

Slide 1



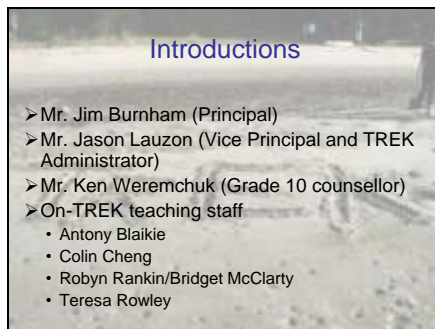
TREK Program  
Parent Meeting #1

- Welcome
- Please sit in the front section
- We will begin at 7:00 p.m.

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- Agenda
- Introductions
- Risk Management
- Course Offerings Update
- Fund Raising Orientation
- Adjourn
- Sign-up for Volunteer Opportunities

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Introductions

- Mr. Jim Burnham (Principal)
- Mr. Jason Lauzon (Vice Principal and TREK Administrator)
- Mr. Ken Weremchuk (Grade 10 counsellor)
- On-TREK teaching staff
  - Antony Blaikie
  - Colin Cheng
  - Robyn Rankin/Bridget McClarty
  - Teresa Rowley

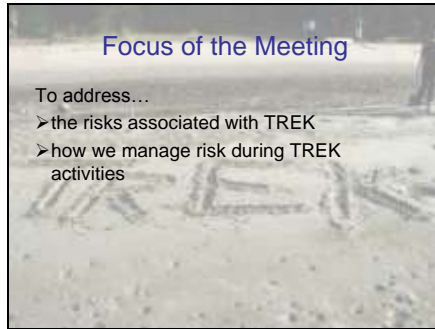
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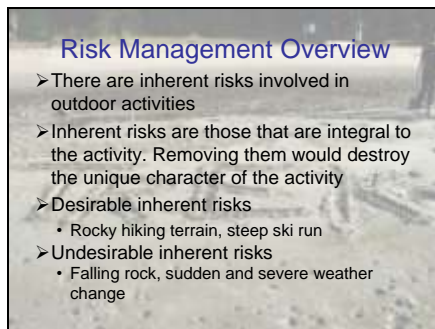
Risk Management Meeting.  
Why?

- Develop understandings.
- Build your confidence in who we are and what we're doing.
- Develop an effective communication network.
- Answer questions

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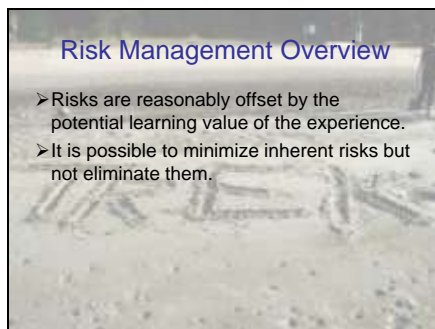


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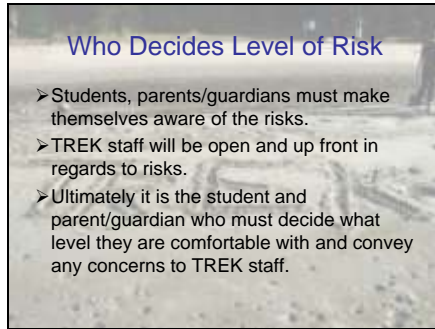
Inherent risks are involved in outdoor activities. For example, drowning is an inherent risk in canoeing and kayaking. Anytime people are on the water there is the possibility of someone ending up in the water. One means of reducing this risk is the practise of students wear personal flotation devices (PFD).

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Although there are risks they are offset by the potential learning value of the experience. We can minimize but not eliminate.

