

ALBERTA SCHOOL BOARDS'  
INSURANCE EXCHANGE

**Off-site  
Guidelines  
and  
Procedures  
Manual**

May 2014

## WARNING

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**PART I:  
ADMINISTRATION  
AND GUIDELINES  
FOR OFF-SITE  
SCHOOL  
ACTIVITIES**

# 1 INTRODUCTION

## 1.1 ASBIE

ASBIE, the Alberta School Boards' Insurance Exchange, is a risk management and insurance program that has been created and designed for members of the Alberta School Boards'

Association. Incorporated on December 31, 2002, ASBIE has a total of fifty-three subscribers and is fully focused on reducing, controlling and preventing losses for educational entities.

The *ASBIE Off-site Guidelines and Procedures Manual* contains the authorized procedures to be followed when ASBIE-insured schools are initiating, planning, approving and conducting off-site activities.

- 1.1 ASBIE
- 1.2 *ASBIE Off-site Guidelines and Procedures Manual*
- 1.3 Cautionary Notes

## 1.2 ASBIE OFF-SITE GUIDELINES AND PROCEDURES MANUAL

Risk is inherent to athletic and outdoor settings. There is simply no system of controls that could create a totally “safe” environment. The concept of “risk” usually refers to the probability of loss of a valued resource. The *ASBIE Off-site Guidelines and Procedures Manual* recognizes that although risk will always be present in the programs offered, certain reasonable actions can be taken to reduce the likelihood or severity of these risks.

The objective of this manual is to help teachers manage and minimize losses by development, familiarization and compliance with standard off-site controls and procedures. This manual details policies and procedures about planning, approving and carrying out various activities conducted off campus. The manual addresses prominent risk management considerations relevant to all ASBIE schools.

The *Off-site Guidelines and Procedures Manual* is to be used in conjunction with the templates and forms found in section 23. Staff members, particularly the teacher-in-charge, should satisfactorily meet the following outlined policies and procedures when planning activities for students on or off school property.

### **1.3 CAUTIONARY NOTES**

#### **1.3.1 RISK FACTOR**

It should be understood by ASBIE members that this guideline document should not be interpreted as an endorsement of school participation in the activities listed below. ASBIE recommends caution in undertaking all hazardous activities. If off-site activities are permitted after carefully considering the risks of the off-site activity as well as the age, skill, and knowledge level of the students and the qualifications of the supervisors, this document provides minimum safety standards for schools to follow.

#### **1.3.2 LEGAL DOCUMENT**

This document is not a legal document. It is intended to provide accurate information about the subject matter. It is distributed with the understanding that the authors are not engaged in rendering legal or other professional services. Specifically, the recommendations contained herein are guidelines only, and not legal advice and the authors do not warrant, in any manner, their suitability for any particular usage. If legal advice or other expert assistance is required, the services of a solicitor or other competent professional who possesses knowledge of all laws pertaining to the reader and the jurisdiction should be sought.

## 2 DEFINITIONS: RISK

### 2.1 HAZARD, RISK AND SAFETY

A hazard is something with the potential to cause harm in the form of an injury (physical) or loss (mental, emotional, property, environmental or financial). Risk can be defined as uncertainty and can result in positive or negative consequences. Safety is the condition of being protected from harm.

- 2.1 Hazard, Risk and Safety
- 2.2 Duty of Care
- 2.3 Standard of Care
- 2.4 Risk Management

### 2.2 DUTY OF CARE

Duty of care refers to the obligation of one reasonable and prudent person to take care to prevent harm or injury to others. A teacher possesses this obligation toward his or her students through legislation and Common Law.

### 2.3 STANDARD OF CARE

The standard of care provided by a reasonable person is measured against the standard of care that another reasonable person with similar qualifications and in similar circumstances would have provided.

**NOTE: Teachers and principals are held to a higher standard of care than an ordinary person because of a student's age, inexperience and the expected level of training teachers and principals receive. This manual is intended to assist teachers to meet an appropriate standard of care while leading off-site activities.**

## **2.4 RISK MANAGEMENT**

### **2.4.1 RISK MANAGEMENT**

Risk management is the systematic approach toward identifying, evaluating and implementing risk controls and measures that will minimize, mitigate and manage the risks that are inherent in particular activities.

### **2.4.2 RISK AVOIDANCE**

Risk avoidance is the attempt to avoid risks associated with a particular activity by removing it, participating in an alternate activity or ceasing exposure to the risk by stopping the activity. Risk avoidance is relevant to an activity where inherent risk outweighs the benefits received by participating in the activity.

### **2.4.3 RISK RETENTION**

Risk retention is when a risk cannot be avoided, reduced or transferred and the activity is continued, intentionally or unintentionally, despite the presence of the risk. The school accepts the consequences in the event of a loss.

### **2.4.4 RISK REDUCTION**

Risk reduction involves taking specific measures to lessen the extent of exposure, the severity of an incident, or the probability of an occurrence of a hazard.

### **2.4.5 RISK TRANSFER**

Risk transfer is a risk management strategy that “hands over” or shifts the risk to another party, in most instances an insurance company or contracted service provider, to cover any incidents that may occur.

### **2.4.6 LOW AND HIGH RISKS**

Low and high risks defined in this manual may not be congruent to other definitions of low, moderate and high risks. All off-site activities

addressed in this manual are likely appropriate for school institutions depending on students ability and the school's ability to meet the recommended procedures. Therefore, the measure of low, moderate and high risks in this manual demonstrate increases of risk in activities in relation to each other and do not indicate that high risks are unmanageable or unacceptable.

For example, a high risk activity, as it is defined in this manual, merely means that an extended multi-day international activity involving a remote location has a higher risk level than a single-day visit to a local museum. However, the risks associated with such an international field trip may still be properly managed and may still lie within acceptable limits of a school activity.

# 3 DEFINITIONS: ACTIVITY DEPARTMENTS

## 3.1 ATHLETICS

### 3.1.1 OBJECTIVE

The objective of athletics is to foster physical wellbeing and a positive attitude toward fitness, recreation and lifetime activities while encouraging participation in a variety of sport experiences. Schools wish to provide co-curricular and extra-curricular experiences that generate school spirit through healthy competition. Good sportsmanship and a desire to represent the school off site are important components of athletics.

### 3.1.2 DEFINITION

Athletic activities can be planned and implemented as an integrated (curricular), complimentary (co-curricular) or independent (extra-curricular) component of the school’s curriculum. It is important to note that curricular, co-curricular and extra-curricular activities are still considered to be school functions and, as such, should follow risk management policies and procedures outlined in this manual. Athletic activities include organized team and individual sports.

### 3.1.3 LEVEL OF INHERENT RISK

Both on-site and off-site activities may be planned as part of athletic programs. The level of risk associated with these activities depends on the location, duration, type and supervision of the activity.

3.1	Athletics
3.2	Physical Education
3.3	Outdoor Education
3.4	Adventure Education
3.5	Arts and Other Activities

## **3.2 PHYSICAL EDUCATION**

### **3.2.1 OBJECTIVE**

The aim of the Kindergarten to Grade 12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

### **3.2.2 DEFINITION**

Physical Education activities can be planned and implemented to occur within the school, on the school grounds or as an off-site activity. The physical education program emphasizes active living, with a focus on physical activity that is valued and integrated into daily line. The four general outcomes of the physical education program of studies are basic skills, functional fitness, communication and effort.

### **3.2.3 LEVEL OF INHERENT RISK**

Both on-site and off-site activities may be planned as part of physical education programs. The level of risk associated with these activities depends on the location, duration, type and supervision of the activity. Physical education activities involving outdoor pursuit type activities, requires specific planning, consents and acknowledgement of risk forms. Appropriate approval, emergency response and assessment are required for planning and participating in such activities.

## **3.3 OUTDOOR EDUCATION**

### **3.3.1 OBJECTIVE**

The objectives of a school's outdoor education program can be broken down into five areas: 1) inter- and intrapersonal skills; 2) environmental awareness; 3) ethics and stewardship; 4) academic integration; and 5) outdoor skills.

### 3.3.2 DEFINITION

Outdoor education is a general term used to refer to any education conducted outdoors, generally includes activity-based practice, camping, field ecology, environmental education, and related fields. Schools often provide outdoor education experiences for students, teachers, and parents where they develop knowledge, skills, and environmental sensitivity in a challenging and safe environment. Schools also strive to program experiences that enable participants to become agents of change in their schools, homes, and communities by modelling positive environmental behaviours.

### 3.3.3 LEVEL OF INHERENT RISK

Off-site activities may be planned as part of outdoor education programs. The level of risk associated with outdoor education depends on the location, duration, type and supervision of the activity. Outdoor education requires specific planning, consents and acknowledgement of risk forms. Appropriate approval, emergency response and assessment are required for planning and participating in such activities.

## 3.4 ADVENTURE EDUCATION

### 3.4.1 OBJECTIVE

Most adventure education programs are guided by a philosophy of "education through adventure." In addition to providing environmental and cultural education, the programs strive to improve participants' self-esteem, self-awareness, self-assertion and acceptance of others.

Adventure usually involves deliberately seeking new and unusual situations and often offers stress, deprivation of comfort and security, and uncertain goals. Trust, hard work, and the desire to succeed are important ingredients. By using a problem solving approach, "guided discovery," and feedback techniques to facilitate achieving educational objectives, adventure educators are challenged to make learning more adventuresome.

### 3.4.2 DEFINITION

Adventure education encompasses the use of games (primarily new and cooperative), initiatives (problem solving activities), trust activities, high adventure activities (ropes courses, rock climbing, white water kayaking, and related activities), wilderness activities (backpacking, canoeing or other wilderness expedition forms) as part of an intentional change process based on the philosophy of experiential education.

### 3.4.3 LEVEL OF INHERENT RISK

The level of risk associated with adventure education depends on the location, duration, type and supervision of the activity, but there may be an uncontrollable element of risk in many adventure activities. The definition of “adventure” entails exposure to real and perceived risk, and the balance between the two determines the safety levels of an activity. It is a teacher’s responsibility to reduce as much of the “real” risk as possible in an activity while offsetting this with “perceived” risk. At its best, this is the true nature of good adventure programming and leadership. Adventure activities that entail catastrophic or risk potential (severe injury, paralysis, or death) are not suitable school activities.

## 3.5 ARTS AND OTHER ACTIVITIES

### 3.5.1 OBJECTIVE

Many schools are particularly active in arts programs and other clubs. Drama productions, music concerts and art exhibitions by students and teachers help shape each student's aesthetic sensitivity and cultural awareness. These types of experiences are designed to develop an appreciation for the arts and to provide opportunities for students to discover the pleasure derived from creating and performing works of art. Debate club, choir, band, model U.N., chess club and other activities also fall under this category.

### 3.5.2 DEFINITION

Arts and other activities can be planned and implemented as an integrated (curricular), complimentary (co-curricular) or independent (extra-curricular) component of a school's curriculum. Arts include drama, music and art with the addition of other categories such as debate.

### 3.5.3 LEVEL OF INHERENT RISK

On-site or off-site activities may be planned as part of art programs. The level of risk associated with arts and other departments depends on the location, duration and type of activity.

## 3.6 INTERNATIONAL TRAVEL

### 3.6.1 OBJECTIVE

Schools promote educational and cultural awareness through international travel opportunities and global study abroad programs. International travel provides opportunities for students of diverse cultures to meet, share, and learn in nurturing environments. Schools believe these relationships strengthen the ties of friendship and peace between the citizens of the world.

These opportunities also help ensure that graduates are internationally aware, inter-culturally competent and prepared to participate effectively in today's diverse workplace and global marketplace.

### 3.6.2 DEFINITION

International travel includes any travel outside of Canada, including travel to the United States. More often than not it will focus on culturally-oriented experiences and may include educational tours, band and other arts-focused trips, outdoor education expeditions, and study-abroad opportunities.

### 3.6.3 LEVEL OF INHERENT RISK

By its very nature, travelling to a foreign country presents issues that are different than travel within Canada. The need for medical insurance, passports, and immunizations makes planning complex. Local transportation, poor hygiene, untreated drinking water, less safe urban centers, and unpredictable medical care create additional hazards. The level of risk associated with international travel depends upon the location, duration and type of activity.

Leading international travel trips requires specific planning, consents and acknowledgement of risk forms. Appropriate approval, emergency response and assessment are required for planning and participation in such activities.

Schools have a legal obligation toward their students, both inside and outside of the classroom. This obligation extends to the international destination, and consideration should be given to the laws of the destination country as well as particular travel and medical issues.

It is essential that proper planning takes place prior to departure of any international excursion. Planning should be done methodically and in a timely manner. For most international excursions, the planning process will normally take at least twelve months.

# 4 DEFINITIONS: ON-SITE AND OFF-SITE ACTIVITIES

A school activity is deemed to be any event that is approved, organized, directed and controlled by any school board employee(s) who has the authority to do so.

Approval of school activities should always take into consideration the educational value and the injury risk factors associated with the activity.

- 4.1 On-site Activities
- 4.2 Off-site Activities
- 4.3 Off-site Activity Classifications (Types)

## 4.1 ON-SITE ACTIVITIES

On site refers to being situated on school property. There are a number of activities that occur on school grounds which need a certain degree of risk management planning. Activities where injury is possible, such as athletics, Career and Technology Studies CTS Shops and Science labs, are conducted on site. Although this manual deals primarily with off-site risk management, many of the principles presented will apply to on-site programming.

## 4.2 OFF-SITE ACTIVITIES

Off-site refers to all authorized activities that occur outside the boundaries of a school's property. Off-site activities generally increase the probability of an incident occurring, and, therefore, require specific policies and procedures. Off-site activities are addressed in detail in this manual.

### 4.3 OFF-SITE ACTIVITY CLASSIFICATION (TYPES)

The level of risk associated with off-site activities often changes according to location, duration and type of activity. The following categorizes different types of activities.

#### 4.3.1 TYPE ONE: LOW RISK

- Little potential for injury or loss
- No transportation involved. Students walk to the activity.
- One day or less in duration

Examples: a badminton game, music concert open to the public, dramatic production, etc.

#### 4.3.2 TYPE TWO: LOW-MODERATE RISK

- Minimal potential for serious injury or loss
- Transportation within 200 km of the school
- Off-site urban activities
- One day or less in duration

Examples: a volleyball game at another school in the same community, debate at a nearby town centre, visit to a museum, etc.

#### 4.3.3 TYPE THREE: MODERATE RISK

- Moderate potential for injury or loss
- Transportation anywhere within the province
- Urban, rural, remote or wilderness off-site activities
- An overnight or multi-day duration

Examples: football tournament in another town, band festival, hiking, history tour, etc.

#### 4.3.4 TYPE FOUR: MODERATE-HIGH RISK

- Moderately high potential for injury or loss
- Transportation outside of Alberta but within Canada
- Urban, rural, remote or wilderness off-site activities
- Multi-day duration

Examples: basketball national tournament, national debate, leadership conference, cultural trips, canoe, sailing trip, backpacking trip, etc.

#### 4.3.5 TYPE FIVE: HIGH RISK

- High potential for injury or loss
- Transportation to and within international locations
- Urban, rural, remote or wilderness off-site activities
- Those activities considered Higher-risk
- Multi-day duration

Examples: international exchange, athletic tours, cultural tours, humanitarian service projects, winter backcountry ski trip, etc.

The increasing level of risk indicated above is largely due to factors such as unfamiliar territories, longer travelling times, more physically exerting activities, more remote program areas, and more extreme geography. The differences between the risk categories are significant and thus require different measures and planning specific to them. Type-specific procedures should be implemented by the teacher-in-charge.

# 5 REGULATIONS

## 5.1 OCCUPATIONAL HEALTH AND SAFETY ACT OF ALBERTA

While much of the focus of this manual is upon the safety and protection of students under the care of a teacher, the *Occupational Health and Safety Act, Regulations and Code of Alberta* is clear that both the employer and the employee must work to keep employees safe. No teacher should engage in an activity where at any time they feel unsafe, and school principals and other supervisors of staff must make every reasonable effort to provide a safe work place. A work site is defined by the *Alberta Occupational Health and Safety Act* as a location where a worker is, or is likely to be, engaged in any occupation and includes any vehicle or mobile equipment used by a worker in a an occupation. Therefore, all locations of off-site activities including vehicles are work sites and subject to the *Occupational Health and Safety Act, Regulations and Code of Alberta*.

The *Occupational Health and Act of Alberta* requires an **employer** to ensure the health and safety of all workers or any other workers present at the workplace, maintain standard workplace conditions and ensure employees are aware of any foreseeable hazards as well as their rights and responsibilities under the Act.

An **employee** must take reasonable care to protect his or her health and safety and the health and safety of other workers, wear protective equipment, avoid engaging in conduct that may endanger other people, including the use of drugs or alcohol, and should cooperate with other employees and employers to ensure the continuance of safety standards.

An employee must assess a work site and identify existing and potential hazards before work begins at the work site. The employer must prepare

- 5.1 *Occupational Health and Safety Act of Alberta*
- 5.2 Criminal Code
- 5.3 *School Act and Education Act of Alberta*

a report of the results of the hazard assessment and the methods used to control or eliminate the hazards identified.

An employer must ensure that all equipment used at a work site:

- 1) Is maintained in a condition that will not compromise the health and safety of workers using or transporting it,
- 2) Will safely perform the function for which it is intended or was designed,
- 3) Is of adequate strength for its purpose, and
- 4) Is free from obvious defects. If a worker is required under the Act to use or wear specific equipment, the employer must ensure that the worker uses or wears the equipment at the worksite.

## 5.2 CRIMINAL CODE

There are a number of sections within the Criminal Code that apply to off-site activities. It states that those who undertake, or have the authority, to direct how another person does work or performs a task is under a legal duty to take reasonable steps to prevent bodily harm to that person, or any other person, arising from that work or task.

As well, it is important to know that anyone who unlawfully abandons or exposes a child who is under the age of ten years, so that his or her life is, or is likely to be endangered or his or her health is, or is likely to be permanently injured, (a) is guilty of an indictable offence and liable to imprisonment for a term not exceeding five years; or (b) is guilty of an offence punishable on summary conviction and liable to imprisonment for a term not exceeding eighteen months.

### 5.3 SCHOOL ACT AND EDUCATION ACT OF ALBERTA

The *Alberta School Act* is currently in effect. Alberta's new *Education Act* was passed in the Legislature and received Royal Assent on December 10, 2012. A comprehensive review of the *Education Act's* regulations is required before this legislation can come into force. The Alberta Government anticipates the new *Education Act* legislation to come into force for the 2015-16 school year, when new regulations and supporting Ministry and Board policies are in place. Specific clauses relevant to off-site activities from the *School Act* and the new *Education Act* are listed below.

#### 5.3.1 SCHOOL ACT

##### Section 18

A teacher while providing instruction or supervision must

- (a) provide instruction competently to students*
- (f) maintain, under the direction of the principal, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the board.*

##### Section 20

The principal of a school must

- (b) ensure that the instruction provided by teachers employed in the school is consistent with the courses and programs of study prescribed, approved and authorized pursuant to this Act,*
- (e) direct the management of the school*
- (f) maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the board*
- (i) evaluate the teachers employed in the school*

**Section 45 (8)**

*The board must ensure a safe and caring environment.*

**Section 60 (1)**

*A board must*

*(a) establish policies respecting the provision of educational services and programs.*

**5.3.2 EDUCATION ACT****Section 33**

*(1) A board, as a partner in education has the responsibility to*

*(d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.*

*(2) A board shall establish, implement and maintain a policy respecting the board's obligation under section (1)(d) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behavior.*

**Section 196**

*A teacher while providing instruction or supervision must*

*(a) provide instruction competently to students*

*(f) maintain, under the direction of the principal, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the board.*

**Section 197**

*A principal of a school must*

*(b) ensure that the instruction provided by teachers employed in the school is consistent with the courses and programs of study prescribed, approved and authorized pursuant to this Act,*

*(e) direct the management of the school*

*(f) maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the board*

*(i) evaluate the teachers employed in the school*

**Section 53**

*(1) A board shall*

*(a) establish, maintain and implement policies necessary for fulfilling its responsibilities under section 33*

*(b) ensure that all policies are available and accessible to students, parents, board employees and others affected by the policies,*

*(2) A board may*

*(c) make policies, subject to any regulation under this Act, respecting the establishment, administration, management and operations of*

*(i) schools operated by the board, or*

*(ii) school buses and other vehicles used for the purposes of the board.*

# 6 STAFFING/VOLUNTEER STRUCTURE

## 6.1 SCHOOL BOARD AND SCHOOL TRUSTEES

The school board, made up of elected school trustees, is a corporation. When delegated by the board to act on behalf of the board, a school trustee may perform specific duties individually, but only as an agent of the board and only as prescribed by the board, by board motion. In other words, the board is responsible for that action. At all other times a trustee acting individually has only the authority and privileges of an ordinary citizen.

The school board is responsible for setting the overall direction for the school system. This is usually done through strategic planning process whereby the vision, mission, values and beliefs are revisited, and strategic priorities or goals are determined. The annual budget guides the jurisdiction by allocating resources to schools and programs. The school board also provides direction through its policy processes. These include planning, developing, implementing and evaluating policy—and include risk management.

While the school board, through legislation (section 5.3), is given the power to engage in a wide range of activities and is mandated to perform certain functions, these can be delegated. It is most common for a board to focus on governance matters such as setting performance targets and making the system accountable for results while delegating the majority of functions to the superintendent, and, at times, to committees.

- 6.1 School Board and School Trustees
- 6.2 School Superintendent and Secretary Treasurer
- 6.3 School Principal
- 6.4 Teacher-in-charge
- 6.5 Volunteers
- 6.6 Other Staff
- 6.7 Emergency Response Team
- 6.8 Administrative Command Team ©

## 6.2 SCHOOL SUPERINTENDENT AND SECRETARY TREASURER

School boards delegate the responsibility for the leadership and management of school districts to the “Superintendent of Schools,” as the Chief Executive Officer. With regard to risk management, this delegation will often include language to the following:

- Ensure the welfare of students while participating in school programs or while being transported to or from school programs on approved transportation.
- Ensure that appropriate procedures are in place for the management of critical events and emergencies.
- Ensure the necessary policies and procedures have been developed, implemented and monitored to achieve the above requirements.

School superintendents may delegate the tasks of insurance and risk management to the Secretary Treasurer.

## 6.3 SCHOOL PRINCIPAL

The school principal oversees a school’s operations. He or she ensures that school operations align with legal frameworks such as provincial legislation, regulation and policy; and school board policy, directives and initiatives (section 5.3).

A principal’s responsibilities regarding off-site activities extend to duties including approving off-site activity proposals. Examples of these duties are detailed in the roles and responsibilities listed below. This *Guideline and Procedures Manual* is intended to provide additional information to assist principals in carrying out their duties.

### 6.3.1 OFF-SITE ACTIVITY PROCEDURE

#### ***Review and Approval of Proposals***

The principal will

- Ensure the teacher-in-charge is familiar with and has referenced applicable sections of this *Guidelines and Procedure Manual* while planning an Off-site Activity Proposal.
- Ensure the teacher-in-charge is competent (see section 7.9.4) in planning and leading the off-site activity. Competent is defined by the *Alberta Occupational Health and Safety Code* as “in relation to a person, means adequately qualified, suitably trained and with sufficient experience to safely perform work without supervision or with only a minimal degree of supervision.”
- Ensure the teacher-in-charge has completed a pre-trip site assessment (see section 23) and appropriate trip planning.
- Ensure the destination is appropriate for the age, fitness, maturity and mental and physical condition.
- Review for possible approval (section 10) Type Two, Three, Four and Five Off-site Activity Proposals according to the proposal’s ability to meet educational requirements and to manage risks effectively according to the guidelines in section 12.
- Confirm the activities planned for the off-site activity is not one of the excluded activities (section 9.1) or if the activities are on the not recommended list (section 9.2.1).
- Ensure that for those activities planned during the off-site activities that are listed in Part II of this manual, that they are planned and conducted in accordance with respective procedures listed.
- Confirm the teacher-in-charge is familiar with and follows the planning procedures in section 8.

- Ensure there is a progression of skill instruction in curriculum and non-curricular delivery.
- Seek advice from experts regarding higher risk or specialized activities.

***Insurance***

- Annually review insurance coverage and deductible amounts with the Secretary Treasurer.
- Ensure adequate insurance coverage of all proposed activities and destinations.
- Further information on insurance specific to off-site activities located in section 7.2.

***Funds***

- Confirm the off-site activity is planned and conducted in accordance with the funding guidelines in section 7.3.

***Service Providers***

- If service providers are used for the off-site activity, confirm that use of the provider is planned and conducted in accordance with the service provider guidelines in section 7.4.

***Allergies and Medication***

- Confirm the off-site activity is planned and conducted in accordance with the guidelines for allergies, anaphylaxis treatment and medication administration listed in sections 7.5, 7.6 and 7.7.

***Supervision***

- Confirm the off-site activity is planned and conducted in accordance with the supervision guidelines in section 7.9.

***Transportation***

- Confirm the off-site activity is planned and conducted in accordance with the transportation guidelines in section 7.10.

***Accommodations***

- Confirm the off-site activity is planned and conducted in accordance with the accommodations guidelines in section 7.11.

***Screening Process***

- Ensure the age, behaviour and fitness level of each student is appropriate for the activity.
- Ensure parents, volunteers and students attend all necessary preparatory meetings.
- Ensure the teacher-in-charge has reviewed, copied and followed up on student medical forms and other documentation.

***Parent Information***

- Confirm that parent information is planned and conducted in accordance with section 11.

***Pre-Departure Preparations***

- Use the checklists in section 13.
- Ensure school equipment is functional and regularly maintained.
- Ensure the teacher-in-charge has signed out and brought an emergency kit and has developed and is familiar with an emergency response plan specific to the activity site. See section 13.2.
- Be available for contact with the teacher-in-charge in the eventuality of experiencing difficulties while on the trip. Establish check-in times with the teacher-in-charge and be available for those.
- A copy of the off-site activity proposal, itinerary, list of trip participants, parent communication, trip emergency procedures and necessary contact numbers are left with the principal.

***Responsibilities throughout the Activity***

- Authorize alterations to itineraries.

- Shorten, cancel or terminate an off-site activity if it cannot be continued or completed safely. See section 12.2 and 12.3.
- Have medical forms, emergency response plans and parental consents readily available in case of an emergency.
- Follow a prepared emergency response plan in the case of an emergency (section 15).

### ***Debriefs***

- Conduct a debrief of the off-site activity in accordance with the Post Trip Requirements in section 16.

### ***Incidents***

- Manage an incident on an off-site activity in accordance with the procedures listed in section 15.

## **6.4 TEACHER-IN-CHARGE**

The teacher-in-charge is the staff member in charge of initiating, planning, implementing and reviewing the proposed activity. The teacher-in-charge is accountable to the principal (section 5.3).

The teacher-in-charge is expected to lead and be in control of the activity at all times and, as a result, should possess a certain level of experience and training for specialized activities as well as fulfilling many trip-leader responsibilities.

### **6.4.1 TRAINING**

The teacher-in-charge's responsibilities include the following:

- Ensure each instructor is competent (section 6.3.1), including his or her own ability to plan and instruct the activity.
- Possess qualification, skills, knowledge, experience and expertise to a defensible standard if the teacher-in-charge is instructing the activity.

- As part of the Off-Site Activity Proposal, submit a list to the principal detailing relevant qualifications, skills, knowledge, certification and experience that demonstrates the teacher-in-charge's ability to instruct the activity.
- In conjunction with the Principal, engage a reputable service provider if the teacher-in-charge's qualifications are lacking. See section 7.4.
- Ensure students receive the necessary training, preparation, orientation and expectations before the activity commences.
- Ensure all trips have personnel with current and valid First Aid and CPR certifications relevant to the activity on site at all times. These qualifications can be met by the qualifications of service providers as long as they are with the group at all times. See section 7.13 for First Aid qualification details.

#### 6.4.2 OFF-SITE ACTIVITY

Teacher-in-charge responsibilities include the following:

##### ***Proposals***

- Initiate, plan and implement off-site activities.
- Submit an Off-site Activity Proposal (section 10) to the school principal for approval in the timeframe required by the school division (section 12) in advance for Type Two or Type Three activities.
- Submit an Off-site Activity Proposal to the principal for approval in the timeframe required by the school division before Type Four and Type Five activities.
- Seek approval from the school principal concerning any changes to pre-approved proposals.
- Perform site assessments as part of the Off-site Activity Proposal as required by your school division (section 23).

- Create a risk identification and management strategy.
- Formulate a budget, obtain access to an emergency fund and keep track of expenses.
- Ensure educational objectives are incorporated into the activity.
- Ensure the activity planned is suitable for curriculum objectives with the least amount of associated risk possible.
- Match each student's ability, age, maturity and physical ability with the activity and the destination.
- Plan for an appropriate progression of skills.
- Formulate a site-specific emergency plan including specific location, closest medical facilities and services, alternate routes, evacuation methods in addition to any emergency action plan the school may have (section 15).
- Have a contingency plan for cancelled trips and alternative lesson plan for students who are unable to attend.
- Ensure that all service providers have a current liability policy and ask for a Certificate of Insurance from these providers (section 7.4).

#### ***Service Providers***

- If service providers are used for the off-site activity, plan the activity in accordance with the guidelines in section 7.4.

#### ***Allergies and Medication***

- Plan and conduct the off-site activity in accordance with the guidelines for allergies, anaphylaxis treatment and medication administration listed sections 7.5, 7.6 and 7.7.
- Collect and review medical forms and follow up on any medical conditions and prescriptions necessary according to 7.7 and 11.5.1.

***Supervision***

- Plan and conduct the off-site activity in accordance with the Supervision guidelines in section 7.9.

***Transportation***

- Plan and conduct the off-site activity in accordance with the transportation guidelines in section 7.10.
- Verify weather and road conditions for any transportation required.
- See the school principal regarding the approval of parent requests to drive their child to the activity site.
- Ensure parental supervision if a student is picked up during or at the end of an activity.
- Check that students have the right travel documents and immunizations.
- Use attendance checklists before leaving an area to make sure everyone is present.

***Accommodations***

- Plan and conduct any accommodations during the off-site activity in accordance with the accommodations guidelines in section 7.11.

***Screening Process***

- Ensure students sign a Student Code of Conduct as required by your school division.

***Parent Information***

- Confirm that parent information is planned and conducted in accordance with section 11.
- Organize parent meetings before each Type Three, Four and Five activity according to section 11.6.2.
- Review cancellation policy and procedures with parents.

- Complete and send Medical Information Forms and Releases, and Acknowledgement of Risk and Informed Consent Forms home with students at least one week before Type One and Two activities and two months before Type Three, Four, and Five activities. These should be signed by parents and returned to the school before the trip commences.

### ***Pre-Departure Preparations***

- Use the checklists in section 13.
- Check and test school equipment.
- Signed out and bring an emergency kit and an emergency response plan specific to the activity site. See section 13.2.
- A copy of the Off-Site Activity Proposal, itinerary, list of trip participants, parent communication, trip emergency procedures and necessary contact numbers are left with the principal.

### ***During the Activity***

- Notify the principal of incidents, situations or at previously established check-in times.
- Conduct safety briefings that include an orientation to the site and facilities, specific meeting points, introductions to service provider staff or volunteers, and proper use of equipment.
- Provide students with a list of emergency contacts such as the bus line, accommodation, airline, the teacher-in-charge's cell phone number, etc.
- Ensure proper conduct and behaviour of students, staff and volunteers during the off-site activity.
- Continuously take precautions to reduce risks.
- Carry an emergency kit at all times and be familiar with how to use its equipment.

- Be prepared for an emergency, and take control of the situation if one does occur.
- Administer medical treatments only when necessary and in conjunction with school medical administration policy.

### ***Debriefing Meeting***

- Complete a debriefing meeting at the end of an activity and discuss its results with the school principal in accordance with the Post Trip requirements in section 16.
- Review service provider quality with the school principal.
- Assess student learning throughout the activity.

## **6.5 VOLUNTEERS**

Volunteers may be approved as appropriate representatives of the school and the activity. Therefore, they are held to the same standards as a teacher. However, it is important to note that, ultimately, the teacher-in-charge and the principal maintain sole responsibility for the activity. Therefore, it is the teacher-in-charge's job to ensure the volunteers act in accordance to school policies and procedures.

**NOTE: In a specific activity, if volunteers are considered to be part of the “instructional ratio” they need to have appropriate qualifications for the position.**

Volunteers are responsible for the following:

- Obtaining information from the teacher-in-charge regarding their roles, responsibilities, and the activity
- Possessing a valid and current First Aid/CPR certification or necessary qualifications for specialized activities if necessary
- Obtaining an up-to-date Security Clearance (within the last five years or as required by the school division.)

- Completing an annual registration form that is submitted and approved by the teacher-in-charge and the principal
- Completing an Acknowledgement of Risk and Informed Consent Form
- If driving students for an off-site activity, providing the school with a current, original copy of their Driver's Abstract and a photo copy of their valid insurance pink card

## 6.6 OTHER STAFF

Other staff obtained as supervisors are also held to the same expectations as the teacher-in-charge. However, all additional staff members are expected to follow the teacher-in-charge's direction.

Additional staff members are responsible for the following:

- Possessing valid and current First Aid/CPR certifications if necessary
- If instructing specialized activities, submitting a list to the teacher-in-charge and school principal detailing their relevant qualifications, skills, knowledge, certifications and experience

## 6.7 SCHOOL/SITE EMERGENCY RESPONSE TEAM (SERT)

### 6.7.1 PURPOSE

A school emergency response team should be formed with the purpose of making decisions and responding to emergencies that may arise from off-site activities. For simple events, the school principal may have the authority to make decisions relative to the event. For more complex events such as major accidents or fatalities a larger team (the Administrative Command Team) will be required (see section 15 for more information).

### 6.7.2 STRUCTURE

School/site emergency response team (SERT) is accountable to the Superintendent, through the school Principal. The organizational structure of SERT should follow that of the Incident Command System (ICS).

A typical school emergency response team might include:

- Team leader (school principal)
- School vice-principal
- Senior teacher

## 6.8 ADMINISTRATIVE COMMAND TEAM (ACT©)

### 6.8.1 PURPOSE

The Administrative Command Team (ACT©) serves as the lead team in coordinating the District's Emergency Response efforts.

### 6.8.2 STRUCTURE

The Administrative Command Team (ACT©) is accountable to the school board, through the school superintendent. The organizational structure of ACT© should follow that of the Incident Command System (ICS).

A typical Administrative Command Team might include:

- Superintendent
- Assistant Superintendents
- Secretary/Treasurer
- Health and Safety Specialist
- Media and communications consultant

- ASBIE risk manager (as advisor, if required)
- School lawyer (as advisor, if required)

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# 7 GENERAL POLICIES

## 7.1 RISK DETERMINATION GUIDELINE

### 7.1.1 RISK

Risk is inherent to many athletic, outdoor and off-site settings and, in many instances, is necessary in order for participants to receive the full potential benefits of an activity. Therefore, ASBIE recognizes that even despite best efforts, injury or loss may occur as a result of the inability to create a completely “safe” environment for students.

While recognizing that risk will always be present in the programs offered at schools, certain reasonable actions can reduce the likelihood or severity of these occurrences and to lessen harm to people. However, the possibility of “catastrophic” events should be prevented at any cost. The following are ASBIE’s general policies regarding risks inherent to activity programming.

### 7.1.2 RISK TOLERANCE

As mentioned above, safety for students, teachers, supervisors and all other parties involved is the first priority for a school. It is recognized, however, that a balance between inherent risk and educational gain is necessary in order for students to reap the benefits of experiential learning. To successfully strike this balance, three questions should be asked:

1. What are the educational and experiential benefits of the activity?

7.1	Risk Determination Guideline
7.2	Insurance
7.3	Funding
7.4	Service Providers
7.5	Allergies
7.6	Anaphylaxis Treatment
7.7	Medication Administration
7.8	Alcohol and Drug Use
7.9	Supervision
7.10	Transportation
7.11	Hotel Accommodations
7.12	Billeting
7.13	First Aid Qualifications

2. Have the inherent risks of the activities been identified and managed, thus reducing the possibility of physical, mental or emotional harm to students?
3. Do some risks outweigh any educational benefit that may be derived from the activity?

**NOTE: Risks that can successfully be balanced with educational gains should be reduced to the lowest severity and frequency possible while still retaining the activity's educational value. Any activities that fail to strike this balance should not be undertaken.**

Adequate information regarding the details of the proposed activity should be provided by the school to parents. Parental discretion is encouraged with regards to which activities their children participate in, and students should not be penalized for not participating in off-site activities. They should receive an alternate lesson plan that does not require off-site participation should they choose not to participate.

## 7.2 INSURANCE

### 7.2.1 GENERAL GUIDELINES

ASBIE's goal is to benefit member school boards through cooperation in an insurance and risk management program. This manual has been developed to describe ASBIE's risk management expectations for off-site activities.

### 7.2.2 LIABILITY INSURANCE

#### ***Who is covered?***

ASBIE provides liability insurance protection for all off-site activities conducted by ASBIE member schools. This coverage extends to teachers, volunteers and other staff on trips. It may not extend to service providers who are expected to be covered by their own insurance policy. Teachers-

in-charge should ensure that all service providers have a current liability policy and ask for a Certificate of Insurance from these providers.

### ***Contract Employees***

“Contract” employees are included under the definition of “insured” so they do not have to be separately added to the insurance policies for the work they do for a school.

### ***Volunteer Drivers***

The school board has a responsibility to provide safe transportation for students who travel away from the school premises on school-related and approved activities. When assessing volunteer drivers, schools should look at the driving records of the volunteer drivers. A quick check of the driver abstract will show if the driver pays attention to the rules of the road: does the driver have traffic violations?

The school should obtain from regular volunteer drivers or drivers of concern original copies of annual abstracts indicating their driving records. The school could be held liable for failing to properly check its drivers if a volunteer driver were to be involved in an automobile accident while transporting students, and he or she was subsequently proven to have a bad driving record left unchecked or ignored by the school.

### ***Medications***

ASBIE’s general liability coverage extends to staff administering medications or medical treatment to students in accordance with school policy see 7.7 for more information. Appropriate First Aid qualification is a prerequisite for teachers-in-charge and is recommended for volunteers unless otherwise indicated.

### ***International Trip Coverage***

When students are on international trips, the general liability policy responds the same as it would if they were at classes at their regular school, as the policy covers on a worldwide basis. There are exclusions for war and terrorism, so depending on how a suit was brought against the school board, there may be a question of coverage. If the suit alleged

that the school was negligent in taking the student where terrorism caused bodily injury or property damage, there would be no coverage. If it alleged, however, lack of supervision as a separate thing from the terrorism, there would be coverage.

When the trip is less than thirty days, the student accident policy provides some limited coverage for emergency treatment for injury, including hospital and paramedical benefits (maximum payable \$50,000, only in excess of any amounts payable or collectable under any provincial medical care or hospital plan or other travel policy).

A maximum amount of \$5,000 is available for repatriation if an injury results in loss of life outside a student's province of residence within one year of the injury. Since we are only considering international field trips of less than thirty days, the loss of life would have to happen within the time frame of the field trip for repatriation coverage to be needed.

Any other coverages that might be appropriate, such as trip cancellation insurance, flight insurance and lost baggage insurance, is strictly the responsibility of the individual student. If the student also had voluntary accident coverage, it could provide some additional limits and coverages, and would likely be coordinated with the school's blanket accident policy.

## 7.3 FUNDING

### 7.3.1 OFF-SITE ACTIVITY COSTS

Off-site activities may require funding provided by the student participant. This funding should not exceed the maximum cost per student as detailed in the teacher-in-charge's formulated budget. Additionally, these costs should not include the salary of any supervisory staff needed. Costs should be broken down and documented for parents' assessment.

It is also necessary for the principal and teacher-in-charge to devise a method of keeping track of off-site activity costs such as obtaining and

recording receipts. An emergency/contingency fund should be made available to the teacher-in-charge if an emergency were to occur.

A process should be put in place so that the Teacher-in-Charge has access to significant funds should the need arise to book flights, charter bus or additional hotel accommodations.

### 7.3.2 PERSONAL SPENDING STATEMENT

Schools should not assume any liability or responsibility for personal spending made by a student, parent, or supervisor preparing for or during a field trip.

### 7.3.3 SURPLUS

In the circumstance where funds exceeding ten dollars per student remain after the activity, and all other outstanding bills or costs have been paid, the money should be distributed according to the school or school board policy.

### 7.3.4 CANCELLATION POLICY

If an off-site activity is cancelled or altered, the following guidelines apply:

- The school will not, as a general rule, reimburse participants for financial losses incurred.
- If the school does reimburse for some or all of the costs, it will be shared equitably with all participants (including the school) in proportion to the losses incurred and amounts paid.
- There will be no reimbursement for personal expenses.
- Parents should accept the possibility that all funds may not be returned in the case of a cancellation on the part of the student. This should be outlined in the pre-trip information package that is sent home to parents.

### 7.3.5 ADDITIONAL STUDENT FUNDING OPPORTUNITIES

Students should be made aware of any additional funding opportunities if they are unable to pay the costs of the off-site activity. Students should not be penalized academically if they are unable to attend a curricular off-site activity. Alternate lesson plans should be made available for such situations.

## 7.4 SERVICE PROVIDERS

If the school does not have qualified staff or volunteers or the necessary equipment to instruct a specialized activity, a reputable service provider should be used. The Secretary/Treasurer and/or the Principal should approve the service provider's qualifications. The service provider should be expected to instruct and supervise students in addition to school supervisors. Although a service provider is used, the teacher-in-charge is still required to complete a site assessment and risk analysis.

