



**Curricular and Extra-Curricular Field Trip Protocol  
for**

**Pattison High School**  
981 Nelson Street  
Vancouver, BC  
V6Z 3B6

**Draft Date: October, 2023**  
**Last Update:**



## Curricular and Extra-Curricular Field Trip Protocol

### Overview

Pattison High School recognizes that curricular and extra-curricular field trips are of substantial benefit to students in their learning and development of their characters and social skills. For many students, field trips offer opportunities to broaden their horizons and enrich their experience, which would otherwise be unavailable in their lives. School journeys and visits are of great educational value in developing the potential and qualities of children and young people, and as such make a valuable contribution to their lives both short term and long term.

This protocol is provided to assist teachers and school principals and vice-principals (PVPs) to prepare for field trips. It assists them in interpreting and carrying out the procedures appropriate for planning and leading all types of field trips. The first section explains policy, criteria and transportation issues for field trips. Special attention will be given to safety issues relating to field trips. The second section provides all the forms needed to plan the trip.

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## **Section A: Procedures**

### **A.1. School Policy**

Field trips are an extension of school, therefore school rules and district policy will be adhered to for all extra-curricular and curricular field trips. The following are school policies that apply:

- **Student Code of Conduct**
- Student Supervision

### **A.2. Criteria for a curricular field trip**

- The field trip relates to and enhances the school program.
- Educational value is demonstrated in the planning and field trip.
- The field trip is appropriate to the physical, social, emotional and mental development of the students.
- The field trip encourages curriculum integration and articulation.
- The field trip demonstrates clearly stated objectives.
- The educational benefit is such that it warrants the travel, time and money required to make the excursion a quality experience.
- Health and safety factors are considered.
- The objectives of the excursion are conveyed in writing to the parent/custodian and to the school principal.
- Fees must not be charged for attendance on a curricular field trip.
- Students may engage in fundraising for a curricular field trip as long as all students benefit from the fundraising.

### **A.3. Criteria for an extra-curricular fieldtrip**

- The field trip is not part of the curriculum and is not a requirement for students to attend in order to complete a course.
- The field trip may happen during school time.
- PHS Activity Days are the most common type of extra-curricular fieldtrip.
- Learning experiences that are not part of the curriculum but that have educational value would be extra-curricular.
- Fees may be charged for participation in an extra-curricular field trip.

### **A.4. Use of / Booking Transportation**

#### **Use of Buses**

- Normally, travel to school sponsored instructional and student activity field trips will be by public transit or a charter bus driven by a qualified driver.



- At least one member of the teaching staff must be present in each bus to provide prime responsibility for the supervision of students to and from the activity. Other adult supervisors must be present in the ratio given in Section A.6. Teachers should sit amongst students to monitor behaviour.
- Bus travel for students contains many inherent risks to students' safety. Best practice dictates that the school supervisor takes every precaution possible to protect the students from harm during travel including advising them of expected behaviours on the bus, bus safety rules and emergency procedures and communications. In the event of an emergency, all passengers on the bus must know what to do.
- If taking a bus - the principal/teacher lead shall ensure that:
  - Any potential safety issues have been identified;
  - A plan to deal with safety issues has been developed; and,
  - The bus transportation companies have an evacuation process in place and this information is shared with the students and staff prior to departure.
- Upon completion of seating, before the bus leaves, the supervisor will ensure that all the safety protocols of that vehicle are explained to the passengers by the bus driver including emergency evacuation procedures and what to do in an emergency.

### **Ferry for Transportation**

- Because students can move about more freely on a ferry than almost any other means of transport, expectations and rules must be well understood by students and supervisors before the trip. Frequent roll calls may need to be made to ensure the whereabouts of all students.
- Students must be informed of what constitutes safe conduct on board a vessel.
- The trip planner should reserve space on the ferry well in advance. This is normally done in writing after telephone arrangements have been made. B.C. Ferries provides reduced rates for school groups.

### **Airplane or Train for Transportation**

Student safety must be paramount when determining the means of transportation for a trip. Students must be instructed in regard to the safety features of the airplane or train on which they travel. Trip planners make arrangements directly with a travel agent for airplane and train transportation.

### **Walking Field Trips**

The route to be followed should be familiar to the group leader and a route map or description should be left at the school as part of the trip plan. The size of the group and considerations such as student behavior will determine the number of supervisors needed. An adult leading and another at the end of the group is an advisable arrangement of supervisors for class groups. Before an outing, students should be advised of the expectation of safe and orderly behavior. They should know what route they will be following and how to behave when on sidewalks, road edges or street crossings.



