u>



HIGHWAY COACH SEATING PLAN

SCHOOL: _____ DATE: _____

FRONT OF BUS

A	B		C	D
<u>SEAT 1A</u>	<u>SEAT 1B</u>		<u>SEAT 1C</u>	<u>SEAT 1D</u>
<u>SEAT 2A</u>	<u>SEAT 2B</u>		<u>SEAT 2C</u>	<u>SEAT 2D</u>
<u>SEAT 3A</u>	<u>SEAT 3B</u>		<u>SEAT 3C</u>	<u>SEAT 3D</u>
<u>SEAT 4A</u>	<u>SEAT 4B</u>		<u>SEAT 4C</u>	<u>SEAT 4D</u>
<u>SEAT 5A</u>	<u>SEAT 5B</u>		<u>SEAT 5C</u>	<u>SEAT 5D</u>
<u>SEAT 6A</u>	<u>SEAT 6B</u>		<u>SEAT 6C</u>	<u>SEAT 6D</u>
<u>SEAT 7A</u>	<u>SEAT 7B</u>		<u>SEAT 7C</u>	<u>SEAT 7D</u>
<u>SEAT 8A</u>	<u>SEAT 8B</u>		<u>SEAT 8C</u>	<u>SEAT 8D</u>
<u>SEAT 9A</u>	<u>SEAT 9B</u>		<u>SEAT 9C</u>	<u>SEAT 9D</u>
<u>SEAT 10A</u>	<u>SEAT 10B</u>		<u>SEAT 10C</u>	<u>SEAT 10D</u>
<u>SEAT 11A</u>	<u>SEAT 11B</u>		<u>SEAT 11C</u>	<u>SEAT 11D</u>
<u>SEAT 12A</u>	<u>SEAT 12B</u>		<u>SEAT 12C</u>	<u>SEAT 12D</u>
<u>SEAT 13A</u>	<u>SEAT 13B</u>		<u>SEAT 13C</u>	<u>SEAT 13D</u>
<u>SEAT 14A</u>	<u>SEAT 14B</u>	<u>SEAT 14C</u>	<u>WASHROOM</u>	

APPENDIX VI

SUGGESTIONS FOR

VOLUNTEERS ON

EXCURSIONS

SUGGESTIONS FOR VOLUNTEERS ON EXCURSIONS

Field trips are a wonderful way for teachers to enhance what their students are learning in the classroom. They also provide parents an opportunity to be directly involved in their child's education. Here are some tips to help you, and your child, get the most out of field trips:

Volunteer if you can: Taking a day off from work to chaperone a field trip is a great way to see what your child is learning and what your child and his/her friends are really like at school. Research shows that children whose parents are involved in school do better than those whose parents are not. So, if you can, take the time to chaperone a field trip

Save conferences for later: Avoid the temptation to discuss your child's progress with the teacher during a field trip. As a chaperone, you have responsibilities and the teacher needs to stay focused on the details of the field trip. Schedule another time where both you and the teacher can focus on your child.

Leave the siblings at home: Field trips are designed to reinforce what the students have been studying in class. Therefore, the field trip won't be as meaningful to younger siblings. Besides, other children could distract you from your role as chaperone. If the destination is truly wonderful, plan a second trip, with the whole family, later.

Be a model: How students behave is a reflection on the school. Therefore, principals and teachers expect students' behaviour to be exemplary. Chaperones should model good behaviour by listening to and following the rules laid out by the teacher. Let the students see you paying attention when the teacher, principal, or featured speaker is talking. If you're driving, obey the speed limit, wear your seat belt, do not use wireless communication devices and please don't smoke around the children.

Be in charge: As a chaperone, you're not along to be the students' buddy. You're the boss. Enforce the rules consistently, right from the beginning. Be stern, if necessary, and make sure the students understand the consequences for any misbehaviour.

Be discreet: The teacher may need to divulge private information to you about one of the students (e.g., medical condition), or you may overhear private conversations among the students. In either case, keep the information to yourself unless there's an emergency.

Keep to the schedule: Field trips are carefully orchestrated, with set times for arrival, departure, lunch, and events. It's important that all the chaperones follow the schedule precisely and keep the kids on time all day long.

Focus on the children: Although chaperoning may be a good opportunity to meet other parents, you need to stay focused on keeping your group of students together and on task. If you want to meet other parents, organize a get-together or attend a PTA meeting.

