



St. John's Academy Shawnigan Lake

INFORMED CONSENT – School Programs and Activities
|2020-2021

AT ST. JOHN'S
ACADEMY SHAWNIGAN
LAKE, OUR CORE
VALUES ARE:

1. Caring
2. Courage
3. Integrity
4. Resilience
5. Respect (self, others, Environment)



A caring community that is making the world a better place by providing life-changing experience through innovative learning.

Shawnigan Lake Campus
(Grades 4-12)

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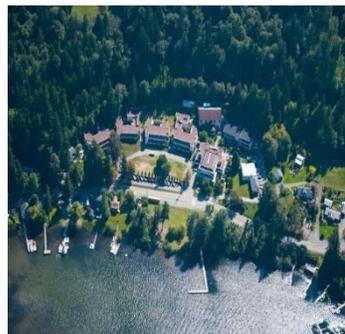


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1. Purpose and Importance of this Document

The school takes its responsibility for the safety of our students very seriously. We want to ensure that parents are informed about the kinds of activities their children will engage in, both on and off-campus. This document provides parents and students with information regarding the nature and risks of St. John's Academy programs and activities and the precautions we take to minimize these risks to ensure that consent for student participation is as informed as possible. Parents and students please note, activities that are not included in this document may be proposed by staff or students from time to time. The school will consider such proposals on a case-by-case basis, weighing evidence of risk and the school's ability to mitigate those risks, and will communicate with you should the proposed activity fall outside the scope of what is outlined in this document.

It is expected that students will be responsible for their own health and safety. Parents are expected to disclose information to the school to ensure the welfare and safety of their children.

It is important for all students and their parents to read this document. This guide will be revised each year to reflect changes to programs and activities, changes in school policies and procedures compelled by new research and information about risks in school settings, and evolving standards and expectations in risk management. While we encourage full participation of students in all our programs, we understand that parents' risk tolerance varies, that parents know their children best, and a parent has the right to say "no" if an activity seems inappropriate for his or her child.

Please review and be prepared to submit the **Informed Consent Document** in order to permit participation in programs and activities that you deem suitable, from the start of the year. **Restrictions or exclusions from any specific activities or programs identified in this document that parents deem unsuitable for their particular child must be submitted by the parents on the form.**

Please retain this document for ease of reference. During the school year, you will receive communications relevant to off-campus trips or activities that refer to specific sections of this guide as part of the school's consent process. The school will provide information to you supplementary to that contained in this document for any overnight trips, and will seek consent for some trips and activities from time to time. (See section 6.4 for more information regarding the consent framework.)

Any student failing to comply with the safety protocols of any of these programs may be immediately suspended from participation in the program. Enrollment in the school may be cancelled for repeated failure to comply or serious safety infractions.

Inherent in the school's approach to risk is the unavoidable need to count on students and parents to be fair partners in our community approach to reducing and managing risks, without in any way reducing the school's commitment to safety. The school relies on parents to keep the school informed about medical conditions or other situations that might affect the student's safety as they participate in programs. The school expects our students to act responsibly in regards to their own personal safety. This includes expecting students to use reasonable judgement in regards to safety-related issues such as traffic safety, following medical advice (especially related to concussion management and medications such as EPIPENS and asthma inhalers), behaviour on and off campus whether supervised directly or not, and reasonably following all rules, especially those related to safety.

Please note that it is not the school's intention to profit from excursions. When there are costs associated with visits, they will be passed on to parents beforehand. After a visit is complete and expenses are calculated, the school will refund any surplus amount of money greater than \$50 per student.

2. Classification of Risk for Programs and Activities

In keeping with the principles of risk management, the school reviews and classifies activities, based on the best information available to us, to establish relative risk levels (1-4) and safety protocols. Risk assessment also guides the school in determining the amount of information that we provide to families about particular programs and activities, and the form of consent required. For definitions, see Section 13.

Assessment of risk is always an inexact science. A student participating in an activity that appears to be low-risk can sometimes, through no-one's fault, sustain a serious injury. Risk is about possibilities and probabilities and risk management is about minimizing negative outcomes to the degree possible and foreseeable, based on the knowledge we have.

Activities that are a routine part of the school's program, particularly on campus, are generally viewed as lower risk because those

activities are likely to have been practiced repeatedly. The experience and qualifications of the instructors, the staff/ student

ratios, and the maintenance of equipment are all known factors. Because of the nature of some activities, however, there are exceptions to this general presumption, and this document attempts to identify those school-related activities with inherently higher risk, on or off-campus, especially where the school believes that the risks may not reasonably be expected to be evident to a parent.

The school has classified activities based on four relative levels of risk.

LEVEL 1

Little potential for physical injury beyond routine activities of daily life in a typical home or school setting (academic in-classroom activities). Most injuries would be expected to be minor although occasionally more serious injuries can occur as they would in any setting, including a student's home (e.g. falling down stairs, slipping on ice).

LEVEL 2

Activities that are more physical in nature with moderate likelihood of minor injury, such as cuts, or muscle strains, and some risk of more serious injury but catastrophic injury would be rare.

LEVEL 3

Increased frequency of minor or moderate injury. Catastrophic injuries (e.g. serious head injury, fatality) while unlikely, do happen, in, for example, off campus trips and more aggressive sports, particularly those involving fast action with sticks and balls. Risks can be reduced through qualified and experienced supervisors and use of protective equipment.

LEVEL 4

Relatively frequent minor and moderate injuries would be anticipated in this category, and more rarely, there are known cases of catastrophic injury or death within BC or Canada or other jurisdictions that are comparable with respect to risk management practices. Contact or collision sports and many activities involving power equipment, heights, natural waters or ice typically are categorized as Level 4 activities.

3. Academics

On-campus academic classroom activities within the school program are generally low-risk (Level 1). Risks are not perceived as greater than students would encounter in normal routines of daily life. Any safety concerns would occur rarely and are likely to result from external environmental factors (e.g. earthquakes, fire, or intruders) rather than anything inherent in the activities themselves. The school has implemented and practices emergency procedures (such as fire and earthquake drills) to mitigate such identified risks.

3.1 LEVEL 2

Students and staff work with materials that could be hazardous if improperly handled. These risks can include exposure to chemicals, burns and cuts. At the start of courses, the school protocol is to provide an orientation on safety, covering topics such as use of fire extinguishers, fire blankets, eyewash stations and emergency showers. Students are provided with a map of the laboratory on which is noted the location of various safety appliances and sources of first aid, gas shut off valves and evacuation routes.

Prior to particular lab experiments and demonstrations, specific instructions are given relating to identified hazards and procedures that are necessary to ensure safety. These would include for example, correct operation of Bunsen burners, handling of sharp instruments and glassware, along with proper use of safety equipment such as gloves, safety goggles, fume hoods, safety shields and electronic equipment.

Examples of level 2 academics include but are not limited to science, design, entrepreneurship, geology.

Students are required to sign a safety contract each year to reinforce the importance of these protocols in the labs. The school is guided by the Workplace Hazardous Materials Information System (WHMIS) and Ministry of Education policy for safety in secondary school science laboratories, including the Science Safety Resource Manual.

3.2 LEVEL 3

St. John's Academy academic programs may include field trips, which assist student learning by making lessons more relevant. Locations vary depending on course, but often include exploration of shoreline, rock formations, creeks and streams, and along the edge of wilderness areas. This may carry increased risk.

Transport to field trips includes, in most cases, students walking as a group to these areas, but sometimes, in accordance with the school's transportation policy, faculty or staff with the appropriate driver's license, or the school's professional drivers, may transport students to Victoria or other nearby cities (e.g. museum trips) or to local areas of particular interest.

Fieldwork may take students to regional locations such as forests, streams, wetlands, tidal pools, and hills to conduct exercises such as mapping, geological and biological sampling and data gathering of various kinds. Examples of Level 3 academic include but are not limited to: a trip by bus to the salmon spawning at Goldstream Park or, or a ferry ride to Quadra Island or Portland Island to obtain geological samples or to complete service projects. Students are briefed on safety measures relevant to the area and activity.

The school has established staff/student ratios, which are adjusted for factors such as the nature of the activity, the age and maturity of the group, and the level of staff expertise and experience. Occasionally, activities that are part of the school's academic program may take students off-campus overnight or for several nights.

