



School Trip Notification or Application form

TO BE SUBMITTED TO PRINCIPAL

TYPE OF TRIP (CHECK AS APPLICABLE)

- 1. Day Trip (This form to be retained at the school for 1 year)
 - Students returning same day.
 - Principal approval obtained.
- 2. Overnight Trip (This form to be retained at the school for 1 year - Copy to Superintendent)
 - Land transportation, overnight.
 - Approval of Parents obtained at least 30 days prior to departure for Field Trips - extra-curricular sports exempt (except Provincial level requires Form P1-F19)
- 3. Air Travel or Out-of-Country Trips (This form to be submitted to Superintendent)
 - Air flights (on continent or overseas).
 - Approval of Director requested at least 60 days prior to involving parents.
 - Field Trip Disclaimer forms will be obtained from each parent.

PLEASE ATTACH COMPLETED TRAVEL MANIFEST

TRAVEL ARRANGEMENTS

School Bus: 2 School Vans and/or Private Vehicle: (Check those applicable)
 Cost and How Expenses will be paid: \$40/student plus travel + GST + School-based budget
 Number of Students: 20 Grades(s): Wellness 10
 Number of Teachers: 4 Number of Chaperons: 0

OBJECTIVE OF TRIP (ATTACH FULL ITINERARY)

See Attached for planned activities safety measures, certification, insurance and curriculum connections.

Jennifer Gledhill
 Teacher's Signature

Principal's Signature

Superintendent's Signature
 (Type 3 Trips only)

FOR DIVISION OFFICE
SUBMIT TO DIVISION OFFICE ONLY WHEN REQUESTING BOARD/DIRECTOR APPROVAL

- Air travel or out-of-country travel
- Participation in provincial level competition (Attach Form P1-F19 Prior Approval)
- Approval granted.
- Approval denied.

Comments: _____

Deputy Director Signature _____
 School trip application Form A

Date _____
 Page 1 of 1

Wellness 10 Curriculum Excursion:

Cypress Hills Eco-Adventures - Maple Creek, SK

Planned Activities: Ziplining, Slacklining & Ground Elements

Strong Desire To Work With Chinook School Division

This season Cypress Hills Eco-Adventures has school groups booked from Saskatoon, Regina, Central Butte, Radville, Biggar, Kenaston, Seven Persons, Oyen, Medicine Hat, Lethbridge, and Weyburn to name a few. Being very appreciative of having received **ALL** of his elementary through high school education from Chinook Division, owner Jori Kirk is excited to work with teachers from his home division. Coming from a family of teachers, Jori's intent is to design experiences with curricular outcomes in the forefront and is he is willing to work with teachers with regards to their programming in order to make this happen. Jori is also willing to make himself available to any of the Division's Superintendents if need be to answer any further questions; whether it be a face-to-face meeting, skype video call, or a chat on the phone.

Safety Standards

Eco-Adventures are carry \$2,000,000 general participant liability current for 2012. They are required to additionally insure the Saskatchewan Government as they operate in their Provincial Park. All participants, both students and supervisors, will be required to complete an Acknowledgement, Release, Waiver, Indemnity and Assumption of Risk Agreement prior to participating. All supervisors will travel with Sask. Health Card and Emergency Contact #'s for both students & supervisors participating. We will have a supervisor to participant ratio of 1:5 for this experience in a higher risk environment.

Owner, Jori Kirk, was responsible for writing the new zip line canopy tour/belayed activity standards which were just adopted last year, prior to their business opening. Just recently, Parks Canada also adopted the standards that Jori wrote for all future canopy tours which may open in a Federal Park across the country. As you will see, they are held to a pretty high standard being the only canopy tour that operates in a provincial, national or state park in all of the USA or Canada.

Safety/First Aid Certification

Copies of Jori Kirk's current fall arrest and first aid/CPR certifications are attached. In addition to these certifications Jori has also taken a Level 1 Challenge Course Practitioner certification through the Association of Challenge Course Technology (the international governing body for all belay/zip line activities).

Staff Training

Eco-Adventures are truly leading the industry when it comes to staff training. Each one of their guides are put through 80-120 hours of training (the standard that most commercial zip line canopy tour operators throughout North America require is 8 hours of training). They teach them canopy tour basics, canopy tour operating procedures, belay skills, rappel skills, rescues, evacuations, wilderness first aid, as well as spend a lot of time on facilitation training and experience delivery. They do keep records of our staff training but will not have them available for us at this current date as their training for first time guides has just gotten underway with the new employees arriving just the week of May 18th. If you needed, they can be supplied at a later date. All guides also hold fall arrest certifications.