### 7.4.1 CONTRACTS

Most service providers require waivers to be completed by the client (see section 11.1). Since this measure is not valid or applicable in the case of minors, it is necessary for the school to enter into an alternate contractual agreement. In this instance, it is the principal's responsibility to negotiate and approve the contract and its terms. The principal and/or Secretary/Treasurer should ensure that the service provider has adequate insurance to cover the activity. Obtaining a copy of the service provider's Certificate of Insurance is necessary.

**ASBIE does not allow schools, teachers or students to sign waivers from service providers where the school, teacher or student signs away their legal rights. If the service provider insists on having teachers, students or parents sign a waiver the teacher should engage a different service provider where this is not required. See section 11.1.**

## 7.5 ALLERGIES

Special procedures may be needed to reduce the risk associated with severe allergies. Procedures implemented by the teacher-in-charge should include the following:

- Ensuring that an adequate number (at least double what the student usually carries) of injectors are available and properly stored
- Ensuring that a vehicle or emergency transportation is available
- Assigning a buddy to the allergic student who will inform a supervisor if the student isn't feeling well
- Requesting lists of ingredients of food from commercial establishments where the student will eat to prevent allergic reactions
- Using precautions to minimize a student's contact with allergens, e.g., an allergic student can refrain from clean-up duties, products containing the allergen can be prohibited, etc.
- Determining with parents whether risk factors are too great to control for the student to participate in the activity

## 7.6 ANAPHYLAXIS TREATMENT

- Anaphylaxis is a severe, potentially life-threatening allergic reaction to any stimulus. Allergens are the stimuli, or substances, that cause allergic reactions.
- The most common anaphylaxis triggers are foods and insect stings, followed by medications, latex and, on rare occasions, even exercise. In Canada, the most common food allergens are peanut, tree nuts (e.g., almond, cashew, pistachio, walnut), milk, egg, fish, shellfish, and to a lesser extent, sesame seeds, soy and wheat, as well as the food additive sulphites.

- Teachers should identify at-risk students and develop individual plans for them, strategies to reduce risk, a school-wide communication plan and training for all employees and others who are in regular contact with at-risk students. Individual student plans should identify a student's allergen(s) and the emergency protocol to be followed in the event of a reaction.
- Parents and students must also be accountable by ensuring schools are provided with up-to-date medical and emergency information and epinephrine auto-injectors. Students themselves must learn how to self protect in age-appropriate ways. For example, young children should be taught to ask a trusted adult about food ingredients before eating food that is not from home. Before entering high school, these students must be able to read food ingredients for themselves. As always, individual levels of ability and maturity must be accounted for when setting these expectations. Teachers and other supervisors should have an understanding of anaphylaxis, familiarity with the signs and symptoms of a life threatening reaction, knowledge of emergency response, and familiarity with students who are at risk of severe allergic reactions. Ideally, everyone should practice with training devices how to give an epinephrine auto-injector.
- There are three different auto-injectors on the market: EpiPen®, Twinject® and Allerject™. All types contain lifesaving medication, epinephrine, also known as adrenaline. It needs to be given early in the course of a reaction and is administered by needle injected into the muscle on the outer side of the thigh. In normally healthy individuals, epinephrine will not cause harm if given unnecessarily. During a reaction, individuals may not be able to give themselves epinephrine. Assistance from others is crucial.
- Since life threatening allergic reactions are unpredictable and can progress quickly, early symptoms should never be ignored. They may appear alone or in any combination, regardless of the trigger.

Symptoms may include:

- **Skin:** hives, swelling, itching, warmth, redness, rash
  - **Respiratory (breathing):** wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, runny/itchy nose, watery eyes, sneezing, trouble swallowing
  - **Gastrointestinal:** nausea, pain/cramps, vomiting, diarrhea
  - **Cardiovascular:** pale/blue colour, weak pulse, passing out, dizzy/lightheaded/shock
  - **Other:** anxiety, feeling of “impending doom,” headache, uterine cramps
- Medical research has led experts to recommend the emergency protocol below in response to severe, potentially life threatening allergic reactions. The acronym ACT serves as a reminder of the steps to follow:
  - If the student is diagnosed with both Asthma and Anaphylaxis, administer the auto-injector before the asthma medication.
  - **A**dminister epinephrine auto-injector – EpiPen® or Twinject® or Allerject™. **C**all 911 and **T**ransfer care to emergency responders and ensure transport to hospital.
  - Administer a second auto-injector if life threatening symptoms (breathing, consciousness) do not subside.
  - People living with life threatening allergies must always be prepared for the unexpected. Teachers, can you help ensure that practical risk reduction measures are in place during off-site activities? Listed below are tips to implement that will help keep allergic students safe. Insect sting allergies, in particular, are managed differently in outdoor compared to classroom settings.
  - Think ahead! Know the students at risk and their allergens. Know the type of auto-injector the student carries, either EpiPen® or Twinject® or Allerject™. Be observant and alert to potential

risks. Canvass school property and activity areas for stinging insect nests. Arrange for their professional removal. Canvass vehicles for stinging insects before boarding. Ensure proper training of people who will supervise – know the emergency protocol; practice with a training device. Ensure quick access to an auto-injector. Know the location and ensure easy access to second back-up auto-injector. Establish a buddy system. Ensure an emergency communication system is in place – radios or cell phone. Ensure that parents/guardians have provided required medical information that is up-to-date, with appropriate consents for emergency response and emergency contact information. Keep students’ medical information with you while on field trips. Know the location of the nearest medical facility. Know your location so you are able to correctly inform 911 responders. Enforce a “no eating” rule on buses. On long trips, enforce restrictions on allergen-containing foods. Check, in advance, about food ingredients from food service providers.

- Allergic students must always be mindful of their allergies. They should:
  - Carry at least one epinephrine auto-injector, as age appropriate, generally age 6 or 7. Otherwise, a supervising adult should carry the medication. Wear medical identification, e.g., MedicAlert. Inform others if he/she suspects a reaction is happening. Ensure that asthma is well controlled.
- Self protection requires allergic students to practice avoidance strategies and avoid risk taking behaviour. For food, this includes:
  - Hand washing before and after eating. Avoid putting food directly on surfaces. Use a napkin or place mat. Check ingredients before eating. If in doubt, do without. Do not trade or share food, utensils or food containers. Avoid eating if auto-injector is not readily available.

- Students at risk of insect sting reactions should be encouraged to:
  - Wear closed shoes. Wear light colours. Wear long hair tied back. Keep away from areas where stinging insects gather, such as gardens, hedges, fruit trees, garbage cans. Keep food covered. Drink from covered cups or straws. Stay with a buddy while outdoors. Avoid wearing scented products. Avoid loose, flowing garments.
- As always, different challenges to student safety arise because of differences between elementary and high school settings. The higher degree of elementary level supervision helps to protect young children who are more apt to engage in hand to mouth behaviour and are generally more trusting of statements made by others which might lead to sharing food.
- The physical setting in middle and high school is larger, there is a greater number of students and student class locations change. Vending machines and cafeterias are more prevalent. Students are more likely to be involved in extra-curricular activities outside of normal school hours and do not want to be singled out because of their allergy.
- Anaphylaxis management on school trips is a shared responsibility. By ensuring that you know the students who are at risk of an allergic reaction, that auto-injectors are readily available in an unlocked location and by practicing emergency drills you should be able to provide prompt and effective emergency response in the case of a reaction.
- Other web-based and print resources are available from:
  - [www.anaphylaxis.ca](http://www.anaphylaxis.ca) – books, videos, posters, auto-injector training devices

- [www.aaja.ca](http://www.aaja.ca) – books, videos, posters, auto-injector training devices
- [www.epipen.ca](http://www.epipen.ca) [www.twinject.ca](http://www.twinject.ca)

Source: Cindy Paskey and [www.anaphylaxis.ca](http://www.anaphylaxis.ca).

## 7.7 MEDICATION ADMINISTRATION

Although the teacher-in-charge is covered for administering medication under the insurance policy, medications should only be administered in particular situations. For the purposes of this manual, “medication” refers to both prescription and non-prescription drugs. During off-site activities, medication can only be given to a student if

- a parent has consented and provided appropriate documentation such as a Medication and Administration Release Form (section 23.7), or
- the student is sick and the teacher-in-charge is directly ordered by a medical professional to provide the medication.

**NOTE: In remote off-site circumstances, the teacher-in-charge should attempt to contact medical personal immediately, and direction regarding appropriate actions should be requested.**

### 7.7.1 TEACHER-IN-CHARGE RESPONSIBILITIES

With regards to the possession and use of medications, the teacher-in-charge is responsible for the following:

- Review medical information for each student and volunteer prior to the off-site activity (section 23.6)
- Safely and properly storing medication
- Supervising the administration of the medication

- Allowing the student the possession of no more than a single dose of medication at a time
- Keeping a Medication Administration Log (section 23.8) including the name of the student; the date, time and amount of medication given; and the type of medication given

## **7.8 ALCOHOL AND DRUG USE**

### **7.8.1 STUDENTS**

As detailed in the Student Code of Conduct, all participating students should agree to abstain from the use of any alcohol or illegal drugs for the entire duration of the activity. This includes transportation to and from the off-site activity site, in restaurants, and in overnight accommodations. The Code of Conduct applies to students of all ages and cultures and is strictly enforced. Failure to abide by the agreement may lead to the student's removal from the activity without refund and with additional consequences.

### **7.8.2 SUPERVISORS**

During the off-site activity, all paid and unpaid staff and supervisors are expected to abstain from the use of any alcohol or illegal drugs. The supervision of students is a twenty-four-hour commitment during which sound judgment and care is required. Thus, this policy is strictly enforced and any failure to adhere may result in severe penalties in addition to possible removal from the off-site activity. In such an event, the teacher-in-charge's consultation with the principal regarding a course of action would be required.

### **7.8.3 SERVICE PROVIDERS**

All service providers are held to the same expectations of staff and supervisors. If the teacher-in-charge suspects a service provider is impaired, immediate action to remove students from his or her supervision and instruction is imperative. If a supervisor suspects a

service provider is impaired, consultation with the teacher-in-charge is pertinent. In such an event, the teacher-in-charge's consultation with the principal regarding a course of action would be required.

## 7.9 SUPERVISION

The teacher-in-charge and the principal are expected to ensure there is adequate supervision during the activity. This includes:

- Ensuring adequate student-supervisor/teacher ratios depending upon the activity and age of the students.
- Attaining additional staff or volunteers needed for supervision, and ensure they meet appropriate requirements.
- Ensuring there are supervisors (volunteers, parents or staff) of both genders when both genders of students are involved.
- Providing direction and an outline of the supervisor's role in the activity.
- Monitoring the supervisors to ensure the implementation of appropriate risk procedures and appropriate supervision.
- Ensuring supervisors know how to properly use equipment and are aware of off-site hazards and emergency procedures.

Additional personnel can be authorized when needed. Circumstances that require additional personnel include situations where

- student-supervisor ratios are not adequate.
- age, maturity and the ability level of the students require more attention.
- the number of students requires more supervision.
- the type and level of risk associated with an activity is high.

- other circumstances related to an activity are present, e.g., crowded locations, students with special needs, new off-site activities are piloted.
- the gender of students necessitates it (events that include both genders should have an equal number of supervisors of both genders).

The teacher-in-charge should strive to properly prepare students for the activity through training, orientation and an outline of behavioural expectations.

### 7.9.1 VOLUNTEER REGISTRATION

Volunteer registration is necessary for first-time volunteers or for all volunteers at the beginning of an academic school year. The following are general requirements for those wishing to volunteer:

- They should be at least twenty-one years of age.
- They cannot be another student.
- They are required to have completed a security check within the last five years.

Volunteer registrations can be submitted to the teacher-in-charge and should be approved by the principal.

### 7.9.2 SUPERVISOR EXPECTATIONS

The teacher-in-charge is responsible for properly preparing off-site activity supervisors and communicating what is expected of them during the activity. Before agreeing to participate, supervisors should be aware, that their role involves supervision at all times and at all hours of the day. They are also expected to take the necessary precautions to ensure the safety and proper behaviour of students and to present themselves as a positive role model for students. During the activity, the teacher-in-charge is responsible for directing and monitoring supervisors to ensure that they are fulfilling their role.

### 7.9.3 SUPERVISION OF FAMILY MEMBERS

Children of a supervisor should not be present during an off-site activity unless that child is a student at the school and a participant in the class or group. In instances where family members supervise Type Three to Type Five trips, there should be non-family member supervisors present as well.

### 7.9.4 QUALIFIED INSTRUCTION

Competent and qualified instruction and supervision of restricted activities is mandatory. When qualified school staff members are not available, service providers with proper qualifications should be employed. A detailed list of staff qualifications, certificates, knowledge, ability, experience and expertise should be provided for the principal's approval.

### 7.9.5 SUPERVISION RATIOS

Age, maturity and the activity itself are the determining factors for supervision ratios. The following is a list of standard **minimum student-supervisor ratios. Changes to these ratios may be made for specific activities listed in section 19.**

- Grades K to 7 is 8:1 (eight students to one supervisor).
- Grades 8 to 12 is 10:1 (ten students to one supervisor).

#### **Gender balance**

For Type Three and Four Activities, regardless of the number of students participating in the off-site activity a minimum of two supervisors is required.

During transportation, supervisor-student ratios may change to:

- Type Two Activities: one supervisor per vehicle who may or may not be the driver. A professional driver does not qualify as a supervisor. Type Two activities that are within walking distance require one teacher per class.

- Type Three and Four Activities: one staff member per vehicle who may or may not be the driver. A professional driver does not qualify as a supervisor. If the capacity of the vehicle exceeds twenty-four students and the staff member is the driver, an additional supervisor is required.
- Specific outdoor activities may require different supervision ratios. See section 19.

## **7.10 TRANSPORTATION**

Schools recognize that there should be care and attention to safety in the transportation to and from off-site activities. Transportation needs should be arranged by the teacher-in-charge and should not rely on students transporting themselves to an activity site.

### **7.10.1 PARENTAL CONSENT**

Parents shall be notified of the mode of transportation to the site of the off-site activity if this differs from the usual school transportation (school bus, etc).

### **7.10.2 VOLUNTEER DRIVERS**

A volunteer driver should complete and submit an original copy of his or her driver abstract to the teacher-in-charge once annually. The completed and approved form will be filed for one year after which time another abstract will need to be completed.

The following is a list of requirements for volunteer drivers. The volunteer driver should

- be twenty-one years of age,
- hold a valid driver's license with a valid class rating for the private vehicle,
- have a safe driving record,

- carry a minimum public liability and property damage insurance coverage of \$2,000,000,
- ensure that all occupants of the vehicle use a seat belt, and
- ensure all passengers are appropriately clothed for the season.

The following is a list of private vehicle requirements. The private vehicle should carry repair equipment, i.e., spare tire, jack, emergency road tools, emergency provisions, First Aid kit and/or emergency survival kit, and a cell phone with charger.

Volunteer drivers should also be made aware of the following:

- Their personal insurance coverage must be primary or first loss insurance.
- Their insurance company should be advised if the driver is regularly transporting students.
- Neither the school nor ASBIE cover the cost of any repercussions associated with a vehicle accident, including the impact on vehicle operators' driving records, an increase in driving premiums, insurance claim deductibles, and loss of insurance coverage.
- Neither the school nor ASBIE cover the cost of possible wear and tear, damage from poor roads, or the possibility of vandalism.
- Vehicles with front passenger airbags should ensure that no student below minimum height and weight requirement shall be transported in that seat unless the airbag has been deactivated.

The school should ensure that

- a copy of a driver's insurance policy is on file at the school, and
- all drivers sign Acknowledgement of Risk and Informed Consent Forms and that the school keeps these on file.

### 7.10.3 ASBIE INSURANCE

ASBIE's non-owned automobile liability insurance provides coverage for the school board should the school or school board be named in a liability suit as a result of an automobile accident where a vehicle, not owned by the school or school board, is being used on school board business, including transporting students to and from school board-sanctioned activities.

### 7.10.4 PARENT DRIVERS

Parents may transport their *own* children to and from approved off-site activity sites. These arrangements should be made with the teacher-in-charge and the principal.

### 7.10.5 STUDENT DRIVERS

ASBIE does not sanction the practice of students driving other students to and from off-site activities.

### 7.10.6 STAFF DRIVERS

Staff drivers should submit a driver abstract once annually and possess a valid driver's license for the vehicle.

### 7.10.7 TRANSPORTATION SERVICE PROVIDERS

#### **Commercial Aircraft**

Air travel is to be conducted by reputable and licensed commercial airlines.

#### **Buses**

Bus service providers can be employed from a carrier list approved by the principal or Secretary/Treasurer. In the absence of an approved list, the principal shall ensure that the bus company has properly maintained buses and licences which comply with all applicable laws, regulations, orders, rules and requirements of the jurisdiction in which travel is to occur. An insurance certificate validating \$15,000,000 third party

liability insurance should be obtained and submitted with the Off-site Activity Proposal.

***Taxi***

If taxis are utilized, it is necessary that a supervisor be present in each vehicle and proper seat belts be used.

***Transit***

Public transit may be used as a form of transportation as long as there is proper supervision.

**7.10.8 SCHOOL-OWNED VEHICLES**

School-owned vehicles are permitted for use and should be approved by the principal. The principal is responsible for ensuring vehicles are professionally inspected every six months and that they receive all necessary maintenance as well as establishing a pre and post trip vehicle inspection checklist that is completed by the driver (section 23)

The following are requirements for the use of school-owned vehicles:

- All vehicles and trailers require valid license plates which are registered by the school or school district.
- Vehicles will be equipped with winter tires during the winter season.
- School staff members are the only personnel permitted to drive vehicles unless volunteers are otherwise authorized by the principal.
- Vehicles may not be loaned to other organizations or service providers.
- Vehicles are only to be used for authorized off-site activities.
- All proper vehicle documents should be in the vehicle when it is in use, e.g., vehicle registration, proof of insurance, etc.
- Schools that own commercial vehicles (buses), must operate under the authority of a Safety Fitness Certificate, must establish,

maintain and follow a written safety program and have the vehicle inspected professionally every six months.

**Note: 15-Passenger Vans**

**ASBIE does not sanction the use of 15-passenger vans for students or staff transportation purposes.**

## 7.11 HOTEL ACCOMMODATIONS

### 7.11.1 ACCOMMODATION REQUIREMENTS

- The activity is suitable for Grades 7 to 12.
- Mini bar fridges may be required for storing medications

### 7.11.2 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include the following:

- Unfamiliar environment
- Supervision difficulties
- Room services
- Gender issues
- Other customers
- Fires

### 7.11.3 RISK CONTROL MEASURES

The teacher-in-charge is responsible for:

***Planning***

- Arranging for rooms to be proximate to each other

- Arranging boys' and girls' rooms to be at separate ends of the same floor or different floors
- Making the pay per view, adult channels, long distance phone calls and other room services inaccessible in student rooms
- Ensuring there are no stocked bar fridges
- Ensuring there is no open access between adjoining rooms
- Booking rooms without balconies

### ***Supervision and Instruction***

- Arranging supervisors of each gender in rooms next to students of the same gender.
- Supervising hotel swimming pools: If possible a lifeguard should be present if students are in any swimming pool. If this is not possible a supervisor who is a strong swimmer should be present in the pool area at all times.

### ***Procedures***

- Ensuring that students are aware of emergency procedures, emergency exits, curfews, how to access the room and building, swimming pool/sauna/hot tub use, communication with supervisors, expected behaviors, wake-up times, etc.
- Conducting room checks at regular intervals
- Determining safety and emergency procedures in the event of fire or other emergency

## **7.12 BILLETING**

### **7.12.1 DEFINITION AND DESCRIPTION**

- Billeting is appropriate for junior and senior high school students (Gr. 7-12). Billeting is not intended solely to attain budgetary

savings and it is expected that students be billeted in safe, caring, clean and healthy environments.

### 7.12.2 PRE-TRIP PREPARATION

- The planning for billets involves the student’s family, host family, students, teacher of the receiving location and the teacher of the sending location. It is necessary that this process be characterized by information sharing, honest disclosure of expectations and open communication.
- Screen billets in advance to ensure that the selected locations are appropriate for the students and to communicate the expectations to the host families.
- Ensure that the receiving school matches students by age, gender and cultural factors.
- Communicate with the host teacher on a regular basis to arrange appropriate matches between families and visiting students and communicate expectations.
- Inform the host teacher and host family of any special student needs.
- Explain to students beforehand that there may be different social behaviours and cultural expectations in host families. While students should be encouraged to adapt, students must understand that the school will support them if they find particular behaviours or expectations disturbing and would like to be relocated.
- Communicate to students that they must call the teacher if any problems arise.

### 7.12.3 DURING THE OFF-SITE ACTIVITY

During the off-site activity, the teacher-in-charge should

- Ensure that students are billeted with appropriate families by either visiting the students at their billets' residences, phoning the students at their billets' residences or have the students telephone the teacher.
- Ask questions requiring "yes" or "no" answers when talking to billets on the telephone so that the student is able to reply without embarrassment. (If a problem arises, this will give the students an opportunity to indicate this in a discreet manner.)
- Have a list of all of the students, and the address and telephone number of their billeting family.
- Provide students and billeting families with the address and telephone number at which the teacher-in-charge can be contacted.
- Ensure that there is accommodation in reserve for students who need to be relocated.
- Have transportation available in order that the teacher-in-charge may visit students at their billeting family any time of the day or night.

Host families are expected to

- Agree to host a minimum of two (2) students in their home.
- Consider a police screening check for all adults (16 yrs.+ ) residing in the host family's home.
- When required, welcome the teacher-in-charge into their home and share any information related to food, health, culture, language, religion and transportation as well as review the home for acceptable accommodation (e.g., bedroom with egress window, railings on stairs and deck, etc.)

- Provide meals as outlined in the trip itinerary and accommodate any particular student requirements with regard to allergies and medical conditions. Billeted students should not need to prepare meals for themselves.
- Provide a warm, secure, healthy environment to billeted students.
- Treat the students with respect and kindness and expect the same in return.
- Provide same-gender bedroom and privacy in washing and toilet facilities.
- Always be suitably clothed and covered.
- Provide adult supervision at all times while students are in their care.
- Assume responsibility for loss or damage to their home caused by the billeted student.
- Ensure that family members do not borrow money from the student billet and billets do not borrow money from the host family.
- Inform the teacher-in-charge of the activities that will occur during the billeted time.
- Ensure that the billeted students are not required to baby-sit.
- Not permit the student to drive or operate a motor vehicle.
- Contact the co-ordinating teacher if there are any concerns.
- Immediately advise the teacher-in-charge of any student injury while in their care.

### **7.13 FIRST AID QUALIFICATIONS**

All off-site activities must have personnel holding current and valid First Aid and CPR certifications relevant to the activity on site at all times.

These qualifications can be met by the certifications of service providers as long as the person possessing the certification is with the group at all times. The following provides details as a guideline for First Aid qualifications.

- The travel to and the location of an off-site activity is considered a worksite since a teacher (worker) is present (section 5.1). The *Occupational Health and Safety Code* of Alberta stipulates the requirements for first aid provisions in Part 11 First Aid, section 178 and in Schedule 2 First Aid, Tables 3 to 7. Part 11 and Schedule 2 can be accessed at [http://work.alberta.ca/documents/WHS-LEG\\_ohsc\\_2009.pdf](http://work.alberta.ca/documents/WHS-LEG_ohsc_2009.pdf)
- **For urban, front-country, and athletic activities** (only minutes from professional emergency response) a current St. John Standard First Aid course with Level “A” CPR certification (fourteen-hour minimum) is suitable.
- **For more remote and mid-country activities** (up to two hours from professional emergency response) leaders should have a current forty to fifty hour “basic” wilderness first aid course (or equivalent) with Level “A” CPR certification.
- **For remote back-country activities** (more than two hours from professional emergency response) an eighty to ninety hour “advanced” wilderness first aid course with Level “A” CPR certification is suitable.

# 8 OFF-SITE PLANNING PROCEDURES

## 8.1 PLANNING EXPECTATIONS

The designated teacher-in-charge is responsible for initiating, planning and implementing the off-site activity. This includes being responsible for the following:

- Balancing educational gains with experiential benefits
- Reducing risks associated with the activity to as low as possible while still retaining educational value
- Matching the activity and its location to student ability, age and experience
- Ensuring an appropriate skill and knowledge progression for the activity
- Ensuring all measures to reduce risk have been taken and all required documents and procedures are completed

Planning a school's off-site activity requires the successful completion of specific documents and procedures that ensure thorough preparation for the activity. Failure to properly complete the required documents may result in the refusal, cancellation or postponement of the proposed off-site activity.

The completion of the following planning procedures is expected:

- Site assessment
- Risk analysis
- Off-site activity proposal

- 8.1 Planning Expectations
- 8.2 Site Assessment
- 8.3 Risk Analysis
- 8.4 Off-site Activity Proposal
- 8.5 Contingency Plan
- 8.6 Document Management

- Contingency plan
- Document management

## 8.2 SITE ASSESSMENT

The teacher-in-charge should perform a site assessment for the destination when appropriate. A sample site assessment form can be found in section 23.20. A site assessment is not needed if

- the proposed destination is of Type One activities,
- another school or publicly maintained facility such as a museum, art gallery, public sports stadium or field is used, or
- there is a valid reason submitted for approval by the principal.

In such circumstances, thorough research employing alternate methods of gathering information should be used instead.

The purpose of a site assessment is to become familiar with the environment, facilities, the hazards associated with visiting and using the location, and emergency response planning. The information gathered from a site assessment can be translated into a Pre-Trip Plan.

Specific aspects of a site that should be assessed and recorded include the following:

- Appropriateness of the site for the age, knowledge and ability of students
- Seasonal considerations such as snow, cold weather, storms and the impacts on the proposed activity
- The remoteness of and hazards present at the site
- How the site contributes to fulfilling educational goals and outcomes
- How the site influences transportation needs

- What communication technology is suitable for the site
- Proximity of emergency services to the site, and their availability, quality and contact information
- Acquisition of local information such as road and/or topographical maps
- How conducting the activity at the site influences the required instructor qualifications
- Information regarding local service providers if needed
- Supervision requirements in relation to location and hazards
- Price comparisons and the location of suitable local accommodations and restaurants
- Availability of parking and the need for shuttles or additional services

Information gathered during the site assessment (section 23.20) should be recorded and officially submitted with the Off-site Activity Proposal in the form of a report or Pre-Trip-Plan.

### **8.3 RISK ANALYSIS**

A risk analysis is the evaluation of the extent and likelihood of incidents. A risk analysis comes from the site assessment and should be articulated in the Off-site Activity Proposal.

#### **8.3.1 RISK IDENTIFICATION AND EVALUATION**

Risk identification and evaluation is the responsibility of the teacher-in-charge and is part of the planning process. Both natural and human-related hazards should be identified in a risk analysis. There are several steps toward identifying and evaluating risks, detailed as follows:

- Categorize the activity according to its Type to more specifically identify risks associated with the location, duration and activity.

- Evaluate the activity to identify any object, situation, equipment, or environmental factor that may cause injury or loss.
- Assess the risk in relation to the **frequency and severity of potential loss**. For an example of one way to think about this, see the sample Risk Analysis Scale below.
- Develop strategies (risk controls) and measures to avoid, reduce or transfer, or retain risk.
- Evaluate existing controls and measures and consider any improvements that are necessary.
- Make decisions regarding whether to participate in the activity or not.

### 8.3.2 RISK CONTROLS

Appropriate risk management strategies should be employed depending upon the assessed risk level of the activity.

- **Avoidance. This includes** all excluded activities (see section 9.0). These activities are associated with undesirable events that have a high degree of severity or occur frequently. Altering an activity could be a method of risk avoidance by choosing a better destination or another time of day.
- **Reduction and/or Transference.** This applies to high and moderate risk activities. These activities are associated with undesired events that have a high degree of severity and occur very infrequently, or are undesirable events that have a low degree of severity and occur frequently. Risks can be reduced by using service providers (transference), abiding by activity restrictions (reduction), following rules and regulations (reduction), conducting safety briefings (reduction), employing more highly trained teachers (reduction), and using protective equipment (reduction). Insurance is another form of transference.

- **Retention.** This applies to low risk activities. One hopes that these activities are associated with undesirable events that have a low degree of severity and occur infrequently.

The teacher-in-charge is expected to

- maintain, under the direction of the principal, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the board (Alberta School Act sec 18(1)(f)).
- integrate risk management attitudes and practices throughout the entire program, and
- properly prepare students and outline student behavioural expectations.

### 8.3.3 RISK EVALUATION CHARTS

Risk evaluation charts provide a simple way to help visualize hazards and risk associated with an activity. These charts can be completed as part of the risk analysis process.

#### ***Frequency/Severity Table***

The first risk evaluation chart is also known as a Frequency/Severity Table. It compares the likelihood of a hazard occurring and the severity of the risk if it were to occur. See the table below for an example.

FREQUENCY/SEVERITY TABLE		SEVERITY	
		HIGH	LOW
FREQUENCY	HIGH		
	LOW		

**Table 1: Frequency/Severity**

### ***Hazard Identification and Control Table***

The second risk evaluation chart is called a Hazard Identification and Control Table. It includes the activity name, identified hazards and risk controls (precautions) taken. This chart should be included in the Off-site Activity Proposal under the heading *Hazards and Emergency Response*. See the table below for an example.

**Table 2. Hazard Identification and Control**

<b>Activity/Location (list all activities and locations from itinerary)</b>	<b>Hazard (cause of harm)</b>	<b>Precautions Taken</b>
<i>Transportation</i>	<i>Collision, getting stranded</i>	<i>Hiring a charter bus with a professional driver, students informed about bus behavior</i>
<i>Museum Tour</i>	<i>Getting separated from the group</i>	<i>Supervision will be 1:8, students will be instructed to stay with supervisor</i>
<i>Lunch</i>	<i>Food allergies</i>	<i>Medical information reviewed for potential allergy issues prior to departure</i>

### ***Risk Analysis Model***

The following model was developed by Jon Heshka of Thompson Rivers University. It can be used to rate the risks associated with field trips. By using it as a planning tool, off-site activity faculty can assess and discuss the relative risks associated with their activities after working through the two tables above. It also includes a “risk scale” from which a trip planner can make decisions to conduct the trip or not.

Risk Analysis Model							
Likelihood Scale		Exposure Scale		Potential Consequences Scale		Risk Scale	
Probable	10	Continuous	10	Catastrophe (many fatalities, critical financial loss, critical public relations problem)	10	1000	Very High Risk (consider discontinuing operation)
Might well be expected	9		9		9	750	High Risk (immediate correction required)
Quite possible, could happen	8	Frequent (daily)	8	Disaster (multiple fatalities, critical financial loss, critical public relations problem)	8		
	7		7	Very serious (fatality, significant financial loss, significant public relations problem)	7		
	6		6		6		
Unusual, but possible	5	Regular (once a week)	5	Serious (disability results, serious financial loss, serious public relations problem)	5	500	
	4		4		4	450	Substantial Risk (timely correction required)
Remotely possible	3	Occasional (monthly)	3	Important (serious injury, serious financial loss, serious public relations problems)	3	250	
Conceivable, but unlikely	2	Minimal (a few times a year)	2		2	200	Possible Risk (non-routine attention required)
Practically impossible	1	Rare (once a year or less)	1	Noticeable (minor injury, potential financial loss, minimal public relations problem)	1	100	Known Risk (routine attention recommended)
Likelihood x Exposure x Potential Consequences =						Risk	

Figure 1: Risk Analysis Model

### 8.4 OFF-SITE ACTIVITY PROPOSAL

Off-site Activity Proposals are necessary to attain approval for any event not occurring on school property. Approval of an activity relies on the successful completion of this proposal. Proposals can be denied by either the principal or superintendent; in this event the teacher-in-charge can resubmit a proposal at a later date.

Type Two to Type Five Off-site Activity Proposals should be submitted to the principal for approval. The type of off-site activity will determine when these submissions need to be made. Details on the Off-Site Activity Proposal can be found in section 10 and sample templates for an Off-Site Activity Proposal can be found in section 23.1.

## **8.5 CONTINGENCY PLAN**

A contingency plan should be prepared in case the trip needs to be postponed or cancelled due to weather, a staffing issue, change of location, change of activity, equipment malfunction, a transportation issue, or change of service provider. If the principal approves a postponement, the teacher-in-charge should immediately notify all students, parents and service providers, including accommodation and transportation providers. New dates should be approved by the principal and sent to parents and volunteers as quickly as possible.

In the event of an off-site activity cancellation, the teacher-in-charge could employ the alternate lesson plan created for students who may not have been able to attend the activity. The alternate lesson plan should reflect the educational objectives and outcomes planned for the activity.

In the event that the weather deteriorates, the location destabilizes, or there is an emergency during the trip, the teacher-in-charge should refrain from continuing the planned activity and immediately consult the principal.

## **8.6 DOCUMENT MANAGEMENT**

The school should maintain a calendar of upcoming off-site activities to which staff, parents and any others who need it have access. It could also be posted and regularly up-dated on the school website.

The school should use a calendar so that on any given day, it can easily be determined if there are any off-site activities occurring and where they are.

**NOTE: All pre- and post-trip documents from off-site activities should be filed together and kept for either seven years, or two years past the student's turning eighteen years of age, whichever is the longest period of time.**

The following is a list of documents that require storage:

- Off-site Activity Proposals including written approval from the principal
- All signed parental Acknowledgement of Risk and Informed Consent Forms
- Lists of volunteers from volunteers registered with the school
- Driver Abstracts and vehicle insurance policies
- Pre-trip site assessment notes
- Parent meeting minutes, attendance sheets (including who did not attend) and any other pertinent information
- Student participant lists, medical forms, travel insurance and passport copies
- Signed Student Code of Conduct Forms
- Maps
- Equipment and emergency kit sign-out checklists
- Lesson plans
- Records of changes in itinerary
- Notes from teachers (e.g. log books)

- Incident forms and all post-incident notes, reports and correspondence
- Contracts and meeting notes with service providers
- Financial reports, e.g., a record of student payment and record of costs
- Trip debrief reports

The teacher-in-charge is responsible for ensuring the principal has received all pertinent information at the end of each activity and the principal is responsible for ensuring the documents are properly stored for the appropriate amount of time.

# 9 HIGH RISK ACTIVITY CLASSIFICATION

Approval of school activities should always take into consideration the educational value and the injury risk factors associated with the activity.

9.1 Excluded Activities

9.2 High Risk Activities

## 9.1 EXCLUDED ACTIVITIES

These activities are excluded under general liability policy wording (these activities are not insured by ASBIE):

- Aviation activities, e.g., aircraft or helicopter rides
- Hot air balloon rides
- Parasailing
- Sky-diving
- Any other aviation or aircraft-related activity
- Excursions requiring the use of non-commercial aircraft, i.e., private planes
- Automobile activities, e.g., demolition derbies, auto races

## 9.2 HIGH RISK ACTIVITIES

### 9.2.1 ACTIVITIES NOT RECOMMENDED

The following activities are not recommended for school programming:

- Excursions to natural disaster areas, e.g., earthquakes, floods, hurricane, tornado zones
- Excursions to war zones (imminent or existing)

- Excursions to regions with political or civil instability
- Dunk tanks
- Mechanical bulls
- Diving into or sliding on foam, mud, ice or snow
- Demolition of derelict vehicles, equipment or buildings
- Ice climbing or mountain climbing
- Use of fireworks or other pyrotechnic devices
- Use of air-filled "Fun Structures"
- Bungee jumping

### 9.2.2 ACTIVITIES REQUIRING SPECIAL ATTENTION

These high risk activities require careful consideration and assessment of risk factors and are not for every grade or student:

- Archery
- Cliff rappelling and rappelling towers
- Climbing walls
- Downhill skiing
- Firing ranges
- Gymnastics
- Ice skating
- Ice hockey
- In-line skating
- Mountain biking
- Paintball warfare games
- Scuba diving

- Skateboarding
- Snowboarding
- Snow blading
- Tackle football
- Tobogganing
- Whitewater rafting
- Kayaking
- Winter camping

### 9.2.3 RISK ASSESSMENT FACTORS

The following factors should be considered when assessing risk:

- Type of activity and the level at which it is undertaken
- Location, e.g., mountainous terrain, outdoor water, urban versus backcountry setting
- Qualification and certification of instructors, staff and volunteers
- Age appropriateness of the activity
- Character of each individual student and the students together in a group
- Fitness level and experience of the student
- Availability and appropriateness of the safety equipment, e.g., helmets
- Seasonal conditions
- The number and experience of supervisors

# 10 OFF-SITE ACTIVITY PROPOSAL

An Off-site Activity Proposal Form is available for use for all activity types and should be used when planning off-site events (see section 23 for a template). The following explains the information necessary for the successful approval of an Off-site Activity Proposal.

## 10.1 DESCRIPTION OF ACTIVITY

This section of the proposal includes a brief overview in the form of a small paragraph such as:

- Type of activity
- Duration
- Destination
- Per student cost
- Overall costs

## 10.2 EDUCATIONAL PURPOSE AND OUTCOMES

This section refers to the educational component of the activity and should include a summary of the following:

- **Educational purpose.** Explain reasons for choosing the activity, the destination and duration, and how the activity relates to the current curriculum.

- 10.1 Description of Activity
- 10.2 Educational Purpose and Outcomes
- 10.3 Necessary Qualification
- 10.4 Supervision
- 10.5 Itinerary
- 10.6 Finances
- 10.7 Transportation
- 10.8 Equipment
- 10.9 Emergency Response Plan

- **Benefits.** Explain the educational benefits that are associated with going off-site, how the completion of this activity might facilitate learning course curriculum, and whether the benefits will be immediate or recognized in the future.
- **Goals.** Outline expected achievements and the attainability of these goals.
- **Outcomes.** Indicate what gains are expected, what are the students expected to learn and how these lessons will be integration into course curriculum.
- **Student preparation.** Describe preparation requirements such as the following:
  - **Student knowledge.** Outline the steps needed to be taken to ensure students have the proper knowledge to facilitate a worthwhile experience.
  - **Student skills.** Outline the skills necessary before the students participate in the activity.
  - **Student attitudes.** Outline how students will adopt appropriate attitudes towards the activity.
- **Student Assessment.** Provide a summary explaining how the student will be evaluated before, during and after the activity.
- **Alternate Lesson Plan.** Describe an alternate lesson plan that aligns with educational purpose, goals, outcomes and assessment of the off-site activity for students who are unable or unwilling to attend.

### 10.3 NECESSARY QUALIFICATIONS

This section describes the qualifications required of staff and personnel involved in the activity.

- **Instructor.** Briefly describe the qualifications needed to instruct the activity.
- **Teacher-in-charge.** Provide a list of the teacher-in-charge's abilities which appropriately match the criteria necessary to instruct that activity.
- **Other Staff.** Provide a list of other staff members' abilities which appropriately match the criteria to instruct the activity.
- **Service Providers.** Provide a list of possible service providers who could instruct the activity if the teacher-in-charge's or other staff members' qualifications are insufficient.

## 10.4 SUPERVISION

This section describes the supervision requirements for the activity.

- **Supervisor-Student Ratio.** Summarize the number of supervisors that are needed for the activity and who they will be.
- **Additional Supervisors.** Explain how additional supervisors will be attained (other staff, volunteers, and service providers).
- **Supervisor Qualifications and Directions.** Explain the skills, knowledge, and direction needed for other staff and volunteers in order for them to fulfill their role.

## 10.5 ITINERARY

This section describes the itinerary proposed for the activity.

- **Schedule.** Describe day-by-day breakdown of activities, travel and times.
- **Maps.** Provide relevant maps.
- **Provisions.** Provide a list of accommodations and meals.

- **Alternatives and Contingencies.** Provide alternative plans, routes, service providers, activities, etc.

## 10.6 FINANCES

This section describes the financial costs associated with the activity.

- **Estimation.** Provide an overall cost estimation.
- **Cost per student.** Show the cost per student including additional spending money.
- **Fundraising.** If relevant, show any alternative means of funding (fundraising, bursaries, etc.).
- **Budget and Accountability.** Demonstrate how the budget and costs will be kept on track and recorded.
- **Payment Methods.** List payment methods and payment deadlines, including deposits.
- **Emergency Fund.** Describe the Emergency Fund (amount, method of payment, and who pays it).
- **Other.** Describe any specific insurance or other finance-related topics (medical insurance, cancellation insurance).

## 10.7 TRANSPORTATION

This section describes the transportation needs associated with the activity.

- **Method of transportation.** Describe the transportation methods to be used, e.g., rented bus, private cars, ferries, regular air travel, chartered air travel, etc.
- **Costs of transportation.** Outline the costs of transportation and confirm these are included in the budget.

- **Safety considerations.** Describe transportation safety considerations and strategies, e.g., safety equipment, driver qualifications, chartered transport, groups getting separated, etc.
- **Travel documents.** Describe travel documents needed, e.g., passports, ID, birth certificates, visas, health insurance, etc.
- **Immunization.** Describe immunization requirements.
- **Alternative routes.** Describe primary and alternative routes in case of detours, bad weather, closed roads, construction, etc.

## 10.8 EQUIPMENT

This section describes the equipment needs associated with the activity.

- **Equipment needed.** Provide a list of equipment needed.
- **Source of equipment.** Describe where the equipment will come from, e.g., from the school, rental, service provider, other school, etc.
- **Maintenance check.** Describe any equipment checks required.

## 10.9 EMERGENCY RESPONSE PLAN

The emergency response plan submitted as part of an Off-site Activity Proposal should adhere to the procedures outlined in this manual. Since each location possesses different variables, site-specific information will be needed in order to complete an emergency response plan. Be sure the information is relevant, timely and appropriate.