The leader's speed would be determined by the group's ability to keep together and to proceed in an orderly manner.

Exceptional circumstances that should be considered in advance are:

- the possibility of poor weather
- stray animals and wildlife
- the possibility that in an emergency an adult might need to return to the school with a student

### **Other Means of Transportation**

The trip planner must consider both benefits and risks when planning the transportation aspects of a field trip. The participants must be aware of the risks, be judged to be capable of undertaking the activity safely and be prepared for success through a relevant educational program. The trip planner should consult with experienced persons when planning a means of transport that does not fit within the definition of conventions listed.

### **Keeping Track of Who is Being Transported**

A list (manifest) of students and supervisors involved in a field trip must be left at the school and a copy must be taken along on the field trip by the teacher-in-charge. This applies to all forms of vehicular and commercial transportation. This will help determine who was traveling in the event of an emergency.

## **A.5. Safety Concerns**

### **Environment**

The safety of the environment depends on the degree of potential risk and how controlled the area is. Situations with greater risk require more supervision and greater vigilance.

Uncontrolled areas are places that do not have safety professionals close enough to be of timely assistance.

### **Communication**

The ability to communicate in case of an emergency is vital. Trip leaders should have available communication devices capable of calling for help in case of emergency. When leaving school property on a field trip, teachers should bring a communication device with them. A cell phone or other communication device must be carried if the group is likely to be more than 20 minutes from Emergency Medical Services (including time to contact them and for them to arrive on site).

### **Competency**

Students, volunteers and staff must have the skills and physical ability to be able to participate safely in the planned activities.

For certain activities, the teacher may need documentation of student proficiency, or



specialized or certified staff or volunteers, e.g., swimming, skiing, rock climbing or any other higher risk activity.

## **Supervision**

There must be at least one teacher on any field trip. Volunteers must be over the age of nineteen. Chaperones for overnight trips must be over twenty-one and have undergone a criminal record check. The number of supervisors necessary for each level of field trip is explained in Section A.6.

## **Medical**

Medical forms must be filled out for each student on a field trip that takes place in a higher risk environment, overnight or out of the province.

Students must be responsible for their own medication and medicine. A written note from the parents outlining the need for the medication must be provided to the trip organizer. Teachers and staff will only be responsible for administering medicine for which they have been specifically trained.

First Aid kits should be carried if the group is likely to be more than 20 minutes from Emergency Medical Services

## **A.6. Risk Assessment**

Risk assessment is the fundamental tool to ensure safety is effectively managed on a field trip. The purpose of the Risk Assessment process is to identify **hazards**; assess who may be harmed and how; and manage the hazards through safe systems of operation. While there are hazards around us in schools day to day, when we take students into an unknown location the hazards too are unknown, and the trip organizer needs to have recognized these hazards and assessed the **risk** to the group prior to the trip. A risk assessment for a field trip visit need not be complex but it should be comprehensive. Safety must always be the prime consideration, even on low-risk trips to a local historical site or museum. If the risks cannot be contained, then the visit must not take place.

### **Definitions:**

Hazard: a **hazard** is anything that may cause harm, such as chemicals, electricity, working from ladders, an avalanche, vehicles, a cliff edge, an icy path

Risk: the **risk** is the chance, high or low, that somebody could be harmed by these and other hazards, together with an indication of how serious the harm could be

The risk assessment should be based on the following considerations:

- what are the hazards?



- who might be affected by them?
- what safety measures need to be in place to reduce risks to an acceptable level?
- can the group leader put the safety measures in place?
- what steps will be taken in an emergency?

A good risk assessment for a school trip would consider, amongst other things:

- the venue - site and environment, including accommodation where relevant;
- the group, including age range, fitness, competence and temperament;
- the special educational or medical needs of pupils;
- the program of activities;
- the staffing and issues relating to effective supervision;
- transport issues;
- quality and suitability of available equipment;
- seasonal issues such as weather and timing;
- student and staff training in safety procedures, risk assessments and rescue drills.