Renewed Wellness 10 Curriculum Connection...Experience will connect all 5

Dimensions of Wellness (Psychological, Social, Spiritual, Physical & Environmental):

Outcome W3:

- Investigate and develop a variety of complex skills through participation in a variety of individual or small group activities (that have the potential to become life-long) from the following categories: Body Management Activities (e.g., dance, pilates, martial arts, yoga, aerobics.) • Individual Activities (e.g., snowshoeing, cross-country skiing, orienteering, hiking, cycling, weight lifting/going a fitness centre) • Target Games (e.g., bowling, curling, golf, archery, bocce ball) • Net/Wall Games (e.g., badminton, tennis, table tennis, pickleball, squash) • Invasion/Territorial Games (e.g., soccer, flag football, ultimate frisbee) • Striking Games (e.g., softball, baseball, kickball)
- Investigate and participate in opportunities for lifelong physical activity at home and in the community (e.g. *walking/running groups, recreation centres, green spaces, on-line opportunities*).
 - Identify various physical activities that have the potential to be enjoyed for a lifetime.
 - Identify and practise complex skills (e.g., *throwing to avoid a defender, catching an object while moving, striking an object in various aerial pathways*) during authentic contexts in a variety of activities.
 - Evaluate personal level of complex skills in a variety of physical activities that have the potential to become lifelong.
 - Participate in a wide variety of opportunities that build complex skills (e.g. *throw a curling rock with draw weight, relationship building, conflict negotiation, visualization*) in physical activities that have the potential to become lifelong.
 - Examine the concept of active living and analyze the factors that affect personal choice (e.g., *determinants of health, confidence, relationships*).
 - Apply biomechanical principles (e.g., *laws of motion, friction*) to enhance complex skills in movement activities.
 - Analyze skill-related components of fitness (i.e., *power, agility, speed, reaction time, balance, and coordination*) as it applies to complex skills.
 - Analyze factors (e.g., *rest, fluid intake, preparation, audience, nutrition*) that affect optimal performance and overall wellness.
 - Identify and use resources (e.g., *opportunities, websites, people in the community, agencies in the province*) available to help build complex skills.
 - Analyze personal skills utilizing technology (e.g., *video motion analysis of self and others, pedometers*) and other means (e.g., *checklists, rubrics*).

Outcome W4:

- Assess the impact of mental health on overall well-being of self, family, and community.
- Recognize how a variety of factors (e.g., *hormones, thought patterns, substances, injuries*) can cause changes in personal thoughts, feelings, and behaviours.
 - Investigate various personal, environmental, biological, and social influences on mental health and determine one's relationship to these influences (e.g., *use of cannabis, support networks*).
 - Determine why particular mental illnesses are common in adolescence (e.g., *anxiety disorders, depression, bipolar mood disorder, eating disorders, schizophrenia*).
 - Investigate the relationships between personal mental health and personal wellness (e.g., *ability to make positive changes, distress and difficulty functioning, reluctance to seek help*).

- k. Examine the relationships among defense mechanisms, feelings, behaviours, and mental health (*i.e.*, ways we protect ourselves from things we do not want to think about or deal with).
- l. Examine the interconnectedness and interdependence of mental health and a variety of activities (*e.g.*, leisure activities, physical activities).
- m. Analyze mental fitness factors (*e.g.*, placing things in perspective, intentionally use stress management strategies, cultivating and maintaining a strong sense of humour) as they relate to personal well-being.

Outcome W5:

- Assess one's self-awareness (*i.e.*, one's ability to perceive own emotions and tendencies) and self-management (*i.e.*, ability to stay flexible and positively direct personal behaviour) for the purpose of enhancing well-being of self and others.
- c. Reflect on one's ability to recognize and manage emotions in self and in personal relationships.
 - d. Examine emotional and behavioural patterns of self and others and determine related impact on optimal wellness.
 - e. Discuss a variety of self-awareness strategies (*e.g.*, treating feelings as good or bad, identify triggers, seek feedback, keep a journal of emotions, observe others reactions to your emotions).
 - f. Complete a variety of personal inventories to analyze learnings about self.
 - g. Assess one's emotional intelligence (*i.e.*, the ability to perceive, control, and evaluate emotions) using a variety of measurement tools.
 - h. Examine internal (*e.g.*, thinking patterns) and external (*e.g.*, triggers) influences on one's emotional intelligence.
 - i. Practice effective identification and communication of feelings.
 - j. Justify one's overall placement on the listening continuum (*i.e.*, ignoring, pretending, selecting, attending, empathizing) and recognize opportunities for improvement.
 - k. Determine the benefits of proactive decision making in managing personal well-being.
 - l. Analyze one's preferred decision-making style in terms of its impact on well-being of self and others.