- **Risk analysis.** Include a detailed risk analysis section.
- **Risk management strategies.** Indicate the risk control, risk reduction, risk avoidance, and risk transfer measures that will be used to manage each risk.

- **Emergency response.** Include a site-specific emergency response plan that covers the following:
  - Steps to be taken if someone becomes ill/injured
  - Emergency contact numbers
  - Local emergency services that are available, such as ambulance, police, hospitals, air evacuation, search and rescue
  - Evacuation plan describing when and how a person will be evacuated
- **Service providers.** Attach copies of the following:
  - Contractual agreement with the service providers
  - Insurance certificates carried
  - Any consent forms, waivers, indemnifications, or other contractual documents that are to be signed by the student or the school (if you are encountering difficulty getting these documents, notify senior administration)

**ASBIE does not allow schools, teachers or students to sign waivers from service providers where the school, teacher or student signs away their legal rights. If the service provider insists on having teachers, students or parents sign a waiver the teacher should engage a different service provider where this is not required. See section 11.1.**

- **Communications.** Describe the communications technology that will be implemented during the activity. This may include cell phone, satellite phone, VHF radio, SPOT transmitter, satellite text communicator, etc.
  - Ensure that the coverage described exists and will work during an emergency.
  - Include information on how the school can contact the teacher-in-charge during the activity.

# 11 PARENTAL INFORMATION PACKAGES

## 11.1 INFORMED CONSENT AND WAIVERS

Informed consent refers to the efforts made by the school to fully prepare and enlighten parents and/or guardians of risks related to the proposed activity. Schools need to provide sufficient information in order for parents to be able to make an educated decision regarding their child’s participation. When providing information to parents, remember that English may not be their first language or they may have no experience at all with the proposed activity. They may consent to activities they do not completely understand. In cases like this it is incumbent on the teacher-in-charge to provide good, clear and accurate information.

Informed consent requires the following information to be provided to parents:

- A written document detailing the activity’s itinerary, locations, list of supervisors, methods of transport and associated risks
- A list of itemized costs to be paid by the student
- An Acknowledgement of Risk and Informed Consent Form

In regards to gaining parental consent, the teacher-in-charge is responsible for the following:

- Ensuring the parent/guardian is authorized to sign for the student
- Being available to answer the parents’ questions before they sign

- 11.1 Informed Consent and Waivers
- 11.2 Consent and Activity Types
- 11.3 Consent and Acknowledgement of Risk
- 11.4 Acknowledgement of Risk and Informed Consent Form Requirements
- 11.5 Medical Information Forms and Releases
- 11.6 Parent Information
- 11.7 Student Information
- 11.8 Forms Checklist

- Providing a parent meeting for Type Three, Four and Five activities
- Providing an alternate meeting time or information source for special circumstances where parents are unable to attend

### 11.1.1 WAIVERS, INFORMED CONSENT FORMS AND INDEMNITIES

#### ***Waivers and Release of Liability Forms***

These forms are agreements intended to prevent participants from suing. In Canada, minors (under the age of eighteen in Alberta) cannot enter into a contract to waive their legal rights. This means that no waiver contract signed by a minor student under the age of eighteen prevents them from being able to sue a school for damages. In addition, parents cannot sign away the legal rights of their child. This means that no waiver contract signed by a parent will prevent a minor student under the age of eighteen from being able to sue a school for damages. Waiver law is contract law and is intended for use between legal age adult parties and not minors. ASBIE does not ask students or their parents to sign “waiver forms.” Even if these forms are required by service providers, ASBIE does not allow teachers or students to sign these forms.

#### ***Acknowledgement of Risk and Informed Consent Forms***

ASBIE does not use “waiver forms” but does support the use of “Acknowledgement of Risk and Informed Consent Forms.” Informed consent forms are intended to inform students and parents of the hazards involved in a specific activity. It asks them to acknowledge their understanding of the risks associated with these hazards. Teachers must inform students and parents of the risks of participating in off-site activities by using these forms. Acknowledgement of Risk and Informed Consent Forms are used for activities beyond what parents would expect their child to participate in at a school or where the risks are beyond what is normal to the operations of the school. The intent is to provide parents with enough information so they can understand the risks and make an informed decision as to whether or not their child will participate. Samples of these forms may be found in section 23.

### ***Indemnity Forms***

An indemnity form asks parents to “repay” a school for any costs incurred by the school as a result of participation by their child in an activity. If used, indemnities are an effort by a school to discourage parents from suing a school because, in theory, the parent would have to repay the school for any damages awarded, thus discouraging the child from suing the school. ASBIE does not ask parents to sign “indemnity forms” except in very exceptional circumstances.

## **11.2 CONSENT AND ACTIVITY TYPES**

The nature of each off-site activity will dictate the detail required on the consent form (for example, a Type One day-long indoor off-site activity within school district requires a less detailed explanation than a Type Three, outdoor education program in another province). Thus, it is necessary to provide trip-specific Acknowledgement of Risk and Informed Consent Forms.

**Type One** activities are typically on-site athletic and arts programs. **Curricular Type One** events do not require parental consent since these activities should be anticipated. **Extra-curricular on-site events** require permission slips that detail risks involved if any, for example, contact sports. Permission slips are signed once for ongoing activities at the commencement of the school year.

For circumstances involving **Type Two activities** such as basketball, soccer and band competitions, parents should be provided with good logistical information at the beginning of the activity’s season. Acknowledgement of Risk and Informed Consent Forms will be used.

Circumstances involving **Type Three, Four and Five Activities** each require specific information, documents or mandatory parent meetings. These documents are described in the subsequent paragraphs.

**NOTE: The Acknowledgement of Risk and Informed Consent Form takes the place of a permission slip for these activity types.**

### **11.3 CONSENT AND ACKNOWLEDGEMENT OF RISK**

The school should inform parents/guardians, volunteers and students of the potential risks involved and the approach to be taken to lessen or eliminate these risks where possible. Parents should be advised to contact the teacher-in-charge if there are any questions and should be aware that signing the Acknowledgement of Risk and Informed Consent Form indicates they have read and understood its contents. The refusal or failure to complete the Acknowledgement of Risk and Informed Consent Form should result in withdrawing the student from participating.

### **11.4 ACKNOWLEDGEMENT OF RISK AND INFORMED CONSENT FORM REQUIREMENTS**

#### **11.4.1 CONSENT FORM CONTENT**

The consent form requires that the following information be included. See the examples in section 23.

- School name.
- Trip location(s).
- Name of the teacher-in-charge.
- Activity or activities involved.
- Dates: If it is an activity where no specific dates are known yet a term, season, and/or months can be referenced.
- Service Provider use and information, if any.

- Hazard Identification. NOTE: Do not include hazard qualifications such as high, medium or low in the descriptions. Avoid using subjective words such as “safe.” Write in clear and complete sentences.
- Transportation. Indicate method, service provider information, if any, volunteer driver and private vehicle use.

#### 11.4.2 REQUIREMENTS OF PARENTS OR AUTHORIZED GUARDIANS

A person is legally able to consent to a child’s participation in an off-site activity if

- the person is a biological parent,
- the biological parent has not in the past or present possessed a court order restricting custody,
- the child lives with the parent or guardian,
- the person is authorized by court order as the custodial parent, or
- the person is a legal guardian by court order.

Parents and guardians should be advised of these requirements in order for the consent to be valid.

#### 11.4.3 SIGNING THE CONSENT AND ACKNOWLEDGEMENT OF RISK FORMS

Steps to signing the consent forms include:

1. Choosing the appropriate Acknowledgement of Risk and Informed Consent Form that corresponds to the activity and adding activity-specific content to it
2. Gaining approval from the principal to proceed with the activity
3. Distributing the form to parents and guardians via the parent meeting
4. Allowing a time period for parents to contact the teacher-in-charge with questions

5. Receiving signed forms via the student
6. Reviewing the forms to ensure they are properly completed and the person signing has attended the parent meeting
7. Filing the forms in the school office with other activity information

#### 11.4.4 ELECTRONIC CONSENT AND ACKNOWLEDGEMENT OF RISK FORMS

Receiving parental consent electronically is permissible. Steps to electronic consent include the following:

1. Before parents receive information from the school that seeks electronic consent, the school must first notify them of the intent to do so.
2. The information will be electronically posted and parents may access and consent to this information by first entering a secure site with a password, reading the information, and checking a box that has a statement similar to “I consent to the above by checking this box. I understand and accept that the School may rely on the password I used to enter this site as my signature.” Consult an attorney or ASBIE for exact wording.
3. Information the school posts must continue to be available to parents who must be able to access the information if they wish to revisit what they consented to.
4. The school must be able to store, retrieve, and authenticate all information and consent.
5. Secure information files should be used and include date stamps so they cannot be changed externally.
6. An automated email should go to parents after their consent confirming the receipt of their consent.

## **11.5 MEDICAL FORMS AND RELEASES**

### **11.5.1 MEDICAL INFORMATION FORMS**

Medical Information Forms should be filled out by parents or accessed by the teacher-in-charge from the school's records. Pertinent information that may limit the student's physical ability and/or strategies that may assist staff in catering to various physical abilities and limitations should be among the items included. Copies of the information should be kept safely on-hand in a sealed envelope during the off-site activity. In the event of an incident or illness, this information will be referred to in order to help care for the student. See section 23 for an example of a Medical Information Form.

### **11.5.2 MEDICATION ADMINISTRATION AND RELEASE FORMS**

Medication Administration and Release Forms should be provided for those students requiring medications during the activity. Parents should consent to the teacher-in-charge's ability to properly and securely store and administer prescription and nonprescription drugs to students who require them. See section 23 for a sample Medication Administration and Release Form and for a sample Medication Administration Log.

### **11.5.3 WAIVER AND RELEASES**

Sometimes contractors ask teachers, students, or parents to sign waivers (legal releases). It is recommended that the principal advise the contractor of the inability for minors to waive their own legal rights or for parents to waive the legal rights of their child in Canada, and that such contracts are void. In this case, the service provider may use an alternate contract. They may use an Acknowledgement of Risk and Informed Consent Form such as those found in section 23 of this manual.

**ASBIE does not allow schools, teachers or students to sign waivers from service providers where the school, teacher or student signs away their legal rights. If the service provider insists on having teachers, students or parents sign a waiver the teacher should engage a different service provider where this is not required.**

## 11.6 PARENT INFORMATION

### 11.6.1 PARENT INFORMATION PACKAGE

The parent information package should contain a number of elements to ensure that parents are fully aware of the activity's involvements. The package should include the following:

- A description of the purpose and educational benefits of the activity
- The teacher-in-charge's name and contact information (school phone number)
- The date and time of departure and arrival
- An itinerary
- The name of the location(s) and a map of the area for Type Four and Type Five activities
- Risk assessment and controls
- Transportation method, service providers, and/or volunteer drivers
- Student cost and/or financial arrangements of the activity as well as cancellation and refund policy
- Supervisory arrangements
- Parent meeting dates, if any
- Unusual or pertinent information such as special risks, level of physical activity, water sports, etc.

- Any other related information that may change the parent’s decision to allow the student’s participation
- Information regarding the parents’ rights to deny participation
- The responsibility of the parent to provide their child’s medical history
- An alternative method for parents to ask and receive answers to questions
- An Acknowledgement of Risk and Informed Consent Form

### 11.6.2 PARENT MEETING

Parent meetings are a prerequisite for **Type Three, Four and Five** activities **as well as any overnight events**. Meetings are an effective method of adequately informing parents of the activity and associated risks. It also facilitates an opportunity for questions and concerns to be addressed and allows time to ensure that parents fully comprehend the nature of the activity. Acknowledgement of Risk and Informed Consent Forms can be distributed during this time. Parents should be encouraged to review the consent form at home before signing it in order to have plenty of time to become familiar with its contents.

#### ***Attendance***

Parent meetings are critical for the success of student activities; however, if special circumstances arise (for example, at boarding schools or for international students), alternate times or communication formats can be arranged to relay information concerning the proposed activity, informed consent forms, trip itineraries, and permission letters.

Where a student’s parents are not available (e.g., they do not live in the School District), or where English is not the parent’s first language, **extra effort is required** to ensure that parents understand the activity their child will be participating in AND to obtain appropriate written consent from them.

***Expectations of the teacher-in-charge***

In preparation for, or during the presentation to parents, the teacher-in-charge should

- maintain a parent attendance sheet, partly to ensure that parents signing Acknowledgement of Risk and Informed Consent Forms were present at the meeting.
- arrange for an interpreter for those parents unable to speak or read English.
- allow adequate time for a question and answer period.
- develop a plan for communicating to parents who do not live close by or where English language comprehension is a problem.

***Agenda for Parent Meetings***

The following is an outline of appropriate topics to address during the parent meeting:

- Introduce the teacher-in-charge and supervisor.
- Present a brief overview of the destination, activity and educational benefits.
- Review the itinerary.
- Identify associated hazards and control measures.
- Outline the emergency response procedures and how the parents will be contacted in the event of an emergency and how the parents should contact their child for an emergency at home.
- Discuss costs, deposit requirements, additional funding sources and/or cancellation policy.
- Review the contingency plan if trip is cancelled or the itinerary is changed.

- Address the contents of Acknowledgement of Risk and Informed Consent Forms; Medical Information Forms and Releases; and Student Code of Conduct forms.
- Describe transportation and accommodation arrangements.
- Refer to the fact that an alternate lesson plan exists if parents do not feel the student should attend the activity.
- Detail parent’s rights and obligations.
- Discuss how students may catch up on missed school work.

## **11.7 STUDENT INFORMATION**

### **11.7.1 STUDENT BEHAVIOUR CONTRACT**

A student Code of Conduct/Behavior Contract is typically signed at the beginning of the school year. The Student Behaviour Contract should be reviewed with the student and the parent/guardian prior to an off-site activity. For certain trips (e.g. International) an additional separate Code of Conduct/Behavior Contract should be signed by both parties and returned to the teacher-in-charge. Necessary topics that are addressed in the Student Code of Conduct/Behaviour Contract include:

- Educational objectives and assessment
- Safety considerations associated with the activity
- Staff, supervisor and service provider authority
  - Disobeying direction
  - Communication methods
- Behaviour and attitudes towards other students, supervisors, service providers, staff and bystanders
  - Physical, verbal, emotional and/or sexual abuse or harassment
  - Horseplay and/or practical jokes

- Equipment
- Valuables
- Transportation considerations
  - Wearing a seat belt
  - Refraining from distracting the driver
- Alcohol, drugs and smoking
- Gender issues
- Use of cell phones and technology
- Attitude toward the activity
- Respect for the environment
- Responsibility for their own actions
- Consequences of their behaviour

#### 11.7.2 STUDENT CONTACT NUMBERS

Students should receive a list of contact numbers in case they are separated from the group. These should include:

- Teacher-in-charge and supervisor cell phone numbers
- School phone number and after-hours emergency contact numbers
- Phone numbers of the local accommodations, transportation services, service providers, airlines, etc.

## 11.8 FORMS CHECKLIST

See section 4.3 for activity definitions and section 11.0.

Activity Classification	Form	Required
Type I on-site curricular	Parent Information Letter	Yes
	Acknowledgement of Risk and Informed Consent Form	No
	Medical Information and Release Form	No
Type I on-site extra curricular	Parent Information Letter	Yes
	Acknowledgement of Risk and Informed Consent Form	No
	Medical Information and Release Form	Yes
Type II	Parent Information Package	Yes
	Acknowledgement of Risk and Informed Consent Form	Yes
	Medical Information and Release Form	Yes
Type III, IV & V	Parent Information Package	Yes
	Mandatory Parent Meeting	Yes
	Acknowledgement of Risk and Informed Consent Form	Yes
	Medical Information Form	Yes
	Medication Administration and Release Form	Yes
	Student Code of Conduct Form	Yes

# 12 APPROVAL PROCESS

## 12.1 APPROVAL OF OFF-SITE ACTIVITY

Approval procedures for each activity type will vary according to the thoroughness of preparation needed and from school to school. The following procedures give a suggested outline for obtaining trip approval:

### 12.1.1 PROCEDURE FOR TYPE TWO ACTIVITIES

#### ***One Month before the Activity Commences***

1. The teacher-in-charge briefly describes the idea to principal verbally.
2. The teacher-in-charge researches and makes any necessary tentative bookings.
3. The teacher-in-charge completes and submits the Off-site Activity Proposal for Type Two Activities.
4. The principal reviews the proposal. Proposals are approved if they readily meet acceptable criteria regarding safety and educational purpose.

#### ***Two Weeks before the Activity Commences***

1. An Acknowledgement of Risk and Informed Consent Form is sent to parents for their signature.
2. The teacher-in-charge allows time for parents to address questions and concerns and meanwhile confirms bookings with funds if necessary.

- 12.1 Approval of Off-site Activity
- 12.2 Off-site Activity Postponement Procedure
- 12.3 Off-site Activity Cancellation Procedure

***One Week before the Activity Commences***

1. Signed Acknowledgement of Risk and Informed Consent Forms from students and volunteers are reviewed and filed, Medical Information Forms and Releases are reviewed and copied, and the signed Student Code of Conduct Form, if applicable, is also filed in the activity folder.
2. The teacher-in-charge completes all necessary departure tasks and forms in the week leading up to the activity.

**NOTE: The principal's approval of an off-site activity is based on the information portrayed through the Off-site Activity Proposal. Therefore, the event is expected to be conducted according to proposed itineraries, activities, locations, and strategies. The principal should approve any major changes made to the original proposal. See the Off-site Postponement and Cancellation Procedures in sections 12.2 and 12.3 for more detail.**

**12.1.2 PROCEDURE FOR TYPE THREE ACTIVITIES*****Two Months before the Activity Commences***

1. The teacher-in-charge briefly describes idea to the principal verbally.
2. The teacher-in-charge researches and makes any necessary tentative bookings.
3. The teacher-in-charge completes and submits the Off-site Activity Proposal.
4. The principal reviews the proposal. Proposals are approved if they readily meet acceptable criteria regarding safety and educational purpose.

***One Month before the Activity Commences***

1. A parent meeting is arranged and dates are included in the parent information package. Acknowledgement of Risk and Informed Consent Forms, Medical Information Forms and Releases, Student Codes of Conduct and all other information are sent home. The parent is advised to bring the information package to the parent meeting.
2. Acknowledgement of Risk and Informed Consent Forms, Medical Information Forms and Releases, Student Code of Conduct Forms and volunteer registrations are either collected at the parent meeting or sent back to the teacher-in-charge with the student.

***Two Weeks before the Activity Commences***

1. The teacher-in-charge confirms all signed forms. These forms are reviewed and filed and/or copied to be used during the activity.
2. The teacher-in-charge confirms bookings with deposits if necessary.

***One Week before the Activity Commences***

1. The teacher-in-charge completes Off-site Activity Checklists (See section 13).

**NOTE: The principal's approval of an off-site activity is based on the information portrayed through the Off-site Activity Proposal. Therefore, the event is expected to be conducted according to proposed itineraries, activities, locations and strategies. The principal should approve any major changes made to the proposal. See the Off-site Postponement and Cancellation Procedures in sections 12.2 and 12.3 for more detail.**

***One Week after the Activity Concludes***

1. The teacher-in-charge reviews the service provider with the principal.
2. The teacher-in-charge reviews activity and incidents with the principal.
3. The teacher-in-charge creates reports if necessary.

**12.1.3 PROCEDURE FOR TYPE FOUR ACTIVITIES*****Two Months before the Activity Commences***

1. The teacher-in-charge briefly describes idea to the principal verbally.
2. The teacher-in-charge researches the viability of the activity.
3. The teacher-in-charge completes and submits the Off-site Activity Proposal including all information necessary for the activity.
4. The principal reviews the proposal. Proposals are approved if they readily meet acceptable criteria regarding safety and educational purpose.

***One Month before the Activity Commences***

1. If approved by all authorities, a parent meeting is arranged and dates are included in the Parent Information Package. Acknowledgement of Risk and Informed Consent forms, Medical Information Forms and Releases, Student Codes of Conduct and all other information are sent home to the parent. The parent is advised to bring the information package to the parent meeting.

***Two Weeks before the Activity Commences***

1. Acknowledgement of Risk and Informed Consent Forms, Medical Information Forms and Releases, Student Code of Conduct forms and volunteer registrations are either collected at the parent meeting or sent back to the teacher-in-charge with the student.

These forms are reviewed and filed and/or copied to be used during the activity.

2. The teacher-in-charge confirms bookings with deposits if necessary.

***One Week before the Activity Commences***

1. The teacher-in-charge completes an Off-site Activity Checklist.

**NOTE: The principal's approval of an off-site activity is based on the information portrayed through the Off-site Activity Proposal. Therefore, the event is expected to be conducted according to proposed itineraries, activities, locations and strategies. The principal should approve any major changes made to the proposal. See the Off-site Postponement and Cancellation Procedures in sections 12.2 and 12.3 for more detail.**

***One Week after the Activity Concludes***

1. Review the service provider with the principal.
2. Review activity and incidents with the principal.
3. Create reports if necessary.

**12.1.4 PROCEDURE FOR TYPE FIVE ACTIVITIES**

***Three Months before the Activity Commences***

1. The teacher-in-charge briefly describes idea to the principal verbally.
2. The teacher-in-charge researches the destination and activities extensively.
3. The teacher-in-charge consults other teachers who have undertaken a Type Five Activity and reviews other Type Five Activity Proposals for guidance.

4. The teacher-in-charge makes any necessary tentative bookings but does not pay any deposits until the activity is approved.
5. The teacher-in-charge completes and submits the Off-site Activity Proposal including all information necessary for the activity.
6. The principal reviews the proposal. Proposals are approved if they readily meet acceptable criteria regarding safety and educational purpose according to this procedure manual.
7. Deposits are made to book any services required.

***Two Months before the Activity Commences***

1. A meeting is held with the principal and teacher-in-charge in order to provide recommendations. The principal and teacher-in-charge should be aware of any safety or logistical issues that need to be addressed.
2. If approved, a parent meeting is arranged and dates are included in the parent information package. Acknowledgement of Risk and Informed Consent Forms, Medical Information Forms and Releases, Student Codes of Conduct and all other information are sent home to the parent. The parent is advised to bring the information package to the parent meeting.
3. The teacher-in-charge reviews postponement and cancellation procedures and details any contingency plan at the parent meeting.

***One Month before the Activity Commences***

1. Acknowledgement of Risk and Informed Consent forms, Medical Information Forms and Releases, Student Code of Conduct Forms and volunteer registrations are either collected at the parent meeting or sent back to the teacher-in-charge with the student. These forms are reviewed and filed and/or copied to be used during the activity.
2. The teacher-in-charge confirms bookings with funds if necessary.

- Documentation is filed in an activity folder in the main school office. In some situations this information may need to be sent to the school superintendent for approval.

***Two Weeks before the Activity Commences***

- The teacher-in-charge and the principal should watch the weather, political, economic, and travel issues related to the locations or countries visited.

***One Week before the Activity Commences***

- The teacher-in-charge completes Off-site Activity Checklists.

**NOTE: The principal's approval of an off-site activity is based on the information portrayed through the Off-site Activity Proposal. Therefore, the event is expected to be conducted according to proposed itineraries, activities, locations, and strategies. The principal should approve any major changes made to the proposal. See the Off-site Postponement and Cancellation Procedures in sections 12.2 and 12.3 for more detail.**

***One Week after the Activity Concludes***

- The teacher-in-charge reviews the service provider with principal.
- The teacher-in-charge reviews activity and incidents with principal.
- The teacher-in-charge creates reports if necessary.

## **12.2 OFF-SITE ACTIVITY POSTPONEMENT PROCEDURE**

Postponement procedures vary according to activity type. These variations are included below.

### 12.2.1 TYPE ONE, TWO AND THREE ACTIVITIES

1. New dates are submitted in written form to the principal if time allows or verbally if postponement is necessary on short notice.
2. New dates are sent to parents and/or volunteers in written form if time allows or verbally if postponement is necessary on short notice (for example, because of weather deterioration).

### 12.2.2 TYPE FOUR AND FIVE ACTIVITIES

1. New dates are submitted in written form to principal if time allows or verbally if postponement is necessary on short notice (for example, because of weather deterioration).
2. New dates and, if necessary, new Acknowledgement of Risk and Informed Consent forms, are sent to parents.
3. The superintendent is notified of changes.

**NOTE: Other changes in staffing, destination, or method of travel may require the submission of a new Off-site Activity Proposal for the Activity Type.**

## 12.3 OFF-SITE ACTIVITY CANCELLATION PROCEDURE

### 12.3.1 AUTHORITY

The teacher-in-charge, principal and/or superintendent have the authority to shorten, cancel or terminate an activity at any time due to security and/or health and safety concerns for students, volunteers or staff. Parents and students involved should be advised of this possibility.

### 12.3.2 REFUNDS

As detailed in the section 7.3, the school should not take responsibility for financial losses incurred by a cancellation and should not provide compensation. Refunds that are recovered should be distributed among parties involved, including the school, in proportion to amounts invested.

Parents need to be advised of this in the Acknowledgement of Risk and Informed Consent Form as well as at all parent meetings.

### **12.3.3 TRIP CANCELLATION**

- The superintendent should be notified if a Type Four or Type Five Activity is cancelled.
- The principal should arrange for a parent meeting or letter to notify parents and volunteers of the decision.

# 13 OFF-SITE ACTIVITY CHECKLISTS

There are a variety of checklists to be completed at the departure, throughout the activity, and after the activity is completed. Checklists are implemented to ensure that all necessary duties are completed and all necessary equipment is present. The following outlines the off-site activity checklists.

13.1 Departure

13.2 Departure Checklist

## 13.1 DEPARTURE

Departure refers to the immediate time period leading up to the actual departure of staff and students from the school grounds. Generally a “departure time period” is a week up to the day of the departure.

In the week prior to departure, the teacher-in-charge should ensure the relevant documents from the following list have been completed and submitted to the principal:

- Volunteer registrations, security clearance and Acknowledgement of Risk and Informed Consent Forms
- Driver Abstracts
- Parental Acknowledgement of Risk and Informed Consent Forms
- A list of participants
- Copies of Medical Information and Release Forms
- Service provider information
- Contact information for staff and supervisors
- Contact information for accommodation providers

## 13.2 DEPARTURE CHECKLIST

A departure checklist ensures everything is in place for the activity to commence. The checklist should include the following items:

- That supervisors are adequately prepared and have received direction concerning the itinerary, student groups, pertinent medical information, dietary restrictions, emergency response plan, travel routes, times and logistics
- That the weather forecasts and road reports have been checked
- That an activity folder and information is filed at the main school office and includes:
  - A detailed itinerary
  - Attendance lists including supervisors and students
  - Contact information for the teacher-in-charge
- That students have all medications, travel documents, and essential clothing items
- That emergency contact list information for trip participants is complete with home and cell numbers for overnight trips
- That copies of student and supervisor Medical Information Forms and Releases are in the teacher-in-charge's possession in a sealed envelope
- That a copy of the emergency response plan is present
- That an emergency kit is being carried
- That all participants have been accounted for by checking attendance before departure

### 13.2.1 EQUIPMENT SIGN-OUT CHECKLIST

An equipment checklist should be derived from the Off-site Activity Proposal. The purpose of this checklist is to ensure that school

equipment is prepared and packed for use. The equipment checklist should be completed by the teacher-in-charge once the equipment has been inspected and packed. A copy should be submitted to the principal to be filed.

Other copies of the equipment checklist should be brought on the activity to ensure all materials are accounted for.

### **13.2.2 EMERGENCY KIT CHECKLIST**

The teacher-in-charge is expected to maintain the emergency kits, update the emergency kit inventories after each off-site activity and file emergency kit sign-out sheets. The emergency kit checklists are to be kept with the sign-out sheets and are filled out by the teacher-in-charge. The checklist is to ensure all the proper items are included in the kit, all items are in good condition and working order and the teacher-in-charge has possession of a kit during the activity.

### **13.2.3 ATTENDANCE CHECKLIST**

Attendance checklists should be verified whenever students depart from a location. These sheets do not need to be filed after a trip unless an incident has occurred.

# 14 EQUIPMENT AND FACILITIES

## 14.1 ON-SITE FACILITIES

On-site facilities need to be inspected regularly. For playground and sporting equipment, manufacturer's instructions should be followed regarding the proper use, storage and maintenance. Defects, damage and worn-out equipment should be brought to the attention of the principal and the item should be set aside from regularly used equipment or removed from use. All staff members are responsible for properly inspecting equipment before use.

14.1 On-site Facilities

14.2 Off-site Equipment and Facilities

## 14.2 OFF-SITE EQUIPMENT AND FACILITIES

Off-site equipment and facilities should be inspected by all supervisors before use. If defects, damage or worn-out equipment is observed, the item should be brought to the attention of the service provider. The students should discontinue use and alternate arrangements should be made.

# 15 OFF-SITE EMERGENCY RESPONSE PLANNING

## 15.1 EMERGENCY PLANNING

An emergency is an unforeseen, unplanned and unwanted event that requires immediate action and intervention to minimize loss. Emergency planning is necessary to ensure that all parties involved understand how to properly manage the circumstance effectively. Proper planning also helps to reduce stress associated with a serious incident so that appropriate decisions can be made. All school staff members (teachers, principal, and superintendent) should be aware of emergency procedures and in some cases, parents, volunteers and service providers.

Emergencies could include but are not limited to the following:

- A lost person
- A vehicle accident
- Wildlife attack
- An act of violence
- Kidnapping
- Serious illness
- Serious injury

- 15.1 Emergency Planning
- 15.2 Roles and Responsibilities
- 15.3 Incident Reports
- 15.4 Incident Reviews
- 15.5 Procedure in the Event of a Missing Person
- 15.6 Procedure in the Event of Required Evacuation of an Individual
- 15.7 Procedure in the Event of Required Evacuation of a Group
- 15.8 Procedure in the Event of a Motor Vehicle Accident
- 15.9 Procedure in the Event of Serious Injury in an Urban Setting
- 15.10 Procedure in the Event of Serious Injury in a Remote or Wilderness Setting
- 15.11 Procedure in the Event of Required Evacuation Due to Serious Environmental Conditions
- 15.12 Procedure in the Event of Required Evacuation of a Fatality
- 15.13 Emergency Communications

### 15.1.1 STAGES OF EMERGENCY

There are various stages of emergency that should be recognized in order to properly manage a situation. These include:

- **Threat** – increasing likelihood of an incident but the incident has not yet occurred
- **Warning** – when the cause of an incident is about to occur
- **Impact** – when injury or loss is occurring or has occurred
- **Evaluate** – the assessment of what has already occurred
- **Stabilization** – the process of controlling or managing the incident so it will not continue or reoccur and will not be a threat to others
- **Recovery** – the incident is reviewed, normal routines are resumed and new policies and procedures are implemented

## 15.2 ROLES AND RESPONSIBILITIES

The teacher-in-charge is expected to calmly take charge of the emergency situation and provide care for the individual until emergency personnel arrive. In remote wilderness settings, emergency or rescue personnel may take extended time to arrive at the scene. In this situation, the teacher-in-charge is to remain in complete control over the incident until emergency or rescue personnel have arrived. Once emergency personnel such as police, ambulance, fire, or search and rescue have entered the scene the teacher-in-charge is expected to fully cooperate with them and follow their direction.

The teacher-in-charge is responsible for ensuring that supervisors involved in any incident fills out the corresponding incident report form and should collect this information for safe-keeping.

The teacher-in-charge is to notify the Principal who should oversee the interactions with the following:

- Media personnel
- Family
- Staff
- Police
- Insurance representatives
- External stakeholders

### 15.3 INCIDENT REPORTS

An incident is the occurrence of an unforeseen, unplanned and unwanted event that results in a loss or injury that can be both tangible and intangible. A near miss is an unforeseen, unplanned and unwanted event that could have led to an incident. Incidents and near misses require a written report that will be filed for review or later use in court. The following is a list of reports, and examples of incidents that should be recorded:

- Injury/First Aid Report
  - Evacuation of a participant
  - Anything needing First Aid treatment
- Property Damage Report
  - Lost or stolen items
- Vehicle Incident Report
  - Vehicle breakdown
  - Vehicle accident
- Near Miss Report
  - Wildlife encounter
  - Accident close call

- Student Behaviour Report
  - Refusing to follow directions
  - Shoplifting
  - Abusing another student

The reports should be filled out by the teacher-in-charge or other supervisors who handled the situation. This should be done shortly after the incident is under control to ensure all appropriate items are included. Supervisors are encouraged to include dates and times and as much detail as possible including the events leading up to the incident, the staging of personnel, actions taken to manage the situation, treatments given, etc.

## **15.4 INCIDENT REVIEWS**

### **15.4.1 MEETING MEMBERS**

Upon the return of the off-site group, a risk management team should be assembled to discuss the incident report forms.

### **15.4.2 PURPOSE**

The purpose of an incident review is to discover the causes of the event in order to prevent the incident from reoccurring. Supervisors and authorities should be advised that an incident review is not meant to find or place blame but to prevent future incidents.

### **15.4.3 REVISIONS**

Once causes are identified, the risk management team should designate new or modified risk controls that would reasonably prevent the event from occurring in the future. Changes should be approved by the principal and superintendent and entered into a revised *Off-site Guidelines and Procedures Manual*.

## 15.5 PROCEDURE IN THE EVENT OF A MISSING PERSON

In the event of an individual becoming lost or missing, the following steps should be taken by the teacher-in-charge:

1. Ensure safety of self.
2. Stop and assess the situation.
3. Gather the group together and take attendance to identify who is missing.
4. Evaluate the possible causes of the disappearance (abduction, strayed from a trail, etc.).
5. Call principal and police immediately if abduction is suspected.
6. Discuss the problem with the other supervisors in the activity.
7. Identify when and where the missing person was seen last.
8. Formulate a physical description (i.e., what the person was wearing, height, weight, identifying features).
9. Assemble a small group of supervisors to do a quick survey of the immediate area in pairs. Ensure this group has communication devices and meeting points and times.
10. Ensure students and remaining supervisors are safe and in a good position to wait (warm, dry, in no immediate danger).
11. Search the most obvious areas such as washrooms, facilities, and trails.
12. If the search becomes dangerous, have the supervisors return to the group.
13. If the missing person is not found within one hour, call the school and notify the principal.
14. Call police in both urban and wilderness settings.

15. Be ready to describe the situation to search personnel when they arrive.
16. Record information about the incident.

In the event that the teacher-in-charge calls the school to report a missing person, the principal should do the following:

- Support the teacher-in-charge and keep him or her calm.
- Gather all information and help assess the situation.
- Notify the superintendent to obtain advice.
- Contact emergency personnel if the teacher-in-charge is unable to.
- Send more supervision if necessary.
- Contact family members immediately and keep them updated.

## 15.6 PROCEDURE IN THE EVENT OF REQUIRED EVACUATION OF AN INDIVIDUAL

### 15.6.1 CLASSES OF EVACUATION

- **Non-Urgent Evacuation** – evacuation is not life or limb threatening but the individual is unable to continue participation.
- **Semi-Urgent Evacuation** – evacuation is not life threatening but could become worse if the individual is not evacuated (can wait for daylight, storm to pass, more supervision, rescue personnel, etc.).
- **Urgent Evacuation** – evacuation is life threatening and the individual needs to receive immediate medical attention.

### 15.6.2 EVACUATION PROCEDURE

In the event that an individual needs to be evacuated, the following steps should be carried out by the teacher-in-charge. The circumstance will help dictate a plan such as the urgency of evacuation, the method of

evacuation, communication with emergency teams, resources needed, and which facilities have the necessary care.

1. Ensure the safety of self and group.
2. Stop and assess the situation.
3. Provide any treatment necessary (stabilize the situation).
4. Identify why the individual needs evacuation.
5. Discuss the situation with other supervisors.
6. Call the school and notify the principal.
7. Record information about the incident.

In the event that the principal receives notification of an individual's evacuation, the principal should do the following:

- Provide support and keep the teacher-in-charge calm.
- Gather information and assess the situation.
- Notify the superintendent to gain advice.
- Contact emergency personnel if the teacher-in-charge is unable to.
- Send more supervision if needed.
- Contact family members and keep them updated.

**NOTE: Students should never be evacuated without a supervisor accompanying them. During semi-urgent and urgent cases, a supervisor should accompany the student to the hospital. In non-urgent cases, a parent could be called to retrieve the student, an additional supervisor could be sent by the principal to pick the student up or a supervisor could accompany the student home.**

## 15.7 PROCEDURE IN THE EVENT OF REQUIRED EVACUATION OF A GROUP

### 15.7.1 CLASSES OF EVACUATION

- **Non-Urgent Evacuation** – evacuation is not life threatening but the group is unable to continue participation.
- **Semi-Urgent Evacuation** – evacuation is not life threatening but could become worse if group is not evacuated (can wait for daylight, storm to pass, more supervision, rescue personnel, etc.).
- **Urgent Evacuation** – evacuation is life threatening and the group needs to be evacuated to receive immediate medical attention.

### 15.7.2 EVACUATION PROCEDURES

In the event that a group needs to be evacuated, the following steps should be carried out by the teacher-in-charge. The circumstances will help dictate a plan such as the urgency of evacuation, the method of evacuation, communication with emergency teams, resources needed, destination, and which facilities that have the necessary care.

1. Ensure the safety of self and group.
2. Stop and assess the situation.
3. Identify why the group needs to be evacuated. Is the situation medical, behavioural or environmental? (Is it due to illness, injury, weather conditions, fatality, attempted suicide, natural disaster, economic or political unrest, physical assault?)
4. Discuss the situation with other supervisors.
5. Call the school and notify the principal.
6. Record information regarding the incident and all treatment provided.

In the event that the principal receives notification of a group's evacuation, the principal should do the following:

- Provide support and keep teacher-in-charge calm.
- Gather information and assess the situation.
- Notify the superintendent.
- Contact emergency personnel if the teacher-in-charge is unable to.
- Send more supervision if needed.
- Contact family members immediately and keep them updated.

## 15.8 PROCEDURE IN THE EVENT OF A MOTOR VEHICLE ACCIDENT

### 15.8.1 CLASSES OF MOTOR VEHICLE ACCIDENTS

- **Minor** – there is no life threatening injuries and the vehicle may or may not be functioning.
- **Moderate** – there is no life threatening injuries but medical treatment is necessary and the vehicle is not functioning.
- **Major** – there is life threatening injuries and the vehicle is not functioning.

### 15.8.2 PROCEDURE FOR A MOTOR VEHICLE INCIDENT

In the event of a motor vehicle incident the following steps should be carried out by the teacher-in-charge:

1. Ensure the safety of self and others involved.
2. Stop and assess the situation.
3. Prevent further injury from occurring (set up road flares, have a supervisor directing traffic if it is safe to do so).
4. Call necessary emergency personnel such as ambulance, fire, police.

5. Locate First Aid kit, assess all injured parties and apply first aid treatment.
6. Call any other vehicles that have students, if applicable, or discuss the situation with other supervisors.
7. Assemble group, take attendance, keep everyone calm.
8. Record information concerning the incident.
9. Contact the school and notify the principal.
10. Debrief group members after the incident and keep a record of discussions.
11. Regularly contact the principal after the incident and before returning to the school.

In the event that the teacher-in-charge contacts the principal concerning a motor vehicle accident, the principal should do the following:

- Support and keep the teacher-in-charge calm.
- Gather information and assess the situation.
- Notify the superintendent.
- Contact emergency personnel if the teacher-in-charge is unable to.
- Send additional supervision if necessary.
- Contact family members and keep them updated.

## **15.9 PROCEDURE IN THE EVENT OF SERIOUS INJURY IN AN URBAN SETTING**

A serious injury is qualified as being immediately life threatening. In the event of a serious injury in an urban setting, the following steps should be carried out by the teacher-in-charge:

1. Ensure the safety of self and the group.

2. Stop and assess the situation.
3. Prevent further injury.
4. Assess the injury and begin to apply First Aid.
5. Call emergency personnel and be prepared to inform personnel of the incident, the individual's medical history, First Aid administered, etc.
6. Upon their arrival, allow emergency personnel to take over.
7. Discuss the incident with other supervisors once emergency personnel have arrived.
8. Designate one supervisor to accompany the injured person to the hospital.
9. Record information regarding the event and any treatment provided.
10. Debrief the group concerning situation and provide support.
11. Contact the school and notify the principal.
12. Maintain regular contact with the principal.

In the event that a teacher-in-charge notifies the principal of a serious injury in an urban setting, the principal should do the following:

- Support and keep the teacher-in-charge calm.
- Gather information and assess the situation.
- Notify the superintendent.
- Contact emergency personnel if the teacher-in-charge is unable to.
- Send additional supervision if necessary.
- Contact family members and keep them updated.

## 15.10 PROCEDURE IN THE EVENT OF SERIOUS INJURY IN A REMOTE OR WILDERNESS SETTING

A serious injury is qualified as being immediately life threatening. A remote or wilderness setting is anywhere outside of one hour's transportation to a medical or emergency facility. In the event of a serious injury in a remote or wilderness setting, the following steps should be carried out by the teacher-in-charge:

1. Ensure the immediate safety of self and the group.
2. Stop and assess the situation.
3. Prevent further injury if the person is reachable.
4. Assess the injury and begin to apply First Aid if the person is reachable. If the person is unreachable decide what resources are necessary to access the site.
5. Discuss the incident with other supervisors and determine who can assist.
6. Contact police and maintain control over the group until rescue personnel arrive.
7. Send one supervisor with the student, or if necessary, send out the entire group to assist with the evacuation.
8. Ensure students and other supervisors are in a good position to wait (warm, dry, safe, fed, away from incident).
9. Record information regarding the event and any treatment provided.
10. Debrief the group concerning the situation and provide support.
11. Contact the school and notify the principal when possible.
12. Maintain regular contact with the principal if possible.