Be honest with the teacher: Don't wait until the end of the field trip to "vent" serious frustrations. Immediately report to the teacher if the children in your group behave in an unsafe or disrespectful manner.

Pass along compliments: Let the teacher know if you get compliments about your group's or the school's behaviour while on the trip. Congratulate the children, as well, for being excellent ambassadors for the school.

One last thought - if you're not one of the "official" chaperones, please don't be an "unofficial" one. When other parents show up at field trip destinations, it causes problems for the teacher and school. Remind yourself that the field trip is a learning opportunity for the class, not a family outing. The best thing non-chaperone parents can do is to be eager listeners when their children return from the field trip.

Adapted from: *Report to Parents*, by National Association of Elementary School Principals.

APPENDIX VII

THE INSTITUTE FOR CATHOLIC EDUCATION DOCUMENTS (ICE)

THE INSTITUTE FOR CATHOLIC EDUCATION (ICE)

The Institute for Catholic Education is dedicated to working with, bringing together, and assisting all those who share responsibility for English Catholic education in their efforts to promote and maintain Catholic schools animated by the Gospel and reflecting the tenets of the Catholic faith.

The Institute was established by the Bishops of Ontario in 1986. Recognizing the collaborative nature of Catholic education, the direction of the Institute for Catholic Education is confined to a board of Directors with representatives from the associations of Catholic Bishops, teachers, trustees, parents and administrators.

Institute for Catholic Education, 10 St. Mary Street, Suite 604,
Toronto, Ontario M4Y 1P9, Telephone: 416-962-0031, Fax: 416-962-1672

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USING THE GRADUATE EXPECTATIONS

Context

This image of the learner was developed by the Institute for Catholic Education in consultation with representatives of the Catholic community across Ontario.

The life roles, knowledge, skills and attitudes outlined in this document describe the distinctive expectations that the Catholic community has for graduates of Catholic secondary schools.

These expectations are based on research which identified current and future educational goals and priorities across the province and enhance the expectations of the Ontario Ministry of Education and Training as outlined in provincial curriculum documents.

Purpose

The starting point for the design of a provincial curriculum framework begins with the learning expectations which define what all students are expected to know, to do and to value when they graduate from secondary school.

The knowledge, skills and values described in this document create a common reference point from which Catholic curriculum writers can develop more comprehensive and specific curriculum in each subject area.

Catholic curriculum and resource materials, at all grade levels, contribute to achieving these expectations for graduating students. Teachers in Catholic schools will use these expectations to make curriculum decisions concerning program planning, instructional strategies, evaluation and assessment.

Catholic schools provide educational programs and services for students with a variety of learning needs and abilities. This framework document recognizes the need for flexibility to accommodate individual student differences.

As growth to full Christian maturity is a lifelong journey, we recognize that the attainment of these expectations will continue beyond graduation from secondary school. Because faith development is also an internal process, some expectations are beyond quantitative measurement.

We know too, that because of our human condition, we cannot expect to achieve all of these guiding principles perfectly; yet we persevere courageously, grounded in our essential humanity and humble dependence on God.

The Christian vision regarding the value of the human person and his/her journey is passed on only through community. Therefore, it is imperative that everyone in the Catholic community shares the responsibility to educate our young people.

The Institute for Catholic Education encourages students, teachers, parents, guardians, school councils, employees, business, labour community groups and individuals to discuss and use this document to guide the education and faith formation of students in Ontario Catholic schools.

EXPECTATIONS OF THE ONTARIO CATHOLIC SCHOOL GRADUATE

CATHOLICISM'S CORE UNDERSTANDING OF THE HUMAN CONDITION

Distinctive expectations for graduates of Catholic schools are determined and shaped by the vision and destiny of the human person emerging from our faith tradition. This Christian anthropology or world view, reveals the dignity and value of the person. Our tradition tells us God creatively and lovingly calls each of us into the wonder of life, sustaining us by the power of the Holy Spirit, throughout the human journey, into life eternal. We acknowledge that the journey includes moments of brokenness and sin. We recognize in the person of Jesus, the risen Christ, the human face of God sharing our life in order to heal us of our brokenness and liberate us from sin.

This Christian vision of the human journey is best understood within the context of relationship. It is accomplished in community, in solidarity with brothers and sisters in the Church and beyond.

Catholic education views human life as an integration of body, mind, and spirit. Rooted in this vision, Catholic education fosters the search for knowledge as a lifelong spiritual and academic quest. The expectations of Catholic graduates, therefore, are described not only in terms of knowledge and skills, but in terms of values, attitudes and actions.