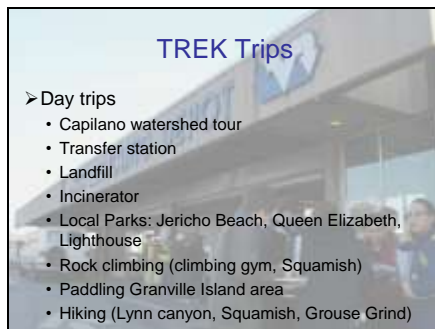
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Who Decides Level of Risk

- Students, parents/guardians must make themselves aware of the risks.
- TREK staff will be open and up front in regards to risks.
- Ultimately it is the student and parent/guardian who must decide what level they are comfortable with and convey any concerns to TREK staff.

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TREK Trips

- Day trips
  - Capilano watershed tour
  - Transfer station
  - Landfill
  - Incinerator
  - Local Parks: Jericho Beach, Queen Elizabeth, Lighthouse
  - Rock climbing (climbing gym, Squamish)
  - Paddling Granville Island area
  - Hiking (Lynn canyon, Squamish, Grouse Grind)

In the on-TREK term we spend about 45 days on trips. These are broken up into day trips and overnight trips.

Day trips involve a mix of academic based trips and outdoor activities.

These trips take place around the Lower Mainland. TREK will transport students from school to the destination and on occasions students will be asked to meet us at the destination. In these cases students are given clear instructions how to get there: by bike, car, or public transit.

Day trips involve a combination of direct and indirect supervision (which is addressed later on in the presentation).

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A slide titled "TREK Trips" with a background image of people hiking in a snowy landscape. The text on the slide is as follows:

**TREK Trips**

- Overnight Trips
  - 7 day (Garibaldi Provincial Park, Juan de Fuca, Clayoquot Sound, Wells Gray)
  - 4 day (Juan de Fuca, Kettle Valley, Powell Lakes, Sechart Inlet, Gulf Islands)
  - 4 day (Manning Park – Lodge Based)
  - 3 day (Winter camping Manning Park, Callaghan Valley)

A major part of the TREK experience and often the most memorable are the overnight trips. Students participate in four overnight trips. For example (see slide).

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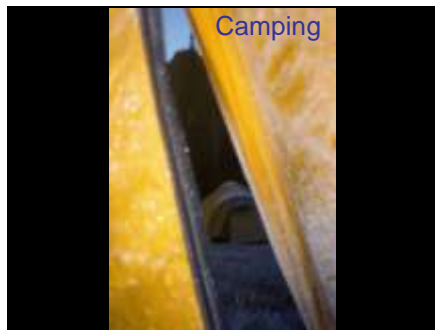
A slide titled "TREK Activities" with a background image of a snowy mountain landscape. The text on the slide is as follows:

**TREK Activities**

- Camping
- Hiking and Backpacking
- Canoeing
- Ocean Kayaking
- Rock Climbing
- Cycle Touring
- Cross-Country Skiing
- Telemark Skiing
- Back-Country Skiing

Safety is our first priority and we make every effort to make TREK as safe as possible. We'll now address some of the risks involved in the various activities to help provide you with a greater understanding of what activities we offer.

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A slide titled "Camping" with a background image of a yellow tent. The text on the slide is as follows:

**Camping**

Camping refers to overnight trips that involve sleeping in tents or shelters.

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We are out in all kinds of weather. Sometimes we expect rain and get snow. This is from one of our fall hiking trips at the end of September. We had snow for about 5 days and ended up cutting the trip short. Weather is a major factor for us as it can lead to cold and heat related injuries such as hypothermia and heat exhaustion.

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In the winter we do one camping trip where the goal is to sleep in a snow shelter called a Quinzee. It involves piling up a big mound of snow, letting it sit for a while, and then hollowing it out. Snow shelters are much warmer than tents and when built properly are very strong (next slide).

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7 students on this shelter. Generally after one night they can hold an entire class. Snow shelters are used only when the temperature is below freezing. When the temperatures are too warm or the forecast is calling for rain we will often build tarp shelters as an alternative sleeping in tents.

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Prior to trips students are introduced to basic camping skills and given the opportunity to practice them. Students are introduced to the basic skills in the classroom or on field days in and around the city. E.g. Tent set-up

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Tarp set-up

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Learning how to use a stove and cook.