4. Arts and Design

4.1 LEVEL 2

Although Arts programs are generally low risk, students may work with a variety of materials with potential toxicity in some circumstances and precautions must be taken to limit or avoid inhalation, ingestion or skin contact. Other substances used may include sawdust and welding or soldering materials. Pottery clay and glazes are composed of minerals and metal oxides. When these materials are handled in their dry form, their dust can become airborne and easily inhaled. Some of the dust in ceramic work is potentially hazardous with long-term exposure.

Use of all tools, equipment and material must first be approved by Ms. Martha, Mr. Nick or Mr. Joseph or other teachers leading activities using these tools and materials. Before working unsupervised with any tools or equipment, students must demonstrate knowledge of procedures, and competence in use and handling. Safety inspections of premises are conducted routinely to maintain an awareness of safety and ensure safety standards are maintained.

Performing Arts carry a degree of risk of physical injury. In any performing arts activities, students may perform in low-light conditions, which increases the risk of trips and falls. Working in low light levels during rehearsal and performance is a particular risk. Risks can be reduced through qualified and experienced supervision and use of protective equipment. Examples of level 2 arts include but are not limited to Foundation & studio art, pottery, drawing and painting, Dance and Technical Theatre Production.

4.2 LEVEL 3

A number of arts programs make use of materials, which may result in adverse reactions, illness, or injury, from inhalation, ingestion or skin/eye contact with dust, adhesives, chemicals, or decorative substances. The use of these materials may irritate the skin or eyes if improperly handled and could lead to immediate and chronic health problems. Chemical hazards must be identified, protective clothing and equipment worn when appropriate and safety protocols observed to minimize risk of exposure.

A number of arts programs are physical can lead to minor injuries. Inherent risks of injury in dance include muscle soreness, ankle and knee injury, cartilage and ligament damage, and occasionally fractures. Risks can be reduced through qualified and experienced supervision and use of protective equipment. Examples of level 3 arts include but are not limited to Photography, performing arts.

4.3 LEVEL 4

Students may use a variety of power tools (including but not limited to jig saws, rotary tool, portable sanders, drills, disc and belt sanders), hot glue guns, and related materials. Students may also use a variety of common hand tools (including but not limited to screwdrivers, pliers, hammer, shop knife, hacksaw, files, etc.) Students may also make use of common adhesive substances (including but not limited to carpenter's glue, epoxy, PVC/ABS adhesive, spray adhesive, etc.), and decorative substances (including but not limited to spray paint, varnish, enamel, etc.) There may also be opportunities for students to conduct science experiments with associated standard science lab equipment and materials. Risks may include, contact with moving blades, bits, belts or other sharp objects, burns or illness from these

They work with paints, power tools, lighting, sound and other equipment requiring electricity and may be required to lift heavy objects. As they work, at times in low light levels, trips or falls are inherent risks. Risks can be reduced through qualified and experienced supervision and use of protective equipment. Examples of level 4 arts include but are not limited to: 3D Design, Technical Theatre Production, Creative Science, Design, Engineering & Robotics, and Makerspace.

5. Athletics

5.1 SCHOOL SPORTS – LEVEL 2

- Yoga
- Badminton
- Golf
- Tennis

Injuries, as in all Level 2 sports, are most likely of the nature of muscle pulls, joint injuries, sprains, strains and overuse. Rarely, in Level 2 sports more serious injury may occur such as head injuries (through an errant golf ball or club) or an eye injury in tennis or badminton. Risks are mitigated by enforcement of good sports conduct and safety instruction, identifying hazards in advance, proper footwear and clothing appropriate to the elements, and hydration.

5.2 SCHOOL SPORTS – LEVEL 3

- Basketball • Cross-Country Running
- Cross-Training, Weight Training, Strength and Conditioning
- Soccer • Squash
- Volleyball • Water Sports (Life-Saving & Swimming)
- Track and Field

Sports assessed as Level 3 generally are characterized by more frequent minor and moderate injuries, and increased possibility of serious injury compared to a Level 2 sport.

Precautions to reduce risk in Level 3 sports include:

- Student participation in water sports or water-based recreational activities is dependent upon the school's assessment of swimming ability.
- In weight lifting, where injuries are higher in adolescent and inexperienced athletes, clear instruction and supervision are important risk mitigation strategies.
- Stretching and warm up routines are particularly emphasized.

5.2.1 BASKETBALL, SOCCER, VOLLEYBALL

Any sport in which participants are required to jump, or run for the same ball in a restricted space is characterized by risks of falls, cuts, bruises, fractures, sprains, and joint injuries. Concussion and other head or facial injury may occur through falls, being hit by balls or sticks or colliding with other players, or walls, chairs, benches, or other out of bounds objects in the gyms.

5.2.2 CROSS-TRAINING, WEIGHT TRAINING, STRENGTH AND CONDITIONING

Cross-training is offered to improve performance and conditioning for a variety of sports and ability levels and focuses upon aerobic and anaerobic activity, drills for speed and strength, body weight exercises and use of light weights to supplement conditioning and build flexibility and core strength. Cross-training students may be involved in introductory classes in Mixed Martial Arts and Hot Yoga. Weight Training introduces athletes to various training methods including weight machines, free weights, exercises using body weight, core strength building and anaerobic conditioning, with emphasis on proper technique.

Potential injuries in these programs range broadly depending upon, for example, the nature of weight-lifting activities, but may include dislocations, fractures, repetitive strain injuries, and hernias. Lower back, upper back, as well as neck, knees and shoulders are most susceptible to injury. Eye injury and nerve damage (e.g. pinched or compressed nerves) can occur in weight-lifting. Rare, but serious, consequences, including strokes, have been associated with weight lifting; however, these are more typically associated with older age groups.

5.2.3 WATER SPORTS AND ACTIVITIES

Life-saving and swimming programs may be made available to students through the Cowichan Aquatic Centre with instruction and supervision by certified lifeguards. A variety of water-based recreational activities (see section 9) are available to students with basic swimming ability. Students are strongly encouraged to acquire basic swimming and self-rescue skills before arriving at St. John's Academy, which is situated on the lake. Hypothermia is a risk in outdoor watersports. Students may suffer injuries from slipping on rocks, docks or boats. Injuries from falls could include bruising, sprains, head injury, or broken limbs. The worst-case scenario for any water sport or activity is drowning, which is mitigated by following the Safety and Lakefront Rules and Policies.

5.2.4 SQUASH

Most squash injuries are due to acute events rather than over-use. Collisions with opponents or the wall, or impacts from an opponent's racquet or the ball may result in injury to the body, head and face. Eye injuries are the major concern in any sport using a small, fast projectile such as a squash ball. It is mandatory for all students and staff to wear protective CSA or ASTM certified eye guards at all times while on the squash court.

5.2.5 CROSS-COUNTRY

Cross-country athletes run long distances (6-10km) over a variety of terrain and trails in locations such as regional parks, roadways, and forested areas in the Cowichan Valley and occasionally elsewhere in BC. Trails vary in difficulty; some are steep and distant from roadways or populated areas. Risks include becoming separated from the group or the coaches and lost in unfamiliar areas; vehicle-pedestrian accidents in traversing or running along roads; scratches, cuts, or eye injuries from branch whip-lash in treed areas; dehydration; hypo- or hyperthermia; slipping and falling; insect bites or stings; or encounters with predatory wildlife such as bears. Coaches may set up markers on trails. Runners are flanked by coaches or experienced student runners. Students are advised regarding appropriate dress for the conditions. They must be responsible for carrying their own urgent medications, if applicable (e.g. asthma inhaler or EpiPen) at all times on a run. When conditions warrant students participating in cross-country running are encouraged to carry a charged, working cell phone on runs.

5.2.6 TRACK AND FIELD

Students may compete individually at other locations with specific permission from parents or as an option to the school's regular sports program. Events typically include javelin, shot, high jump, long jump, triple jump, and running races. While typical injuries are overuse or strains, there is some risk of more serious injury, such as fractures or head injury from falls or strikes from projectiles. Throwing of projectiles creates inherent risk of serious injury to participants or spectators through wild tosses, especially with novice participants. No students are permitted in the areas where the projectiles land. Spectators are kept well behind athletes throwing to minimize risk. Coaches advise students of safety precautions and staff will supervise each activity. Additionally, students may compete in track and field events on campus as part of our annual inter-house track and field meet.

