

# **RISK MANAGEMENT REFERENCE GUIDE**

**For Outdoor Education**

***Standard Policies and Practices for Quebec Schools***

**May 2016**

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***\*To simplify the content of this document, the terms “students” and “teachers” refer to the entire school setting (elementary, secondary, college, and university).***

# HISTORICAL DEVELOPMENT

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This document has been designed to help teachers working in the Quebec school network to manage potential and real risks inherent in Physical Education Outdoor Education courses.

Experienced outdoor education professionals from five anglophone Cegeps (Champlain, Dawson, John Abbott, Marianopolis, and Vanier) started working on common risk management policies and practices in the 1990s, forming the anglophone Inter-CEGEP Risk Management Committee (IRMC).

The document in its present format took shape in 2008; the English version was completed in 2014. In January, 2015, Collège Jean-de-Brébeuf became involved in efforts to have the manual translated into French and to involve other educational institutions at the elementary, secondary, college, and university levels as contributors.

The Inter-CEGEP Risk Management Committee followed a specific three-phase process involving the investigation of eight policy areas that are the main components of this guide.

## **Phase I**

In the initial phase, a list of “considerations” was determined for each policy area, forming the basis upon which policies and procedures would be elaborated.

## **Phase II**

In this intermediate phase, each college thoroughly examined its own college-specific policies and procedures, following the lists provided in Phase I.

## **Phase III**

In the final phase, the Inter-CEGEP Risk Management Committee established standard policies and procedures that all participating colleges have agreed to follow.

In the rare case that procedures specific to an institution or level of education differ from the accepted standard, it is understood that justification will be provided.

- a) The manual is reviewed and updated on an annual basis and is therefore subject to change. All changes must be approved by the Comité de sécurité en plein air en milieu scolaire/Outdoor Education Risk Management Committee – FÉÉPEQ.

# ACKNOWLEDGEMENTS

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Our sincere thanks go to all those who directly and indirectly contributed to the development of this document. It is intended as a reference tool for physical education and health teachers in a context of outdoor education.

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## INTRODUCTION

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This manual provides professionals across the Quebec school system with the risk management policies and practices applicable to all outdoor education courses. It complements the risk management manuals of the various outdoor federations.

The intent is to ensure the well-being of each student. The manual is an essential tool to be used in the delivery of outdoor education courses and can be referenced by administrators, physical education and health faculty, assistants, and support staff alike.

Outdoor educators strive to provide a wide range of quality physical education courses as an integral part of a broad-based curriculum. Each course is designed to support and encourage students to lead healthy and active lives. Outdoor education courses provide students with meaningful learning experiences due in part to the challenging and stimulating environment of the outdoor classroom. Outdoor education in a school setting focuses on the objectives of competency acquisition and development, well-being, lifestyle awareness, and carry-over value. Pedagogical concepts involve educating students in the outdoors, about the outdoors, through the outdoors, and for the outdoors.

Outdoor pursuits offer participants an unparalleled opportunity to acquire valuable competencies and knowledge, and to adopt a healthy attitude in unique and exciting environments. Such activities are not without inherent risks, however, including the potential exposure to hazards associated with the activity itself, travel to and from the outdoor venue, and varying environmental conditions, among others. Teachers should in the very least acquire basic knowledge about the activities to be carried out or enlist more experienced assistants. The balance between adversity and effective risk management is one of the determinants of a successful learning experience. As such, it is the responsibility of outdoor educators to provide enriching learning opportunities in challenging environments while managing risk effectively throughout all phases of learning.



Outdoor education courses differ from the field of adventure tourism in their pedagogical objectives. While the activities are similar, the engagement of students in their own learning, risk management, and preparation for each activity (concepts of autonomy, responsibility, etc.), and the relationship between the teacher, participants, and assistants can be fundamentally different. This manual focuses solely on the management of risk in school outdoor education courses and makes no attempt to address the pedagogical structure of each course.

Managing risk in any outdoor environment requires consideration of a broad range of topics, including, but not limited to

1. general and specific knowledge about the activities to be practised
2. managing operational issues such as teacher qualifications, student codes of conduct and consent to participate, venue selection and use, and legal liability;
3. preparing students in areas such as physical fitness, activity-related knowledge and competencies, food, clothing, equipment, safety, risk management, and environmental ethics
4. group management issues related to the students' characteristics, the environment, and the venue/site
5. managing equipment in terms of its selection, maintenance, and use
6. managing transportation issues related to logistics, safety, regulations, and laws
7. itinerary and emergency response plans of the teacher and the educational institution
8. risk management review processes

This manual addresses these issues by dividing them into eight policies:

1. Operational Management
2. Student Preparation
3. Group Management
4. Equipment Management
5. Transportation Management
6. Travelling Abroad
7. Emergency Response Management
8. Risk Management Review

Each policy in the manual includes

1. An index that summarizes the main points of the policy.
2. Standard risk management practices that are widely used in school settings.

While the emphasis of this manual is on risk management and not pedagogy, it should not be inferred that risk management and teaching methodology are mutually exclusive. Outdoor education implies that one is educated both in and about the outdoors in a safe environment while attaining the objectives. Successful learning experiences are those in which educators have the ability to design, organize, and coordinate activities that meet expected educational outcomes in a safely managed environment. All professionals involved in the development and delivery of outdoor education courses are also governed by

1. the mission, policies, and programs of the Ministère de l'Éducation and the Ministère de l'Enseignement Supérieur MEES (the acronym ME will be used in this document)
2. the teacher's contractual obligations with regard to the institution offering the courses
3. the operating policies and procedures and accepted practices of the physical education department within each institution
4. the provincial and federal legislative framework

## RISK ANALYSIS AND PREVENTION FOR OUTDOOR EDUCATION ACTIVITIES

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This analysis document has been designed to enable you to exercise your professional judgment in preparing and organizing outdoor education activities. The many factors influencing risk management make it impossible to give only a single recommendation to cover all activities. It is thus up to the teacher to determine the “justifiable boundaries” to ensure the activity is carried out safely, is pleasant, and optimizes its educational value.

By means of the following statements, identify where the situation being assessed falls along the continuum where the green area represents a low risk and the red area, a high risk. In-depth reflection should be given to a situation that approaches the red area in terms of having qualified, experienced people in charge, or of making planning changes to reduce the level of risk. An outdoor situation that has many elements in the yellow, orange, or red area should give rise to serious reflection regarding the appropriateness of the planned activity in terms of the students’ abilities, the targeted pedagogical objectives, and response capabilities of those in charge in the event of an incident or accident. Reading all the policies in this guide should help you make an informed decision in terms of risk management so as to ensure that you have not forgotten anything.

Good luck with your preparation!

### Technical difficulty of the activity

Does the planned activity have a specific level of technical difficulty? For the same activity, the difficulty continuum could be highly variable.

For example: a hiking activity in an urban park would be considered to have a low technical level. However hiking or trekking on glaciers would be considered as having a high level of technical difficulty. Mark the spot on the continuum that best fits your reality in accordance with the technical level required for the planned activity.

Low technical level

High technical level



### Duration of the activity

The duration of your activity may have an impact on risk management. On the continuum, mark the points that correspond to these durations: one hour, a half-day, a day, one or more nights.

A few hours

Several days



### Preparedness of the group (of students)

To be properly prepared, students must have several preparatory meetings, an inspection of their equipment, knowledge of the territory visited, and must have already carried out the same type of activity in a similar context. According to the preparedness of your students, where is your group situated?

High level of preparedness  
preparedness

Low level of



**The practice area corresponds to the students' abilities** (Matching technical competencies, physical fitness, psychological condition, and emotional condition)

- Does the student have all the competencies at the outset?
- Does the student have some activity-related competencies?
- Does the student have very few activity-related competencies?
- Does the student have no activity-related competencies?

Well matched

Not well matched



### The practice area corresponds to the teacher's abilities

Change based on unknown or unpredictable factors due to unfamiliarity of the place.

- Frequency of visits to the location (e.g., once a month, once a season, once a year, less than once a year)
- Whether or not it is a controlled environment (level of control and predictability of the environment by the teacher, e.g., difference between a soccer field as compared to a river)

High level of knowledge/control  
knowledge/control

Low level of



## Type of lodging

The type of lodging selected may affect risk management. The type of lodging with its related level of difficulty/risk can include a modern building (heating, lighting, and running water, etc.), to a shelter (wood stove, outhouse), a lean-to, tent, tarp shelter, bivouac, and winter camping.

Building with services

Winter camping



## Seasons/Environmental conditions

Each season brings its share of the unexpected and risks, but winter conditions carry more risk factors (snowstorm, frostbite, hypothermia, wind, lightning, air and water temperature, etc.). Note the season on the continuum. Summer is green, spring and fall are yellow, and winter is red.

Summer

Winter



## Availability of EMS

When developing your emergency response plan, you should have an estimate of the response time of emergency medical services and their accessibility. Two factors influence access to EMS; namely, proximity of a road and practice location (urban, semi-urban, or remote)

- Accessible in a few minutes
- Accessible in less than an hour
- Accessible in more than an hour
- Accessible in several hours
- More than one day

Access in a few minutes

More than one day



## Means of transportation

The means of transportation (walking, bus, bike ...) affect risk management from your point of departure to your arrival at the activity site. Many elements are therefore to be considered, such as: pick-up and drop-off points, stops along the way, certified or uncertified drivers, road conditions.

Certified/bus or other driver

Volunteers/parents

Carpooling/other



## Means of communication on the site visited

Here are a few communications systems for use in emergencies. Based on the order of the communications systems listed, on the continuum, mark your corresponding risk level according to the means of communication available for the planned activity.

- Landline telephone
- Cell phone
- Telephone accessible in 30 minutes
- Shortwave radio
- Satellite phone
- Global positioning system (GPS or SPOT device)

Landline telephone  
phone/SPOT ...

Satellite



## Environment where the activity takes place

The place where you carry out your activity affects your activity. Mark on the continuum the setting for your type of activity.

- urban park, regional park, national park, ZEC network, wildlife reserve
- Crown land, remote region

Urban park

Remote region



## Age (maturity) of students and supervision

Overall, the maturity of the students varies according to age. Young students are more likely not to properly follow instructions and not to adequately respond to the unexpected, and therefore require closer monitoring and supervision. If the students are young and immature for the planned activity, mark the risk level as red. A high level of risk should involve a larger number of assistants.

Adult

Young



### Number of students per teacher/assistant

The number of adults to students must always be considered. This aspect must be taken into account with the activity location, the age of the students, and the level of preparedness. Note the teacher:student or assistant:student ratio for the activity.

(1 adult:5 students) (1 adult:10 students) (1 adult:15 students)

(1 adult:20 students) (1 adult:25 students) (1 adult:30 students)

1:5

1:10

1:15

1:20

1:25 +



### Level of teacher training for planned activities

The level of teacher training, specific to the activities planned, has a direct impact on the choice of activities and the level of preparedness of students, etc. Identify the level of training that corresponds to the activities planned.

- Lower than the level required by the activity
- Equal to the level required by the activity
- Higher than the level required by the activity (e.g., instructor or trainer in the field of activity [accreditation by the various federations])

Higher than the level required by the activity

Lower than the level required by the activity



### Teacher's level of experience

In addition to the level of training, field experience gained over the years allows for a quick reaction if problems arise in a variable environment such as the outdoors (e.g.,

anticipating the effects of the weather, how the activity is carried out based on the terrain, the pace of the group). This experience should be rated on an individual level, but also as a group leader. What is the level of experience for the activity selected?

- No experience
- Very little experience in the activity
- Moderate experience in the activity
- A lot of experience in the activity

A lot of experience

No experience



### Technical level of assistants during the activity

In addition the number of adults per student, the technical level of the assistants may affect the choice of activity. These competencies are mainly technical [first aid, techniques of the activity, incident management ...]. What is the level of competency of the assistants?

- No activity-related expertise
- Some activity-related competencies
- Outdoors specialist [guide, counsellor, trainer, recognized by the federations or a recognized outdoors organization (college, university)].

Certified assistant

Unskilled assistant



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Following these points and the resulting reflection, make a decision about the level of overall preparedness for the planned activities. If necessary, determine if the trip plan is adequate or whether adjustments need to be made. In order to move some points from the red zone to the green zone, make sure that supervision is optimal for student safety and to promote the desired learning.

Have a great outing!

Comité de sécurité en plein air en milieu scolaire/  
Outdoor Education Risk Management Committee - FÉÉPEQ



## What is civil liability?

“Under the law, everyone has the duty not to harm others. People who harm someone must repair the damage.” From the Éducaloi website.

Please note: The information presented here is general in nature and should not be interpreted as being legal advice. If you need specific legal advice, you should consult a lawyer.

The masculine gender is used throughout to make the text less cumbersome. No gender bias is intended.

In the school setting, an outdoor educator is

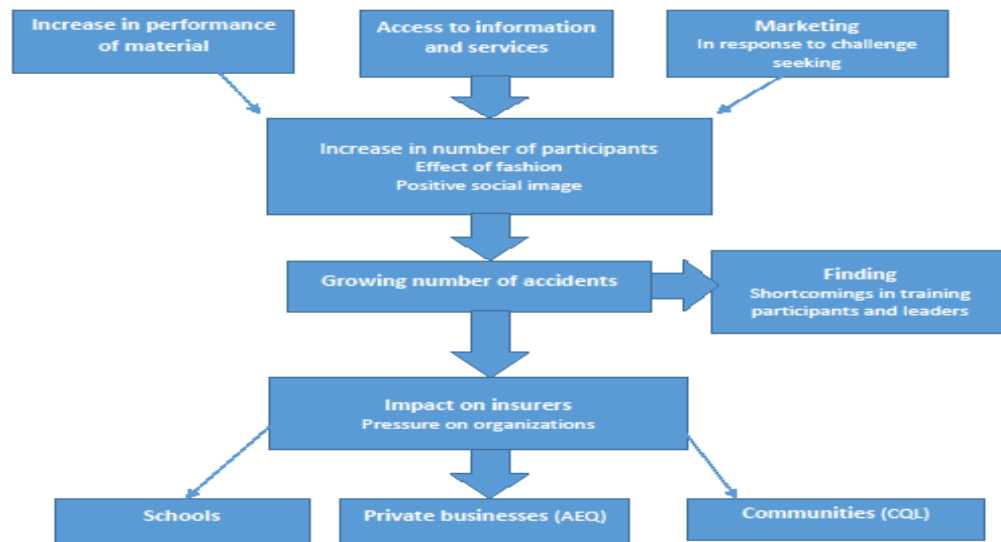
- a coach (technical aspect)
  - a guide (logistics, safety ...)
  - a first-aid attendant (first aid, rescue)
  - a leader (promote the goals and objectives of the group)
- In other words ... more than a teacher! (Program of study, assessment, etc.)