Outcome W6:

- Model and promote a local culture/norm of safety and injury prevention (*i.e.*, physical safety, emotional safety, spiritual safety) to optimize well-being of self and others.
- a. Evaluate the norm/culture of safety in one's family and community.
 - b. Investigate (*e.g.*, communicate with safety experts in the community) factors that influence safety norms.
 - c. Ask and investigate compelling questions about the local culture of safety (*e.g.*, How do you know if an injury is intentional or unintentional? Are all injuries predictable and preventable? How do you know if a risk is worth the potential consequences? What are personal responsibilities regarding safety - physical safety, emotional safety, and spiritual safety).
 - d. Examine how the local culture of safety (*i.e.*, physical safety, emotional safety, spiritual safety) has been established and nurtured while reflecting on its related impact on community well-being.
 - e. Evaluate risks and safety factors (*i.e.*, physical safety, emotional safety, spiritual safety) that may affect activity choices and preferences.
 - f. Investigate common safety risks (*e.g.*, driving a motorized vehicle, spraining an ankle in a movement activity) for youth in Saskatchewan and determine injury prevention opportunities.
 - g. Analyze common unintentional injuries for youth in Saskatchewan and discuss related impact on the overall well-being of self and others.

- h. Demonstrate respect, responsibility, and caring for own wellness by applying understandings related to the identification, prevention, and management of common safety risks (e.g., *investigate facts, prepare basic first-aid kit, take time outs*).
- i. Demonstrate knowledge of safety guidelines and related etiquette for positive participation in activities, including physical activities (e.g., *wear appropriate clothing, allow faster golfers play through, shake hands at the conclusion of an activity, respect officials, thank volunteers*).
- j. Analyze moral and ethical conduct in physical activity and sport (e.g., *intentional fouls in basketball, performance-enhancing drugs*) and their impact on safety for self and others.

Outcome W7:

- Evaluate the health-related components of fitness (i.e., *cardiovascular endurance, muscle strength, muscle endurance, flexibility, and body composition*) as they relate to self, through a variety of individual or small group activities that have the potential for lifelong involvement.
- b. Participate in and examine (using student-based criteria) a variety of activities to determine those that can be carried on for a lifetime (e.g., *walking, bowling, push ups, curling, cross-country skiing, golfing, dancing*).
 - d. Evaluate, the contributions of selected physical activities (e.g., *curling, yoga, walking, cycling*) to overall physical fitness and well-being.
 - j. Assess and evaluate the opportunities for physical activity within the community and utilize community facilities, environment, and expertise to enhance physical activity opportunities.

Outcome W8:

- Assess how interpersonal relationships (e.g., *with self, peers, family, teachers, coaches, employers*) influence all dimensions of wellness.
- c. Analyze how interpersonal relationships are developed and enhanced through an awareness of self, others, and by one's overall well-being.
 - h. Discuss skills and behaviours that are effective in nurturing relationships and those that are identified to escalate conflict.
 - l. Demonstrate and evaluate personal commitment to responsible social behaviour (Hellison, 2011) while participating in and analyzing movement activities.

Outcome W12:

- Investigate the connection to and importance of spirituality on optimal wellness.
- a. Investigate various meanings of the concepts of spirit, soul, spiritual dimension and spiritual development.
 - c. Analyze the relationships of vision, joy, struggle, and perseverance in relationship to spiritual beliefs and practices.
 - d. Examine personal experience in relation to the larger questions of meaning (e.g., *Who am I? What is human nature? Why do innocent people suffer?*).
 - f. Investigate the value of silence, stillness, solitude, and an inward focus on one's overall wellness.
 - g. Examine the role individual activities (e.g., *cooking, travelling, running*) may have in one's spirituality and wellness.
 - h. Reflect on the concept of "sacred" (e.g., *family, body*) and its role in optimal wellness.
 - i. Determine how one is influenced by norms, trends, images, and values in various cultures, communities, and groups.