## **A.7. Field Trip Categories**

### **Category A: Lower risk Field Trips**

#### **Level One Field Trip: Activity Near School**

- involves negligible risk
- these trips take place near the school
- does not involve driving
- does not conflict with other classes
- takes place within school hours
- may be organized at short notice
- requires the level one consent form to be completed annually
- school office maintains a copy of an up-to-date list
- a planned route and destination must be left at the office
- approval of school principal required
- requires adequate supervision

#### **Level Two Field Trip: Field Trip within Vancouver**

- involves minimal risk
- takes place within Vancouver
- takes place within a controlled environment
- may involve transport
- does not require staying overnight
- approval of school principal required
- requires adequate supervision





- if transportation needed, field trip application and bus request must be arranged with at least 10 days notice

### **Level Three Field Trip: Day trip beyond Vancouver**

- involves minimal risk
- takes place within a day's drive of the school
- takes place within a controlled environment
- will involve transport
- does not require staying overnight
- requires parental consent
- approval of school principal and superintendent required 10 days in advance
- requires one supervisor per 10 students with a minimum of two adults

### **Level Four Field Trip: Overnight Trip**

- involves minimal risk
- requires staying overnight
- takes place within a controlled environment
- requires field trip medical form
- requires parental consent
- requires approval of school principal and two weeks in advance
- overnight trips involving both male and female students must have a supervisor of each gender present
- requires one supervisor per ten students with a minimum of two adults

### **Category B: Higher risk Field Trips**

#### **Level Five Field Trip: Wilderness Trip and Extreme Sports**

- field trip could be in an higher risk environment
- activities involved have a greater risk (e.g. skiing, water sports, rock climbing)
- requires field trip medical form
- may involve staying overnight
- approval of school principal required two weeks in advance
- requires parental consent two weeks in advance
- overnight trips involving both male and female students must have a supervisor of each gender present
- one leader, staff member or chaperone on a wilderness trip must have wilderness first aid training
- number of supervisors must be discussed with the principal with a minimum of one supervisor per 10 students
- requires risk assessment to be completed prior to trip



### **Level Six Field Trip: Out of Province and International Trip**

- takes place within a low-risk environment
- all participants must have travel insurance for international travel
- requires field trip medical form
- requires school principal and superintendent approval thirty days in advance, three months for international trips
- overnight trips involving both male and female students must have a supervisor of each gender present
- requires parental consent three months in advance for international trips and two weeks in advance for out of province trips
- requires one supervisor per ten students with a minimum of two adults
- requires risk assessment to be completed prior to trip

### **A.8. How to Plan Your Field Trip**

#### **1. Determine the Category and Level of field trip you wish to take**

Refer to Section A.7 for detailed descriptions of types of field trips.

#### **2. Review the appropriate sections of this Policy document**

- When you have determined the type of trip, familiarize yourself with the requirements of that type of trip.
- You should consider the costs involved, including admissions and busing, and make a plan for how these costs will be covered.

#### **3. Discuss the idea with your Principal**

- You should discuss the destination, educational purpose, and proposed activities with your principal well in advance of any trip.
- Have a date in mind. If it is necessary to have a reservation for your trip, find out what dates are available.
- Check the school master calendar for potential conflicts.
- Discuss how any costs will be covered.

#### **4. Work on the Field Trip Application Form, Appropriate Check list**

- Refer to field trip planning sheet to ensure that all appropriate forms and letters are filed and sent out.
- Refer to Appendix A to see what forms must be filed for your level of field trip. Work through the application form and check list.
- Ensure that you can meet any specific requirements for expertise and supervision for your proposed trip.

#### **5. Carry out a Risk Assessment for a Level 5 and 6 Trip.**



## 6. Communicate With Parents and Students

- Discuss the proposed trip with your students.
- Prepare and send home the Information Letter and Permission Form well in advance of the trip, (especially if there is a cost) involved.
- Be very clear about the departure and return times.
- For outdoor, overnight, out of province and international trips, a Medical Form needs to be completed. Use a checklist to ensure you get back all the forms and store them in a binder or folder.
- Bring the binder along on the trip or bring a list of students with medical alert information, home and emergency telephone numbers.
- Leave information about who is on the trip at the school.
- For extended trips, prepare a system to notify parents/custodians in the event of any delays.

## 7. Make Reservations

Make sure to contact institutions you wish to visit to ensure they are open to the public at your required time. Make reservations for admission and tours. Make hotel and travel reservations. Be sure to book the bus if needed. Ensure accommodation is reserved for the driver and that part of the field trip budget includes this cost.