VISION OF THE LEARNER

THE GRADUATE IS EXPECTED TO BE:

1. **A *discerning believer*** formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.
2. **An *effective communicator*** who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
3. **A *reflective, creative and holistic thinker*** who solves problems and makes responsible decisions with an informed moral conscience for the common good.
4. **A *self-directed, responsible, lifelong learner*** who develops and demonstrates their God-given potential.
5. **A *collaborative contributor*** who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.
6. **A *caring family member*** who attends to family, school, parish, and the wider community.
7. **A *responsible citizen*** who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

1. A DISCERNING BELIEVER FORMED IN THE CATHOLIC FAITH COMMUNITY

WHO:

- a. Illustrates a basic understanding of the **saving story** of our Christian faith.
- b. Participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story.
- c. Actively reflects on **God's Word** as communicated through the Hebrew and Christian scriptures.
- d. Develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good.
- e. Speaks the **language of life**..."recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)
- f. Seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship.
- g. Understands that one's purpose or **call in life** comes from God and strives to discern and live out this call throughout life's journey.
- h. Respects the **faith traditions**, world religions and the life-journeys **of all people of good will**.
- i. Integrates faith with life.
- j. Recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

2. AN EFFECTIVE COMMUNICATOR WHO:

- a. Listens actively and critically to understand and learn in light of gospel values.
- b. Reads, understands and uses written materials effectively.
- c. Presents information and ideas clearly and honestly and with sensitivity to others.
- d. Writes and speaks fluently one or both of Canada's official languages.
- e. Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

3. A REFLECTIVE AND CREATIVE THINKER WHO:

- a. Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.
- b. Creates, adapts, and evaluates new ideas in light of the common good.
- c. Thinks reflectively and creatively to evaluate situations and solve problems.
- d. Makes decisions in light of gospel values with an informed moral conscience.
- e. Adopts a holistic approach to life by integrating learning from various subject areas and experience.
- f. Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

4. A SELF-DIRECTED, RESPONSIBLE, LIFE LONG LEARNER WHO:

- a. Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
- b. Demonstrates flexibility and adaptability.
- c. Takes initiative and demonstrates Christian leadership.
- d. Responds to, manages and constructively influences change in a discerning manner.
- e. Sets appropriate goals and priorities in school, work and personal life.
- f. Applies effective communication, decision-making, problem-solving, time and resource management skills.
- g. Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.
- h. Participates in leisure and fitness activities for a balanced and healthy lifestyle.

5. A COLLABORATIVE CONTRIBUTOR WHO:

- a. Works effectively as an interdependent team member.
- b. Thinks critically about the meaning and purpose of work.
- c. Develops one's God-given potential and makes a meaningful contribution to society.

- d. Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good.
- e. Respects the rights, responsibilities and contributions of self and others.
- f. Exercises Christian leadership in the achievement of individual and group goals.
- g. Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.
- h. Applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

6. A CARING FAMILY MEMBER WHO:

- a. Relates to family members in a loving, compassionate and respectful manner.
- b. Recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended.
- c. Values and honours the important role of the family in society.
- d. Values and nurtures opportunities for family prayer.
- e. Ministers to the family, school, parish, and wider community through service.

7. A RESPONSIBLE CITIZEN WHO:

- a. Acts morally and legally as a person formed in Catholic traditions.
- b. Accepts accountability for one's own actions.
- c. Seeks and grants forgiveness.
- d. Promotes the sacredness of life.
- e. Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.
- f. Respects and affirms the diversity and interdependence of the world's peoples and cultures.
- g. Respects and understands the history, cultural heritage and pluralism of today's contemporary society.
- h. Exercises the rights and responsibilities of Canadian citizenship.
- i. Respects the environment and uses resources wisely.
- j. Contributes to the common good.

APPENDIX VIII

LIST OF TRANSPORTATION SUPPLIERS

For the most up-to date list of TCDSB approved transportation suppliers go to Student Transportation Services on the TCDSB's

Sharepoint website at:

<http://sharepoint01/sts/default.aspx>

Check under “Bus Companies”

APPENDIX IX

GRADUATED

LICENSING FOR

AUTOMOBILE

DRIVERS

Graduated Licensing for Automobile Drivers

As of April 1, 1994, all new drivers applying for their first car license enter Ontario's Graduated Licensing System (GLS). Graduated licensing lets new drivers get driving experience and skills gradually. The two-step licensing process takes at least 20 months to complete.

