



POLICY STATEMENT

The Department of Education (“the Department”) recognizes field trips, land trips, and school excursions as structured learning experiences that enhance the education program by providing opportunities for cultural, social, and academic growth and development. The Department recognizes that learning takes place in a variety of settings, not just within the confines of a conventional school classroom.

Field trips, land trips, and school excursions reinforce the Department’s fundamental commitment to Inuit Qaujimagatuqangit within the school system by providing a learning environment where silaturniq (becoming wise) is fostered and inummarik (a capable person) can develop. These activities serve to engage students in the learning process and deliver a culturally relevant education program. This supports the Department’s goal of providing a vibrant learning environment that is guided by Inuit culture and values and encourages academic success and self reliance.

The purpose of this policy is to support the planning and execution of safe and educational field trips, land trips, and school excursions. Adherence to the planning provisions and steps established by the Department, and outlined in the *Field Trips, Land Trips, and School Excursions: A Planning Handbook for Nunavut Schools*, will result in safe and enriching experiences for students, school staff, and volunteers.

PRINCIPLES

- Field trips, land trips, and school excursions are carried out in accordance with the principles and concepts of Inuit Qaujimagatuqangit and the following Inuit societal values:
 - Pilimmaksarniq/Pijariuqsarniq - Field trips, land trips, and school excursions provide students with an opportunity to experience hands-on learning. This serves to reinforce classroom teaching by allowing students to visualize, practice, and discuss information being taught in the classroom. It also promotes multi-faceted skill development.
 - Avatittinnik Kamatsiarniq - Creating opportunities for students to learn outside the classroom acts to strengthen a student’s understanding, appreciation, and connection to the outdoor environment and their culture.
 - Qanuqtuurniq - Field trips, land trips, and school excursions provide students with opportunities to practise flexibility and adaptation. This promotes problem solving in the natural environment where conventional solutions to problems may not be feasible.

- Piliriqatigiinniq/Ikajuqtigiinniq - Effective communication and collaboration among parties involved in the planning and execution of field trips, land trips, and school excursions is paramount. It is important that members of the school team and the community work together to ensure that safe and successful learning opportunities are planned and carried out for Nunavut students.
- Tunnganarniq - Field trips, land trips, and school excursions are inclusive learning opportunities for students of all abilities and circumstances. The participant selection process must be fair and transparent, and efforts must be made to ensure all students have an opportunity to participate.
- Inuuqatigiitsiarniq - Stepping outside a student's usual routine and comfort zone offers opportunities to gain a broader understanding of their environment, and serves to enhance teamwork, communication, and the development of social skills. This acts to broaden a student's worldview and deepen relationships amongst students and school staff. Also, for many students, engaging in activities outside the classroom (i.e. on the land), falls directly within their comfort zone and presents an opportunity for these students to practice and share skills with classmates and school staff that may not be apparent in a classroom setting. As a result, school staff are presented an opportunity to learn more about students, including the diversity of their skills and knowledge.
- Field trips, land trips, and school excursions are school-led and curriculum-based opportunities to engage students in a culturally relevant learning process;
- Land skills and pride in culture are fundamental for Nunavut's children and youth;
- Field trips, land trips, and school excursions support the development of qualities such as *Qaujimajumaniq* (curiosity) and *Uukturarniq* (experimentation) in students;
- Inuktitut is fundamental to students' cultural development and should be promoted during field trips, land trips, and school excursions;
- Field trips, land trips, and school excursions are opportunities to recognize childhood and youth as special, protected times, in which children and youth must be encouraged to grow, learn, play, develop and flourish.

APPLICATION OR SCOPE

- This policy applies to Nunavut school staff, District Education Authorities (DEAs), Commission scolaire francophone du Nunavut (CSFN – members and staff), Regional School Operations (RSO), as well as volunteers and contractors involved in the planning and execution of school sanctioned field trips, land trips, and school excursions for Nunavut students;
- This policy does not replace or modify established responsibilities of principals, DEAs, CSFN, or RSOs in the management of schools.
- This policy does not replace or modify the Nunavut Teachers' Association or the Nunavut Employees Union Collective Agreements, legislation, or by-laws; and
- This policy does not replace any established health and safety legislative requirements, policy, procedure, or best practices.