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On camping trips students are expected to be self-reliant (under the guidance of staff) and are therefore responsible for all aspects of camping from cooking to getting water (next slide) and doing dishes, setting up tents and shelters etc.

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Getting water.  
On trips we always treat our water in order to make it safe for drinking. We use a chlorine based product called Pristine. It involves adding 10 drops of Pristine to a liter of water and letting it stand for approximately 15 minutes. This system is basically the same process that is used to treat Vancouver's drinking water.

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Cooking in the winter.  
They always seem to have fun!

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Backpacking trips involve carrying everything on your back over various types of terrain. Here is an example of hiking on a maintained trail in the sub-alpine of Garibaldi Provincial Park.

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We also travel off-trail through the alpine. It is possible to encounter bears on the majority of our trips. Students are prepped on what to do in a bear encounter and how to minimize encountering a bear. For example: hanging all food and scented items in a bear hang at night and cooking away from tents. Traveling in a large group is also a deterrent as 14 fifteen year olds are not quiet. Staff also carry bear spray and bear bangers to assist in scaring off a bear if one is in the area. That's Black Tusk in the background.

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The backpacking trips are often our most physically demanding trips. Packs typically range in the 30 to 50 pound range depending on the size of the student.

Gear is spread out amongst the group so that the stronger students take more weight.

Here is an example of a creek crossing. Students will have the option to hike with a pole especially if they have weak knees or bad ankles.

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This is hiking the Juan de Fuca trail on Vancouver Island.

An established trail that involves both forest and beach (next slide) hiking.

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One of the main risks on hiking trips are twisted ankles.

Prior to trips students are required to show their hiking boots to TREK staff to ensure they meet the minimum requirements.

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TREK canoeing trips take place on flat water and up to class 1 moving water.

Students are required to wear a PFD (Personal Floatation Device) at all times while on the water.

The occasional tipped canoe is not unusual, so prior to trips students receive a day of basic paddling skills and rescue techniques.

Trips are conducted on inland lakes and protected ocean waterways.

Students paddle 16-17 foot tandem canoes.

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When ever possible paddling close to the shore is preferred and crossing large bodies of open water is only done in suitable weather.

Although it is hard to see this is an example of class 1 moving water.

The students are in a strong current.

Class 1 is fast moving water with ripples and small waves.

Slide 28



Portaging involves carrying the boats usually with a partner or solo once they have the hang of portaging.

The trails are usually rough and range in length from 50 meters to 2.5 km. Students work with one or more students to get the boat onto their shoulders. Clear communication between partners is important to prevent a boat from being dropped.

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Practicing canoe rescues down at the Burrard Civic Marina.

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For ocean kayaking, due to industry standards and increased objective risks such as weather and currents, we increase our staff to student ratio to 3:14.

Here's a typical group size.

To minimize risk we paddle close to shore when ever possible.

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Students typically paddle in double kayaks as they are more stable and more efficient.

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For all trips we travel in various types of weather as long as it's appropriate.

In regards to ocean kayaking, winds and waves play a large role in whether we can paddle or not. Often we have to do crossings where we need to paddle away from land across an open body of water, 1-2 nautical miles wide. We only do so when the weather, the current, and the forecast is appropriate. To help us determine weather patterns a VHF radio is carried so that we can monitor the 24 hour marine weather forecast.

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This is an example of a surf landing. Although this looks like very calm water even smaller waves like these can quickly spin a boat and cause it to flip, resulting in an injury or damaged equipment. Whenever there is a chance of this a teacher or guide will land first and then help guide boats in.

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Loading boats there is a high risk for injury.

This means that it is directly supervised and directed by staff. Spotters are used whenever students are on the trailer and many students are involved in carrying boat to reduce the chance of a boat falling.

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The type of climbing we do is called top roping. This involves having the rope run from the ground up to the top of the cliff through 2 or more anchors at the top and back down to the ground.