To apply for a license, a young person must be at least 16 years old and pass a vision test and a test of his/her knowledge of the rules of the road and traffic signs. After passing these tests, he/she will receive a Class G1 license and a driver information package for new drivers. He/she must pass two road tests to become fully licensed.

New drivers earn full driving privileges in two stages and have five years to complete the program (G1 or G2) and graduate to a full license (Class G).

Class G1

New drivers of passenger vehicles learn to drive with six important conditions with a G1 license. A new driver must hold a G1 license for a minimum of 12 months before attempting the G1 road test. This time can be reduced to eight months if the new driver successfully completes an approved driver education course. Drivers earn a G2 license after successfully completing the G1 road test.

A G1 driver is required to:

- maintain a zero blood alcohol level while driving;
- be accompanied by a fully licensed driver, who has at least four years driving experience, and a blood alcohol level of less than .05 per cent, in case he/she needs to take over the wheel;
- ensure the accompanying driver is the only other person in the front seat;
- ensure the number of passengers in the vehicle are limited to the number of working seat belts;

- refrain from driving on Ontario's "400-series" highways or on high speed expressways such as the Queen Elizabeth Way, Don Valley Parkway, Gardiner Expressway, E.C. Row Expressway and the Conestoga Parkway;
- refrain from driving between midnight and 5:00 a.m.

Note: If the accompanying driver is a driving instructor licensed in Ontario, a G1 driver may drive on any road.

Class G2

New drivers must hold a G2 licence for a minimum of 12 months before they can attempt the G2 road test. At this level, he/she has more privileges because of his/her driving experience. He/she may drive without an accompanying driver on all Ontario roads anytime. However, he/she is still required to:

- maintain a zero blood alcohol level while driving;
- ensure the number of passengers in the vehicle is limited to the number of working seat belts.

To further protect youth on Ontario roads, **effective September 1, 2005**: the number of young passengers that teen G2 drivers can carry will be limited from midnight to 5 a.m. as follows:

- Initially, G2 drivers 19 or under can carry only one passenger aged 19 or under.
- After the first six months, and until the G2 driver earns a full G licence or turns 20, they can carry only three passengers aged 19 or under.

The passenger restrictions do not apply if the G2 driver is operating a motor vehicle after 5 a.m. and before midnight.

These restrictions will not apply if the G2 driver is accompanied by a full "G" licensed driver (with at least four years driving experience) in the front seat, or if the passengers are immediate family members.

APPENDIX X

INSURANCE

REQUIREMENTS FOR

TRANSPORTATION OF

TCDSB STUDENTS

INSURANCE REQUIREMENTS FOR TRANSPORTATION OF STUDENTS

TRANSPORTATION CONTRACTS

It is recommended that transportation contracts with bus companies, and others, include an indemnity hold harmless clause to indemnify the TCDSB for any claims brought against them arising out of the operation of the vehicle. In addition, there should be a requirement for the contracting company to carry comprehensive general liability insurance (CGL) for claims that arise from injuries sustained, unrelated to the operation of the vehicle. For instance, dropping a child off at the wrong bus stop would be an example of a claim that would fall under a CGL insurance policy, and not the automobile liability coverage. There should be a requirement for the TCDSB to be named as an additional insured on the CGL Policy of the contractor.

LIABILITY REQUIREMENTS

The Third Party Liability insurance limits for school buses are as follows:

SEATING	LIABILITY LIMITS
1 to 7	\$1,000,000
8 to 12	\$5,000,000
13 plus	\$8,000,000

Schools that use independent operators, other than those from the TCDSB approved list (Appendix VII), must ensure that these operators are carrying at least the minimum insurance limits.

TEACHERS AND VOLUNTEERS

Teachers and volunteers must have \$1,000,000 liability limits in order to become volunteer drivers. (\$200,000 is the minimum required by law.)

TAXIS

Taxis should carry the minimum limits, outlined above, based on seating capacity.