5.3 SCHOOL SPORTS – LEVEL 4 – Outdoor Pursuits

Level 4 sports are generally characterized by a greater frequency of minor or moderate injuries and/or increased potential for more serious or catastrophic injury. Appropriate, disciplined instructional progression in conditions suitable to student skill levels is of particular importance for these sports. Because the risks and precautions of Outdoor Pursuits may not be readily apparent, more detailed analysis of these sports is provided below.

OUTDOOR PURSUITS – LEVEL 4

The Outdoor Pursuits program offers students an opportunity to learn a wide variety of outdoor skills as well as to develop their interpersonal skills and attitudes. The three major activities in this course are kayaking, hiking and canoeing, however many other outdoor activities are included in every term. Students in Outdoor Pursuits will be involved in outdoor activities most often as a part of their co-curricular club afternoons, but often as an extended day trip, or as part of an overnight excursion.

Information regarding overnight Outdoor Pursuits trips is communicated to parents prior to departure. All activities are done in a group environment and so, the safety of the group depends in part upon the responsible actions of each individual. Parents and students together are best able to decide whether or not the student is at an appropriate stage of development to assume this level of responsibility.

The outdoor activities students experience as part of the Outdoor Pursuits course include, but may not be limited to:

- Canoeing (regular and voyageur style), kayaking and stand-up paddle boarding (SUPs) on the ocean, lakes or rivers, at times covering long distances as far 25 km/day.
- Hiking and carrying gear on local wilderness trails, at times in remote mountain or coastal locations, covering distances as

far as 15 km/day.

- Climbing activities at various third-party indoor climbing facilities. (Please see “Climbing Activities” for a detailed account of the specific risks and precautions involved).
- Camping in a wilderness environment.
- Building shelters and fires, cooking, survival skills, knot tying and rope use, etc.
- Archery activities on campus indoor and outdoor and may involve trips to established archery facilities (ranges) both indoors and outdoors, during daylight hours for grades 4-12. (Please see “Archery” for a detailed account of the specific risks and precautions involved).

Throughout the school year, Outdoor Pursuits students might be involved in overnight trips such as:

- An overnight camping / hiking trip on the Juan de Fuca trail.
- An overnight snowshoe / skiing / snowboarding trip Mt. Washington.
- An overnight trip at Camp Homewood with a whale-watching trip.
- An overnight trip to the Cedar Coast Field Station.
- Other possible locations TBD.

Participation in outdoor and wilderness activities involves many risks, dangers and hazards. Risks that the school has identified as associated with Outdoor Pursuits activities include but are not limited to:

- Transportation risks associated with travel by bus, van, car, ferry, bicycle, boat, on foot, including pedestrian or cycling accidents and possible collision with vehicles or bicycles on roadways on route or returning from Outdoor Pursuits destinations.
- Risks inherent in the terrain used for wilderness and other activities, which is uncontrolled, unmarked, and not inspected, and may include; cliffs, trees, tree stumps, forest dead fall, creeks, rocks, rockfall, boulders.
- Please also see section 9 for risks, dangers and hazards specifically associated with climbing activities and archery.
- Risks exist due to; equipment failure, encounters with dangerous or poisonous flora and fauna, impact or collision with other persons, becoming lost or separated from one’s party or guide.
- Communication in wilderness terrain may be difficult, and in the event of an accident or illness, rescue, medical treatment and evacuation may not be available or may be delayed.
- Weather conditions may be extreme and can change rapidly and without warning. Exposure to extreme weather conditions, including storms, in mountain and marine environments can lead to hypothermia or heatstroke.
- Students are not under the immediate supervision of an adult at all times, including, but not restricted to, on the trail hiking, on climbing crags, on ferries, on the road and trails during cycling trips, on waterways, and at or around campsites.
- All human-powered watercraft such as kayaks, canoes (regular and voyageur) and stand-up paddleboards (SUPs) have the potential for catastrophic injuries due to hypothermia and drowning. Paddling experiences range from sheltered waters in sight of the campus to white-water kayaking and multiple-day journeys on ocean waters. Risks from using human-powered watercraft such as kayaks, canoes or SUPs on natural waters include but are not limited to; water and weather conditions can change quickly, resulting in increased risk of hypothermia, injury, and drowning; wind, tides and cold water increase the risk of capsizing, especially on natural rivers or in tidal rapids or surf which may contain rocks, ledges, undercuts, sweepers, waves, re-circulating holes and whirlpools; white-water kayaking on class 1, 2 and 3 white-water rapids involves hazards such as current and cold water which present risk of possible impact from other boats or objects, hypothermia and drowning.
- Possible encounters with dangerous wildlife (e.g. raccoons, bears, cougars) inhabiting wilderness areas.
- Hiking, sometimes on poor trails or routes and camping overnight in wilderness conditions, increases the risk of falls or becoming lost.
- Students use camping utensils such as hatchets and knives, and operate and maintain gas camp stoves and lanterns (with safety instruction but sometimes with minimal supervision) with associated risks of injury through fire or explosion.
- Snowshoeing in wilderness areas, presents risks due to hidden obstacles, dehydration or hypothermia, or navigating on ice in some locations, which may lead to falling in water if ice thickness is inadequate.

Some of the risk management strategies employed by the school include:

- Challenge by choice is an underlying part of every activity in Outdoor Pursuits. Recognizing that every person has a different sense of risk tolerance, instructors remind students that they may choose to take part in an activity in a physical manner or in a supportive/advisory manner at any time, while encouraging them to regularly push themselves to take on new experiences.
- Using appropriate instructional progression in conditions suitable to student skill levels.
- Site visits by staff or guides to assess suitability.
- Screening of students with respect to swimming ability and health status prior to their participation in activities.
- Kayaking instructors must be qualified and experienced, detailed safety instruction must be provided to students and students must practice and demonstrate relevant skills before embarking on kayaking journeys outside of sheltered locations.
- In situations where supervision is “in the area” or students are not under direct supervision, they are expected to check in as directed and stay in groups.
- Assessment of current conditions to modify or cancel plans (sometimes at the last minute) if conditions warrant.
- Students are not taken into known avalanche territory at any time.
- Provision of clear expectations for student behavior, and training for emergency situations.
- Development of detailed trip safety plans which include planning for emergencies, changes to conditions, and unexpected circumstances such as sudden illness or becoming lost from the group.
- Adhering to minimum qualified-staff to student ratios.
- Staff training in first aid and technical skills relevant to activities (A first aid kit accompanies trip leaders).
- Students are taught no-trace camping strategies, and specifically taught and reminded about best practices for food and other wildlife attractants while in wilderness areas.
- Hiring of additional guides with specialized expertise for particular activities as required.
- Ensuring suitable equipment and protective clothing (e.g. PFDs for water activities, appropriate footwear and waterproof clothing, and helmets wherever conditions and the nature of activities suggest to trained staff that this is appropriate).
- When using SUPs, leashes and helmet may be used at the discretion of the instructor as an additional safety precaution, particularly in more adverse water or weather conditions. (See also school-Organized Recreational & Social Activities).

5.3.2 CLIMBING ACTIVITIES (LEVEL 4)

Occasionally students will have the opportunity to climb indoors at third party indoor facilities (examples include, but are not limited to The Boulders Climbing Gym in Saanich, Crag X facility in Victoria or the Romper Room in Nanaimo).

For the purposes of this document, climbing activities may occur indoors, at facilities operated by a third party.

