Peterborough Victoria Northumberland and Clarington Catholic District School Board

Agenda

GOVERNANCE COMMITTEE MEETING

Monday, June 12, 2017
OPEN MEETING – 6:45-9:00 P.M.
CATHOLIC EDUCATION CENTRE – BOARDROOM

Chairperson: Ruth Ciraulo

Trustees who are unable to attend are asked to please notify
Andrea Bradley, Administrative Assistant
(705) 748-4861 ext. 243 or by email: abradley@pvnccdsb.on.ca

A. Call to Order:

1. Opening Prayer.
2. Approval of Open Meeting Agenda.
3. Declarations of Conflicts of Interest.
4. Approval of the Minutes of the Open Meeting of the Governance Committee held on April 3, 2017.

   Approval of the Minutes of the Open Meeting of the Governance Committee held on May 8, 2017.
5. Business Arising from the Minutes.

B. Recommended Actions/Presentations:

1. Draft: Renewed Strategic Priorities.
2. 2017-2018 Draft Budget Information.
3. Out of School Activities: Preferred Providers.

C. Information Items:

1. School Uniforms: Successful Proponent Update.

D. Old Business:

E. New Business:

F. Next Meeting:

1. Monday, September 11, 2017 – 6:30 p.m.

G. Conclusion:

1. Closing Prayer.
2. Adjournment.

2017-G-OP-12

Peterborough Victoria Northumberland and Clarington Catholic District School Board

Minutes

THE MINUTES OF THE OPEN MEETING OF THE GOVERNANCE COMMITTEE held on Monday, April 3, 2017 at 6:50 p.m. in the Boardroom, 1355 Lansdowne Street West, Peterborough.

PRESENT

Trustees: Mmes. Linda Ainsworth, Ruth Ciraulo (Chairperson), Helen McCarthy.
Messrs. David Bernier, Zachary Smith (Student Trustee).

Administration: Mmes. Joan Carragher, Laurie Corrigan, Anne Marie Duncan, Isabel Grace, Dawn Michie.
Messrs. Michael Nasello, Timothy Moloney.

Guests:

Regrets: Mmes. Michelle Griepsma, Christine Dun, Mr. Daniel Demers.

Recorder: Mrs. Andrea Bradley.

A. Call to Order:

Ruth Ciraulo called the meeting to order.

1. Opening Prayer.

Ruth Ciraulo asked Isabel Grace to lead the Opening Prayer.

2. Approval of Open Session Agenda.

MOTION: Moved by Helen McCarthy, seconded by David Bernier, that the Open Meeting Agenda be accepted as amended with the addition of:

1. B.2. Renewing the Promise.
2. D.1. Governance Meeting Formalities.

Carried.

3. Declarations of Conflicts of Interest.

4. Approval of the Minutes of the Governance Committee – Open Session held on March 6, 2017.

MOTION: Moved by Linda Ainsworth, seconded by David Bernier, that the Minutes of the Governance Committee – Open Session, held on March 6, 2017, be approved.

Carried.

5. Business Arising from the Minutes.

B. Recommended Actions/Presentations:

1. EA Allocation model: process.

Anne Marie Duncan, Superintendent of Learning/Special Education Services, made a presentation to the Governance Committee entitled “EA Allocation”. Anne Marie explained in detail the three Pillars of Support: Medical/Physical, Safety, and Adaptive Living. Anne Marie reviewed how data is collected and shared the Intervention Checklist, explaining the three stages of intervention. Anne Marie answered questions from trustees.

2. Renewing the Promise.

Laurie Corrigan, Superintendent of Learning/Innovative Technologies, made a presentation to the Governance Committee entitled “Renewing the Promise”. Laurie informed the committee that the ICE (Institute for Catholic Education), Catholic Education Symposium is coming up on November 14 and 15, 2017. Laurie explained the context and purpose, consultation and engagement, and shared some of the questions with the committee. Consultation groups will be meeting throughout April and May. Laurie answered questions from trustees.

C. Information Items:

1. OCSTA AGM resolutions.

   David Bernier, Board Vice-Chairperson, reviewed the Ontario Catholic School Trustees' Association 2017 Resolutions. David explained the resolution session procedures, reminding the committee that any resolutions must go to the Board in writing. David explained Approve & Refer Resolutions and Receive & Refer Resolutions. David also shared the 2016 Resolutions Status Chart, published March 9, 2017, with the committee and answered questions.

2. Interim Financial Report – February 28, 2017.

   Isabel Grace, Superintendent of Business and Finance, presented the Interim Financial Report for the six month period ending February 28, 2017 with comparatives for the six month period ending February 28, 2016, stating that this year is finishing where planned. Isabel answered question from trustees.

3. 2017-18 Budget Planning and GSN Release.

   Isabel Grace, Superintendent of Business and Finance, presented the 2017-18 Budget Planning and GSN Release Report to the Governance Committee. Isabel explained the four renewed education goals outlined by the Ministry of Education. Isabel also spoke about the 2017-2018 budget challenges that will impact the budgeting process. Isabel explained actions planned for 2017-2018 and answered questions from trustees.

Additional Information Items not on Agenda:

1. Board Seeks Two Volunteer Community Members to Serve on its Audit Committee.

   Isabel Grace, Superintendent of Business and Finance, informed the Governance Committee that the ad seeking two volunteer community members to serve on the Audit Committee closes Friday, April 7, 2017. Isabel, David Bernier, Board Vice-Chairperson and Michael Nasello, Director of Education, will review the applications.

2. Request for Uniform Tender: update.

   Isabel Grace, Superintendent of Business and Finance, informed the Governance Committee that the Request for Uniform Tender has closed. Isabel will have details on the successful tender for the May 8, 2017 Governance Meeting.

D. Old Business:

1. Governance Committee Meeting Formalities.

   Linda Ainsworth, Municipality of Clarington Trustee, suggested the committee discuss formalities when Governance Committee meetings are in progress. Linda was concerned that the meetings were too informal addressing individuals by their first name only. After some discussion, it was decided that when there is someone in the gallery members would be addressed in a more formal manner, for example: Madam Chairperson or Trustee Bernier.

E. New Business:

F. Next Meeting:

1. Monday, May 8, 2017 – 6:30 p.m.

G. Conclusion:

1. Closing Prayer.

   Ruth Ciraulo asked Isabel Grace to lead the closing prayer.

2. Adjournment.

   MOTION: Moved by Linda Ainsworth, seconded Helen McCarthy,
   that the Governance Committee meeting adjourn at 8:30 p.m.
   Carried.

Ruth Ciraulo
Chairperson

Isabel Grace
Superintendent of Business

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2017-G-OP-16

Peterborough Victoria Northumberland and Clarington Catholic District School Board

Minutes

THE MINUTES OF THE OPEN MEETING OF THE GOVERNANCE COMMITTEE held on Monday, May 8, 2017 at 7:01 p.m. in the Boardroom, 1355 Lansdowne Street West, Peterborough.

PRESENT

Trustees: Mmes. Linda Ainsworth, Michelle Griepsma - Board Chairperson (Acting Committee Chairperson), Helen McCarthy.
Mr. Daniel Demers.

Administration: Mmes. Joan Carragher, Laurie Corrigan, Anne Marie Duncan, Isabel Grace, Dawn Michie.
Messrs. Michael Nasello, Timothy Moloney.

Guests:

Regrets: Mmes. Christine Dunn, Ruth Ciraulo (Committee Chairperson), Mr. David Bernier.

Recorder: Mrs. Andrea Bradley.

A. Call to Order:

Michelle Griepsma - Board Chairperson (Acting Committee Chairperson), called the meeting to order.

1. Opening Prayer.

Michelle Griepsma, asked Isabel Grace to lead the Opening Prayer.

2. Approval of Open Session Agenda.

MOTION: Moved by Linda Ainsworth, seconded by Daniel Demers, that the Open Meeting Agenda be accepted.

Carried.

3. Declarations of Conflicts of Interest.

4. Approval of the Minutes of the Governance Committee – Open Session held on April 3, 2017.

   Due to the absence of a quorum regarding Trustees that attended the April 3, 2017 meeting, approval of the Minutes of the Governance Committee – Open Session held on April 3, 2017 has been deferred to the June 12, 2017 Governance Committee – Open Session.

5. Business Arising from the Minutes.

   Uniform Tender Status
   Isabel Grace, Superintendent of Business and Finance, will provide the Governance Committee an update at the June 12, 2017 Governance Committee Meeting.

B. Recommended Actions/Presentations:

1. Strategic Priorities: Progress Update.

   Michael Nasello, Director of Education, provided the Governance Committee with a progress update on the Board Strategic Priorities. Michael will be making a formal presentation at the Strategic Planning Committee meeting to be held on Thursday, May 11, 2017. Michael will have more information to share at the Tuesday, May 24, 2017 Board Meeting. There are 16 meetings left with six to be completed the week of May 15, 2017. The remaining 10 will be completed by the end of May. Michael answered trustee questions.

2. Staffing Update.

Joan Carragher, Superintendent of Learning/Leadership and Human Resource Services, presented the 2017-2018 Staffing Report to the Governance Committee. Joan spoke about the anticipated staffing needs based on enrolment with new classes being added as needed. To date there have been 25 retirements, including teachers, principals and vice-principals. The Board continues recruitment of occasional teachers with the next posting in the fall of 2017 and spring of 2018. Joan also explained the OECTA and CUPE System Investments arising from the 2017-2019 contract extensions and answered questions.

Isabel Grace, Superintendent of Business and Finance, was pleased to announce that a Manager of Facility Services has been hired. Richard Driscoll, formerly Manager of Facilities with the Sudbury Catholic District School Board, will be joining the PVNCCDSB on Monday, June 5, 2017.

3. Cobourg ARC: Progress Checkpoint.

Isabel Grace, Superintendent of Business and Finance, informed trustees of a new tab on the Board web site titled “Pupil Accommodation Review”. Meeting dates, times and the purpose of each meeting are listed. Agendas are posted and minutes will be posted as completed. Notices, timelines and resources can also be found on this page at http://www.pvnccdsb.on.ca/en/ourboard/PupilAccommodationReview.asp?_mid_=23

The next meeting will be Monday, May 15, 2017. The ARC Working Meeting #1 will be held at St. Michael Catholic Elementary School in Cobourg to discuss ARC’s mandate, roles, responsibilities, and procedures.

C. Information Items:

1. Student Injury Prevention Initiative.

   Joan Carragher, Superintendent of Learning/Leadership and Human Resource Services, presented the Student Injury Prevention Initiative (SIPI) to the Governance Committee. The initiative was introduced by the Ministry of Education in January 2013. The PVNCCDSB has completed six online surveys and submitted a required three year plan to the Ministry. Recommendations and/or approvals on the plan are expected in May-June 2017 with implementation of the plan beginning September 2017.

2. Supporting Students and Communities: Meeting Follow-up.

   On Friday, May 5, 2017 Michael Nasello, Director of Education, and Zachary Smith, Student Trustee, attended an Engagement Session on Education in Rural and Remote Ontario at the Lakefield-Smith Community Centre. The purpose of the engagement process was to focus on the following themes:

   - What strategies work best for educating children in rural Ontario?
   - How could the Province improve its policy and funding levers to better support these objectives?
   - What can be done to assist rural communities planning collaboratively and making the best use of public assets?

   Throughout this process, the ministry is looking to gather community feedback to inform an enhancement of support for rural schools, through either policy or funding formula changes. Michael and Zachary had positive comments about the meeting and Michael will be sharing documents with trustees.

3. School Energy Coalition Status Report – March 31, 2017.

   Isabel Grace, Superintendent of Business and Finance, presented the School Energy Coalition (“SEC”) Summary Status Report, March 31, 2017. This update comes out on a regular basis to assist boards in monitoring changes in electricity and natural gas rates.

D. Old Business:

E. New Business:

F. Next Meeting:

1. Monday, June 12, 2017 – 6:30 p.m.

G. Conclusion:

1. Closing Prayer.

   Michelle Griepsma asked Isabel Grace to lead the Closing Prayer.

2. Adjournment.

   MOTION: Moved by Daniel Demers, seconded Helen McCarthy,
   that the Governance Committee meeting adjourn at 7:50 p.m.
   Carried.

Michelle Griepsma
Acting Committee Chairperson

Isabel Grace
Superintendent of Business

/ab

Peterborough Victoria Northumberland and Clarington Catholic District School Board

BUSINESS AND FINANCE

Report to the Governance Committee

Meeting: ☐ In Camera
☒ Open

Presented for: ☐ Information
☒ Approval

Meeting Date: June 12, 2017

Presented by: **Isabel Grace, Superintendent of Business/Finance**

Subject: **2017-2018 Draft Budget Information**

Recommended Action(s): That the Governance Committee recommend to the Board that the 2017-2018 Operating Expenses Budget, in the amount of $185,710,739 be approved as presented.