Students belay each other. This involves pulling in the rope as the climber goes up and then feeding it out to lower them to the ground. The rope runs through a device on the belayers harness that creates friction and allows the belayer to easily hold a climber if they fall.

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Students learn how to put on harness, tie knots and belay. During on-TREK they will spend one day at an indoor climbing gym and one day climbing outside in Squamish. After we climb at the climbing gym many students continue going back on their own.

Students are required to wear helmets while climbing and belaying outside to help protect their heads from rock fall or banging their head while climbing.

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Biking is one of our more dangerous activities due to the speed at which we travel.

Biking takes place on both dirt trails and paved roads.

This is the Kettle Valley Railway near Princeton, the typical location of our bike trip.

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Before a bike trip students spend a day learning about basic bike maintenance and riding skills.

In addition, students must have a safety check done on their bike by a qualified bike mechanic to ensure that it is in good working order.

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This is one of the Gulf Islands and is an example of riding on roads. Where possible we try to avoid this or choose low traffic routes. Where possible we use bike routes or choose roads with shoulders we can ride on. On trips we try to choose lower traffic routes like the Kettle Valley Railway or the Gulf Islands.

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Cross country skiing takes place on groomed trails at locations like Manning Provincial Park, Cypress Mountain, or Callaghan Nordic Center near Whistler. Students are first provided with a short lesson on basic techniques and then we spend the rest of day skiing as a group on groomed and track-set trails. We often ski approximately 15-20km.

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Students ski with daypacks containing food, extra clothing and emergency group equipment like a tarp, therm-a-rest and a sleeping bag.



**Downhill skiing** is done at lift areas.

Students get a lesson from TREK staff and then ski in small groups with a teacher or guide.

**Backcountry skiing** involves introducing students to terrain beyond the ski area boundaries

The goal is to make students aware of the hazards of the backcountry, introduce them to avalanche awareness and the importance of being properly equipped and trained.

Terrain is selected to minimize and avoid avalanche danger.

Strong emphasis is placed on terrain analysis and recognizing potential hazards.

Students interested in exploring the backcountry in winter must obtain further training.

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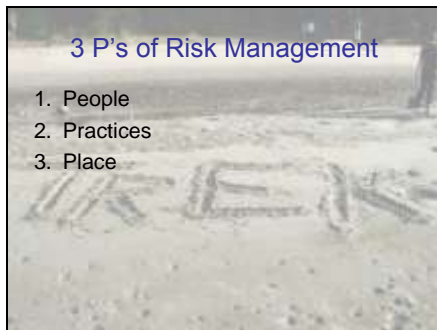
Example of backcountry terrain.  
Low angle at or below tree line.

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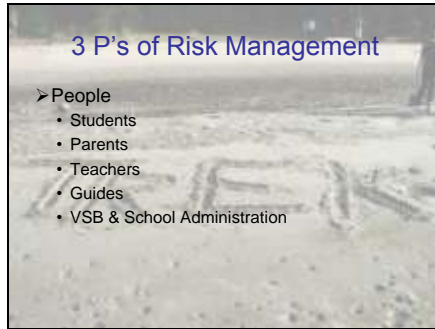
For our backcountry skiing we aim to provide the experience and perception of danger without exposing the students to risk by carefully choosing the terrain we enter. Introducing the students to telemark skiing provides enough of a challenge that we don't need to get in steep terrain.

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Careful preparation in these 3 areas help us reduce risk factors.

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People is made up of students, parents, teachers, guides, school administration and the VSB administration.

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Students play a large role in creating a safe program.

Students are instructed both before trips/activities and during trips on safety precautions and basic skills needed for the activities they will participate in.

Students are asked to follow all reasonable instructions and directions and to stay with the group.

Students are asked to take care of themselves by following the 9 Habits that result in highly successful and enjoyable wilderness trips (see next slide).