Respectfully Submitted For Approval,

Miss Jennifer Foley

Shaunavon High School

May 18th, 2012

Attached: 2012 Risk Management Plan Excerpt

2012 Emergency Response

Proof of Insurance for 2012 (\$2,000,000 general participant liability)

Proof of Fall Arrest Certification

Proof of CPR/Standard First Aid Certification

Cancellation Policy

Cancellation Policy

As of January 1st, 2012, Cypress Hills Eco-Adventures Ltd. requires full payment at the time of booking for all tour reservations. For all Corporate/School Group reservations, a credit card is required at the time of booking to reserve your adventure.

CANCELLATION POLICIES

Cancellations/modifications to your adventure 72 hours prior to departure date: no charge.

Cancellations/modifications to your adventure 72 hours - 24 hours prior to departure date: 50% refund/50% charge

Cancellations/modifications to your adventure under 24 hours prior to departure date: no refund.

** CHEA reserves the right to cancel tours, vary itineraries, and amend fares and days of operation. If WE cancel any trip due to poor weather, mechanical failure, or unsafe conditions, we will reschedule your tour for another time at no cost. If this is not an option that works for you, we will do our best to come up with a suitable solution.

REFUND PROCEDURES

There are no refunds for tours cancelled due to misrepresentation of physical abilities and/or existing or previous health conditions. If any client fails or refuses to answer specific questions put forward in Cypress Hills Eco-Adventures Ltd.'s (CHEA) waiver, CHEA maintains the right to refuse service without refund. Among questions that must be answered accurately are those referring to participant weight & age. CHEA will not give refunds for reasons involving personal conduct. No refunds are provided to unused climb cards or portions thereof. No refunds will be given for inability to complete the activities after they have commenced.

PARTICIPANT WAIVER PROCEDURES

All participants must arrive at our Base Camp at least 5 minutes prior to their scheduled activity. The purpose of this is to allow time to read, understand, and sign our waiver. By signing our waiver, you will waive your right to sue us and exercise other legal rights. All participants under the age of 18 years old must also have their waiver signed by a parent or legal guardian. After arriving at our Base Camp prior to your experience and reading our waiver, if you do not want to sign the agreement, you shall not be allowed to participate in any activities, but you will be given a full refund.



Canadian Red Cross

Standard First Aid & CPR/AED

Jori Kirk

has successfully completed the course requirements and is certified in
STANDARD FIRST AID & CPR/AED Level C

March 17, 2011

Date of Issue

March 17, 2014

Expiry Date

Tina Friesen

Instructor

Red Cross First Aid. Prepare for Life.™




Alpha Safety
is pleased to recognize

Jori Kirk
Cypress Hills Eco-Adventures Ltd.

for the successful completion of
Fall Protection
08 Jan 12





Manager, Product & Development
Content provided by Online Learning Enterprises Inc.

Ref. No. 320006545429

CERTIFICATE OF INSURANCE

Aon Reed Stenhouse Inc.
2103-11th Avenue
Suite 1000
Regina SK S4P 3Z8
tel 306-569-6700 fax 306-359-0387

Re: Evidence of Insurance

To Whom It May Concern

Insurance as described herein has been arranged on behalf of the Insured named herein under the following policy(ies) and as more fully described by the terms, conditions, exclusions and provisions contained in the said policy(ies) and any endorsements attached thereto.

Insured

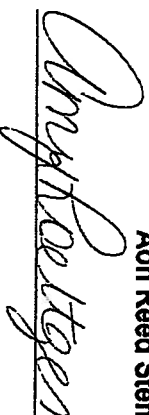
Cypress Hills Eco-Adventures Ltd.
PO Box 176
Maple Creek, SK S0N 1N0

Coverage

Commercial General Liability	Insurer	Sovereign General Insurance Company
Policy #	SGP703202	
Effective	17-May-2012	Expiry 17-May-2013
Limits of Liability	Bodily Injury & Property Damage, Each Occurrence \$2,000,000 Products and Completed Operations, Aggregate \$2,000,000 Personal Injury \$2,000,000 Policy may be subject to a general aggregate and other aggregates where applicable	

THIS CERTIFICATE CONSTITUTES A STATEMENT OF THE FACTS AS OF THE DATE OF ISSUANCE AND ARE SO REPRESENTED AND WARRANTED ONLY TO THE INSURED. OTHER PERSONS RELYING ON THIS CERTIFICATE DO SO AT THEIR OWN RISK.