If the teacher-in-charge notifies the principal of a serious injury in a remote or wilderness setting, the principal should do the following:

- Support and keep the teacher-in-charge calm.
- Gather information and assess the situation.
- Notify the superintendent.
- Contact emergency personnel if the teacher-in-charge is unable to.
- Send additional supervision if necessary.
- Contact family members and keep them updated.

## 15.11 PROCEDURE IN THE EVENT OF REQUIRED EVACUATION DUE TO SERIOUS ENVIRONMENTAL CONDITIONS

### 15.11.1 CLASSES OF SERIOUS ENVIRONMENTAL CONDITIONS

- **Non-urgent** – the situation is not life threatening but the group cannot continue the activity.
- **Semi-urgent** – the situation is not immediately life threatening but evacuation is needed to prevent the situation from getting worse.
- **Urgent** – the situation is immediately life threatening and the group should be evacuated immediately.

### 15.11.2 SERIOUS ENVIRONMENTAL CONDITION PROCEDURE

In the event that a serious environmental event arises, the following steps should be carried out by the teacher-in-charge:

1. Ensure the immediate safety of self and the group.
2. Stop and assess the situation.
3. Identify the emergency level.
4. Determine if or what class of evacuation is necessary based on the emergency stage.

5. Take whatever precautions are necessary to ensure that no injury or harm occurs as a result of the serious environmental condition (stop or drive very slowly in a snow storm, get students to a shelter, etc.).
6. Semi-urgent and urgent evacuations should be communicated to the school principal.

In the event that a teacher-in-charge notifies the principal of a serious environmental condition, the principal should do the following:

- Support and keep the teacher-in-charge calm.
- Gather information and assess the situation.
- Notify the superintendent.
- Contact emergency personnel if the teacher-in-charge is unable to.
- Send additional supervision if necessary.
- Contact family members and keep them updated.

## **15.12 PROCEDURE IN THE EVENT OF REQUIRED EVACUATION OF A FATALITY**

In the event of a fatality, the following steps should be carried out by the teacher-in-charge:

1. Ensure the safety of self and group.
2. Stop and assess the situation.
3. Discuss the situation with other trip supervisors and identify who can help.
4. Call the school and notify the principal.
5. Call police.
6. Cover the body and ensure there will be no interference.

7. Protect the integrity of the scene.
8. Debrief the group and provide support.
9. Record information concerning the incident.

If the teacher-in-charge notifies the principal of a fatality, the principal should do the following:

- Support and keep the teacher-in-charge calm.
- Gather information and assess the situation.
- Contact police if necessary.
- Notify the superintendent.
- Send additional supervision if necessary.
- Contact family members and keep them updated.
- Be prepared for a large volume of media calls.
- Arrange for critical incident stress counselling.

### **15.13 EMERGENCY COMMUNICATIONS**

The news media are a school's liaison with the general public. The media form an established and powerful communications network that can disseminate information quickly. This can be used to the benefit or detriment of a school, so a plan should be developed regarding media relations. In addition, there are other stakeholders such as students, parents and teachers to whom it is as important to provide information about any emergency situation.

The following suggestions will help when dealing with the media, families, and other stakeholders during school emergencies.

### 15.13.1 PLANNING AN EMERGENCY COMMUNICATIONS PROGRAM

- Organize an **emergency communications team** to be responsible for rapid decision-making in emergency situations. In addition to members of the public relations department, the team may include senior management and members of the legal, security, and human resources departments. It is vital that all members of the team be key decision makers.
- Designate a **spokesperson** (and a back-up) to speak formally to the news media, families and other stakeholders on behalf of the school district throughout an emergency. The spokesperson, who is a member of the emergency communications team, should have in-depth knowledge of the school district's operations and should have excellent communication skills. Only designated spokespersons should communicate with the media and families about the emergency and the school district's response to it.
- Retain a public relations firm to assist with media relations when personnel within the school district are not available, or when the school district's public relations personnel have limited emergency communications expertise.

### 15.13.2 COMMUNICATING WITH PARENTS AND THE NEWS MEDIA

- Contact parents immediately after an emergency to inform them of the incident. Then provide a press release immediately following. Stick to the facts (what, who, when, where, why and how). Determine appropriate and alternate ways of communicating this information.
- Promptly follow up with all inquiries from the news media. Ensure that all promises to provide information have been fulfilled.
- Upon the conclusion of the emergency, issue a final statement which outlines the school district's actions, remedial steps, and future actions.

- Maintain **regular** contact with the parents of any students involved in an incident.

### 15.13.3 FACILITIES AND RESOURCES

- Provide facilities and resources that will support effective communications with parents and the media during an emergency.
- Ensure access to photocopying and facsimile machines, overnight mail envelopes, and a debriefing area.
- Be aware that family, student, and media inquiries by phone will increase exponentially during an emergency. Switchboards should be attended and staffing may need to be increased.

### 15.13.4 EDUCATION AND TRAINING

- Distribute media relations policies and procedures to all school employees prior to emergencies.
- Hold periodic training sessions for the emergency communications team, the school district spokesperson, and the spokesperson's backup, to review roles and responsibilities.

### 15.13.5 ROLES AND RESPONSIBILITIES OF THE SPOKESPERSON

#### ***Before an Emergency***

- Understand the needs of parents, the news media, and other stakeholders (that is, the types of information required, deadlines, frequency of contact, etc.).
- Maintain current information about the school district and off-site activities (photographs, plans and maps, videos, and other written materials).

#### ***During an Emergency***

- Meet with the teacher-in-charge and school principal to obtain current information about the emergency.

- Consult with the emergency communications team to determine which statements can and should be made to the media.
- During the press conference, provide clear, concise, and accurate information.
- Handle the emergency professionally and in a concerted fashion.
- Accentuate the positive in all statements.
- Be prepared to bring in independent experts (e.g., external investigators, risk manager, etc.) swiftly, to address issues raised by the media and parents, and to augment information provided in the school district's statements.
- Retain a clipping service to monitor local, regional, and national newspapers and magazines, and radio and television broadcasts.
- Maintain regular contact with parents.

***After an Emergency***

- Take steps to rebuild or enhance the school district's reputation and to stabilize community relations.
- Deliver a press release, and possibly an advertisement, to offer condolences to those killed, injured or displaced by the emergency; to thank rescue personnel; to acknowledge acts of heroism or kindness; or to promise a thorough investigation to ensure a similar tragedy does not recur.
- Maintain regular contact with parents.

# 16 POST-TRIP REQUIREMENTS

## 16.1 POST-TRIP REPORTING

### 16.1 Post-Trip Reporting

At the conclusion of an off-site activity teachers-in-charge should debrief the trip and provide a post-trip report to the school principal. The intent of this report is to identify changes that should be made to similar trips in the future, report close calls and incidents, and draw conclusions for lessons learned that can be carried forward to future trips.

Such a report should include the following information:

- Activity name, location and date
- Names of teacher-in-charge and other supervisors
- Actual departure and return dates (if they vary from the original activity proposal)
- Suggestions for operational changes, observations, issues if there are lessons learned
- Performance and services of the Service Provider.
- Vehicle and trailer use observations, issues, and maintenance needs
- Student observations: suggestions, behaviour, trip suitability for the age group, medical conditions, safety, attitude, positive observations or occurrences
- Logistical problems, close calls, near misses, and incidents (describe the incident and response provided)
- Conclusions and suggestions

- Create a report of important information for the school superintendent as required.
- File detailed accounts of incidents and activity information such as Off-site Activity Proposals and Acknowledgement of Risk and Informed Consent forms in an activity folder and maintain them for at least seven years.
- Record incident debriefs and file.

**PART II:  
ACTIVITY  
OPERATING  
GUIDELINES**

# 17 PHYSICAL EDUCATION AND ATHLETICS

## 17.1 OBJECTIVE

The objective of athletics is to foster physical wellbeing and a positive attitude toward fitness, recreation and lifetime activities while encouraging participation in a variety of sport experiences. Schools wish to provide co-curricular and extra-curricular experiences that generate school spirit through healthy competition. Good sportsmanship and a desire to represent the school off site are important components of athletics.

- 17.1 Objective
- 17.2 Definition
- 17.3 Level of Inherent Risk
- 17.4 Athletics
- 17.5 Ice Skating and Ice Hockey
- 17.6 Swimming
- 17.7 Road Sports
- 17.8 Cycling or Road Biking

## 17.2 DEFINITION

Athletic activities can be planned and implemented as an integrated (curricular), complimentary (co-curricular) or independent (extra-curricular) component of the school's curriculum. It is important to note that curricular, co-curricular and extra-curricular activities are still considered to be school functions and as such must follow risk management policies and procedures outlined in this manual. Athletic activities include organized team sports and individual sports.

## 17.3 LEVEL OF INHERENT RISK

Both on-campus and off-campus activities may be planned as part of physical education and athletic programs. The level of risk associated

with these activities depends on the location, duration, type and supervision of the activity.

## **17.4 ATHLETICS**

All extra-curricular athletic programs require specific procedures. In this policy manual, “athletics” means any team or individual sporting event offered by a school that is not included in the “Excluded Activities” section of this manual (See section 9.1).

### **17.4.1 PRE-TRYOUT**

Parents should receive and sign a general Athletics Package at the beginning of the academic term. It should include the following information:

- A list of sports that will be offered that term
- Permission slips regarding tryouts for each team
- A Medical Information Form
- Parents must sign the permission slips and medical forms in order for the student to try out for a particular team of their choice

### **17.4.2 POST-TRYOUT OR PARTICIPATION WITHOUT TRYOUT**

A Parental Information Package which includes the following should be sent to the parents:

- Welcome
- Calendar of events – practice schedule, competitions, special outings, etc.
- Expectations for the season
- An Acknowledgement of Risk and Informed Consent Form
- Logistical details concerning particular events such as competition dates, locations, transportation, etc.

### 17.4.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent may include things such as the following:

- Sport injuries including those from contact sports
- Collisions with obstacles or people
- Dehydration
- Hypothermia
- Equipment failures
- Lightning

### 17.4.4 RISK CONTROL MEASURES

The teacher-in-charge is responsible for the following:

#### ***Planning***

- Developing an emergency response plan that addresses evacuation sites, hazards, cell phone coverage and local resources in order to manage risks

#### ***Supervision and Instruction***

- Being familiar with sports injuries and their prevention

#### ***Equipment***

- Having a First Aid kit at practice and competition sites
- Ensuring that equipment that is used has been inspected and is operating properly
- Ensuring that all safety equipment is worn during practices and competitions

#### ***Weather***

- Ensuring that students obtain proper cover during lightning storms (see Lightning Storm Procedure in section 21.1)

- Having access to a vehicle for emergencies

#### 17.4.5 QUALIFICATIONS

The teacher-in-charge must possess the necessary experience, ability and knowledge in the following areas to coach a school sport:

- Trip planning and organization skills
- Familiarization with the sport and its rules
- Effective communication and pedagogical skills to implement appropriate instructional progressions in the sport
- Ability to identify and implement control measures for hazards
- Possession of a valid and current First Aid/CPR certification
- Coaching certification for the sport

### 17.5 ICE SKATING AND ICE HOCKEY

For the purposes of this procedures manual, “ice skating” refers to the use of an indoor or outdoor maintained rink. Day trips within city limits use Type Two Activity guidelines from this manual.

#### 17.5.1 OVERALL ACTIVITY REQUIREMENTS

- The activity is permitted for all grades K to 12.
- Student-supervisor ratio is 10:1.
- Maintained rinks only should be used.

#### 17.5.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parental Information Package according to section 11.0 of this manual. Information packages should include details such as the following:

- A description of activity
- Location, date and time
- Equipment list

- Weather forecasts
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents should be aware of the following:

- Student behavioural expectations
- Contingency plans
- Hazards and emergency response

### 17.5.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent may include things such as:

- Transportation to and from site
- Hypothermia or frostbite
- Dehydration
- Concussions
- Falls on ice
- Collisions with other objects or people
- Injury from collision or falls

### 17.5.4 RISK CONTROL MEASURES

The teacher-in-charge is responsible for the following:

#### ***Planning***

- Developing an emergency response plan that addresses evacuation sites, hazards, cell phone coverage and local resources in order to manage risks

- Being familiar with the arena
- Identifying students' medical or dietary issues

### ***Supervision and Instruction***

- Providing an orientation, meeting times, and safety briefing
- Providing instruction with a progression of skills

### ***Equipment***

- Carrying a communication device and First Aid kit.
- Ensuring students know how to use equipment and that all clothing and equipment fits properly (helmets, skates, etc.).
- Ensuring that all staff and students wear CSA approved hockey helmets when on the ice surface. Bicycle helmets are not acceptable.

### ***Weather***

- Checking weather reports before departure

## 17.5.5 QUALIFICATIONS

The teacher-in-charge must possess or have demonstrated the necessary experience, ability and knowledge in the following areas to instruct ice skating:

- Trip planning
- Ice skating skills
- A valid and current First Aid/CPR certificate
- Group management

**Recommended:** The teacher-in-charge should have logged at least ten days of skating within the last three years

## 17.6 SWIMMING

For the purposes of this guide “swimming” refers to the activity which takes place at a maintained indoor or outdoor facility or a public beach. Swimming day trips qualify as a Type Two Activity.

### 17.6.1 OVERALL ACTIVITY REQUIREMENTS

- Students are required to be screened for swimming ability. Weak or non-swimmers should engage in alternate land-based activities or wear a PFD. The Lifesaving Society’s Swim to Survive® Standard recommended swim test for schools. Outside swimming is permitted only in daylight hours.
- The activity is suitable for Grades K to 12.
- Grades K to 2 should consider wearing PFDs.
- Students and supervisors are NOT permitted to swim in the following areas:
  - Fast-moving rivers
  - Unmarked beaches
  - Areas unpatrolled by NLS certified lifeguards

### 17.6.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual. Information Packages should include details such as the following:

- A description of the activity
- Dates and times
- Location
- An itinerary
- Transportation method
- An indication of the student’s swimming skills

- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents should be aware of the following:

- Student behavioural expectations
- Contingency plans
- Hazards and emergency response

### 17.6.3 ASSOCIATED HAZARDS

- Injury
- Slipping and Falling
- Drowning
- Hypothermia
- Heat stroke or sunburn
- Diving

### 17.6.4 RISK CONTROL MEASURES

The teacher-in-charge is responsible for the following:

#### ***Planning—General***

- Developing an emergency response plan to manage risks including evacuation sites, hazards, cell phone coverage and local resources.
- Reviewing students' abilities and medical forms and identifying weaker swimmers
- Identifying students with dietary restrictions or allergies.
- Preventing students with open cuts from entering the water.
- Being familiar with the site before the activity commences

Students participating in water activities conducted in water deeper than chest height should meet the Lifesaving Society's Swim to Survive® Standard.

Swim to Survive Standard	Essential Water Survival Skills	Task
	Orient oneself at the surface after an unexpected entry	Roll into deep water
	Support oneself at the surface	Tread water for 1 minute
	Swim to safety	Swim 50 metres

Students who cannot meet the Lifesaving Society’s Swim to Survive® Standard can still participate in deep water activities as long as they are wearing a properly fitted lifejacket or PFD. The students must be informed not to remove their lifejacket or PFD and supervisors need to continue to monitor that students remain wearing their lifejacket or PFD throughout the activity.

#### ***Supervision and Instruction—General***

- Communicating instruction, progression and safety briefings effectively
- Explaining behavioural expectations – no horseplay, running on decks, no head-first diving, etc.
- Providing a safety briefing
- Implementing a buddy system for students
- Ensuring student-supervisor ratios are appropriate

#### ***Equipment—General***

- Ensuring weak or non-swimmers wear a PFD
- Carrying a communication device and First Aid kit

#### ***Weather—General***

- Checking the weather forecast and road conditions before departure
- Creating a weather contingency plan

***Planning—Public Beaches***

- Being familiar with the site before the activity commences

***Supervision and Instruction—Public Beaches***

- Ensuring only the use of public beaches where there are NLS lifeguards are on duty and a roped off swimming area.
- If the lifeguard is part of the school group then lifeguard must be over twenty years of age and must follow the Lifesaving Society Waterfront Safety Standards.

***Equipment—Public Beaches***

- Checking that all rescue equipment is available such as buoy, ring buoy, floating line, spinal board, whistle, etc.
- Having a vehicle available in case of emergency

***Weather—Public Beaches***

- Checking weather forecasts for the day and watching for changes in order to take cover before a potential lightning storm hits (see Lightning Storm Procedure: section 21.1).

***Planning—Swimming Pools***

- Being familiar with the site before the activity commences

***Supervision and Instruction—Swimming Pools***

- Ensuring a NLS (National Lifeguard Service) certified lifeguard over twenty years of age is on duty
- Providing constant visual supervision by either using the facility's employee or by employing a service provider
- Communicating pool rules and expectations to students
- Ensuring enough supervisors are on pool deck at all times during the activity

Student to lifeguard ratio is specific to each facility. This ratio is based on the Lifesaving Society - Public Aquatic Facility Safety Standards.

Consult with facility to determine their requirements.

- When using teaching staff as the designated lifeguard, they must be familiar with the procedures of the facility being used.
- Supervising students in hot tubs and disallowing the use of saunas

**Note: ASBIE requires that all swimming activities have a lifeguard present. A lifeguard is not required to be present if all students are wearing DOT approved personal flotation devices (PFD) at all times during the activity or if the activity only involves a hot tub.**

#### ***Equipment—Swimming Pools***

- Ensuring that safety equipment such as floating line and ring buoy is available at the facility

#### ***Weather—Swimming Pools***

- Checking weather forecasts before engaging in outdoor swimming activity

### **17.6.5 QUALIFICATIONS**

The service provider must possess the following criteria:

- An appropriate number of NLS certified lifeguards with experience pertaining to the type of site (beach, swimming pool, outdoor swimming pool, etc.)
- A contract with the school
- Appropriate insurance coverage

## 17.7 ROAD SPORTS

For the purposes of this guide, “road sports” refers to in-line skating, running and walking on roads, pathways or sidewalks within city limits. Type Two Activity guidelines apply.

### 17.7.1 OVERALL TRIP REQUIREMENTS

- The activity is suitable for Grades K to 12.
- The activity is permitted to be conducted only in daylight hours.
- Headphones connected to mp3 players, CD players, iPods, smartphones or walkmans are not permitted.
- Student-supervisor ratio is 10:1 but varies according to age, maturity, ability and terrain of route.

### 17.7.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual. Information Packages should include details such as:

- A description of the activity
- Dates and times
- Location and length of route
- Equipment list
- Weather forecast
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents should be aware of the following:

- Student behavioural expectations
- Contingency plans

- Hazards and emergency response

### 17.7.3 ASSOCIATED HAZARDS

- Dehydration
- Injury
- Uneven surfaces
- Collision with objects or people
- Tripping and falling
- Vehicles
- Getting separated from the group
- Losing control
- Sunburn or heat stroke
- Weather conditions
- Hypo- or hyperthermia

### 17.7.4 RISK CONTROL MEASURES

The teacher-in-charge is responsible for the following:

#### ***Planning***

- Developing an emergency response plan that addresses evacuation sites, hazards, cell phone coverage and local resources in order to manage risks
- Identifying students with allergies, medical conditions or dietary restrictions
- Matching activity with age, maturity and ability of students
- Travelling the route within the last week to check conditions of the pavement

***Supervision and Instruction***

- Ensuring the group abides by rules of the road and takes precautionary measures on busy routes such as slowing down, stopping and moving aside for traffic, and signalling when turning
- Communicating instructions, progressions and safety briefings effectively
- Ensuring the group stays together by assigning a leader, a middle person and a sweep (students, supervisors or parents)
- Explaining expected behaviours (no horseplay, no shortcuts, no splitting from the group, no playing chicken with cars or pedestrians, staying away from cliffs).

***Equipment***

- Inspecting equipment before use
- Ensuring students and supervisors are wearing safety equipment properly and at all times during the activity (helmets, wrist guards, knee pads and bright or reflective clothing)
- Carrying a communication device and First Aid kit
- Carrying repair tools
- Carrying water and snacks
- Having a vehicle available in case of an emergency
- High visibility vest for supervisors

***Weather***

- Checking weather forecasts
- Finding cover if or stopping the activity in the event of a lightning storm (see Lightning Storm Procedure: section 21.1)

### 17.7.5 QUALIFICATIONS

The teacher-in-charge must possess or have demonstrated the necessary experience, ability and knowledge in the following areas to lead a road sport:

- Trip planning
- In-line skating, walking or running hard (technical) skills and ten days of practice in the activity within the past three years
- Navigation using road maps
- A valid and current First Aid/CPR certificate
- Group management

## 17.8 CYCLING OR ROAD BIKING

For the purposes of this guide, cycling or road biking involves operating a bicycle on paved roads. This activity is qualified as an off-campus activity where Type Two guidelines apply for day trips. For overnight cycling trips, Type Three, Four or Five guidelines apply.

### 17.8.1 OVERALL TRIP REQUIREMENTS

- All cycling activities must be conducted during daylight hours
- Groups must stay to low traffic roads with wide shoulders.
- Grades 4 to 12 are permitted to participate.
- Student-supervisor ratio is 10:1 but varies according to age, maturity, ability and terrain of route.

### 17.8.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual.

Information Packages should include details such as:

- A description of the activity

- Destination
- Length of route
- Equipment needed
- Weather forecast
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations
- Contingency plans
- Hazards involved with activity
- Emergency response plans

### 17.8.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include:

- Weather conditions
- Lightning
- Vehicles on the road
- Separation from the group
- Bicycle malfunctions
- Injury
- Loss of control
- Collisions with other cyclists
- Uneven pavement
- Dehydration
- Hypo- or hyperthermia

#### 17.8.4 RISK CONTROL MEASURES

The teacher-in-charge is responsible for the following:

##### ***Planning***

- Developing an emergency response plan that addresses evacuation sites, hazards, cell phone coverage and local resources in order to manage risks
- Being familiar with the route

##### ***Supervision and Instruction***

- Monitoring students' behaviour on the bicycles, such as always riding in control, no horseplay, etc.
- Assigning a lead and sweep cyclist (student, teacher-in-charge, supervisor) who keeps the party together and notifies supervisor of dangerous behaviour or injury.

##### ***Equipment***

- Ensuring all students wear helmets securely as well as reflective clothing
- Carrying bicycle repair tools
- Carrying a communication device and a First Aid kit
- Ensuring supervisors are carrying communication devices in case there is need for vehicle assistance or emergency services
- Supervisors (or all participants) wearing high-visibility vests

##### ***Weather***

- Checking weather forecasts
- Ensuring the group stops during serious weather such as heavy rain, fog or snow.
- Ensuring the group takes cover and appropriate precautions during lightning storms (see Lightning Storm Procedure section 21.1) such as staying away from single large trees, open areas, open water, etc.

### 17.8.5 QUALIFICATIONS

The teacher-in-charge must possess or have demonstrated the necessary experience, ability and knowledge in the following areas to coach or operate a cycling trip:

- Trip planning
- Map reading
- Cycling skills that have been practiced ten days out of the past three years
- How to repair bicycles
- A valid and current First Aid/CPR certification
- Group management

**Recommended:** It is recommended the teacher-in-charge has both at least ten days of cycling experience within the last three years and has ridden the route within the last year.

**NOTE:** A service provider should be employed if the teacher-in-charge cannot meet suitable qualifications or experience.

# 18 PERFORMING ARTS

## 18.1 OBJECTIVE

Many schools are particularly proud of their performing arts programs and other clubs. Drama productions, music concerts, and art exhibitions by students and faculty help shape each student's aesthetic sensitivity and cultural awareness. Schools may offer courses designed to develop an appreciation for the arts and to provide opportunities for students to discover the pleasure derived from creating and performing works of art. Debate clubs also fall under this category.

- 18.1 Objective
- 18.2 Definition
- 18.3 Level of Inherent Risk
- 18.4 Trip Requirements

## 18.2 DEFINITION

Performing arts off-site activities can be planned and implemented as an integrated (curricular), complimentary (co-curricular) or independent (extra-curricular) component of a school's curriculum. This category includes drama, music and art with the addition of other categories such as debate, Model U.N, chess, public speaking clubs, music concerts, festivals, music camps, art workshops, graphic design, symphonies, operas, theatre productions, ballet and other forms of dance, etc.

## 18.3 LEVEL OF INHERENT RISK

On-campus or off-campus activities may be planned as part of these programs. The level of risk associated with these activities depends on the location, duration and type of activity and, depending on the activity, could fall into any of the Type One to Five trip categories.

## 18.4 TRIP REQUIREMENTS

### 18.4.1 OVERALL TRIP REQUIREMENTS

- The activity is suitable for Grades K to 12.
- Student-supervisor ratio is 10:1 but can vary according to age, maturity of students, or crowdedness of venue.

### 18.4.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual.

Information Packages should include details such as:

- A description of the activity
- Dates and times
- Location
- An itinerary
- Transportation method
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents should be aware of the following:

- Student behavioural expectations
- Contingency plans
- Hazards and emergency response

### 18.4.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include:

- Separation from group while visiting large or crowded venues
- Unfamiliar environment

- Reduced communication ability in high noise level areas
- Other people
- Damage to instruments

#### 18.4.4 RISK CONTROL MEASURES

The teacher-in-charge is responsible for the following:

##### ***Planning***

- Developing an emergency response plan that addresses evacuation sites, hazards, cell phone coverage and local resources in order to manage risks
- Creating a list of instruments, serial numbers, model numbers and weights if flying
- Arranging to drop-off instruments and equipment the day before departure for Type Four and Five trips if necessary

##### ***Supervision and Instruction***

- Taking attendance, ensuring students have all necessary travel documents
- Ensuring enough supervisors for the group and assigning small groups to each supervisor

##### ***Equipment***

- Determining which instruments and equipment to transport and which to rent
- Developing ways to properly transport instruments, equipment and uniforms
- Properly labelling all instruments and equipment

##### ***Weather***

- Checking the weather forecast before departure
- Creating a weather contingency plan

# 19 OUTDOOR AND ADVENTURE EDUCATION ACTIVITIES

## 19.1 OBJECTIVE

To provide outdoor education experiences for students, teachers, and parents in which they develop knowledge, skills, and environmental sensitivity in a challenging and safe environment.

## 19.2 DEFINITIONS

### 19.2.1 OUTDOOR

#### EDUCATION

Outdoor education usually refers to organized learning that

takes place in the outdoors. Outdoor education programs sometimes involve residential or journey-based experiences in which students participate in a variety of challenges in the form of outdoor activities such as hiking, climbing, kayaking, canoeing, ropes courses, and group games. Outdoor education draws upon the philosophy, theory, and practices of experiential education and environmental education.

### 19.2.2 ADVENTURE EDUCATION

Adventure education focuses on participating in activities with **perceived or real risks** and does not necessarily occur outdoors. Adventure education includes cooperative games, trust building activities, problem

19.1	Objective	19.16	Kayaking–Sea or Lake
19.2	Definitions	19.17	Kayaking–Sea Tripping
19.3	Level of Inherent risk	19.18	Mountain Biking
19.4	Backpacking	19.19	Mountain Scrambling (Mountain Hiking)
19.5	Camping and Winter Camping	19.20	Rafting
19.6	Canoeing–Flat Water	19.21	Rock Climbing–Top Roped
19.7	Canoeing–Moving Water	19.22	Rodeo
19.8	Canoe-Tripping–Flat Water	19.23	Sailing
19.9	Canoe-Tripping–Moving Water	19.24	SCUBA Diving
19.10	Canoeing–Voyageur	19.25	Skiing and Snowshoeing–Backcountry
19.11	Challenge Ropes Courses	19.26	Skiing–Cross country
19.12	Hiking	19.27	Skiing and Snowboarding–Downhill
19.13	Horseback Riding	19.28	Spelunking
19.14	Kayaking–Flatwater	19.29	Standup Paddle Boarding
19.15	Kayaking–Moving Water	19.30	Wall Climbing

solving initiatives, high adventure activities (ropes course, rock climbing, white water, peak climbs) and wilderness expeditions (backpacking, dog sledding, sailing, etc.) as a part of an educational pursuit. Adventure education and adventure-based education are terms often used interchangeably.

### **19.3 LEVEL OF INHERENT RISK**

While it is easy for teachers to use terms such as “outdoor education,” “adventure education,” “perceived risk” and “real risk,” it is crucial for teachers of off-site activities to realize that schools should not be placing students in harm’s way. Just as the lines between outdoor education and adventure education can blur, so, too, can the lines between real and perceived risk. A “trust fall” team-building exercise may be full of perceived risks (and students be scared) but ski touring in avalanche terrain is full of real risk (while students may not even be aware of this fact). Teachers should not place students in real risk situations. By its very definition, “adventure” may contain real risk – a fine line that teachers must be aware of and ensure that programming does not cross. ASBIE does not support programming that contains the potential of catastrophic or fatal loss.

### **19.4 BACKPACKING**

For the purposes of this manual, “backpacking” refers to a multi-day wilderness trip that may or may not include forested or mountainous areas but does not include technical mountaineering, technical climbing, skiing, travel on glaciers or travel through avalanche terrain.

#### **19.4.1 OVERALL TRIP REQUIREMENTS**

- Travel is permitted only during daylight.
- The activity is suitable for Grades 7 to 12.

- Backpacking does not include the use of hands for climbing on steep terrain during the activity and should avoid areas featuring steep terrain and loose rock.
- Student-supervisor ratio is 8:1 but varies depending on age, maturity, ability of the students and terrain of the route.

#### 19.4.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual. Information Packages should include details such as:

- Dates and times
- An itinerary
- Description of activity and destination with maps
- Method of transportation
- Equipment list
- Weather conditions
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations
- Contingency plans
- Hazards and emergency response

#### 19.4.3 ASSOCIATED HAZARDS

- Becoming separated from the group or lost
- Injury
- Weather conditions
- Illness

- Hypo- or hyperthermia
- Sunburn
- Dehydration
- Wildlife encounters
- Stream crossings
- Ticks
- Water Treatment
- Losing the trail

#### 19.4.4 RISK CONTROL MEASURES

The teacher-in-charge is responsible for the following:

##### ***Planning***

- Developing an emergency response plan that addresses evacuation sites, hazards, cell phone coverage and local resources, camp locations, route options and distances in order to manage risks
- Identifying students with allergies, medical conditions or dietary restrictions
- Matching the trip with the age, maturity and ability of students
- Arranging travel with provincial or national parks offices and following associated rules and regulations
- Being familiar with the location before the activity commences and visiting it within one year of the trip's departure date

##### ***Supervision and Instruction***

- Communicating instructions, progressions and safety briefings effectively
- Explaining student behavioural expectations
- Implementing a student buddy system

- Implementing leaders, middle person and sweep (students, parents or supervisors) while hiking
- Ensuring the group stays on the trail
- Ensuring proper stream crossings (see Stream-crossing Procedure: section 21.2)
- Properly treating water (see Water Treatment Procedure: section 21.3)
- Avoiding obvious hazards such as cliffs, areas of loose rock, glaciers, overhanging ice
- Avoiding wildlife (see Wildlife Encounters Procedure: section 21.4)
- Properly storing food and toiletries in bear-proof containers if available, or hanging in a tree
- Ensuring students check for ticks each day

### ***Equipment***

- Carrying a communication device that ensures emergency communication and First Aid kit

### ***Weather***

- Checking weather forecast before departure
- Taking cover during lightning storms (see Lightning Storm Procedure: section 21.1)

### **19.4.5 QUALIFICATIONS**

The teacher-in-charge must possess or have demonstrated the necessary experience, ability and knowledge in the following areas to lead a multi-day backpacking trip:

- Trip planning
- Backpacking technical skills (pack carrying, camping, equipment selection, pacing, group control, nutrition, cooking, etc.)
- Leave No Trace concepts and practices

- Navigation using map and compass
- A valid and current First Aid/CPR certification according to section 7.13 of this manual
- Group management

**Recommended:** It is recommended that for overnight backpacking trips the teacher-in-charge has a Wilderness Guide certification from the Association of Canadian Mountain Guides (ACMG), Leadership Level 1 (Hiking) from the Outdoor Council of Canada, or an equivalent. It is also recommended that the teacher-in-charge has visited the site within the last three years and has practiced ten day-hikes and two overnight backpacking days within the last three years.

**NOTE: If the teacher-in-charge does not meet the above qualifications, a qualified service provider may be required.**

## 19.5 CAMPING AND WINTER CAMPING

For the purposes of this guide, “camping and winter camping” refers to a place where students are lodged overnight in a tent or tents or other temporary means of shelter. Camping may involve the use of a tent, primitive structure, tarp, or no shelter at all and camping may occur in a “base-camp” format where the group is stationary each night or in a “mobile” format where the group moves camps each night.

### 19.5.1 OVERALL TRIP REQUIREMENTS

The activity is suitable for Grades 7-12. Younger participants should stay in fixed lodging.

Winter activities during temperatures or wind chill below minus 25 degrees C are not permitted.

Student-supervisor ratio is 8:1.

### 19.5.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual. Information Packages should include details such as:

- Dates and times
- An itinerary
- Description of activity and destination with maps
- Method of transportation
- Equipment list
- Weather conditions
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations
- Contingency plans
- Hazards and emergency response

### 19.5.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include:

- Injury
- Hypothermia or frostbite
- Weather conditions (snow storms, rain, wind, cold temperatures)
- Snow shelter collapse
- Equipment malfunction
- Dehydration
- Getting separated from group or lost
- Illness
- Wildlife encounters
- Water treatment

#### 19.5.4 RISK CONTROL MEASURES

The teacher-in-charge is responsible for the following:

##### ***Planning***

- Developing an emergency response plan that addresses evacuation sites, hazards, cell phone and other communications equipment coverage, local resources, camping locations, route considerations and distances in order to manage risks
- Identifying students with allergies, medical conditions or dietary restrictions
- Matching the trip with the age, maturity and ability of students
- Being familiar with the trip location and have visited it within one year of the trip's departure
- Ensuring students are physically fit and prepared for high activity
- Arranging permits for provincial and national parks if applicable and following their rules and regulations

##### ***Supervision and Instruction***

- It is recommended that students stay in tents or cabins and not snow shelters. If snow shelters are constructed extreme care should be taken that they do not collapse with students inside.
- Communicating instructions, progressions and safety briefings effectively
- Explaining student behavioural expectations
- Ensuring students have proper training prior to the activity including awareness of how to protect themselves from hypothermia, frostbite, sunburn and dehydration
- Teaching basic emergency incident protocols
- Applying appropriate group leadership and controls to ensure the safety of students
- Staying away from obvious hazards such as cliffs, rock faces, overhanging ice, and avalanche slopes

##### ***Equipment***

- Carrying an appropriate communication device and First Aid kit
- Ensuring that equipment properly fits participants before use

- Inspecting and testing equipment (owned or rented) to ensure quality and function
- Ensuring tents, stoves, sleeping bags and other camping equipment are in good condition and leaders and participants know how to use them

### **Weather**

- Checking weather forecast before departure and being aware of seasonal conditions
- Creating a contingency plan in case of deteriorating weather conditions

### 19.5.5 QUALIFICATIONS

The teacher-in-charge must possess the following qualifications, knowledge, experience, skills and abilities to lead a roadside or backcountry camping trip, whichever is relevant to the trip:

- Trip planning.
- Camping, tent set-up, stove use, and other relevant technical skills.
- Navigation using map and compass if hiking is involved.
- Group management skills.
- Leave No Trace concepts and practices.
- Winter travel and camping if winter camping is involved.
- A valid and current First Aid/CPR certification according to section 7.13 of this manual.

**Recommended:** It is recommended that the teacher-in-charge possesses significant camping experience, and a minimum of ten days of camping within the last three years.

**NOTE: If the teacher-in-charge does not meet the above qualifications, a qualified service provider is required.**

## 19.6 CANOEING—FLAT WATER

For the purposes of this guide, “flat water canoeing” refers to solo or tandem canoeing on an open body of water that does not possess a current.

### 19.6.1 OVERALL TRIP REQUIREMENTS

- The activity is suitable for Grades 4 to 12.
- The activity is permitted during daylight hours only.
- Pools, lakes, ponds or reservoirs are acceptable bodies of water.
- Student-supervisor ratio is 10:1 or one supervisor canoe to five tandem canoes.

### 19.6.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual.

Information Packages should include details such as:

- Dates and times
- An itinerary
- Description of activity and destination with maps
- Method of transportation
- Equipment list
- Weather conditions
- Indication of a student's swimming ability in order to identify weak swimmers
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations
- Contingency plans
- Hazards and emergency response

### 19.6.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include:

- Hypothermia and cold water submersion
- Drowning
- Inclement weather conditions (lightning, wind, rain, snow, fog)
- Injury
- Illness
- Heat stroke
- Shore-based joint injuries
- Wildlife encounters

### 19.6.4 RISK CONTROL MEASURES

The teacher-in-charge is responsible for the following:

#### ***Planning***

- Developing an emergency response plan that addresses evacuation sites, hazards, cell phone coverage and local resources, camp locations, route options and distances in order
- Identifying students with allergies, medical conditions or dietary restrictions
- Matching the trip with the age, maturity and ability of students
- Being familiar with the site and have visited it within one year of the trip's departure date

#### ***Supervision and Instruction***

- Ratio: 1 qualified instructor to 5 boats, that is, 1 instructor to 10 students for tandem and 1 instructor to 5 students for solo.
- If the location of the canoeing activity is remote, then a second leader must be present for rescue and crisis management purposes.

- Communicating instructions, progressions and safety briefings effectively
- Explaining student behavioural expectations
- Ensuring students are familiar with whistle and paddle signals
- Being able to successfully complete rescues of self and students
- Knowing how to tow a canoe
- Prior to participating in boating activities, students should demonstrate the three skills involved in the Lifesaving Society Swim to Survive® Standard while wearing a properly fitted lifejacket or PFD. Section 17.6.4.

**Note: ASBIE suggests that all water-based activities have a lifeguard present. However, a lifeguard is not required to be present while flatwater canoeing as all students are wearing DOT approved personal floatation devices (PFD) at all times during the activity.**

### ***Equipment***

- Carrying a communication device and First Aid kit in waterproof containers
- Ensuring students properly wear PFDs at all times during the activity, including on docks
- Inspecting equipment for defects
- Following Transport Canada guidelines regarding safety equipment required for each canoe such as:
  - 15m buoyant line
  - One bailing device
  - One noise maker, e.g., whistle.
  - One properly fitting, Canadian Coast Guard or Transport Canada approved PFD per person

- One paddle per person plus one spare paddle per canoe
- Arranging for a motorized boat in case of an emergency, if appropriate

### **Weather**

- Checking weather forecasts before departure
- Taking cover during lightning storms (see Lightning Storm Procedure: Section 21.1)
- Knowing how to read basic weather patterns
- Developing a contingency plan in case of deteriorating weather conditions
- Staying off the water in wind

### 19.6.5 QUALIFICATIONS

The teacher-in-charge must possess or have demonstrated the necessary experience, ability and knowledge in the following areas to lead a flat water canoeing trip:

- Trip planning
- Canoeing technical skills including rescues
- Navigation using a map and compass
- A valid and current First Aid/CPR certification according to section 7.13 of this manual
- Sufficient swimming ability
- Group management

**Recommended:** It is recommended that the teacher-in-charge possess a Waterfront Canoe Instructor Certification and the Leadership Level 1 (Paddling) from the Outdoor Council of Canada. It is also recommended that the teacher-in-charge has visited the site within the last three years and has had a minimum of ten days of canoeing practice within the past three years.

**NOTE: If the teacher-in-charge does not meet the above qualifications, a qualified service provider is required.**

## 19.7 CANOEING—MOVING WATER

For the purposes of this guide, “moving water canoeing” refers to solo or tandem canoeing that involves a current.

### 19.7.1 OVERALL TRIP REQUIREMENTS

- The activity is suitable for Grades 7 to 12.
- The activity is permitted only during daylight hours.
- Moving water canoeing is permitted in Grade I and II water and Grade III water only when adequate instructional progressions and experience warrant it.

### 19.7.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual.

Information Packages should include details such as:

- Dates and times
- An itinerary
- Description of activity and destination with maps
- Method of transportation
- Equipment list
- Weather conditions
- Indication of a student’s swimming ability in order to identify weak swimmers
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations
- Contingency plans
- Hazards and emergency response

### 19.7.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include:

- Hypothermia and cold water submersion
- Drowning
- Weather conditions (lightning, wind, rain, snow, fog)
- Heat stroke
- Injury
- Illness
- Current
- Strainers, deadheads, sweepers, rocks
- Wildlife encounters

### 19.7.4 RISK CONTROL MEASURE

The teacher-in-charge is responsible for the following:

#### ***Planning***

- Developing an emergency response plan that addresses evacuation sites, hazards, cell phone coverage and local resources, camp locations, route options and distances in order to manage risks
- Identifying students with allergies, medical conditions or dietary restrictions
- Matching the trip with the age, maturity and ability of students

- Being familiar with the site and visiting it within one year of the trip's departure date

### ***Supervision and Instruction***

- Ratio: 1 qualified instructor to 4 boats, that is, 1 instructor to 8 students for tandem and 1 instructor to 4 students for solo.
- If the location of the canoeing activity is remote, then a second leader must be present for rescue and crisis management purposes.
- Communicating instructions, progressions and safety briefings effectively
- Explaining student behavioural expectations
- Ensuring students are familiar with whistle and paddle signals
- Being able to successfully complete rescues of self and students using both a throw rope and a canoe
- Knowing how to tow a canoe and recover a canoe if swept away in current
- Prior to participating in boating activities, students should demonstrate the three skills involved in the Lifesaving Society Swim to Survive® Standard while wearing a properly fitted lifejacket or PFD. Section 17.6.4.

