



Risk Management Plan

Contact numbers:
School 403-934-4161
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Goals of the Risk Management Plan:

Managing risk in our program hinges on the reduction of the degree of real risk to a level considered acceptable to everyday exposure. Safety is a paramount consideration. Although there are many factors we cannot control, we will do everything possible to minimize risk to our students. Risk management planning is an attempt to identify particular hazards of an activity and devise strategies to neutralise or minimize their potential to cause injury to participants.

This document will evolve and change to reflect the practices of our program and recognized best practices.

Carseland Elementary Learning in Nature Risk Philosophy:

Risk exists in almost every activity humans engage in. Risks are involved in activities at home, in the community, getting to and from places, at a friend's house, and in the outdoors. There are inherent risks involved in activities in nature. Inherent risks are those that are integral to the activity and removing them would destroy the unique character of the activity. Desirable inherent risks would be rocks and logs and stumps to hike through or over and explore around. Undesirable inherent risks could be sudden and severe changes in the weather, slipper logs after a heavy rain, or days of fog. At Carseland Elementary School,

we believe that risks are reasonably offset by the potential learning value of the experience. The Risk Management Plan is intended to assist with minimizing the risks involved with learning in the natural environment off campus, and in the response should an emergency occur.

Risk Reduction:

The aim of risk reduction is to implement a range of strategies that will minimize risks to an acceptable level in an attempt to prevent incidents occurring. A range of strategies for reducing risks will include: participant safety guidelines, risk disclosure, staff training and knowing our participants.

Possible Inherent Risks:

The list below identify possible inherent risks that may be encountered by staff, students and volunteers on outings into the natural environment, en route to the outdoor learning areas, and while in the outdoor learning areas. This list to provide examples for staff and families and is not to be considered exhaustive of all inherent risks.

- Injuries related to en route transportation to and from the location (vehicle traffic);
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to trips, slips and falls; foot injuries/sore feet (e.g. blisters, sprains or leg/knee/ankle injuries);
- Injuries related to collisions with other students and/or immovable objects (e.g. trees);
- Allergic reactions to natural toxins in the environment;
- Changing body temperatures (discomfort);
- Changing weather conditions , river flow;
- Animal encounters (wildlife + domestic);
- Strangers

How can parents help manage risk?

- Review the gear list and ensure your child has the gear necessary to participate dry and warm, and sun safe – screen hats, clothes that cover, appropriate footwear;
- Ensure your contact information is up to date;
- Complete the student’s medical form in consideration of all the inherent risks;
- Supply the school with any medications necessary – complete the necessary consent forms for the administration of medications;

- Ask questions and be informed – sign the consent forms (consent forms will be used when the classroom location is beyond the walking area of our school)
- Reinforce at home: listening skills, listening to be safe; making safe choices;
- Gaining independence at home (primary)– practical living skills that will help them thrive at school: putting on mittens, coat, hat, hanging things up to dry, toileting.

Carseland School Ik Ka Nutsi Program Ethics in Operation:

General:

- a) The Carseland School staff will conduct learning experiences with an appropriate level of competence, integrity, and responsibility; respecting the rights and dignity of the learners and volunteers.
- b) The Carseland School staff will maintain a concern for the well-being of the learners and volunteers, fellow staff, and themselves.

Environmental Understanding:

- a) Carseland School will not conduct activities that cause permanent damage to the environment.
- b) Carseland School conducts activities that leave “no trace” on the environment, or when appropriate, only minimal impact on the environment.
- c) Carseland School respects the wildlife in the area of the outdoor learning environment.
- d) Carseland School will select a route where impact to the environment is minimal. In the forest, routes are on trails.
- e) Carseland School respects the wildlife in the outdoor learning area.
- f) All paper, packaging and human garbage will be carried out.

Operational Standards:

- a) Carseland School staff involved in this program will select outdoor classrooms and activities complementary to our program, our school district’s and Alberta curriculum learning elements: Inquiry Based Learning; Experiential Learning; Place-Based Learning; Curiosity and Creativity; Service Learning and Environmental Literacy.
- b) Carseland School staff who are running this program will be familiar with all outdoor classroom setting including natural hazards such as

plant and wildlife, as well with how to prevent contact and respond to medical emergencies that arise from inadvertent contact.

- c) Carseland School staff involved in this program will conduct a pre-outing safety talk prior to departure.
- d) Carseland School will carry a cell phone at all times when away from the school site.

Contact numbers:

Claire Wade's cell phone number- 403-700-0806

School phone number: 403-934-4161

- e) Carseland School staff will carry a first aid kit, including contact list, at all times when away from the school site.
- f) Carseland School staff will carry a list of students with contact information.
- g) Off school site staff student ratio: Primary: (minimum: 1 staff and 1 other adult to 25 students), Intermediate: dependent upon location, student needs and risk/hazards of activity
- h) Staff involved in programming will carry safety whistles.
- i) Staff will bring any medications needing to be administered at school (updated Epi-pens, Benadryl....).

Emergency Response Protocols:

The following guidelines are designed to assist the Carseland School staff with decision-making while in an outdoor learning location, as well as traveling to and from the location.

- Provide the best possible care for the victim.
- Evacuate the individual as quickly as deemed possible without unduly jeopardizing others.
- Authorize whatever responses are deemed necessary by the Carseland School staff.
- Maximize the safety of the other students, staff and volunteers.