RISKS

The risks associated with climbing activities are affected by many factors including, but not limited to the nature of the activity itself, manmade physical features, the condition of personal safety equipment, the actions of third parties, the participant’s own physical condition and actions, and environmental conditions. These risks include, but are not limited to:

- Personal injury including but not limited to cuts, abrasions, sprains, contusions, fractures, broken bones, spinal injury, concussions, brain injury, death or property damage or loss from various causes including but not limited to:
- Impact or collision with obstructions, equipment, other participants, officials or spectators, climbing wall features such as protruding hand holds, collision with walls, exposed or hidden structural supports, beams, the floor.
- Slips or falls on footholds, handholds, floor padding, mats, including but not limited to: falling into other persons, falling and coming in contact with any walls, building structures, ropes and the ground; the fall of other persons who may come in contact with the participant or from any falls in which the participant may come into contact with other persons.
- The use, misuse, non-use and/or failure of any of the equipment used for climbing activities, including but not limited to ropes, carabiners, quickdraws, bolt hangers, belay devices, harnesses, slings, climbing hardware, climbing shoes, anchor points or helmets or any part of the climbing structure, free weights and exercise equipment.
- Rope abrasion, entanglement and other injuries resulting from climbing activities on or near the climbing wall and other injury which results from the use of ropes;
- Dangerous or unsafe conditions of the walls, top rope routes, in the rock-climbing gym.
- Mechanical breakdown or failure of equipment, or poor design or placement of any equipment, including but not being limited to ropes, carabiners, quickdraws, bolt hangers, anchors, holds, harnesses.

- Participant or partner loss of balance or control.
- The failure of the individual to act safely or within one's own ability or to stay within designated areas; the failure of the participant to follow safety guidelines.
- Negligent misuse of the facilities, climbing walls, equipment.

PRECAUTIONS

Precautions that the school will take to avoid and minimize risks for all participating in climbing activities include, but are not limited to:

- Regular inspection of all equipment for damage and wear and tear by qualified staff of service providers.
- Striving to ensure that students are always well supervised when using the climbing walls.
- Training of participants by certified instructors to a minimum safety standard for all belayers in the gym.
- Using appropriate instructional progression in conditions suitable to student skill levels.

5.3.3 MARTIAL ARTS – KARATE, JUDO, AIKIDO, KICK BOXING, WRESTLING, TRADITIONAL BOXING, JIU-JITSU

Martial Arts activities may be part of an outing organized by the school for Co-curricular Clubs, or Residence outings. The school will rely on third party operators who have a reliable record of providing age-appropriate and safe instructional progressions. School staff with a background in particular martial arts might also be relied upon. Students may travel to off-campus locations in school transport to access these activities.

Common Martial Arts injuries include concussion, fractures, abrasions, cuts, bruises and lacerations. More serious injuries, such as fractures of the nose, face, or skull as well as significant injuries of the eyes mouth or teeth can result. Risks will be managed by third party operators who are expected to provide direct instruction and supervision and provide suitable protective equipment as suitable to the activities. In most cases, the third-party operators who provide instruction, equipment and facilities will require all participants and their parent or legal guardian to complete and sign liability related documents as a condition of participation. When this is required, the school will notify parents in advance and ask them to sign and return the forms required by the third-party operator. These forms are not required by St. John's Academy School, and we will collect them for convenience only. The school is unable to speak authoritatively about their legal significance to you. Usually, your child will not be allowed to participate without your signing of the waiver form. If you have any questions about these forms, we will provide you with contact information for the third-party operator so you can ask them directly.

5.3.4 ARCHERY

Archery activities may be part of the physical education classes, an outing organized by the school for Co-curricular Clubs, or possible Residence outings. School staff with archery instructor certification or service providers will be relied upon to provide instruction. Archery may involve trips to established archery facilities (ranges) both indoors and outdoors, during daylight hours for Grades 4-12.

Archery injuries may include bruises and scrapes, strains, equipment failure, being hit by an arrow, slips, trips and falls, sunburn, heat exhaustion, dehydration.

Risks will be managed by students receiving mandatory instruction on safety procedures, shooting techniques, "start" and "stop" shooting and retrieving procedures, care and use of the equipment, and how to safely remove an arrow from a target prior to beginning the activity.

1. Arm guards and finger tabs should be made available to all students.
2. Bow length and weight must correspond to the height and strength of the student.
3. Students must use the appropriate length of target arrows and appropriate targets.
4. Students must be within constant visual supervision of the supervisor(s).
5. Archery range must have an appropriate backstop that stops the arrows (eliminates the risk of participants being behind the range).
6. Bows and arrows must be inspected for cracks, splinters, and deemed in good working order prior to usage.
7. Arrows must be inspected after each round to ensure no damage has occurred.
8. There must be one adult supervisor per student group designated as range marshal, who is in charge of the operation and safety of the range when students are present.

9. Ensure there is only one target per student.
10. Bows must only be loaded on the shooting line after the signal to “start” has been given.
11. Facility entrances and exits must be controlled and clear warning signs posted.
12. Targets must be placed away from the entrance/exit to avoid unintentional access to the shooting area.
13. Keep arrows in-floor quivers or cones to avoid slips, trips, and falls.

6 Off-Campus Trips and Tours

This section refers to ‘school-related’ off-campus trips only – that is, trips organized or endorsed by the school and led by St. John’s Academy employees.

Removing students from their usual home or campus routines inevitably introduces an element of unpredictability that also must be taken into account in managing risks. Proposals for off-campus trips are considered by the school on a case-by-case basis each year, taking into consideration the educational purpose and opportunities for students, availability of appropriate supervisory personnel, impact on the students’ academic calendar, and other factors.

Recent examples of school endorsed and organized off-campus trips include:

- Mount Baldy - school hike
- Spectacle Lake – Team Building and Hiking.
- Museum and Arts trips
- Day trips for a variety of athletic, cultural and recreational purposes.
- Local Service trips
- Debate and Speech Arts trips
- Science trip to Goldstream

6.1 KEY RISKS FOR OFF-CAMPUS TRIPS

While off-campus trips and tours provide unique experiential learning opportunities, particular risks for school groups include those associated with travel and transportation, a reduced level of school supervision, and factors in the environment, particularly when the destination is a wilderness area or unfamiliar urban setting. The possibility of acts of violence, or terrorism, or other unforeseeable disruptive or catastrophic events, though remote, can never entirely be ruled out as a travel risk.

6.1.1 TRANSPORT – RISKS & PRECAUTIONS

Risks include collisions or other accidents, using any mode of transportation that could result in injury or loss of life.

The following are standard precautions for all off-campus trips that require transportation.

- In general, road transportation to any off-campus activity organized by the school is in St. John’s Academy school owned and maintained vehicles with professional drivers. For small groups, a vehicle such as a 24-passenger bus or a 15-passenger van may be driven by a staff member or coach with appropriate licensing and a driver’s abstract on file with the school. Faculty and coaches approved for transporting students may sometimes use their own vehicles to transport students to school endorsed events.
- Volunteer drivers are not permitted to transport students for any school-endorsed activity without review by the school’s Transportation Department of the driver’s driving abstract and evidence of vehicle liability insurance satisfactory to the school.
- The school will support the decision of drivers transporting our students to make alternative arrangements when driving conditions seem to be unsafe.
- The school will make reasonable effort to ensure that only reputable third-party transportation companies are used (e.g. ferry, air, charter buses, taxis) when required.
- Use of public transit is sometimes part of off-campus travels and students may travel on public transit without direct supervision.

6.1.2 REDUCED SUPERVISION – RISKS & PRECAUTIONS

Students on tour or off-campus trips will inevitably be unsupervised at times. The safety of the group depends, in part, upon the responsibility and integrity of every student. Breaking school rules or safety protocols may result in increased risk of personal harm to the student and others, and, if detected by the supervisory faculty, will result in immediate disciplinary action and further consequences upon return to school. For serious infractions, students may be returned home or to school at parental expense, including the cost of an escort if required. Such infractions are treated seriously, because the risks and consequences can be serious, not only for the individual(s) but also for the group as a whole, and may negatively affect the viability of future tours.

Protocols for all off-campus excursions and tours include but are not limited to the following:

- Full student briefing before departure.
- Adherence to minimum ratios of supervisory adults to students.
- Accommodation separating students by gender.
- Enforcement of curfews and bed checks.

6.1.3 ENVIRONMENT – RISKS & PRECAUTIONS

Any environment must be evaluated for possible risks, for example:

- Wilderness areas, particularly those that are unfamiliar to participants, where students can become lost when inadvertently separated from the group.
- Abrupt changes in weather conditions, and seasonal extremes, that can lead to hypo- or hyperthermia.
- Mountainous terrain and steep slippery and unstable slopes in any setting that can increase the possibility of falls.
- Remote locations that increase the difficulty of evacuating or obtaining emergency medical help.
- Very busy transportation corridors or, conversely, remote and poorly maintained roads.
- Major cities and urban areas where the inexperienced may be vulnerable to petty and other crime, and individuals may more easily become lost from the group.
- Traversing – in vehicles or on foot – snowy and icy areas.
- Use of hotel pools and spas.