Aon Reed Stenhouse Inc.



Dated : 15-May-2012
Issued By : Roetiger, Amy
Tel : 306-569-6702

THE POLICY CONTAINS A CLAUSE THAT MAY LIMIT THE AMOUNT PAYABLE
OR, IN THE CASE OF AUTOMOBILE INSURANCE,
THE POLICY CONTAINS A PARTIAL PAYMENT OF LOSS CLAUSE



CHEA'S RISK MANAGEMENT PLAN

CHEA's program operations are the ongoing, re-occurring activities that achieve outcomes. Participants, however, cannot be expected to accept the challenges presented by our adventure programs and take risks if they are concerned about their safety. As a result, zip line guides must facilitate activities and serve as the supervisors who establish rules, minimize risk, and control actions to protect everyone involved. Zip Line Guides have a moral and legal responsibility to care for participants and should always consider situations with risk management in mind.

CHEA's Risk Management Plan is to serve as a proactive document that complements the reactive Emergency Response Plan that follows. CHEA managers will do their best to ensure that all hazards associated with each work activity are identified, the associated risks assessed, and measures for eliminating or minimizing and monitoring the risk are developed, documented and implemented.

FALL ARREST POLICY

The Fall Arrest Policy is the first part of our Risk Management Plan and is one of the most critical. 20% of all lost time injuries are related to falls in the workplace. The majority of falls occur on the same level (trips and snags); however, although falls from height to a lower level are less common, they are typically more serious. As we operate in nature and at heights, there is plenty of potential for falls of all types to occur on a regular basis. This is why fall arrest training and fall arrest system competence is critical for all staff at CHEA.

In Canada, anytime a worker is exposed to falling from a height of 3 meters or greater to a position below which he or she is situated, the employer (CHEA):

- Must ensure the worker is adequately protected from a fall
- Has a responsibility to provide adequate information, instruction, and supervision
- Must ensure workers using a fall protection system are properly instructed by a competent person
- A fall protection system is used when working at height involves a risk of injury
- Must ensure the components of the fall arrest system are adequate to protect the worker
- Work surfaces are kept clean and clear of slip and trip hazards

In an effort to abide by these responsibilities, CHEA requires all staff to successfully complete an online fall arrest course, which is legislated in the Province of Saskatchewan. As an employer, we also give practical hands on instruction on the use of fall protection systems, maintain our gear and other components of the fall arrest protection system, and do our best to ensure platforms are clean and grip tape is added where necessary.

Our Canopy Tour Operating Procedures and the training that accompanies it are our safe work procedure for each position and they must be followed as closely as possible to maintain safety. We will review procedures on a continual basis during our initial training and also during our CTR sessions.

Our course contains several "approved anchorage points" or "tie-off points" that must be used at all times. Staples found on the poles are NOT approved anchorage points. There are only three approved anchorage points on the Canopy Tour. They are:

1. "Leap anchors" (positioned at the termination of all zip lines and also placed up the center of every access pole between the staples at 40" on center)
2. Belay cables
3. Zip lines

RISK MANAGEMENT PLAN CONTINUED...

All of the approved anchorage points are easily identifiable with a fluorescent dot; they are capable of supporting at least 10,000 lbs per worker; they are placed as such that when the worker is completing a task, he or she is positioned directly below the anchorage point; and, they are located high enough to prevent a falling worker of making contact with a lower level or cable.

Employees are encouraged to think about the risks before ever getting right into a job. As well, it is the responsibility of the employees to:

- Follow instruction and training
- Recognize and report fall hazards
- Use the fall protection equipment properly
- Report any defects in equipment directly to the manager on duty

PRE-USE SITE INSPECTION

The set-up for all activities must begin before participants arrive. During the set-up time staff will need to complete a pre-use inspection of the environment, equipment, and elements used during the program. This also refers to a course check of the Canopy Tour, inspection of the slackline area, daily check of the climbing wall and climbing area, and inspection of the Mini-zips for Kids area. If staff members or managers identify any problems, the program or activity may need to be put on hold or altered until the problems are corrected. As well as:

- Prepare the elements that are going to be used during the day
- Removing site security systems
- Securing the rope ladder on the Canopy Tour
- Walking all of the slacklines
- Completing the Canopy Tour, Climbing Wall and Mini-zips for Kids checklists
- Setting up the low ropes elements
- Removing all hazards from the area (i.e.- loose sticks and rocks) and identify irremovable ones
- Organize the equipment that will be used by participants and inspect all gear thoroughly.