Emergency Response Plan:

- Take time to ensure you are calm and plan your response

- The steps below should be conducted in the listed order
- Determine the priority of the response
- Determine the type of response required
- Using these factors, make a decision about the most appropriate evacuation method

First Aid

Provide first aid as per training. Steps usually include:

1. Take charge and remain calm
2. Assess the scene
3. Assess and treat the victim: Airway, Breathing, Circulation, Bleeding
4. Provide initial shock care
5. Complete head-to-toe assessment
6. Determine a treatment plan
7. Provide treatment as necessary

Evacuation

Determine if an evacuation is required. An evacuation will be based upon the following priorities:

Non-urgent: timing is not critical but the patient cannot continue with the group activities. Evacuation will occur as soon as “convenient” with regard to the safety and organization of the whole group and most often will involve a “self-propelled” evacuation from the area at which point further medical treatment will be sought.

Semi-urgent: injuries are not immediately life-threatening; the patient can wait for other medical or support personnel to assist with the evacuation.

Urgent: injuries are immediately life-threatening. Every effort should be made to evacuate the patient to medical care as soon as possible.

Type of Response

Determine the type of response necessary as related to an evacuation plan.

Contained within the setting; this is the majority of minor accidents/incidents. A staff member will be able to provide the necessary medical care and the student/volunteer/staff will be able to continue with the class.

- An incident form shall be filled out the same day for incidents beyond standard blisters, slivers, small cuts, minor dehydration, bumps and bangs etc... DBES Principal and Parents/Guardians will be notified.

Self-Contained Evacuation:

Most injury related evacuations will be of this type. Carseland School staff will be able to administer first aid and use the resources at hand to evacuate the student/volunteer/staff. If necessary the individual will be transported to a clinic or hospital for further treatment. The school will be notified of the evacuation: reason, route, and further support needed if necessary. An incident form will be filled out and parents notified.

External Agency Supported evacuation:

This is an accident or injury that requires the assistance of additional medical personnel: an ambulance will be called. The school will be contacted. Parent/Guardians notified of the situation and evacuation plan. An incident form will be filled out. A staff debrief will be conducted. Carseland School families will be notified by the school principal indicating general information regarding the status of the individual and the circumstance. The purpose is to ensure a level of communication regarding safety for all students, while protecting the privacy of the individual and family.

Hazard Assessment

A hazard assessment is completed for the outdoor classroom learning location(s) used by Carseland School.

The hazard assessment is completed to ensure that hazards inherent and non-inherent to a given location are identified and a mitigating response established. The hazard assessment will be used to inform the Pre-outing safety talk. Hazard assessments will be updated upon the discovery of additional hazards due to changing environments, season and land use as necessary.

The following risk rating will be contained within the Hazard assessment:

Probability: Low, Medium, High

Severity: Low, Medium, High

Overall Rating: Low, Medium, High

Safety Talk Outline:

1. Introduction

- a) Introduce new staff or volunteers
- b) Explain the need to listen and think – safety is a shared responsibility

1. Trip Specifics:

- a) Introduce the outing and destination – where, geography, weather etc..
- b) Describe the inherent risks (location Hazard Assessment)
- c) Explain/review what to do in an emergency
- d) Review “calls” and specific taught safety measures

1. Participant’s Responsibilities:

- a) Review/explain physical demands
- b) Complete a general gear check
- c) Check in and identify any physical or emotional needs
- d) Remind students and volunteers to notify staff if they observe any incidents/accidents or new hazards

1. Closing

- a) Address any questions from students or volunteers

Gear List for September 2019

___ Any medications that need to be administered at school (updated Epi-pens, Benadryl...)

___ Running/hiking shoes or snow boots

___ Sunscreen

___ Sun hat

___ Winter Clothing (Toque/mitts/snow pants/jacket/scarf)

___ Water bottle

___ First aid kit

Site Safety Check

Date: _____ Outdoor Classroom Location: _____

Staff completing this checklist: _____

<p>Before Departure:</p> <p><input type="checkbox"/> First aid kit full and packed</p> <p><input type="checkbox"/> Cell phone</p> <p><input type="checkbox"/> Pre-Outing Safety Talk with students and volunteers completed</p> <p><input type="checkbox"/> Outing location, duration, route, and guests noted at the office</p> <p><input type="checkbox"/> Emergency Response plan documents packed</p> <p><input type="checkbox"/> Whistle</p>	<p>Location:</p> <p><input type="checkbox"/> Acceptable</p> <p><input type="checkbox"/> New hazards identified</p> <p>Action/Follow-up Action Required:</p>
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	<p>At Outdoor Classroom Site:</p> <p><input type="checkbox"/> Boundaries identified and reviewed with students, volunteers and guests</p> <p><input type="checkbox"/> Emergency Responder access location identified (bus)</p>
<p>Weather Conditions:</p> <p><input type="checkbox"/> Adequately prepared</p> <p><input type="checkbox"/> Concerns to be aware of:</p> <p>_____</p> <p>_____</p> <p>Response required:</p> <p>_____</p> <p>_____</p> <p>Surrounding Area Hazards:</p> <p>Hazards requiring follow-up upon return complete</p>	<p>Bus Route:</p> <p><input type="checkbox"/> Acceptable</p> <p><input type="checkbox"/> New hazards present:</p>

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Student Objectives of Program:

Demonstrate basic knowledge, skills and attitudes necessary for safe, comfortable outdoor experiences in all seasons.

Demonstrated understanding, respect, and appreciation for self, others, and their views. Demonstrate awareness and appreciation of living things and understanding of basic ecological processes.

Demonstrate skill, judgment, confidence and sensitivity in a wide range of environmentally responsible activities in outdoor settings.

Develop knowledge and skills by investigating the effects of human lifestyles on environments.

Develop lifestyle strategies that foster contact with the natural world, encourage responsibility for local and global environments, and encourage living in harmony with others.