Background

In the spring of 2017, the Ministry of Education released the draft funding regulations for 2017-18. Since that time, administration has been reviewing its enrolment projections and related grant calculations, staffing allocations, resource needs and departmental requirements. The core objective of the 2017-18 budget process will be to match the Strategic and Operational priorities of the Peterborough Victoria Northumberland and Clarington Catholic District School Board with available resources, and consequently develop a budget that is compliant with the Education Act.

Addressing Our Strategic Priorities

Actions planned for 2017-18 are intended to reflect the Board's vision *Achieving Excellence in Catholic Education through Learning, Leadership and Service* as operationalized via the Board's 2014-17 strategic priorities, which are:

- Ensure our structures, processes, relationships, and actions reflect our Gospel values and Catholic Social Teachings
- Implement the most effective, evidence-based instructional and assessment practices to help all students meet the Catholic School Graduate Expectations

- Embed technology to support digital literacy, creativity, innovation, collaboration and the learning needs of all students
- Develop the intellectual, spiritual, mental, physical, and emotional well-being of students in safe, diverse, respectful, and faith-filled learning environments
- Implement fair and transparent processes in recruitment, leadership, talent development, and succession planning to ensure employees have the necessary knowledge, skills, and attributes to promote our vision of Catholic education.

The following reports and updates were brought forward to trustees this fiscal year:

April 3, 2017	Governance meeting: 2017-18 Budget Planning and GSN Release
April 25, 2017	Board meeting: GSN Release – Funding Information
May 8, 20167	Governance meeting: Staffing Update
June 12, 2017	Governance meeting: 2017-2018 Draft Budget Information

Key components and/or changes within the Grants for Student Needs (GSN) for 2017-18

The Ministry of Education's challenge is to give students the skills and knowledge they need to succeed in the competitive, globally connected, and technologically engaged world of the 21st century. To that end, the Ministry's focus for the foreseeable future is to provide leadership to school boards to focus on:

- Achieving excellence
- Ensuring equity
- Promoting well-being
- Enhancing public confidence

Economic growth projections show a continued need for restraint in order to support the Ontario Government plan for a balanced budget for 2017-18 and onward. While the province of Ontario has made great strides in reducing/eliminating its budget deficit over the last few years, continued pressures from other sectors that have been severely constrained in their budget allocations will mitigate the potential for any significant growth in funding for education.

In 2014-15, the Ministry introduced the School Board Efficiencies and Modernization (SBEM) strategy to provide incentives and supports for boards to make more efficient use of school space. In 2015-16, the Ministry broadened the SBEM initiative with further measures to encourage the management of underutilized school space, while maintaining support for the schools that need it most, and measures to update and modernize the funding formula. The 2017-18 funding announcements continue that journey, while continuing the focus supporting an enhanced First Nation, Metis, and Inuit Education strategy and a Renewed Math Strategy.

Changes for the 2017-18 Grants for Student Needs (GSN) will encompass:

1. Top-up funding, benchmarks and reinvestment under the School Facility Operations and Renewal Grant (third year of phase-in)
2. School Foundation Grant (third year of phase-in)
3. Geographic Circumstances Grant (third year of phase-in)
4. Special Education Grant (fourth year of phase-in)

5. School Board Administration Funding (fourth year of phase-in)
6. Accountability/reporting requirement adjustments
7. Labour Framework Implementation and Extension agreements to 2019
8. Keeping up with costs

Local Challenges for 2017-2018

Some of the inflationary costs and pressures identified by administration have not changed significantly from prior years and are as follows:

- Program pressure
    - providing support to new programs in the early stages of growth (i.e.French Immersion in Clarington, and a changed blended learning/e-learning model in City of Kawartha Lakes)
    - providing adequate resources (supplies and equipment) for schools
    - maintaining/replacing and/or expanding infrastructure to support the Board's significant investment and continued priority of technology in the classroom
    - maintaining adequate and diverse secondary school programs and supports where declining enrolment is occuring
    - continued requirements for training and professional learning in order to protect the gains achieved, and to further improve student achievement
    - continued requirements for training and professional learning for legislative due diligence as well as initiatives such as the board's Be Well strategy
- Managing enrolment changes at schools where decline is present in some cases, and growth is present in others
- Staffing allocations to meet Ministry guidelines for class sizes
- Staffing allocations and System Investments to meet both the labour framework requirements and Extension Agreement requirements
- Continued pressure due to rising costs related to short and long term absences
- Constraint and savings measures continued within the Grants for Student Needs

Enrolment Projections-Elementary

Projected Elementary Enrolments for the grant and tuition revenue 2017-2018 are as follows:

Elementary Pupils	Actual Enrolment 2015/16	Revised Estimates 2016/17	**Projected Enrolment 2017/18**	Variance from Revised Estimates
	10,011.25	10,212.00	**10,250.00**	+38.00

Enrolment Projections-Secondary

Projected Secondary Enrolments for the grant and tuition revenue 2017-18 are as follows:

Secondary Pupils	Actual Enrolment 2015-16	Revised Estimates 2016-17	**Projected Enrolment 2017/18**	Variance from Revised Estimates
	4,489.26	4,552.76	**4,600.50**	+47.74

Projected 2017-2018 Staffing Allocations

Funding for school boards through the Grants for Student Needs (GSN) is calculated using many different formulae to support particular components of classroom education. The Pupil Foundation Allocation formulae make significant use of benchmarks for staffing, salaries and benefits. The number of teaching staff allocated within the school system must conform to a number of requirements including the Average Class size for Full Day Kindergarten, Primary Class Size initiative and the provision of preparation time as per the Board's collective agreement with its teaching staff. The differences experienced between the number of teachers funded and the number of teachers allocated/staffed by boards is usually as a result of the pattern of dispersion of students within the board's geographic area.

For 2017-18, as a result of the education sector labour negotiations, several targeted education investments were agreed to. The ministry has established a Local Priorities Fund (LPF) to address a range of priorities including special education staffing to support children in need, and "at risk" students. The LPF is to be used to hire teaches and education workers to either new positions, or to mitigate against the reduction of positions, subject to the job security provisions outline in the applicable central agreement.

Schools are being organized for 2017-18 in a manner that will achieve the new Ministry targets on class size. Administration anticipates additional students will be enrolling prior to September, and changes may be necessary to reorganize classes at a particular school in September in order to meet the class size guidelines.

Expenditures in Support of Catholic Education

The Board continues to make significant investments on an annual basis in support of Catholic Education. These investments are Board decisions and are funded using components of the many allocations provided in the GSN. Some of these expenditures are organized as part Learning Support Services. The more significant of these investments are as follows:

Centrally assigned staff: Religion and Family Life Consultant	$113,447
Support for resources and professional development regarding Religion and Family Life portfolio, including Diocesan contract	259,470
Secondary School Chaplaincy Leads	584,908
Total	**$957,825**

In addition, there are expenditures incurred at the schools that are not individually captured for reporting purposes.

A revision of the Religion and Family Life Program is being phased in over a number of years. The 2017/18 budget includes an allocation to purchase resources related to this implementation. Resources will continue to be needed in future years to provide the annual rollout of additional grades and for professional development to support the new resources.

Benefit Investments

The transformation of employee benefit plans for teachers and education workers is a major consolidation and rationalization project that will ultimately improve the cost-efficiency and delivery of benefits. Funding amounts for benefits continue to evolve as boards report data to the ministry for various time periods, and the ministry will continue to update funding entitlements. Funding for 2017-18 will be finalized upon submission of the 2016-17 financial statements.

The migration of employee groups to the new benefit trusts is being staggered for our board between April 2017 and February 2018. The impact of the staggered movement may mean increased premium costs for the remaining employee groups as the volume of employees' health, dental, and life premiums will have decreased significantly. In the meantime, administration has provided for an increase in the cost of benefit plans consistent with the board's experience in the last few years.

Accumulated Surplus

School boards are required to create budgets that are drafted in accordance with PSAB (Public Sector Accounting Board) reporting requirements, and which are in compliance with the Education Act.

Generally, compliance with the Education Act requires total spending to be equal to or less than total revenue. There are circumstances where an in-year deficit is permissible if there were prior surpluses (called Accumulated Surplus). The draw on the accumulated surplus is limited to ensure this action does not place the board in undue financial risk. The draw on accumulated surplus is limited to the lesser of:

- The board's Accumulated Surplus for the preceding year, and
- One percent of the board's operating revenue (approximately $1.7 million)

A budget that is compliant with the Education Act may show a deficit for the purposes of reporting in accordance with PSAB requirements (i.e. reflecting the current costs of future employee benefits and amortization of unsupported assets.) Where necessary, administration has provided a reconciliation to show the differences between these two positions.

For 2017-18, the draft budget is compliant for the purposes of the Education Act, and will reflect a deficit. A net current year deficit of $542,914 is being reported. This deficit is attributable to some ongoing/annual expenses that are supported by specific reserves, as well as one-time expenditures that are being supported for 2017-18. These are:

i) the amortization of capital costs for specific committed capital projects (**$181,564**). This amortization is supported by funds specifically set aside as Internally Appropriated Surplus and will continue into the future over the life of the capital projects until fully amortized.

ii) the amortization of the retirement gratuity liability (**$311,350**). This amortization is supported by funds specifically set aside as Internally Appropriated Surplus and will continue into the future until fully depleted.

iii) funding of operational costs (**$50,000**) related to the Board-approved commitment to support the dual-credit programs at Durham College's Centre for Success.

The estimated balance of the Operating Accumulated Surplus following the 2017-18 budgeted deficit is outlined on the attached schedules.

Administration has identified plans for approximately $350,000 of expenditures, pending additional funding from the Ministry and/or via enrolment growth. These expenditures relate to on-going Technology needs, implementation of the Student Injury Prevention Initiative, and release time to accommodate professional learning in a number of curriculum areas. These areas are prioritized to add to the 2017-18 budget in the fall should additional funding allocations become available.

Concluding comments

The renewal process for the Board's Strategic Plan has been on-going during the 2016-17 school year. Completion of that process and final approval of the Plan will re-focus some initiatives that may currently be included in the budget documents. Upon approval of the Strategic Plan, Senior Administration will review potential adjustments and make recommendations to the Board of Trustees. These recommendations, along with other outstanding issues, will be brought forward in the fall of 2017, along with the impact of final enrolment figures, additional EPO/CODE funding announcements, and final extension agreements and/or compensation arrangements.

Many of the budget assumptions have been determined using past experience and estimates.

Should some of the budget assumptions vary from the projections, trustees will be apprised of any significant unbudgeted issues that require resolution via the use of Accumulated Surplus i.e. if additional teachers are needed to meet Primary Class Size compliance requirements.

Peterborough Victoria Northumberland and Clarington Catholic District School Board
Summary of Operating Revenues and Expenses

	Budget 2017/18	Revised Budget 2016/17	Budget 2016/17
MINISTRY OPERATING GRANTS			
Foundation Alloc. - Elementary	54,439,458	53,110,465	52,532,677
School Foundation - Elementary	7,179,163	7,387,822	7,350,202
Foundation Alloc. - Secondary	26,937,983	26,260,581	26,041,866
School Foundation - Secondary	3,670,805	3,265,794	3,245,363
School Foundation - Additional Table Amount	108,712	89,628	89,628
Safe Schools	309,081	301,667	298,502
Special Education Alloc.	21,759,516	21,960,294	21,457,720
Section 23	112,216	112,216	107,966
Language Allocation	2,609,490	2,492,472	2,364,216
First Nation, Métis and Inuit Education Supplemental Allocation	560,132	357,090	363,206
Distant Schools Allocation	0	23,325	38,475
Remote & Rural Allocation	557,732	628,007	669,499
Learning Opportunity Alloc.	903,774	882,554	908,602
Learning Opportunity/Student Achievement deferred revenue	-	113,251	-
Local Priorities Fund	1,657,147	-	-
Mental Health, SEF, OFIP Tutoring, SHSM, Outdoor Ed, Library	809,370	790,047	787,658
Continuing Education and Summer School	240,320	236,804	261,693
Cost Adjustment and Teacher Qualification and Experience,	15,678,620	14,004,892	15,350,613
Benefits Trust Funding	793,331	163,670	-
ECE Qualification and Experience	1,086,136	970,269	1,044,696
Earned Leave Savings reduction	(95,896)	(95,896)	(95,896)
New Teacher Induction Program	119,755	83,696	87,081
Transportation Allocation	10,512,021	10,269,657	10,261,638
Administration & Governance	4,987,128	4,832,473	4,804,854
School Operations Allocation	14,556,155	14,326,205	14,199,164
Community Use of Schools	205,048	196,526	196,526
Capital Debt Support - Interest Portion	2,585,092	2,896,796	2,896,796
Total Operating Grants for Student Needs	172,282,289	165,660,306	165,262,745
Other Revenues			
Tuition fees	233,822	221,221	269,349
Tutors in the Classroom	3,500	3,500	3,500
School College Work - Co-ordination and Clerical Support	82,040	82,040	82,040
Outreach Co-ordinator	66,400	66,400	66,400
Early Learning Lead	86,070	86,070	86,070
Rental revenue and Daycare Recoveries	116,000	116,000	116,000
Best Start and Extended Day Rent	105,178	64,140	64,140
Interest revenue	250,000	250,000	250,000
OYAP	107,157	107,728	107,728
Secondary Commissions	123,999	123,999	123,999
Special Grants - Targeted Funding	840,473	1,516,056	1,195,069
Miscellaneous revenues and recoveries	42,688	39,666	39,666
Secondment	434,180	484,807	483,653
Total Other Revenues	2,491,507	3,161,627	2,887,614
Total revenues	174,773,796	168,821,934	168,150,360
Expenditures - see schedule	175,135,146	169,513,494	168,710,878
In year Surplus/(Deficit) for Compliance Purposes	**(361,350)**	**(691,561)**	**(560,519)**
Retirement Gratuity Benefit Reserve Transfer	311,350	311,350	311,350
In year Surplus/(Deficit)	**(50,000)**	**(380,211)**	**(249,169)**