## 8. Pre-teach Students

Do the planning and pre-teaching necessary to prepare students to get the most out of the trip. This should include information about behavior expectations and safety. **Include a session with students on the hazards for a Level 5 and 6 trip and how the risk will be managed.**

## 8. Finalize Details

Complete your checklist and have your principal sign off on the Field Trip Application Form. Confirm transportation and ensure you have permission for all students. Collect any monies required. Submit to district office for further approval as required.

## 9. On The Trip

Do head counts at the beginning and end of the trip and at appropriate transition times. Ensure students behave safely and politely. They are representing your school. Support your bus driver. Take lots of pictures or a video if you can do so. Be prompt with your arrival and departure times. Have fun!

## 10. After The Trip

Complete appropriate follow-up activities. A journal might provide a lasting memento of an important event of the school year. Evaluate the trip to determine whether it could be improved or should be repeated.

- Conduct a closure activity on the field trip by asking students to explain why,



where, how, and what was accomplished during their outing.

- Assess if the goals of the trip have been achieved.
- Assess the conduct of the class in terms of the standards set up before the trip.
  - Discuss whether they listened attentively, stayed in a group, and displayed habits of courtesy.
  - This assessment should always include favorable reaction as well as ways in which they might improve on subsequent trips.
  - Notes should be made of these suggestions for improvement and saved for review just before the next trip is undertaken.
- Utilize opportunities to draw upon data and experiences from the field trip in other subjects taught in the classroom.



**FIELD TRIP PLANNING SHEET**

(This form is a planning tool and does not have to be submitted)

**Destination:**

**Leader's name:**

Have you discussed the excursion with the principal or designate and received approval? **Y / N**

Has the Education Criteria been established? **Y / N / NA**

**Plan**

- Site selection \_\_\_\_\_
- Itinerary \_\_\_\_\_
- Pre-activity study plans \_\_\_\_\_
- Post-activity study plan \_\_\_\_\_
- Transportation \_\_\_\_\_
- Costs:
  - i. Approval to collect funds \_\_\_\_\_
  - ii. Amount \_\_\_\_\_
  - iii. Source of funds \_\_\_\_\_
  - iv. Back-Up/Contingency \_\_\_\_\_
- Supervision:
  - i. Leader's qualifications \_\_\_\_\_
  - ii. Supervisor \_\_\_\_\_
  - iii. Volunteers \_\_\_\_\_
  - iv. Ratio \_\_\_\_\_
  - v. Participants \_\_\_\_\_
- Notification of other staff members \_\_\_\_\_
- Provision for non-participating \_\_\_\_\_
- First Aid Requirements \_\_\_\_\_
- Evaluations \_\_\_\_\_
- Pertinent student medical information \_\_\_\_\_
- Appropriate laws, permits, registration, etc. are understood \_\_\_\_\_

Prior to taking the excursion students will all be aware of steps to take in case of such situations as:

- Becoming lost, injured, or left behind (this might include how, who, or where to call; lists of addresses or phone numbers, etc.) \_\_\_\_\_
- Appropriate emergency procedures \_\_\_\_\_

Do students have competencies required by trip? **Y / N / NA**



Has a risk assessment been completed for a Level 5 and 6 trip been completed? **Y / N / NA**

Parents/custodians have been notified of:

- Proposed activity, including destination educational purpose \_\_\_\_\_
- Personal needs of participants \_\_\_\_\_
- Means of transportation \_\_\_\_\_
- Costs \_\_\_\_\_
- Guidelines for behavior expectations \_\_\_\_\_
- Procedures in event of unforeseen circumstances \_\_\_\_\_
- Potential risks and hazards \_\_\_\_\_

Students have been given notification of:

- Objectives of the activity or trip \_\_\_\_\_
- Details of the trip (lunch, clothing, groupings, etc.) \_\_\_\_\_
- Behavior expectations (during transport and at destination) \_\_\_\_\_
- Safety expectations \_\_\_\_\_

Has a list of participating students been distributed to all teachers whose classes may have students absent because of overlapping?