**Note: ASBIE suggests that all water-based activities have a lifeguard present. However, a lifeguard is not required to be present while moving water canoeing as all students are wearing DOT approved personal floatation devices (PFD) at all times during the activity.**

### ***Equipment***

- Carrying a communication device and First Aid kit in waterproof containers
- Following Transport Canada guidelines regarding safety equipment required for each canoe such as:

- 15m buoyant line
- One bailing device
- One noise maker, e.g., whistle
- One properly fitting, Canadian Coast Guard or Transport Canada approved PFD per person
- One paddle per person plus one spare paddle per canoe
- Ensuring students properly wear PFDs at all times during the activity, including on docks
- Inspecting equipment for defects
- Arranging for a motorized boat in case of an emergency, if appropriate
- Having access to a vehicle in case of emergencies

***Weather***

- Checking weather forecast before departure
- Taking cover during lightning storms (see Lightning Storm Procedure: Section 21.1)
- Developing a contingency plan in case of deteriorating weather conditions
- Knowing how to read basic weather patterns

**19.7.5 QUALIFICATIONS**

The teacher-in-charge must possess or have demonstrated the necessary experience, ability and knowledge in the following areas to lead a moving water canoe trip:

- Trip planning
- Canoeing technical skills including rescues in a current and canoe recovery
- Navigation using map and compass

- An understanding of how to read moving water
- A valid and current First Aid/CPR certification according to section 7.13 of this manual
- Sufficient swimming ability
- Group management

**Recommended:** It is recommended that the teacher-in-charges possess a moving water canoe instructor certification and River Rescue certification. It is also recommended that teacher-in-charges have visited the site within the last three years and have had at least ten days' moving water canoeing practice within the last three years.

**NOTE: If the teacher-in-charge does not meet the above qualifications a qualified service provider is required.**

## 19.8 CANOE-TRIPPING—FLAT WATER

For the purposes of this guide, “flat water canoe tripping” refers to solo or tandem overnight canoe trips involving open bodies of water and do not involve current.

### 19.8.1 OVERALL TRIP REQUIREMENTS

- The activity is suitable for Grades 7 to 12.
- Travel is permitted only during daylight hours.
- Lakes, ponds, or reservoirs are permitted open bodies of water.

### 19.8.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual.

Information Packages should include details such as:

- Dates and times
- An itinerary

- Description of activity and destination with maps
- Method of transportation
- Equipment list
- Weather conditions
- Indication of a student's swimming ability in order to identify weak swimmers
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations
- Contingency plans
- Hazards and emergency response

### 19.8.3 ASSOCIATED HAZARDS

- Hypothermia and cold water submersion
- Drowning
- Weather conditions (lightning, wind, rain, snow, fog)
- Injury
- Illness
- Current
- Strainers, deadheads, sweepers, rocks
- Getting separated from group
- Wildlife encounters

#### 19.8.4 RISK CONTROL MEASURES

The teacher-in-charge is responsible for the following:

##### ***Planning***

- Developing an emergency response plan to manage risks including evacuation sites, hazards, phone and other communications coverage, local resources, camp locations, route options and distances
- Identifying students with allergies, medical issues or dietary restrictions
- Matching the trip with the age, maturity and ability of students
- Being familiar with the site and have visited it within one year of the trip's departure

##### ***Supervision and Instruction***

- Ratio: 1 qualified instructor to 5 boats, that is, 1 instructor to 10 students for tandem and 1 instructor to 5 students for solo.
- If the location of the canoeing activity is remote, then a second leader must be present for rescue and crisis management purposes.
- Communicating instructions, progressions and safety briefings effectively
- Explaining student behavioural expectations
- Ensuring students are familiar with whistle and paddle signals
- Being able to successfully complete rescues of self and students using both a throw rope and a canoe
- Knowing how to tow a canoe and recover a canoe if swept away in current
- Prior to participating in boating activities, students should demonstrate the three skills involved in the Lifesaving Society Swim to Survive® Standard while wearing a properly fitted lifejacket or PFD.

**Note: ASBIE suggests that all water-based activities have a lifeguard present. However, a lifeguard is not required to be present while canoe tripping as all students are wearing DOT approved personal floatation devices (PFD) at all times during the activity.**

### ***Equipment***

- Carrying a communication device and First Aid kit in waterproof containers
- Following Transport Canada guidelines regarding safety equipment required for each canoe such as:
  - 15m buoyant line
  - One bailing device
  - One noise maker, e.g., whistle
  - One properly fitting, Canadian Coast Guard or Transport Canada approved PFD per person
- One paddle per person plus one spare paddle per canoe.
- Ensuring students properly wear PFDs at all times during the activity including on docks
- Inspecting equipment for defects
- Arranging for a motorized boat in case of an emergency if available
- Having access to a vehicle in case of emergencies
- Ensuring students have proper clothing and footwear
- Ensuring equipment is properly packed in canoes

### ***Weather***

- Checking weather forecasts before departure
- Taking cover during lightning storms (see Lightning Storm Procedure: Section 21.1)

- Developing a contingency plan in case of deteriorating weather conditions
- Knowing how to read basic weather patterns

### 19.8.5 QUALIFICATIONS

The teacher-in-charge must possess or have demonstrated the necessary experience, ability and knowledge in the following areas to lead a moving water canoe trip:

- Trip planning
- Canoeing technical skills including rescues
- Navigation using map and compass
- A valid and current First Aid/CPR certification according to section 7.13 of this manual
- Group management
- Sufficient swimming ability
- Leave No Trace concepts and practices
- Camping skills

**Recommended:** It is recommended that the teacher-in-charge possess a flat water canoe instructor and canoe tripping instructor certification. It is also recommended that the teacher-in-charge has visited the site within the last three years and has had ten days of moving water canoeing practice within the last three years.

**NOTE: If the teacher-in-charge does not meet the above qualifications, a qualified service provider is required.**

## 19.9 CANOE-TRIPPING—MOVING WATER

For the purpose of this guide, “moving water canoe tripping” refers to tandem multi-day trips involving current and/or open bodies of water.

### 19.9.1 OVERALL TRIP REQUIREMENTS

- The activity is suitable for Grades 7 to 12.
- Travel is permitted only during daylight hours.
- Solo moving water canoeing is not permitted.

### 19.9.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual.

Information Packages should include details such as:

- Dates and times
- An itinerary
- Description of activity and destination with maps
- Method of transportation
- Equipment list
- Weather conditions
- Indication of a student's swimming ability in order to identify weak swimmers
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations
- Contingency plans
- Hazards and emergency response

### 19.9.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include:

- Hypothermia and cold water submersion
- Drowning
- Weather conditions (lightning, wind, rain, snow, fog)
- Wildlife encounters
- Injury
- Illness
- Current
- Strainers, deadheads, sweepers, rocks

### 19.9.4 RISK CONTROL MEASURES

#### ***Planning***

- Developing an emergency response plan that addresses evacuation sites, hazards, cell phone coverage and local resources, camp locations, route options and distances in order to manage risks
- Identifying students with allergies, medical conditions or dietary restrictions
- Matching the trip with the age, maturity and ability of students
- Being familiar with the site and have visited it within one year of the trip's departure date
- Ensuring routes have possibility of portaging around sections of current that are above the ability level of students

#### ***Supervision and Instruction***

- Ratio 1 qualified instructor to 4 boats, that is, 1 instructor to 8 students for tandem and 1 instructor to 4 students for solo

- If the location of the canoeing activity is remote, then a second leader must be present for rescue and crisis management purposes.
- Communicating instructions, progressions and safety briefings effectively
- Explaining student behavioural expectations
- Ensuring students are familiar with whistle and paddle signals
- Being able to successfully complete rescues of self and students using both a throw rope and a canoe

**Note: ASBIE suggests that all water-based activities have a lifeguard present. However, a lifeguard is not required to be present while canoe tripping as all students are wearing DOT approved personal floatation devices (PFD) at all times during the activity.**

### ***Equipment***

- Carrying a communication device and First Aid kit in waterproof containers
- Following Transport Canada guidelines regarding safety equipment required for each canoe such as:
  - 15m buoyant line
  - One bailing device
  - One noise maker, e.g., whistle
  - One properly fitting, Canadian Coast Guard or Transport Canada approved PFD per person
  - One paddle per person plus one spare paddle per canoe
- Ensuring students properly wear PFDs at all times during the activity including on docks
- Inspecting equipment for defects
- Arranging for a motorized boat in case of an emergency if available

- Ensuring students have proper clothing and footwear
- Ensuring equipment is properly packed in canoes
- Having access to a vehicle in case of emergencies

**Weather**

- Checking weather forecasts before departure
- Taking cover during lightning storms (see Lightning Storm Procedure: Section 21.1)
- Developing a contingency plan in case of deteriorating weather conditions
- Knowing how to read basic weather patterns

**19.9.5 QUALIFICATIONS**

The teacher-in-charge must possess or have demonstrated the necessary experience, ability and knowledge in the following areas to lead a moving water canoe trip:

- Trip planning
- Canoeing technical skills including rescues in a current and canoe recovery
- Navigation skills using map and compass
- An understanding of how to read moving water
- A valid and current First Aid/CPR certification according to section 7.13 of this manual
- Group management
- Sufficient swimming ability
- Leave-no-trace concepts and practices

**Recommended:** It is recommended that the teacher-in-charge possess a moving water canoe instructor, canoe tripping instructor certification and River Rescue certification. It is also recommended that the teacher-

in-charge have visited the site within the last three years and have had ten days of moving water canoeing practice within the last three years.

**NOTE: If the teacher-in-charge does not meet the above qualifications, a qualified service provider is required.**

## 19.10 CANOEING–VOYAGEUR

For the purposes of this guide, “voyageur canoeing” refers to the use of six to twenty passenger canoes.

### 19.10.1 OVERALL TRIP REQUIREMENTS

- The activity is suitable for Grades 4 to 12.
- The activity is permitted during daylight hours.
- Student-supervisor ratio depends on the age, ability, nature of the trip, and service provider policy.

### 19.10.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual.

Information Packages should include details such as:

- Dates and times
- An itinerary
- Description of activity and destination with maps
- Method of transportation
- Equipment list
- Weather conditions
- Indication of a student’s swimming ability in order to identify weak swimmers
- Medical Information Forms and Releases

- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations
- Contingency plans
- Hazards and emergency response

### 19.10.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include:

- Hypothermia or cold water submersion
- Sunburn or heat stroke
- Drowning
- Injury
- Illness
- Weather conditions (lightning, rain, wind, snow, fog)
- Wildlife encounters

### 19.10.4 RISK CONTROL MEASURES

The teacher-in-charge is responsible for the following:

#### ***Planning***

- Developing an emergency response plan that addresses evacuation sites, hazards, cell phone coverage and local resources, camp locations, route options and distances in order to manage risks
- Identifying students with allergies, medical issues or dietary restrictions
- Matching the trip with the age, maturity and ability of students
- Being familiar with the site and visiting it within one year of the trip's departure date

- Ensuring that routes have the possibility of portaging around sections of current that are above the ability level of students

***Supervision and Instruction***

- Ratio: one leader per voyageur canoe
- If the location of the canoeing activity is remote, then a second leader must be present for rescue and crisis management purposes.
- Communicating instructions, progressions and safety briefings effectively
- Explaining student behavioural expectations
- Ensuring students are familiar with whistle and paddle signals
- Being able to successfully complete rescues of self and students using both a throw rope and a canoe
- Prior to participating in boating activities, students should demonstrate the three skills involved in the Lifesaving Society Swim to Survive® Standard while wearing a properly fitted lifejacket or PFD.

**Note: ASBIE suggests that all water-based activities have a lifeguard present. However, a lifeguard is not required to be present while voyageur canoeing as all students are wearing DOT approved personal floatation devices (PFD) at all times during the activity.**

***Equipment***

- Having access to a vehicle in case of emergencies
- Inspecting equipment for defects
- Carrying a communication device and First Aid kit in waterproof containers
- Ensuring students properly wear PFDs at all times during the activity, including on docks

- Arranging for a motorized boat in case of an emergency if appropriate
- Following Transport Canada guidelines regarding safety equipment required for each canoe such as:
  - 15m buoyant line
  - One bailing device
  - One noise maker, e.g., whistle
  - One properly fitting, Canadian Coast Guard or Transport Canada approved PFD per person
  - One paddle per person plus one spare paddle per canoe
  - Packs the Equipment properly in canoes

### ***Weather***

- Checking weather forecasts before departure
- Taking cover during lightning storms (see Lightning Storm Procedure: Section 21.1)
- Developing a contingency plan in case of deteriorating weather conditions

The teacher-in-charge must ensure that the **service provider** has done or does the following:

### ***Equipment–Service Provider***

- Inspects equipment for defects
- Carries communication devices and First Aid kit
- Follows Transport Canada guidelines regarding safety equipment required for each canoe such as:
  - 15m buoyant line
  - One bailing device
  - One noise maker, e.g., whistle

- One properly fitting, Canadian Coast Guard or Transport Canada approved PFD per person
- One paddle per person plus one spare paddle per canoe
- Packs the equipment properly in canoes

***Planning–Service Provider***

- Has an emergency response plan

***Supervision and Instruction–Service Provider***

- Can self rescue and can rescue students if necessary
- Can properly tow a canoe
- Ensures students are familiar with whistle and paddle signals
- Communicates instructions, progressions and safety briefings effectively

***Weather–Service Provider***

- Has knowledge of weather patterns

**19.10.5 QUALIFICATIONS**

If a service provider is used for this activity they must meet the following criteria:

- Canoe instructor certification (moving water or flat water depending on where the activity is taking place)
- A valid and current First Aid/CPR certification according to section 7.13 of this manual
- A signed contract with the school
- Possession of adequate insurance coverage

## 19.11 CHALLENGE ROPES COURSES

For the purposes of this guide, “challenge ropes courses” refers to the continuum of activities from low ropes initiatives to high ropes courses.

### 19.11.1 OVERALL TRIP REQUIREMENTS

- The activity is suitable for Grades 4 to 12.
- The activity is permitted during daylight hours.
- Student-supervisor ratio depends on the age, ability, nature of the trip, and service provider policy.
- The activity should be in compliance to the standards developed by the Association of Challenge Course Technology (ACCT).

### 19.11.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual.

Information Packages should include details such as:

- Dates and times
- An itinerary
- Description of activity and destination with maps
- Method of transportation
- Equipment list
- Weather conditions
- Indication of a student’s swimming ability in order to identify weak swimmers
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations

- Contingency plans
- Hazards and emergency response

### 19.11.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include:

- Sunburn or heat stroke
- Hypo or hyperthermia
- Falls
- Injury
- Illness
- Weather conditions (lightning, rain, wind, snow, fog)
- Wildlife encounters

### 19.11.4 RISK CONTROL MEASURES

The teacher-in-charge is responsible for the following:

#### ***Planning***

- Developing an emergency response plan that addresses evacuation sites, hazards, cell phone coverage and local resources, camp locations, route options and distances in order to manage risks
- Identifying students with allergies, medical issues or dietary restrictions
- Matching the trip with the age, maturity and ability of students
- Being familiar with the site and visiting it within one year of the trip's departure date

#### ***Supervision and Instruction***

- Ratio as determined by the Association of Challenge Course Technology (ACCT) standards.

- Explaining student behavioural expectations

***Equipment***

- Having access to a vehicle in case of emergencies
- Inspecting equipment for defects
- Carrying a communication device and First Aid kit in waterproof containers

***Weather***

- Checking weather forecasts before departure
- Taking cover during lightning storms (see Lightning Storm Procedure: Section 21.1)
- Developing a contingency plan in case of deteriorating weather conditions

The teacher-in-charge must ensure that the **service provider** has done or does the following:

***Equipment–Service Provider***

- Inspects equipment for defects
- Meets the standards developed by the Association of Challenge Course Technology (ACCT).
- Carries communication devices and First Aid kit

***Planning–Service Provider***

- Has an emergency response plan

***Supervision and Instruction–Service Provider***

- Communicates instructions, progressions and safety briefings effectively

***Weather–Service Provider***

- Has knowledge of weather patterns

### 19.11.5 QUALIFICATIONS

This activity requires the use of a service provider who must have the following criteria:

- Meet the standards developed by the Association of Challenge Course Technology (ACCT).
- A signed contract with the school
- Possession of adequate insurance coverage
- Group management

**NOTE: If the school and/or teacher-in-charge does not meet the above qualifications, a qualified service provider is required.**

## 19.12 HIKING

For the purposes of this guide, “hiking” refers to single-day walks on rugged terrain that may or may not include forested or mountainous areas but do not include technical mountaineering, technical rock climbing, climbing where hand use is required, skiing, glacier travel or travel through avalanche terrain.

### 19.12.1 OVERALL TRIP REQUIREMENTS

- The activity is suitable for Grades K to 12.
- Travel is permitted during daylight hours only.
- Hiking does not include the use of hands for climbing during the activity and should avoid areas featuring steep terrain and loose rock.
- Student-supervisor ratio is 10:1 but varies depending on age, maturity, ability of the students and terrain of the route.

### 19.12.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual.

Information Packages should include details such as:

- Dates and times
- An itinerary
- Description of the activity and destination with maps
- Method of transportation
- Equipment list
- Weather conditions
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations
- Contingency plans
- Hazards and emergency response

### 19.12.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include:

- Becoming separated from the group or lost
- Injury
- Weather conditions
- Illness
- Hypo or hyperthermia
- Sunburn or heat stroke

- Dehydration
- Wildlife encounters
- Stream crossings
- Ticks
- Water Treatment
- Losing the trail

#### 19.12.4 RISK CONTROL MEASURES

The teacher-in-charge is responsible for the following:

##### ***Planning***

- Developing an emergency response plan that addresses evacuation sites, hazards, cell phone coverage and local resources, route options and distances in order to manage risks
- Identifying students with allergies, medical issues or dietary restrictions
- Matching the trip with the age, maturity and ability of students
- Arranging travel with provincial or national parks and following associated rules and regulations
- Being familiar with the site and have visited it within one year of the trip's departure

##### ***Supervision and Instruction***

- Communicating instructions, progressions and safety briefings effectively
- Explaining student behavioural expectations
- Implementing a student buddy system
- Implementing leaders, middle person and sweep (students, parents or supervisors)
- Ensuring the group stays on the trail

- Ensuring proper stream crossings (see Stream-Crossing Procedure: Section 21.2)
- Avoiding obvious hazards such as cliffs, areas of loose rock, glaciers, overhanging ice
- Avoiding wildlife (see Wildlife Encounters Procedure: Section 21.4)
- Properly treating water (see Water Treatment Procedure: Section 21.3)
- Properly storing food and toiletries in bear proof containers if available, or hanging in a tree
- Ensuring students check for ticks each day

### ***Equipment***

- Carrying an appropriate communication device and First Aid kit

### ***Weather***

- Checking weather forecast before departure
- Taking cover during lightning storms (see Lightning Storm Procedure: Section 21.1)

#### **19.12.5 QUALIFICATIONS**

The teacher-in-charge must possess the necessary experience, ability and knowledge in the following areas to lead a backpacking trip:

- Trip planning
- Hiking skills
- Appropriate fitness level
- Leave-no-trace concepts and practices
- Navigation using map and compass
- A valid and current First Aid/CPR certification according to section 7.13 of this manual
- Group management

**Recommended:** It is recommended the teacher-in-charge has an Assistant Hiking Guide or Wilderness Guide certification from the Association of Canadian Mountain Guides (ACMG), Leadership Level 1 (Hiking) from the Outdoor Council of Canada or similar experience. It is also recommended the teacher-in-charge has visited the site within the last three years and has practiced ten day-hikes within the last three years.

**NOTE: If the teacher-in-charge does not meet the above qualifications, a qualified service provider is required.**

## 19.13 HORSEBACK RIDING

For the purposes of this guide, “horseback riding” refers to single- day and multi-day trips using horses and a qualified service provider.

### 19.13.1 OVERALL TRIP REQUIREMENTS

- The activity is suitable for Grades 5-6 riding in corrals.
- The activity is suitable for Grades 7-12 day-trip trail riding.
- Travel is permitted during daylight hours.
- An approved service provider must be used.

### 19.13.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual.

Information Packages should include details such as:

- Dates and times
- An itinerary
- Description of activity and destination with maps
- Name of service provider who will be used
- Method of transportation

- Equipment list
- Weather conditions
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations
- Contingency plans
- Hazards and emergency response

### 19.13.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include:

- Falling off the horse or other traumatic injury
- Being separated from the group
- Unpredictable horse behaviour
- Bucking and kicking horses
- Losing the trail
- Weather conditions (lightning, rain, fog, snow)
- Stream crossings
- Illness
- Hypothermia
- Dehydration
- Ticks
- Wildlife encounters

#### 19.13.4 RISK CONTROLS

The teacher-in-charge is responsible for the following:

##### ***Planning***

- Developing an emergency response plan that addresses evacuation sites, hazards, cell phone coverage and local resources in order to manage risks
- Identifying students with allergies, medical conditions or dietary restrictions
- Matching the trip with the age, maturity and ability of students
- Being familiar with location and visiting it within one year of the trip's departure date

##### ***Supervision and Instruction***

- Communicating instructions, progressions and safety briefings effectively
- Explaining student behavioural expectations

##### ***Equipment***

- Carrying a communication device and First Aid kit
- Ensuring students wear approved ASTM riding helmets properly and at all times and closed-toe footwear.

##### ***Weather***

- Checking weather forecasts before departure and making a contingency plan in case of deteriorating weather conditions
- Taking cover during lightning storms (see Lightning Storm Procedure: Section 21.1)
- Taking appropriate cover in deteriorating weather conditions

The teacher-in-charge must ensure the **service provider** has done or does the following:

***Planning–Service Provider***

- Has an emergency response plan in conjunction with the teacher-in-charge’s plan

***Supervision and Instruction–Service Provider***

- Stays on trails and does not take shortcuts

***Equipment–Service Provider***

- Ensures horses are suitable for beginner and child riders
- Carries a communication device and First Aid kit
- Ensures each student is seated and fits properly in the saddle
- Assigns leader, middle person and sweep
- Stays away from obvious hazards (cliff faces, steep terrain, moving water)
- Treats drinking water (see Water Treatment: Section 21.3)

**19.13.5 QUALIFICATIONS**

This activity requires a service provider who possesses the following qualifications:

- A valid and current First Aid/CPR certification that meets the requirements in section 7.13 of this manual
- A signed contract with the school
- An insurance policy that covers horseback riding. Before the activity commences, the teacher-in-charge will receive a “certificate of insurance” from the service provider that clearly shows coverage for horseback riding.

## 19.14 KAYAKING—FLATWATER

For the purpose of this guide, “flat water kayaking” refers to the operation of either a whitewater or touring kayak on open bodies of water that do not include current.

### 19.14.1 OVERALL TRIP REQUIREMENTS

- The activity is suitable for Grades 7 to 12.
- The activity is permitted during daylight hours.
- Lakes, ponds or reservoirs qualify as open bodies of water.
- The student-supervisor ratio is 10:1.

### 19.14.2 PRE-TRIP PREPARATION

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual.

Information Packages should include details such as:

- Dates and times
- An itinerary
- Description of the activity and destination with maps
- Method of transportation
- Equipment list
- Weather conditions
- An indication of the student’s swimming ability
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations
- Contingency plans
- Hazards and emergency response

#### 19.14.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include:

- Hypothermia and cold water submersion
- Drowning
- Injury
- Illness
- Dehydration
- Sun burn or heat stroke
- Weather (lightning, wind, rain, snow, fog)
- Becoming trapped in an overturned boat
- Wildlife encounters

#### 19.14.4 RISK CONTROL MEASURES

##### ***Planning***

- Developing an emergency response plan that addresses evacuation sites, hazards, cell phone coverage and local resources in order to manage risks
- Identifying students with allergies, medical issues or dietary restrictions
- Matching the trip with the age, maturity and ability of students
- Being familiar with location and have visited it within one year of the trip's departure

***Supervision and Instruction***

- Communicating instructions, progressions and safety briefings effectively
- Explaining student behavioural expectations
- Teaching whistle and paddle signals to students
- Being able to successfully complete self and student rescues
- Being able to tow another kayak

**Note: ASBIE suggests that all water-based activities have a lifeguard present. However, a lifeguard is not required to be present while kayaking as all students are wearing DOT approved personal floatation devices (PFD) at all times during the activity.**

***Equipment***

- Carrying an appropriate communication device and First Aid kit in waterproof containers
- Ensuring students wear properly fitting PFDs at all times during the activity including on docks
- Ensuring proper flotation bags are located in the bow and stern of the kayak
- Following Transport Canada guidelines regarding safety equipment required for each kayak such as:
  - 15m buoyant line
  - One bailing device
  - One noise maker, e.g., whistle
  - One properly fitting, Canadian Coast Guard or Transport Canada approved PFD per person
  - One paddle per person plus one spare paddle per kayak

- Inspecting equipment for defects
- Employing a motorized boat for help in the case of an emergency if appropriate

### ***Weather***

- Checking weather forecast before departure
- Creating a contingency plan in case of deteriorating weather conditions
- Taking cover during lightning storms (see Lightning Storm Procedure: Section 21.1)
- Understanding basic weather patterns

#### **19.14.5 QUALIFICATIONS**

The teacher-in-charge must possess the necessary experience, ability and knowledge in the following areas to lead a flatwater kayaking trip:

- Trip planning
- Kayaking technical skills including rescue skills
- Navigation using map and compass
- A valid and current First Aid/CPR certification according to section 7.13 of this manual
- Group management
- Sufficient swimming ability

**Recommended:** It is recommended the teacher-in-charge have a Pool Kayak Instructor or Flat Water Kayaking Instructor certification. It is also recommended the teacher-in-charge has visited the site within the last year and has practiced at least ten days kayaking on flat water within the last three years.

**NOTE: If the teacher-in-charge does not meet the above qualifications, a qualified service provider is required.**

## 19.15 KAYAKING—MOVING WATER

For the purpose of this guide, “moving water kayaking” refers to the operation of a whitewater kayak in current.

### 19.15.1 OVERALL TRIP REQUIREMENTS

- The activity is suitable for Grades 7-12.
- The activity is permitted during daylight hours.
- The activity will occur on Class I to II rivers only.
- Student-supervisor ratio is 5:1.
- The supervisor must be qualified.

### 19.15.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual.

Information Packages should include details such as:

- Dates and times
- An itinerary
- Description of activity and destination with maps
- Method of transportation
- Equipment list
- Weather conditions
- Medical Information Forms and Releases
- An indication of the student’s swimming ability
- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations
- Contingency plans
- Hazards and emergency response

### 19.15.3 ASSOCIATED HAZARDS

- Hypothermia and cold water submersion
- Drowning
- Injury
- Illness
- Dehydration
- Sun burn or heat stroke
- Weather (lightning, wind, rain, snow, fog)
- Current
- Strainers, deadheads, sweepers, rocks
- Getting separated from the group
- Losing Equipment
- Undercut rocks
- Waterfalls
- Dangerous hydraulics
- Sudden fluctuation in water level
- Becoming trapped in an overturned boat
- Wildlife encounters

#### 19.15.4 RISK CONTROL MEASURES

##### ***Planning***

- Developing an emergency response plan that addresses evacuation sites, hazards, cell phone coverage and local resources in order to manage risks
- Identifying students with allergies, medical conditions or dietary restrictions
- Matching the trip with the age, maturity and ability of students
- Ensuring students have proper training prior to activity
- Being familiar with location and have visited it within one year of the trip's departure
- Ensuring all students are adequate swimmers for the activity

##### ***Supervision and Instruction***

- Communicating instructions, progressions and safety briefings effectively
- Explaining student behavioural expectations
- Teaching whistle and paddle signals to students
- Being able to successfully complete self and student rescues in a current using a throw rope and kayak
- Being able to tow and recover a kayak

**Note: ASBIE suggests that all water-based activities have a lifeguard present. However, a lifeguard is not required to be present while kayaking as all students are wearing DOT approved personal floatation devices (PFD) at all times during the activity.**

**Equipment**

- Carrying communication device and First Aid kit in waterproof containers
- Ensuring students wear properly fitting PFDs and helmets at all times during the activity
- Ensuring proper flotation devices in bow and stern of kayak
- Following Transport Canada guidelines regarding safety equipment required for each kayak such as:
  - 15m buoyant line
  - One bailing device
  - One noise maker, e.g., whistle
  - One properly fitting, Canadian Coast Guard or Transport Canada approved PFD per person
  - One paddle per person plus one spare paddle per kayak
- Inspecting equipment for defects
- Employing a motorized boat for help in the case of an emergency

**Weather**

- Checking weather forecast before departure
- Creating a contingency plan in case of deteriorating weather conditions
- Taking cover during lightning storms (see Lightning Storm Procedure: Section 21.1)
- Understanding basic weather patterns

**19.15.5 QUALIFICATIONS**

The teacher-in-charge must possess the necessary experience, ability and knowledge in the following areas to lead a backpacking trip:

- Trip planning

- Kayaking technical skills including rescue skills
- Navigation using map and compass
- How to read a river

A valid and current First Aid/CPR certification that meets the requirements in section 7.13 of this manual

- Group management
- Sufficient swimming ability

**Recommended:** It is recommended that the teacher-in-charge has a Moving (River) Water Kayaking Instructor and Swift Water Rescue certification. It is also recommended that the teacher-in-charge has visited the site within the last year and has practiced ten days of kayaking on whitewater within the last three years.

**NOTE: If the teacher-in-charge does not meet the above qualifications a qualified service provider is required.**

## 19.16 KAYAKING—SEA OR LAKE

For the purposes of this guide, “sea or lake kayaking” refers to the use of sea kayaks or touring kayaks on the ocean or lakes and may or may not involve ocean currents.

### 19.16.1 OVERALL TRIP REQUIREMENTS

- The activity is suitable for Grades 7-12.
- The activity is permitted during daylight hours.
- The activity may occur in ocean and lake areas that include sheltered areas with limited current and wind.
- No open water crossings are permitted.
- Student-supervisor ratio is 5:1.
- The supervisor must be qualified.

### 19.16.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual.

Information Packages should include details such as:

- Dates and times
- An itinerary
- Description of activity and destination with maps
- Method of transportation
- Equipment list
- Weather conditions
- An indication of the student's swimming ability
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations
- Contingency plans
- Hazards and emergency response

### 19.16.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include:

- Hypothermia and cold water submersion
- Drowning
- Injury
- Illness
- Dehydration

- Sun burn or heat stroke
- Weather (lightning, wind, rain, snow, fog)
- Current
- Getting separated from the group
- Open water crossings
- Wildlife encounters

#### 19.16.4 RISK CONTROL MEASURES

##### ***Planning***

- Developing an emergency response plan that addresses evacuation sites, hazards, cell phone coverage and local resources in order to manage risks
- Identifying students with allergies, medical conditions or dietary restrictions
- Matching the trip with the age, maturity and ability of students
- Ensuring students have proper and progressive training prior to the activity
- Being familiar with the location and visiting it within one year of the trip's departure date
- Ensuring all students are adequate swimmers for the activity

##### ***Supervision and Instruction***

- Communicating instructions, progressions and safety briefings effectively
- Explaining student behavioural expectations
- Teaching whistle and paddle signals to students
- Being able to successfully complete self and student rescues
- Being able to tow and tie up kayaks

**Note: ASBIE suggests that all water-based activities have a lifeguard present. However, a lifeguard is not required to be present while kayaking as all students are wearing DOT approved personal floatation devices (PFD) at all times during the activity.**

### ***Equipment***

- Carrying an appropriate communication device, marine radio (when on the ocean) and First Aid kit in waterproof containers
- Ensuring students wear properly fitting PFDs at all times during the activity and that all students can swim
- Ensuring proper flotation devices are in bow and stern of kayak or hatch covers are properly sealed
- Inspecting equipment for defects
- Following Transport Canada guidelines regarding safety equipment required for each kayak such as:
  - 15m buoyant line
  - One bailing device
  - One noise maker, e.g., whistle
  - One properly fitting, Canadian Coast Guard or Transport Canada approved PFD per person
  - One paddle per person plus one spare paddle per kayak
- Employing a motorized boat for help in the case of an emergency if appropriate

### ***Weather***

- Checking weather forecast before departure and being aware of seasonal conditions
- Creating a contingency plan in case of deteriorating weather conditions

- Taking appropriate cover in deteriorating weather conditions (see Lightning Storm Procedure: Section 21.1)
- Understanding basic weather patterns

#### 19.16.5 QUALIFICATIONS

The teacher-in-charge must possess the necessary experience, ability and knowledge in the following areas to lead a sea kayaking trip:

- Trip planning
- Sea kayaking technical skills including rescue skills
- Navigation using map and compass
- How to read tide and current charts if the trip is on the ocean
- Possession of a valid and current First Aid/CPR certification that meets the requirements in section 7.13 of this manual
- Possession of a marine radio operator's license if the trip is on the ocean
- Group management
- Sufficient swimming ability

**Recommended:** It is recommended that the teacher-in-charge has appropriate lake kayak instructor certification or sea kayaking guide certification if the trip is held on the ocean (Paddle Canada, Sea Kayak Guides Alliance of BC or the Association of Canadian Sea Kayak Guides). It is also recommended the teacher-in-charge has visited the site within the last three years and has practiced ten days of sea kayaking within the last three years.

**NOTE: If the teacher-in-charge does not meet the above qualifications, a qualified service provider is required.**

## 19.17 KAYAKING—SEA TRIPPING

For the purpose of this guide, “sea kayak tripping” refers to a multi-day activity travelling by sea kayak on the ocean.

### 19.17.1 OVERALL TRIP REQUIREMENTS

- The activity is suitable for Grades 10 to 12.
- Travel is permitted only during daylight hours.
- The activity may occur only in sheltered areas with limited current and wind.
- No open water crossings are permitted unless supervised by a qualified sea kayak guide.
- Student-supervisor ratio is 5:1.
- The supervisor must be qualified.

### 19.17.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual.

Information Packages should include details such as:

- Dates and times
- An itinerary
- Description of activity and destination with maps
- Method of transportation
- Equipment list
- Weather conditions
- An indication of the student’s swimming ability
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations
- Contingency plans
- Hazards and emergency response

### 19.17.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include:

- Hypothermia and cold water submersion
- Drowning
- Injury
- Illness
- Dehydration
- Sun burn or heat stroke
- Weather (lightning, wind, rain, snow, fog)
- Current
- Getting separated from the group
- Tides
- Rocks
- Boat traffic
- Wildlife encounters
- Open water crossings

#### 19.17.4 RISK CONTROL MEASURES

##### ***Planning***

- Developing an emergency response plan that addresses including evacuation sites, hazards, cell phone coverage and local resources, camping locations, route considerations, and distances in order to manage risk
- Identifying students with allergies, medical conditions or dietary restrictions
- Matching the trip with the age, maturity and ability of students
- Ensuring students have proper and progressive training prior to the activity
- Being familiar with the location and visiting it within one year of the trip's departure
- Ensuring all students are adequate swimmers for the activity

##### ***Supervision and Instruction***

- Communicating instructions, progressions and safety briefings effectively
- Explaining student behavioural expectations
- Teaching whistle and paddle signals to students
- Being able to successfully complete self and student rescues
- Being able to tow and tie up kayaks

**Note: ASBIE suggests that all water-based activities have a lifeguard present. However, a lifeguard is not required to be present while kayaking as all students are wearing DOT approved personal floatation devices (PFD) at all times during the activity.**

**Equipment**

- Carrying a communication device, marine radio and First Aid kit in waterproof containers
- Ensuring students wear properly fitting PFDs at all times during the activity
- Ensuring proper flotation devices in bow and stern of kayak or hatch covers are properly sealed
- Following Transport Canada guidelines regarding safety equipment required for each kayak such as:
  - 15m buoyant line
  - One bailing device
  - One noise maker, e.g., whistle
  - One properly fitting, Canadian Coast Guard or Transport Canada approved PFD per person
  - One paddle per person plus one spare paddle per kayak
- Inspecting equipment for defects
- Employing a motorized boat for help in the case of an emergency

**Weather**

- Checking weather forecast before departure and being aware of seasonal conditions
- Creating a contingency plan in case of deteriorating weather conditions
- Taking appropriate cover in deteriorating weather conditions (see section 21.1: Lightning Storm Procedure)
- Understanding basic weather patterns

### 19.17.5 QUALIFICATIONS

The teacher-in-charge must possess the necessary experience, ability and knowledge in the following areas to lead a sea kayaking trip:

- Trip planning
- Sea kayaking technical skills including rescue skills
- Navigation using map and compass
- Leave No Trace concepts and practices
- How to read tide and current charts

A valid and current First Aid/CPR certification that meets the requirements in section 7.13 of this manual

- Possession of a marine radio operator's license
- Group management
- Sufficient swimming ability

**Recommended:** It is recommended that the teacher-in-charge has appropriate sea kayaking guide certification through Paddle Canada, the Sea Kayak Guides Alliance of BC or the Association of Canadian Sea Kayak Guides. It is also recommended that the teacher-in-charge has visited the site within the last three years and has practiced ten days of sea kayaking within the last three years.

**NOTE: If the teacher-in-charge does not meet the above qualifications, a qualified service provider is required.**

### 19.18 MOUNTAIN BIKING

For the purpose of this guide, “mountain biking” refers to the use of specialized off-road bikes that are used for cross-country and downhill biking.

### 19.18.1 OVERALL TRIP REQUIREMENTS

- The activity is suitable for Grades 7 to 12.
- The activity is permitted only during daylight hours.
- No jumps or stunts are permitted.
- Double tracks or relatively smooth single tracks only are permitted.
- The use of terrain parks is not permitted.
- Student-supervisor ratio is 10:1. Group size limitations may be applicable in some locations.

### 19.18.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual.

Information Packages should include details such as:

- Dates and times
- An itinerary
- Description of activity and destination with maps
- Method of transportation
- Equipment list
- Weather conditions
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations
- Contingency plans
- Hazards and emergency response

### 19.18.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include:

- Rough, uneven terrain
- Speed and obstacles
- Loss of control
- Loss of trail
- Separation from the group
- Dehydration
- Sun burn or heat stroke
- Illness
- Falling
- Bike crashes or bike collisions
- Wildlife encounters

### 19.18.4 RISK CONTROL MEASURES

The teacher-in-charge is responsible for the following:

#### ***Planning***

- Developing an emergency response plan that addresses evacuation sites, hazards, cell phone coverage and local resources, camp locations, route options and distances in order to manage risks
- Identifying students with allergies, medical conditions or dietary restrictions
- Matching the trip with the age, maturity and ability of students
- Ensuring students have proper and progressive training prior to the activity

- Being familiar with the location and have visited it within one year of the trip's departure
- Arranging travel within provincial or federal parks and following applicable biking rules and regulations

***Supervision***

- Communicating instructions, progressions and safety briefings effectively
- Explaining student behavioural expectations
- Assigning lead, middle person and sweep (students, parents, supervisors) to keep the group together
- Ensuring leaders must stay on the trail and all riders are in control
- Applying a student buddy system
- Describing the route and arranging for meeting points at intersections
- Avoiding obvious hazards such as cliff edges, areas of loose terrain, closely placed trees, wet and muddy trails

***Equipment***

- Carrying an appropriate communication device and First Aid kit
- Ensuring students wear properly fitting helmets at all times during the activity
- Inspecting equipment for defects and poor maintenance
- Carrying repair tools and having knowledge to address malfunctions
- Having a vehicle available for emergency purposes

***Weather***

- Checking weather forecast before departure and being aware of seasonal conditions

- Creating a contingency plan in case of deteriorating weather conditions
- Taking appropriate cover in deteriorating weather conditions (see section 21.1: Lightning Storm Procedure) and waiting for weather to clear before commencing again

#### 19.18.5 QUALIFICATIONS

The teacher-in-charge must possess or have demonstrated the necessary experience, ability and knowledge in the following areas to lead a mountain biking trip:

- Trip planning
- Mountain biking technical skills including bike repair skills
- Leave No Trace concepts and practices
- Navigation using a map and compass
- Possession of a valid and current First Aid/CPR certification that meets the requirements in section 7.13 of this manual
- Group management

**Recommended:** The International Mountain Biking Association – Canada offers three levels of instructor certification. In lieu of this instructor certification, the teacher-in-charge must be able to demonstrate extensive mountain bike riding experience, group management, and safety planning. It is recommended that the teacher-in-charge has had at least ten days of cross-country and downhill mountain biking practice within the last three years.

**NOTE: If the teacher-in-charge does not meet the above qualifications, a qualified service provider is required.**

### 19.19 MOUNTAIN SCRAMBLING (MOUNTAIN HIKING)

For the purpose of this guide, “mountain scrambling” refers to hiking on trails or stable ground and may or may not include reaching the top of a

mountain. It does not include the use of ropes, technical mountaineering, technical rock climbing, skiing, glacier travel or travel through avalanche terrain.

#### 19.19.1 OVERALL TRIP REQUIREMENTS

- The activity is suitable for Grades 7-12.
- Travel permitted during daylight hours only.
- Climbing requiring ropes, steep slopes, technical skills, or the use of hands to keep balance is not permitted.
- Student-supervisor ratio is 8:1. Supervisors must be qualified and the ratio may vary according to age, maturity, ability and terrain.