Peterborough Victoria Northumberland and Clarington Catholic District School Board
Summary of Operations Budget

	Budget 2017/18	Revised Budget 2016/17	Budget 2016/17
Elementary	$ 75,563,859	$ 72,924,662	$ 72,959,376
Secondary	40,202,495	38,707,169	38,719,020
Central	9,713,963	9,328,030	9,282,893
Department Budgets	21,550,833	21,109,356	20,772,255
Summer School	203,405	203,405	248,896
Special Education	24,690,025	23,043,020	22,859,294
Supported Capital Debt - Interest Portion	2,585,092	2,896,796	2,896,796
Total Operating Expenditures	174,509,673	168,212,438	167,738,530
Special Grant Expenditures	625,473	1,301,056	972,348
Total	**175,135,146**	**169,513,494**	**168,710,878**

Peterborough Victoria Northumberland and Clarington Catholic District School Board
Summary of Budgeted Elementary Panel Expenditures - Regular Day School

	Budget 2017/18		Revised Budget 2016/17		Budget 2016/17	
Expenditures	**FTE**	**$**	**FTE**	**$**	**FTE**	**$**
Classroom						
Instructional						
Salaries	539.30	$ 48,146,231	537.48	$ 46,235,610	529.81	$ 46,851,655
Benefits		6,834,329		6,628,214		6,308,966
ESL Teachers						
Salaries	2.00	197,082	2.00	192,737	2.00	192,737
Benefits		22,788		23,698		23,172
Early Childhood Educators						
Salaries	73.00	3,009,808	72.00	2,870,983	72.00	2,918,992
Benefits		1,125,480		1,062,016		1,112,796
Supply Wages and Benefits		195,461		192,436		179,336
Supply Teacher Costs						
Salaries		2,158,994		2,121,288		1,850,501
Benefits		198,964		203,261		177,361
Support Workers						
Salaries	-	-	-	-	-	-
Benefits		-		-		-
Library Support Specialists						
Salaries	19.18	687,077	19.18	672,002	19.18	677,007
Benefits		269,791		302,048		303,676
Supply Wages and Benefits		18,264		17,123		17,123
Supervision and Crossing Guard						
Salaries	1.36	51,344	2.86	103,682	2.86	103,682
Benefits		20,077		18,667		18,666
School Administration						
Principals						
Salaries	30.00	3,550,359	30.00	3,473,048	30.00	3,493,692
Benefits		538,562		518,008		510,535
Supply Wages and Benefits		21,900		22,000		22,000
Vice - Principals						
Salaries	7.34	800,554	7.34	781,126	7.34	779,440
Benefits		89,456		91,992		90,014
Supply Wages and Benefits		6,056		6,055		6,055
Secretarial						
Salaries	35.56	1,398,909	34.53	1,329,980	34.33	1,322,383
Benefits		503,391		503,706		512,309
Supply Wages and Benefits		129,972		125,939		107,306
School Operations						
Salaries	60.88	2,841,747	59.75	2,728,399	59.19	2,693,506
Benefits		992,413		898,624		900,852
Temp and overtime		319,999		377,953		377,953
School Budgets		1,434,852		1,424,067		1,407,661
Total		**$ 75,563,859**		**$ 72,924,662**		**$ 72,959,376**

Peterborough Victoria Northumberland and Clarington Catholic District School Board
Summary of Budgeted Secondary Panel Expenditures - Regular Day School

	Budget 2017/18		Revised Budget 2016/17		Budget 2016/17	
Expenditures	**FTE**	**$**	**FTE**	**$**	**FTE**	**$**
Classroom						
Instructional						
Salaries	269.64	$ 25,352,461	262.66	$ 24,372,127	263.99	$ 24,520,052
Benefits		3,690,025		3,521,166		3,401,286
Curriculum Chair allowances		215,279		210,516		210,516
Supply Teacher Costs						
Salaries		822,050		804,500		807,500
Benefits		71,768		72,360		72,620
Guidance						
Salaries	11.68	1,160,832	11.68	1,133,665	11.68	1,130,905
Benefits		133,489		132,154		129,295
Supply Wages and Benefits		16,625		16,638		16,638
Library						
Salaries	4.84	474,030	4.67	447,377	4.84	463,662
Benefits		55,087		52,677		53,443
Supply Wages and Benefits		5,191		5,063		5,063
Library Support Specialists						
Salaries	2.75	98,519	2.75	96,358	2.75	96,358
Benefits		33,228		30,293		30,289
Supply Wages and Benefits		5,449		5,365		5,365
Chaplaincy Leaders						
Salaries	5.57	457,152	5.57	445,103	5.57	445,103
Benefits		118,753		123,860		123,764
Supply Wages and Benefits		9,004		9,034		9,034
School Administration						
Principals						
Salaries	6.00	764,574	6.00	747,954	6.00	747,955
Benefits		151,344		136,125		134,515
Supply Wages and Benefits		4,380		4,390		4,390
Vice - Principals						
Salaries	10.00	1,153,663	10.00	1,127,040	10.00	1,121,437
Benefits		123,954		124,481		121,686
Supply Wages and Benefits		6,279		6,278		6,278
Secretarial						
Salaries	24.57	966,278	24.17	929,769	24.17	929,769
Benefits		367,340		366,653		368,572
Supply Wages and Benefits		56,323		54,207		43,224
School Operations						
Salaries	39.26	1,863,281	39.26	1,821,958	38.26	1,776,042
Benefits		671,255		639,027		631,344
Temp and overtime		234,793		253,183		253,183
School Budgets		1,120,090		1,065,100		1,059,735
Total		**$ 40,202,495**		**$ 38,754,418**		**$ 38,719,020**

Peterborough Victoria Northumberland and Clarington Catholic District School Board
Summary of Budgeted Central Expenditures - Regular Day School

	Budget 2017/18		Revised Budget 2016/17		Budget 2016/17	
Expenditures	**FTE**	**$**	**FTE**	**$**	**FTE**	**$**
Consultants						
Salaries	10.00	$ 1,019,999	10.00	$ 976,934	10.00	$ 992,583
Benefits		$ 114,469		$ 113,974		$ 111,937
Safe Schools and Students at Risk						
Salaries	5.00	380,019	3.00	254,164	3.00	254,164
Benefits		81,904		43,285		43,023
Central Professionals and Clerical						
Salaries	3.50	199,280	3.50	194,930	3.50	194,930
Benefits		63,247		64,723		65,107
Information Technology						
Salaries	17.00	1,108,067	15.00	949,342	15.00	947,330
Benefits		334,277		296,266		298,667
Overtime and temp wages and benefits		8,378		43,199		43,199
Trustees						
Salaries and benefits		80,380		77,810		79,653
Director and Superintendents						
Salaries	7.00	1,195,449	7.00	1,129,246	7.00	1,124,806
Benefits		130,259		159,991		158,895
Admin Assistants and SO Support						
Salaries	6.50	436,056	6.50	423,423	6.50	423,423
Benefits		121,162		128,204		127,809
Overtime and temp wages and benefits		17,790		17,790		17,790
General and Business Administration						
Salaries	13.80	916,330	14.00	901,805	14.00	901,805
Benefits		261,535		298,128		297,597
Overtime and temp wages and benefits		11,100		11,100		11,100
Human Resources and H&S						
Salaries	8.00	632,246	8.00	613,064	8.00	610,590
Benefits		166,022		171,470		170,839
Overtime and temp wages and benefits		5,473		5,473		5,473
Communications						
Salaries	3.57	184,386	3.57	175,442	3.57	167,373
Benefits		48,547		47,768		46,151
Overtime and temp wages and benefits		2,500		2,500		2,500
School Operations and Maintenance						
Salaries	17.88	1,083,125	17.88	1,058,177	17.88	1,058,177
Benefits		335,612		351,312		354,132
Overtime and temp wages and benefits		34,156		34,156		34,156
Transportation						
Salaries	4.00	241,622	4.00	224,719	4.00	228,000
Benefits		66,394		67,904		68,356
Secondment						
Salaries	4.50	390,151	4.50	384,822	4.50	384,822
Benefits		44,029		59,662		58,508
Total		**$ 9,713,963**		**$ 9,280,781**		**$ 9,282,893**

Peterborough Victoria Northumberland and Clarington Catholic District School Board
Summary of Budgeted Special Education Expenditures

	Budget 2017/2018		Revised Estimates 2016/2017		Budget 2016/2017	
Elementary Expenditures	**FTE**	**$**	**FTE**	**$**	**FTE**	**$**
Special Education Teachers						
Salaries	46.00	4,337,694	42.00	3,889,170	42.00	3,889,638
Benefits		536,444		472,464		462,441
Supply Teacher Costs						
Salaries		83,950		80,525		80,525
Benefits		7,732		7,637		7,637
Educational Assistants						
Salaries	155.50	5,809,174	147.21	5,168,419	138.36	4,917,701
Benefits		2,274,547		1,907,685		1,883,545
Supply Wages and Benefits		561,098		652,229		550,104
Support Workers						
Salaries	14.00	525,448	9.00	330,947	9.00	330,947
Benefits		202,321		130,665		131,682
Supply Wages and Benefits		61,329		46,439		46,439
Secondary Expenditures						
Special Education Teachers						
Salaries	27.50	2,692,107	25.67	2,292,331	26.33	2,351,269
Benefits		320,265		284,035		285,047
Curriculum Chair allowances		24,371		23,832		23,832
Supply Teacher Costs						
Salaries		78,275		77,313		77,313
Benefits		7,204		7,360		7,360
Educational Assistants						
Salaries	53.00	1,925,252	58.00	2,059,941	60.00	2,144,221
Benefits		762,074		796,636		839,130
Supply Wages and Benefits		197,477		203,519		219,643
Support Workers						
Salaries	14.00	527,654	21.00	772,209	21.00	772,209
Benefits		202,721		304,886		307,257
Supply Wages and Benefits		35,782		50,982		50,982
Central Expenditures						
Special Education Teachers						
Salaries	2.00	165,895	2.00	162,240	2.00	162,240
Benefits		22,107		21,752		21,284
Section 23						
Salaries	1.00	97,478	1.00	95,798	1.00	95,798
Benefits		11,381		11,618		11,366
Consultants and Principal						
Salaries	5.00	531,170	5.00	520,567	5.00	521,479
Benefits		58,068		59,436		58,226
Paraprofessionals						
Salaries	17.71	1,210,980	17.57	1,172,362	17.57	1,172,362
Benefits		345,030		327,354		330,496
Sub-total Wages and Benefits		**23,615,028**		**21,930,347**		**21,752,172**
Department Budgets						
Superintendent of Special Education		35,075		33,403		33,403
Special Education Services		317,061		308,303		308,303
Professional Development - Supply Costs		66,389		116,743		116,743
SEA Claims		631,972		629,724		624,173
CASA Classroom Support		24,500		24,500		24,500
Sub-total department budgets		**1,074,997**		**1,112,673**		**1,107,122**
Total Expenditures		**$ 24,690,025**		**$ 23,043,020**		**$ 22,859,294**

Peterborough Victoria Northumberland and Clarington Catholic District School Board
Summary of Departmental Budgets - Regular Day School