HARNNESS INSPECTION

These procedures refer to ALL harnesses that are used on site at CHEA. These checks must be done prior to EACH use (i.e.- before every single tour and before harnessing a guest on the climbing wall). Participants are not permitted to use their own climbing gear or ziplining gear on our site unless a manager approves it. The following are the steps required to check all harnesses:

- Examine the belay loop of the climbing harness. Scrutinize it for any fraying, corrosion, stains, splitting seams or other visible signs of damage. Run the belay loop through your hands to feel for any inconsistencies. Look for signs of weathering, such as faded coloring or lack of suppleness in the webbing.
- Inspect the tie-in area of the climbing harness using the same methods described for the belay loop.
- Examine the harness belt as carefully as you examined the belay loop and tie-in area.
- Scan the leg loops of the harness, including the attachment points in front and back, for any signs of fraying or wear. This includes elastic that has lost its stretch, which increases its danger of snapping.
- Inspect the metal portions of the harness for grooving, warping or other signs of wear. This includes the belt buckle, as well as leg loop buckles and connectors should the harness have these.

RISK MANAGEMENT PLAN CONTINUED...

ROPE INSPECTION

The following procedures apply to all rope used by CHEA staff. This includes climbing rope as well as rescue rope. The following are the steps required to check all rope:

- Look for frayed and abraded sections of the sheath. If you can see any of the white inner core, decommission the rope immediately.
- Run your fingers along the rope where it looks worn and frayed. Feel for soft spongy sections of the rope's core. Feel for flat spots where the inner core has flattened out from repeated falls or a long fall. Feel for nicks in the sheath that might indicate a potential core shot, where the sheath will wear all the way through to the core. Feel for a dry stiffness rather than a supple elasticity. If any of these factors are present, we will retire the rope.

MEDICAL SCREENING

The goal of medical screening is to prevent injuries that may be caused by pre-existing conditions such as:

- Pregnancy – due to enlargement of the uterus, the harness may cause uterine injury. The potential for injury exists up to six weeks post-partum
- Transplant recipients – in participants with kidney or liver transplants, there is the potential of damage to the new organ
- Atlantoaxial instability – increased mobility between the first and second vertebrae may lead to excessive slippage that is severe enough to cause spinal cord injury. Some 2% of individuals with Downs Syndrome may have AAI which is diagnosed using X-rays
- Abdominal organ enlargement – conditions such as hepatitis and mononucleosis cause enlargement of the liver and spleen respectively. Wearing a harness may damage these organs
- Active orthopedic problem – recent or reoccurring problems affecting bones or joints (including the back) present the potential for injury. Participants should consult with their doctor if they have fractures or joints that are in the process of healing
- Cardiac disease – heart attacks are the largest single cause of death on adventure courses. Although some participants may be unaware they have heart disease, others may have been diagnosed with a heart condition and advised to limit physical activity

FINALLY, any condition that a physician has determined creates a significant limitation for physical activity must also be considered. Ideally, medical screening will be completed before the group arrives so that Zip Line Tour Guides are aware of any specific needs and do not need to make decisions about who can safely participate; however, this is not always the case.

PARTICIPANT PREPARATION

- Long hair should be tied back, and clothing with drawstrings should not be worn
- Participants should remove jewelry including watches, rings, bracelets, and necklaces
- Sharp objects must be removed from pockets
- Close-toed footwear is required
- Participants must be briefed appropriately. They should understand their responsibilities and agree to behave appropriately. Participants must not be under the influence of alcohol or drugs.
- Participants may not smoke near climbing/ziplining equipment as ash may damage equipment

CHEA'S EMERGENCY RESPONSE PLAN

CHEA's emergency response plan contains reactive protocols and technical information to be used by zip line guides should an emergency situation arise.

EMERGENCY RESPONSE PROTOCOLS

As a Zip Line Guide, you may be required from time to time to respond appropriately and quickly in an emergency situation. Some emergency situations are minor and require limited corrective first aid actions in order to tend to them; others are extremely serious and we will touch on those first.