#### 19.19.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual.

Information Packages should include details such as:

- Dates and times
- An itinerary
- Description of activity and destination with maps
- Method of transportation
- Equipment list
- Weather conditions
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations
- Contingency plans
- Hazards and emergency response

### 19.19.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include:

- Injury
- Falling rocks
- Weather conditions (lightning, snow, rain, fog)
- Dehydration
- Hypo or hyperthermia
- Frostbite
- Slip and Fall
- Illness
- Untreated water
- Ticks
- Stream crossings
- Avalanches
- Sun burn
- Wildlife encounters
- Glacier travel

### 19.19.4 RISK CONTROL MEASURES

The teacher-in-charge is responsible for the following:

#### ***Planning***

- Developing an emergency response plan that addresses evacuation sites, hazards, cell phone coverage and local resources, camping locations, route options and distances in order to manage risks
- Identifying students with allergies, medical conditions or dietary restrictions

- Matching the trip with the age, maturity and ability of students
- Ensuring students have proper training prior to activity
- Being familiar with location and visiting it within one year of the trip's departure date
- Arranging travel within provincial or federal parks if applicable and abiding by rules and regulations

***Supervision and Instruction***

- Communicating instructions, progressions and safety briefings effectively
- Explaining student behavioural expectations
- Avoiding leaving the trail
- Applying a student buddy system
- Assigning a leader, middle person and sweep (students, parents, supervisors) to keep the group together
- Avoiding obvious hazards such as cliff edges, overhanging ice, rock faces, travel on snow, wild animals
- Advising students to check for ticks

***Equipment***

- Carrying an appropriate communication device and First Aid kit
- Ensuring students wear properly fitting climbing helmets
- Having a vehicle available for emergency purposes

***Weather***

- Checking weather forecast before departure and being aware of seasonal conditions
- Creating a contingency plan in case of deteriorating weather conditions

- Taking appropriate cover in deteriorating weather conditions (see section 21.1: Lightning Storm Procedure) and waiting for weather to clear before commencing again

#### 19.19.5 QUALIFICATIONS

The teacher-in-charge must possess the necessary experience, ability and knowledge in the following areas to lead a mountain scrambling trip:

- Trip planning
- Mountain climbing technical skills
- A good understanding of mountain geography and geomorphology
- Navigation with map and compass
- Route finding skills
- Leave No Trace concepts and practices
- A valid and current First Aid/CPR certification that meets the requirements in section 7.13 of this manual
- Group management

**Recommended:** It is recommended that teacher-in-charge possesses an Assistant Hiking Guide or Wilderness Guide certification from the Association of Canadian Mountain Guides (ACMG). It is also recommended that the teacher-in-charge has travelled in the area within the last year and has done at least ten days of mountain climbing within the last three years.

**NOTE: If the teacher-in-charge does not meet the above qualifications, a qualified service provider is required.**

#### 19.20 RAFTING

For the purpose of this procedures manual, “rafting” refers to the use of standard rafts in Class I, II and III rivers.

### 19.20.1 OVERALL TRIP REQUIREMENTS

- The activity is suitable for Grades 7 to 12.
- The activity is permitted only during daylight hours.
- Use of a service provider is necessary.
- The activity must include an educative component.
- The activity is permitted on Class I and II rivers only.
- No swimming is permitted.
- Student-supervisor ratio depends on the service provider. However, at least one supervisor with adequate swimming ability should be present in each raft.

### 19.20.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual.

Information Packages should include details such as:

- Dates and times
- An itinerary
- Description of the activity and destination with maps
- Method of transportation
- Equipment list
- Weather conditions
- An indication of the student's swimming ability
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations
- Contingency plans

- Hazards and emergency response

### 19.20.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include:

- Cold water submersion and hypothermia
- Drowning
- Weather conditions (lightning, snow, rain, wind)
- Injury
- Illness
- Current
- Sweepers, strainers, deadheads, rocks
- Waterfalls
- Dangerous Hydraulics
- Wrapping the raft around obstacles in the river (trees, rocks)
- Sudden rise in water level
- Wildlife encounters

### 19.20.4 RISK CONTROL MEASURES

The teacher-in-charge is responsible for the following:

#### ***Planning***

- Developing an emergency response plan that addresses evacuation sites, hazards, cell phone coverage and local resources in order to manage risks
- Identifying students with allergies, medical conditions or dietary restrictions
- Matching the trip with the age, maturity and ability of students
- Ensuring students have proper training prior to activity

- Being familiar with the location and visiting it within one year of the trip's departure
- Ensuring students are adequate swimmers

***Supervision and Instruction***

- Communicating instructions, progressions and safety briefings effectively
- Explaining student behavioural expectations

**Note: ASBIE suggests that all water-based activities have a lifeguard present. However, a lifeguard is not required to be present while rafting as all students are wearing DOT approved personal floatation devices (PFD) at all times during the activity.**

***Equipment***

- Carrying a communication device and First Aid kit in a waterproof case
- Ensuring students wear properly fitting PFDs at all times during the activity including flat water
- Having a vehicle available in case of an emergency

***Weather***

- Checking the weather forecast before departure and being aware of seasonal conditions
- Creating a contingency plan in case of deteriorating weather conditions
- Taking appropriate cover in deteriorating weather conditions (see section 21.1: Lightning Storm Procedure) and waiting for weather to clear before commencing again

**The teacher-in-charge must ensure the service provider does the following:**

***Planning–Service Provider***

- Has an emergency response plan in conjunction with the teacher-in-charge’s emergency response plan

***Supervision and Instruction–Service Provider***

- Communicates instructions, progressions and safety briefings effectively
- Can properly recover a raft and/or a person
- Ensures students are familiar with whistle and paddle signals
- Arranges for a **qualified safety kayaker** to be present for Grade II and III whitewater.

***Equipment–Service Provider***

- Carries communication devices and First Aid kit in waterproof containers
- Follows Transport Canada guidelines regarding safety equipment required for each raft such as:
  - 15m buoyant line
  - One bailing device
  - One noise maker, e.g., whistle
  - One properly fitting, Canadian Coast Guard or Transport Canada approved PFD per person
  - One paddle per person plus one spare paddle per raft
- Inspects equipment for defects

***Weather–Service Provider***

- Has knowledge of weather patterns

- Has a contingency plan for deteriorating weather conditions in conjunction with the teacher-in-charge’s

### 19.20.5 QUALIFICATIONS

The teacher-in-charge must possess the necessary experience, ability and knowledge in the following areas to participate in a rafting trip:

- Trip planning
- Adequate swimming skills
- A valid and current First Aid/CPR certification that meets the requirements in section 7.13 of this manual

**This activity requires a service provider who possesses the following qualifications:**

- A valid and current First Aid/CPR certification that meets the requirements in section 7.13 of this manual
- A signed contract with the school
- Certified guides
- An insurance policy that covers white water rafting. Before the activity commences, the teacher-in-charge will receive a “certificate of insurance” from the service provider that clearly shows coverage for white water rafting.

## 19.21 ROCK CLIMBING—TOP ROPED

For the purposes of this guide, “rock climbing” refers to the use of a belayed top-rope on an accessible rock face.

### 19.21.1 OVERALL TRIP REQUIREMENTS

- The activity is suitable for Grades 7-12.
- The activity is permitted only during daylight hours.
- The use of a service provider is necessary.

- The activity must include an educative component.
- No leading or traditional climbing is permitted.
- The student-supervisor ratio depends on the service provider.
- Supervisors should be qualified.

#### 19.21.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual. Information Packages should include details such as:

- Dates and times
- An itinerary
- Description of activity and destination with maps
- Method of transportation
- Equipment list
- Weather conditions
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations
- Contingency plans
- Hazards and emergency response

#### 19.21.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include:

- Falling rocks
- Uneven terrain

- Falls
- Sun burn
- Hypo or hyperthermia
- Weather conditions (snow, rain, lightning, fog)
- Dehydration
- Injury
- Illness
- Wildlife encounters

#### 19.21.4 RISK CONTROL MEASURES

The teacher-in-charge is responsible for the following:

##### ***Planning***

- Developing an emergency response plan to manage risks including evacuation sites, hazards, cell phone coverage and local resources
- Identifying students with allergies, medical conditions or dietary restrictions
- Matching the trip with the age, maturity and ability of students
- Ensuring students have proper training prior to activity
- Being familiar with the location and have visited it within one year of the trip's departure

##### ***Supervision and Instruction***

- Communicating instructions, progressions and safety briefings effectively
- Explaining student behavioural expectations

***Equipment***

- Carrying an appropriate communication device and First Aid kit
- Ensuring students wear properly fitting rock climbing helmets at all times during the activity
- Having a vehicle available in case of an emergency

***Weather***

- Checking weather forecast before departure and being aware of seasonal conditions
- Creating a contingency plan in case of deteriorating weather conditions
- Taking appropriate cover in deteriorating weather conditions (see section 21.1: Lightning Storm Procedure) and waiting for weather to clear before commencing again

**The teacher-in-charge is responsible to ensure the service provider has done or does the following:**

***Planning–Service Provider***

- Creates an emergency response plan in conjunction with the teacher-in-charge

***Supervision and Instruction–Service Provider***

- Communicates instructions, progressions and safety briefings effectively
- Avoids obvious hazards such as cliffs, overhanging ice
- Cautions participants of loose or falling rock and takes precautions to minimize risk

***Equipment–Service Provider***

- Carries an appropriate communication device and First Aid Kit
- Demonstrates proper carrying and use of equipment

***Weather–Service Provider***

- Develops a contingency plan for deteriorating weather conditions

**19.21.5 QUALIFICATIONS**

The teacher-in-charge must possess the following qualifications, knowledge, experience, skills and abilities to plan a rock climbing trip:

- Trip planning
- Rock climbing technical skills
- A valid and current First Aid/CPR certification that meets the requirements in section 7.13 of this manual

**This activity requires a service provider who possesses the following qualifications:**

- ACMG Top Rope Rock Climbing Instructor, Assistant Rock Guide, or Rock Guide certification
- Navigation skills with map and compass

A valid and current First Aid/CPR certification that meets the requirements in section 7.13 of this manual

- A signed contract with the school
- An insurance policy that covers rock climbing. Before the activity commences, the teacher-in-charge will receive a “certificate of insurance” from the service provider that clearly shows coverage for rock climbing.

**19.22 RODEO**

For the purpose of this guide, “rodeo” refers to a sporting event that consists of activities that involve horses and other livestock, designed to test the skill and speed of cowboy and cowgirl athletes who participate. Rodeos map comprise any of the following events: tie-down roping, team roping, steer wrestling, saddle bronc riding, bareback bronc riding, bull

riding, breakaway roping, goat tying, pole bending, and barrel racing. They may include rough stock events or timed events.

### 19.22.1 OVERALL TRIP REQUIREMENTS

- The activity is suitable for Grades 7-12.
- The activity is permitted only at purpose-built facilities intended for rodeo events.
- Parents must be familiar with rodeo events and be provided full disclosure of all activities that are being undertaken.

### 19.22.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual.

Information Packages should include details such as:

- Dates and times
- An itinerary
- Clear description of the activity
- Method of transportation
- Equipment and clothing list
- Weather conditions
- Medical Information Forms and Releases
- Activity-specific Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations
- Contingency plans
- Activities being undertaken
- Hazards and emergency response

### 19.22.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include:

- Unpredictable horses and livestock
- Uncontrollable horses and livestock
- Falling off horses
- Being kicked by horses or livestock
- Colliding with obstacles such as fences, posts, pens, chutes, gates, and walls
- Uneven, unmaintained and unpadded ground surfaces

### 19.22.4 RISK CONTROL MEASURES

The teacher-in-charge is responsible for the following:

#### ***Planning***

- Developing an emergency response plan including First Aid treatment, emergency response, hazard mitigation, cell phone coverage in order to manage risks
- Identifying students with allergies, medical conditions or dietary restrictions
- Matching the activity with the age, maturity and ability of students
- Ensuring students have proper and progressive training prior to the activity
- Being familiar with the location and have visited it within one year of the trip's departure date
- Arranging inspection of the facility to be used
- Ensuring arena surfaces are properly maintained, that the ground surface is soft enough to prevent injury during falls, and that fences, chutes and pens are suitably maintained

- Ensuring that stands, pens, gates and chutes are inspected for structural integrity and loose boards, and for areas that may cause injury
- Ensuring that a veterinarian is available to examine the animals regularly during the event
- Ensuring there are progressive lesson plans that clearly deal with aspects of safety, equipment check, safe dismounting, chute safety, etc.
- Ensuring that students adhere to an appropriate rodeo dress code before participation in rodeo activities

***Supervision***

- Communicating instructions, progressions and safety briefings effectively
- Explaining student behavioural expectations
- Hiring experienced rodeo instructors that have the safety of participants as their primary concern
- Describing the activities and supervision to participants
- Avoiding obvious hazards such as uncontrollable horses or livestock, poorly maintained facilities
- Making participants aware of where they can ride their horses and where there are hazards that should be avoided

***Equipment***

- Ensuring that appropriate communication devices and First Aid personnel and equipment are available
- Ensuring that students wear properly fitting helmets and protective equipment at all times during the activity
- Inspecting equipment for defects and poor maintenance
- Having a vehicle available for emergency purposes

### 19.22.5 QUALIFICATIONS

The teacher-in-charge must possess or have demonstrated the necessary experience, ability and knowledge in the following areas to lead a rodeo activity:

- Trip planning
- Rodeo technical skills
- Possession of a valid and current First Aid/CPR certification that meets the requirements in section 7.13 of this manual
- Group management

**Recommended:** No recognized rodeo instructor certification exists at the time of this writing. In lieu of this, the teacher-in-charge must be able to demonstrate extensive rodeo experience, group management, and safety planning. It is recommended that a qualified service provider be retained for this activity.

## 19.23 SAILING

For the purposes of this guide, “sailing” refers to both sailing trips on commercial vessels and instructional activities that may occur on large bodies of open water.

### 19.23.1 OVERALL TRIP REQUIREMENTS

- The activity is suitable for Grades 7-12.
- Large bodies of open water may include lakes or ocean.
- Climbing in rigging is not permitted.
- This activity requires the use of an approved service provider.
- The student-supervisor ratio depends on the service provider; however, one school supervisor should be on each boat.

### 19.23.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual.

Information Packages should include details such as:

- Dates and times
- An itinerary
- Description of activity and destination with maps
- Method of transportation
- Equipment list
- Weather conditions
- An indication of the student's swimming ability
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations
- Contingency plans
- Hazards and emergency response

### 19.23.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include:

- Falling overboard
- Drowning
- Injury
- Weather conditions (high winds, rain, lightning, fog, large waves)
- Slips and falls

- Hypothermia
- Illness
- Currents
- Moving and uneven deck
- Wildlife encounters

#### 19.23.4 RISK CONTROL MEASURES

The teacher-in-charge is responsible for the following:

##### ***Planning***

- Developing an emergency response plan that addresses evacuation sites, hazards, cell phone coverage and local resources in order to manage risks
- Identifying students with allergies, medical issues or dietary restrictions
- Matching the trip with the age, maturity and ability of students
- Ensuring students have proper training prior to activity
- Being familiar with the location and have visited it within one year of the trip's departure
- Ensuring students are adequate swimmers for the activity

##### ***Supervision***

- Explaining student behavioural expectations

**Note: ASBIE suggests that all water-based activities have a lifeguard present. However, a lifeguard is not required to be present while sailing if all students are wearing DOT approved personal floatation devices (PFD) at all times during the activity.**

**Equipment**

- Carrying a communication device and First Aid kit in waterproof containers
- Ensuring students and supervisors have proper clothing for the elements
- Having a vehicle or motorized boat available in case of an emergency
- Ensuring students wear a PFD at all times including on the dock

**Weather**

- Checking the weather forecast before departure and being aware of seasonal conditions
- Creating a contingency plan in case of deteriorating weather conditions
- Taking appropriate cover in deteriorating weather conditions (see Lightning Storm Procedure: Section 21.1) and waiting for weather to clear before commencing again

The teacher-in-charge is responsible for ensuring **the service provider** has done or does the following:

**Planning–Service Provider**

- Creates an emergency response plan in conjunction with the teacher-in-charge’s plan
- Follows Transport Canada and Canadian Coast Guard rules and regulations

**Supervision and Instruction–Service Provider**

- Communicates instructions, progressions and safety briefings effectively
- Has the knowledge and ability to rescue a student and/or equipment

***Equipment–Service Provider***

- Carries a communication device, marine radio and First Aid Kit in waterproof containers
- Demonstrates proper carrying and use of equipment
- Has a motorized dinghy on large vessels

***Weather–Service Provider***

- Develops a contingency plan for deteriorating weather conditions

**19.23.5 QUALIFICATIONS**

The teacher-in-charge must possess the following qualifications, knowledge, experience, skills and abilities to plan a sailing trip:

- Trip planning
- A valid and current First Aid/CPR certification that meets the requirements in section 7.13 of this manual

The **service provider** must possess the following qualifications to lead a sailing trip:

- A valid and current First Aid/CPR certification that meets the requirements in section 7.13 of this manual
- A signed contract with the school
- An insurance policy that covers the activity of sailing. Before the activity commences, the teacher-in-charge will receive a “certificate of insurance” from the service provider that clearly shows coverage for sailing.

**19.24 SCUBA DIVING**

For the purposes of this guide, “SCUBA diving” refers to the use of specialized equipment and instruction from a service provider to learn to dive underwater for an extended period of time. This may be carried out

in swimming pools and in an open water location that is regularly used by other organizations for instruction.

#### 19.24.1 OVERALL TRIP REQUIREMENTS:

- The activity is suitable for Grades 7-9 (pool only) and 10-12.
- An approved service provider that is licensed to offer SCUBA certification courses is used.
- Students may take introductory courses only in a pool or in an open water location that is regularly used by other organizations for instruction.
- The student-supervisor ratio depends on service provider. Supervisors must be properly qualified.

#### 19.24.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual.

Information Packages should include details such as:

- Dates and times
- An itinerary
- Description of activity and destination with maps
- Method of transportation
- Equipment list
- Weather conditions
- An indication of the student's swimming ability
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations
- Contingency plans

- Hazards and emergency response

### 19.24.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include:

- Injury
- Illness
- Drowning
- Cold water submersion
- Hypothermia
- Getting separated from the group
- Wildlife encounters

### 19.24.4 RISK CONTROL MEASURES

The teacher-in-charge is responsible for the following:

- Planning
- Developing an emergency response plan that addresses evacuation sites, hazards, cell phone coverage and local resources in order to manage risks
- Identifying students with allergies, medical issues or dietary restrictions
- Matching the trip with the age, maturity and ability of students
- Being familiar with the location and visiting it within one year of the trip's departure
- Ensuring students have proper training prior to the activity
- Ensuring students are adequate swimmers for the activity

#### ***Supervision and Instruction***

- Explaining student behavioural expectations

***Equipment***

- Carrying a communication device and First Aid kit in waterproof containers

***Weather***

- Checking the weather forecast before departure and being aware of seasonal conditions
- Creating a contingency plan in case of deteriorating weather conditions

The teacher-in-charge is responsible for ensuring **the service provider** has done or does the following:

***Planning–Service Provider***

- Creates an emergency response plan in conjunction with the teacher-in-charge

***Supervision and Instruction–Service Provider***

- Communicates instructions, progressions and safety briefings effectively
- Has the knowledge and ability to rescue a student and/or equipment

***Equipment–Service Provider***

- Carries a communication device and First Aid Kit
- Demonstrates proper carrying and use of equipment

***Weather–Service Provider***

- Develops a contingency plan for deteriorating weather conditions

### 19.24.5 QUALIFICATIONS

The teacher-in-charge must possess the following qualifications, knowledge, experience, skills and abilities to plan a scuba diving trip:

- Trip planning
- A valid and current First Aid/CPR certification that meets the requirements in section 7.13 of this manual

The **service provider** must possess the following qualifications to lead scuba diving:

- Instructor certification by ACUC, NAUI, PADI, PDIC or another reputable scuba diving certification body
- A valid and current First Aid/CPR certification that meets the requirements in section 7:13 of this manual
- A contract with the school
- An insurance policy that covers the activity of SCUBA diving. Before the activity commences, the teacher-in-charge will receive a “certificate of insurance” from the service provider that clearly shows coverage for SCUBA diving.

## 19.25 SKIING AND SNOWSHOEING—BACKCOUNTRY

For the purposes of this guide, “backcountry skiing and snowshoeing” refers to travel on snow using backcountry skis or snowshoes in remote wilderness areas and may or may not include mountainous areas.

### 19.25.1 OVERALL TRIP REQUIREMENTS

- The activity is suitable for Grades 7 to 12.
- Travel is permitted during daylight hours only.
- Activities during temperatures or wind chill below -25 degrees C are not permitted

- Only **Simple (Class 1) terrain** under the Avalanche Terrain Exposure Scale (ATES) **and** conditions rated low or moderate under the Avalanche Danger Scale is permitted.

*Simple (Class 1) terrain requires common sense, proper equipment, first aid skills, and the discipline to respect avalanche warnings. Simple terrain is usually low avalanche risk, ideal for novices gaining backcountry experience. These trips may not be entirely free from avalanche hazards, and on days when the Backcountry Avalanche Advisory is rated 'Poor', groups should re-think any backcountry travel that has exposure to avalanches and stay to groomed x-country trails.*

<http://www.pc.gc.ca/eng/pn-np/ab/banff/visit/visit7a1.aspx>

- Student-supervisor ratio is 8:1. The national park's limitations on group size must be followed if applicable.

#### 19.25.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual. Information Packages should include details such as:

- Dates and times
- An itinerary
- Description of activity and destination with maps
- Method of transportation
- Equipment list
- Weather conditions
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations

- Contingency plans
- Hazards and emergency response

### 19.25.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include:

- Injury
- Collisions with trees or other people
- Sunburn
- Hypothermia or frostbite
- Weather conditions (snow storms, wind, cold temperatures)
- Equipment malfunction
- Dehydration
- Losing the trail
- Getting separated from group
- Avalanche
- Illness
- Wildlife encounters

### 19.25.4 RISK CONTROL MEASURES

The teacher-in-charge is responsible for the following:

#### ***Planning***

- Developing an emergency response plan that addresses evacuation sites, hazards, cell phone and other communications equipment coverage, local resources, camping locations, route considerations and distances in order to manage risks
- Identifying students with allergies, medical conditions or dietary restrictions

- Matching the trip with the age, maturity and ability of students
- Being familiar with the trip location and have visited it within one year of the trip's departure
- Ensuring students are physically fit and prepared for high activity
- Arranging permits for provincial and national parks if applicable and following their rules and regulations

***Supervision and Instruction***

- Explaining student behavioural expectations
- Ensuring students have proper training prior to the activity including awareness of how to protect themselves from hypothermia, frostbite, sunburn and dehydration
- Teaching basic avalanche and incident protocols
- Applying appropriate group leadership and controls to ensure the safety of students
- Staying away from obvious hazards such as cliffs, rock faces, overhanging ice, and avalanche slopes

***Equipment***

- Carrying an appropriate communication device and First Aid kit
- Ensuring that equipment properly fits participants before use
- Inspecting and testing equipment (owned or rented) to ensure quality and function
- Ensuring avalanche equipment (transceivers, shovels and probes) are carried and all involved know how to use them

***Weather***

- Checking weather forecast and avalanche reports before departure and being aware of seasonal conditions
- Creating a contingency plan in case of deteriorating weather conditions or blocked roads

### 19.25.5 QUALIFICATIONS

The teacher-in-charge must possess the following qualifications, knowledge, experience, skills and abilities to lead a backcountry skiing or snowshoeing trip:

- Trip planning.
- Backcountry skiing or snowshoeing technical skills.
- Navigation using map and compass.
- Group management skills.
- Leave No Trace concepts and practices.
- Winter travel and camping.
- A valid and current First Aid/CPR certification that meets the requirements in section 7.13 of this manual.
- Familiarity with backcountry skiing and avalanche terrain. Association of Canadian Mountain Guides (ACMG) terrain guidelines state that trip supervisors (Teachers-in-Charge or other adults) who are not certified guides cannot be counted as part of the guiding/instructional ratios. This means that any backcountry skiing or avalanche terrain possessed by Teachers-in-Charge will be helpful to the organization of the trip but will not be considered part of the trip leader qualifications or part of the instructional ratio.

**Recommended:** It is recommended that the teacher-in-charge possesses telemark or cross country skiing background, Canadian Avalanche Association Avalanche Skills Training Level 1 or 2 certification, and a minimum of ten days of backcountry skiing or snowshoeing practice within the last three years.

This activity requires a **service provider** who possesses the following qualifications:

- ACMG Ski Guide or Assistant Ski Guide certification

Possession of a valid and current First Aid/CPR certification that meets the requirements in section 7.13 of this manual

- A signed contract with the school
- Adequate liability insurance
- Meets ACMG guiding ratios for the terrain in which trip will occur

## 19.26 SKIING—CROSS COUNTRY

For the purposes of this guide, “cross country skiing” refers to the use of cross country skiing equipment for travel on snow-covered, groomed trails that does not include mountainous or backcountry terrain.

**Note: In addition to the information found in this section, Teachers-in-Charge must refer to the resources found in section 22.6 – Winter Ski and Snowboard Program Resources for additional directions.**

### 19.26.1 OVERALL TRIP REQUIREMENTS

- The activity is suitable for Grades 4 to 12 anywhere within the province.
- Activities during temperatures or wind chill below -25 degrees C are not permitted.
- Student-supervisor ratios 10:1. Supervisors must be qualified. Park limitations on group size must be followed if applicable.

### 19.26.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual.

Information Packages should include details such as:

- Dates and times
- An itinerary
- Description of the activity and destination with maps
- Method of transportation

- Equipment list
- Weather conditions
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations
- Contingency plans
- Hazards and emergency response

### 19.26.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include:

- Hypothermia or frostbite
- Weather conditions (snow storms, cold temperatures, wind)
- Collision with trees, objects or other people
- Injury
- Illness
- Sunburn
- Dehydration
- Losing the trail
- Getting separated from the group
- Equipment malfunction
- Wildlife encounters

#### 19.26.4 RISK CONTROL MEASURES

The teacher-in-charge is responsible for the following:

##### ***Planning***

- Developing an emergency response plan that addresses evacuation sites, hazards, cell phone coverage, local resources, camping locations, route considerations and distances in order to manage risks
- Identifying students with allergies, medical conditions or dietary restrictions
- Matching the trip with the age, maturity and ability of students
- Being familiar with the location and visiting it within one year of the trip's departure
- Ensuring students are physically fit and prepared for high activity
- Arranging travel in parks with provincial and national parks representatives if applicable and following rules and regulations

##### ***Supervision and Instruction***

- Explaining student behavioural expectations.
- Ensuring students have proper training prior to activity including awareness of how to protect themselves from hypothermia, frostbite, sunburn and dehydration.
- Assigning a leader, middle person and sweep (students, parents, supervisors) to keep the group together.
- Staying away from obvious hazards such as cliffs, rock faces, overhanging ice.
- Out-of-class winter sports excursions, including skiing, snowboarding, and cross-country skiing, among others, are designed to be an extension of the classroom and are provided for the purpose of instructing and enhancing the skills and knowledge

of students. Accordingly, an instructional component should be designed and mandatory for students at all levels of ability.

### **Equipment**

- Carrying an appropriate communication device and First Aid kit
- Inspecting and testing equipment (owned or rented) to ensure quality and function
- Ensuring equipment properly fits the participant before use

### **Weather**

- Checking weather forecast and trail conditions before departure and being aware of seasonal conditions
- Creating a contingency plan in case of deteriorating weather conditions or blocked roads

#### 19.26.5 QUALIFICATIONS

The teacher-in-charge must possess the following qualifications, knowledge, experience, skills and abilities to lead a backcountry skiing or snowshoeing trip:

- Trip planning
- Cross country technical skills
- Trail map reading skills
- Group management skills
- Leave No Trace concepts and practices
- Winter travel

Possession of a valid and current First Aid/CPR certification that meets the requirements in section 7.13 of this manual

**Recommended:** It is recommended that the teacher-in-charge also possesses a CANSI cross country skiing instructor certification and has been to the site within the last year. It is also recommended that the

teacher-in-charge has done ten days of cross country skiing practice within the last three years.

**NOTE: If the teacher-in-charge does not meet the above qualifications, a qualified service provider should be used.**

## 19.27 SKIING AND SNOWBOARDING–DOWNHILL

For the purposes of this guide, “downhill skiing and snowboarding” refers to the use of downhill skiing and snowboarding equipment on groomed or maintained downhill runs within a managed resort or facility that includes snow patrol and ski/snowboard instructors.

**Note: In addition to the information found in this section, teachers-in-charge must refer to the resources found in section 22: Winter Ski and Snowboard Program Resources for additional directions.**

### 19.27.1 OVERALL TRIP REQUIREMENTS

- The activity is suitable for Grades 4-12.
- Students are not permitted to ski without supervision.
- Snow blading, ski boarding or mini skiing is not permitted.
- Skiing out-of-bounds is not permitted.
- Terrain parks are not permitted.
- Resorts/facilities must match age, maturity and ability of students.
- Activities during temperatures or wind chill below -25 degrees C are not permitted.
- Student-supervisor ratio depends on the service provider. One supervisor should be at the main lodge at all times and one supervisor should be in charge of a ten-person group in addition to a qualified ski instructor.

**Note: All participants must wear an appropriate snow sport helmet for school excursions to ski hill facilities. ASBIE recommends that schools adopt a mandatory snow sport helmet use policy regardless of ski facility locations.**

### 19.27.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual.

Information Packages should include details such as:

- Dates and times
- An itinerary
- Description of activity and destination with maps
- Method of transportation
- Equipment list
- Weather conditions
- Skier/snowboarder ability form
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations
- Contingency plans
- Hazards and emergency response

### 19.27.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include:

- Hypothermia or frostbite
- Injury

- Collision with objects or people
- Falling
- Uneven Terrain
- Other skiers/snowboarders
- Weather conditions (snow storms, wind, fog, cold temperatures)
- Sunburn
- Getting lost
- Equipment malfunction
- Speed
- Dehydration
- Illness
- Getting separated from the group

#### 19.27.4 RISK CONTROL MEASURES

The teacher-in-charge is responsible for the following:

##### ***Planning***

- Developing an emergency response plan and determining emergency response protocols with ski resort
- Identifying students with allergies, medical conditions or dietary restrictions
- Matching the trip with the age, maturity and ability of students
- Being familiar with the location and have visited it within one year of the trip's departure
- Ensuring students are physically fit and prepared for high activity

##### ***Supervision and Instruction***

- Explaining student behavioural expectations.

- Ensuring students have proper training prior to activity including awareness of how to protect themselves from hypothermia, frostbite, sunburn and dehydration.
- Employing ski instructors for lessons according to student's ability and arranging for the instructors' supervision of students during the lesson.
- Meeting with the head of the ski/snowboard school upon arrival.
- Out-of-class winter sports excursions, including skiing, snowboarding, and cross-country skiing, among others, are designed to be an extension of the classroom and are provided for the purpose of instructing and enhancing the skills and knowledge of students. Accordingly, an instructional component should be designed and mandatory for students at all levels of ability.

### ***Equipment***

- Carrying a communication device and First Aid kit
- Ensuring that service providers inspect student equipment (owned or rented) to ensure quality and function
- Ensuring that service providers check that student equipment properly fits the student before use
- Ensuring all students wear a helmet at all times during the activity as well as wrist guards for snowboarding

### ***Weather***

- Checking weather forecast and road conditions before departure and being aware of seasonal conditions
- Creating a contingency plan in case of deteriorating weather conditions or blocked roads

### 19.27.5 QUALIFICATIONS

The teacher-in-charge must possess the following qualifications, knowledge, experience, skills and abilities to plan a downhill skiing/snowboard trip:

- Trip planning
- Skiing/snowboarding technical skills
- Group management skills
- Possession of a valid and current First Aid/CPR certification that meets the requirements in section 7.13 of this manual
- Ski or snowboard instructor certification appropriate for ability of group being instructed if the teacher is instructing. Otherwise, this requirement should be met by service provider instructors.

**Recommended:** It is recommended that the teacher-in-charge has been to the site during the same season to become familiar with the facility.

## 19.28 SPELUNKING (CAVING)

For the purposes of this guide, “spelunking” is the recreational sport of exploring caves. In contrast, speleology is the scientific study of caves and the cave environment.

### 19.28.1 OVERALL TRIP REQUIREMENTS

- The activity is suitable for Grades 7 to12.
- The activity is permitted only during daylight hours.
- Use of a service provider is necessary.
- The activity must have an educative component.
- Leading or traditional climbing is not permitted.
- Student-supervisor ratio depends on the service provider. Supervisors should be qualified.

### 19.28.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual.

Information Packages should include details such as:

- Dates and times
- An itinerary
- Description of activity and destination with maps
- Method of transportation
- Equipment list
- Weather conditions
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations
- Contingency plans
- Hazards and emergency response

### 19.28.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include:

- Falling rocks
- Uneven terrain
- Falls
- Hypothermia
- Weather conditions (snow, rain, lightning, fog)
- Dehydration

- Injury
- Wildlife encounters
- Illness

#### 19.28.4 RISK CONTROL MEASURES

The teacher-in-charge is responsible for the following:

##### ***Planning***

- Developing an emergency response plan that addresses evacuation sites, hazards, cell phone coverage and local resources in order to manage risks
- Identifying students with allergies, medical conditions or dietary restrictions
- Matching the trip with the age, maturity and ability of students
- Ensuring students have proper training prior to activity
- Being familiar with the location and have visited it within one year of the trip's departure

##### ***Supervision and Instruction***

- Communicating instructions, progressions and safety briefings effectively
- Explaining student behavioural expectations

##### ***Equipment***

- Carrying an appropriate communication device and First Aid kit.
- Ensuring students wear properly fitting rock climbing helmets at all times during the activity. Climbing harnesses may be required.
- Having a vehicle available in case of an emergency.

***Weather***

- Checking weather forecast before departure and being aware of seasonal conditions
- Creating a contingency plan in case of deteriorating weather conditions
- Taking appropriate cover in deteriorating weather conditions (see section 21.1: Lightning Storm Procedure) and waiting for weather to clear before commencing again

The teacher-in-charge is responsible to ensure the **service provider** has done or does the following:

***Planning–Service Provider***

- Creates an emergency response plan in conjunction with the teacher-in-charge’s plan

***Supervision and Instruction–Service Provider***

- Communicates instructions, progressions and safety briefings effectively
- Avoids obvious hazards such as cliffs, loose rock and dangerous caverns
- Cautions participants of loose or falling rock and takes precautions to minimize risk

***Equipment–Service Provider***

- Carries an appropriate communication device and First Aid Kit
- Demonstrates proper carrying and use of equipment

***Weather–Service Provider***

- Develops a contingency plan for deteriorating weather conditions

### 19.28.5 QUALIFICATIONS

The teacher-in-charge must possess the following qualifications, knowledge, experience, skills and abilities to plan a spelunking trip:

- Trip planning
- Possession of a valid and current First Aid/CPR certification that meets the requirements in section 7.13 of this manual

**This activity requires a service provider who possesses the following qualifications:**

- Spelunking Guide certification or significant cave **guiding** experience.
- A valid and current First Aid/CPR certification that meets the requirements in section 7.13 of this manual.
- A signed contract with the school.
- An insurance policy that covers spelunking. Before the activity commences, the teacher-in-charge will receive a “certificate of insurance” from the service provider that clearly shows coverage for this activity.

### 19.29 STANDUP PADDLE BOARDING

For the purposes of this guide, “standup paddle boarding” refers to solo standing on a paddle board on an open body of water that does not possess a current.

#### 19.29.1 OVERALL TRIP REQUIREMENTS

- The activity is suitable for Grades 4 to12.
- The activity is permitted during daylight hours only.
- Pools Lakes, ponds or reservoirs are acceptable bodies of water.
- Student-supervisor ratio is 10:1 or one supervisor canoe to five tandem canoes.

### 19.29.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual.

Information Packages should include details such as:

- Dates and times
- An itinerary
- Description of activity and destination with maps
- Method of transportation
- Equipment list
- Weather conditions
- Indication of a student's swimming ability in order to identify weak swimmers
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations
- Contingency plans
- Hazards and emergency response

### 19.29.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include:

- Hypothermia and cold water submersion
- Drowning
- Inclement weather conditions (lightning, wind, rain, snow, fog)
- Injury
- Illness

- Heat stroke
- Shore-based joint injuries
- Wildlife encounters

#### 19.29.4 RISK CONTROL MEASURES

The teacher-in-charge is responsible for the following:

##### ***Planning***

- Developing an emergency response plan that addresses evacuation sites, hazards, cell phone coverage and local resources, camp locations, route options and distances in order
- Identifying students with allergies, medical conditions or dietary restrictions
- Matching the trip with the age, maturity and ability of students
- Being familiar with the site and have visited it within one year of the trip's departure date

##### ***Supervision and Instruction***

- Ratio: 1 qualified instructor to 6 paddle boards
- If the location of the canoeing activity is remote, then a second leader must be present for rescue and crisis management purposes
- Communicating instructions, progressions and safety briefings effectively
- Explaining student behavioural expectations
- Being able to successfully complete rescues of self and students
- Prior to participating in boating activities, students should demonstrate the three skills involved in the Lifesaving Society Swim to Survive® Standard while wearing a properly fitted lifejacket or PFD. Section 17.6.4.

**Note: ASBIE suggests that all water-based activities have a lifeguard present. However, a lifeguard is not required to be present while flatwater canoeing as all students are wearing DOT approved personal floatation devices (PFD) at all times during the activity.**

### ***Equipment***

- Carrying a communication device and First Aid kit in waterproof containers
- Ensuring students properly wear PFDs at all times during the activity, including on docks
- Inspecting equipment for defects
- Following Transport Canada guidelines regarding safety equipment required for each paddle board:
  - One properly fitting, Canadian Coast Guard or Transport Canada approved PFD per person
- Arranging for a motorized boat in case of an emergency, if appropriate

### ***Weather***

- Checking weather forecasts before departure
- Taking cover during lightning storms (see Lightning Storm Procedure: Section 21.1)
- Knowing how to read basic weather patterns
- Developing a contingency plan in case of deteriorating weather conditions
- Staying off the water in wind

### 19.29.5 QUALIFICATIONS

The teacher-in-charge must possess or have demonstrated the necessary experience, ability and knowledge in the following areas to instruct a standup paddle board activity:

- Trip planning
- Standup Paddle Board technical skills including rescues
- A valid and current First Aid/CPR certification according to section 7.13 of this manual
- Sufficient swimming ability
- Group management

**Recommended:** It is recommended that the teacher-in-charge possess a Flatwater Standup Paddleboard Instructor course. It is also recommended that the teacher-in-charge has visited the site within the last three years and has had a minimum of ten days of standup paddle boarding practice within the past three years.

**NOTE: If the teacher-in-charge does not meet the above qualifications, a qualified service provider is required.**

### 19.30 WALL CLIMBING

For the purposes of this guide, “wall climbing” refers to the use of a maintained climbing facility that includes artificial rock faces, qualified instructors and equipment, and may or may not be indoors.

#### 19.30.1 OVERALL TRIP REQUIREMENTS

- The activity is suitable for Grades 6 to12.
- Top rope climbing only is permitted.
- Bouldering is permitted if students are supervised, if they stay under pre-set height limits and have crash mats in use
- Student-supervisor ratio is dependent on the service provider.

### 19.30.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual.

Information Packages should include details such as:

- Dates and times
- An itinerary
- Description of activity and destination with maps
- Method of transportation
- Equipment list
- Weather conditions
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations
- Contingency plans
- Hazards and emergency response

### 19.30.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include:

- Falls
- Injury
- Scrapes, bumps or bruises
- Climbing without a belay
- Being dropped by one's belayer

- Improper operation of equipment
- Climbing unroped

#### 19.30.4 RISK CONTROL MEASURES

The teacher-in-charge is responsible for the following:

##### ***Planning***

- Developing an emergency response plan that addresses evacuation sites, hazards, cell phone coverage and local resources in order to manage risks
- Identifying students with allergies, medical issues or dietary restrictions
- Matching the trip with the age, maturity and ability of students
- Being familiar with the location and visiting it within one year of the trip's departure date

##### ***Supervision and Instruction***

- Explaining student behavioural expectations

##### ***Equipment***

- Carrying a communication device and First Aid kit
- Having a vehicle available in case of an emergency

##### ***Weather***

- Checking weather forecasts if climbing outdoors
- Creating a contingency plan if weather deteriorates
- Taking appropriate cover if lightning is in the area (see section 21.1: Lightning Storm Procedure)

**The teacher-in-charge is responsible for ensuring the service provider has done or does the following:**

***Planning–Service Provider***

- Has an emergency response plan in conjunction with the teacher-in-charge’s plan

***Supervision and Instruction–Service Provider***

- Communicates instructions, progressions and safety briefings effectively
- Provides adequate demonstrations and supervision

***Equipment–Service Provider***

- Has a communication device and First Aid kit

**19.30.5 QUALIFICATIONS**

The teacher-in-charge must possess the following qualifications, knowledge, experience, skills and abilities to lead a wall climbing trip:

- Trip planning
- Group management skills
- Possession of a valid and current First Aid/CPR certification that meets the requirements in section 7.13 of this manual
- If the climbing wall is located on school board property, and a school board employee is instructing climbing, the instructor will possess an appropriate Climbing Gym Instructor certification from the Association of Canadian Mountain Guides (ACMG). It is also recommended that the teacher-in-charge climbs regularly.

**NOTE: If the teacher-in-charge does not meet the above qualifications, a qualified service provider is required.**

The service provider must possess the following qualifications:

- Appropriate ACMG Climbing Gym Instructor certification.
- A valid and current First Aid/CPR certification that meets the requirements in section 7.13 of this manual.
- A signed contract with the school.
- Skills to rescue a climber from a wall.
- An insurance policy that covers wall climbing. Before the activity commences, the teacher-in-charge will receive a “certificate of insurance” from the service provider that clearly shows coverage for this activity.