Planning processes for any trips must take the above factors into account as well as risks of any particular activities.

Precautions include, but are not limited to:

- Preparing trip leaders, working with travel agents with local knowledge, and obtaining information from other reliable sources.
- Careful selection of accommodation with particular attention to location and security practices.
- Geographic orientation of students in any unfamiliar setting and instruction in safety protocols, including the procedure to follow if they become lost from the group.
- Provision of trip leaders' contact information to students.
- Enforcing established protocols for students leaving the group for any reason.
- Ensuring that supervisory staff include a person with first aid skills, that first aid kits are readily available, and that supervising staff have access to pertinent information including medical alerts from students' school medical records.

6.2 VOLUNTEER SUPERVISORS

Volunteer supervisors are typically current or past parents or former students, or other adults affiliated with the school, who provide assistance under the direction of faculty and staff on trips or at school-organized events. Supervisors with the requisite skill sets may be asked to assist with instructing or coaching. Volunteer supervisors typically would not be expected to offer the level of competency in supervision that a member of faculty would.

Competencies for acting as a supervisor would generally include:

1. Some knowledge of student participants.
2. Practical experience supervising adolescents in groups
3. Knowledge of the school's relevant policies and procedures including off-campus trip protocols where applicable.
4. Appropriate qualifications and certifications if supervising particular activities.
5. Prior demonstration to the school of good judgment and decision-making skills.
6. First Aid certification in some settings.

7. Except where otherwise noted (e.g. billeting), volunteers in a position of trust with our students are required to consent to a Criminal Record Check (CRC) for working with children. If the school does not have a CRC, the person can not be alone with any students.

6.3 CLASSIFICATION OF RISKS AND CONSENT REQUIREMENTS FOR OFF-CAMPUS TRIPS AND TOURS

The school has assessed the risks of off-campus trips and tours for student groups and classified off-campus trips in three categories: A (lowest) – C (higher risk). The factors considered in development of this framework include, for example, distance the destination is from the school, how long students are away, and the added complexity of unfamiliar (see Section 6.1.1). Consent requirements vary commensurate with the assessed level of risk for each of the categories, and the school may also, at times, elect to provide additional information or notification to parents depending upon the nature and assessed risk level of the component activities themselves. The school may also require written consent for specific activities that are not outlined within this document, in accordance with Section 10.

ASSESSED RISK CLASSIFICATION	DESCRIPTION	CONSENT REQUIREMENTS
<p style="text-align: center;">A</p>	<p>Off-campus trips on Vancouver Island or the Lower Mainland that do not involve an overnight stay</p> <p>These typically include program related and social/recreational outings, charitable events, and sports and other competitions with other schools.</p>	<p>1. Opening of Year Informed Consent Form</p> <p>2. Staff are required to complete an internal planning and approval process for all off-site trips.</p> <p>3. Off-campus school activities appear on the school calendar for information of parents and students.</p> <p>Any additional charges related to the trip should be charged to the parents beforehand.</p>
<p style="text-align: center;">B</p>	<p>Off-campus trips anywhere in BC that require an overnight stay of 1-5 nights</p> <p>Typically, this would be for provincial competitions or similar external competitions or events within BC. This also includes expeditions to places like Cedar Coast Station, Camp Homewood, Camp Thunderbird, Mt. Washington, Strathcona Park Lodge and others.</p>	<p>1. Opening of Year Informed Consent Form</p> <p>2. Staff are required to complete an internal planning and approval process.</p> <p>3. Detailed information is sent to parents, providing an opportunity for parents to 'opt out' based on any updated or additional information regarding costs or risk assessment.</p> <p>4. Off-campus school activities appear on the school calendar for information of parents and students.</p> <p>Any additional charges related to the trip should be charged to the parents beforehand.</p>

6.4 EXTENDED CURRICULUM TRIPS

The school hopes to offer excursions to Vancouver Island locations (Cedar Coast Station, Camp Thunderbird, Camp Homewood, Mt. Washington and Strathcona Park Lodge).

The school encourages eligible students to participate in these trips because of their educational and social value. If, however, parents or students wish to restrict participation, please indicate any restrictions on the Informed Consent Form.

For all trips, principal risks identified by the school are associated with transportation, the ability to provide adequate supervision off-campus, and the remote location and activities themselves. The remote nature of the sites mean that communications and emergency response times may be delayed.

Standard transportation for these trips is via highways and secondary roads.

On site, students are accommodated in hostel style dorms or multi-room cabins. St. John's Academy Staff provide supervision and bed checks, however trained staff at the centres are the primary group leaders for activities and provide safety orientation to students.

St. John's Academy staff accompany student groups in numbers that meet the school's and the host's recommended staff/student ratios for such activities, whichever is more rigorous. Students are required to wear PFDs at all times while on boats, and instructed to use special caution to avoid slipping on rocks, ramps and docks. As these locations are also in cougar and bear country, students will be provided with instruction regarding safe procedures to reduce any dangers of encounters with wildlife.

6.4.1 EXPEDITION TO STRATHCONA PARK LODGE

The hope is to have our senior grades participate in an outdoor education program at Strathcona Park Lodge (SPL), near Campbell River. The Lodge is an outdoor education centre with experienced guides and instructors who offer tailored programs for schools. Dates for this trip are still being worked out.

Please visit the SPL website to familiarize yourself with the facility and the kinds of activities offered (<http://www.strathcona.bc.ca>).

Further details and forms required by SPL will be provided to parents closer to the time, but activities may include any of the following: ropes course, zip line, kayaking, canoeing, hiking, survival skills, orienteering, navigation, campfire and camp stove cooking, and bog walk. An overnight canoe trip may also be included.

Activities may be on the water or at water margins and on uneven terrain. Inherent risks of these kinds of activities include but are not limited to exposure to inclement weather, slipping, falling from a height, immersion in cold water, hypothermia, hyperthermia, stream crossings, loss or damage of personal property, and minor to catastrophic physical injury, include fatality.

There will be costs associated with this visit.

7 Students as Volunteers

Students engage in physical activities, both on and off-campus, that are part of organized school activities of a community service. Participation in these types of activities teaches teamwork, the value of volunteerism and philanthropy, a more thorough understanding of the environment, and a greater appreciation of local and global issues.

Risks do exist, as with any physical activity. Our students come from a diverse range of backgrounds, and may have limited experience with performing the kinds of tasks that are part of such service, which may include, but are not limited to gardening; painting; cleaning buildings; window washing; digging; moving of furniture, soil, gravel or debris; and assisting with uncomplicated but unfamiliar construction tasks such as fence building. Students perform recycling tasks, which involve picking up, and sorting garbage, sometimes along busy roadways.

Some of these tasks' present risks of injury through vehicular accidents, falls, use of manual or power tools, and exposure to fumes or other respiratory irritants or allergens. On water, activities present risks of hypothermia or drowning.

Some of the lower risk on-campus tasks cited above may also be assigned to students as part of the school's disciplinary response to student infractions of school rules.

To reduce or avoid potential injury, the school sets parameters on such activities. The location of such activities is carefully considered (e.g. no work on steep or clearly unstable slopes, or steep slopes above water). Students are generally allowed only to use manual tools — the use of power tools such as lawn mowers and leaf blowers requires protective equipment and direct adult supervision. Use of power tools with exposed blades is prohibited in student volunteer activities, and use of manual tools with exposed blades is highly restricted and only under direct adult supervision. Students are not permitted to work from heights that exceed WorkSafe BC recommendations for Young Workers (generally, 3 meters/10 feet), and are issued protective equipment by

the school as required, i.e. PFDs, gloves, hardhats, goggles, harnesses, masks (fitted and provided by the school). Students diagnosed with Anaphylaxis are reminded to carry an EpiPen when engaged in such activities on or off-campus. Teachers and Facilities employees provide safety orientation and instruction.