	Budget 2017/18	Revised Estimates 2016/17	Budget 2016/17
Expenditures	**$**	**$**	
Teaching and Learning			
Central Services	$ 69,468	$ 66,146	$ 66,146
Teacher/Curriculum Support Services	83,457	87,396	87,396
Early Learning	21,470	16,476	16,476
Tutoring	62,069	61,060	61,060
Religion and Family Life Education	259,470	233,582	163,641
School Effectiveness	41,182	39,930	39,930
Indigenous Education	133,692	100,558	100,558
MISA	40,185	40,101	40,101
Student Success Initiatives	193,274	304,525	191,274
OYAP Program Support	56,979	51,375	51,375
Specialist High Skills Major Program	175,097	157,107	177,107
Outdoor Education	130,786	129,016	129,016
Safe and Accepting Schools	60,980	46,457	46,457
Technology Learning	4,456	9,588	9,588
Catholic Parent Engagement	33,745	33,745	33,745
Superintendent of Learning & Student Success(Elem)	15,811	15,096	15,096
Superintendent of Learning & Student Success(Sec)	18,016	12,576	12,576
Superintendent of Learning & Innovation Tech	16,122	15,576	15,576
Subtotal	1,416,259	1,420,310	1,257,118
Learning Technologies			
Computer Plan Current Year	904,262	1,022,359	1,022,359
School based technology	900,137	900,181	900,181
Teacher In-service Release	16,808	-	-
Administration technology	248,117	168,206	168,206
Subtotal	2,069,324	2,090,746	2,090,746
Administrative Departments			
Employee & Labour Relations & Leadership			
Superintendent of Learning,Leadership and HR	17,828	15,856	15,856
Leadership and Talent Development	23,030	23,125	23,125
New Teacher Induction Program	69,755	33,696	37,081
Human Resources Services	142,426	121,533	121,533
Trustees	154,485	144,554	144,554
Director of Education	110,560	110,120	110,120
Communications and FOI	84,020	83,250	83,250
Business, Finance, Facilties and Transportation			
General Administration - School Support	153,250	153,250	153,250
General Administration - Admin Support	184,336	217,504	182,504
Superintendent of Business and Capital Planning	38,506	36,016	36,016
School Support	7,500	7,500	7,500
Emergency Preparedness	5,740	8,044	8,044
Business Administration	108,428	108,098	108,098
Health & Safety	103,872	87,380	87,380
Community Use of Schools	30,150	29,710	29,710
School Facilties Operations	1,720,846	1,662,206	1,662,206
School Facilities Utilities	3,284,000	3,265,400	3,265,400
School Facilities Maintenance	1,482,581	1,426,938	1,426,938
Transportation	10,343,937	10,064,120	9,921,826
Total Department Budgets	**$ 21,550,833**	**$ 21,109,356**	**$ 20,772,255**

Peterborough Victoria Northumberland and Clarington Catholic District School Board

Summary of Special Grants Budgets

	Budget 2017/18	Revised Estimates 2016/17	Budget 2016/17
Revenue	**$**	**$**	**$**
Technology and Learning Fund	-	358,570	358,570
Autism Supports and Training	22,826	22,693	22,693
Ontario Autism Program	94,457	94,732	-
Early Development Instrument (EDI)	-	11,450	-
Safe Inclusive and Accepting Schools and Mental Health	55,929	55,899	55,899
School College Work Initiative	35,560	35,560	35,560
Teacher Learning and Leadership	-	19,209	
Re-engagement Initiative	-	1,689	-
Board Leadership Development and Enhanced NTIP	-	79,067	-
OLE - FML and FSL, French Extended Learning	-	87,330	79,831
Robotics Action Research Study (CODE)	-	20,000	-
Leading Student Achievement (CPCO)	-	5,000	-
SHSM Extra funding	-	56,718	56,718
Renewed Mathematics Strategy	507,406	484,400	484,400
Student Injury Prevention	-	10,000	-
Parent Involvement	-	30,985	-
TLLP and PKE	54,295	43,113	31,398
Focus on Youth	70,000	70,000	70,000
Gap Closing in Literacy Gr 7-12	-	23,850	
Innovative Programming for Children and Youth in Care	-	25,000	
Total	**840,473**	**1,535,265**	**1,195,069**
Expenditures			
Technology and Learning Fund	-	358,570	358,570
Autism Supports and Training	22,826	22,693	22,693
Ontario Autism Program	94,457	94,732	-
Early Development Instrument (EDI)	-	11,450	-
Safe Inclusive and Accepting Schools and Mental Health	55,929	55,899	55,899
School College Work Initiative	35,560	35,560	35,560
Teacher Learning and Leadership	-	19,209	-
Re-engagement Initiative	-	1,689	-
Board Leadership Development and Enhanced NTIP	-	79,067	-
OLE - FML and FSL, French Extended Learning	-	87,330	79,831
Robotics Action Research Study (CODE)	-	20,000	-
Leading Student Achievement (CPCO)	-	5,000	-
SHSM Extra funding	-	56,718	56,718
Renewed Mathematics Strategy	292,406	269,400	261,679
Student Injury Prevention	-	10,000	-
Parent Involvement	-	30,985	-
TLLP and PKE	54,295	43,113	31,398
Focus on Youth	70,000	70,000	70,000
Gap Closing in Literacy Gr 7-12	-	23,850	
Innovative Programming for Children and Youth in Care	-	25,000	
Expenditures	**625,473**	**1,320,265**	**972,348**
Net funding allocated to Staffing	**$ 215,000**	**$ 215,000**	**$ 222,721**

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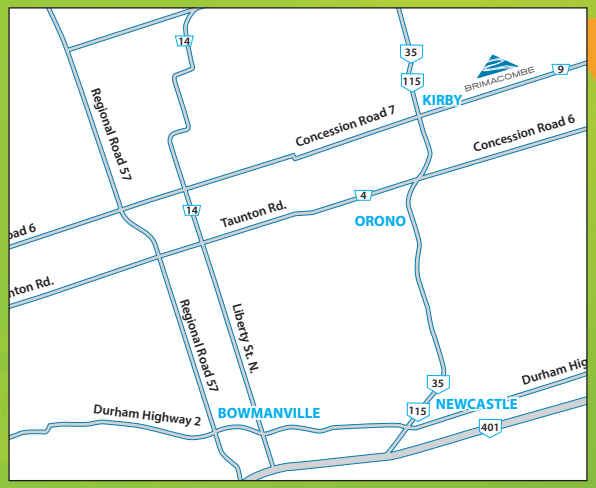

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Camp Kawartha Outdoor Education Policies and Procedures Manual

2016- 2017

Revised September, 2016

Contents

Introduction:

It is our goal to provide campers with rich, memorable and educationally significant outdoor experiences. Our outdoor and environmental education programming directly supports our stated mission of "creating positive stewards of our human and natural communities."

We strive for:

a) **Safety –** We adapt and modify our programs to adjust to changing environmental conditions and campers needs. Our primary concern is the physical and emotional safety of all participants.

b) **Excellence in Program Delivery –** We strive for excellence in each of the programs we deliver. Our programs are age appropriate, carefully sequenced, experiential and engaging. Wherever possible, we connect our outdoor programming to the Ontario Curriculum. Our programs emerge out of our own environmental education framework now called "*The Pathway to Stewardship*" – a carefully sequenced set of outcomes that help to develop an ethic of stewardship.

c) **Inclusion -** We strive to create a warm, caring environment that encourages participation, mutual support and teamwork among all campers. We will make every effort to integrate campers with special needs.

d) **Stewardship –** Stewardship begins by becoming aware and caring for our own local environment. Camp Kawartha makes a concerted effort to teach campers about natural communities that co-exist with our own human community. We also strive to teach campers strategies, skills and knowledge that will inspire them to live more sustainably. We integrate stewardship into all aspects of our programming including - programming, focusing activities, meal-time activities and wherever the opportunity is warranted and appropriate. Stewardship also means learning how to look out for and take care of one another. Many of our adventure and leadership programs we offer teach campers the soft skills they need to become effective team members and leaders.

e) **Effective Communication –** We want to make sure the experience we deliver meets teacher, campers and parent expectations and needs. During an outdoor education visit, we regularly check in with teachers, parents and campers. We provide formal evaluations and we track all responses.

About our programming:

We have 3 main areas of programming. Waterfront, Land based and Adventure. They are defined as follows:

f) **Waterfront** – any program using the waterfront such as canoeing, kayaking and swimming.

g) **Land based** – any program using the land in and around the centre and the range area.

h) **Adventure** – any program that involves team building such as initiative tasks, trust activities, low ropes, climbing wall and high ropes.

Each program area will have:

i) Established safety procedures as outlined in this manual.

j) Specific program goals and objectives. As much as possible, these are linked to the Ontario Curriculum.

k) A system for periodic program evaluation (consultation with staff, teachers and parents, review of evaluation forms).

Definitions:

In this manual the following definitions apply:

l) Director – means the same as Executive Director

m) Designate – is either the Head of Outdoor Education or a person named by either the Director or Head of Outdoor Education to act in their stead.

n) Campers, Participants and Students – mean the same.

o) Instructor – works directly with campers delivering our outdoor education programs.

p) Visiting Teacher – the teacher who is designated by the school principal to organize and lead a trip to our centre.

q) Volunteers – Include but are not limited to parents, campers teachers and interns.

General Program Policies:

r) Safety procedures apply regardless of the skill level of participants.

s) A first aid kit and cell phone and/or radio is taken on all range activities.

t) Participants are not permitted to participate alone in program activities.

u) Minimum staff/participant ratios must be followed were indicated in this manual.

v) A safety briefing which sets the tone will be incorporated into every high risk activity (initiative tasks, trust activities, low ropes, climbing wall and high ropes).

w) All staff should be adequately trained before instructing a program. This manual will outline training requirements for all program areas.

General Emergency Procedures:

x) All staff are required to complete First Aid and CPR training as a condition of employment. First aid kits will be located in the office and dining hall.

y) Emergency contacts – Emergency numbers are posted on the bulletin board in the dining hall. In the event of an emergency the following sequence of contact will occur:

Refer to Camp Kawartha Serious Emergency Protocols

i. If a serious accident occurs, **CONTACT 911** (an emergency vehicle should be available in less than 15 minutes).
ii. Contact the on site teacher(s) immediately. Insure their principal and the parents of the victim have also been contacted.
iii. Contact Jacob Rodenburg at home: 705 748-4723 or his cell at 705 750-8943.
iv. Specific emergency procedures are detailed in Sections 5, 6 and 7 and in Camp Kawartha's Safety Policy Document. A copy of this is available in the Outdor Education office in a red binder

z) Emergency Siren – In case of a fire (or other emergency) the first staff aware of the emergency will sound a loud, sustained siren for least 2 minutes in duration. A staff member will gather all campers, parents and volunteers in front of the log cabin. Our staff and teachers will institute an immediate head count. A search will immediately ensue if any campers are missing.

Health and Safety:

Search Procedure:

a) **Preventative Protocols:** In order to reduce the risk of campers missing at the main site – the following protocols have been instituted:

i. Instructors will clearly explain boundaries /rules during a tour provided to all campers. Instructors will explain the consequences of not adhering to camp rules.
ii. Teachers/adults will be provided with the same information during teacher orientation.
iii. Emergency information will be provided during orientation including:
- The use of the Camp siren.
- The location of the emergency gathering area.

iv. Instructors will inquire about campers with special needs and challenges. This information will be communicated to instructors.
- Instructors will encourage teachers to initiate a head count prior to start of each programming and at all meals. Instructors and visiting teachers will confirm that all campers are present.

- Instructors will clearly indicate that the responsibility for recreational supervision belongs to the teachers as indicated in our Visiting Teacher Information Package. Instructors will also outline teachers and volunteer roles during a residential visit.
- In order to reduce the risk of campers missing on the "range" (Camp Kawartha's 185 acres of adjacent land) – the following protocols have been instituted.
    - Volunteer adults and instructors will be placed in the "lead and sweep" positions.
    - All campers will be kept together in small groups or in buddies if the group needs to be subdivided further to accommodate programming needs.
    - For activities that require campers to venture on their own - Boundaries will be clearly defined and visible (for example ropes across trail and/or having an adult stand at the boundary (eg. 3 maples).
    - Instructors will provide an "End of Game" signal.
    - A minimum of one Cell Phone and one radio must accompany instructors to the range.

<u>IF A CAMPERS IS DEEMED TO BE MISSING AT THE MAIN SITE</u>: Institute the following search procedures:

b) **Search Procedure:**

Phase A: (Preliminary Search).

- Instructors will confirm that a campers is missing by consulting with visiting teachers/volunteers. They will also conduct a head count.
- Staff will determine where the missing campers was last seen.
- A preliminary search of main site will be undertaken by instructors. If on the main site the search will consist of searching cabins, dining hall, bathrooms, classrooms etc. If on the range area, the search will consist of a quick.
- The campers will remain in one place one with a designated adult.

Phase B (Full Search Initiated). A decision to institute a full search will be made by Camp Kawartha Senior staff together with visiting Teachers / Group Leaders.