Although there may be other serious emergency situations that occur, these are the main ones you need to be aware of:

- A guest or guide is injured to the point that they are unable to move on their own
- Violent weather approaches quickly and all tours need to be evacuated
- Mechanical failure causes a guest or guide to be seriously injured

In all emergency situations where you feel immediate assistance and action is required, first:

- Assess the scene and start administering immediate first aid
- Contact BaseCamp via radio or telephone and let the manager know:
 - What happened
 - Who is involved
 - Where on the course you are located (platform #)
 - If emergency services need to be notified
 - If assistance is required
 - What you require to deal with the situation (first aid kit, manager's assistance, crowd control, etc.)

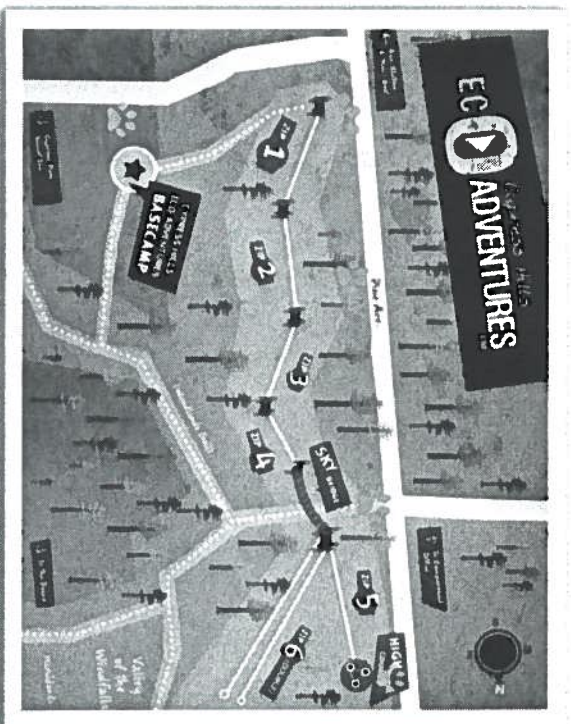
Should the emergency situation be diagnosed as serious or life threatening to one of the guests or guides, once the manager at BaseCamp receives radio or telephone communication, they must immediately:

- Contact emergency services by dialing 911 and provide them with the following information:
 - State the name of the business: Cypress Hills Eco-Adventures Ltd.
 - State the nature of emergency
 - Give directions: 28 km south of Maple Creek in Cypress Hills Interprovincial Park
 - GPS coordinates: 49.66155° -109.506817°
 - State number of people injured
 - State other problems if any
- Alert park office (306) 662-5411 and tell them to direct emergency services if necessary
- While waiting for Emergency Services:
 - Continue first aid if appropriate.
- When Emergency Services arrive, they will take control
 - Give them details of the incident & any further actions you have taken and
 - Assist as directed with traffic control etc.
- As soon as practicable report on the incident using CHEA's Accident/Incident Report form

Please note: there are five access points to our site, which come into contact with main roads. They are identified on the map found on the next page with a "blue paw print". Please remember these access points in the case of an emergency.

EMERGENCY RESPONSE PLAN CONTINUED...

CHEA COURSE ACCESS POINTS



In order from bottom left to top right, the access point names are:

1. BaseCamp
2. Platform #1
3. Platform #2 & #3
4. The Woodlands Trail
5. End of the MACRO Line

Please learn the access point names and refer to them by their names in ALL situations, especially during an emergency.

IN CASE OF AN EMERGENCY DIAL 9-1-1

FOREST FIRE EMERGENCY

A loud siren will alert everyone in the Cypress Hills Interprovincial Park should there be a legitimate threat of a fire. In the case of a forest fire, evacuate tours immediately and lead all guests to go back to BaseCamp. Once back at BaseCamp, we will ensure that all guests and guides currently registered on tours are accounted for. From there we will load up into vehicles and follow the emergency fire evacuation plan by following the routes outlined by the Cypress Hills Interprovincial Park Fire Evacuation Map located in the main yurt. The muster point is at the intersection of highway #21 and highway #221. Once we are all there, we will do a quick head count and await instruction from emergency services.

MINOR FIRST AID EMERGENCIES

For the purpose of distinguishing between types of injuries and emergencies that we may encounter on a daily basis, the following injuries have been labeled as "minor" in this manual. However, although it may appear to be a minor injury, it still could have major consequences; so please approach these the same way you would a "major" emergency.