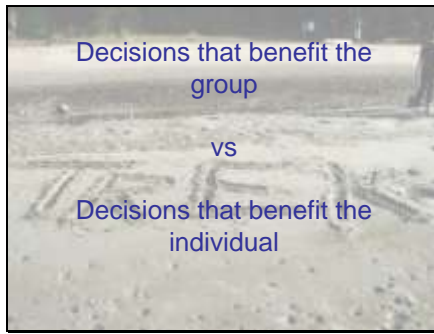
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### 9 Habits That Result in Highly Successful and Enjoyable Wilderness Trips

1. Stay hydrated
2. Eat well
3. Get lots of sleep
4. Stay dry
5. Wash your hands regularly
6. Prevent blister formation
7. Stretch before and after physical activity
8. Be respectful, responsible and considerate
9. Take time for yourself

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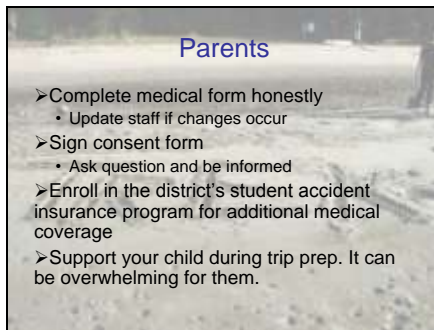
Decisions that benefit the group

vs

Decisions that benefit the individual

Students need to recognize that the needs of the group generally takes precedence over the needs of individual.

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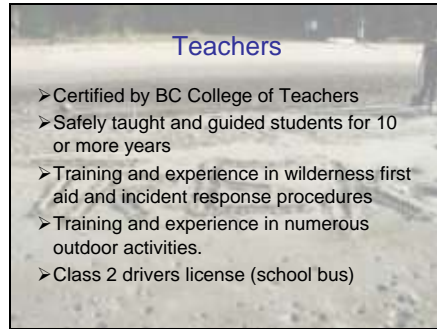


### Parents

- Complete medical form honestly
  - Update staff if changes occur
- Sign consent form
  - Ask question and be informed
- Enroll in the district's student accident insurance program for additional medical coverage
- Support your child during trip prep. It can be overwhelming for them.

In order to help manage risk parents need to ...(see slide).

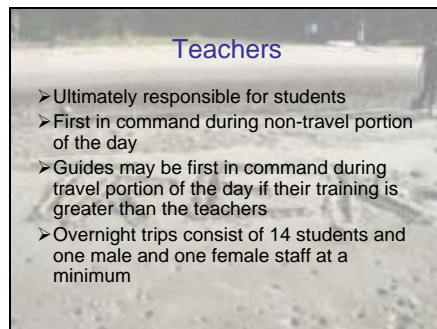
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### Teachers

- Certified by BC College of Teachers
- Safely taught and guided students for 10 or more years
- Training and experience in wilderness first aid and incident response procedures
- Training and experience in numerous outdoor activities.
- Class 2 drivers license (school bus)

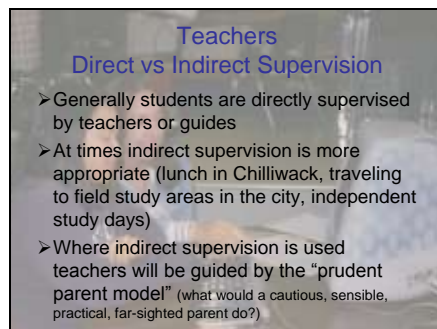
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### Teachers

- Ultimately responsible for students
- First in command during non-travel portion of the day
- Guides may be first in command during travel portion of the day if their training is greater than the teachers
- Overnight trips consist of 14 students and one male and one female staff at a minimum

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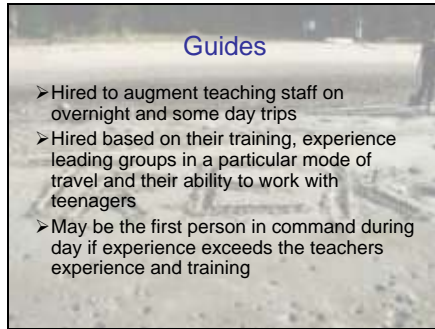


### Teachers

#### Direct vs Indirect Supervision

- Generally students are directly supervised by teachers or guides
- At times indirect supervision is more appropriate (lunch in Chilliwack, traveling to field study areas in the city, independent study days)
- Where indirect supervision is used teachers will be guided by the "prudent parent model" (what would a cautious, sensible, practical, far-sighted parent do?)