# 20 INTERNATIONAL TRAVEL

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For the purposes of this guide, “international travel” means travel involving land, air or water transportation outside of Canada. Refer to Type Five Activities for guidelines.

In addition to the information found in this section, teachers planning international travel trips should refer to the planning checklist for international travel trips found in section 23.11.

## 20.1 Trip Requirements

### 20.1 TRIP REQUIREMENTS

#### 20.1.1 OVERALL TRIP REQUIREMENTS

- Travel to continental United States is suitable for Grades 7-9.
- International travel is suitable for Grades 10-12.

#### 20.1.2 PRE-TRIP REQUIREMENTS

Parents must receive an appropriate Parent Information Package according to guidelines outlined in section 11.0 of this manual.

Information Packages should include details such as:

- Dates and times
- An itinerary
- Description of activity and destination with maps
- Method of transportation
- Equipment list
- Weather conditions
- Educational objectives

- Costs
- Medical Information Forms and Releases
- Acknowledgement of Risk and Informed Consent Form

Parents must be aware of the following:

- Student behavioural expectations
- Contingency plans for travel delays
- Hazards and emergency response
- Cancellation/postponement procedures
- Travel requirements: passports, travel insurance, currency and/or traveler's cheques, customs, packing requirements, security requirements, immunization requirements, visa, etc.

### 20.1.3 ASSOCIATED HAZARDS

Specific hazards which should be brought to the attention of the parent include:

- Flight delays or cancellation
- Stolen or lost items including a passport or other documentation
- Poor roads
- Lower standard of medical care or facilities
- Lower standard of food quality and preparation
- Lower standard public health
- Diseases related to destination
- Terrorism
- Issues with customs, immigration or visas
- Destabilizing political or economical states
- Lost baggage

#### 20.1.4 RISK CONTROL MEASURES

The teacher-in-charge is responsible for:

##### ***Planning and Supervision***

Planning and supervising international field trips includes operating to the following eleven effective practices. A planning checklist for international travel trips can be found in section 23.11.

1. The school defines risk, including the consequences and benefits of risk.
2. The school identifies legal implications in Canada and destination country.
3. The objectives of all off-site activities are clearly defined and mission-appropriate.
4. The school establishes a planning, approval and documentation process for each off-site activity, including but not limited to assessing risks and hazards.
5. The school has a process for ensuring the selection and preparedness of students.
6. The school has a process for ensuring the selection and preparedness of employees and volunteers.
7. The school has a process for ensuring the selection and preparedness of all service providers.
8. The school has clear field practices.
9. The school has a communication process with all stakeholders for both routine and emergency situations.
10. The school establishes contingency and emergency processes for each off-site activity.
11. The school has a process to review and evaluate each off-site activity.

(Canadian Educational Standards Institute, 2010)

### 20.1.5 QUALIFICATIONS

The teacher-in-charge must possess the necessary experience, ability and knowledge in the following areas to lead an international trip:

- Trip planning
- Have experience and knowledge of international travel
- Have researched the destination and route
- Have physically visited the destination prior to the off-campus activity. This requirement may be met through the use of a tour guide or service provider who operates in the area visited as a normal part of their business.
- Possess necessary qualifications for activities conducted in foreign countries
- Have knowledge of the country's language

**NOTE: A translator should be hired in the event that either the teacher-in-charge or the supervisors are not fluent in the local language.**

# 21 STORMS, WATER, WILDLIFE AND WASTE PAPER DISPOSAL PROTOCOLS

## 21.1 LIGHTNING STORM PROCEDURE

If a lightning storm were to occur, it is vital that the teacher-in-charge understands how to deal with the situation and obtain appropriate cover if available. Any time there are lightning strikes within a ten-kilometre range of the group, protection will be sought. In an outdoor setting, often appropriate cover is not available. In this case, the teacher-in-charge must also have knowledge of how to manage a group to reduce the risk of someone being injured in a lightning storm. The following procedures should be followed:

### 21.1.1 APPROPRIATE COVER

- Inside a solid building, shelter or structure
- Inside a vehicle

If appropriate cover can be found the teacher-in-charge should:

1. Stop the activity immediately.
2. Collect equipment if time allows.
3. Gather students and move them to appropriate cover.
4. Take attendance to ensure everyone is there.
5. Supervise students to ensure that no one strays from the appropriate cover.
6. Wait until the lightning storm has passed to resume activity.

- 21.1 Lightning Storm Procedure
- 21.2 Stream-Crossing Procedure
- 21.3 Water Treatment
- 21.4 Wildlife Encounters Procedure
- 21.5 Waste Paper Disposal Procedure

7. Not resume activity if equipment or site has been significantly damaged.
8. Consider whether activities need to be shortened as a result of time spent waiting for a storm to pass

**NOTE: The teacher-in-charge should be continually monitoring weather conditions and should know when appropriate cover needs to be taken.**

A lightning storm has passed when:

- Flashes can no longer be seen
- Flashes are thirty minutes apart

**If appropriate cover cannot be found** lightning precautions and positions should be employed. In this case, the following areas should be avoided in a lightning storm:

- Open areas
- Single tall trees
- Rocky ledges or cave entrances
- Water or large puddles
- Tents

The lightning posture should be implemented which includes the following precautions:

- Each person should crouch with only two points of contact on the ground.
- Each person should stand on a 5 cm thick piece of insulation such as a PFD, rolled sleeping pad, pack, etc.

This position should be held until:

- The lightning storm has passed.
- The students become exposed to other dangers such as falling trees, rushing water, etc.

## **21.2 STREAM-CROSSING PROCEDURE**

In the event that a stream must be crossed in a wilderness setting, the following stream crossing procedures should be followed:

- Choose a wide and shallow part of the river.
- Ensure there are no rapids or log jams below point of crossing.
- Use sturdy, alternative footwear so that feet stay dry during hiking.
- Undo all straps that secure a pack to the person.
- Use a stick or pole to use in order to help stabilize crossing, use group-crossing techniques (wedge or line) or rope-crossing techniques.
- Inform participants to face upstream.
- Travel in partner systems to provide extra support and try to pair weaker students with stronger students or supervisors.

## **21.3 WATER TREATMENT**

In the event that water must be treated, at least one of the following methods and procedures should be implemented:

### **21.3.1 BOILING**

- Ensure there is enough fuel for boiling all water.
- Obtain water from a source which is not stagnant.
- Bring water to a rolling boil for ten minutes.

### 21.3.2 FILTER

- Inspect filter before use.
- Ensure the filter is clean before use.
- Follow manufacturer directions when filtering water.

### 21.3.3 CHEMICAL TREATMENT

- Ensure there is enough treatment for the trip and ensure proper storage.
- Follow manufacturer's directions before use.

## 21.4 WILDLIFE ENCOUNTERS PROCEDURE

The teacher-in-charge should know how to avoid and manage wildlife encounters in order to minimize the risk of an attack. The following procedures should be implemented:

### 21.4.1 WILDLIFE AVOIDANCE

To avoid wildlife, participants should:

- Make noise on trails.
- Travel in large groups and keep groups together.
- Not walk or run ahead of the group.
- Not stray from trails.
- Use appropriate bear caches and/or food storage techniques.
- Never feed wild animals.
- Avoid young animals.
- Practice Leave No Trace principles.

- Cook downwind of tents.
- Properly store and dispose of wastes.
- Avoid dens or areas where certain wildlife is known to frequent.

#### **21.4.2 WILDLIFE ENCOUNTER MANAGEMENT**

In the situation where wildlife such as black or grizzly bears, moose, cougars, wolves or any other threatening animals are encountered, the following actions should be implemented:

- Stick together as a group and look as large as possible.
- Make noise and/or talk loudly.
- Slowly back away.
- Do not run.
- Do not attempt to climb trees.
- Avoid direct eye contact.
- Ready equipment to help ward off an attack (bear spray, pole or stick, knife).
- Do not act aggressively unless an attack is imminent.
- Do not use water as a means to get away (most animals can swim).
- Move camp if wildlife is spotted.

#### **21.4.3 WILDLIFE ATTACK MANAGEMENT**

In the situation that a wildlife attack occurs, the following steps should be implemented:

- Ensure the safety of self and group.
- Stop and assess the situation.
- Ensure the animal has been scared off.
- Administer First Aid.
- Communicate with other supervisors.

- Contact emergency services if necessary.
- Contact the school and notify the principal.
- Arrange for an evacuation if necessary.
- Record and document the situation as soon as possible

## **21.5 WASTE PAPER DISPOSAL**

Numerous forest fires have been started by school groups in Canada by burning toilet paper. **DO NOT** burn toilet paper except in a controlled campfire.

- Pack out toilet paper and hygiene products.
- Deposit solid human waste in catholes dug 6 to 8 inches deep at least 200 feet from water, camp and trails. Cover and disguise the cathole when finished.
- Practice Leave No Trace principles.

# 22 SKI AND SNOWBOARD OFF-SITE ACTIVITY GUIDELINES

## 22.1 WINTER SKI AND SNOWBOARD PROGRAM RESOURCES

The materials below are supporting documents for teachers planning winter ski and snowboard off-site activities at ski hills. A number of student accidents have occurred across Canada—with subsequent lawsuits—and care must be taken in how ski and snowboard trips are planned and managed.

The following forms are required for ski and snowboard programs and may be found in section 23: Templates and Sample Forms:

- Ski and Snowboard Acknowledgement of Risk and Informed Consent Form
- Ski and Snowboard Classification System
- Ski and Snowboard Equipment Rental Agreement
- Ski and Snowboard Lift Use Guidelines
- Release and Indemnity for Ski and Snowboard Races and Competitions
- Ski and Snowboard Volunteer Acknowledgement of Risk and Informed Consent Form

- 22.1 Winter Ski and Snowboard Program Resources
- 22.2 Education and Safety Go Hand-in-Hand
- 22.3 Planning for Ski and Snowboarding Programs
- 22.4 Ski and Snowboard Excursion Forms
- 22.5 Informed Consent and Permission Forms
- 22.6 Ski and Snowboard Trip Preparation Checklist
- 22.7 Volunteer Supervisor Orientation for Ski and Snowboard Trips
- 22.8 Control Procedures—Ski and Snowboard Activities
- 22.9 Control Procedures—Cross Country Skiing
- 22.10 Arrival Procedures
- 22.11 Alpine Skiing Responsibility Code
- 22.12 Nordic Skier’s Responsibility Code
- 22.13 Snowboarding
- 22.14 School Trip Safety Guidelines

## 22.2 EDUCATION AND SAFETY GO HAND-IN-HAND

Off-site winter sports excursions, including skiing, snowboarding, tubing and snowblading, among others, should be designed to be an extension of the classroom and are provided for the purpose of instructing and enhancing the skills and knowledge of students. Accordingly, an instructional component should be designed and be mandatory for students at all levels of ability.

The safety of students while participating in off-site school winter sports education programs must be one of the most important considerations. Over the past few years, winter excursions involving skiing and snowboarding have resulted in serious injuries and death. As a result, some schools have cancelled these trips. Others are finding ways to continue the excursions and make them safer for students through education. Classes should highlight the safety aspect of skiing and snowboarding and other permitted activities. Students should learn how to ski and snowboard in control for their own safety and the safety of others.

Following lessons, students must use trails commensurate with their abilities. While skiing in groups is recommended, it should be recognized that one-on-one supervision is not possible. Because of the nature of skiing, schools should be using an “in the area” supervision format which requires the teacher and parent volunteers (supervisor) to maintain a presence in the area of trails or ski runs used by the students as determined by the resort instructors.

ASBIE provides that “in the area” supervision means that “the teacher must be readily accessible and at least one of the following criteria is in place:

- The teacher is circulating.
- The exact location of the teacher is known and location is nearby.
- The teacher is visible.

The ASBIE Guidelines provide that “in the area” supervision applies for skiing (alpine), snowboarding, and cross-country skiing.

All participants must wear an appropriate snow sport helmet for school excursions to alpine skiing or snowboarding facilities. ASBIE requires that schools adopt a mandatory snow sport helmet-use policy regardless of ski facility locations.

It is intended that these safety guidelines will be followed by all principals and staff involved in the planning of winter sports education programs.

### 22.3 PLANNING FOR SKI AND SNOWBOARDING PROGRAMS

There is no substitute for careful planning. **Parents and students** must be informed of all the details of the trip, excursion, or educational program. Information packages should include what is offered in the education program: lessons, upgrading, assigned groups by ability and the need for students to utilize runs and terrain commensurate with the student’s ability as determined by the snow resort’s teaching staff.

The documents contained in this guideline are only available in English. Consideration should be made for non-English speaking parents and students to ensure there is a clear understanding of the risks, safety rules and use of consent forms. ASBIE recommends the use of a multi-lingual cover page to stress the importance of the ski/snowboarding documents to these families. The cover page is intended to stress the importance of advising anyone not speaking English to take the consent forms to someone who can explain it.

Teachers and parent volunteer supervisors must be aware of the environment or situation to which the students will be exposed and be able to realistically provide adequate “in the area” supervision. Parent volunteer supervisors will receive written instructions on their supervisory duties and will attend an orientation meeting at the resort. (See the Volunteer/Teacher Orientation section below.)

It must be emphasized that the teacher-in-charge is responsible for the students' safety orientation. Resorts may have classroom orientation material available for this purpose. The teacher responsible for coordinating the venture must make certain that all applicable recommendations are adhered to. The principal and teacher-in-charge are also responsible for ensuring that important aspects, such as pupil/teacher ratios, telephone contacts, and that emergency procedures are provided for and in-place prior to the trip. There should be sufficient instructor/supervisors to accommodate all classes.

Do not take for granted that "someone else" is assuming an important role in the planning of the ski or snowboard education program. Teachers are responsible for ensuring that there is "in the area" supervision at all times. The ski resort reserves the right to revoke the lift/ski ticket of any participant for infractions of rules, policy regulations or unacceptable conduct.

## **22.4 SKI AND SNOWBOARD EXCURSION FORMS**

Use an Off-Site Activity Proposal Form to request permission for the excursion from the school principal.

Obtain written parental permission for all out-of-school snow sport trips. Use the "Acknowledgement of Risk and Informed Consent Form" for this purpose. This form, completed in duplicate with the signature of both parent and student is to be retained; one copy for the school file and one copy retained by the ski resort (if requested by the resort).

## **22.5 INFORMED CONSENT AND PERMISSION FORMS**

The "Acknowledgement of Risk and Informed Consent Form" (section 23) should be specific to the snow sport activity in which the student is participating. Whether students are skiing, snowboarding, or involved in another snow sport activity, this should be indicated on the consent form.

If other activities such as tubing or snowblading are allowed, parents should sign permission forms that allow the child to participate in that specific activity. The form should list the risks inherent in the activity. Further questions about this can be directed to the ASBIE Risk Manager.

## 22.6 SKI AND SNOWBOARD TRIP PREPARATION CHECKLIST

1. Teachers-in-charge should receive conceptual approval for ski excursion from the principal. The Off-Site Activity Proposal should include the number of supervisors (teachers and volunteers) and include the skill level of supervisors. Supervisors of excursions should be experienced in the activities being permitted (i.e., skiing, snowboarding, etc.).
2. Book the date and skier numbers with the resort. Ensure the resort can accommodate lessons for all students. Non-skiers/snowboarders and/or beginners must have lessons **before** being permitted on ski runs or trails. Because this is an educational trip, all students should receive instruction on the trip.
3. Arrange transportation.
4. Receive permission from the principal to conduct the excursion.
5. Compile the Parent Information Package that is to include the Skill Classification System found in section 23 and the Equipment Rental Agreement found in section 23.
6. Send home the Parent Information Package for parental permission and signature.
7. Collect a signed “Acknowledgement of Risk and Informed Consent Form” from each student. If students are renting equipment, the student and parent must also sign the Equipment Rental Agreement (section 23). Collect the Equipment Rental Agreement from those students who will be renting equipment.

8. Establish ski/snowboarding classification groups according to the Skill Classification System found in section 23.
9. Assign supervisors in appropriate ratios to groups. The ratio of students to supervisors should not be higher than the ratios used by the ski school at the resort you are visiting. Improvement on ratios can be achieved by using more qualified supervisors and/or including volunteer parents who are experienced in the sport.
10. Inform the resort of the group size and the amount of rental equipment required.
11. Review supervision guidelines with volunteer supervisors and provide supervisors a written copy of their supervisory duties. Include relevant contact phone numbers.
12. Only parent supervisors who have received written instructions on supervisory duties should be permitted on a school excursion.
13. Meet with students to discuss and establish the following:
  - Teacher/student/volunteer supervision
  - Behavioural expectations
  - Alpine Responsibility Code
  - Nordic Responsibility Code
  - Share safety information
  - Identification of groups and name of supervisors assigned to each group
  - The compulsory lesson schedule
  - After-lesson expectations
  - Organizational plans for the day
  - Contact phone numbers for supervisors and the location of supervisors
  - Other resources

- RESPECT video
- Alpine Responsibility poster
- Look, Load and Lower poster
- Terrain signage
- Terrain Park and Half Pipe signage
- Lids on Kids: <http://www.lidsonkids.org/home.asp>

## 22.7 VOLUNTEER SUPERVISOR ORIENTATION FOR SKI AND SNOWBOARD TRIPS

1. A meeting with the principal and/or teacher-in-charge, the volunteer supervisors and other teaching staff is highly recommended. The purpose of this meeting is to review the duties of supervisors and what is expected of supervisors on snow sport trips.
2. Volunteers must be competent in the sport they are supervising. This ability should be assessed prior to assigning volunteer duties. The most experienced volunteers should be assigned to the more advanced groups of students.
3. One supervisor will be assigned to the base lodge for emergencies, and to assist with supervision over the lunch break. This is the only supervisory position that can be filled by a non-skier/snowboarder. The supervisor at the base lodge should identify where the emergency facilities are located, have a list of students and supervisors with emergency contact numbers, know the location of a phone and identify and understand the resort's emergency procedures for transporting injured students to the hospital.

4. Supervisors will circulate and maintain a visible presence on the trails/runs commensurate with the abilities of students. Supervisors should arrange “check-in” times during the day for their groups to meet and review progress.
5. While students are receiving their lessons, supervisors will review instructions provided by the teacher-in-charge and the ski hill staff. When completed, the supervisors will proceed to the trails/runs to conduct “in the area” supervision for their group.
6. The volunteer supervisors will be instructed on the school’s and the resort’s code of behaviour. The supervisor will be informed as to what to do in the event of misconduct on the part of the student and that the ski resort will cancel the lift pass for any offenders. Supervisors are expected to assist (not replace) resort staff in enforcing rules and safety practices. Volunteer supervisors should bring persistent offenses to the attention of teachers or resort staff. Do not ignore dangerous behaviour!
7. Both parent volunteer and teacher supervisors may be identified with high visibility fluorescent orange (or similar color) arm bands or vests provided by the resort or the school.
8. Volunteer supervisors may be asked to sign the school’s Volunteer Acknowledgement of Risk and Informed Consent Form (section 23.17) but should not be asked to sign a waiver holding the school harmless from claims for injuries they sustain while supervising snow sport education trips.
9. All participants must wear an appropriate snow sport helmet for school excursions to alpine skiing or snowboarding facilities. ASBIE requires that schools adopt a mandatory snow sport helmet use policy regardless of ski facility locations.

## 22.8 CONTROL PROCEDURES—SKI AND SNOWBOARD ACTIVITIES

The teacher-in-charge must make contact with the ski resort operator prior to the trip in order to arrange student identification and controls procedure:

1. Students are to be identified by the supervising teachers as described by the parent's signed acknowledgement of the student's skiing or snowboarding ability classification detailed in section 23.13.
2. All participants must wear an appropriate snow sport helmet for school excursions to alpine skiing or snowboarding facilities. ASBIE requires that schools adopt a mandatory snow sport helmet use policy regardless of ski facility locations.
3. All students will have their abilities verified by a certified (CSIA/CSCF/CASI) ski/snowboard instructor by demonstrating their skills on suitable beginner/novice terrain at the start of the day. Classifications must be based on visual assessment of performance prior to, or on the morning of, the trip.
4. Students will be placed in groups according to their ability. The snow school instructors will make the final determination of the participant's ability and may provide each student with a color coded mark or sticker which will indicate the designation of trails/runs a student may use. Students who have been identified by a school or resort member as having an ADVANCED level of competence will be taking separate lessons and will receive color coding to allow them on the more difficult hills/runs as determined by the resort instructors.
5. Students who are NON-SKIERS/SNOWBOARDERS, NOVICES or BEGINNERS, will be directed to their lessons immediately following the ski-off. After their lessons, they will be assigned to work on the skills introduced in the lesson on trails commensurate with their abilities.

6. Teacher and parent volunteer/supervisors will conduct “in the area” supervision on the hills/runs used by the students. If a student is found to be on a trail not permitted by the student’s classification, the supervisor shall direct the student to the correct hill/run. The resort staff, including lift operators, instructors and ski patrol, are primarily responsible to ensure students receive proper instructions and to enforce that students only use hills/runs identified by the color-coded mark or sticker.
7. It is recommended that if a serious injury situation should arise, the teacher, or volunteer supervisor, in cooperation with the ski resort’s Duty Manager, will follow the resort’s emergency procedures. It should be determined, in advance, what the procedures are and what First Aid assistance is available. The teacher in charge should follow school board procedures regarding the notification of parents and completing incident reports.

## 22.9 CONTROL PROCEDURES—CROSS COUNTRY SKIING

The teacher-in-charge must make contact with the resort operator prior to the trip in order to confirm the final number of students participating in the program and all other details about the group’s visit.

1. The supervising teachers will identify students as described by the parent’s signed acknowledgement of the student’s ability classification (section 23.13). The teacher-in-charge will, along with ski resort staff, emphasize to the students that once they receive permission to use specified trails, that they must not go on those trails beyond their ability.
2. After their lessons, the students will be informed whether their ability will permit them to ski more advanced trails. The snow school instructors, in consultation with the teacher, will identify the trail(s) the students are permitted to use. Students may be re-assessed to a more advanced trail later in the day as they improve. Supervisors will be assigned to each group in order to

provide “in the area” supervision and will use the same trails as the group for the remainder of the day. On trails where it is possible to lose sight of students, it is recommended that the supervisors be positioned at the front and the back of the group.

3. It is recommended that if a serious injury situation should arise, the teacher, in cooperation with the resort manager, will follow the resort’s emergency procedures. It should be determined in advance what procedures are, and what First Aid assistance is available. The teacher-in-charge or their delegate should follow school board procedures with respect to notifying parents and completing incident reports.
4. The teacher-in-charge of the students is responsible for the students at all times during the visit except when students are taking their lesson. Teachers and volunteer supervisors should accompany their assigned group of students to their lessons to be able to reinforce the instructor’s lessons over the course of the day.

## 22.10 ARRIVAL PROCEDURES

### **The following guidelines pertain to ALL SNOW SPORT EDUCATION PROGRAMS:**

1. The teacher-in-charge should advise the Reception/Information desk of the group’s arrival and obtain tickets. Students are to remain on the bus or follow procedures as previously arranged.
2. Ski resort staff board the bus or assemble the students in the base lodge to welcome and explain in detail the resort area procedure. Ski resort staff organize groups for rental equipment and lessons by skiing ability. They review trail conditions, and identify the lifts in operation as well as the number of trails open. They provide trail maps, identify equipment locker storage and the ski school assembly area, and outline departure instructions.

3. Resort staff review the Alpine Responsibility Code and other related rules and regulations. Resort staff advise group of the ticket removal penalty for violations of the Alpine Responsibility Code. Resort staff explain signage on the trails.
4. Resort staff and the teacher-in-charge take students renting equipment to the rental shop, where applicable. Signed copies of the Equipment Rental Agreement should have already been collected from students who are renting equipment.
5. Students are tested to determine and verify their classification at the snow school area. All snow sport education programs must include this component and have a built-in instructional period. No school program is to be organized without this important aspect. Non-skiers or snowboarders must have lessons prior to being permitted on the trails.
6. The teacher-in-charge will assign supervisors to designated trails/runs commensurate with their abilities as outlined in section 23.13. Students will be instructed to stay within designated areas commensurate with their ability as determined by the ski resort's ski and snowboarding staff.
7. All participants must wear an appropriate snow sport helmet for school excursions to alpine skiing or snowboarding facilities. ASBIE requires that schools adopt a mandatory snow sport helmet use policy regardless of ski facility locations.

## 22.11 ALPINE SKIING RESPONSIBILITY CODE

# ALPINE RESPONSIBILITY CODE



THERE ARE ELEMENTS OF RISK THAT COMMON SENSE AND PERSONAL AWARENESS CAN HELP REDUCE. REGARDLESS OF HOW YOU DECIDE TO USE THE SLOPES, ALWAYS SHOW COURTESY TO OTHERS. PLEASE ADHERE TO THE CODE LISTED BELOW AND SHARE WITH OTHERS THE RESPONSIBILITY FOR A SAFE OUTDOOR EXPERIENCE.

<p><b>1</b> <i>Always stay in control. You must be able to stop, or avoid other people or objects.</i></p>	<p><b>6</b> <i>Always use proper devices to help prevent runaway equipment.</i></p>
<p><b>2</b> <i>People ahead of you have the right-of-way. It is your responsibility to avoid them.</i></p>	<p><b>7</b> <i>Observe and obey all posted signs and warnings.</i></p>
<p><b>3</b> <i>Do not stop where you obstruct a trail or are not visible from above.</i></p>	<p><b>8</b> <i>Keep off closed trails and closed areas.</i></p>
<p><b>4</b> <i>Before starting downhill or merging onto a trail, look uphill and yield to others.</i></p>	<p><b>9</b> <i>You must not use lifts or terrain if your ability is impaired through use of alcohol or drugs.</i></p>
<p><b>5</b> <i>If you are involved in or witness a collision or accident, you must remain at the scene and identify yourself to the Ski Patrol.</i></p>	<p><b>10</b> <i>You must have sufficient physical dexterity, ability and knowledge to safely load, ride and unload lifts. If in doubt, ask the lift attendant.</i></p>

**Know the Code - Be Safety Conscious  
It is Your Responsibility**


09/2000

22.12 NORDIC SKIER'S RESPONSIBILITY CODE

# CROSS COUNTRY RESPONSIBILITY CODE



THERE ARE ELEMENTS OF RISK THAT COMMON SENSE AND PERSONAL AWARENESS CAN HELP REDUCE. REGARDLESS OF HOW YOU DECIDE TO USE THE TRAILS, ALWAYS SHOW COURTESY TO OTHERS. PLEASE ADHERE TO THE CODE LISTED BELOW AND SHARE WITH OTHERS THE RESPONSIBILITY FOR A SAFE OUTDOOR EXPERIENCE.

- |  |  |
|--|--|
| <p><b>1</b> <i>Always check posted trail conditions.</i></p> <p><b>2</b> <i>Ski in indicated direction and obey all posted signs and warnings. Keep off closed trails.</i></p> <p><b>3</b> <i>Always ski to right when meeting on-coming skiers and when skiing on double track.</i></p> <p><b>4</b> <i>Yield the track to faster skiers and skiers calling 'track'.</i></p> | <p><b>5</b> <i>Ski in control. On two-way trails descending skiers have the right-of-way.</i></p> <p><b>6</b> <i>Do not stop where you obstruct a trail or are not visible to others. Move off the track quickly if you fall or during rest stops.</i></p> <p><b>7</b> <i>Do not litter. Take out what you pack in. Respect all property.</i></p> <p><b>8</b> <i>Report all incidents.</i></p> |
|--|--|

**Know the Code - Be Safety Conscious  
It is Your Responsibility**



07/04

## 22.13 SNOWBOARDING

In addition to the Alpine Responsibility code, snowboarders should also be aware of the following:

# FREESTYLE TERRAIN



## READ THIS!!!

### FREESTYLE SKILLS REQUIRED

Freestyle Terrain may contain jumps, hits, ramps, embankments, fun boxes, jibs, rails, half pipes, quarter pipes, snowcross, freestyle bump terrain and other constructed or natural terrain features. Freestyle skill involves maintaining control on the ground and in the air. Prior to using Freestyle Terrain, it is your responsibility to familiarize yourself with all instructions and warnings and to follow the Alpine Responsibility Code.

- The features vary in size and difficulty and change constantly due to snow conditions, weather, usage, modifications, grooming and time of day. It is your responsibility to inspect these features before use and throughout the day.
- You control the degree of risk you will encounter in using these features both on the ground and in the air. Do not attempt these features unless you have sufficient ability and experience to do so safely.
- Helmets are recommended.
- Only one person should use a feature at a time. Wait your turn and call your start. Do not jump blindly and use a spotter when necessary. **LOOK BEFORE YOU LEAP!!** Always clear the landing area quickly.
- Always ride or ski in control and within your ability level.
- Individual features are closed for a reason. Do not enter the Freestyle Terrain or use features when closed.

**Freestyle Terrain use, like all skiing and snowboarding, exposes you to the risk of serious injury.**

**AIRBORNE MANEUVERS INCREASE THE RISK**

**INVERTED AERIALS SUBSTANTIALLY INCREASE THE RISK OF SERIOUS INJURY AND ARE NOT RECOMMENDED**

**When using the Freestyle Terrain, you assume the risk of any injury that may occur. The ski area operator's liability for all injury or loss is excluded by the terms and conditions on your ticket or season pass release of liability.**

## **22.14 SCHOOL TRIP SAFETY GUIDELINES**

The following document is produced by the Canada West Ski Areas Association (CWSAA). This manual provides excellent information for teachers planning ski and snowboard trips to ski resorts. An electronic version of this manual can be found at

<http://www.cwsaa.org/PDF/SCHOOL%20TRIP%20-%20booklet%20amended%20Oct%2007%20FINAL.pdf>

# 23 TEMPLATES AND FORMS

## 23.1 OFF-SITE ACTIVITY PROPOSAL

### A. Activity Name:

**Activity Location:**

**Activity Date(s):**

**Teacher-in-charge:**

**Description of Activity:**

This section provides a brief paragraph that gives an overview of the following:

1. Type of activity
  - Duration
  - Destination
  - Per student cost
  - Overall costs, etc.

### B. Educational Purpose and Outcomes

This section should include a summary of the following:

1. **Educational purpose:** Give reasons for choosing the activity, the destination and duration, and how the activity relates to the current curriculum.
2. **Benefits:** Explain the educational benefits that are associated with going off site, how the completion of this activity might facilitate learning course curriculum, and whether the benefits will be immediate or recognized in the future.
3. **Goals:** Outline expected achievements and the attainability of these goals.

- 23.1 Off-site Activity Proposal
- 23.2 Parent Information Letter for Type One On-site Extracurricular Activities
- 23.3 Parent Information Letter for Type Two Off-site Recurring Activities
- 23.4 Acknowledgement of Risk and Informed Consent Form
- 23.5 Student Code of Conduct
- 23.6 Medical Information Form
- 23.7 Medication Administration and Release Form
- 23.8 Medication Administration Log
- 23.9 Emergency Kit Contents
- 23.10 Facilities Checklist
- 23.11 International Field Trip Planning Checklist
- 23.12 Ski and Snowboard Acknowledgement of Risk and Informed Consent Form
- 23.13 Ski and Snowboard Classification System
- 23.14 Ski and Snowboard Equipment Rental Agreement
- 23.15 Ski and Snowboard Lift Use Guidelines
- 23.16 Release and Indemnity for Ski and Snowboard Races and Competitions
- 23.17 Ski and Snowboard Volunteer Acknowledgement of Risk and Informed Consent Form
- 23.18 Post Off-Site Activity Report Form
- 23.19 Vehicle Pre/Post Checklist
- 23.20 Pre-Trip Site Visit Inspection Form

4. **Outcomes:** Indicate what gains are expected, what the students are expected to learn, and how these lessons will be integrated into course curriculum.

### C. Student Preparation

Describe preparation requirements such as:

1. **Student knowledge:** Outline the steps needed to be taken to ensure students have the proper knowledge to facilitate a worthwhile experience.
2. **Student skills:** Outline the skills necessary before the students participate in the activity.
3. **Student attitudes:** Outline how students will adopt appropriate attitudes towards the activity.
4. **Student Assessment:** Provide a summary explaining how the student will be evaluated before, during and after the activity.
5. **Alternate Lesson Plan:** Describe an alternate lesson plan that aligns with educational purpose, goals, outcomes and assessment of the off-site activity for students who are unable or unwilling to attend.

### D. Necessary Qualifications

1. **Instructor qualifications:** Briefly describe the qualifications needed to instruct the activity.
2. **Teacher-in-charge:** Provide a list of the teacher-in-charge's abilities which appropriately match the criteria necessary to instruct that activity.
3. **Other staff:** Provide a list of other staff members' abilities which appropriately match the criteria to instruct the activity.
4. **Service providers:** Provide a list of possible service providers who could instruct the activity if the teacher-in-charge's and/or other staff members' qualifications are insufficient.

### E. Supervision

1. **Supervisor-student Ratio:** Summarize the number of supervisors that are needed for the activity and who they will be.
2. **Additional supervisors:** Explain how additional supervisors will be attained, e.g., other staff, volunteers, and service providers.
3. **Supervisor qualifications and directions:** Explain the skills, knowledge, and direction needed for other staff and volunteers in order for them to fulfill their role.
4. Provide an itinerary.
5. Provide a day-by-day breakdown of activities, travel and times.
6. Provide relevant maps.
7. Provide a list of accommodation and meals.
8. Provide possible alternative plans, routes, service providers, activities, etc.

## F. Finances

1. Provide an overall cost prediction.
2. Show the cost per student including additional spending money.
3. If relevant, show any alternative means of funding (fundraising, bursaries, etc.).
4. Demonstrate how the budget and costs will be kept on track and recorded.
5. List payment methods and payment deadlines, including deposits.
6. Describe the Emergency Fund (amount, method of payment, and who pays it).
7. Describe any specific insurance or other finance-related topics (medical insurance, cancellation insurance).

## G. Transportation

1. Describe the transportation methods to be used, e.g., rented bus, private cars, ferries, regular air travel, chartered air travel, etc.
2. Outline the costs of transportation and confirm these are included in the budget.
3. Describe transportation safety considerations and strategies, i.e., safety equipment, driver qualifications, chartered transport, groups getting separated, etc.
4. Describe travel documents needed, e.g., passports, ID, birth certificates, visas, health insurance, etc.
5. Describe immunization requirements.
6. Describe primary and alternate routes in case of detours, bad weather, closed roads, construction, etc.

## H. Equipment

1. Provide a list of equipment needed.
2. Describe where the equipment will come from, e.g., from the school, rental, service provider, other school, etc.
3. Describe any equipment checks required.

## I. Equipment

The emergency response plan submitted as part of an Off-site Activity Proposal should adhere to the procedures outlined in the *ASBIE Off-Site Guidelines and Procedures Manual*. Since each location possesses different variables, site-specific information will be needed in order to complete an emergency response plan. Be sure the information is relevant, timely and appropriate.

1. **Risk Analysis:** Include a detailed risk analysis section. This should include a table such as the one below (more detail can be found in section 8.3.3).

**Hazard Identification and Control Table**

Activity/Location (list all activities and locations from itinerary)	Hazard (cause of harm)	Precautions Taken

**2. Risk Management Strategies:** Indicate the risk control, risk reduction, and risk transfer measures that will be used to manage each risk.

**3. Emergency Response:** Include a site-specific emergency response plan that covers the following:

- Steps taken if someone becomes ill/injured
- Emergency contact numbers
- Local emergency services that are available such as ambulance, police, hospitals, air evacuation, search and rescue
- Evacuation plan: when and how a person will be evacuated

**4. Service providers and other companies: Attach copies of the following:**

- Contractual agreement with the service providers.
- Insurance certificates carried.
- Any consent forms, waivers, indemnifications, or other contractual documents that are to be signed by the student or the school (If you are encountering difficulty getting these documents, notify senior administration).

**J. Communications**

1. Describe the communications technology that will be implemented during the activity. This may include cell phone, satellite phone, VHF radio, SPOT transmitter, etc.
2. Ensure that the coverage described exists and will work during an emergency.
3. Include information on how the school can contact the teacher-in-charge during the activity.

## 23.2 PARENT INFORMATION LETTER FOR TYPE ONE ON-SITE EXTRACURRICULAR ACTIVITIES

Dear Parent:

(The) \_\_\_\_\_ school is planning an extracurricular event on-site in the \_\_\_\_\_ (location). This event includes the following activities \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. It will be occurring on \_\_\_\_\_ (date) from \_\_\_\_\_ to \_\_\_\_\_ (start and end times). Students will be required to arrive at the school on this date at \_\_\_\_\_ (time) in order to prepare for the event and will need to be picked up at the school at \_\_\_\_\_ (time). The student will need to be prepared for \_\_\_\_\_ (activities).

### A. Supervision/Volunteers

Supervisors of this activity include \_\_\_\_\_ (teacher-in-charge), \_\_\_\_\_ and \_\_\_\_\_ (other supervisors), and we will be requiring \_\_\_\_ (how many) volunteer supervisors for this event. If you would like to volunteer for this event, please contact me at the school.

### B. Medical Information Form and Release

Please complete the Medical Information Form and Release attached in order for us to properly prepare and care for your son/daughter.

### C. Associated Hazards

Associated hazards with participating in this activity could include but are not limited to: (list hazards)

### D. Risk Control Measures

Ways in which these hazards will be managed include: (list measures)

### E. Costs

The cost to students for this activity will be \$ \_\_\_\_\_ for \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ purposes.

If you have any questions about this on-site event, please don't hesitate to call me.

Sincerely,

Name of teacher-in-charge

Phone number

Email address

## 23.3 PARENT INFORMATION LETTER FOR TYPE TWO OFF-SITE RECURRING ACTIVITIES

Dear Parent:

The \_\_\_\_\_ (school name) has planned a series of \_\_\_\_\_ (competitions, events, festivals) and the following activities will be involved \_\_\_\_\_ (list of activities). These events will take place off-site at specific times throughout the academic term. Refer to the calendar of events attached for specific dates and times and locations of the events.

In consenting to participation your son/daughter will be expected to meet at the school one hour before scheduled departure times and will need to be prepared with \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ equipment. Students will be transported using \_\_\_\_\_ and will be returned to the school no later than \_\_\_\_\_ (time) on these days.

### A. Supervision and Volunteers

Supervisors of this activity include \_\_\_\_\_ (teacher-in-charge), \_\_\_\_\_ and \_\_\_\_\_ (other supervisors) and we will be requiring \_\_\_\_ (#) volunteer supervisors for this event. If you would like to volunteer for this event, please contact me at the school.

### B. Medical Information Form and Release

Please complete the Medical Information Form and Release attached in order for us to properly prepare and care for your son/daughter.

### C. Acknowledgement of Risk and Informed Consent Form

You are required to read, understand and sign the attached Acknowledgement of Risk and Informed Consent Form in order for your son/daughter to participate.

### D. Costs

The cost to students for this activity will be \_\_\_\_\_ for \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ purposes.

Please contact me if you have any questions.

Sincerely,

Name of teacher-in-charge

Phone number

Email address

## 23.4 ACKNOWLEDGEMENT OF RISK AND INFORMED CONSENT FORM

I, \_\_\_\_\_ (name) the parent/guardian of \_\_\_\_\_ student's name), recognize that my child will participate in whitewater kayaking activities at \_\_\_\_\_ (name of location) as sanctioned by \_\_\_\_\_ (school name). The purpose of this activity is outlined in the attached documentation.

This activity involves certain risk, dangers and hazards to the participants. These may include, but are not limited to, personal injury, death, property damage, expense and other loss, delay or inconvenience and trip or event cancellation or curtailment.

**[To the teacher-on-charge: change this paragraph as required for the specific activities being conducted on your field trip.]** Specific risks associated with whitewater activities include but are not limited to hypothermia, cold water submersion, drowning, injury, illness, dehydration, sun burn, heat stroke, lightning, wind, rain, snow, fog, strong currents, strainers, deadheads, sweepers, rocks, separated from the group, loss of gear, undercut rocks, waterfalls, dangerous hydraulics, sudden fluctuation in water level, transportation to and from the site, volunteer drivers, the acts or omissions of the instructors, the acts or omissions of other participants and equipment malfunctions.

I also understand that during this off-site activity, authorized staff of \_\_\_\_\_ (school name) staff, supervisory adults, as well as employees of other agencies associated with this activity will endeavour to instruct, protect, and care for the well-being of my child as would I in their place, including making decisions regarding the medical care of my child. I understand that my child will be expected to uphold the behaviour expectations of students of \_\_\_\_\_ (school name) as in any other school endeavour as outlined in the Student Code of Conduct. I understand that my child's failure to abide by behaviour expectations could result in his/her removal from the activity without refund.

I have discussed the risks and expectations of this activity with my child and have confidence that my child has understood them. I am aware that every parent has the right to deny his/her child's participation in an off-site activity and that this activity is not a prerequisite for the completion of any required course of study. As parent/guardian, I will ensure my child is appropriately prepared and has the necessary equipment.

I am also aware that the principal reserves the right to postpone, terminate or cancel an activity at any time and with little notice if the activity can no longer be conducted in a safe and secure manner. I realize that I may not receive all or any of the money I had thus far invested and accept the loss without expecting reimbursement from the School.

I have read and understood the above statements at my leisure, understood the nature of the document and its content. I consent to the participation of my child in this activity and associated activities.