- This policy does not replace any legislative requirements or best practices that apply when using:
 - motorized vehicles such as buses, boats, snowmobiles, or any other means of transportation; and
 - firearms, knives, or any other hunting equipment.

AUTHORITATIVE DOCUMENTS

The following internal and external documents are relative to this policy.

- Education Act
- Safety Act and Occupational Health and Safety Regulations
- Workers' Compensation Act and Workers' Compensation General Regulations
- Department of Education, Occupational Health and Safety Policy
- Department of Education, Health, Safety and Environmental Incident Reporting Procedure
- Department of Education, Field Trips, Land Trips, and School Excursions: A Planning Handbook for Nunavut Schools (“Planning Handbook”)

DEFINITIONS

Field Trip: A field trip is a visit to an area outside of the normal classroom where students can try new things, have different experiences, and learn valuable lessons. Field trips must be conducted in the home community, where community services (i.e., emergency, health care, and police services) are easily accessible. Field trips must be low risk and can be recurring in nature. Field trips are designed to offer easy access to outdoor and community-based educational experiences and typically range in length from 1-2 classes to a full morning or afternoon. All field trips must be organized and led by a teacher-in-charge, which is most commonly, the classroom teacher.

Land trip: A land trip is any activity involving travel away from a community (more than 30 minutes from a health centre or a school). Land trips may involve travel on water, land, or ice, and may include overnight camping. While activities that take place on land trips can be led by subject matter experts, such as Elders or contractors, land trips must be organized and led by a teacher-in-charge and supervised by teachers and/or approved qualified supervisors. Land trips expose students to nature and its elements, which can be unpredictable and pose increased risks to participants.

School excursion: A school excursion is any activity organized for a social, cultural, recreational, educational or athletic purpose involving students leaving the community, during or outside of the regular school day. All school excursions must be organized and led by a teacher-in-charge and supervised by teachers and/or approved qualified supervisors.

Negligence: A situation in which a teacher, employee, approved qualified supervisor, or contractor fails to meet the standard of care expected. The standard of care is the attention and care a professional should reasonably provide to another person under their care in similar circumstances.

Parental/guardian permission and adult student consent: The written authorization of parents/guardians for minors (persons under the age of 19 years old) to participate in a field trip, land trip, or school excursion. Without parental/guardian permission, a minor student will not be permitted to participate. An adult student may sign and authorize participation for themselves.

PROVISIONS

General

1. To mitigate any risks associated with field trips, land trips, and school excursions, careful attention to planning, communication and safety protocols, as outlined in the Planning Handbook is required.
2. All field trips, land trips, and school excursions require pre-approval and approval as outlined in Table 1: Summary of Roles for Preapproval/Denial and Approval/Denial;
3. Thorough planning and preparation are required for all field trips, land trips, and school excursions. Field trips, land trips, and school excursions must be carried out in accordance with the planning provisions (general, participant health and safety, parent/guardian involvement, firearm usage, transportation, insurance, and evaluation) and steps (initiation, planning, and finalization) established by the Department. Detailed guidelines, procedures and protocols for field trips, land trips, and school excursions shall be set out in a planning handbook by the Department;
4. Working in collaboration with the teacher-in-charge, the principal is responsible to ensure that all required steps have been taken to support a safe and successful field trip, land trip, or school excursion, including obtaining the necessary insurance for all parties involved;
5. The health and safety of students, staff, volunteers, and other participants is of the utmost importance when planning and executing field trips, land trips, and school excursions. All field trips, land trips, and school excursions must conduct a risk assessment and emergency planning appropriate for the planned activity and should adhere with an emergency response protocol established by the Department;