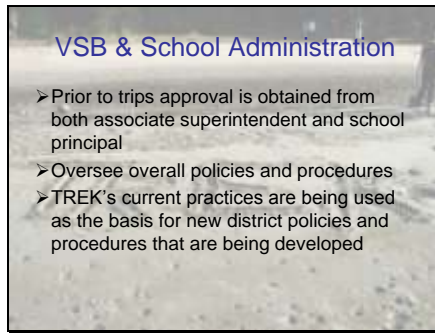
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### Guides

- Hired to augment teaching staff on overnight and some day trips
- Hired based on their training, experience leading groups in a particular mode of travel and their ability to work with teenagers
- May be the first person in command during day if experience exceeds the teachers experience and training

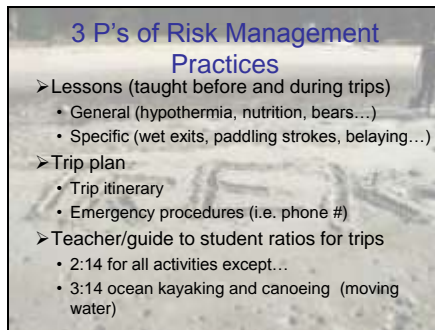
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### VSB & School Administration

- Prior to trips approval is obtained from both associate superintendent and school principal
- Oversee overall policies and procedures
- TREK's current practices are being used as the basis for new district policies and procedures that are being developed

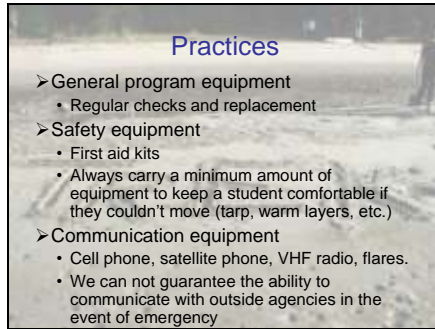
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### 3 P's of Risk Management Practices

- Lessons (taught before and during trips)
  - General (hypothermia, nutrition, bears...)
  - Specific (wet exits, paddling strokes, belaying...)
- Trip plan
  - Trip itinerary
  - Emergency procedures (i.e. phone #)
- Teacher/guide to student ratios for trips
  - 2:14 for all activities except...
  - 3:14 ocean kayaking and canoeing (moving water)

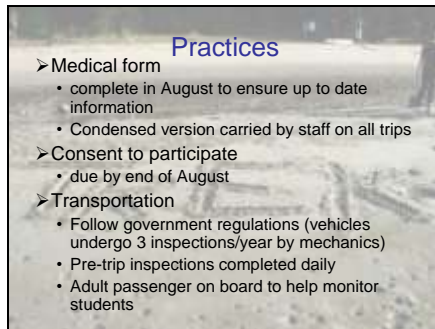
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Practices

- General program equipment
  - Regular checks and replacement
- Safety equipment
  - First aid kits
  - Always carry a minimum amount of equipment to keep a student comfortable if they couldn't move (tarp, warm layers, etc.)
- Communication equipment
  - Cell phone, satellite phone, VHF radio, flares.
  - We can not guarantee the ability to communicate with outside agencies in the event of emergency