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

UPDATE TO GOOD NEIGHBOUR POLICY

“Do not plan harm against your neighbor who lives trustingly beside you.” Proverbs 3:29

Created, Draft

April 1, 2019

First Tabling

April 9, 2019

Review

Deborah Friesen, Acting Executive Superintendent of Facilities Services

Shazia Vlahos, Chief Communications Officer

Peter Aguiar, Superintendent of Student Success & Accountability and Governance & Policy

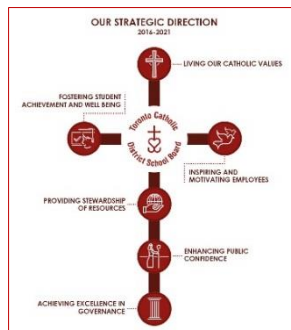
RECOMMENDATION REPORT**Vision:**

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

L. Noronha
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report recommends updating the current Good Neighbour Policy S.S. 25 to conform to current practice and policies.

The cumulative staff time required to prepare this report was 1 hour.

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends policy revision.

C. BACKGROUND

1. The Good Neighbour Policy S.25 was first approved in December 2014 and has not been amended since.
2. Changes to this policy reflect current practice and alignment with related policies (Community Engagement T.7 and Facilities Management BB.01).

D. EVIDENCE/RESEARCH/ANALYSIS

This policy has been amended in consultation with staff from the Facilities and Communications Departments, Field Superintendents and Legal Services.

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by policy development staff
2. Further reports will be brought to Board in accordance with the policy review schedule.

F. IMPLEMENTATION

The updated policy as approved will be posted on the TCDSB policy register.

G. STAFF RECOMMENDATION

Staff recommends that the revised Good Neighbour Policy S.S.25 provided in Report Appendix A, and the accompanying Operation Procedures provided in Report Appendix B, be adopted.

POLICY SECTION: **Schools**

SUB-SECTION:

POLICY NAME: **Good Neighbour**POLICY NO: **S. 25**

Date Approved: Dec 11 th , 2014	Date of Next Review: 2018	Dates of Amendments:
Cross References <ul style="list-style-type: none"> • Community Engagement Policy T. 07 • School Design—New and Additions Facilities Management BB.01 		
Appendix Appendix A – Operational Procedures		

Purpose

The Good Neighbour Policy recognizes the importance of communicating board information to neighbours located near a school, with regards to construction work, as well as major events, that may impact the neighbourhood.

Scope and Responsibility

This policy extends to all schools within the TCDSB. The Director is responsible for implementation of this policy.

Alignment with MYSP:

Inspiring **Enhancing** Public Confidence

Policy

Upon undertaking planning for a new school initiative, including construction of a new building or addition, as well as any significant school community event **that**



POLICY SECTION: Schools

SUB-SECTION:

POLICY NAME: Good Neighbour

POLICY NO: S. 25

will impact the immediate neighbourhood, communication shall be offered in a timely manner to the immediate local school community.

Regulations

1. The principal in conjunction with relevant staff, up to and including, communications department, school superintendent and superintendent of facilities, shall determine the structure and content of all communication to all immediate neighbours regarding the specific initiative.
2. In the event of new construction, a building addition, a site modification, additional portables, major new program changes and/or a large special event, a communication strategy will be developed to encompass the various stages of the process. Specific **G**uidelines for each are found within the Operational Procedures.
3. All school/community meetings and all communications with local politicians shall be done in collaboration with the school trustee and school superintendent.

Definitions

Local School Community: Students who attend the school, parents, staff and immediate surrounding neighbours and stakeholders, (**eg e.g.**, *Before and After School Program* providers).



POLICY SECTION: Schools

SUB-SECTION:

POLICY NAME: Good Neighbour

POLICY NO: S. 25

Evaluation and Metrics

The effectiveness of the policy will be determined by measuring the following:

1. The success of the policy is anticipated to be a stronger community connection between the school and the surrounding neighbours. Fewer complaints received by school and board staff, as well as the local trustee would also be anticipated.
2. The majority of telephone and email inquiries/complaints will be more efficiently directed to the appropriate department or staff person for a response.

~~S.25~~ Good Neighbour Policy ~~S.25~~**Appendix A: Operational Procedures**

1. In the event of new construction or an addition, a communication strategy will be developed to encompass the various stages of the process, including:
 - a) At the inception for public consultation pertaining to site modification.
 - b) At notification of construction activity delineating activity and scheduling.
 - c) Direct mail provided to adjacent neighbouring properties and properties in direct view of the site.
 - d) The ~~CSAC~~ **Catholic School Parent Council (CSPC)** of the affected school will be made aware, by the principal at the next scheduled meeting, and the school community immediately thereafter.
 - e) A school/community meeting will be called. **The local Trustee will be invited by the school principal/area superintendent.**
 - f) A (non-permanent) custom sign board notifying of the new school or addition construction.
 - g) Website information and parish bulletins will be updated as appropriate.