\_\_\_\_\_  
Printed Name of Parent/Guardian

\_\_\_\_\_  
Printed Name of Witness

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Date (dd/mm/yy)

\_\_\_\_\_  
Date (dd/mm/yy)

## 23.5 STUDENT CODE OF CONDUCT

The Student Code of Conduct is a document meant to inform both parents and students of the expected behaviour of students during an off-site activity. While participating in off-site activities students are representatives of the school and are expected to act accordingly. His/her actions directly affect other students, supervisors, and other people visiting the site.

Students are required to read the following document and sign the bottom of the document indicating they have read and understood the terms of their participation. Failure to abide by the Student Code of Conduct may result in punishment including **termination of participation without refund**.

Abiding by the Student Code of Conduct will help ensure the student and peers receive the most benefit possible from the off-site activity. Please read the following:

### 1. Educational Objectives and Assessment

Students are expected to take the off-site activity seriously since it may have an effect on how the student is assessed and graded.

Students are expected to participate in all activities planned unless they have been exempted by medical waiver from a doctor.

### 2. Safety Considerations

Students should remain with the group for the duration of the activity.

Students are expected to refrain from harming or placing themselves or others in harm's way at all times during the activity.

### 3. Supervisor and Service Provider Authority

Students are expected to follow the direction of all supervisors and service providers in order to reduce risks involved in the activity

Students are expected to abide by curfews set by supervisors

The teacher-in-charge has the authority to determine courses of action if a student breaks the Student Code of Conduct

### 4. Behaviour and Attitudes toward Others

Students are expected to treat other students, supervisors, service providers, staff and bystanders with respect

Physical, verbal, emotional and/or sexual abuse, bullying, or harassment is absolutely not tolerated

Horseplay and/or practical jokes are not permitted at any time during the activity.

### 5. Responsibility for Your Own Actions

It is important for students to realize they are responsible for their own behaviour during an off-site activity and the consequences that could result of inappropriate behaviour.

Students are advised to think carefully before acting in any situation.

The overall benefits gained from participation in the off-site activity are numerous if students approach it with a positive attitude and enthusiasm. Off-site activities are meant to be enjoyable in addition to educative. Good student behaviour is the main factor in ensuring everyone has a memorable experience and makes everyone proud to be a part of the experience.

## 6. Equipment

Students are expected to use proper techniques when carrying, using or storing equipment.

Lost or damaged equipment will be at the student's expense.

All protective equipment should be worn when directed. Failure to do so could result in the student's removal from the activity without refund. This includes:

Helmets

Seat belts

Wrist guards

Eye glasses

Elbow or knee pads

Ear plugs

PFD's, etc.

## 7. Transportation Considerations

If a student fails to arrive at a meeting point for a departure, a supervisor will remain behind to wait for the student at the student's expense of both parties rejoining the group

Students are expected to refrain from distracting the drivers. Failure to do so may result in the student's removal from the activity.

## 8. Valuables

The school is not responsible nor will it reimburse any lost, stolen or damaged valuables including traveller's cheques.

Students are expected to properly care and store valuables during an off-site activity or are advised to leave them at home if possible.

## 9. Alcohol, Drugs and Smoking

No student, regardless of age or culture, is permitted to use alcohol or drugs at any time during the off-site activity.

Smoking is not permitted in transportation vehicles or on an off-site activity.

## 10. Gender Issues

Students are expected to abide in separate accommodations. Failure to do so will result in both students' removal from the activity without refund.

## 11. Cell Phones and Technology

Cell phones and other technology should be turned off during activity.

Cell phones are only permitted for use during free time.

The school is not responsible for lost, stolen or damaged technology items.

**12. Respect for the Environment**

Students are expected to act in accordance with good environmental practices or leave-no-trace principles.

Students will not intentionally destroy plants or disturb, feed or harass wildlife.

Failure to do abide by guidelines could result in the student's removal from the activity without refund.

**13. Missed School Work**

Students are responsible for catching up on missed school work.

**14. Student/Parent Agreement**

I have read and understood the above Student Code of Conduct and hereby agree to its terms. In signing this document, I agree to abide by my supervisor's direction and to foster respect for the environment and other people around me. I will not do anything that puts me or other people in harm's way. I will accept the responsibilities and consequences associated with my actions and will comply with the rules and regulations of this activity.

\_\_\_\_\_  
Student Name (printed)

\_\_\_\_\_  
Parent/Guardian Name (printed)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## 23.6 MEDICAL INFORMATION FORM

Please provide the following information in order for school supervisors to properly plan and care for your child's needs.

**Student Name:**

**Date:**

### Medical History

1. Is the student on any medications? If so, which ones?
  
2. Does the student have any allergies? If so, what is he/she allergic to? How severe is the reaction? What medications make it better? Please describe when and details concerning last allergic reaction.
  
3. Does the student possess any dietary restrictions? i.e., vegetarianism, lactose intolerant, gluten/wheat free, etc.
  
4. Does the student have any of the following conditions:
  - Asthma? If so, how badly? Does he/she carry an inhaler?
  - Other respiratory problems?
  - Diabetes? How is it cared for?
  - Hyper or hypoglycemia?
  - Heart conditions? e.g., murmurs
  - Intestinal problems? e.g., colitis or Crohnes Disease?
  - Stomach ulcers?

- Epilepsy or other neurological disorders?
  - Obesity?
  - Iron deficiency?
  - Low immune system?
  - Mono or chronic fatigue?
5. Does the student possess any behavioural issues such as ADHD or OCD?
  
  6. Does the student possess any psychological or emotional problems?
  
  7. Are there any recent injuries to be concerned about? If yes, please describe.
  
  8. Is there any other physical, psychological, emotional, behavioural or situational issue that may affect the student's ability to complete the proposed activity?

---

Printed Name of Parent/Guardian

---

Signature of Parent/Guardian

---

Date (dd/mm/yy)

## 23.7 MEDICATION ADMINISTRATION AND RELEASE FORM

I, \_\_\_\_\_ (parent name) parent/guardian of  
 \_\_\_\_\_ (student's name) permit the medicines outlined below to be administered to my child at the appropriate time and dosage as also detailed below. I also permit the teacher-in-charge to properly and securely store my child's medications during the off-site activity and place the teacher-in-charge in charge of maintaining these medicines and back-up medicines for the duration of the trip. However, I am aware that, under extraordinary circumstances, the medicines may become lost, stolen, or damaged. In these circumstances, I will not hold the teacher-in-charge liable to replace medicines lost.

I am fully aware of these medicines' effects and side-effects and understand the risks involved with my child taking them during this off-site activity. Risks could include but are not limited to missed dosage, too much or too little medication given, dosage not given at the right time, dosage not given under proper circumstances (e.g., not with enough food, water), medicines mixed up with other medicines, side effects, interactions with other medicines that are given in an emergency. Taking these medicines will not inhibit, alter, or prevent my child's performance during the activity. Instead, not taking these medicines may inhibit, alter, or prevent my child's/charge's performance during the activity.

I hereby consent to the following medicines and dosages to be given to my child at the following times of day under these circumstances.

\_\_\_\_\_  
 Parent/Guardian Name Printed

\_\_\_\_\_  
 Witness's Name Printed

\_\_\_\_\_  
 Parent/Guardian Signature

\_\_\_\_\_  
 Signature of Witness

\_\_\_\_\_  
 Date: dd/mm/yy

\_\_\_\_\_  
 Date: dd/mm/yy

### 23.8 MEDICATION ADMINISTRATION LOG

**Trip Name:**

**Trip Dates:**

Student Name	Medication Name	Dosage	Date	Time	Self-Administration (Check)	Assisted Administration (Check)	Initials of Person who Administered Meds

### 23.9 EMERGENCY KIT CONTENTS

Emergency Kits obtained from the School should contain the following:

- List of Participants
- Emergency Contact Numbers
- Emergency Response Plan
- Health care numbers
- A copy of student Medical Information Forms
- A cell phone with a charger or extra charged batteries
- GPS for hiking

The First Aid Kit Inventory should be kept with the First Aid Kit at all times and filled out as necessary.

First Aid Kit Inventory				
Item Used	Trip	Dates	Condition of Item	Replacement Needed? Y or N

### 23.10 FACILITIES CHECKLIST

School name: \_\_\_\_\_

Inspected By: \_\_\_\_\_

Date/Time: \_\_\_\_\_

Category	Acceptable (Check)	Unacceptable (Check)	Comments	Follow Up Action, Date/Time
<b>INDOOR SURFACES</b>				
Gymnasium floor				
Electrical sockets				
<b>OUTDOOR SURFACES</b>				
Tarmac (Basketball area including hoops)				
Sidewalks				
Parking lot				
Jungle gym area				
Track				
Soccer/football fields (including nets, bleachers)				
Green Space (including gardens, trees)				
<b>FIXTURES</b>				
Doors and windows				
Exit and emergency exit signs				
Lighting				
Smoke/carbon monoxide detectors				
<b>EMERGENCY EQUIPMENT</b>				
First Aid kit materials				
Communication devices				
Emergency numbers accurate				
<b>MATS</b>				
Ties/handles				
Fasteners/zippers				
Foam thickness				
Foam condition				
<b>BASKETBALL FACILITIES</b>				
Backboards				
Cables secure and functional				
Wall padding				
Painted lines				
Observer stands				

<b>BADMINTON/VOLLEYBALL</b>				
Net poles				
Sockets				
Pole padding				
Winches				
Nets				
Racquets				
Painted lines				
<b>CHANGE ROOMS</b>				
Lockers				
Washrooms				
Lighting				
Mirrors				
Showers				
Benches and hooks				
<b>THEATRE</b>				
Lighting				
Stage				
Curtains				
Acoustics				
Seating				

## 23.11 INTERNATIONAL FIELD TRIP PLANNING CHECKLIST

<b>A. Effective Practice 1</b>  <b>The school defines risk, including the consequences and benefits of risk.</b>	<b>Check</b>
Written risk management policies are in place	
Organizational risk tolerance statement is articulated	
Risk management policies are reviewed regularly	
Responsible individual for reviewing policies	
Current practices are monitored	
<b>B. Effective Practice 2</b>  <b>The school identifies legal implications in Canada and destination country.</b>	<b>Check</b>
Legal obligations/implications in Canada outlined and communicated to staff and volunteers	
Destination legislation identified and communicated to staff, students, parents and volunteers:	
<b>C. Effective Practice 3</b>  <b>The objectives of all off-site activities are clearly defined and mission-appropriate</b>	<b>Check</b>
Objectives are defined	
Activities are appropriate and support objectives	
Objectives are communicated to all stakeholders	
<b>D. Effective Practice 4</b>  <b>The school establishes a planning, approval and documentation process for each off-site activity, including but not limited to assessing risks and hazards.</b>	<b>Check</b>
<b>D.1 Approval process</b>	
Formal approval process in place refers to	
Objectives	
Destination and itinerary	
Transportation arrangements	
Budget	
Insurance arrangements	
Accommodation	
Target students: group size/age/grades/classes	
Experience and qualifications of staff	
Names of leader and accompanying staff	
Identification of students with educational or medical needs	
List of all activities	
Details of service providers (if applicable)	
<b>D.2 Activities</b>	
Risks for activities and programs are identified	
Risk mitigation strategies are identified	

Activities not permitted are outlined	
<b>D.3 Budget</b>	
Budget is prepared and reviewed	
Banking arrangements are in place	
Finance needs and methods are communicated effectively to students and parents	
Methods and timing of payment are established	
Policy for use and return of surplus funds	
<b>D.4 Exploratory visit</b>	
Criteria is established for when an exploratory visit is required	
Budget for exploratory visit is identified	
<b>D.5 Transportation</b>	
Appropriate transport arrangements are made for each off-site activity	
Policies are in place for use of school vehicles	
Vehicle inspections and insurance documentation are in place if using a transportation provider	
Suitable insurance is in place if using a private vehicle(s)	
Contingency plans are in place	
<b>D.6 Accommodation</b>	
Accommodation is appropriate for the aims and objectives of the off-site activity	
Suitability is assessed by reliable source	
Safety and emergency procedures are in place and are communicated to staff and students	
Room locations of staff, students and gender are considered	
<b>D.7 Informed consent</b>	
Parents receive a written information package outlining all aspects of the program	
Parents meetings, web sites and videos are used to fully convey the nature of the program to parents	
Acknowledgement of Risk and Informed Consent forms are created and communicated to administration, staff, students and parents	
Notarized "permission for minor to travel" documents are arranged	
Parent communication contains all pertinent information for informed consent:	
Objectives	
Destination	
Costs and methods of payment	
Itinerary and activities	
Mode(s) of transportation	
Size of group	
Group leader (experience and qualifications)	
Accompanying staff/volunteers (experience and qualifications)	
Service provider (if applicable)	
Details of accommodation	
List of all activities and associated risks	
How risks will be managed	
Clothing and equipment	
Insurance	

Expected standard of behaviour	
Spending money	
Passport and visa requirements	
Availability of medical care	
What to do in the event of an emergency	
Procedure for collection and storage of forms is implemented	
Parent responsibilities are clearly communicated to them	
<b>D.8 Risk assessment</b>	
Risks are assessed and reviewed by appropriate staff	
Risk control measures are identified	
Service providers are requested to produce a risk assessment	
Risk assessment considers, but not limited to:	
Transportation	
Supervision	
Accommodation	
Communication	
First Aid	
Emergency procedures	
Activities	
Expected behaviour	
Environmental conditions	
Risk assessment is communicated to all stakeholders	
Foreign Affairs Canada is consulted for international off-site activities	
<b>D.9 Documentation</b>	
Documentation is collected and reviewed prior to departure	
Responsibility for obtaining documentation is clearly communicated to all stakeholders	
Service provider responsibilities in documentation process are clear	
Documentation required may include:	
Passports	
Visas	
Permits	
Certificates	
Permission forms/consents/waivers	
Student medical insurance and emergency contact information	
Birth certificates	
Immunization Records	
<b>D.10 Insurance</b>	
Adequate insurance policies are secured (medical, trip cancellation, repatriation, liability, etc)	
Any activities not insured are communicated effectively	
Insurance of service providers is verified and certificate sought	
Procedure for claims is communicated effectively	
<b>D.11 Equipment</b>	
Equipment required is appropriate and in good repair	
Instruction is given for the use of specialized/personal protection equipment	
Personal protection equipment is provided or highlighted	

Personal equipment list is provided	
Checks made on personal equipment to ensure suitability	
<b>D.12 Medical</b>	
Current health status of staff and students is confirmed	
Written confirmation is obtained on previous and/or pre-existing medical conditions of staff and students	
Pertinent medical information is obtained regarding, but not limited to:	
Previous and/or current medical conditions	
Previous surgeries	
Previous and/or current medications	
Specialist medication pertaining to destination	
Dietary requirements	
Individual requirements	
Name of doctor	
Permission for treatment	
The use and documentation of prescription and over-the-counter medication is communicated effectively	
Reporting mechanism for accidents and incidents exists	
Environmental illness pertinent to destination country are identified and communicated effectively	
Travel medical insurance is in place	
<b>D.13 Finance</b>	
A budget is prepared	
Clear monitoring system for funds in and out of account established	
The allocation of contingency/emergency funds is established	
Protocols are established outlining the use of contingency/emergency funds	
Staff have access to contingency/emergency funds	
A method to make funds accessible in destination country is arranged	
Students advised on spending money	
Students are trained on money matters whilst in destination country	
Students given advice on fund-raising (if appropriate)	
<b>E. Effective Practice 5</b>	<b>Check</b>
<b>The school has a process for ensuring the selection and preparedness of students.</b>	
Criteria for selection of students is established and communicated to all stakeholders	
Pertinent information on each student is gathered	
Competency and maturity of each student is assessed	
Student responsibilities are communicated effectively	
Information meetings are held for students	
Students are provided with written overview	
Students are provided with advice on laws and cultural awareness of the destination country	
The school has a policy or Code of Conduct regarding student behaviour on off-site activities	
Procedures for transgressions of Code of Conduct are clearly communicated to all stakeholders	
Equipment and clothing	

Physical fitness	
Preventative medical treatment	
First Aid	
Activity specific training	
Language skills	
Cultural skills	
Emergency procedures	
In-country orientation	
Hygiene and health	
Assessing risks	
<b>F. Effective Practice 6</b>	<b>Check</b>
<b>The school has a process for ensuring the selection and preparedness of employees and volunteers.</b>	
Criteria for selecting staff and volunteers is established	
Clear roles and responsibilities are established for staff and communicated effectively	
Competencies may include:	
Prior trip leadership experience	
Proven conservative decision making	
Knowledge of school policies and expectations	
Familiarity with students	
Gender balance is considered for all off-site activities	
Staff training is monitored and kept current	
Competencies are assessed by qualifications, experience or specific training	
Files are kept on each instructor including copies of certifications and assessments.	
Specific responsibilities are assigned to each trip leader	
All staff and volunteers have undergone a police check	
<b>G. Effective Practice 7</b>	<b>Check</b>
<b>The school has a process for ensuring the selection and preparedness of all service providers.</b>	
The circumstances under which a service provider is used are clearly stated	
Service providers are carefully assessed by individuals with expertise in area.	
References from other schools are sought	
Schools enter into a contract with service providers that clearly states roles, responsibilities, insurance, financial arrangements, emergency plans and consequences of cancellation	
The contract outlines key roles and responsibilities for both the school and service provider and is communicated effectively	
The school requests a copy of the service provider’s liability insurance and risk assessment	
The school establishes with the service provider what arrangements are in place in case of delay or other contingencies	

<p><b>H. Effective Practice 8</b></p> <p><b>The school has clear field practices.</b></p>	<p><b>Check</b></p>
<p>The levels and types of supervision are identified for each activity.</p>	
<p>All staff are aware of their supervisory duties</p>	
<p>Supervision levels and unsupervised time are clearly articulated to all stakeholders</p>	
<p>Students know what to do in an emergency if unsupervised</p>	
<p>Staff have a good knowledge of the students in their care and monitor for behavioural changes</p>	
<p>Students are made aware of responsibilities and boundaries at all times but especially if unsupervised</p>	
<p>Effective security measures are established for night time supervision</p>	
<p>Gender balance of staff is considered when considering supervisory duties</p>	
<p><b>I. Effective Practice 9</b></p> <p><b>The school has a communication process with all stakeholders for both routine and emergency situations.</b></p>	<p><b>Check</b></p>
<p>A communication plan is established and communicated effectively to all stakeholders</p>	
<p>A 24-hour school base contact is established and is accessible by staff and parents</p>	
<p>Appropriate methods of communication are established and technology checked as operable in the area of travel</p>	
<p>Training in methods of communication is offered</p>	
<p><b>J. Effective Practice 10</b></p> <p><b>The school establishes contingency and emergency processes for each off-site activity</b></p>	<p><b>Check</b></p>
<p>Written contingency plans include, but are not limited to:</p>	
<p>Common contingencies</p>	
<p>Provision for a student that cannot reach or maintain a required level of activity</p>	
<p>An emergency plan is communicated to all stakeholders</p>	
<p>All field and administration staff understand their roles and responsibilities in the emergency plan</p>	
<p>Staff are appropriately trained and deployed in first aid</p>	
<p>First Aid kits are available and appropriate for the off-site activity</p>	
<p>Medical protocols are communicated effectively to all stakeholders</p>	
<p>Procedures are in place for the use, storage and administration of all medications</p>	
<p>Training for local medical or environmental related illness is given to staff and students</p>	
<p>Advice is given regarding prophylactic medication and advice on travel clinics</p>	
<p>Medical screening for all staff, students and volunteers</p>	

<b>K. Effective Practice 11</b>  <b>The school has a process to review and evaluate each off-site activity.</b>	<b>Check</b>
Evaluation procedure is established for off-site activities includes, but not limited to:	
Aims and objectives	
Itinerary and activities	
Transportation and accommodation	
Value for money	
Safety procedures	
Incidents and near misses	
Student satisfaction	
Staff satisfaction	
Evaluation documentation stored and reviewed	
Annual evaluation of all operating procedures	

Source: Canadian Educational Standards Institute

## 23.12 SKI AND SNOWBOARD ACKNOWLEDGEMENT OF RISK AND INFORMED CONSENT FORM

(Insert School Letterhead Here)

**Trip Name: Location:**

**Date(s):**

I, \_\_\_\_\_ the parent/guardian of  
\_\_\_\_\_ (student's name), recognize that my child will  
participate in alpine skiing/snowboarding to \_\_\_\_\_ (ski hill  
name) sanctioned by \_\_\_\_\_ (school name).

### Acknowledgement of Risk

This trip involves certain risks, dangers and hazards to participants. The list that follows is intended to assist participants and their parents/legal guardians in evaluating the risk of participation and assumption of those risks through voluntary participation.

Skiing and snowboarding are sports with physical demands and inherent risks which are beyond the control of the \_\_\_\_\_ (ski hill name) and \_\_\_\_\_ (school name). Falls, collisions and other incidents may occur which result in serious injury or death. Participants **must assume** the inherent risks of the sport. Potential risks include, but are not limited to:

Collisions with trees, objects or other skiers or snowboarders.

The skier overestimating his/her ability and skiing on runs or trails that are too difficult for his/her ability.

Ski hill or personal equipment failure. Bindings on equipment are designed to reduce the risk of injury when falling. They may not release under all circumstances and they do not guarantee safety in all cases.

Sunburn, hypothermia, frostbite or other weather-induced injury.

Losing the trail, getting separated from the group or getting lost.

Hazards encountered by skiing out of bounds such as ungroomed runs, avalanches, tree wells and other natural hazards.

The risks will also include the usual risks that can occur while driving in a vehicle. Transportation to and from the site will be conducted by \_\_\_\_\_ (add transportation description, including details about the mode(s) of transportation to be used).

Additional risks, foreseen or unforeseen, common or uncommon, may also exist and are assumed through voluntary participation in this activity. The potential consequences of the risks associated with

this trip include, but are not limited to: personal injury, death, property damage, expense and other losses, delay or inconvenience, and trip or activity cancellation or curtailment.

**I am aware of the risks involved in this trip, have reviewed them with my child, and permit him/her to participate in it and all associated activities.**

**Helmet Required**

**I am aware that all participants must wear an appropriate snow sport helmet for school excursions to ski hill facilities and I will ensure that my child wears an appropriate helmet at all times while skiing or snowboarding.**

**Skier and Snowboarder Responsibility Code**

I am aware that the Canada West Ski Areas Association has produced a Responsibility Code which the ski hill and school require that all students know and obey. I am aware that the ski hill or the school may revoke my child’s participation in the activity for violation of the Responsibility Code or other unacceptable conduct.

**Acknowledgement**

**I HAVE READ AND UNDERSTAND THESE WARNINGS AND HAVE IDENTIFIED AND COMPLETED MY CHILD’S ABILITY CLASSIFICATION.**

Level 1: Non-Skier		Level 4:Intermediate (2)	
Level 2: Beginner		Level 5: Advanced	
Level 3: Intermediate (1)			

### Informed Consent

I hereby also give my consent and acknowledge by my signature that:

I have read and understood the Parent Information Package provided by the school about this activity and I have discussed the risks and expectations of the activity with my child and have confidence that my child has understood them.

I understand that my child will be expected to uphold the behavioural expectations of the school outlined in the school's Code of Conduct as in any other school endeavor and in the skier and snowboarder Responsibility Code.

I understand that this is a school-sponsored trip, and if my child breaches the school rules while on this trip, and this should result in either directly or indirectly, any costs and/or liabilities for the school, that I will be liable to pay such costs and liabilities.

Furthermore, my child will also be expected to adhere to any rule, instructions, directions or requests given by trip supervisors or ski hill staff, with the understanding that his or her compliance is in the best interests of all participants. My child will also be expected to act responsibly, showing respect and care for himself or herself and others at all times during the trip. If my child misbehaves, in addition to any other consequences, he or she may be sent home immediately, and I agree to be solely responsible for the cost of such travel, together with the cost of the travel for any adults that accompany my child.

As parent/legal guardian, I will ensure that my child is prepared and has the necessary items as advised by the school on the trip Equipment List.

I also understand that although the trip organizers have undertaken precautions to provide proper organization, supervision, instruction and equipment for all activities, circumstances may arise which are not foreseeable or which are beyond their control. I acknowledge that the trip organizers cannot guarantee safety.

I have read and understood the terms and conditions of this Acknowledgement of Risk and Informed Consent Form and the nature of its contents. I further agree that it is binding upon me.

**I release and agree to indemnify and hold harmless the School, the School Board, teachers, employees, volunteers, and agents, from any personal injury, death, property damage or loss sustained as a result of my child's involvement or participation in the skiing or snowboarding activity arising out of any cause whatsoever, including the negligence of the School or its officers, directors, employees, volunteers, or agents.**

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## 23.13 SKI AND SNOWBOARD CLASSIFICATION SYSTEM

(Insert School Letterhead Here)

All participants must be classified according to the following plan. These stages are consistent with the operations of member resorts of the Alberta Ski Resorts Association and Resorts of the Canadian Rockies. The classifications must appear on the Ski and Snowboard Acknowledgement of Risk and Informed Consent Form and be checked off by the parents.

		<b>Skiing Ability Ratings</b>	<b>Snowboarding Ability Ratings</b>
<b>Non Skier/ Snowboarder</b>	<b>Level 1</b>	<ul style="list-style-type: none"> <li>• Has never skied / snow bladed before</li> <li>• Little experience</li> <li>• Unable to ride lifts alone</li> </ul>	<ul style="list-style-type: none"> <li>• Has never snowboarded before</li> <li>• Little experience</li> <li>• Unable to ride lifts alone</li> </ul>
<b>Beginner</b>	<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Experience on gentle green slopes</li> <li>• Experience with surface lifts / tow ropes</li> <li>• Able to perform braking, snowplow and basic turns</li> </ul>	<ul style="list-style-type: none"> <li>• Experience on gentle green slopes</li> <li>• Experience with surface lifts / tow ropes</li> <li>• Some experience with chair lift</li> <li>• Able to side slip on at least one edge</li> <li>• Balance is shaky, concerned about speed and falling</li> <li>• Hesitant on linking turns</li> </ul>
<b>Intermediate (1)</b>	<b>Level 3</b>	<ul style="list-style-type: none"> <li>• Experience on steeper green slopes</li> <li>• Able to straight run with skis parallel</li> <li>• Able to link wedge turns with confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Comfortable with any lift</li> <li>• Able to side slip on toe and heel edge</li> <li>• Links turns with ease and engages some edging</li> <li>• Most green slopes are considered 'too easy'</li> <li>• Beginning to ride switch</li> <li>• Less concern with falling</li> </ul>
<b>Intermediate (2)</b>	<b>Level 4</b>	<ul style="list-style-type: none"> <li>• Experience with chair lifts</li> <li>• Experience on gentler blue slopes</li> <li>• Able to link turns with skis in parallel position</li> </ul>	<ul style="list-style-type: none"> <li>• Experience with chair lifts</li> <li>• Linking turns with edge control</li> <li>• Comfortable on most blue runs</li> <li>• Strong balance</li> <li>• Not concerned with falling</li> <li>• Comfortable riding switch</li> <li>• Eager to try varied snow conditions and terrain</li> </ul>
<b>Advanced</b>	<b>Level 5</b>	<ul style="list-style-type: none"> <li>• Experience with all types of lifts</li> <li>• Experience on steeper blue and moderate black slopes</li> <li>• Able to consistently link turns with parallel skis at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Experience with all types of lifts</li> <li>• Experience on steeper blue and moderate black slopes</li> <li>• Can link turns with edge control in both regular and switch</li> <li>• Able to carve at will</li> <li>• Excellent speed control</li> <li>• Able to move freely in all planes of balance</li> <li>• Enjoy varied snow and terrain conditions</li> </ul>

### 23.14 SKI AND SNOWBOARD EQUIPMENT RENTAL AGREEMENT

(Insert School Letterhead Here)

Trip Name: \_\_\_\_\_ Trip Date: \_\_\_\_\_

Student name: \_\_\_\_\_

This form is used for a parent to indicate the ski or snowboard equipment required to be rented for their child.

**INDICATE THE EQUIPMENT TO BE RENTED:**

Item Required	Yes	No
Ski, boot & pole package		
Snowboard & boot package		
Ski boots		
Ski poles		
Helmet		
My child does not need equipment rental and will provide all equipment required		
My child will bring an appropriate snow sport helmet		
Other equipment needed (please indicate)		

**Note: All participants must wear an appropriate snow sport helmet for school excursions to ski hill facilities. This is mandatory.**

THE UNDERSIGNED AGREES to accept full responsibility for the care of the equipment listed in this form while it is in the possession of \_\_\_\_\_. (Student Name)

THE UNDERSIGNED AGREES to reimburse the resort for any loss or damage to the equipment other than reasonable wear resulting from its use by \_\_\_\_\_. (Student Name)

SIGNATURE OF PARENT: \_\_\_\_\_

SIGNATURE OF STUDENT: \_\_\_\_\_

## 23.15 SKI AND SNOWBOARD LIFT USE GUIDELINES

(Insert School Letterhead Here)

To ensure that all students enjoy a good day of snow sports also means that they use both chairlifts and surface lifts safely.

1. Where applicable, only those students who receive approval from the snow school staff may use lifts other than those designated as beginner lifts.
2. All students must be aware of and obey signs posted around the lift loading and unloading areas and along the towpath.
3. While waiting their turn in a lift line, students must refrain from horseplay and prepare themselves for loading.
4. When approaching a loading area, students must obey instructions given by a lift operator and make sure the lift ticket is properly displayed.
5. When riding a chairlift:
  - a) Students must always use a restraining bar.
  - b) Students must never bounce or rock the chair in any way, and must remain seated facing uphill at all times.
  - c) Students must never, under any circumstances, jump from chairs.
  - d) If a chairlift stops, students are to remain calm and wait until restart. In case of an emergency evacuation, students are to remain calm and follow all instructions given by resort employees.
  - e) When approaching an unloading area, students must not lift restraining bar until instructed to do so by posted signs.
  - f) When students clear the ramp, they must move away from the area adjacent to unloading ramp immediately.

6. When riding a surface lift:
  - a) Students must always remain in the designated towpath and never attempt to slalom or to zig-zag on the way to the top.
  - b) To unload anywhere outside of a designated unloading area must be avoided unless the lift stops and students are instructed to do so by the patrol or resort employees. In such an event, everyone is to leave the towpath as quickly as possible.
  - c) Any student who falls while riding a surface lift must clear the path immediately, so as not to interfere with others.
  - d) To ski/snowboard down a lift towpath is dangerous and strictly prohibited.
7. Students must always:
  - a) Display their lift ticket.
  - b) Follow all instruction given by resort staff.
  - c) Behave in a responsible manner.
  - d) Be courteous to other students, other skiers, snowboarders and resort personnel.
  - e) Be aware of and abide by posted Responsibility Code.
  - f) Use only trails identified by the snow school instructor as appropriate for your ability.  
Know your group and the teacher/or volunteer supervisor **assigned to your group**.
8. Behaviour contrary to above instruction will endanger offenders or others and may result in a serious injury. With no exception, any and all offenders will lose their lift and trail privileges.

## 23.16 RELEASE AND INDEMNITY FOR SKI AND SNOWBOARD RACES AND COMPETITIONS

**(Insert School Letterhead Here)**

READ VERY CAREFULLY BEFORE SIGNING

I, \_\_\_\_\_ (name of participant), in consideration of being allowed to participate in the \_\_\_\_\_ (name of competition or program) at \_\_\_\_\_ (resort name) and any preparatory training therefore, do hereby release and agree to hold harmless and indemnify the directors, officers, shareholders, agents, servants, employees of \_\_\_\_\_ (name of resort) and \_\_\_\_\_ (Name of School Board) from all claims, actions, or damages without any limitation whatsoever, whether consisting of injuries, loss, personal injury, property damage, or death, that does or may result in any way from my participation in these competitive sporting events or programs, assuming myself any and all responsibility and liability for same. I further agree to indemnify and hold harmless all those above names from any damages or costs or expenses whatsoever which they or any of them may sustain as a result of any claim brought by anyone against any of them as a result of my preparation for and/or participation in these competitive sporting events or programs.

I specifically agree that before any given competition takes place I will, if I so desire, inspect all areas involved in the competition, fully realizing, accepting and understanding that competitive skiing/snowboarding in general and of this type in particular is inherently risky and dangerous, as are preparations, practice, or training for such events.

I, as a participant, completely understand that the above paragraphs constitute a covenant and a promise on my part to fully discharge all of the above named parties from any and all liability of any kind for any injuries, loss, damage, or death which may result from my participation in these competitive sporting events and programs.

This release is binding, and so I understand, not only upon myself but upon my heirs, administrators, executors, and assigns, and I herewith again reaffirm my free and willing intent to exercise it, acknowledging a complete understanding of its terms and conditions and the totality of its effect, and the totality of the waiver of any rights that I would otherwise have had, had this agreement not been executed.

For day skiers/snowboarders: I acknowledge and acceptance is hereby made of the waiver printed on the ski ticket.

Dated at \_\_\_\_\_ this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_.

\_\_\_\_\_  
Participant

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Parent (Guardian)

\_\_\_\_\_  
Witness

## 23.17 SKI AND SNOWBOARD VOLUNTEER ACKNOWLEDGEMENT OF RISK AND INFORMED CONSENT FORM

(Insert School Letterhead Here)

**Trip Name:**

**Location:**

**Date(s):**

\_\_\_\_\_ (school name) is arranging a trip for students to go to  
\_\_\_\_\_ (name of ski hill / resort) to ski (snowboard, snowblade, tube).

This signed form is required for volunteers who wish to supervise and participate in this snow sport education program.

### ACKNOWLEDGEMENT OF RISK

This trip involved certain risks, dangers and hazards to participants. The list that follows is intended to assist volunteer supervisors and participants in evaluating the risk of participation and assumption of those risks through volunteering their time.

Skiing and snowboarding are sports with physical demands and inherent risks which beyond the control of \_\_\_\_\_ (ski hill / ski resort name here) and \_\_\_\_\_ (school name here). Falls, collisions and other incidents may occur which result in serious injury or death. Participants must assume the inherent risks of the sport. Potential risks include, but are not limited to:

1. Collisions with trees, objects or other skiers or snowboarders.
2. The skier overestimating his/her ability and skiing on runs or trails that are too difficult for their ability.
3. Ski hills or personal equipment failure. They may not release under all circumstances and they do not guarantee safety in all cases.
4. Sunburn, hypothermia, frostbite or other weather induced injury.
5. Losing the trail, getting separated from the group or getting lost.
6. Hazards encountered by skiing out of bounds such as ungroomed runs, avalanches, trees wells, and other natural hazards.
7. The risks will also include the usual risks that can occur while driving in a vehicle. Transportation to and from the site will be by \_\_\_\_\_ (transportation description, including details about the mode(s) of transportation to be used).

Additional risks, foreseen or unforeseen, common or uncommon, may also exist and are assumed through voluntary participation in this activity. The potential consequences of the risks associated with this trip include, but are not limited to personal injury, death, property damage, expense or other.

**I have reviewed this document and am aware of the risks involved in this trip and agree to follow the rules and code of conduct for volunteer supervisors and will participate in it and all associated activities as directed by \_\_\_\_\_ (school name).**

**HELMET REQUIRED**

**I am aware that the all participants and supervising volunteers must wear an appropriate snow sport helmet for this school excursion, to ski hill facilities and I agree to wear an appropriate helmet at all times while skiing or snowboarding.**

**EQUIPMENT**

\_\_\_\_\_ (name of resort) provides rental equipment. Bindings on equipment reduce the risk of injury when falling. They will not release under all circumstances and they do not guarantee safety in all cases. Parents must accept responsibility for equipment that is lost or damaged (other than wear and tear).

**SKIER’S/SNOWBOARDER’S RESPONSIBILITY CODE**

The Alberta Ski Resorts Association has produced a Responsibility Code which \_\_\_\_\_ (name of resort) and \_\_\_\_\_ (name of school board) requires that you know and obey. Skiers (snowboarders/snowbladers/tubers) must always be in control and able to stop and change direction to avoid collisions with other people or objects. \_\_\_\_\_ (name of resort) may revoke a ski ticket for violation of the code or other unacceptable conduct.

**ACKNOWLEDGMENT**

**I HAVE READ AND UNDERSTAND THESE WARNINGS AND HAVE IDENTIFIED AND MY ABILITY CLASSIFICATION AND HAVE NO LESS THAN A LEVEL 3: INTERMEDIATE (1).**

Level 3: Intermediate (1)		Level 5: Advanced	
Level 4: intermediate (2)			

Dated at \_\_\_\_\_ this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

## 23.18 POST OFF-SITE ACTIVITY REPORT FORM

### TRIP INFORMATION

<b>Destination:</b>	
<b>Departure Date:</b>	<b>Return Date:</b>
<b>Purpose of the Off-site Activity:</b>	
<b>Number of Employees:</b>	<b>Number of Volunteers:</b>
<b>Number of students:</b>	<b>Grade Level:</b>
<b>Teacher-in-Charge:</b>	<b>Other Supervisors:</b>

**Name of Person Completing the form:**

**Date form completed:**

**If an injury to a student, employee or volunteer occurred while on this field trip, in addition to this report, submit an incident report.**

**TRIP FEEDBACK** - Provide feedback on the following:

1. **Trip Preparation:**       Good       Fair       Unsatisfactory

Comments:

Action:

Assigned to:

Due Date:

---

2. **Trip Supervision:**       Good       Fair       Unsatisfactory

Comments:

Action:

Assigned to:

Due Date:

---

**Post Off-site Activity Report Form ...2**

3. **Service Provider:**       Good       Fair       Unsatisfactory

Comments:

Action:

Assigned to:

Due Date:

---

4. **Equipment:**       Good       Fair       Unsatisfactory

Comments:

Action:

Assigned to:

Due Date:

---

5. **Transportation:**       Good       Fair       Unsatisfactory

Comments:

Action:

Assigned to:

Due Date:

---

6. **Venues:**       Good       Fair       Unsatisfactory

Comments:

Action:

Assigned to:

Due Date:

---

7. **Student Behaviour:**       Good       Fair       Unsatisfactory

Comments:

Action:

Assigned to:

Due Date:

---

**Post Off-site Activity Report Form ...3**

8. **Itinerary Changes:**       Good               Fair               Unsatisfactory

Comments:

Action:

Assigned to:

Due Date:

9. **Incidents:**                       Good               Fair               Unsatisfactory

Comments:

Action:

Assigned to:

Due Date:

10. What recommendations would you pass on to a colleague for planning a similar trip?

<b>Name of Teacher-in-Change</b>
<b>Signature</b>
<b>Date</b>

<b>Name of Principal</b>
<b>Signature</b>
<b>Date</b>

### 23.19 VEHICLE PRE/POST CHECKLIST

Name of employee signing out vehicle:	
Name of driver(s):	
Date signed out:	Date signed in:
Time signed out:	Time signed in:
Mileage out (from odometer):	Mileage in (from odometer):
Fuel level out:	Fuel level in:
Destination(s):	

<b>1. Documentation: Check glove box for documentation</b>
<input type="checkbox"/> Owner’s Manual
<input type="checkbox"/> Pink Insurance Card
<input type="checkbox"/> Vehicle Registration

2. Vehicle Walk Around Check	<i>(check items if okay, X if not, report problems in comments)</i>	
	Pre-trip Checklist	Post-trip Checklist
TIRES - tread wear (amount of tread and evenness of the wear) - cuts, bulges, nails – check for hidden damage on the backside - proper inflation	<input type="checkbox"/>	<input type="checkbox"/>
BRAKES - road test; even braking; no unusual noises	<input type="checkbox"/>	<input type="checkbox"/>
OIL - proper Level	<input type="checkbox"/>	<input type="checkbox"/>
COOLING SYSTEM – no leaks; no obstructions to air flow	<input type="checkbox"/>	<input type="checkbox"/>
LIGHTS - all operational	<input type="checkbox"/>	<input type="checkbox"/>
REVERSE BEEPER – working (if equipped)	<input type="checkbox"/>	<input type="checkbox"/>
MIRRORS – present and in usable condition	<input type="checkbox"/>	<input type="checkbox"/>
STEERING – road test; no leaks or free play	<input type="checkbox"/>	<input type="checkbox"/>
SUSPENSION – road test; even ride	<input type="checkbox"/>	<input type="checkbox"/>
SEAT BELTS – all operational	<input type="checkbox"/>	<input type="checkbox"/>
VEHICLE DAMAGE - visual check interior and exterior	<input type="checkbox"/>	<input type="checkbox"/>
ROOF RACK - secure	<input type="checkbox"/>	<input type="checkbox"/>



### 23.20 PRE-TRIP SITE VISIT INSPECTION FORM

<b>Date of site visit:</b>
<b>Visit conducted by:</b>
<b>Locations visited:</b>

1. Appropriateness of the site for the age, knowledge and ability of students:
2. How the site contributes to fulfilling educational goals and outcomes:
3. How conducting the activity at the site influences the required instructor qualifications:
4. Information regarding local service providers if needed:
5. How the site influences transportation needs:

**Pre-Trip Site Visit Inspection Form...2**

6. Location of suitable local accommodations and restaurants:
7. Suitable communication technology for the site:
8. Supervision requirements in relation to location and hazards:
9. Proximity of emergency services to the site, and its availability, quality and contact information:
10. Seasonal considerations such as snow, cold weather, storms and the impacts on the proposed activity

**Pre-Trip Site Visit Inspection Form...3**

11. Contact a hazard assessment of the activities, facilities, location and travel to the off-site activity (see section 8.3).

Activity/Location (list all activities and locations from itinerary)	Hazard (cause of harm)	Precautions Taken

12. Determine the necessary knowledge and abilities students will need to be safe at the location or while participating in the activities.

13. Gather maps, photos, contact information of service providers and of Canadian Consulate Office and Hospital/medical facilities locations, services and information.