8 Leisure Activities on Campus & In the Vicinity of the Campus

Students are permitted to enjoy leisure time within the vicinity of the campus as their timetable permits. The school cannot directly supervise students at all times – nor would we want to. Students are entrusted to use unstructured, unsupervised free time responsibly; to use judgment appropriate to their age, and to adhere to school Rules and the safety instructions of the school when not under the direct supervision of school staff. The school cannot be in any way responsible for student safety when they do not use good judgment. They are also expected to respect the school's neighbours and avoid trespassing on private property.

Because the school is situated on the edge of a forested area, the possibility of chance encounters with wildlife exists. While this can seem to students to be an exciting novelty, encounters with predatory or panicked wildlife do lead to injury and fatality in BC every year, and students need to be wary in such circumstances, and follow the directions of staff, police or conservation officers.

Students must also always be aware that water activity and behaviour at the water's edge inherently carry a high degree of risk. The school strongly encourages students to arrive with at least minimal survival skills such as Swim to Survive. ®

9 School-Organized Recreational and Social Activities

As a boarding school, a key element of the St. John's Academy experience is recreational and social. Throughout the year, the school, or organized groups within the school, arrange optional social events such as advisee or team outings, and a variety of physical activities and games. Trips may include social and cultural outings to local cities (Victoria, Nanaimo, Duncan, or Vancouver) to visit museums or galleries, dine out together, shop, attend movies and enjoy the amenities of a bigger centre. At times, coaches or teachers will plan activities listed below as a form of cross training or team building during the regular sports or academic programs.

Such trips may at times involve overnights off campus. These outings provide opportunities for students to challenge themselves, and to share in adventurous activity that builds a team orientation and individual confidence. Because of the nature of the environment and activities, they also present some additional risks.

Staff organizers are required to plan and obtain approval for such activities, and as part of the planning process, undertake due diligence on third-party operators in situations where the school is dependent upon the expertise, facilities and equipment of third parties.

Aside from any risks of physical injury inherent in these activities, the common risk elements are as for any off-campus activity. Parents and students signing the Informed Consent form agree to the student's participation in these activities. Additional detail is communicated to parents for any activities requiring an overnight stay or when the school identifies an unusual degree of risk that has not been previously identified to parents.

School-organized activities outlined below are endorsed the school and student participation is subject to parental consent through the signing of the Informed Consent form.

ACTIVITY & ASSESSED LEVEL OF RISK	DESCRIPTION OF ACTIVITY
Archery – Level 4	Archery activities may be part of the physical education classes, an outing organized by the school for Co-curricular Clubs, or possible Residence outings. School staff with archery instructor certification or service providers will be relied upon to provide instruction. Archery may involve trips to established archery facilities (ranges) both indoors and outdoors, during daylight hours for grades 4-12. Archery injuries may include bruises and scrapes, strains, equipment failure, being hit by an arrow, slips, trips and falls, sunburn, heat exhaustion, dehydration. Risks will be managed by students receiving mandatory instruction on safety procedures, shooting techniques, “start” and “stop” shooting and retrieving procedures, care and use of the equipment, and how to safely remove an arrow from a target prior to beginning the activity.
Amusement Parks – Level 3	As part of some off-campus trips or tours, students sometimes include a visit to theme parks, or other attractions, which offer amusement rides. Entrance into these facilities implies consent to certain terms and conditions. Although rare, injuries and even fatalities do occur at amusement parks. Mechanical failures can occur. Amusement rides may pose risks for anyone with heart, neck or back problems, motion sickness or certain other health conditions. Supervision of students in amusement parks is generally “in the area” type supervision.
Camping – Level 3	Activity is organized by the school as a residence outing or similar activity; winter camping is part of the Outdoor Pursuits program. Risks depend upon location and time of year but pertain mainly to transportation, limitations on supervision in an outdoor setting, proximity to bodies of water such as lakes or rivers with the possibility of falling inadvertently into the water and drowning, falls on trails, burns from campfires, propane explosions, injury from use of hatchets or other equipment. Risks are mitigated by use of St. John’s Academy school vehicles with professional drivers, experienced leaders and adherence to recommended supervision ratios, and safety orientations and protocols.
Canoeing (flat water including voyageur canoes) – Level 4	In inside waters as part of the Outdoor Pursuits program or recreationally in the waterfront areas of the school under adult supervision. Detailed safety instruction is provided and students must demonstrate skills. Life jackets or PFDs are mandatory.
Climbing (Indoor), including rappelling and bouldering – Level 4	See “Climbing Activities” for more info
Cycling – Level 3	Students cycle recreationally on and off-campus on paved or gravel roadways or trails, requiring them to maneuver in vehicular traffic. They are instructed to wear helmets (mandatory in BC), but staff cannot supervise behavior out of sight and/or off-campus.
Sailing Club – Level 4	From time to time, the school offers students a chance to learn to sail via a Sailing Club. This is an optional and recreational activity offered to students who show interest. See the section above related to boating and tubing for specific risks and precautions related to boat-based activities.

<p>Whale Watching and Wildlife / Nature Tours – Level 3</p>	<p>As part of some off-campus trips or tours, or occasionally as an optional part of an academic course, students sometimes have the opportunity for whale watching or nature tours on sea-going vessels. These field trips typically make use of a third-party operator who uses their boat, guides and operators. These tours include travel on the ocean in powered boats. Please review the section above related to boating and tubing for specific risks and precautions related to powered boat-based activities</p>
<p>Games</p>	<p>Games are divided into levels based on the school’s assessment of risk. The discussion in this Table refers specifically to school- organized games, such as residence competitions, and not the impromptu and informal games that students may themselves initiate in a boarding school environment during their leisure time. Adult monitoring of such student- initiated games or activities may not always be possible, however, students are instructed that proper equipment and adherence to rules is applicable to ALL games on campus and students must accept some responsibility for complying with such instructions when refereeing themselves during games</p> <p>Certain extracurricular activities run by third party operators may require a waiver form (e.g. paintball, go-karting, etc.) to be signed by parents to guarantee students ability to take part. In such cases, the school will provide families with activity specific waivers that they will be asked to complete and return to ensure their child’s inclusion in these activities.</p>
<p>Games — Level 2</p>	<p>Students may participate in a variety of on-campus and off-campus games, such as baseball, softball, table tennis, bocce, croquet, egg races, hide and seek, various forms of tag, and a variety of similar games, often as part of residence activities or leadership events. Possible injuries to players include sprains, strains, fractures, bruising, concussion, grazing, cuts, or ball impact injuries. Spectators are also at some risk of injury from, for example, ball impact. Organized games are permitted only with recommended protective equipment relevant to the sport (e.g. throat and chest protectors, face masks, and eye guards for catchers and umpires in baseball reduce assessed risk to Level 2) and appropriate for secondary school use. Students will be provided safety instruction- regarding proper techniques, protective equipment, and precautions for school approved Level 2 games, however, in a boarding school environment, Level 2 games may at times be ad hoc and refereed by the students themselves, sometimes with no direct adult supervision.</p>