In this uncontrolled context of intervention that is the outdoors, this involves many tasks, specialized knowledge, and far greater implications than in a controlled context such as a gym. It is up to you to see, depending on your specific context, what must be taken into account in managing your groups' risks.



## Background

Practising outdoor activities has greatly evolved, especially since the 1990s. The main aspects that have changed risk management are the increased performance of materials and equipment, access to information and to sites, and the effect of fashion, promoted by marketing. These factors have led to a resurgence in the number of participants and accidents, which influences insurers and institutions. In the three main sectors where outdoor activities are practised (schools, private tourism businesses, and the community), risk management manuals like the one you are holding have been produced in response to these observations.



Flowchart of factors influencing outdoor risk management practice and management  
Translated from Daigle 2012

### Characteristics of school supervision

- The educator is a professional accountable for his acts to various bodies (the administration, insurers, parents, and students ...) and has a high degree of autonomy in the practice of his profession.
- The participant (student) receives initial training (equipment, technical ...) to be minimally prepared for the planned activities.
- The educator holds a position of authority due to his function in the school system, and exercises a high level of control over the group and each individual.
- The student knows and functions in a regulated environment every day (the school's Code of Conduct, regulations, 200 days a year), which prevents certain behaviour.
- In preparatory sessions that precede any outing, teachers are able to identify disruptive students or students whose behaviour is problematic, and if need be, exclude them from the activity.
- The aim of activities is learning and achieving competencies related to the curriculum and not just an adrenaline rush or adventure, which tends to minimize the risks associated with impulsiveness, group influence, or carrying out activities in high-risk environments.

### **Two Supreme Court cases have informed the discussion on school supervision and the drafting of this risk management manual. These two cases raise issues relating to civil liability.**

#### **1. Supreme Court of Canada decision in *Myers v. Peel County Board of Education* (1981) 2 SCR 21 (in gymnastics class)**

The judge reviewed some aspects before analyzing civil liability. The following elements should be taken into consideration by a physical education teacher in order to adjust his behaviour:

1. The number of students to supervise;
2. The nature of the exercise or activity;
3. The age of the students;
4. The degree of skill and type of training;
5. The nature and condition of the equipment used;
6. The competency and capacity of the students involved.

#### **2. Supreme Court of Canada decision in *Thornton v. Board of School Trustees of School District No. 57* (1978) 2 SCR 267 (in physical education class)**

The physical education teacher is responsible for

1. checking if the exercise is suitable for the age of the person and his mental and physical health;
2. showing the individual, by means and lessons and training, how to correctly do the exercise and avoid danger;
3. verifying that the equipment is in good condition and properly assembled;
4. providing effective supervision, given the dangerous nature of the exercise.

In summary, the educational establishment is subject to an obligation of means and not an obligation of result (*Roy c. Commission scolaire de Jacques-Cartier* (1987) 621 RRA). Given this information, the teacher must put in place the necessary measures to ensure that activities are carried out smoothly. The teacher must consider the potential risk, establish management methods in the form of a plan that is more or less developed in keeping with the circumstances.

- ☐ **Risk is** the chance that something might have an impact on the success of the activity and result in consequences ranging from minor to serious.
- ☐ **Risk management is** the process of identifying, taking into account, and assessing risks as well as solutions to minimize them. Risk management is based on intuition, expertise, knowledge, experience, and judgment and is not learned in books!
- ☐ **A risk management plan is** a document prepared by an individual or institution to plan risk management and assess risk prevention strategies.

### The legal aspects in keywords

- ☐ Causation or causal connection
- ☐ Reasonable supervision - be careful and diligent
- ☐ Obligation of means, not obligation of result
- ☐ A lawsuit is still possible, we must take the necessary measures to protect ourselves!
  - Acceptance of risk, release from material liability
  - Comprehensive information to parents and students
  - Plan what you will be doing: Coherence between the activity, the students, and the QEP
  - Target learning, not recreation or an adrenaline rush
  - Share responsibility with students (raise their awareness)
  - Set clear rules and ensure that the students follow them!

The following is a translation of an excerpt from documentation of the Fédération québécoise de la montagne et d'escalade (FQME), who graciously allowed us to use this material.

## **1.0 Civil Liability**

The educator who commits a fault when performing his duties is not immune to a civil liability action. Like any other person, including his employer, he is subject to legal rules that impose a general obligation of care and diligence, an obligation of “means” regarding the people he supervises or who he teaches to climb independently. The reference text on contractual or extra-contractual civil liability is found in the *Civil Code of Québec* (CCQ):

*Civil Code of Québec*

**1457.** Every person has a duty to abide by the rules of conduct incumbent on him, according to the circumstances, usage or law, so as not to cause injury to another.

The time limit for instituting an action in civil liability is three (3) years from the date of the accident; after this date, the educator benefits from the extinctive prescription provided in article 2925 CCQ. Before this date, the burden of proof is on the plaintiff and consists of three (3) elements:

- 1.** the fault of the educator;
- 2.** the presence of damage (injury) and the extent of damage; and,
- 3.** a causal connection between the fault and the damage.

If the participant were to injure himself in an accident (damage), he could file a motion to institute proceedings against the educator. The fault may be the result of an act (fault of action) or a failure to act (fault of omission). The educator’s fault can be qualified on several levels: recklessness, negligence, gross fault or negligence, intentional fault, the act of things or the act of other agents or servants (educators), etc.

In a lawsuit, any person who contributed to the injury will be sued. This includes the teacher responsible for supervising the activity, the school administration (responsible for planning and supervising activities), the school or school board as an employer, a student, and the parents depending on the case.

## 1.1 Extra-contractual liability

*Civil Code of Québec*

**1474.** A person may not exclude or limit his liability for material injury caused to another through an intentional or gross fault; a gross fault is a fault which shows gross recklessness, gross carelessness or gross negligence.

He may not in any way exclude or limit his liability for bodily or moral injury caused to another.

An educator is reckless, careless, or negligent when he fails to exercise his art the way a careful educator would exercise this art under the same circumstances; if the breach of this duty results in damages, the chance of litigation increases.

Recklessness, carelessness, or negligence are assessed when the risk of danger is foreseeable. It is an objective matter:

- ☐ Did the educator act as a reasonable person, given the foreseeable risks at the time of the incident?

There is a clear distinction between possible and foreseeable.

To submit that the educator had no idea that his actions or omissions would result in damages to the participant is not a defence in response to a civil liability action. The court would determine whether the educator should have foreseen that the incident could result from his actions or omissions.

However, the court may allow some room for subjectivity, that is to say that the educator's conduct will be compared to that of a reasonable educator with the same level of competency, expertise, and ability working in a similar community and in a similar situation. If an educator complies with current standards in the field, he could avoid liability.

### **Obligation of participants**

A participant can be held liable for damage caused to another participant based on the same principles of fault, damage, and causal connection.

## 1.2 Contractual liability

An action under article 1457 is based on contractual or extra-contractual liability. The educator must generally fulfill the obligations described in the contract. If he violates any of these obligations, he may be held contractually liable.

The court will not have to assess, as with extra-contractual matters, the educator's behaviour compared to that of a reasonable educator in the same circumstances.

As soon as the educator breaches an obligation under a contract, fault is proven. However, the other two elements, namely damage and the causal connection between the fault and the damage, must also be proven to hold the educator liable.

### Employer's liability for its educators (servants or agents)

*Civil Code of Québec*

**1463.** The principal is bound to make reparation for injury caused by the fault of his agents and servants in the performance of their duties; nevertheless, he retains his remedies against them.

This article therefore creates a presumption of liability of the employer, even if he has personally committed no fault. The following must, however, be proven:

1. the relationship of subordination between the employee and the employer;
2. the fault committed by the employee;
3. the fault was committed during the performance of his duties;

Once these elements have been entered in evidence, the only defence open to the employer is the one available to the employee, namely qualification of his fault. However, the basic principles, namely: proof of fault, damage, and the causal connection, are still essential.

Several factors must be considered before determining whether an educator is actually subordinated to, or employed by, a principal or employer. The most important criterion considered by Quebec case law is the employer's power to control, supervise, and direct the employee. However, the relationship of subordination may even exist outside a contract of service or employment. The educator may even work as a volunteer.

An employer is one who, on his behalf and for his personal benefit, calls upon the services of a person called an employee; the employer has the right and the duty to order and instruct the employee on how to perform the functions he has been assigned. Employers could be, for example, associations, sports federations, clubs, municipalities, or school boards.

### **1.3 Liability for minors**

*In loco parentis* means “in the place of a parent.” Consequently, the applicable standard will be stricter for an educator in charge of a child, because the standard becomes that of a careful parent. At the same time, the educator is still compared to his peers and subject to the generally accepted practices in his field. An educator who supervises minors must also supervise their behaviour, because an adult who is responsible for a minor is presumed liable for the faults committed by that minor. An educator who has exercised reasonable care will not be held liable for the offensive or reprehensible behaviour of a youth in his group, so remain vigilant.

### **1.4 Possible faults**

Based on the jurisprudence, the cases below could result in legal proceedings. These examples are not the only ones possible, there may be many variations of each case.

- ☐ The imposed exercises are not age appropriate, nor are they appropriate for the athlete or participant’s condition (e.g., an educator forces participants to perform exercises that exceed their physical capabilities).
- ☐ A participant uses defective or inadequate equipment, or is told to climb somewhere unsafe.
- ☐ The safety measures are inadequate (e.g., the educator does not adequately supervise participants who are pendulum climbing).
- ☐ An educator gives inadequate instructions to the participant.
- ☐ An educator does not inform his participants of the sport’s inherent risks (e.g., an educator does not explain the specific risks of climbing).
- ☐ An educator does not adequately supervise his intern (e.g., a participant is injured and the injury is due to lack of supervision).
- ☐ An educator does not know the emergency response or first aid procedures (e.g., an educator does not give the necessary medical care to the participant after the onset of symptoms).

The above situations are only a few examples; every incident is judged according to its severity, the specific facts and surrounding circumstances.



1459 and 1460 - The person having parental authority is bound to make reparation for injury caused to another by the act or fault of a minor under his authority ...

1459 - A person having parental authority is bound to make reparation for injury caused to another by the act or fault of a minor under his authority, unless he proves that he himself did not commit any fault with regard to the custody, supervision or education of the minor.

A person deprived of parental authority is bound in the same manner, if the act or fault of the minor is related to the education he has given to him.

1460 - A person who, without having parental authority, is entrusted, by delegation or otherwise, with the custody, supervision or education of a minor is bound, in the same manner as the person having parental authority, to make reparation for injury caused by the act or fault of the minor. Where he is acting gratuitously or for reward, however, he is not so bound unless it is proved that he has committed a fault.

## **1.5 Defences**

The educator sued for liability is however not without any defence. There are some defences on the facts and defences at law he can raise.

### **Contributory fault/shared liability**

If the participant contributes to his loss by committing a fault, he could share liability with the educator. His right of recovery is affected proportionally by his fault. Often children aged 14 and younger are not held liable for their contributory fault.

### **Reasonable care**

This is the defence most often used. It consists of arguing before the court that the educator took the means at his disposal to prevent the incident and these means are those that are generally accepted in similar matters. We refer here to the obligation of means as opposed to the obligation of result.

### **Exclusion of material liability**

Only a material liability waiver may be raised (theft, loss, breakage of material ...) and not a waiver for bodily injury suffered by a victim. It is possible to have a waiver signed to exclude material liability.

### **Acceptance of risks**

Ordinary risks are risks that are usually foreseeable and reasonable based on the participant's level of knowledge and that represent an inherent danger of the activity practised.

### **No evidence**

There is no case because one of the three elements has not been proven (fault, negligence, or causal connection).

Superior force (*force majeure*) (see below for details).

*Civil Code of Québec*

**1476.** A person may not by way of a notice exclude or limit his obligation to make reparation with respect to third persons; such a notice may, however, constitute disclosure of a danger.

Although it has its limitations, a signed *Acknowledgment and Acceptance of Risk* form may be used as evidence of reasonable care by the educator, because it indicates that the participant is aware of and is able to assess these risks. It is important to follow the procedures established by the school, centre, or organization for which you work. Participants must be able to read the form in its entirety, identify all relevant and applicable information, and sign the form in the presence of a witness. The policies of the organization you work for will determine whether the witness must be a staff member.

Signing the *Acknowledgment and Acceptance of Risk* form may therefore be done within the framework of the activity or be part of a discussion on safety ahead of any activities that involve climbing or high places. The discussion on safety should include the following information:

- ☐ Objective of the activity or training
- ☐ Description and procedure of the activity or training
- ☐ Description of the risks associated with climbing, depending on the context:
  - a fall or impact against the wall or ground;
  - falling rocks, ice, equipment, other debris, or avalanches caused naturally or by other people;
  - sloping, rugged terrain with or without paths, with unapparent or not very apparent barriers, where a person can get lost or into a dangerous situation;
  - weather conditions that change rapidly or without warning, as with thunderstorms;
  - wild animals or poisonous or irritating plants;
  - behaviours, including negligence, of other users;
  - unsafe permanent anchors or movable protectors with insufficient anchorage, that won't protect in the event of a fall;
  - a defect in personal protective equipment.
- ☐ Safety codes and instructions

- ☐ The importance of listening and think about your actions, because everyone is responsible for his safety and that of the other participants.
- ☐ Check that all participants have understood and signed the *Acknowledgement and Acceptance of Risk* form.
- ☐ Specify that each participant has the right to refuse to perform any action he believes unsafe.