- Executive Director will be informed.
- The full search will be coordinated by the most senior Camp Kawartha staff on site who will be referred to as the **<u>Search Coordinator</u>**.
- Siren will sound. Campers, leaders and staff will gather in front of the LOG CABIN.

If it is suspected by the Search Coordinator that the missing person is on the <u>Main Site</u> then staff will obtain Emergency Binder from emergency drawer in OE office. Camp Maps will be disturbed to available staff by the Search Coordinator). The Search Coordinator will also:

- Decide with the visiting teachers when to contact emergency assistance. Considerations include: weather conditions, time of day, nature of campers
- Distributes radios to searchers (first checking channels to ensure they are all the same).
- Searchers search areas as outlined on the Camp Maps: Search is as follows:
  - **Search Card One** Alder, Poplar, Pine, Spruce, Elm, Aspen, Balsam, Maple, Kiwanis Cottage, Campfire Area, Wood shed, Pump house, Outhouses, Outdoor Showers/Handwashing Station, Tuck Shop
  - **Search Card Two:** Jack Frost Centre, Arts/Crafts Room, Health Centre, Spurway (Birch), Boat Shed, Basswood, Oak, Willow, Cedar/Sumac, Old Archery Range, Yurt, Bunkies, OE Storage Sheds, Washrooms (male & female sides, housekeeping office)
  - **Search Card Three:** Rotary Hall/Dining Hall (lounge, dining area, kitchen, bathrooms, cleaning room), Wood Shed, Maintenance (yard and inside work space), Upstairs Learning Centre, Tamarack, Greenhouse, Trading Post, Teepee, Main Office, Parking Lot
  - **Search Card Four:** Sports Shed, OE/SC Office, Hickory/Hawthorn, Hemlock, O'Reilly, Staff House, Bungalow, Climbing Shed, Team High Ropes, Individual High Ropes, Climbing Wall, Low Ropes,
  - **Bike or 4 Wheeler Patrol** – Bike stored inside O'Reilly porch) Tedford Lane (500m), Birchview Rd (East, West 500m), North on Camp Line (500m), South on Camp Line (500m),

Search Coordinator remains at the Rotary Hall Entrance Area. All searchers will:

- Call missing person's name on a continuous basis.
- Searchers look both high (roofs etc.) and low (under cabins) in buildings, in nooks and crannies and in hidden places.
- Searchers return to start when finished. Search Coordinator will send them back out to double check for a second round.
- Search Coordinator switches maps for a third round of searching.
- Search Continues (Range & Beyond).
- Once main camp is searched (unless search began on the range).
- Keep searching until professionals arrive.

If it is suspected by the Search Coordinator that the missing person is on the <u>Range</u> (as defined by the map in Figure Two), the search areas will be as follows: <u>All range searchers must have radios</u>!

i. **Range Area Search Card A:** Start at Teepee on Range. Search the yellow trail south to Camp Line, look up and down camp line, continue to search yellow trail until you reach the rock platform. Search South on the Yellow Trail and loop North and West on the red trail as indicated on the map. See search coordinator for further instructions.

ii. **Range Area Search Card B:** Start at Teepee on Range. Search the Red Trail to the Blue Trail and then bear South on the Red Trail. Take the "erratic" loop. Check survival game area, check encampment area. See Search Coordinator for further instructions.

iii. **Range Area Search Card C:** Start at Teepee on Range. Take the Red Trail until it turns into the Blue Trail. Turn South at the Three Maples. Turn West and reconnect with the Red Trail. See search coordinator for further instructions.

iv. **Range Area Search Card D:** Get bike or 4 Wheeler located in Hangar. Go to Rock Platform. Take the Red Trail to the Three Maples. Turn North on the Blue Trail and search up this trail for 750 meters (until private property sign). Return to Three maples and continue south to Demers Road. Return to teepee for further instructions. Only trained 4 wheeler operators may use this machine. You may not go on any public roads.

v. **Evacuation:** In the event of an injured camper, parent or volunteer that requires evacuation, staff will assess conditions and the physical and emotional safety of the injured participant. If there is any serious risk whatsoever associated with moving the injured party, staff will immeadiately call 911. Staff will radio the office. Office staff will direct Emergency Response Personel to the closest evacuation point as indicated on our emergency maps. If staff are in doubt, staff will work with paramedics and local rescue authorities to determine how to proceed with a safe evacuation.

c) **Waterfront Search Procedures:**

Unless indicated by the Search Coordinator, an underwater search will not be conducted, unless there is a missing person in a program using the waterfront (for example during our canoeing or kayaking program.)

i. In the event there is a missing search during a waterfront program, the following search procedure shall take place:

- The search will be lead by an NLS certified staff member (Waterfront Search Leader) to be determined before each waterfront program.
- The Waterfront Search Leader will decide where to focus the search.
- If the search is in the main swimming area, the Waterfront Leader organizes a **deep water line search.**
- Shallow water in the swimming area is visually swept by the Waterfront Search Leader.
- the search continues until the person is found or called off (with three long whistle blasts) by the Waterfront Search Leader.
- if the missing person is found in the water, standard removal procedures are followed (i.e. Bronze Cross and NLS standards).
- If someone is determined to be missing from the boating area the Waterfront Search Leader begins a scanning search with binoculars. If the missing person is spotted, they will be retrieved via crash boat.
- If the missing person is not located during this scan, the Waterfront Search Leader will organize a water search near the area where the missing person was last seen.

Fire:

Each building is equipped with a smoke detector and fire extinguisher. Any missing or tampered with fire extinguishers, smoke detectors and/or other safety equipment will be reported to maintenance staff immediately.

d) **Waterfront Search Procedures:**

i. Staff who discover a fire will immediately sound the alarm (a loud siren) and call **911**. Contact the Executive Director or designate using Serious Emergency Procedures as a guide.
ii. All campers, teachers and volunteers will proceed to the **LOG CABIN.**
iii. During the evacuation of all buildings, staff will make sure to close all windows and doors, turn off any electrical equipment or appliances and that all campers are evacuated from the immediate area.
iv. It is the responsibility of the Executive Director (during weekday working hours) or designate and the visiting teacher (s) to account for all campers, volunteers and Camp Kawartha staff.
v. If the Executive Director or designate suspects or knows that a person(s) is missing, staff will be assigned to check the areas of the camp NOT affected by fire. If the person is suspected to be in the area of the fire, the fire department's ranking officer will be informed of the person's last known whereabouts.
vi. Participants and staff members will only be permitted to leave the basketball court area if threatened by fire or given permission by the Executive Director or their designate.
vii. Staff members may attempt to extinguish a small fire by using a fire extinguisher properly. A fire drill will be practiced at least once during the outdoor education season.

e) **Maintenance of Fire Hazards**

i. Our maintenance staff will check the operating conditions of smoke alarms, fire extinguishers and general safety of each building (wiring, outlets and condition of beds, windows and screens) at least once per week. They will sign a form signifying that alarms, extinguishers and all equipment is safe and operational. These forms will be kept by the maintenance supervisor and handed into the office biannually.
ii. If any cabin does not have a working smoke detector, a charged and operational fire extinguisher or any maintenance issue that can be construed as a safety hazard, the maintenance informs the maintenance supervisor in writing (forms located in kitchen on east wall). The maintenance supervisor will rectify this situation within 24 hours and will inform the Executive Director within the same time period.

iii. Location of Fire Emergency Plan:

- The Emergency Fire Plan will be located in a red safety binder in the OE office. The Site Plan will also be located there.
- Cleaning staff regularly inspect (after each outdoor education and weekend rental booking) all extinguishers and detectors. Maintenance staff are responsible for semi annual inspections of extinguishers.

Medication:

f) Visiting teachers are responsible for dispensing, recording and monitoring all campers medication.

g) All medication will be secured in our medicine cabinet, located on the south wall of the dining hall.

h) A designated visiting teacher will be provided with a key to the cabinet. The designate will be the only one authorized to access, distribute and record campers medication.

i) All medication will be returned to campers on the last day of their visit. The key will also be returned to Camp Kawartha Staff.

Accident Reporting

j) For any accident, near accident or incident as defined in Camp Kawartha's Safety Policy Document, a staff member must fill out an incident/accident report form available at the office and in the First Aid Cabinet of the Dining Hall. All forms must be clearly and completely filled out. All incident/accident report forms are handed to the Director, Head of Outdoor Education or designate the same day as the incident.

k) Guidelines for filling out forms:
   i. Reports are filled out each time a participant is injured or potentially injured (a near miss).
   ii. Reports should be specific and provide as much detail as possible.
   iii. Each line must be completed.
   iv. State facts and not personal opinions.
   v. Make sure the form is witnessed and signed by the visiting teacher or person in charge.

Critical Issues and Serious Occurrences:

l) All critical issues and serious occurrences must be reported to the Director or Designate immediately. The Director or Designate assumes responsibility for critical issues and serious occurrences and shall coordinate a response.
   Camp Kawartha defines critical/serious occurrences as:
   i. Any incident involving a participant or employee or volunteer which is of a serious nature to require the involvement of police, fire department and or/attendance at a hospital emergency department
   ii. Any illness deemed to be unusual or serious by staff and/or teacher present (diphtheria, food/water poisoning, etc.).
   iii. Any pregnancy and/or abortion of a child in our program.
   iv. Any physical contact between a participant and employee which either results in injury and/or is of an inappropriate nature.

v. Any physical contact between a participant and parent/visiting teacher or visitor which results in injury and/or is of an inappropriate nature.
vi. Absence of a child without leave.
vii. Any occurrences having the potential to have serious ramifications.
viii. Death of a participant.
ix. Refer to Camp Kawartha's Safety Policy Document for further details and directives.

This list is not all-inclusive and serves as a <u>guide only</u>

Camp Kawartha's Procedures:

m) The participant and staff shall be provided with immediate and appropriate attention when warranted.

n) The staff or any other person witnessing or having knowledge of the occurrence shall orally report the occurrence to the Director or designate.

o) The supervisor shall conduct a preliminary inquiry.

p) All persons having knowledge of the occurrence shall remain at Camp Kawartha until they are excused by the supervisor conducting a preliminary inquiry.

q) A preliminary report shall be written and signed by the supervisor before staff involved goes off duty. It will contain the following:
   i. What happened (description of the incident)?
   ii. When did it happen (date, time, etc.)?
   iii. When was it reported?
   iv. Who was involved?
   v. Where did it happen?
   vi. What action was taken?
   vii. What is the current status?
   viii. What further action is proposed?
   ix. Who was notified about the incident (parents, police, Crown Attorney, Board of Directors)?
   x. Would a more thorough investigation seem necessary?
   xi. Will there be a follow up report?

- If, on the basis of the preliminary inquiry, there is reason to suspect that a participant has been abused, the staff member in charge will immediately request a medical examination of the participant. Photographs may be required. A written report and an opinion as to the probable cause of the injury will be submitted to the attending physician.

- If, on the basis of a preliminary inquiry, there is reason to suspect that there has been abuse of a staff member, the staff member in charge

will immediately request a medical examination of the injured staff person.

- The Director or Designate notifies the Board of Directors immediately.