Transportation:

- Bus booked \_\_\_\_\_
- Public transit times and locations determined \_\_\_\_\_

Supervisors/volunteers have been briefed regarding:

- Educational purpose \_\_\_\_\_
- Duties \_\_\_\_\_
- Assignments \_\_\_\_\_
- Student groupings \_\_\_\_\_
- Roles and responsibilities \_\_\_\_\_
- Details of trip \_\_\_\_\_
- Emergency plans \_\_\_\_\_
- Other requirements \_\_\_\_\_

Students, staff, and volunteers:

- Health and fitness required for the proposed trip \_\_\_\_\_
- Provisions made for students know not to be attending \_\_\_\_\_
- Provisions made to notify the office of "no show" students \_\_\_\_\_
- Final review and briefing of the principal taken place \_\_\_\_\_



**FIELD TRIP APPLICATION FORM**

**LEVEL:**    Level 2 (    )    Level 3 (    )    Level 4 (    )    Level 5 (    )    Level 6 (    )

**DETAILS OF TRIP**

Date: \_\_\_\_\_ (mm/dd/yyyy)

Destination of Trip (venue/address) \_\_\_\_\_

Accommodations: \_\_\_\_\_ (Required if field trip exceeds 1 day)

Purpose of Trip: \_\_\_\_\_

Description of Activities: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Risks of Participating: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name(s) of Supervisor(s): \_\_\_\_\_

Information and Consent Form attached:    **Y / N**

Depart Date/Time: \_\_\_\_\_ Return Date: /Time: \_\_\_\_\_

Number of Students: \_\_\_\_\_ Adults: \_\_\_\_\_ Student/teacher ratio \_\_\_\_\_

Students with Special Needs:    Y / N    Staff Supervisor: \_\_\_\_\_

Cost per student: \_\_\_\_\_ Total Cost: \_\_\_\_\_

Substitute Teacher required:    Y / N

Teacher/period/subjects

\_\_\_\_\_

\_\_\_\_\_







<Date>

Dear Parents/Custodians:

We have planned for a field trip to \_\_\_\_\_(location) on \_\_\_\_\_(date).

On this field trip we will be learning about \_\_\_\_\_and will be involved in the following activities: \_\_\_\_\_

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This trip is related to the \_\_\_\_\_curriculum in the following ways:

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We will be traveling to our destination by (chartered bus, walking, public transit, ferry or other).

We will depart from the school on \_\_\_\_\_(date) at \_\_\_\_\_(time) and return on \_\_\_\_\_(date) at \_\_\_\_\_(time).

We require your permission for your child to participate in this activity. Please complete the Field Trip-Parent Permission Form (on reverse side or attached) and return it to the school along with money to cover the cost for your child by \_\_\_\_\_. (date)

Please contact me here at the school if you have any questions. The best time to call me is on (days of week) at (give preferred times).

Sincerely,

<Teacher>



**FIELD TRIP INFORMATION & CONSENT FORM**

**Activity:** \_\_\_\_\_ **Lead Teacher Name** \_\_\_\_\_

**Location:** \_\_\_\_\_ **Date (s):** \_\_\_\_\_

**Departure from school:** \_\_\_\_\_ am/pm **Arrival back at school:** \_\_\_\_\_ am/pm

**Overview Itinerary for the Field Trip Program:**

**Transportation:** Walking to and from the activity ( ) **Chartered Bus** ( ) **Public Transit** ( )

**Lunch Required:** Yes / No

\*This form must be returned for your child's participation. Notes or phone calls are not acceptable.

**CONSENT AND ACKNOWLEDGEMENT OF RISK**

1. I accept the mode of transportation for this activity.
2. I acknowledge my right to obtain as much information as I require about this program or activity and associated risks and hazards, including information beyond that provided to me by the school.
3. I freely and voluntarily assume the risks /hazards inherent in the program /activity and understand and acknowledge that my child may suffer personal and potentially serious injury arising from his /her participation.
4. My child has been informed that he/she is to abide by the rules and regulations, including following directions and instructions from the school's and or/ service providers administrators, instructors and supervisors over all phases of the program /activity.
5. In the event that my child fails to abide by these rules and regulations, disciplinary action may require his/her exclusion from further participation, or that I be contacted to have him/her picked up, unless I have specified other transport arrangement and I will be responsible for any costs associated.
6. I acknowledge that it is my duty to advise the Lead Teacher of any medical/ health concerns of my child that may affect his/ her participation.
7. I acknowledge that the board may choose to cancel the trip if travel conditions are deemed unsafe (e.g. weather and health advisory). I accept that the board will not be liable for any



costs associated with such a cancellation.

8. I acknowledge that the trip supervisors may secure transport to emergency medical services as they deem necessary for my child's immediate health and safety and that I shall be financial responsible for such services.