This approach has the positive effect of informing participants and parents of the intent to participate in the activity. This discussion may be resumed in full or in part during the activity, as needed.

*Civil Code of Québec*

**1477.** The assumption of risk by the victim, although it may be considered imprudent having regard to the circumstances, does not entail renunciation of his remedy against the author of the injury.

According to this article, a course participant never renounces his remedy against the author of the injury. Unlike other legal systems, an educator or administrator cannot be **exempted in advance** from **liability**.

### **Minors**

Minors aged under 18 cannot sign their own *Acknowledgement and Acceptance of Risk* form. The form must be signed by a parent or tutor (guardian) who cannot legally renounce his children's rights in advance. Other family members, friends, or relatives cannot sign the form on behalf of a minor. Schools and summer camps often have a *risk acknowledgment and acceptance procedure for a wide range of activities*. The group leader or educator must ensure that the procedures of the above third party are consistent with those of the organization hosting the group at its artificial climbing structure (ACS).

Author Jean-Louis Beaudoin defines the theory of risk acceptance as follows:

(...) consequently, there must be clear evidence i) that the victim **voluntarily agreed** to participate in an activity involving certain risks, and ii) that the **nature and intensity of these risks have been previously disclosed** . Last, the **damage must have been caused by the normal realization of the risk**, not the aggravation of the risk caused by the faulty behaviour of the agent.

He adds that “the victim must have been **provided with sufficient information to allow him to realize the possible consequences** of his conduct and his participation in the activity.”

Participants and parents, where applicable, must therefore have been clearly informed of the planned activities and possible risks, either verbally during a meeting or preferably in writing, when registering, for example. The theory of risk acceptance, means that the risk might be partially or totally absorbed by the victim, who accepted the inherent risks of the activity.

Also, it is reasonable that parents accept certain risks when they enrol their children in **extracurricular sports or outdoor activities that have been previously denounced and where the goal is that the children acquire new skills**. Therefore, if the dangers of an activity surpass the pedagogical and educational benefits, the educator must exercise his judgement.

The games chosen must be tailored to targeted age groups and the level of difficulty should be proportional to the capacity of participants. The activity must not have a degree of dangerousity that would alert a reasonable person. The jurisprudence shows that “Over the years, jurisprudence has, in the assessment of risk acceptance, taken into account certain specific circumstances such as age, the experience of the victim, and the nature of the activity.”

Court of Appeal: - *Centre d'expédition et de plein air Laurentien c Francine Légaré* (1998) QCCA.

### Superior force

*Civil Code of Québec*

**1470.** A person may free himself from his liability for injury caused to another by proving that the injury results from superior force, unless he has undertaken to make reparation for it. Superior force is an unforeseeable and irresistible event, including external causes with the same characteristics.

PLEASE NOTE: Superior force, namely the intervention of an **irresistible and unforeseeable external event** which **makes it absolutely and permanently impossible** to perform an obligation.

## 1.6 Liability in an emergency

### *Charter of Human Rights and Freedoms*

Right to assistance

**2.** Every human being whose life is in peril has a right to assistance.

Coming to the aid of someone whose life is in peril

Every person must come to the aid of anyone whose life is in peril, either personally or calling for aid, by giving him the necessary and immediate physical assistance, unless it involves danger to himself or a third person, or he has another valid reason.

What it is important to remember is simply that you should help your neighbour, unless your own life is in danger.

Exemption for the person who provides assistance

### *Civil Code of Québec*

**1471.** Where a person comes to the assistance of another or, for an unselfish motive, gratuitously disposes of property for the benefit of another, he is exempt from all liability for injury that may result, unless the injury is due to his intentional or gross fault.

This section rephrases the concept of the “Good Samaritan,” which excludes liability for those who tried to do good by providing assistance to others. This concept does not apply to an educator or assistant who is hired to see to the welfare of participants who are injured under his supervision. In this event, the educator or assistant may be held liable for the damages, injuries, or even death caused by his actions or the failure to act.

## Consent to care

### *Civil Code of Québec*

**10.** Every person is inviolable and is entitled to the integrity of his person.

Except in cases provided for by law, no one may interfere with his person without his free and enlightened consent.

Except in exceptional cases, consent must be obtained from the person to whom we want to provide care. This consent may be obtained from the person directly; in fact, a person aged 14 and over can provide consent without consulting his parents or a person in authority.

*Civil Code of Québec*

**11.** No one may be made to undergo care of any nature, whether for examination, specimen taking, removal of tissue, treatment or any other act, except with his consent.

If the person concerned is incapable of giving or refusing his consent to care, a person authorized by law or by a protection mandate may do so in his place.

When the person is younger than 14, refer to the person with parental authority, i.e., the father, mother, or guardian. For an incapacitated person, add the curator to this list. The court must authorize the care if there is a refusal that seems unjustified. There is an exception for when a person is unconscious, their life is in danger, and consent cannot be obtained in time.

### **Intervention recommendations**

- ☐ Do not promise quick evacuation or early rehabilitation/remission because several factors, some of which are beyond the control of your organization, come into play.
- ☐ Staff should not admit responsibility for the event and the resulting injuries; focus on caring for the injured person. The liability of each party will be analyzed later, in a legal or insurance context.
- ☐ Take notes, including statements from people who were present as well as photos, and fill out an accident report that is as complete as possible.

## **2.0 Inherent risks and liability insurance**

In a liability action, the court may share liability between the educator and the participant. You must be aware that practising a sport carries inherent risks of injury that participants must assume. The participant must comply with the safety standards imposed by the educator.

It is strongly recommended that the various sports organizations require adult athletes, or in the case of minor athletes, the person with parental authority or the guardian, to complete an acknowledgement and acceptance of risk form. The purpose of the form is to inform participants/athletes about the main risks inherent in practising a given sport. This is

recommended especially where participants or athletes are minors, since the form attests that they have the permission of the person with parental authority or guardian to practise the sport. However, the form does not release the educator or the employer from all liability. If there is a lawsuit, however, it proves that the participant was aware of the risks and had accepted them.

The educator, whether a volunteer or paid, and whether a member or not of a federation, should take out liability insurance and read all the clauses it contains to avoid unpleasant surprises in the event of a lawsuit. Some federations, municipalities, school boards, and clubs offer liability insurance to educators.

### ***3.0 Act Respecting Safety in Sports***

Each federation has been recognized by the Quebec government as the body responsible for governance and safety in their respective field. As such, they must adopt a safety regulation and apply it.

The regulation prescribes minimum safety standards for the practice of a sport or a recreational activity and includes standards concerning the training and responsibilities of an educator. A careful, diligent educator, whether or not a member of a federation, must therefore know and comply with the safety regulations that apply to the sport or recreational activity he is teaching so as to be aware of the minimum safety standards.

An educator who complies with the safety regulation reduces, without completely eliminating, the risk of being held liable in a lawsuit. For example, during an ice climbing activity supervised by an educator, if the federation's safety regulation does not require that a protective visor be worn, participants can climb without wearing visors. However, if a participant was injured and the court decided that a careful educator in the same circumstances would have made the participants wear visors, even though not required by the regulation, the educator could be held liable. Moreover, a sports federation may sanction an educator-member who violates safety regulations. Sanctions usually take the form of a reprimand, suspension, or even expulsion.

### **4.0 Safe Practice and Supervision Guide**

Under the same recognition from the Quebec government, Quebec's outdoor federations worked together to produce one document containing their knowledge on safety for each practice. Each guide groups together the standards that define the characteristics and technical criteria of a product or service, requirements including the conditions essential to safe practice,

and procedures describing all the procedures and manoeuvres used in the conduct of an activity towards a specific goal.

These elements are grouped into chapters for each federation's guide. The first chapter, **The Activity and the Setting**, defines the practices, risks, levels of difficulty, and the prerequisites for the practice. The next chapter, **Equipment**, identifies the characteristics of individual and group equipment as well as clothing. **Independent Practice** is intended for practitioners able to take care of themselves and describes the preparation for, and safety rules during, an outing. **Supervised Practice** is for anyone responsible for a group and describes the certificates recognized by the federations, as well as all the procedures for organizing an activity, preparing participants, and supervising the group. **Emergency Response Procedures** includes the contents of an emergency kit appropriate for the activity, a rescue and evacuation procedure, and points to be included in an accident report. Finally, **Arranging Practice Sites** presents some information about the safe layout of practice sites. The courts will refer to the safety regulation and the Safe Practice and Supervision Guide when assessing the behaviour of a reasonable educator.

## 5.0 Criminal Code

The Criminal Code is the federal law codifying all penalties imposed for criminal offences. The main sections of the Criminal Code that can be applied to leisure are the following:

### *Criminal Code of Canada*

#### Duty of persons directing work

217.1 Every one who undertakes, or has 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. [...]

#### Criminal negligence

219. (1) Every one is criminally negligent who

a) in doing anything, or

b) in omitting to do anything that it is his duty to do,

shows wanton or reckless disregard for the lives or safety of others.

#### Definition of "duty"

(2) For the purposes of this section, duty means a duty imposed by law.



Examples of criminal negligence would be supervising a group while drunk or taking unreasonable risks by making inexperienced children lead a climb. If there was criminal negligence, charges would be laid by the attorney general and the matter brought before the courts. In order to convict, the judge or jury must find the accused guilty beyond a reasonable doubt.

## **6.0 Conclusion**

It is recommended that educators act with diligence, eagerness, and zeal to resolve a situation that could result in damage to his participant. To avoid litigation, the required standards should be slightly above the level of those of a reasonable person and prudent parent. It is sufficient that the educator ensure that the activity is appropriate to the age and condition of the participant, that the participant is trained **gradually**, that the equipment is safe and adapted to the participant, and that the activity is adequately supervised at all times. If these criteria are generally observed, the educator will have complied with his obligation of means, and, consequently, the courts should not hold him liable.

**In summary, remember:**

**UNDER WHAT CONDITIONS CAN A PERSON CAN BE FOUND LIABLE?**

- ☐ **Presence of injury**
- ☐ **A fault was committed**
- ☐ **A causal connection exists between the fault and the injury**
- ☐ **The person who committed the fault is endowed with reason**

**HOW CAN THE CONNECTION BETWEEN THE FAULT COMMITTED AND THE DAMAGES BE PROVEN?**

The question posed is whether the injury would still have occurred in the absence of this fault.

**HOW CAN IT BE PROVEN THAT SOMEONE HAS COMMITTED A FAULT?**

To prove that someone has committed a fault, his actions are compared to a theoretical model called a standard (see Safety Guides). There may be other standards in your workplace.

**DUTY OF REASONABLE SUPERVISION**

To ensure reasonable supervision and prevent any foreseeable accident (but not all possible accidents), the educator is bound by an obligation of means, not of result.

Generally speaking, from the moment the educator has proven that he adequately supervised the child and that, whatever may happen, he could not have prevented the damage/injury, he will be exempted from all liability. It is impossible to prevent all accidents, but supervision provided during activities must not be deficient, and it must be adapted to the age groups and the level of difficulty of the activity, its remoteness, etc.

An educator may rely on the following defences:

- ☐ The child committed the fault at a time when his duties of custody and supervision had ended, thus outside the hours of school, custody, or extracurricular activities.
- ☐ He provided adequate supervision
- ☐ The act of the child was so unforeseeable that even the most careful supervision could not have prevented it;
- ☐ The fault of a third party;
- ☐ Superior force;
- ☐ The acceptance of risk by the child, his parent or legal guardian such as the usual risks inherent in games and the planned physical activity.
- ☐ Contributory fault of the participant.

## **PREVENTION**

Children practise sports and the risk of an accident is relatively high, whether during gym class, an extracurricular activity, or recess.

It is the teacher's responsibility to choose sports based on the age and abilities of his students.

He must

- ☐ instruct students on how to play safely;
- ☐ supervise the group of students and make them observe the rules of the game and play carefully;
- ☐ ensure that students are provided with protective equipment, if necessary, and provide safe, suitable materials and premises.

All these precautions enable the teacher to reduce the risk of being sued and held liable for damage caused by one of his students. The teacher must also remember that youth have capacities and limitations that affect the choice of practice setting.

## **IN OUR DEFENCE**

The educator or educational institution may raise several arguments to escape liability, primarily by proving:

- ☐ adequate supervision
- ☐ the unforeseeability of the student's actions
- ☐ that he didn't tolerate dangerous behaviour
- ☐ that the child committed the act outside the hours of supervision
- ☐ that sufficient instructions were given to the child
- ☐ that adequate safety measures were taken
- ☐ the risks inherent in the games and playing the sport

### **MATCHING THE PRACTICE CONTEXT TO STUDENTS**

The venue (remoteness, absence of structures, unforeseeability ...) must correspond to the physical and psychological abilities of students (usually minors in a learning situation). Youth are in a period of rapid maturation during which they test their limits and assert their independence.

In industrialized countries, youth have common characteristics, regardless of where they are. These are:

- ☐ The lack of physical and emotional maturity: their body, especially their brain, is still developing;
- ☐ Their vulnerability to influence by those around them, especially their peers: they want to show that they are equal to the task, that they can meet the challenges posed by friends, they act like their circle of friends, etc.;
- ☐ The tendency to overestimate their abilities, despite their limited experience;
- ☐ The tendency to underestimate the complexity of the activity or situation.