<p>Games — Level 3</p>	<p>Students participate in a variety of on-campus and off-campus games that the school assesses as Level 3 in terms of residual risk, often as part of residence competition, house-outings or leadership events. The kinds of games that would fall into this category would include dodge ball, floor hockey, capture the flag, tug of war, wheelbarrow/3-legged/sack races, obstacle courses, Ultimate, and similar games with an element of physical aggression, some likelihood of minor or moderate injury (sprains, strains, fractures or dislocations), and the possibility of more serious injury such as concussion or catastrophic injury, such as to the eyes, particularly when balls or sticks are involved. Injuries in such activities are most likely to result from careless use of sticks, targeting balls, collisions between participants or with fixed objects, and tripping or falling. The school mitigates such risks through use of protective equipment, safety instruction to participants and the enforcing of safety rules, including immediate removal of overly aggressive participants. Pushing, shoving, tripping or rough play are prohibited. High sticking is prohibited in floor hockey. On-site adult supervision is required by the school for games of this nature. School- organized sports such as basketball and soccer require screening of participants for experience in the activity, commensurate with the degree of risk associated with the sport, and safety instruction. Students will be provided safety instruction- regarding proper techniques, protective equipment, and precautions for school approved Level 3 games, however, in a boarding school environment, Level 3 games may at times be ad hoc and refereed by the students themselves, sometimes with no direct adult supervision.</p>
<p>High-Level Challenge Ropes Courses – Ziplines – Low Ropes Courses – Level 4</p>	<p>There is a possibility that we will offer this to our students as part of a leadership event, advisee or other group activity such as an adventure camp, part of the school’s Outdoor Pursuits program, or an extended curricular trip such as a school’s annual trip to Strathcona Park Lodge. These activities are organized by the school through established third-party operators only. On site supervision by St. John’s Academy staff is in accordance with operator requirements. Inherent risks associated with these activities include head and/or spinal cord injuries, fractures, dislocations, cuts, bruises, sprains, strains or death due to a fall from height due to equipment failure, or improper use of equipment, inadequate supervision, or carelessness of the participant. These inherent risks cannot be fully mitigated. Students are advised to dress comfortably and appropriately for the weather, including sunscreen, required to tie back long hair, and wear appropriate footwear for the activity (i.e. sturdy, closed-toe shoes, such as running shoes, that can be worn securely) and refrain from wearing loose jewelry or clothing.</p>
<p>Hiking /Backpacking–Level 3</p>	<p>Hiking may be part of an off-campus activity, such as a camping trip, or part of the Outdoor Pursuits program. Groups can encounter wildlife or inclement weather and risk injury from falls, hypothermia, or becoming lost. Risk and planning requirements vary depending on the nature of the hike. Protocol for safe hiking is reviewed with students ahead of time. Generally, only marked trails are explored (the exception is Outdoor Pursuits). The school’s minimum staff/student ratios must be followed</p>
<p>Orienteering–Level3</p>	<p>Orienteering is typically offered as part of the school’s annual “eco-challenge,” or as part of Outdoor Pursuits. Staff provide in-the-area supervision. When the area is limited to the vicinity of the campus risk of becoming lost is minimal; however, there is risk of vehicular/pedestrian incidents in traversing roads. In treed areas and rough terrain, such as might be encountered in Outdoor Pursuits, students are more at risk of injury of scratches, cuts, bruises or other injury from slipping or falling, or eye injuries from branch whiplash. Students are reminded to dress appropriately for the weather and conditions, including good footwear, and to hydrate to minimize risk of dehydration.</p>

<p>Skating (Ice)–Level3</p>	<p>Skating involves risk of injury from falling, cuts from blades, and collisions with other skaters, especially in crowded conditions. The majority of injuries are suffered by beginners. Skate Canada recommends use of hockey helmets for novice skaters; this is encouraged, but not enforced, by the school. Skating is generally done as a recreational activity in an arena, typically as a house outing or similar event. Students are required to adhere to arena safety protocols and rules. In some circumstances, skating may be done on natural ice. Particular risks are posed in skating on natural bodies of water. Ice thickness must be closely monitored by resort staff to minimize risks of falling through the ice into the water. Uneven natural ice surface leads to increased risk of tripping and falling. Typically, at ski resorts, skating is not supervised by St. John’s Academy staff but self-regulated by participants and therefore irresponsible behavior is a risk.</p>
<p>Skiing (Alpine & Cross Country) and Snowboarding – Level4</p>	<p>Skiing /snowboarding is offered as a school-wide activity, typically at Mt. Washington on Vancouver Island on an occasional or routine basis and may be offered for international students at other resorts. Alpine skiing and snowboarding are relatively high-risk activities and risks and precautions are outlined in section 9.1. Students are permitted to cross-country ski unsupervised on marked and groomed trails at ski resorts but only at least in pairs and with specific permission from supervisory St. John’s Academy staff.</p>

Stand Up Paddle Boards (SUP) – Level 4	Stand Up Paddle Boards may be used recreationally in the school waterfront or beaches at nearby lakes and under supervision of a qualified adult (not necessarily a lifeguard) in the immediate vicinity and prepared for emergency response. As with any water sport, the potential for hypothermia, injury (including collision with other boarders) and fatality by drowning exists. Students are required to wear PFDs and at the discretion of the supervisor, helmets and leashes (attaching the buoyant paddleboard to the student) may also be required. Students are permitted to engage in this activity only following safety instruction.
Swimming – Level 3-4 depending on location	Swimming may be part of an organized activity in indoor pools, private pools, local lakes or rivers, in the ocean in front of the school at approved times, or at other locations. Ad hoc swimming may be permitted under direct adult supervision by a staff or faculty member. Parental declaration of swimming ability (included in the Opening of Year documentation) and/or a demonstration of swimming skills is required for participation in water-based sports or activities. Students assessed as ‘weak swimmers’ are also restricted from certain activities. Parents must be aware that students who swim independently off-campus, or at unsupervised times or out of bounds on campus, contravene St. John’s Academy waterfront policy and do so entirely at their own risk.
Tubing (Snow)–Level 3	Snow-tubing occurs at mountain resorts. It involves riding a large inner tube down a groomed mountain slope, so is not without risk. Risks vary depending upon factors such as the steepness and configuration of the chutes and run-out area, variations in the surface which can range from slushy to hard packed to icy, weight of snow tubers (which can increase or decrease speed), and barriers between runs to prevent collision with tubers in the next run(s). Tubers can be thrown out or fall out of the tube, slip backwards, slip and fall on the tows, become entangled with equipment, and collide with individuals or objects, resulting in injuries from minor bruising to, very rarely, critical injury and fatality. Supervision for this activity is provided by facility operators; however, school supervisors will not permit participation if safety and supervision is inadequate.

9.1 ALPINE SKIING, CROSS-COUNTRY SKIING, AND SNOWBOARDING – LEVEL 4

Skiing and snowboarding are not offered as sports at St. John’s Academy, but the proximity of the resort at Mt. Washington and a variety of resorts elsewhere in BC make it possible for the school to offer day excursions and longer off-campus tours to ski resorts for recreational alpine and cross-country skiing, and snowboarding.

Alpine skiing and snowboarding are relatively high-risk sports. The likelihood of some type of injury (sprains, strains, concussions or other injuries to the head, fractures, and back or neck injuries) is viewed as moderate in terms of frequency. St. John’s Academy students have sustained injuries on ski expeditions, such as fractured limbs and concussion.

The magnitude of injury is potentially severe. There have been fatalities at some BC ski resorts as a result of out-of-control skiers or snowboarders who sustained injuries themselves, or injured others on the slopes. Every year, individuals engaged in these sports have died in out-of-bounds areas as a result of avalanches, falls, or hypothermia.

Cross-country skiing carries risks of injury as a result of, for example, becoming lost, falling, or collision with obstacles or other skiers, resulting in illness or injury including but not limited to dehydration or fatigue, muscle sprains or strains, fractures, hypothermia, or, in mountainous areas, becoming caught in slides or avalanches. Cross country skiers with supervisors or staff members at all times.

All students are required to take a full day ski or snowboard lesson from a certified instructor at the Resort each day they participate on school organized trips. Please also note that the school also requires students and staff supervisors on school-organized alpine skiing and snowboarding excursions to wear helmets at all times while on the slopes and lifts.

In skiing and snowboarding, well-maintained and properly fitted equipment is essential to reduce the likelihood of equipment malfunction and injury. Equipment owned by the students is the responsibility of parents with respect to proper maintenance and fit. Students should be advised not to borrow equipment from others, and if they choose to rent, selection of equipment is guided by Resort technicians.

Ski resorts throughout Canada generally include an exclusion of liability and assumption of risk notice which can include indemnity clauses printed upon the lift ticket and on signage displayed prominently in the ski area which affect participant's legal rights. When a student purchases and uses a lift ticket and lesson at a ski resort, their participation indicates an acceptance of the terms of the exclusion of liability, assumption of risk notices and any included indemnity clauses even though no documents are signed.

The exact wording of such agreements will vary, and exact details can be acquired by contacting the resort itself. The school cannot speak authoritatively about any possible legal implications this may have for you so please seek advice from a trustworthy source if you feel you do not fully understand these documents.