Harassment:

r) **Policy Statement concerning Staff:**

Philosophy: It is Camp Kawartha's belief that all employees are entitled to a safe working environment. That means an environment where every employee is respected and entitled to fair and equitable treatment. Every employee at Camp Kawartha is responsible for creating an environment in which people are valued and respected. As such, all employees are responsible for ensuring that the workplace is free of harassment. Any employee, who commits harassment or knowingly condones the harassment of others, will be subject to disciplinary action and/or dismissal. Please note, this policy statement concerning harassment is also part of our Summer Camp Policies and Procedures.

s) **Definition of Harassment:**

Harassment consists of unacceptable conduct or comments which undermine the employment relationship or that might be reasonably expected to cause offense or humiliation to any employee or might be viewed by the employee as placing an improper condition on employment. Harassment generally falls under two broad categories:

i. *Harassment by discrimination*: This includes unacceptable conduct or comments prohibited under the Canadian Human Rights Act such as: age, race, gender, national or ethnic origin, colour, religion, disability, marital status, family status or conviction of an offense for which a pardon was granted. It also includes, deliberate or unintentional gestures, comments, racial slurs, questions, representations or other behaviours that ought to be reasonably known by the harasser to be unwelcome by the recipient.

ii. *Sexual harassment*: Sexual harassment is deliberate and /or unsolicited verbal comment or physical comment of a sexual nature that is unwelcome by the recipient. Examples include, sexually suggestive gestures, sexist jokes that embarrass, flirtations, adbusces or propositions, leering, the display of sexually offensive material, derogatory or degrading remarks directed towards members of one sex or one sexual preference group.

t) **Responsibilities:**

Camp Kawartha recommends the following procedure, should you be a victim of sexual harassment:

i. As soon as the incident occurs, make your unease known to the harasser. Indicate clearly that the behaviour or remark is unacceptable to you. Ask the harasser to stop, preferably in the presence of a witness. If the harassment does not stop, go to the next step. At any time there is physical assault, the police should be contacted immediately. Any serious harassment (unsolicited touching, repeated abusive comments of a sexual, racial or gender nature, you must notify the Executive Director immediately.

ii. Talk to the Head of Outdoor Education about the problem. Be specific. It is helpful to keep a written record of dates, times, the nature of the behavior and witnesses, if there are any.
iii. If the Head of Outdoor Education does not take action and/or the harassment continues, you should speak with the Executive Director.
iv. If you know or suspect that a co-worker is being harassed, be supportive. Advise the co-worker what actions he or she might take. Consult with the Executive Director if you are not sure.
v. As an employer, we are legally obligated to investigate all allegations of harassment. A victim of harassment can insist that there be no investigation, only if a signed release is obtained.

u) **Management Responsibilities:**
i. We will discuss this policy with our staff and ensure a copy is given to each employee. This policy statement is included in the Summer Camp Manual and Outdoor Education Manual.
ii. If Senior Staff suspect or are made aware of an employee being harassed, an investigation will be initiated immediately. Senior staff must fully investigate and resolve complaints of harassment. Legally, all senior staff members can be held personally liable for failing to take action.

v) **Investigating procedures:**
i. Obtain details of the incidents from the employee.
ii. Interview the alleged harasser and obtain his/her side of the story.
iii. Interview all witnesses to the incident.
iv. Review the facts of the case and take appropriate action. If warranted, consult legal consul on Camp Kawartha's Board of Directors.
v. Convey the results of the investigation in a timely manner to the complainant and the respondent.

w) **Policy statement concerning campers:**
i. At Camp Kawartha, all campers and campers are entitled to a harassment free environment.
ii. It is a given that campers should be able to trust staff members. The environment we provide campers **must be a physically and emotionally safe.**
iii. Harassment in any form will not be tolerated. Any staff member who commits harassment or knowingly condones harassment of a campers will be subject to disciplinary action and/or dismissal.

x) **Definition:**
Harassment is unacceptable conduct or consists of comments made, that undermine a campers's relationship at camp, or that might reasonable be expected to cause offense or humiliation to a campers.
i. **Harassment by discrimination**: This includes unacceptable conduct or comments prohibited under the Canadian Human Rights Act such as: age, race, gender, national or ethnic origin, colour, religion, disability, marital status, family status or conviction of an offense for which a pardon was

granted. It also includes, deliberate or unintentional gestures, comments, racial slurs, questions, representations or other behaviours that ought to be reasonably known by the harasser to be unwelcome by the recipient.

ii. **Sexual harassment**: Sexual harassment is deliberate and /or unsolicited verbal comment or physical comment of a sexual nature that is unwelcome by the recipient. Various behaviours that can be interpreted as harassment of campers include: hitting a campers, using abusive or derogatory language with campers, using unacceptable gestures towards campers, unduly degrading a child's behaviour, especially in front of others. Examples of sexual harassment include, sexually suggestive gestures, sexist jokes that embarrass, flirtations, advances or propositions, leering, the display of sexually offensive material, derogatory or degrading remarks directed towards members of one sex ore one sexual preference group.

y) **Camp Kawartha Guidelines**:
Each staff member, as part of their contract for employment at Camp Kawartha, agrees to the following:

i. Staff may not, under any circumstances, hit a child.
ii. Staff may not use abusive or derogatory language with or in the presence of campers.
iii. Any staff member who encounters a child, who is particularly difficult to mange, will seek the assistance of supervisory or administrative staff.
iv. In all dealings with campers, staff should strive to respond in a mindful manner to children, and avoid reacting to children.

Conflict Resolution Policy:

Introduction

Conflict exists in all organizations, and to a certain extent indicates a healthy exchange of ideas and creativity. However, counter-productive conflict can result in employee dissatisfaction, reduced productivity, poor service to clients, absenteeism, increased employee turnover, increased work-related stress, and in extreme circumstances, actual violence. The timely resolution of conflicts can raise employee morale when they know there is a fair and consistent process for dealing with conflict. Our conflict resolution policy and procedures therefore promote open communication and fostering a safe environment for addressing differences of opinions. Employees are protected from retribution for raising legitimate complaints and concerns using the conflict resolution process.

Definitions

In this policy, conflict pertains to issues, disagreements or disputes concerning the general operation of the Camp, including a complaint against a staff member, or the administration.

POLICY

i. Camp Kawartha is committed to and supports the settlement of conflict over matters related to disagreements between staff, between staff and administration, between staff and parents/campers.
ii. Harassment can be a source of conflict, and our Conflict Resolution. Procedures may provide a first step in dealing with harassment. However, in the event of actual or perceived harassment, we defer to our Harassment Policy. Please note our Conflict Resolution Policy is not meant to address either harassment by discrimination, or sexual harassment.

Camp Kawartha's Goals

Camp Kawartha will endeavour to facilitate timely, effective and clear communication between outdoor education staff, kitchen staff, parents, campers, teachers and stakeholders. Specifically our goals are:

i. To promote a sense of community among our staff, clients and stakeholders.
ii. To communicate in a positive and professional manner.
iii. To proactively deal with problems and disputes.
iv. To engender a sense of ownership and responsibility among all staff for the physical and emotional safety of all clients, stakeholders and staff.
v. To resolve problems by focusing on issues (not blaming people).

Roles and Responsibilities

Camp Kawartha's Administration will:

i. Arrange for regular meetings with staff.
ii. Anticipate and deal proactively with problems and disputes.
iii. Facilitate regular and clear communication among camp staff, clients and stakeholders.
iv. Attempt to resolve disputes in a timely and equitable manner.
v. Create a physically and emotionally safe environment for all staff, clients and stakeholders.

All Camp Kawartha Staff will:

i. Communicate with each other, with clients and with stakeholders in a positive and clear manner.
ii. Deal with grievances and disagreements in a professional manner.
iii. Strive to value each other's strengths. Our staff will make every effort to support fellow staff in areas of growth.
iv. Recognize and accept differences. Different staff will necessarily have different approaches to work. We all want to work together to provide a positive and nurturing environment for campers, campers, parents, staff and stakeholders. Differences in opinions and approaches to work will be honoured providing they uphold the overall goals and philosophies of Camp Kawartha as outlined in section one of this document.

Dispute resolution

In the event of a dispute between staff, the following steps will be initiated:

i. Staff will try to deal with any problems, professionally and positively among themselves.
ii. In the event a dispute or a grievance cannot be resolved, the issue(s) will be brought forward to the Department Head.
iii. In the event that a dispute or grievance is still outstanding, the issue(s) will be brought forward to the Executive Director. If any problems persist, the Executive Director will work with the Personnel Committee of the Camp Kawartha Board of Directors to resolve any issues. The Personnel Committee will be the final arbitrators of internal disputes.

Contact with Campers:

i) Camp Kawartha requires that staff exercise caution regarding contact with campers in the community, online, and at camp. Just as in the offline world, online contact between staff and campers (both current and former) must be appropriate, respectful and transparent.
ii) Staff members may not make connections to campers on social networks (e.g., Facebook, Linkedin) in a manner which exposes the camper to postings of a profane, sexual, or otherwise mature nature, including but not limited to references to, or photographs of, alcohol or drugs.
iii) Staff members who post on websites used for publishing (e.g., Blogger, Wordpress, Wikipedia), microblogging (e.g., Twitter), or sharing (e.g., YouTube, flickr, last.fm, Pinterest), or which are inherently public must do so in a manner which similarly maintains an appropriate camper-staff relationship and does not expose campers to their postings when they are of a mature nature (e.g., by posting under a pseudonym unknown to campers, or by restricting access to the posts).
iv) Just as staff are not to be alone with a camper in person, staff are not permitted to establish or maintain online interactions with campers which are private and unrecorded.
v) Staff-camper connections which predate the staff member's term of employment should be appropriately modified to meet these criteria prior to beginning their employment.
vi) Inappropriate online relationships between staff and campers will subject the employee to disciplinary action or termination.

Campers/Staff contact

Staff will understand and accept the following guidelines when touching children. Children may only be touched:

i. On the hand shoulder and back.
ii. Never against a child's will (unless in the case of clear and present danger to the child).
iii. In the company of other adults.

iv. Never in a place on a child's body that is normally covered by a bathing suit, unless it is for a clear medical necessity, and then only with the supervision of another adult.

a) **Staff Responsibility**:
   i. An instructor is the care-taker of campers.
   ii. An instructor must understand there is a clear power difference between the staff and campers.
   iii. Inappropriate sexual and/or physical abuse of campers will likely have a severe and lasting negative impact on campers that cannot be undone.

b) **Staff/Campers relationships**:
   Staff will understand and accept the following guidelines:
   i. There is to be no "hazing" of campers by other campers or staff.
   ii. Campers will not be subject to "initiation" rites that are abusive in any manner.
   iii. Younger children should be encouraged to change their own clothes as much as possible.
   iv. Campers will not be left alone with a staff in the cabin.
   v. A staff member will, under no circumstances, share a bed or sleeping bag with a campers.
   vi. Staff will set limits with children who "cling" to them.

c) **Action:**
   An allegation of harassment, whether made by a campers, a staff member, or the campers's parent (and/or legal guardian) will be reported to the Executive Director, who must report the incident to Family Services. Family Services will advise the camp of the appropriate action to be taken. The principal of the visiting school must also be contacted.

Social Media Policy:

Introduction

Families, teachers and adminstrators entrust their children to Camp Kawartha. Our commitment is that we will provide a safe, nurturing environment for all visitors. This policy is intended to protect campers online, as well as to maintain appropriate campers – staff relationships and to maintain the image of Camp Kawartha on the Internet. Given the rapidly changing landscape of technology and Internet-driven communication, this is a living document, and as such will be reviewed and updated regularly to reflect the changing realities of each school year.

Code of Conduct for Employees' Online Presence

As a Camp Kawartha employee, it is every staff member's responsibility to uphold the reputation and the mission of our organization. This includes all dealings with the community; inside and outside the workplace, both on and off duty. It is the responsibility of all employees to avoid any inappropriate speech or behaviour in the presence of our

community members at all times. This includes everything from voice mail at work to online profiles (e.g. Facebook, Twitter, YouTube, Tumblr, etc).

Online Content

Employees are responsible for the content of all text, audio or images that they upload to the Internet. This includes but is not limited to fraudulent, abusive, profane, harassing or obscene messages or derogatory or inflammatory remarks about an individual's or group's race, religion, national origin, physical attributes or sexual orientation. Inappropriate content will subject the employee to disciplinary action or termination.

Staff should not purport to represent Camp Kawartha or speak on its behalf on the Internet without authorization from the Executive Director or Head of Outdoor Education.

Images and Logos

i) The use of the logo of Camp Kawartha is prohibited without the consent of the Executive Director
ii) The posting of photographs of campers online is prohibited, except in a manner approved by the Executive Director, Head of Outdoor Education or Office Coordinator.
iii) All online profiles, groups, or posts made on behalf of any aspect of Camp Kawartha's operations must be approved by the Executive Director, Head of Outdoor Education or Office Coordinator

The Kawartha Outdoor Education Centre Operating Standards:

Swimming

Swimming must take place in the enclosed swimming area delineated by swimming markers.

a) Ratios:

Minimum of 2 lifeguards for all waterfront programming. Maximum of 40 participants swimming at any one time. The Kawartha Outdoor Education Centre has the following staff to participant ratios

Lifeguards	***Participants***
2	1-24
3	25-40

Qualifications:

All Life Guards must have current NLS certification.

b) Saftey Practices

i. A swim test conducted by Camp Kawartha Staff will be required for any deep water swimming activity in the defined swim area at Camp Kawartha.
ii. Any designated weak swimmers or those untested, must wear a PFD or they may only swim in the designated shallow area.
iii. All participants will be "blocked on" and "blocked off" while participating in any swimming activities at Camp Kawartha.
iv. All required safety equipment (personal assists, safety ring) will be in place as outlined in our Swimming Safety Checklist. Each supervising life guard will insure that all equipment is present and in working condition. They will sign that this review has taken place.
v. Lifeguards must be aware of any special concerns or needs of participants and make a reasonable effort to accommodate these needs.
vi. Lifeguards will supervise and lifeguard all people in the swimming area, being directly responsible for their safety.
vii. Lifeguards will not be directly responsible for supervising people in boats outside of the swimming area.
viii. Lifeguards will lifeguard in appropriate clothing, ready to respond immediately to any situation.
ix. Lifeguards will have on their person, an appropriate personal assist and whistle.
x. Lifeguards will continually keep track of all swimmers in the water and maintain a system for monitoring who is in an out of the water at all times (the buddy board may be used for this purpose).
xi. A first aid kit and spinal board will be present and accessible by the lifeguarding staff.
xii. At the first sign of lightening and/or thunder, all swimmers must exit the waterfront area. No one is permitted back in the waterfront area until 30 minutes has elapsed since the last clap of thunder or sign of lightening.