2. In the event of site modification, a communication strategy will be developed to encompass the various stages of the process, including:
 - a) ~~At the inception for public consultation pertaining to site modification.~~
 - b) At notification of construction activity delineating activity and scheduling.
 - c) Direct mail provided to adjacent neighbouring properties and properties in direct view of the site.
 - d) The ~~CSAC~~ **CSPC** of the affected school will be made aware, by the principal at the next scheduled meeting, and the school community immediately thereafter.
 - e) ~~A (non-permanent) custom sign board notifying of the new school or addition construction.~~

- f) Website information and parish bulletins will be updated as appropriate.
3. In the event of portables being added to a school site, a communication strategy will be developed at various stages of the process, including:
 - a) At notification of construction activity delineating activity and scheduling.
 - b) Notification provided to adjacent neighbouring properties and properties in direct view of the portable.
 - c) The ~~CSAC~~ **CSPC** of the affected school will be made aware, by the principal at the next scheduled meeting, and the school community immediately thereafter.
 4. In the event of major program changes, (such as French Immersion, daycares, before and after school programs), being added to a school site, a communication strategy will be developed at various stages of the process, including:
 - a) The ~~CSAC~~ **CSPC** of the affected school be made aware, by the principal at the next scheduled meeting, and the school community immediately thereafter.
 - b) Additional signage notifying of the new program, as required.
 - c) Website information and parish bulletins will be updated as appropriate.
 - d) Notify the local municipal councilor.
 5. In the event of a new traffic pattern/flow being added to a school site, a communication strategy will be developed at various stages of the process, including:
 - a) The ~~CSAC~~ **CSPC** of the affected school be made aware, by the principal at the next scheduled meeting, and the school community immediately thereafter.
 - b) Notify the local municipal councilor.

6. In the event of a major school event at a school site, a communication strategy will be developed, including:
 - a) A flyer to the immediate adjacent neighbouring properties and properties in direct view of the site.
 - b) Additional signage to notify of the event.
 - c) Local school website information will be updated as appropriate.



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

UPDATE ON THE CREATION PROCESS OF A TCDSB SERVICE ANIMAL POLICY AND PROTOCOL

Will not their livestock, their property, and all their animals be ours? Only let us agree with them, and they will live among us." Gn 34:23

Created, Draft	First Tabling	Review
April 2, 2019	April 9, 2019	Click here to enter a date.

Linda Maselli-Jackman, Superintendent of Education, Special Services

INFORMATION REPORT

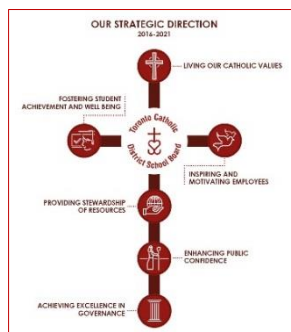
Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

L. Noronha
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report contains an update on the process that has implemented during the 2018-19 school year for the creation of a TCDSB draft Service Animal Policy and draft Service Animal Protocol.

The cumulative staff time required to prepare this report was 2 hours

B. PURPOSE

1. This report will provide a status update on the development of a Service Animal Policy and Protocol, arising out of a parent delegation to the Governance and Policy Committee on January 15, 2019.

C. BACKGROUND

1. Currently there is no protocol or policy regarding the use of service animals in TCDSB schools. Presently there are two (2) service animals in TCDSB schools.
2. During this 2018-19 school year, members of the TCDSB Special Services Department have been working on a draft Service Animal Protocol.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The research conducted by this team has included an environmental scan of the following:
 - a) Ontario school board Service Animal Policies;
 - b) Related provincial and/or federal legislation and/or regulations of professional associations such as:
 - i. Accessibility for Ontarians with Disabilities Act (AODA);
 - ii. Ontario Human Rights Code (OHRC);
 - iii. Education Act;
 - iv. Impending provincial legislation pertaining to Service Animals in Schools as announced in October 2018;
 - v. Accreditation by regulated Ontario health professionals;