### **CRITERIA FOR CANCELLING OUTDOOR ACTIVITIES AND TEACHING**

A number of factors may result in the planned activities being cancelled or substantially modified (Plan B, changing the venue, etc.). Factors such as cold weather, high winds, precipitation, the risk of avalanches or lightning, heat, significant changes in water flows, the attitudes and behaviours of participants (neurological and psychiatric state), and many other factors should alert you and help you to make decisions that will prevent risks.

For further reading

The cases below are references for group reflection on outdoor education risk management. It is up to you to consult them to identify those elements that can help prevent risks in your setting. These cases were presented at the outdoor symposium organized by the FÉÉPEQ in April 2016.

<http://citoyens.souqij.qc.ca/>

Cases consulted by Mtre Beaupré-Camirand to prepare for the training on 16/04/16

**EXTRAIT DE LA LISTE DE JURISPRUDENCE CONSULTÉE PAR ME  
BEAUPRÉ-CAMIRAND EN PRÉPARATION À LA FORMATION DU 16 AVRIL  
2016**

- *Fortin c. Scouts (2007) QCCQ 1278;*
- *Yassine et Chantal Choquette c. Fédération Québécoise de Scoutisme (2005) QCCQ 27161;*
- *Pelletier c. Station air Saint-Pacôme (D'Arbre en arbre) (2009) QCCQ;*
- *Paquette c. Garderie les amis frimousses inc.(2002) QCCS;*
- *Londa c. Cégep Marie Victorin (2008) QCCQ;*
- *Gagnon c. La Commission scolaire d'Alma (1989) QCCA;*
- *Site touristique Chute à l'Ours de Normandin inc. c. Nguyen (Succession de) (2015) QCCA 924;*
- *Zaccardo c. Chartis Insurance Company of Canada (2016) QCCS 398;*
- *Charbonneau c. Commission scolaire des Portages-de-l'Outaouais (2011) QCCS 5951;*
- *Laperrière c. Commission scolaire des Premières Seigneuries (École La Passerelle) (2008) QCCA 765;*
- *Pinet c. Commission scolaire du fleuve et des lacs, 2004 CanLII 41576 (QC CS) ;*
- *Gagné c. Commission scolaire de Saint-Hyacinthe (2014) QCCS 2029;*



Objective risk: Possibility that the natural, physical environment would cause a harmful, more or less foreseeable event.  
 Subjective risk: Possibility that human beings involved in an activity would cause a harmful, more or less foreseeable event.

### Summary Table of Risk Prevention Models

		<b>Risk factors</b>	<b>Preventive action</b> to avoid problems as much as possible and minimize the risks that can occur during outdoor activities.
<b>Human risks</b>	<b>Supervision, information and communication</b>	<b>Unskilled, inexperienced person in charge</b>	Have adequate qualifications. Do the people in charge have the necessary training and knowledge? (e.g., sports federation certification)
		<b>First aid</b>	Who has first aid training? Where is the first aid kit?
		<b>Emergency Response Plan B</b>	Know the itinerary's exit points. Know alternative routes in case of bad weather, equipment breakage, etc.
		<b>Poor planning</b>	Plan for the unexpected! Be on the alert for food and material shortages as well as planning errors and unpleasant surprises, etc.
		<b>Unfamiliar itinerary</b>	The person in charge does not know the itinerary well, did not have very reliable sources of information (e.g., suggested by a friend)
		<b>Inadequate schedule</b>	You know when you leave but never when you will arrive! Take into account factors including the length and difficulty of the outing
		<b>Lack of leadership</b>	Provide leadership to prevent disputes or splitting within the group, stress, lack of confidence in the activity leader
		<b>Information given to participants</b>	Inform participants about the itinerary, where they will be sleeping, length of the outing, etc.
		<b>Insufficient quality and quantity of information</b>	Know the sources of information (e.g., federation, books, hiking guide map). Do a comprehensive information search
	<b>Attitudes, behaviours, and</b>	<b>Participants' capabilities are inadequate for the planned project</b>	Check to ensure the participants are old enough, have the physical capabilities, technical knowledge, experience, and training for the planned project

	<b>characteristics of participants</b>	<b>Physical disability, physical limitations, and health status</b>	What is the health status of the participants? (See their medical records)
		<b>Group influence</b>	Take into consideration group size, pressure, and leadership, etc.
		<b>Living as a group</b>	Adequate involvement, behaviour and proper attitude in group life
		<b>Individual negative attitude towards the group</b>	Recklessness, non-compliance with the rules, drug or alcohol use, taking unnecessary risks, etc.
		<b>Insufficient individual preparation</b>	Materials, food, etc. forgotten (list of materials and menus)
<b>Mechanical and environmental risks</b>	<b>Environment and facilities</b>	<b>Weather conditions</b>	Consider the influence of weather on the difficulty of the itinerary, duration, etc.
		<b>Site far from medical services</b>	Know the locations of the nearest medical services (Emergency response plan)
		<b>Remoteness and isolation</b>	Consider the influence of the remoteness and isolation on planning, carrying out the activity, and on risk management
		<b>Lack of markers or position indicators on the path or site</b>	Have good information (accurate maps) and know how to read a map and use a compass (GPS, depending on the case)
		<b>Dangers related to wild animals and insects</b>	Apply the “leave no trace” approach. Have an adequate first aid kit and know the participants' allergies
		<b>Danger of accidents due to the terrain</b>	Choice of location, consistent with the participants and their abilities and choice of materials
		<b>Flora-related dangers (dead trees, poison ivy, etc.)</b>	Have an adequate first aid kit and be careful!
		<b>Hydrology-related dangers (quality, presence of water, cold water, etc.)</b>	Proper itinerary planning

		<b>Dangers related to infrastructure, roads, docks, swimming areas, buildings, trails, etc.</b>	Take into consideration that the infrastructures can be in very poor condition (no inspection, poor maintenance, old construction, etc.) These are not sanitized locations
	<b>Equipment</b>	<b>Poor state of materials, tents, shelters, portable stoves, etc.</b>	Inspect prior to departure
		<b>Non-compliant equipment</b>	Ensure the quality and usefulness of the equipment
		<b>Personal equipment inadequate for participants' needs (e.g., size, insulation)</b>	Have all participants conduct an inspection prior to departure
		<b>inadequate equipment for the number of group participants</b>	Inspect prior to departure



# **Policy 1: Operational Management**

## **School Policies and Practices**

## **POLICY 1: OPERATIONAL MANAGEMENT**

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# POLICY 1: OPERATIONAL MANAGEMENT

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## 1.0 POLICY STATEMENT

The educational institution, its physical education department, and outdoor education teachers are responsible for planning and implementing their outdoor education courses in a thorough and systematic manner.

## 1.1 Considerations

### A. Teacher and Assistant

#### A.1 Teacher qualifications

**The teacher must have**

- a) Physical education or teaching degree or equivalent;
- b) Related teaching experience;
- c) Current CPR and first aid (basic or wilderness, depending on the standard 9-1-1 response time for a given venue);
- d) Level of competency, experience, fitness, and health appropriate to the activity;
- e) Ability to structure and deliver the related outdoor course activities in a safe and progressive manner;
- f) Knowledge of risk management and emergency procedures appropriate to the activity.

#### A.2 Substitute teacher qualifications

Teachers who substitute must meet the same criteria as indicated in the teacher qualification section, failing which the course may be cancelled.

#### A.3 Assistant qualifications

- a) Current CPR and first aid (basic or wilderness, depending on whether the assistant is leading a subgroup independently from the teacher);
- b) Related knowledge and experience;
- c) Level of competency, physical fitness and health appropriate to the activity.

#### **A.4 Assistant hiring process**

- a) The application of a new assistant will include a summary of qualifications and relevant experience.
- b) Whether they receive remuneration or are volunteers, assistants selected for the course must sign a contractual agreement (important for insurance purposes).
- c) The application will be reviewed by a physical education teacher who has the above-mentioned competencies (see 1.1, A.1) before the beginning of the course.

#### **A.5 Assistant roles and responsibilities**

- a) General tasks: for example, the assistant must be able to
  - i. act as an additional emergency responder in emergency situations;
  - ii. assist the teacher in managing the group to ensure safe intervention;
  - iii. provide an additional perspective on technical, social, and environmental issues;
  - iv. aid in the transportation of participants injured during the course;
  - v. act as a source of information and expertise for students.
- b) Specific tasks
  - i. **Pre-trip:** the assistant must be able to
    - assist with group preparation, if needed, during theoretical and practical pre-trip lecture sessions;
    - familiarize her/himself with the itinerary, maps, and specific routes for the activity session;
    - familiarize her/himself with prevalent weather conditions for the area;
    - familiarize her/himself with any medical issues and medications that students have indicated on their medical information form;
    - know the location of all equipment, materials, and medical documents necessary for the trip;
    - if necessary, arrive before the scheduled departure time to facilitate departure;
    - familiarize her/himself with the students;
    - familiarize her/himself with the trip plan and the emergency response plan.

## ii. During the activity

- assist with the organizational structure of the group (e.g., pairing of students in a canoe course);
- provide assistance to the teacher and students as needed;
- monitor students as to their physical, psychological, and emotional well-being on an ongoing basis;
- take responsibility for leading a group independently if required when regulations, conditions, and the assistant's qualifications permit, e.g., for forming independent hiking subgroups to comply with assistant:student and teacher:student ratios or to manage canoe travel).

## A.6 Unskilled assistant

- a) The unskilled assistant is not required to have qualifications;
- b) The unskilled assistant is not calculated in the supervisory ratio;
- c) The unskilled assistant may be a parent, the bus driver, an alumnus;
- d) The unskilled assistant chosen for a specific course must sign a contractual agreement before the course begins whether paid or as a volunteer (Important for insurance purposes).

## A.7 Ongoing training for teachers and assistants

- a) First aid and CPR  
Certification in first aid and CPR (usually 3 years) at least every two years.
- b) Risk management conferences
  - i. Teachers are encouraged to attend an annual risk management conference (**see Policy 8, section A.1**);
  - ii. The Comité de sécurité en plein air en milieu scolaire/Outdoor Education Risk Management Committee - FÉÉPEQ ensures that an annual risk management conference takes place.

## **A.8 Students: teacher:student or assistant:student ratios**

**(see Policy 3, section A.3)**

- a) Teachers must follow at least the minimum ratio designated for each type of activity.
- b) High-risk courses must respect a maximum of 9 students to every teacher or assistant **(see Glossary)**.
- c) Medium-risk courses must respect a maximum of 10 students to every teacher or assistant **(see Glossary)**.
- d) Low-risk courses must respect a maximum of 13 students to every teacher or assistant **(see Glossary)**.
- e) The number of teachers or assistants accounted for in the calculation of these ratios must not include any student participating in the class who is asked to take on a leadership role.

## **B. Student**

### **B.1 Medical information form**

- a) All students or their guardian must complete and sign the medical information form *(see Appendix II)*.
- b) The form is distributed to the student or guardian during the first class, as required.
- c) The teacher interviews anyone who has identified a medical issue, adds relevant details, and discusses the risks and appropriateness of inclusion in the course.
- d) The student has the duty to inform the teacher of any changes prior to departure.
- e) The teacher addresses relevant health concerns as follows on an “as needed” basis:
  - i. requesting written permission to participate (signed by the doctor/guardian);
  - ii. reminding students to bring personal medications and medication-related equipment (e.g., spacers for asthma pumps);
  - iii. with the permission of the student in question, informing classmates of a particular health problem, if necessary;
  - iv. bringing students’ medical information on the trip;
  - v. sharing this information with assistants, if need be.

## **B.2 Student Contract and Consent Form**

- a) The consent form is distributed to students. In addition to the medical information form, students must sign and return all forms before the trip. Students 18 years and older may sign their own form; otherwise, it must be signed by a parent or guardian.
- b) If the form is not signed and returned before the first trip, the student will not be allowed to participate in the activities.
- c) Inside the student contract:
  - i. Consent to medical treatment;
  - ii. Code of conduct (also included in the course outline);
  - iii. Acknowledgement of risk (statement of risks also included in the course outline);
  - iv. Consent to participate;
  - v. Waiver of material liability.

## **C. Site**

### **C.1 Pre-trip site visit**

- a) A pre-trip visit involves verification of the planned itinerary and an update and verification of the following:
  - i. Objective and subjective hazards;
  - ii. Emergency medical services (EMS) contact;
  - iii. Effectiveness of communication devices;
  - iv. Maps of the planned route;
  - v. Contingency plans;
  - vi. Escape routes;
  - vii. Transportation distance and time;
  - viii. Site rules and regulations (e.g., fire restrictions, trail closures, maximum number of participants on camp sites);
  - ix. Site conditions (trails, facilities, wildlife concerns).
- b) A teacher who is going to a venue for the first time should make pre-trip visit.
- c) A teacher should make a pre-trip visit if there have been significant modifications to the site.
- d) The pre-trip visit is made at the convenience of the teacher. The teacher should make this trip under conditions similar to the ones the students will experience.
- e) Venue changes should be reported to other teachers as appropriate and included in a post-trip report.

## **C.2 Site assessment and selection**

- a) Site selection is generally made by the teacher assigned to the course.
- b) Criteria for site selection are course specific but the following should be considered:
  - i. safety;
  - ii. cost;
  - iii. accessibility;
  - iv. relevance to the desired learning;
  - v. environmental factors;
  - vi. prerequisites or no prerequisites to accessing the site or to the activities to be practised (e.g.. minimum age, technical abilities, minimum size or weight, experience required).

## **C.3 Site regulations**

The teacher must know the existing site regulations well and ensure that they are respected. *(see Policy 3, section D.)*

## **C.4 Site reservation and registration**

- a) Site reservations and financial management of site use can be carried out by the Finance Department, school administration, or the teachers.
- b) The teacher responsible for the trip must confirm reservations prior to departure.
- c) If required, the course teacher must meet on site with the authorities in charge of the trip site and must carry out on-site registration.