Planning

6. A field trip, land trip, or school excursion can be cancelled at any time by the Deputy Minister if it is deemed there has been a lack of adherence to planning provisions, which results in the level of preparation and readiness being insufficient;
7. Minimum supervisor/student ratios, as outlined in Table 2: Minimum Supervision Ratios, must be strictly followed during field trips, land trips, and school excursions;

8. All field trips, land trips, and school excursions must have a strong and direct connection to the Nunavut curriculum;
9. It is the duty of everyone involved in a field trip, land trip, or school excursion to ensure the principles and concepts of Inuit Qaujimajatuqangit and Inuit Societal Values are incorporated and fostered throughout the field trip, land trip, or school excursion;
10. Effective communication and collaboration among the various parties involved in the planning and execution of field trips, land trips, and school excursions is paramount. In particular, parents/guardians, extended family members, and community must be well-informed and offered opportunities to participate in planning efforts, when appropriate;
11. Working with Elders when planning and executing field trips, land trips, and school excursions is encouraged by the Department. The Department recognizes that the vision, leadership, and education offered by Elders is vital in building a school system substantially shaped by Inuit Qaujimajatuqangit; and
12. Field trips, land trips, and school excursions should be inclusive learning opportunities for students of all abilities and circumstances. Reasonable efforts must be made to ensure the participation of all students.
13. All efforts to keep costs associated with field trips, land trips, and school excursions the responsibility of the school/DEA, rather than parents incurring costs will be made. Any fundraising involved, including authorized spending, must have prior approval by Principal and DEA.
14. At the conclusion of a field trip, land trip, or excursion, all reasonable efforts should be made to complete an evaluation on the successes and areas of improvement for future trips.

ROLES AND RESPONSIBILITIES

Teacher-in-Charge

- The teacher-in-charge serves as the leader of the field trip, land trip, or school excursion and must be a certified teacher from the school involved in the field trip, land trip, or school excursion.
- Elders and supply substitute teachers cannot serve as the teacher-in-charge.
- The teacher-in-charge must adhere to the planning provisions and steps established by the Department, including specific requirements for the health and safety of all participants.
- A teacher-in-charge is responsible for completing a full risk assessment of the proposed trip or excursion in advance of any trip or excursion.
- The teacher-in-charge must maintain financial records of all funds raised for these activities and submit financial documentation to the DEA on a regular basis (i.e. at monthly DEA meetings).

Qualified Supervisor

Any individual, including non-school staff, designated by the teacher-in-charge to act in a supervisory capacity for the purposes of the trip, or excursion. This person must have a clean Criminal Record Check/Vulnerable Sector Check (CRC/VSC).

- A qualified supervisor can support the trip or excursion in various capacities, from teaching skills and providing expertise, to monitoring student activity to enhance safety and allow for appropriate adult to student ratios.
- A qualified supervisor must adhere to the planning provisions and steps established by the Department. If the qualified supervisor is not a Government of Nunavut employee, they must sign an agreement that they will adhere to the relevant policies and procedures outlined by the Department of Education.

Volunteers or Contractors

- Individuals who are not Government of Nunavut employees that participate in a land trip, field trip or excursion, either voluntarily, or through a paid contract.
- A volunteer or contractor could also be the qualified supervisor.
- All volunteers and contractors must adhere to the planning provisions and steps established by the Department.

Parent/Guardian

- A parent/guardian must provide parental permission for minors (persons under the age of 19 years old) to participate in a field trip, land trip, or school excursion and may take part in the planning and execution of such activities, if appropriate.
- A parent/guardian is responsible for reviewing the school's Inuuqatigiitsiarniq Policy and/or code of conduct with the student in their care and ensuring the student is fully prepared to participate in the field trip, land trip, or school excursion.

As outlined in Table 1: Summary of Roles for Preapproval/Denial and Approval/Denial, Principals, RSO/CSFN, Deputy Minister of Education and Minister of Education have roles to play in the pre-approval and approval of field trips, land trips, and school excursions. In addition to the table, they may have general responsibilities.

Principal:

- The principal ensures the teacher-in-charge adheres to the planning provisions and steps established by the Department.