- vi. Accreditation requirements of professional service animal organizations; and
 - vii. School board risk/liability management considerations.
- 2. Additional considerations being addressed in the development of this policy and protocol are the following:
 - a. Methodology for communication with all stakeholders in the program planning for the exceptional needs of the child:
 - i. School-Based Support Learning Team (interdisciplinary team of school/Board professionals),
 - ii. Parent/Guardian,
 - iii. Medical professional,
 - iv. Member of a professional, accredited service animal agency;
 - b. The procedure for requests for service animal involvement at school;
 - c. Planning and implementation considerations for placing a service animal in a school including the following:
 - i) Safety of students, animal, and staff;
 - ii) Potential impact of the animal on the school community;
 - iii) Animal care/handling requirements;
 - iv) Principal's responsibilities;
 - v) Student and/or handler's responsibilities;
 - vi) Parent/Guardians' responsibilities;
 - vi) Management Plan for the Care of the Service Animal;
 - vii) Transportation of the service animal; and
 - viii) Exclusion of the service animal.
- 3. Stakeholder consultations are currently in progress and include the following:
 - a. Special Education Advisory Committee (SEAC);
 - b. Parents/Guardians outside of SEAC (Parent Delegate-March 25, and April 16, 2019);
 - c. Principal and Vice Principal school administrators in the elementary and secondary panels;
 - d. Teachers in the elementary and secondary panels; and
 - e. Students through the Board student trustees.
- 4. Stakeholder consultations will continue through the month of April.

5. The target date for the presentation to GAP of the draft protocol and draft TCDSB policy is the end of May 2019.

E. METRICS AND ACCOUNTABILITY

1. Further reporting to the GAP committee will take place late May with the presentation of the draft TCDSB Service Animal Protocol and draft TCDSB Service Animal Policy.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

GOVERNANCE AND POLICY COMMITTEE

PENDING LIST TO APRIL 9, 2019

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Mar-2017 Governance and Policy	TBC	Governance and Policy	Report regarding consultations with CLSIT and conversations with the Archdiocese in regards to the content of the policy (Update to Chaplaincy Program Policy)	Legal Counsel
2	June-2017 GAP	TBC	Governance and Policy	Staff to bring back after the Ministry of Education's Transportation report is considered (Update to Transportation Policies S.T.01, 03, 04 and 05)	Legal Counsel
3	Sep-2017 Governance and Policy	TBC	Governance and Policy	Staff to look at options to improve efficiencies for Trustees, staff and the public to gain greater Order Paper, report and back-up materials (Inquiry from Trustee Crawford regarding Gaining greater Order Paper, Report, and Backup Materials Efficiencies with e-Scribe)	Director of Education
4	Jan-2018 Corporate Services	TBC	Governance and Policy	That the report and related policy be referred to the Governance and Policy Committee for consideration (Non-Qualifying Transportation Students by Trustee Ward (All Wards))	Legal Counsel

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
5	Jan-2018 Governance and Policy	TBC	Board	That staff look at various lobbying policies of the City of Toronto and other school Boards and draft a lobbying policy for the TCDSB (Policy Priority Update January 2018)	Legal Counsel
6	Mar-2018 Regular Board	TBC	Governance and Policy	That the matter be referred to the Governance and Policy Committee (Photographing and Filming of Individuals at Board and Committee Meetings)	Legal Counsel
7	May-2018 Governance and Policy	TBC	Governance and Policy	Staff was requested to add the policy to the Governance and Policy Committee work plan for the development of an Omnibus policy (Update to School Events Communications and Invitee Protocols Policy (S.02).	Legal Counsel
8	Jun-2018 Corporate Services	TBC	Governance and Policy	That the Pupil Accommodation Review Policy and Operating Procedures be referred to the Governance and Policy Committee to be updated to reflect changes to the Pupil Accommodation Review Guidelines with extensive community and Section E Implementation, Strategic Communications and Stakeholder Engagement Plan (Ministry Memo 2018: B10 – Final Pupil	Legal Counsel

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
9				Accommodation Review Guidelines and Updated on Integrated Planning and Supports for Urban Education)	
	Oct-2018 Governance and Policy	May-2019	Governance and Policy	<p>That the Director, or designate, engage in a consultation / dialogue with our union and non-union partners regarding wearing Identification (photo ID) tags to identify staff for safety and security reasons;</p> <p>That staff come back with the costing of plastic photo ID cards with name, for all staff who do not currently possess an access card; and</p> <p>That staff come back to the Committee with the results of the consultation by February 2019 (Staff Identification Badges)</p>	Director of Education
10	Dec-2018 Student Achievement	TBC	Governance and Policy	That the policy regarding Combined Grade Classes be referred to the Governance and Policy Committee, to be dealt with this school year (Policy S.24 – Combined Grade Classes and September Reorganization for Elementary Schools)	Legal Counsel
11	Jan-2019 Governance and Policy	Jan-2020	Governance and Policy	Review the Director Performance Appraisal policy in one year, including the challenges during an election year and the “parked” items from the November 21,	Legal Counsel