## D. Insurance of educational institutions

### D.1 Insurance coverage

All insurance matters are the responsibility of each individual institution. The following coverage should be examined locally:

a) General

All participants must be officially registered as part of the group. Teachers and students are automatically insured. Any other person must sign a contract if hired or an acknowledgement form confirming their presence on the trip if not formally hired (assistant or unskilled assistant).

b) Medical

- i. Who is the institution's insurer?
- ii. Are the activities planned as part of the course and the people in the group covered by the insurer?
- iii. Do teachers need supplemental insurance?
- iv. Are there stipulations regarding out-of-province or out-of-country courses?

c) Transportation

- i. Who is the institution's insurer?
- ii. Are the activities planned as part of the course and the people in the group covered by the insurer?

### *To be verified:*

- May teachers drive students to or from a venue?
- Are there institution or SAAQ restrictions regarding the type of vehicle that can be used? (Note: there are specific licence requirements to drive 15-, 21-, and 24-seat vehicles)
- Does the leasing company require supplemental insurance?
- Are there stipulations regarding out-of-province or out-of-country courses?

- d) Teacher liability coverage
  - i. How is “liability” defined?
  - ii. Who is the institution’s insurer?
  - iii. What is covered?
  - iv. Are there stipulations regarding out-of-province or out-of-country courses?
  
- e) Assistant liability coverage
  - i. Who is the institution’s insurer?
  - ii. What is covered?
  - iii. Are there stipulations regarding out-of-province or out-of-country courses?

## **Policy 2: Student Preparation**

### **Standard Policies and Practices**

## **POLICY 2: STUDENT PREPARATION**

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POTENTIAL RISKS.....	A.13
REVIEW OF LEARNING.....	A.14

# POLICY 2: STUDENT PREPARATION

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## 2.0 POLICY STATEMENT

Outdoor education teachers are responsible for guiding their students through a systematic and thorough preparation process.

## 2.1 Considerations

### A.1 Course information and description

- a) All course information is included in the course outline or in a document containing all the planned activities. These documents should be distributed in the first class or at the beginning of the year.
- b) The course outline must include references to the considerations listed in sections 2 to 9 below in order that students may make reasoned decisions about their desire to continue in the course.
- c) The timeline for presenting information is determined by the teacher.

### A.2 Risk and hazard identification

Students are informed of the potential activity-, environmental-, and human-related risks and hazards involved in the activity (risk acknowledgement form).

### A.3 Code of conduct

- a) Students are instructed to read the codes of conduct specific to the institution, course, and planned activities.
- b) By signing the Student Contract and Consent Form, students confirm that they have read and are in agreement with these codes of conduct and are aware of associated penalties.

### A.4 Student roles and responsibilities

- a) Routine
  - i. Students have the responsibility to prepare themselves in a manner that is consistent with the knowledge they have gained through the preparatory sessions;
  - ii. Students must behave in a manner that is appropriate to the activity;
  - iii. Students may be assigned different roles and responsibilities during the course; e.g., leaders, monitors, evaluators, or assistants.

b) Emergency

- i. Students are asked for information regarding their first aid or CPR training. This gives the teacher an indication of the role a student might be able to assume in an emergency situation.
- ii. Given the set of circumstances that present themselves and the teacher's confidence in the student's abilities, a student may be given the responsibility to assist in the management of an emergency (e.g., moral support, related tasks, or providing assistance to another student).

**A.5 Clothing**

- a) Students are provided information on how to select attire appropriate for various conditions related to the planned trip;
- b) Students are directed to dress appropriately for any weather conditions that may arise.

**A.6 Food/Water**

a) Food

- i. Students are provided information as needed regarding the selection, planning, organization, cooking, and storage of food as well as effective waste management strategies;
- ii. Students are informed about the nutritional quality and the necessary amount of food according to the needs related to energy expenditure during the planned activity.

b) Water

- i. Students are directed to carry an adequate amount of potable water for the duration of the activity; or
- ii. if a water source is available, students receive information about the various methods of water purification (boiling, chemical treatment, filtration, etc.).

**A.7 Equipment (*see Policy 4*)**

- a) Students are provided information as needed on how to select appropriate equipment and assess its condition.
- b) Equipment provided by the school:
  - i. Each institution is free to provide or not provide certain equipment to students;
  - ii. The institution maintains the equipment in working order. When equipment is loaned, the student is expected to verify its working condition to the best of her/his knowledge.

- c) Students are required to provide equipment essential to the activity that is not available from the school:
  - i. It is the responsibility of students to ensure that any personal equipment they plan to use is adequate, appropriate and in working order and that they are familiar with its correct use;
  - ii. Teachers ensure the suitability of students' personal equipment prior to the trip.
- d) Equipment use:

Students are provided information prior to the activity regarding the proper use of equipment.

#### **A.8 Personal items**

Students must carry with them their personal medications, identification, and Quebec Medicare card or other health insurance information (*see Policy 3, section B.5*).

#### **A.9 Fitness and well-being (*see Policy 3, section B.5*)**

- a) Students are expected to be able to handle the physical, psychological, and social demands of a particular course.
- b) Teachers have the right to remove students from a course when their inclusion is considered to be a potential risk to themselves or to others.
- c) Teachers should provide opportunities for students to participate in physical, psychological, and social preparatory activities related to the competencies targeted in the course activities.

#### **A.10 Assessment and Development of Competencies**

- a) Outdoor courses are usually introductory courses geared to entry-level competencies (Ch. 3, CQL). For an activity at the beginner's level, a minimal level of competency is required for effective risk management. The teacher reserves the right to deny a student's participation in a course for safety reasons.
- b) Some courses are for students who already have a certain level of competency for the planned activity. As applicable, it is the teacher's responsibility to ensure the students' ability to participate in planned activities during the preparatory sessions and to identify the necessary prerequisites.

**A.11 Personal hygiene**

Students are provided information regarding the management of personal hygiene in an outdoor setting.

**A.12 Environmental ethics**

Students are provided information regarding ethical behaviour in an outdoor environment such as the “leave no trace” approach (<http://www.leavenotrace.ca/home>).

**A.13 Potential risks**

Teachers will present the activity, outlining the potential risks and suggesting strategies for managing changes during the activity (before a new stage of the activity, when entering a different environment, or in the event of changing weather conditions).

**A.14 Review of learning**

Teachers, assistants, and students should have the opportunity to discuss what they have learned and to examine the activities that follow.



## **Policy 3: Group Management**

### **Standard Policies and Practices**

## POLICY 3: GROUP MANAGEMENT

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TRIP VENUE .....	D
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## POLICY 3: GROUP MANAGEMENT

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### 3.0 POLICY STATEMENT

Outdoor education teachers manage their groups in a thorough and systematic manner, taking into consideration activity-related human and environmental risk factors relevant to the desired learning.

### 3.1 Considerations

#### A. Teacher-related issues

##### **A.1 Span of supervision (*see Policy 5, section B.3 regarding transportation and Policy 7, section A.4 regarding emergency supervision*)**

- a) Span of supervision during the trip
  - i. The teacher is responsible for the supervision of the group from the time the students arrive at the school or designated venue until they return to the school or until the learning activities have been completed.
  - ii. At least one teacher must accompany the students when transportation is provided by the school.
  - iii. Students must travel with the group when transportation is provided by the school. Under extenuating circumstances a student may request that she/he meet the class at the venue. In such cases the student must have prior permission from the teacher and sign a form.
  - iv. If a student is 18 years of age or over and wants to leave the course prior to its completion without the permission of the teacher, she/he must sign a form. If a student is under the age of 18, she/he must be accompanied by a parent or guardian.
  - v. In the case of minor or non-life-threatening injuries, a teacher or assistant may decide to accompany the student to a medical facility, or the student may seek medical care upon completion of the activity or be transported by her/his parent or guardian.
  - vi. In the case of courses where one or more nights are spent outside the school, the decision to seek medical care must be made considering the status of both the individual and the group.
  - vii. The teacher is responsible for making a decision regarding the severity of an injury and where appropriate take suitable emergency measures.

b) Level of supervision

- i. For a certain type of activity, in a similar place with a similar clientele, there should be a common minimal level of supervision.
- ii. The level of supervision employed in a course is a consequence of the interaction among the following factors:
  - the level of risk inherent in the activity (e.g., difficulty of the itinerary, speed of travel, complexity of the activity, and the competencies required by the student)
  - the location (e.g., isolation, site distance from emergency services)
  - the environment (e.g., weather, terrain)
  - the students' knowledge and competencies
  - the teacher or assistant:student ratio (*see Policy 1, section A.8*)
- iii. The levels of supervision include
  - **Constant visual supervision:** The teacher or assistant is physically present and watching the students, generally in close proximity to them.
  - **On-site supervision:** The teacher is present but not constantly within close proximity viewing of a particular student or activity.
  - **In-the-area supervision:** The teacher may not be able to see all of the students at one time, but students know where the teachers are and can contact one if necessary (within 1-2 minutes).
  - **Not-in-the-area supervision:** All students know where the teacher is or are aware of a pre-determined meeting or base point but it takes more than 2 minutes to contact the teacher.

**A.2 Assistant roles and responsibilities (*see Policy 1, section A.5*)**

**A.3 Teacher:student ratio (*see Policy 1, section A.8*)**

- a) Teachers must follow at least the minimum teacher:student ratios designated for each course within each institution; based on the supervisory ratio required.

- b) Teachers must use their best judgment regarding whether or not to use a student in a leadership role should the situation warrant. The ratios outlined in Policy 1, section A.8 may change in response to an emergency situation (***see Policy 7, section A.4***).

**A.4 Record keeping (*see Policy 7, sections A.3 [c], A.5, and A.6*)**

- a) As indicated in Policy 6, teachers are responsible for ensuring that all assistants have access to pertinent medical information and emergency contact information at all times.
- b) Teachers should also keep on-going records of pertinent medical and behavioural information that may affect the selection and organization of the activity or the group.
- c) Teachers should record any changes to initial trip plans for inclusion in post-trip reports.

**A.5 Communication systems (*see Policy 7, section A.2*)**

- a) Communication devices are used among teachers to maintain communication with assistants during emergency procedures.
- b) Group planning and management requires a thorough understanding of the effectiveness of the available communication methods and with the understanding that no portable communication device is 100% reliable.
- c) When a subgroup is formed, it is important that each teacher and assistant have in their possession a means of communication to keep contact between subgroups (to ensure the progress of each individual and to better respond in an emergency).

**A.6 Regular audits (*see Policy 7*)**

Teachers must be aware of changing conditions that might affect the students, the activities, the itinerary and/or the venue, and be prepared to adapt any aspect of the course accordingly.

**B. Student-related issues**

**B.1 Student roles and responsibilities**

As mentioned in all course outlines, students have a responsibility to follow a code of conduct and manage personal risks and hazards.

This includes but is not restricted to

- a) Using good judgment and common sense.
- b) Practising good nutritional habits and being adequately hydrated.
- c) Getting adequate sleep.
- d) Properly managing energy.
- e) Using and improving appropriate competencies.
- f) Being properly dressed.
- g) Practising appropriate personal hygiene.
- h) Staying with the group unless given specific permission to do otherwise.
- i) Avoiding any behaviour that, in the judgment of the teacher or other supervisor, is detrimental to the safety and well-being of any member of the group.
- j) Following the instructions of the teacher and assistants.

## **B.2 Student goals**

While individual or independent goal-setting tasks are encouraged in many courses, they should be managed in a manner that ensures individual and group safety.

## **B.3 Risk perception**

Teachers need to be aware of students' experience as well as other factors that may affect their perception of the relative risk involved in an activity. As such, students need to be briefed about the risks and hazards inherent in any new activity or change in environmental conditions.

## **B.4 Competency level**

- a) Teachers should be aware of each student's competencies and abilities throughout the course in order to make appropriate activity choices, e.g., itinerary, route selection, group placement, and pairing of students (***see Policy 2, section A.10***);
- b) Teachers and assistants should be aware that less skilled students may require increased supervision.

### **B.5 Fitness and well-being (*see Policy 2, section A.9*)**

- a) Each student's fitness level should be taken into consideration in determining activity choices and the level of supervision.
- b) Intensive pre-trip activities should be used to confirm a student's fitness level.
- c) Students should carry their own medication and inform the teacher or assistant about its use. Teachers must be aware of what the medication is and how it is administered. At least one other student should be aware of this information.
- d) Each independent teacher or assistant should keep, at all times, relevant medical and other information related to each student's fitness and well-being or have a means of communicating with the teacher as needed.
- e) Each student's physical well-being should be taken into consideration in determining activity choices and the level of supervision. This includes but is not limited to students' existing medical conditions, injuries, and reactions to food and water, and the environment (heat, cold, plants, and insects) as well as the level of hydration.
- f) A student's psychological/emotional state will affect the decisions she/he makes during an activity. Teachers may modify the level of supervision or make activity choices based on their awareness of each student's psychological or emotional state.

## **C. Environmental issues**

**Teachers must be aware of the following issues and educate students appropriately.**

### **C.1 Environmental ethics**

The seven "leave no trace" principles (<https://www.leavenotrace.ca/home>)

- a) Plan ahead and prepare  
Teachers should know and respect the regulations of the trip site. Adequate trip planning and preparation facilitates the trip and allows for better management and knowledge about the territory explored.
- b) Travel and camp on durable surfaces  
Stay on established trails and campsites (camping platforms, where available or durable surfaces far away from lakes and streams and paths, if you are in a heavily used area, etc.)