DEA/CSFN:

- The DEA/CSFN's review of a request should include assessing the proposal from a local programming perspective, and, if applicable, making suggestions that would serve to enhance the land trip or school excursion.
- All locally raised funds these activities must be reflected in the DEA/CSFN's budget as funds earmarked for the activity in which the funds were raised.

Deputy Minister of Education

The Deputy Minister of Education (“the DM”) is responsible to the Minister of Education for the administration of this policy, and in doing so:

- Provides approval/denial (final) of Canadian school excursions. In making this decision, the DM considers recommendations from the RSO/CSFN and retains the right to approve or deny school excursion proposals, regardless of the recommendation put forward by the RSO/CSFN.
- Provides pre-approval/denial of proposals for international school excursions and forwards international travel approval/denial forms (final) and travel authorization forms to the Minister for final decision and signature.
- May make exceptions to the timelines for the submission of land trip and school excursion forms upon the recommendation of the RSO/CSFN.
- As per FAM Directive 820-1, the DM signs southern travel authorization forms.

Minister of Education

- The Minister of Education is accountable to the Executive Council for the implementation of this policy.
- The Minister provides final approval for international travel and signs international travel authorization forms, as per FAM 820-1.

Table 1: Summary of Roles for Preapproval/Denial and Approval/Denial

Type of Activity	Pre-Approval/Denial	Final Approval/Denial
Field Trip	Principal	Principal
Day Land Trip	The following three parties must provide pre-approval in the following order: <ul style="list-style-type: none">• Principal• RSO/CSFN• DEA/CSFN	The following two parties must provide final approval in the following order: <ul style="list-style-type: none">• Principal• RSO/CSFN
Overnight Land Trip	The following three parties must provide pre-approval in the following order: <ul style="list-style-type: none">• Principal• RSO/CSFN• DEA/CSFN	The following two parties must provide final approval in the following order: <ul style="list-style-type: none">• Principal• RSO/CSFN
Regional/Territorial/Canadian School Excursion	The following three parties must provide pre-approval in the following order: <ul style="list-style-type: none">• Principal• RSO/CSFN	The following three parties must provide final approval in the following order: <ul style="list-style-type: none">• Principal• RSO/CSFN

	<ul style="list-style-type: none"> • DEA/CSFN 	<ul style="list-style-type: none"> • DM EDU (this 3rd level approval is required for Canadian excursions only).
International School Excursion	<p>The following four parties must provide pre-approval in the following order:</p> <ul style="list-style-type: none"> • Principal • RSO/CSFN • DEA/CSFN • DM EDU 	<p>The following four parties must provide final approval in the following order:</p> <ul style="list-style-type: none"> • Principal • RSO/CSFN • DM EDU • Minister EDU

Table 2: Minimum Supervision Ratios

Grade Level	Ratio (Adult to Student)
Kindergarten	1:5
Primary (Grades 1-3)	1:8
Junior (Grades 4-6)	1:10
Intermediate (Grades 7-10)	1:12
Senior (Grades 11-12)	1:15

NUNAVUT AGREEMENT

Nothing in this policy shall be construed as to limit the authority of the Nunavut Agreement. The Nunavut Agreement shall take precedence over this policy.

FINANCIAL RESOURCES

- Financial resources required under this policy are conditional on approval by the Legislative Assembly, and on the availability of funds in the appropriate budget.
- This policy is maintained and funded through the DEAs’ existing contribution agreements. In addition, activities may also be funded through fundraising initiatives.
- All locally raised funds must be accounted for by the school and submitted to the DEA on a regular basis (at monthly DEA meetings).
- All locally raised funds must be included in the DEAs’ budgets as funds earmarked for the activity in which the funds were raised. Funds must be managed by the DEA through proper financial bookkeeping and records.

PREROGATIVE OF CABINET

Nothing in this policy shall in any way be construed to limit the prerogative of the Executive Council to make decisions or take actions respecting field trips, land trips, or school excursions outside the provisions of this policy.

SUNSET CLAUSE

This policy shall be in effect until September 30, 2028.