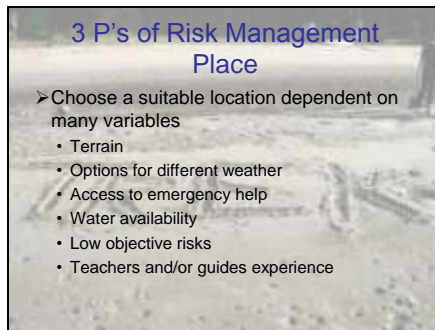
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Practices

- Medical form
  - complete in August to ensure up to date information
  - Condensed version carried by staff on all trips
- Consent to participate
  - due by end of August
- Transportation
  - Follow government regulations (vehicles undergo 3 inspections/year by mechanics)
  - Pre-trip inspections completed daily
  - Adult passenger on board to help monitor students

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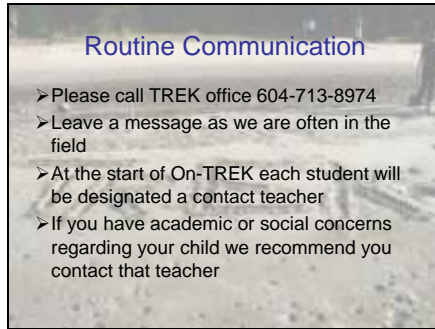


3 P's of Risk Management  
Place

- Choose a suitable location dependent on many variables
  - Terrain
  - Options for different weather
  - Access to emergency help
  - Water availability
  - Low objective risks
  - Teachers and/or guides experience

Our goal is not to make students experts in outdoor skills. It is to expose them to a variety of outdoor activities and the basic skills need to participate in them. The main goal is to use the activities and the environment to help the students learn about themselves, others and the environment.

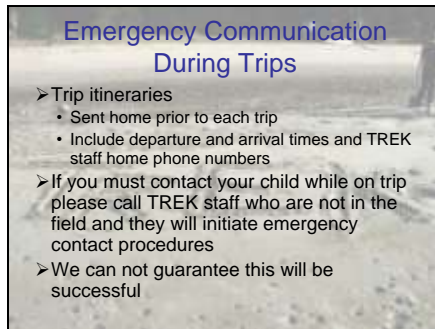
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**Routine Communication**

- Please call TREK office 604-713-8974
- Leave a message as we are often in the field
- At the start of On-TREK each student will be designated a contact teacher
- If you have academic or social concerns regarding your child we recommend you contact that teacher

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**Emergency Communication  
During Trips**

- Trip itineraries
  - Sent home prior to each trip
  - Include departure and arrival times and TREK staff home phone numbers
- If you must contact your child while on trip please call TREK staff who are not in the field and they will initiate emergency contact procedures
- We can not guarantee this will be successful

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**Course Update and Term  
Placement**

- Notification of on-TREK and off-TREK placement will be mailed out during second week of June
- Spanish 10 will be offered
- Bursaries are available

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Take global questions regarding risk management. Ask parents to hold onto more individual questions till the end.

**Wrap up** – Acknowledgement of risk and informed consent form is due Aug 12, 2011

Ultimately we are not trying to scare you. We want to inform parents and students of the potential risks and how we attempt to minimize them. Please ask questions if you have concerns.

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A person wearing a bright yellow raincoat is shown from the chest up, working with a large, dark tree trunk. The background is slightly blurred, suggesting an outdoor setting.

### Christmas Tree Lot Committee

- Green Waste Disposal Sub-committee
- Accounting Sub-committee
- Promotion Sub-committee
- Parent Scheduling Sub-committee
- Construction Sub-committee
- Signage Sub-committee
- Deliveries Sub-committee

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A person wearing a bright yellow raincoat is shown from the chest up, working with a large, dark tree trunk. The background is slightly blurred, suggesting an outdoor setting.

### 25<sup>th</sup> Anniversary Committee

- Parent Co-coordinator
- Capital Fundraiser Sub-committee
- Promotions Sub-committee
- Nourishment Sub-committee
- Draw Prizes Sub-committee
- Videographer/Photographer

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