- c) Dispose of waste properly  
Garbage must be disposed of in a manner that minimizes the potential for wildlife to be attracted to the area. Human waste must be disposed of in a manner that does not contaminate any water source (if you bury it, it must be 70 metres away from any body of water), or contribute to the attraction of wildlife to the area.
- d) Leave what you find  
Allow others the sense of discovery you enjoyed. Do not touch or pick plants, moss, lichens or other objects.
- e) Minimize campfire impacts  
Teachers should inform themselves about the rules and possible limitations on the use of campfires (fire danger, fire ban). Campfires, if allowed, should be used only in designated areas.
- f) Respect wildlife  
Daily and overnight storage must be carried out in a manner that minimizes the potential for wildlife to be attracted to the area (*see Policy 2, section A.6*). Teachers must be aware of the potential for encounters between students and wildlife and must know how to react.
- g) Be considerate of others  
Be respectful towards the people you meet. Be courteous and reduce your noise level.

## **C.2 Weather**

- a) Forecast: Teachers should consult an up-to-date multiple-day forecast and prevalent weather patterns of the activity location and plan the itinerary and activities accordingly.
- b) Inclement weather: Teachers must be prepared to adjust the itinerary when weather poses a serious threat to the safety or well-being of the group.

## **C.3 Changing environmental conditions**

Changes in the condition of the terrain or water, ambient temperature, amount of light, fog, or wind all pose potential concerns that may need to be addressed.

## **C.4 Activity after dark**

The following factors should be considered when activities occur under conditions of darkness:

- a) The nature of the activity;
- b) Students' knowledge and competencies;
- c) The level and proximity of supervision;
- d) The teachers' confidence in the nature and composition of the group;



e) Ambient conditions.

## **D. Trip venue**

### **D.1 Site regulations (*see Policy 1, section C.3*)**

Site regulations (e.g., fire restrictions and site or travel boundaries) must be confirmed, ideally prior to departure or upon arrival at the site. The itinerary must be adjusted, as required.

### **D.2 Site conditions**

Site conditions should be confirmed upon arrival at the site. The itinerary must be adjusted, as required.

# **Policy 4: Equipment Management**

## **Standard Policies and Practices**

## **POLICY 4: EQUIPMENT MANAGEMENT**

POLICY STATEMENT .....	4.0
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PURCHASING AND TRAINING PROCEDURES .....	B
MAINTENANCE AND REPAIR .....	C
STUDENT SIGN-OUT AND RETURN PROCESS .....	D
INVENTORY .....	E

## POLICY 4: EQUIPMENT MANAGEMENT

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### 4.0 POLICY STATEMENT

All equipment for outdoor education courses must be managed in a thorough and systematic manner, taking into consideration certification or authorization standards in effect at the time of its purchase, use, maintenance, repair, and replacement.

### 4.1 Considerations

#### A. Selection

##### A.1 Essential safety equipment

##### a) First aid kits

- i. First aid kits must be appropriate for the group size, length of the trip, and types of activities engaged in.
- ii. Group safety kit (e.g., food, water, tarpaulin, rope, sleeping bag, sleeping pad, pot, camp stove, etc.).
- iii. Each teacher or independent assistant must carry a first aid kit.
- iv. It is the responsibility of the teacher to ensure that first aid kits are appropriate before the trip.
- v. All teachers and independent assistants must know where the first aid kit is located.
- vi. It is the responsibility of the school to provide appropriate supplies as requested by the Physical Education Department.

See the CQL guide (French only) or the Sirius first aid manual,<sup>1</sup> or the following link for recommended first aid kits: <http://www.rei.com/learn/expert-advice/first-aid-checklist.html>.

##### b) Repair kits

The teacher or assistant should carry a repair kit appropriate for the group size, length of trip, and types of activities engaged in (e.g., adhesive, nylon thread, needles, brass wire, plastic clamp Ty-Rap, carabiner, etc.).

##### c) Communication systems (*see Policy 7, section A.2*)

- i. A teacher should always be able to communicate with someone outside the trip within a reasonable time, especially in an emergency. For example, it should take no more than 30 minutes from the moment the emergency is

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<sup>1</sup> Wilderness First Aid and Advanced Wilderness First Aid Resource Manual. Sainte-Adèle, QC Sirius Wilderness Medicine inc., 2014

triggered to the moment of accessing a means of communication to reach the EMS.

- ii. Teachers should investigate and choose the most effective communication device for the area in which the activity will take place (e.g., cell phone, VHF radio, satellite phone).
- iii. If a communication device is rented from an outside source, it is the responsibility of the supplier to ensure its functionality and for each teacher to double check its functionality before the activity takes place.
- iv. Each teacher and assistant must have a communication device (two-way radio, cell phone).
- v. A spare set of batteries should be charged and packed with the communication devices (keep them warm in winter so they hold their charge).

#### **A.2 Activity-specific equipment** (e.g., canoes, skis, snowshoes, tents)

Any equipment selected for a course must be fully functional, appropriate, and safe.

Activity-specific protective equipment (e.g., PFD, helmet, rope bag).

Any protective equipment used in a course must meet the applicable standards.

#### **A.3 Equipment provided by an outside source**

- a) The teacher is responsible for verifying (to the best of her/his knowledge) the quality and safety of the equipment provided by an outside source before the activity takes place.
- b) Notwithstanding this verification, the teacher may need to adjust the activity if, upon arrival, the equipment is not adequate for the course.

### **B. Purchasing and training procedures**

- 1. Follow the institution's predetermined purchasing process.
- 2. As required, training sessions are set up when new equipment is acquired or when a new teacher teaches an outdoor course for the first time (*See Policy 2, section A.7*).

### **C. Maintenance and repair (*see Policy 2, section A.7*)**

1. The institution maintains its own equipment in working order. Students are expected to verify its condition when they receive it.
2. Any equipment that is not fully functional or safe must be removed from circulation.
3. Certain equipment has a shelf life and needs to be replaced at specific times, e.g., climbing ropes and cycling helmets. Any such item must not be used for its specific function after its expiry date (consult the organizations that oversee the activity for more information).
4. On-trip loss or breakage
  - a) If any equipment is lost or damaged during a course, the teacher or assistant must be advised and the item replaced or repaired, if possible. Teachers should bring replacement parts as needed.
  - b) If essential equipment cannot be fixed then the teacher or assistant may have to adapt the itinerary.

### **D. Student sign-out and return process**

1. Follow the institution's predetermined equipment sign-out and return process.

### **E. Inventory**

1. Have an effective process in place to continuously monitor the equipment condition and inventory.

# **Policy 5: Transportation Management**

## **Standard Policies and Practices**

## **POLICY 5: TRANSPORTATION MANAGEMENT**

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TRANSPORT OF EQUIPMENT .....	B.5
EMERGENCY VEHICLES .....	B.6
TRANSPORTATION OF A STUDENT IN AN EMERGENCY .....	B.7



# **POLICY 5: TRANSPORTATION MANAGEMENT**

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## **5.0 POLICY STATEMENT**

Outdoor education teachers manage the transportation of all course participants to and from course venues in a thorough and systematic manner.

### **5.1. Considerations**

#### **A. Logistics**

##### **A.1 Vehicle contracts**

- a) (Bus) transportation must be contracted from a reputable company with appropriate insurance coverage.
- b) Vehicles driven by a teacher or assistant must be leased from a reputable company with appropriate insurance coverage.

##### **A.2 Itinerary, pick-up, and drop-off locations**

- a) Teachers must verify pick-up and drop-off times and locations with (bus) transportation suppliers.
- b) Teachers should ensure that the transportation company has access to or is provided with
  - i) a map or written description of the complete driving route, if necessary;
  - ii) the pick-up and drop-off times and locations.

##### **A.3 Passenger list**

At least one teacher or assistant must have an accurate list of all passengers travelling in each vehicle (including all emergency contact numbers). This list should also have been left with a person in charge in the institution (director, person in charge in the department, etc.).

## **B. Safety issues**

### **B.1 Mode of transportation**

Teachers, in collaboration with the educational institution, select the mode of transportation.

### **B.2 Teachers and assistants as drivers**

- a) Teachers and assistants acting as drivers must familiarize themselves with and follow the school's transportation policies.
- b) All teachers and assistants should familiarize themselves with the itinerary before trip departure.
- c) Stops along the route should ideally be determined in advance, especially in the case of travel with several vehicles.
- d) Teachers should recognize that they would be supported by the Department and the school should they make the decision not to depart as planned due to unforeseen circumstances such as inclement weather, poor driving conditions, or the physical or mental state of the driver.

### **B.3 Span of supervision (*See Policy 3, section A.1*)**

- a) A teacher or assistant must travel in each bus used to transport students.
- b) If transportation is arranged by bus, the teacher assumes responsibility from the time the bus leaves the school until it returns from the trip. Occasionally, the teacher may allow a student to be picked up or dropped off en route. The institution assumes responsibility for the students from the moment they are picked up to when they are dropped off the bus.
- c) It is expected that students use the transportation provided by the institution. If a student wants to use a form of transportation other than that provided by the institution, she/he must request permission in advance.
- d) If permission is granted, then the student is responsible to transport her/himself to and from the venue. The teacher assumes responsibility for the student upon her/his arrival at the designated venue once the student has joined the teacher and class. Responsibility ends when teacher dismisses that individual student at the venue.

### **B.4 Contingency plan (e.g., weather and road conditions)**

- a) Driving conditions must be considered before departure and a contingency plan activated as needed.
- b) If there is an unexpected delay in the time of return to the school, then security or the people in charge (administration) should be informed.

### **B.5 Transport of equipment**

- a) Drivers are responsible to follow Transport Quebec and commercial regulations regarding the transportation and storage of equipment and baggage (e.g., regarding blocking the driver's lines of sight, emergency and aisle exits).
- b) Use of trailers must follow Transport Quebec regulations. Make sure all gear is properly stowed and/or any tied down and monitored regularly. A safety vehicle should be used to follow the trailer to help monitor it. A radio given to the drivers of both vehicles to communicate on the road is also a good practice.

### **B.6 Emergency vehicles**

In the interest of safety, teachers can justify the need for an on-site emergency vehicle to evacuate the injured in an emergency.

### **B.7 Transportation of a student in an emergency**

*(See Policy 7, sections A.3 to A.8 and Policy 3, section D.1)*

# **Policy 6: Travelling Abroad**

## Standard Policies and Practices

## **POLICY 6: TRAVELLING ABROAD**

POLICY STATEMENT .....	6.0
CONSIDERATIONS .....	6.1
PREPARATION/PLANNING .....	A.1
DESTINATION .....	B.1
AUTHORIZATION .....	C.1
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DOCUMENTS FOR VEHICLES AND EQUIPMENT .....	E.1
SUPPLIERS AND TRAVEL AGENCY .....	F.1
VACCINATION .....	G.1

# POLICY 6: TRAVELLING ABROAD

## 6.0 POLICY STATEMENT

Teachers who take part in trips outside the province (Quebec) or country (Canada) have the same responsibilities as within the institution. This policy is loosely based on the *Guide sur les sorties et les voyages en milieu scolaire* prepared by the Commission scolaire de la Rivéraine.

### 6.1. Considerations

#### A. 1 Preparation/Planning

- a) Any trip abroad must first be accepted by the school administration and board of governors (other bodies, if necessary).
- b) Have the general secretariat confirm the project's insurance conditions (school board or college or university).

#### B. 1 Destination

- a) To ensure the safety of all participants (students, teachers, and assistants) when travelling abroad, the country's political, economic, and cultural situation should be reviewed.
- b) For more information, go to [www.voyage.gc.ca](http://www.voyage.gc.ca).

#### C. 1 Authorization

- a) Authorization from the parent or legal guardian is required if the student is a minor.
- b) Documentation required before departure:
  - i goals of the activity
  - ii detailed description of the activity, including information regarding the supplier agreement (see point F below)
  - iii required fees and payment terms
  - iv funding method, if applicable
  - v regulations to follow
  - vi method of preparation of participants
  - vii information on possible baggage search of participants' luggage, if applicable
  - viii terms and conditions of cancellation and reimbursement
  - ix conditions for return in case of illness or non-compliance with regulations

c) Student commitment contract for travel outside Quebec.

*For minor students when travelling in Canada: Article 603 of the Civil Code of Québec provides that where a parent performs alone any act of authority concerning their child, she or he is, with regard to third persons in good faith, presumed to be acting with the consent of the other parent. For trips outside Canada: the agreement of both parents is required, except in the case of an exception.*

**D. 1 Personal Documents**

- a) All teachers, assistants, and students have the responsibility to carry appropriate valid documents or copies (tickets, passports, visas, affidavits, etc.) required for travelling abroad.
- b) Teachers are responsible for ensuring that each individual has adequate insurance coverage for the destination.
- c) The teacher has no obligation to the student who does not have the necessary documents and, if necessary, the student may be denied access to the destination and potentially fail the course.
- d) The teacher should make a habit of asking to see the documents before departure on the trip.

**E. 1 Documents for vehicles and equipment**

- a) The teacher must have in her/his possession all necessary documents for vehicles, including registration for vehicles and equipment (canoes, etc.).
- b) It is possible to register the objects transported with the Canada Border Services Agency when leaving the country.

**F. 1 Suppliers and travel agency**

- a) Verify that your supplier has a valid Quebec travel agency licence. The OPC is an agency that protects consumer interests in the event of the bankruptcy of a supplier, airline, etc. [www.opc.gouv.qc.ca](http://www.opc.gouv.qc.ca)
- b) Check your institution's policy for the acquisition of goods and services regarding bids when booking with a supplier or travel agency.
- c) After the agreement between the teacher (or the school administration or other person in charge) and the supplier is concluded, a copy of the duly signed contract must be submitted to the school administration.
- d) This agreement should include the terms and conditions of transportation, lodging, the duration of the stay, the activities included, meals, and cancellation clauses.

### **G. 1 Vaccination**

- a) In the event that the trip is in an area where the CSSS (travellers' health clinic) recommends vaccination, it should be suggested that participants (teachers, assistants, and students) be vaccinated before departure.