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
12				2018 Special Board meeting, TRIPLE PRIVATE Session (Review of the Director Performance Appraisal)	
	Jan-2019 Governance and Policy	TBC	Governance and Policy	<p>That all existing and new policies be reviewed to reflect the Ontario Human Rights Commission (OHRC) Accessible Education for Students with Disabilities Policy Document and that once completed, that they be brought back to GAP Committee; and</p> <p>That staff develop a policy reflective of the OHRC Accessible Education for Students with Disabilities Policy Document (SEAC Minutes, 2018-09-19, Item 9g) Ontario Human Rights Commission (OHRC) Policy Document Article on Special Education Inclusion)</p>	Legal Counsel

Governance and Policy Committee

2019 Policy Priority Schedule

Policy titles are linked to policy documents

GAP Date	Policy	Policy #
January 16	<u>Alcohol and Other Drugs</u>	S.S.03
	<u>Concussion Policy</u>	S.26
	<u>Religious Accommodation</u>	S.22
	<u>Fresh Start</u>	S.S. 12
	<u>Copyright and Fair Dealing Guidelines</u>	A.15
February 12	<u>Victim's Rights</u>	S.S.13
	<u>Suspension and Expulsion Policy</u>	S.S.01
	<u>Filling a Trustee Vacancy</u>	T. 18
	<u>Trespass</u>	S.S.14
	<u>Smoke & Vapour Free Space</u>	B.B.04
	<u>AIDS (Acquired Immune Deficiency Syncrome)</u>	H.M.17
	<u>Year-End Celebrations for Kindergarten Children S.M.18</u>	S.M.18
	<u>Employee PhotoIdentification (ID) Cards</u>	B.B.06
March 19	<u>Code of Conduct Policy</u>	S.S.09
	<u>Progressive Discipline</u>	S.S.10
	<u>Permits</u>	B.R.05
	<u>Environmental Practice--Waste Management and Purchasing</u>	B.M.06
	<u>Purchasing Policy</u>	F.P.01
April 9	<u>School Excursions</u>	S.E.01
	<u>Communications Policy</u>	A.37
	<u>Good Neighbour</u>	S.25
	<u>Trustee Services & Expenditures</u>	T.17
May 7	<u>Bullying Prevention and Intervention</u>	S.S.11
	<u>Blessing and Official Opening of Schools</u>	S.08
	<u>Combined (Split) Grade Classes for Elementary Schools</u>	S.24
	<u>Elementary Admission and Placement Policy</u>	S.A.01
	<u>Elementary School Attendance Boundary Review Policy</u>	S.A.03
June 4	<u>Special Education Advisory Committee</u>	A.23
	<u>Business Cards</u>	A.17

	<u>Guidelines for Trustees, Parents and Staff in Addressing School Related Concerns</u>	A.33
	<u>Freedom of Information and Privacy</u>	A.38
	<u>Video Security Surveillance</u>	B.M.07
	<u>Service Animal Policy</u>	??
September 10	<u>Food and Beverage Sold in Schools</u>	S.M.08
	<u>Trustees Code of Conduct</u>	T.04
	<u>Awards, Funds and Scholarships</u>	F.F.01
	<u>Community Planning and Partnerships</u>	B.R.07
	<u>Board Vehicles</u>	B.G.04
	<u>Catholic Parent Involvement Committee</u>	P.04
	<u>Catholic School Parent Councils</u>	S.10
October 8	<u>Student and Program Assessment</u>	S.P.13
	<u>Effective Financial Management and Control Operations</u>	F.M.08
	<u>Elementary French Programing</u>	S.P. 02
	<u>Accessibility Standards for Services and Facilities</u>	A.36
	<u>Governance</u>	T.20
November 12	<u>Guidelines For Trustees, Parents and Staff in Addressing School Related Concerns</u>	A.33
	<u>Pupil Accommodation Review</u>	S.09
	<u>Workplace Accommodation for Employees with Disabilities</u>	H.M.38