The dangers and risks inherent in school ski trips may include but are not limited to:

- Travel by highway coach (public or charter), school buses, rental vans or personal staff vehicles all to and from the school to the resort during winter conditions in alpine terrain with risks of accidents or avalanche.
- Exposure to the elements in severe alpine conditions.
- Poor trail conditions or visibility, and becoming lost or falling and sustaining injuries.
- Deliberately or inadvertently entering out-of-bounds areas and becoming lost, and/or sustaining injuries.
- Skiing/snowboarding in terrain beyond one's ability, leading to falls and injury.
- High impact collisions with another skier/ snowboarder, natural hazards or mountain facilities (e.g. lift towers).
- Malfunction of resort equipment, such as chairlifts, leading to falls and injuries.
- Inadequately maintained personal equipment.

To reduce risk, precautions taken before and during skiing excursions, in addition to the usual precautions for off-campus excursions, include:

- Students are informed of the rules and expectations for safe conduct. Misconduct reported by the Ski Patrol, mountain staff or St. John's Academy staff will result in immediate discipline, and follow up, on return to school.
- St. John's Academy staff provide 'in-the-area supervision' but they do not have visual contact with students most of the time.
- All school rules and codes of conduct apply. Students are reminded that they must adhere to the Alpine Responsibility Code. <http://www.cwsaa.org/policy/alpine-responsibility-code/>
- Students are briefed on the protocol to follow in the event of an incident or accident. Before each day's skiing, St. John's Academy staff establish a means of emergency contact with students. Each ski / snowboard group will also have a ski school instructor who will have radio contact with the ski school and ski patrol.
- Snowboarders and skiers are not permitted to use terrain parks.
- Instructions to students are that no inverted moves are permitted, no ski or snowboard jumping is permitted. Staff will not typically be in a position to monitor compliance. Ski School instructors will be informed of these expectations.
- On each occasion, an assessment of the road and ski conditions will be made by the school, in consultation with the ski resort, which may result in the cancellation or postponement of the trip.
- All students are briefed on the required safety protocol, which will include skiing/snowboarding within their ability, under control, within the resort boundaries, with their instructor at all times, and wearing appropriate clothing for alpine conditions.
- All students must check in with a designated staff member at a predetermined time and location during the day. Failure to check in will set in motion a search for the student.
- Staff to student ratio for ski/snowboard trips will not exceed the school's recommended ratio. On each excursion to the mountain, a minimum of two staff supervisors are in attendance.

9.1.1 MT. WASHINGTON SKI/SNOWBOARDING TRIPS

All students are invited to participate in day skiing/snowboarding trips to Mt. Washington during the winter. Mt. Washington is a three-hour drive from the campus, mostly by highway but with a steep alpine road into the resort. St. John's Academy buses with professional drivers may at times be supplemented or replaced by chartered private bus service, or rental vans / personal vehicles driven by staff members or parent volunteers depending upon the numbers of students participating. Mt. Washington Ski Resort (and the companies used by Mt. Washington that manufacture ski bindings for rental equipment) require that we provide the following warning regarding equipment rental to parents in our consent documentation:

"Alpine ski boot/binding systems will not release at all times or under all circumstances, nor is it possible to predict every situation in which the ski boot/binding will release. The ski boot/ binding system is no guarantee that the user will not be injured." By agreeing to their child's participation in skiing at the Mt. Washington Resort, parents "acknowledge that the sport of skiing

involves this inherent risk, which may result in injury or death”.

Completion of the Opening of Year Informed Consent form in this package provides consent for Mt. Washington trips, unless parents choose to indicate otherwise specifically on the form under “Exclusions”. Risks and precautions are as outlined in section 9.1 above.

9.1.2 OTHER SKI / SNOWBOARDING TRIPS

Longer trips to, for example, Big White Resort in BC’s Interior may be offered in some school years to international students during school breaks. Informed consent will be sought from parents for those specific trips closer to the proposed departure dates.

10 Activities Not Included in this Document

Activities that are not included in this document may be proposed by staff or students from time to time on an ad hoc basis. New programs are proposed from time to time. The school will consider such proposals on a case-by-case basis, weighing evidence of risk and the school’s ability to mitigate those risks. The school may approve the activity without parental contact if, at its discretion, the activity is assessed as:

- substantially similar in nature and risks to an activity already included in this document, and
- the kind of activity that might reasonably be expected to be offered at an independent secondary school in BC.

If the proposed new activity fails to meet any of the above criteria, the school may decline for the current year, or may if circumstances permit, seek parental consent for participation in the activity. In such cases, students will not be permitted to participate without consent.

The school will consider requests for ad hoc activities during the school year that may be assessed as Level 4 risk. In these cases, parent consent for these activities may be required.

11 Activities Not Endorsed by the school

Boarding students are permitted to engage in many activities in their leisure time, but they can only participate in Level 3 or 4 activities on an individual basis with direct written authorization from parents to Youth Coordinators or the Head of Athletics and Outdoor Education. Parents wishing to arrange for individual participation of their sons or daughters in activities not endorsed by the school, must ensure, in consultation with the Youth Coordinators or the Head of Athletics and Outdoor Education, that there are no conflicts with the school timetable or curricular requirements.

The school cannot and does not conduct risk assessments of service providers arranged by parents. The school does not endorse or approve such activities for students during weekend or other leave but acknowledges that these arrangements may be made directly between parents who are responsible for assessing the appropriateness of the activity for their own children.

For any such activities, parents are responsible for any advice, restrictions, safety instruction and provision of appropriate safety equipment to their children.

The school cannot monitor behavior off-campus and students who engage in these activities do so entirely at their own risk.

Activities it is likely students will do in their free time on/near campus without supervision or structure may include: skateboarding, cycling (road and off-road), mountain biking, impromptu outdoor games (e.g., soccer, basketball, rugby, ultimate frisbee, capture the flag, etc.), visiting local restaurants and shops within walking distance of campus. Staff cannot adequately supervise all leisure activities; however, duty staff endeavor to use good judgement in guiding students to make safe decisions.

12 Liability Waivers & Indemnification Agreements

Parents and/or students may be asked to sign waivers of liability and indemnification agreements by some third-party providers used by the school. The school attempts to avoid, whenever possible, the use of third parties that require them. Sometimes, we are able to negotiate an alternative form of agreement with the provider. Even so, some third-party operators will not permit our students' participation without parental agreement in the form of a liability waiver with or without an indemnification clause. This is particularly true in programs such as Outdoor Pursuits, where the school may hire guides with professional specialties that the school believes will enhance safety of an activity.

School staff are not permitted to sign such agreements on behalf of students or parents or legal guardians, and our practice is to forward these documents to parents and collect the signed forms as a convenience to parents and trip organizers. The school cannot speak authoritatively about the legal implications to individual parents in terms of signing particular agreements, since legal implications will vary according to the content of the form and parental circumstances. The law continues to evolve regarding these documents. We therefore encourage parents who are concerned about signing third party liability waivers, releases, or indemnification agreements to direct questions to the third-party provider and their own legal counsel. Participation of students in any activity requiring use of such agreements is always entirely optional. Marks assigned in any school program are not affected by declining to participate in any activity requiring such an agreement.

13 Definitions

Catastrophic Injury: Include all types of injuries that occur suddenly and cause long-term or permanent injury, and may be fatal or non-fatal. Examples include: accidental amputation, serious head trauma, spinal cord injury, multiple bone fractures, some facial fractures, severe burns, drowning.

Serious but Non-Catastrophic Injury: These would include uncomplicated concussions, musculoskeletal injuries (including fractures), simple whiplash, neck or back strain, nose fractures.

One-on-One Supervision: A supervising adult is present and watching the specific activity (e.g. Instructor showing a student how to belay a climber).

On-Site Supervision: A supervising adult is present, but not necessarily constantly viewing the activity (e.g. coach supervising field hockey game).

In-the-Area Supervision: A supervising adult is in the same location, but may not have visual contact (e.g. snowboarding).

Likelihood/Frequency: How probable an event is, or how often it might occur.

Magnitude: Severity or impact of an event, from minor to catastrophic.

Residual Risk: The risk that still exists for an activity even after all measures to reduce the risk have been taken. For example, there is still a risk of injury, including concussion, for properly coached and supervised hockey players in a non-contact competition, even when those players are wearing well-fitted and high-quality protective equipment.

Risk: Probability or chance of an incident or accident occurring.

Staff-Student Ratio: The ratio of suitably qualified and informed supervising adults to the number of students participating in the activity.