# **Policy 7: Emergency Response Management**

## **Standard Policies and Practices**

## **POLICY 7: EMERGENCY RESPONSE MANAGEMENT**

POLICY STATEMENT .....	7.0
CONSIDERATIONS .....	7.1
TEACHER RESPONSE .....	A
TRIP PLAN .....	A.1
PORTABLE COMMUNICATION DEVICES .....	A.2
FIRST AID: TREATMENT AND RECORD KEEPING .....	A.3
GROUP MANAGEMENT .....	A.4
MEDICAL INFORMATION .....	A.5
EMERGENCY CONTACTS AND COMMUNICATION .....	A.6
EVACUATION FROM FIELD TO EMERGENCY TRANSPORTATION .....	A.7
TRANSPORTATION .....	A.8
INCIDENT/ACCIDENT REPORTING AND AUDIT .....	A.9
INSTITUTION RESPONSE .....	B
KNOWING THE EMERGENCY RESPONSE PLAN .....	B.1

# **POLICY 7: EMERGENCY RESPONSE MANAGEMENT**

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## **7.0 POLICY STATEMENT**

Each educational institution and its Physical Education and Health Department maintains an up-to-date Emergency Response Plan for its outdoor education courses. The objective of the plan is to manage emergency situations in an efficient and effective manner.

### **7.1 Considerations**

#### **A. Teacher response**

**A.1 Trip plan** (submitted to the body determined in advance by the institution [director, security, department head, teacher] and should be updated on the day of departure)

- a) Itinerary, including the following:
  - i. destination, maps, anticipated routes, and activity timeframe;
  - ii. overnight location(s);
  - iii. anticipated departure, arrival times.
- b) Emergency response plan
  - i. Location of the nearest point of communication or planned means of communication;
  - ii. Evacuation or alternate routes, if available.
- c) Emergency contact info (see section 6, below).
- d) Notice of return
  - i. The teacher will inform security upon arrival at the school that the group has returned and the trip has ended.

## **A.2 Portable communication devices (see Policy 3, section A.5)**

It is recommended that the group bring a communication device adapted to the context of the course. Access to a means of communication must be made within a reasonable time (at most approximately 30 minutes). There is currently no well-defined set of procedures for the use of communication devices in the field due primarily to their lack of reliability. The effectiveness of particular service providers or of the device itself should be ascertained prior to trip departure.

The following types should be considered:

### **a) Walkie-talkies**

- i. Should effectively cover a distance of 10 km or more;
- ii. The teacher or independent assistant should have access to a pair of walkie-talkies;
- iii. Devices should remain on and immediately accessible to teachers or assistants for the entire time subgroups are separated.

### **b) Cell phones**

- i. Physical Education Departments do not necessarily have or pay for a designated emergency cell phone, so the cell phones of teachers, assistants, or participants are often used in emergencies, service permitting;
- ii. If a group decides to use cell phones, there should be at least two available;
- iii. Devices should remain on and immediately accessible to teachers or assistants for the entire time subgroups are separated.

### **c) Satellite phones**

- i. These can be used in wilderness settings where cell phones are known to be ineffective (satellite phone effectiveness may also be unsatisfactory, depending on the system - Globalstar, Iridium), and the teacher should ensure the availability of service, considering the course location;
- ii. The teacher must know the mode of operation of a satellite phone before the trip to be able to use it when the time comes;
- iii. Once the institution or EMS has been contacted, the satellite phone must remain on until another form of communication is successfully established.

### **d) Other systems**

- i. Means of communication are evolving rapidly. It is the teacher's responsibility to choose the system that best suits the situation: (SPOT, inReach, etc.)

**PLEASE NOTE:** A **GPS** is not currently, to our knowledge, an effective means of communication but it is an effective locator device to be considered for future use in wilderness courses.

### **A.3 First aid: treatment and record keeping**

#### **a) Training (*see Policy 1, section A.6*)**

#### **b) First aid kit contents**

Recommended first aid kit contents are included in manuals such as the *Sirius Wilderness First Aid manual*,<sup>2</sup> the Red Cross First Aid and CPR Manual, or at the following link: <http://www.rei.com/learn/expert-advice/first-aid-checklist.html>.

#### **c) Teachers' responsibilities**

- i. The teacher takes primary responsibility for all decisions that are made regarding implementation of all aspects of an emergency response.
- ii. Due to varying circumstances, the teacher or assistant may act as emergency responders (*see Assistant roles and responsibilities, Policy 1, section A.5*).
- iii. The teachers' roles are to
  - Provide first aid as needed;
  - Contact emergency personnel;
  - Arrange for emergency transportation if required;
  - Keep accurate records of the event. Student information and records of the event should be transferred to EMS personnel if required. In situ records (e.g., SOAP—Subjective, Objective, Assessment, and Plan—notes, the method used by Sirius. Other note taking methods may be considered).
- iv. Records of the event should include
  - The name, age, and gender of the patient;
  - The circumstances, nature, time, and location of the event;
  - All relevant information regarding the on-going condition of the patient (e.g., as per Sirius Wilderness First Aid SOAP notes.<sup>3</sup>)

### **A.4 Group management (during emergency)**

#### **a) Supervision**

The teacher must ensure that all members of the group are adequately supervised throughout any emergency situation whether the supervision is provided by the teacher, the assistant(s), or a designated student.

#### **b) Teachers' responsibilities**

- i. Create a safe environment for all members of the group;

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<sup>2</sup> Wilderness First Aid and Advanced Wilderness First Aid Resource Manual. Sainte-Adèle, QC Sirius Wilderness Medicine inc., 2014

<sup>3</sup> Wilderness First Aid and Advanced Wilderness First Aid Resource Manual. Sainte-Adèle, QC Sirius Wilderness Medicine inc., 2014

- ii. Maintain the long-term health and well-being of all members of the group;
- iii. Make a decision regarding the severity of the emergency and whether or not to abort, modify, or continue the course as planned.

#### **A.5 Medical information**

- a) All teachers should carry students' up-to-date medical information including the following:
  - i. Student name and emergency contact numbers;
  - ii. Pertinent medical information.
- b) Relevant information should be reviewed with assistants prior to trip departure.

#### **A.6 Emergency contacts and communication**

- a) Teachers should have access to the following information at all times:
  - i. The telephone numbers of teachers and assistants;
  - ii. Student names and emergency contact numbers;
  - iii. On-site facility contact phone numbers;
  - iv. Transportation provider contact number, including the phone numbers of the drivers;
  - v. Local EMS name and contact number;
  - vi. Contact number of nearest point of communication; reception, security, warden, etc.);
  - vii. Emergency telephone numbers of the institution.
- b) If the incident is severe enough to contact a local EMS, then the teacher should initiate communication with all of the following:
  - i. Local field EMS;
  - ii. The educational institution;
  - iii. Person's emergency contact (non-life-threatening circumstances only)
  - iv. If the situation is life-threatening, the teacher contacts only the person in charge at the educational institution, after having contacted the EMS.

#### **A.7 Evacuation from field to transport**

- a) Patient

If a student is unable to continue the course, the incident is severe enough to contact a local EMS, or medical attention at a clinic, CLSC or hospital is required, the teacher needs to consider the following:

  - i. Whom to contact (emergency and/or school contact);
  - ii. How to evacuate the victim;
  - iii. Whether or not to involve a third party in the evacuation;

- iv. Whether or not the teacher should transport the student her/himself with the possible support of others;
  - v. Whether or not the prevailing environmental conditions might delay or interfere with the evacuation;
  - vi. The safest and quickest route.
- b) Group
- The course should be aborted and the group immediately evacuated in the case of loss of life or when continuing the course threatens an individual or individuals within the group. The group should be evacuated by the quickest and safest route available, ensuring that the participants' safety and well-being is maintained.

#### **A.8 Transportation**

- a) An on-site emergency vehicle (accompanied by a teacher or assistant) may be used to transport the patient;
- b) The location of and route to the nearest emergency facility (CLSC, clinic, hospital) must be determined prior to the trip;
- c) If the circumstances require an ambulance and the group can be effectively managed, one of the teachers or assistants should accompany the student.

#### **A.9 Incident/accident reporting and audit**

Within 72 hours of return to the institution, teachers are required to complete and submit an accident/incident report form to the institution.

### **B. Institution response**

#### **B.1 Knowing the Emergency Response Plan**

As required, each teacher should be familiar with the Emergency Response Plan of their institution in relation to off-campus incidents and accidents.

# **Policy 8: Risk Management Review**

## **Standard Policies and Practices**



## **POLICY 8: RISK MANAGEMENT REVIEW**

POLICY STATEMENT .....	8.0
CONSIDERATIONS .....	8.1
MEANS USED .....	A
ANNUAL CONFERENCE .....	A.1
IMPLEMENTATION COMMITTEE .....	A.2
THE INSTITUTION .....	A.3

## **POLICY 8: RISK MANAGEMENT REVIEW**

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### **8.0 POLICY STATEMENT**

Risk management policies and procedures are reviewed and updated on a regular basis in a thorough and systematic manner.

### **8.1. Considerations**

As previously indicated in the introduction, the Risk Management manual serves as a guide for the organization and implementation of all existing outdoor education courses throughout the Quebec school system. It could serve as a framework for the creation of new courses. All practices and procedures shall be regularly reviewed from a risk management perspective at the level of the individual course, the activity, the department, administration, and the educational level.

#### **A. Means used**

##### **A.1 Annual conference**

- a) A risk management conference should be held annually. The agenda shall be predetermined by the Comité de sécurité en plein air en milieu scolaire/Outdoor Education Risk Management Committee -FÉÉPEQ
- b) The annual conference should be devoted to an audit of one or more of the standard policies and practices or discussions pertaining to risk management.

##### **A.2 Implementation Committee**

- a) The primary role of the Implementation Committee is to review local policies and practices presented by each institution and to establish standard school policies and practices;
- b) The Implementation Committee exists as a perpetual body that provides a forum for ongoing reflection and discussion of existing and new policies and practices. The Committee will continually update standard policies and practices as school outdoor education courses evolve;
- c) Representatives of the Implementation Committee shall make all possible attempts to participate with other outdoor educators of Quebec via conferences, workshops, or meetings to discuss on-going issues and practices related to risk management.
- d) Members of the Implementation Committee shall be competent teachers working in outdoor education.
- e) The Implementation Committee shall include the following individuals:

- i. Two representatives from an anglophone Cegep or college level;
  - ii. Two representatives from a francophone Cegep or college level.
- f) As other educational institutions become involved, representatives shall also include
  - i. Two representatives from the university level;
  - ii. Two representatives from the secondary level;
  - iii. Two representatives from the elementary level;
  - iv. A personnel member;
  - v. An FÉÉPEQ representative;
  - vi. A recognized outdoors specialist;
  - vii. A member of the safety promotion administration of the Ministère de l'Éducation.

### **A.3 The educational institution**

- a) Each teacher has a responsibility to provide a detailed report after the trip, with particular emphasis on accidents, incidents, and close calls, and to submit it to the coordinator of outdoor education or her/his designated representative.
- b) The post-trip reports will be kept in a format accessible by all outdoor educators thus constituting a historical reference for each course.
- c) At the end of each quarter, the teachers will meet and systematically review the trips and resolve any problems encountered. This meeting be devoted only to discussions on accidents, incidents and close calls (quasi- accidents) to provide possible solutions to prevent the recurrence of such events.
- d) The risk factors specific to certain types of activity should be the topic of discussion between the teachers concerned at least once a semester (stage) or as needed throughout the year.
- e) Potential local changes and additions to the risk management manual will be made at least once a year, and those that may have an impact on standard practices in schools will be presented to the Implementation Committee prior to the annual conference on risk management.

# GLOSSARY

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**Accident**

An unusual event with minor to serious damage to people or things; e.g., a traffic accident. An event that happens completely by chance, with no planning or deliberate intent.

**Incident**

Fact: An unexpected and usually unpleasant thing that happens, dependent on or subordinate to something else of greater or principal importance that may disturb a normal situation; e.g., a technical glitch that interrupts a program.

**Close call**

A dangerous or unpleasant situation from which somebody manages to escape or avoid an accident.

**Assistant**

A person who participates in supervision and/or teaching during an outdoor education activity. A person who is hired (by an educational institution on a contract basis with or without remuneration) to help the teacher deliver the course; An assistant may work with the teacher with a common group or lead a group that is independent from the teacher or any other group.

**Teacher**

The person who is identified on the class list and course outline as such or who is designated as an official substitute. Person teaching/delivering the course, officially assigned to transmit the elements of knowledge and develop the students' competencies.

**Student**

In this document, the term "student" will be used to identify any person taking a course or participating in a school outdoor education activity, regardless of their level of education (primary, secondary, college, university).

# Appendix I

## Student Contract and Consent Form

### PHYSICAL EDUCATION DEPARTMENT OUTDOOR EDUCATION CONTRACT

Student's name: \_\_\_\_\_ Age: \_\_\_\_\_ Student number: \_\_\_\_\_

COURSE NAME: \_\_\_\_\_ Section number: \_\_\_\_\_

I wish to participate in the above Physical Education course. In considering the present application, I understand that the institution will rely on the following covenants and statements:

#### 1. COURSE INFORMATION

I have carefully read all literature (including but not limited to the course outline, course information, medical information, student Code of Conduct, consent form) given to me or found online, respecting the course and I am prepared to undertake the responsibilities that are involved.

#### 2. ACKNOWLEDGEMENT AND ACCEPTANCE OF RISK

I understand the risks associated with participating in the course as outlined in the course materials, which I have read, and agree to take responsibility for any consequences that might occur. I understand the potential risks to my safety inherent in this particular type of activity and agree to take responsibility for my personal preparation, including but not limited to, obtaining suitable clothing, equipment, and food, and maintaining an appropriate fitness level.