Kayaking, Canoeing, and Voyageur Canoeing:

A minimum of 1 waterfront staff with current NLS certification and 1 crash boat operator with a valid Ontario Boating License must be present. The same ratio of staff to campers for our swimming protocols (see #15b) must be followed.

c) **Saftey Practices**

i. Crash Boat:

- There must be a fully operational crash boat, outfitted with PFD's and rescue equipment, gassed and ready to go, for any boating activities. The boat must be inspected before use to insure there are no leaks and that the motor is functioning properly. Both the crash boat operator and OE staff in a canoe (tandem or voyageur) will carry a 2 way radio with them to ensure 2-way communication is always maintained.
- There must always also be a cell phone with either the crash boat operator or a with a staff member in a canoe (in the event of motor difficulties and/or any emergencies).

- Staff must be aware of any special concerns or needs of participants and make a reasonable effort to accommodate these needs.

ii. Staff must inform participants of:

- Rules and regulations for each activity.
- Be clear and explicit about open water boundaries.
- Be clear and explicit about emergency procedures.
- Staff will supervise and lifeguard all people in the open water area and along the beach area, being directly responsible for their safety.
- All participants and staff must wear a properly fitted and fastened PFD
- Participants must demonstrate a successful wet exit before participating in a kayak session.
- Staff must suspend any boating activities if the weather is excessively windy, cold, rainy and impedes the safe running of a boating program.
- At the first sign of lightening and/or thunder, all boaters must return to shore. No one is permitted back in the waterfront area until 30 minutes has elapsed since the last clap of thunder or sign of lightening.
- Staff will lifeguard in appropriate clothing, ready to respond immediately to any situation.
- Staff will have on their person, an appropriate personal assist and whistle.
- Staff will continually keep track of all boaters in the water and maintain a **system for monitoring who is in an out of the water at all times.**
- A first aid kit and spinal board will be present and accessible by the life guarding staff.
- In the event of a tipped canoe, staff will assist with a canoe over canoe rescue.
- All canoes must remain within visual contact of our staff at all times. If staff are not confident that canoes can remain together within safe monitouring distance, all canoes must return to camp immeadiately. Camp Kawartha staff will make the determination if a professional search is required, should any canoe (s) go missing.

Policies and Procedures Regarding Adventure Programming At Camp Kawartha,

d) **Supervision**

i) Our high and low ropes course, our climbing wall and our initiative and trust activities must be supervised by and Adventure Coordinator. This individual must be a graduate from a level two certified challenge course organization. All staff must follow OPHEA Safety Guidelines for Climbing – Challenge Couse/Towers High Elements

e) **Belaying ATC**

i) All staff who belay campers, adults and/or campers, shall be a graduate from a level one certified challenge course organization. They must be trained by a staff person who has obtained a minimum of a level two graduate from a certified challenge course organization.

ii) All staff shall wear correctly fitted harnesses and helmets while belaying campers

iii) Staff who are belaying, shall correctly use an ATC device, a locking carabineer and shall have a backup safety loop anchored to a locking carabineer, securely attatched to the belayer's harness.

iv) Before each climb commences, an instructor shall check that all carabineers are locked, positioned correctly and that the belay device is correctly positioned and secure.

v) Staff who are belaying, shall use a backup belayer. The back up belayer must be instructed in the techniques of back up belaying before a climber begins to ascend the wall or ropes course.

f) **Belaying – Just Right Descender Pole (JRD)**

i) All staff who supervise the use of JRDs to belay campers, adults and/or campers, shall be trained to do so. They must be trained by a staff person who has obtained a minimum of a level two graduate from a certified challenge course organization.

ii) One staff member may supervise one JRD.

iii) A minimum of 4 elementary campers belayers and 3 secondary campers/adult belayers are required per JRD.

iv) Belayers will use the "pull-slide-slide" method to take up slack. Belayers must **never** remove their hands from the rope.

v) Lowering the climber requires a "push-slide-slide" motion. Belayers should not allow loops of slack to develop between them.

vi) All belayers must wear a helmet.

g) **Climbing Procedure**

i) **For Dynamic Climbing:**

- All climbers shall wear correctly fitted harnesses and helmets.
- All climbers shall be checked by an instructor to make sure harnesses and helmets are properly fitted.

- The climber shall be fitted to the climbing rope by a properly executed double figure "8" knot and stopper knot. These knots shall be secure and <u>rechecked</u> by the instructor.
    - The instructor may attach the figure-eight directly to the participant's harness looping the bight through the waist and leg attachments or the instructor may attach the figure-eight to the participant's belay loop with two matched carabineers in the flipped, opposed and locked position.
    - A carabineer may be used to attach the chest harness to the belay rope.
- A clear series of commands between the climber and belayer will be discussed with the climber and belayer, before a climb commences. These commands must be consistent throughout each climbing session. A climber will not be permitted to proceed unless these commands are adhered to. Each staff person will be responsible for making sure these commands are consistently and clearly delivered.
- Instructors shall be encouraging but will not coerce, force, cajole or pressure a climber to go higher than a climber wishes.

If a climber clearly wishes to descend, the instructor must allow that climber to descend.

- Ladders used by participants must be tied securely to the element's pole. There must be at least one person holding the ladder while the climber ascends the ladder.
- There must be at least one instructor present at on our six acre main site, who can execute a rescue should one be required. Our standard rescue will be a belayed lower rescue. The instructor must practice this rescue at least twice per year.
- A rescue pack that has been inspected that day and is properly packed with all necessary rescue equipment must be within 50' of the high ropes course, during a dynamic climb.
- A ladder must always be present at the course when it is being used to facilitate rescuer climbing, even if the participants do not need a ladder.

ii) **For static climbing**

- There must be a minimum of two instructors present for a static climb to take place.
- Static climbing on our ropes course must be led by a minimum of a level two graduate from a certified challenge course organization. Participants in a static climb must go through a training session on our training course before being permitted to climb statically on our high ropes course.
- On the training course, participants must demonstrate that they are able to deliver all appropriate commands, use lobster claws properly and demonstrate that they can correctly anchor to fixed station points.
- A rescue pack must properly packed with all necessary rescue equipment, checked and brought up on the high ropes course carried by an instructor during a static climb.

iii) **For Flying Squirrel**

- This element has a rope of special length and can only be operated with that rope.
- The participant must be attached to the belay rope using a waist and a chest harness to prevent him/her from becoming inverted.
- It is permissible to use a double figure-eight on-a-bight or bowline on-a-bight (the bowline will not tighten as much as the figure eight).
- An alpine butterfly marker knot should be tied on the climbing rope at a height just above the participant's reach. This is to prevent the participant's fingers from hitting the top anchor and the participant from being raised too high.
- This element requires two staff, one with the participant, one with the haul team.

- The staff member with the participant oversees the attachment of the participant and calls for the haul team to stop before the marker knot touches the pulley.
    - The staff member with the haul team must be the last person on the belay rope and must be clipped into that rope with a locked carabiner attached to his/her belay loop.
    - This staff member is responsible for setting the pace of the haul team and watching for cars.
- A minimum of 7 participant belayers must be used as a haul team for the climber.

    - Each of these belayers must be clipped into the belay rope on locked carabiners to alpine butterfly knots attached to their belay loops.
    - Belayers should alternate on both sides of the rope.
    - Belayers should be positioned at an appropriate distance along the rope to allow room to move.
    - Any additional belayers will hold the belay rope with their hands.
- The climber may be lifted from directly below the top anchor, thus preventing any swing. Alternately the climber may be lifted from behind the top anchor to include some swing in the haul. To swing the climber stands back from the top anchor, the further from the anchor, the greater the swing. The climber should position him/her self **not more than** 15 ft from the top anchor, away from the haul team, in line with the haul team and the top anchor. The climber must use a **slow jog** to move toward the top anchor (toward the hauling team). The climber must **not run**.
- Both instructors will supervise the group and stop the haul team **before** the alpine butterfly marker knot touches the pulley.
- To lower the climber the haul team turns around and walks slowly back toward the top anchor.

iv) **For All-Aboard**

- Participants must ascend and descend staggered one at a time. This is to prevent fingers from being stepped on or accidental kicking.
    - When one participant has ascended his/her ladder, the participant on the opposite ladder may begin climbing. Only one ladder may be in use at one time.
    - When one participant had descended to below the 2X4 ladder, the next participant may begin descent.

v) **For Dangle Maze**

- Participants must remain in their own quadrant (corner) of the element to prevent tangling.

- Two participants may descent at once, as long as they are in diagonally opposite quadrants.
- Participants are not to stand on the top wooden X, it is there only to provide grip and balance.

vi) **Initiative tasks**

- All staff may instruct initiative tasks, without special training, provided they do not involve trust activities and/or trust falls and/or low rope elements

- Staff who teach low ropes, trust activities and/or trust falls must be trained by a minimum of a level two graduate from a certified challenge course organization.

- All adventure activities will be introduced by the "challenge by choice" message. All campers and campers will be encouraged to participate but at any time campers and campers may opt out of any activity without fear of being pressured to continue. This must be made clear to all campers before any initiative and trust activities take place.

- If staff encounter negative comments, put downs, inappropriate or unsafe behavior, the activity will be suspended until the specific behavior is dealt with to the satisfaction of the staff.

- Any new initiative tasks involving special equipment must be approved for use by the Adventure Coordinator.

vii) **Climbing Equipment**

- All climbing equipment stored in the climbing shed including ropes, harnesses, helmets, carabineers, belay devices, lobster claws, pulleys and webbing must be logged before each use. Climbing equipment is colour coded to facilitate the logging procedure. The Adventure Coordinator is directly responsible for overseeing the logging procedure.

- All climbing equipment including ropes, harnesses, helmets, carabineers, belay devices, lobster claws, pulleys, sheer reduction tubes and webbing must be checked before each use. Climbing ropes are checked using the "pull and feel method" and are given a visual inspection. Harnesses are checked for fraying, loose threading, split fabric and excessive wear. Helmets are checked for hair line fractures, structural integrity and for the soundness of the straps. Carabineers, pulleys and sheer reduction tubes are checked for hairline cracks and for structural integrity. Lobster claw ropes and webbing must be

checked for fraying and excessive wear. IF ANY CLIMBING EQUIPMENT IS IN SUBSTANDARD CONDITION (any rips, tears, wear marks, cracks, fraying, bulges etc.) IT IS IMMEADIATELY RETIRED AND REMOVED FROM THE CLIMBING SHED. The Adventure Coordinator must be promptly informed.

- During evening hours and on weekends the following safety precautions must be in place:

    - The climbing shed shall be kept
    - The climbing wall cover shall be kept up
    - Ladders shall be down and locked
    - The dangle maze lower section shall be removed

- Campers and or campers may not enter the climbing shed unsupervised.

- All equipment must be returned to the climbing shed or proper place of storage, each evening unless given special permission by the Adventure Coordinator. This includes climbing ropes, ladders, harnesses, helmets, carabineers, lobster claws, webbing and any other climbing equipment.