Follow these steps:

- Assess the scene and start administering immediate first aid
- Contact BaseCamp via radio or telephone and let the manager know:
 - What happened
 - Who is involved
 - Where on the course you are located (platform #)
 - If emergency services need to be notified
 - If assistance is required
 - What you require to deal with the situation (first aid kit, manager's assistance, crowd control, etc.)

EMERGENCY RESPONSE PLAN CONTINUED...

AGGRAVATION OF PRE-EXISTING INJURY

Let the participant know the risks of continuing and encourage them to stop the tour if the injury could be worsened. If the participant chooses to stop the lead guide must radio for ground support and relay the guest to the ground at whichever platform they are at.

ASTHMA AND ALLERGIES

Any participating guests that have asthma or allergies are advised to bring their medication with them on a tour. If guests do not have their medication they are advised not to participate.

Signs and symptoms of asthma:

- Wheeze when exhaling
- Gasping for air or unable to breath
- Upset and anxious
- Feeling chest tightening or/and tingling in feet and hands

In the event that someone is having an asthma attack and their medication is not present, radio for ground support and advise them to call 911. Relay the participant to the ground as quickly as possible.

Signs and symptoms of Anaphylaxis Allergy Reactions

- Flushed itchy skin, welts or hives
- Swollen face, lips or tongue, watery eyes, scratchy throat
- Impending sense of doom, runny nose, chest tightness, coughing, wheezing, general respiratory distress, unable to speak more than a few words at a time
- Nausea, vomiting, cramps, and unconsciousness

Many other first aid scenarios are possible at CHEA. Review your first aid material and practice rescue scenarios weekly to be prepared for any possible circumstance. Guides should recommend any guests with moderate – severe injuries to see a physician as soon as possible.

FIRST AID KITS

A Saskatchewan No. 2 first aid kit is located behind the employee entrance of the main yurt, underneath the electrical panel. All rescue bags also contain minimal first aid supplies.

NOTE: Always replace any items taken from a first aid kit after a tour.

FIRST AID RESPONSE

All workers who hold a valid First Aid Certificate will be identified prior to the first tour of the day and their name will be written on the whiteboard, which is located inside the main yurt to the right of the staff entrance. If an incident occurs, these workers should take the lead if at all possible when any participant or staff member requires first aid treatment.

INCIDENT REPORTING PROCEDURES

We must report all incidents at CHEA for a couple main reasons. Firstly, failure to report an incident could result in someone else being put at risk in the future. Secondly, to protect the company, its directors, and the staff from legal action should someone decide to bring that forward after an incident occurs.

EMERGENCY RESPONSE PLAN CONTINUED...

There are two main categories for which an Incident Report Form needs to be completed. They are:

1. For each occasion involving verbal abuse, aggressive behaviour, physical assault (or threats of), mischief, and/or destruction of equipment or property (or threats of); and
2. For each occurrence that results in minor injuries requiring first aid or major injuries requiring medical assistance

Please note: a separate form must be completed for each incident and this **MUST** be done within 3 days of the incident occurring.

A book of blank Incident Report Forms is located inside the main yurt, in the top drawer of the filing cabinet, to the right of the pay window. Retrieve a blank Incident Report form, complete all sections that are applicable to the specific incident, and then submit it to the Manager on Duty. The Manager on Duty will debrief the staff and also, if possible or appropriate, the participants or spectators; then file the completed Incident Report.

A NOTE ON POLICIES, PROCEDURES, AND PRACTICES

The written policies and procedures found in this manual, specifically those found in sections for the Risk Management Plan, the Canopy Tour Operating Procedures, and the Emergency Response Plan, provide guidelines that create buffers between people and unsafe conditions. While this manual establishes guidelines for operation, common sense and good judgment remains important. The information contained in these manuals is intended to serve as a guide and reference for the vast majority of situations – not as a replacement for the skill, knowledge, and experience of a competent Zip Line Canopy Tour Guide.



School Trip Travel Manifest

School: Shaunavon High Requested by: Jennifer Foley
 Date of Trip: June 18/12 Alternate Date: _____
 Destination: Maple Creek, SK. Distance (Return): 268 km
 Pick Up At: Shaunavon Time: 7:15 am
 Return To: Shaunavon Time: 3:30 pm

Students Participating	Sask. Health Card #	Parent Contact #
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| 13. | _____ | _____ |

Principal's Signature: _____ Date: _____