#### 3. WAIVER OF RESPONSIBILITY

I understand and agree that the institution will not have any liability or responsibility in connection any damages arising from lost, damaged, or stolen baggage or personal belongings. In particular, I will not hold the institution, its employees, members, representatives, successors and assigns liable for claims, actions, or rights of action which I may have or allege as a result of or related to my participation in the course.

The above statements encompass a general release from claims, actions, or rights of action. Some specific examples within the general scope of the release include, but are not limited to:

- Any damages arising from lost, damaged, or stolen baggage or personal belongings

#### 4. STUDENT CODE OF CONDUCT

I have read and I understand the institution's Code of Conduct and I assume responsibility for my own conduct and actions and will indemnify and hold harmless the institution, its employees, members, representatives, successors and assigns, from and against any and all claims, actions, or rights of action, of any nature whatsoever instituted against them as a result of my conduct or actions, including any and all claims, actions or rights of action, in respect of injury to persons, loss of life, or damage to property.

I will abide by the following rules that have been established by the institution to ensure my well-being:

- I will not engage in any behaviour that in the judgement of the teacher (or other supervisor) is detrimental to my safety and well-being, or to the safety and well-being of other individuals or to the group.
- I will not smoke, except with the consent of the teacher (or other supervisor) and then, only in the area designated by the teacher (or other supervisor).
- I will not leave the group at any time without permission of the teacher (or other supervisor).



*This box is only required to be filled in if the trip will take place in the United States.*

**PERMISSION FOR A MINOR (UNDER 18 YEARS OF AGE) TO ENTER THE UNITED STATES AND TRAVEL WITH THE ACCOMPANYING TEACHERS OR ASSISTANTS.**

I hereby give permission to \_\_\_\_\_ to travel to and return from the United States for an  
PRINT STUDENT NAME CLEARLY

Outdoor Education school trip with the teachers and/or assistant teachers from \_\_\_\_\_  
NAME OF THE EDUCATIONAL INSTITUTION

scheduled for \_\_\_\_\_.  
PRINT DATES FOR TRIP CLEARLY

Signature of Parent or Legal Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

*(Must be obtained in all cases where the participant is less than 18 years old on the first day of class)*

*(dd/mm/yyyy)*

## Appendix II - Student Information and Medical Form PHYSICAL EDUCATION DEPARTMENT

### OUTDOOR EDUCATION STUDENT INFORMATION AND MEDICAL FORM

STUDENT INFORMATION		<b><i>You MUST carry your Medicare card with you on all trips.</i></b>	
Parent Cell Phone #:	Course:	Student Number	
Parent Home Phone #:	Section #:		
Name:	Medicare card #: _____ Expiry Date: ____/____/____	Age: ____	
	Date of Birth: ____/____/____	Gender: ____	
Home Address: <i>[Including city and postal code]</i>			
AGENCY CONTACT PERSON [information]			
Name:		Home Phone #:	
Relationship to student:		Cell Phone #:	
Home Address: <i>[If different from the student's address]</i>			
Parent Emergency Contact Information			
Name:		Home Phone #:	
Relationship to student:		Cell Phone #:	
MEDICAL HISTORY			
<b><i>Please place a checkmark next to the statements/conditions that apply to you.</i></b>			
a.	Wear a Medical Alert tag - please specify the reason:		
b.	Do you smoke? If yes, please specify how many cigarettes/day:		
c.	Are you currently taking any medications? Please specify:		
d.	Do you have vision problems? Please specify if you wear glasses or contact lenses:		
e.	Do you have hearing problems? Please specify if you wear a hearing aid:		
f.	Do you have any allergies? Please specify:		
g.	Diabetes		
h.	Permanent Disability:		
i.	Psychological issues, i.e., Depression:		
j.	Phobias or activity-specific anxiety - Please specify:		
k.	Do you know of any reason why you should not participate in a strenuous physical activity? Please specify below:		
RESPIRATORY CONDITIONS			
<b><i>Do you have any of the following?</i></b>			
a.	Asthma		
b.	Hay fever		
c.	Chronic bronchitis		
CARDIOVASCULAR CONDITIONS			
<b><i>Have you experienced any of the following ON A REGULAR BASIS or when physically active?</i></b>			
a.	Has your doctor ever told you that you have a heart condition of any kind [including malformations, murmurs, etc.]?		
b.	Frequent pain in your heart or chest		
c.	Dizzy spells or fainting. Have you ever been knocked unconscious?		
d.	High blood pressure or low blood pressure <i>[please circle the one that applies]</i>		



e. Has your doctor ever said you should only do physical activity when recommended by a doctor?

<b>4. NEUROLOGICAL CONDITIONS</b>	
<b>YES</b>	<b><i>Have you ever experienced any of the following?</i></b>
	a. Head, neck, or back injury [including concussions]
	b. Epileptic seizures
	c. Fainted, been “knocked out,” or “passed out?” [unconscious]
	d. Memory loss as a result of the injuries mentioned in a, b, or c
	e. A regular loss of balance
	f. Chronic or severe headaches or migraines
<b>5. BONE, MUSCLE, AND JOINT CONDITIONS</b>	
<b>YES</b>	<b><i>Do you have any of the following?</i></b>
	a. Bone or muscle, problems/injuries; joint problems/injuries: ankle, knee, hip, back, neck, wrist, elbow <i>problem areas]</i>
	b. Arthritis or rheumatism
	c. Recurring swelling or joint or muscle pain
	d. Fractures within the past 2 years
If you answered YES to any of the previous questions, or have any other issues not previously mentioned [e.g., surge please identify the condition, e.g., 4.c) and explain in detail in the space provided below.	
<b>ACTIVITY-RELATED INFORMATION</b>	
1.	Fitness level: low___ average___ high___
2.	Competency level for this activity: never participated___ beginner___ intermediate___
3.	Briefly describe your experience:
4.	Swimming level: (for use in water-based courses only) afraid of deep water ___ beginner___ intermediate___ advanced___
<i>To the best of my knowledge, I have completed this information and medical form accurately and truthfully with respect to all concealed or misrepresented any physical, mental, or emotional symptom or condition from which I suffer or have suffered, background or medical history which might impair or affect my health or my participation in this course. I understand that with my present or previous physical, mental, or emotional health may have serious consequences. I hereby authorize the release of employees of the institution. I understand that any physical, mental, or emotional condition that has not been fully described in communication delivered to the institution may be due cause for my removal from the course. I understand that I am required to all trips associated with the course. I have identified and described, on the medical form, all medication that I take regularly and the duration of the course.</i>	

Student’s signature: \_\_\_\_\_ Date: \_\_\_\_\_

**PERMISSION TO PROVIDE MEDICAL TREATMENT**

*I hereby authorize the educational institution, its teachers, administrators, and other employees to obtain on my behalf, at their sole discretion, any medical advice, services, or treatment necessary for my health and safety if:*

1. \_\_\_\_\_ *I am unable to give my express consent;*

2. \_\_\_\_\_  
*All attempts to communicate with my parents, guardian, or emergency contact person have failed, or if because of the circumstances, there is no time to contact these individuals.*

**Student's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Age:** \_\_\_\_\_

## Form 4

### Permission from parents to allow their child to participate in an outing or trip in Quebec

Activity: \_\_\_\_\_

Person(s) in charge: \_\_\_\_\_

Date of activity: \_\_\_\_\_

Description of activities:

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Transportation, meals, and lodging:

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Number of students: \_\_\_\_\_

Number of assistants: \_\_\_\_\_

Cost (per student): \_\_\_\_\_

Deadline: \_\_\_\_\_

#### Add this section if a bathing activity is planned:

Please note that a bathing activity is planned.

Nature of the body of water: \_\_\_\_\_

I authorize my child to participate in the swimming activity: Yes ☐ No ☐

My child must wear a life jacket: Yes ☐ No ☐

I have read and understand the planned bathing activity described above and I hereby give permission for my child to participate in this activity.

A signed emergency medical information form is in the child's file. *Please contact the school if any changes must be made to update the form.*

**Student's name (Please print):** \_\_\_\_\_

**Parent's name (Please print):** \_\_\_\_\_

**Parent's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Form 5**

**Participation contract for a trip outside Quebec**

Activity: \_\_\_\_\_

Person(s) in charge: \_\_\_\_\_

Trip dates: \_\_\_\_\_

Project description:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Number of students: \_\_\_\_\_

Number of assistants: \_\_\_\_\_

Transportation: \_\_\_\_\_

Lodging: \_\_\_\_\_

Name, address, and telephone number of the place of lodging:  
\_\_\_\_\_  
\_\_\_\_\_

Meals:            Included: \_\_\_\_\_

                    At the student's expense: \_\_\_\_\_

Activities:       included: \_\_\_\_\_

                    At the student's expense: \_\_\_\_\_

Cost (per student): \_\_\_\_\_

Terms and conditions of payment: \_\_\_\_\_

Fundraiser: \_\_\_\_\_

Deadline: \_\_\_\_\_

Method of preparation of the participants (meetings, private courses, etc.):

**Add this section if a bathing activity is planned:**

Please note that a bathing activity is planned.

Nature of the body of water: \_\_\_\_\_

I authorize my child to participate in the swimming activity: Yes ☐ No ☐

My child must wear a life jacket: Yes ☐ No ☐

**Rules of conduct**

During her/his stay outside Quebec, your child will have to respect the rules of conduct laid down by the group leaders, especially the following.\* Non-compliance may result in disciplinary measures being taken:

1. Students must at all times respect the rules of conduct and safety measures in force at their school;
2. Students must respect export and import rules when passing through customs;
3. Students must at all times respect the laws and regulations in force in the host country;
4. Students must at all times remain with the group or with at least one adult in charge of a subgroup and participate in the planned activities;
5. Other rules:

\_\_\_\_\_

Assistants may search the luggage of participants. Possession of alcohol or drugs means immediate and irrevocable withdrawal of the student from the planned activity; expenses incurred are not refundable.

**Documents**

It is the responsibility of students and their parents to ensure that students have in their possession all documents required by the school board and the authorities of the country visited during the trip, including but without restriction:

- Passport (check the expiration date required by the countries visited) + photocopy;
- Visa (check the need to have one) + photocopy;
- Health insurance card;
- Proof of travel insurance (including for medical expenses and repatriation, trip cancellation, and trip interruption);
- Vaccinations (check the vaccinations required);
- Birth certificate and citizenship certificate (where applicable);
- Parental consent for travel abroad;
- Parental consent to medical treatment and disciplinary measures.

**Cancellation**

Aside from the causes for cancellation negotiated with suppliers, we understand and accept that the school board may have to cancel the event without prior notice due to a *force majeure* or to ensure the safety of students. We release the school board from liability for damages suffered by such cancellation.

**Compliance with the participation contract**

The school administration may, at any time, or if one or more of the conditions and obligations of the participation contract have not been complied with, withdraw a student's registration and participation.

We, the undersigned, declare that we have read and understand the above agreement and rules of conduct and agree to them as stipulated.

**Student's name (Please print):** \_\_\_\_\_

**Student's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent's name (Please print):** \_\_\_\_\_

**Parent's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Form 6**

**Letter of consent for a child travelling abroad**

Activity: \_\_\_\_\_

To whom it may concern,

**I (we) the undersigned,** \_\_\_\_\_ **and** \_\_\_\_\_  
**parents (or single parent / guardian) of** \_\_\_\_\_

**Information about the child:**

Name in passport: \_\_\_\_\_

Date of birth (dd/mm/yy): \_\_\_\_\_

Place of birth: \_\_\_\_\_

Canadian passport number: \_\_\_\_\_

Date of issue of passport (dd/mm/yy): \_\_\_\_\_

Place of issue of the passport: \_\_\_\_\_

**Authorize my (our) child to travel with:**

**Full names of accompanying adults:** \_\_\_\_\_ **and** \_\_\_\_\_  
\_\_\_\_\_

**to go to:**

Country: \_\_\_\_\_

Name, address, and telephone number of the place of lodging:

\_\_\_\_\_

\_\_\_\_\_

**during the following period:**

\_\_\_\_\_

For the purpose of this trip only, I (we) delegate my (our)  
parental authority to \_\_\_\_\_ and \_\_\_\_\_  
authorize her/him to exercise this authority, including but without limitation, by  
consenting to emergency health care and appropriate disciplinary action.

**Information on parents giving their authorization:**

Address(es):

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Telephone numbers:

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Parent's name: \_\_\_\_\_

Parent's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's name: \_\_\_\_\_

Parent's signature: \_\_\_\_\_ Date: \_\_\_\_\_

\* If both parents do not sign, the absence of the second signature must be justified by attaching a certified copy of the judgment of forfeiture of parental authority, death certificate, or guardianship judgment, as applicable.



## Carpooling authorization

### **Driver's statement**

Activity: \_\_\_\_\_

Date of activity: \_\_\_\_\_

Full name of the driver (Please print):  
\_\_\_\_\_

I, the undersigned, \_\_\_\_\_ certify that I hold a valid driver's licence, bearing the proper class or endorsement, and that I will use my personal vehicle for the transportation of students for the above-mentioned activity.

I agree to obey the Quebec Highway Safety Code and declare that I have not been convicted of a driving offence by a court of law<sup>(1)</sup> in the past two (2) years.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<sup>(1)</sup> These offences do not include parking or other stationary fines, where a licence has not been suspended or revoked. For more information, call the Société de l'assurance automobile du Québec at 514-873-7620 or email them at [www.saaq.qc.ca](http://www.saaq.qc.ca)

**Form 8B**

**Carpooling authorization**

**Authorization of parents**

Activity: \_\_\_\_\_

Date of activity: \_\_\_\_\_

Name of driver: \_\_\_\_\_

The driver has certified in writing that she/he holds a valid driver's licence. The driver agrees to obey the Quebec Highway Safety Code and declares not having been convicted of a driving offence by a court of law in the past two years.

I authorize my child to be a passenger in the vehicle driven by \_\_\_\_\_

**Student's name:** \_\_\_\_\_

**Parent's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_