Based on my understanding, acknowledgement and consents as described herein, I agree that

(Name of student) \_\_\_\_\_ (Date of Birth) \_\_\_\_\_

has my permission to participate.

Name (please print): \_\_\_\_\_ Signature: \_\_\_\_\_

Relationship to student \_\_\_\_\_ Date: \_\_\_\_\_

**Note any medical conditions or medication the staff or supervisors should be aware of:**

Care Card Number: \_\_\_\_\_ Family Physician: \_\_\_\_\_

Emergency Contact Number: \_\_\_\_\_

Emergency Contact Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell: \_\_\_\_\_

I can help supervise: Yes / No



**Risk Assessment Form 1/2**

<b>Date of visit:</b>	<b>Time of departure:</b>	<b>Return time:</b>
<b>Destination:</b>	<b>Telephone no of destination</b>	<b>Cell phone no of group leader:</b>
<b>Grade Group:</b>	<b>No of students:</b>	<b>Adult/Student ratio:</b>
<b>Group Leader:</b>	<b>Accompanying adults:</b>	<b>First Aiders:</b>
<b>Transport:</b>	<b>Name/No of driver(s) co.:</b>	<b>Risk assessment:</b>  <b>Date Completed:</b>





**Sample Risk Assessment Form 1/2**

<b>Date of visit:</b> <i>October 4<sup>th</sup> 2015</i>	<b>Time of departure:</b> <i>8.30am</i>	<b>Return time:</b> <i>3.30pm</i>
<b>Destination:</b> <i>Idaho Peak</i>	<b>Telephone no of destination</b> <i>N/A</i>	<b>Cell phone no of group leader:</b> <i>778 123 4567</i>
<b>Grade Group:</b> <i>Grade 10 -Science</i>	<b>No of students:</b> <i>15</i>	<b>Adult/student ratio:</b> <i>3:15</i>
<b>Group Leader:</b> <i>Edith Cavell</i>	<b>Accompanying adults:</b> <i>Tom Thompson, Simon Fraser</i>	<b>First Aiders:</b> <i>Tom Thompson</i>
<b>Transport:</b> <i>Private vehicles</i>	<b>Name/No of driver(s) co.:</b> <i>Edith Cavell, Tom Thompson, Simon Fraser</i>	<b>Risk assessment:</b> <i>Yes</i>  <i>Date Completed: September 30<sup>th</sup> 2015</i>



**Sample Risk Assessment Form 2/2**

*(Risk – L – Low – unlikely to occur M – Medium – could occur H – High – could well occur if inadequate caution taken)*

<b>Hazard/Event</b>	<b>Risk</b>	<b>Action to be taken to reduce risk</b>	<b>Action to be taken in event of occurrence</b>
Bear / Bear attack	L	Students to be trained in bear spray use, students to carry bear spray, group will make lots of noise, no dogs on hike, train students in measures to take in case of attack, walkie-talkies	First Aiders to administer First Aid, Group to retreat to vehicles, use walkie-talkies to call S&R, cell phones to call 911 if in reception,
Steep slopes / Broken leg	L	Students to be advised to walk on trails, no students to leave lookout platform unsupervised, students to walk in no more than twos	First Aiders to administer First Aid, use walkie-talkies to call S&R, cell phones to call 911 if in reception, rest of group to return to vehicles at Parking Lot 1
Steep slopes /asthma attack	M	Students to have shared medical history prior to trip, bring medication needed, students with asthma to take a slower pace than group leaders and staff member to take regular stops with student	First Aiders to administer First Aid, group to retreat to vehicles, use walkie-talkies to call S&R, cell phones to call 911 if in reception,
Cold temperatures / hypothermia	M	Students to have warm clothes in packs, kit check before leave, all students to have mittens, cancel trip if forecast poor	First Aid administered, warm clothing, drinks and blankets in vehicle, one staff member to take student down mountain in truck.
Loose stones / sprained ankle	H	Students to have kit list to include sensible hiking students and kit check prior to leaving, group leader to set steady pace, group leader to warn off any loose sections ahead	First Aid administered and decision for student to continue or return to vehicle to wait with staff member for group to return
Sun stroke	L (it's October)	Look at weather forecast prior to trip and advise students day before to bring water, hats, sunscreen, sit under trees in shade on route when rest, steady pace set by group leader	First Aid administered, water for student, return to vehicle when ready and take down mountain to Slocan Lake Health Centre