Climbing Wall, High Ropes, Low Ropes and Training Course Inspections:

The High Ropes Course, Low Ropes Course, Training Course and Climbing Wall shall be visually checked from the ground each time before an element is used. The High Ropes Course, Training Course and Climbing Wall shall be checked via an aerial inspection once per month during regular use of this course.

h) For the Daily Inspection, Staff must:
i) Wear helmets when under or around any Challenge Ropes Course, or while performing ground checks
ii) Examine the High Ropes, Low Ropes, Training Course and/or the element being used to identify any obvious problems with the course (trees laying on an element or guy wire, dead overhanging branches, new checks in trees, damaged staples)
iii) Examine the Climbing Wall as a whole to identify any obvious problems with course (as described above)
iv) Sign a daily inspection survey indicating what has been inspected and that this inspection has been completed

i) For the Monthly Inspection, Staff must:
i) Inspect each guy wire on the element being used for the following:
ii) Sufficient cable tension
iii) Cable clamps spacing meets standards (2.5 inches apart)

iv) Inspect swaged cable loops for damage fray, wear and or cracks
v) A minimum of 3 threads show on each cable clamp
vi) Yellow guy wire sleeves are covering hardware
vii) Cable loops are in place and intact
viii) Check platforms: lag bolts and nuts, struts and decking should all be inspected for structural integrity
ix) Check ladders. Inspect structural integrity of any ladders that will be used for the elements
x) Check the amount of woods chips in and around elements.
xi) Check exposed rocks under cable

j) Check Climbing Wall before use:
i) Examine poles – keep a mental reference of size of checks – if checks have significantly increased in size, inform the Adventure Coordinator.
ii) Inspect the angle of poles: these should not significantly change
iii) Check wear of top boards
iv) Check condition of plywood
v) Check cables, swaged loops, cable clamps and threading (as outlined in guy wire inspection for high ropes described above)
vi) Sign an weekly inspection survey indicating what has been inspected and that this inspection has been completed

Camp Kawartha Inuit Blanket Protocols

This activity will only be conducted by experienced staff who have undergone some Inuit Blanket training and are approved to run this activity by: The Summer Camp Director, The Assistant Summer Camp Director, The Executive Director, The Outdoor Education Manager or The Environment Centre Manager.

k) Recommend minimum of 16 people will be required to use the blanket. This is dependent on age/strength, size of participants.

l) Staff will assess the capability of the group to safely use this activity. If, in their opinion, the group is unable to safely toss participants, the activity will not be permitted to continue.

m)A foam matt approved for use, must be placed under the blanket as a safety precaution.

n) Staff should perform a quick visual inspection of the blanket. Are there loose seams, are any handles weakening, is material tearing?

o) All participants must be instructed on how to use the blanket before anyone is tossed. This includes:

i. Checking in with the participant to assess comfort level for the activity (are you OK? Would you like a small, medium or high toss?). We have a "challenge by choice" philosophy. No one is ever cajoled, forced or

pressured into participating in this activity. They can decline at any time and this decision is supported by the group.

ii. Instructions on how to lie on the blanket. Participants must lie on their back (rear end over the red circle). Feet cannot be crossed; arms should be folded on the chest. Any article of clothing that might cause a hindrance must be removed. For example - eye glasses, necklaces, scarves, long dangling ear rings).

iii. Instructors must provide:
- Signal for readiness (ready on the outside, participant ready).
- Signal for tossing at the same time.
- Signal for pulling the blanket and holding it taunt as the participant lands.

iv. Checking after each toss to ensure that the mattress is centered under the blanket.

- Assessing to see if the toss is undertaken simultaneously. If the toss is not coordinated, it becomes possible to throw someone sideways, or worse – head first. If participants are not landing flat on their back – this increases the risk for injury.

- The instructors are responsible for stopping the activity anytime they feel the safety of the participants may be compromised. For example:
    - Lack of focus.
    - A participant who is larger than the group can handle.
    - Inappropriate language that may prove hurtful (for example "man you are too fat for us lift").
    - A very light participant who is in danger of being tossed very high. In this instance it is important to have participants curb their "pulling power." If the instructor is not confident that this can be done safety, the activity must be halted or another participant is selected.

Policy for the use of Thowing Axes, Archery and Atlatls:

p) **General Policy**

i) Throwing Axes, Archery and Atlatl will take place at designated sites (the archery field or nearby field) as authorized by the Executive Director or Outdoor Education Manager.

ii) A fully stocked first aid kit must be readily accessible.

iii) A working communication device (e.g., cell phone) must be accessible.

iv) All equipment must be inspected on a regular basis and repaired as necessary.

v) Bow length and weight must correspond to the height and strength of the participant.

vi) An equal number of appropriate- sized/length arrows/darts must be given to each participant.

q) **For Archery - target butts must be:**

i. A minimum of 5cm (2'') thick of 0.9kg (2lb) density ethafoam pieces, or equivalent. 1.2m x 1.2m (4' x 4') in size target face.
ii. Quivers must be used (e.g., pylon used as a floor quiver).
iii. Participants must remove jewelry and wear appropriate clothing (no loose clothing on upper body).
iv. Long hair must be tied back.

r) **During Throwing Axes, Atlatl and Archery Activities:**

i. Determine that all facilities are safe for use. Areas must be free of hazards.
ii. For Archery - a properly installed safety net must be used.
iii. Access/exit to the shooting area must be controlled and warning sign posted. The shooting area must be well marked and controlled. The overshoot area must also be controlled. There should also be a designated "waiting area."
iv. Archery equipment should be stored in two separate secured areas; arrows in one area, bows in another.
v. Throwing Axes may only be used by students aged 13 and above.

s) **Special Rules/Instructions**

i. Skills must be taught in proper progression.
ii. Establish a "Start" and "Stop" shooting and retrieving system.
iii. Establish an emergency procedure, including whistle system so that campers know when to stop.

t) **Campers must receive instruction on:**

i. Safety and emergency procedures.
ii. Vocal commands.
iii. Shooting techniques.
iv. Care and handling of equipment.
v. How to remove an arrow from a target butt safely. A "Shooting" line must be established, appropriate for the skill level of the campers. Sufficient spacing must be provided for each campers on the shooting line.
vi. No one in front of shooting line.
vii. All campers not involved in shooting must be positioned well behind the shooting line and away from any shooters on the line at the designated waiting area.
viii. Campers must be instructed that axes, loaded bow or atlatl dart must never be pointed at anyone.
ix. Axes and Bows/atlatls must only be loaded on the shooting line, after the signal to shoot has been given.

u) **General Safety:**

i. Instructors must be aware of campers whose medical condition (e.g., asthma, anaphylaxis, casts, and orthopedic device) may affect participation (see Generic Section).
ii. Campers must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).
iii. Campers must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes).
iv. Ratio: 12 campers to 1 teacher/supervisor plus volunteers if available.

Operating Standards

v) **Nature-based and Historical program Staffing**:

i. Ratios: There will be a minimum of one Camp Kawartha staff to 24 campers during our program rotation periods. For co-operative games and the survival game, one instructor will suffice, provided there is a minimum of two additional adult supervisors present.
ii. Qualifications: To teach nature-based and historical programming, our instructors must have current standard first aid certification, a college and/or university training and previous experience in the field of outdoor education.
iii. Staff Role:
- Staff will be aware of any special physical, emotional or special needs of participants. Staff will make every reasonable attempt to modify and adapt programs accordingly.
- If conducting a program on the range area, staff will know and follow range protocols as outlined in general program policies (page two).
- Staff are responsible for assessing the weather and environmental conditions prior to leaving on any program. If during a program, the weather conditions compromise the safety of any program (such as an imminent thunderstorm, icy conditions, blizzard, freezing rain, high winds) then staff will immediately return to camp and commence indoor programming alternatives.
- Staff will be trained in search procedures as outlined in general emergency procedures, page three.

Risk Management Plan

w) **General Safety Practices**: Our overarching goal is to provide a safe, nurturing environment for participants and volunteers. Instructors are charged with the responsibility of delivering physically and emotionally safe programs for all participants, regardless of ability, gender, race or nationality. This means that at

all times, instructors must exercise good judgment, common sense and they must deal proactively with circumstances that impact upon the physical and emotional safety of all participants. This is even more imperative for any activity involving increased levels of risk. In higher risk activities our instructors must exercise prudence, sound judgment and care above and beyond what is stipulated in this manual.

x) The following are General Safety Practices which apply to all program levels and to all participants in all activities:
   i. Safety policies established in a program apply regardless of the age, skill level and abilities of participants.
   ii. Written policies provide a basic framework for judgment. They cannot provide safety procedures for all conditions and for all circumstances. Conditions may warrant precautions which are more restrictive than any given stated policy.
   iii. Any departure form specific safety policies must only be in emergency situations to significantly enhance safety and involve a carefully developed, rational and defensible plan.
   iv. Participants must have specific permission of the supervisor, instructor, or leader before any participation in any activity sponsored by the program.
   v. Participants are not permitted to participate alone (away from the group or instructors) in program activities.

y) The following are general **Administrative Practices** which apply to all program levels and to all activities:
   i. The Centre will make periodic contact with local fire and enforcement officials and other agencies responsible for emergencies.
   ii. The Centre will have a comprehensive plan for fire protection and prevention which includes location of fire protection devices and regular inspection of equipment.
   iii. Drinking water will be tested a minimum of once in a 2 week period. The water treatment system will meet or exceed current Ontario Ministry of Environment regulations.
   iv. The Centre will insure that the facilities meet governmental guidelines for fire protection, sewage disposal, toilet, hand washing, bathing, showering, food handling and storage.

z) **Program Equipment:**
   i. Staff will be trained in the use of specialized equipment as outlined in this manual and receive a periodic review of equipment use and safety procedures.
   ii. A regular maintenance schedule will be followed as outlined in this manual including safety inspections, assignment of responsibilities for routine servicing and preventive maintenance, and have the completion of assignments documented and verified.

aa) **Maintenance Equipment**

i. All hazardous maintenance tools, equipment and supplies will be locked, with access restricted to those trained in safe handling.

ii. All maintenance and program staff will receive training where applicable, in the handling and use of hazardous materials and tools. This is to include but is not restricted to:

- Chain Saws
- Power tools
- Heavy Equipment
- Welding Equipment
- Chemicals and Fuels
- Snow Mobiles
- Motor Boats

bb) **Site Security:**

i. Staff will be on site from 7:45 a.m. to 9:30 p.m. daily, during residential visits. It has must be made clear that visiting teachers are responsible for supervising campers during the period of time our staff are off site (from approximately 9:30 p.m. to 7:45 a.m.).

ii. There must be a designated emergency vehicle present during this time.

iii. There are qualified staff present during meal times and programming times.

iv. After hours there must be a designated on site "emergency contact person" who remains at camp overnight, generally from 9 p.m. to 7:45 a.m.

v. Visiting group teachers will be made aware of how to get in touch with the "emergency contact".

vi. In an emergency, the emergency contact shall contact the Executive Director or the Head of Outdoor Education to advise of situation.

vii. If necessary, the Executive Director or Head of Outdoor Education will initiate a missing person search.

viii. Call hospital and give directions if required.

ix. Provide emergency first aid and contact emergency medical services, if required.

x. Complete accident/incident report forms the following day.

cc) **Transportation: Transportation: Bus Protocols**

i. Camp Kawartha will hire drivers who are at least 22 years of age (with extensive driving experience), have a demonstrated clean driving record and have procured their F class license. They will read and agree to abide by the following protocols and will demonstrate their agreement by signing this document. Any behaviour, which in the opinion of the management, compromises the safety of our campers, will result in immediate dismissal of the employee.

ii. Buses used for transportation in tripping must have received a current safety check. Any problems with the bus must be promptly communicated to the Summer Camp Director or Assistant Director. Buses must be equipped with designated safety equipment.

iii. A circle check for any trailers used in transporting goods and equipment must also be undertaken. Brake lights and signal lights must be operational before the trailer can be used. Each trailer's frame, tires and storage area must be in safe condition before the trailer can be used.

iv. Drivers will sign our circle check form to indicate that this inspection has taken place and all drivers must accurately and completely fill out the information as outlined on our driver's log.

v. Drivers will ensure that the weight of passengers is distributed so that more weight is placed towards the front of the bus. Drivers will handle weight distribution in a professional and sensitive manner.

vi. If towing a trailer, driver's will insure that all wiring and lights function properly, as part of their circle check protocol. Drivers will also insure that the weight of the trailer does not exceed manufacturer's recommended load capacity.

vii. Camp Kawartha protocols stipulate that all drivers must wear seatbelts. A driver who does not follow this protocol will be subject to disciplinary action and/or dismissal.

viii. A driver who encounters non-compliant campers (not wearing seatbelts, loud and unruly behaviour) must pull over at the first safe location and remain there until compliance is achieved.

ix. At all times, drivers must consider the safety and well being of their passengers. Drivers will exercise extreme caution at all times assessing road conditions, severe weather and/or other unsafe conditions. In the event of severe weather conditions, the driver must contact a senior staff member, who will make the determination of whether or not to continue the trip.

x. Drivers will abide by all traffic rules and regulations, especially those dealing with posted speed limits. Drivers may not exceed the speed limit. Breaking this protocol will result in dismissal from this position.

xi. Drivers are required to take a stretch break each 3 hours and may not drive for more than 10 hours per day.

xii. Drivers will keep a safe distance between themselves and the vehicle in front of them. A safe distance is defined as the three second rule (if the vehicle in front passes a stationary object along the road, three seconds must lapse before the bus passes the same object).

xiii. Drivers will avoid distractions. They may not use a cell phone while driving or wear earphones or headphones.

xiv. The use of roof racks is prohibited.

BARK LAKE
LEADERSHIP AND CONFERENCE CENTRE

CHALLENGE COURSE AND CLIMBING TOWER POLICIES AND PROCEDURES MANUAL

FOR INTERNAL USE ONLY

REVISED BY: MARIA PATERSON (CCM)
AND ANDREW MOORES (CCS)
SPRING 2017

Table of Contents

Purpose of this Policies and Procedures Manual

At Bark Lake Leadership and Conference Centre, our goal is to promote internal leadership and provide employees with a work environment that is constructive to both personal and professional growth. The Challenge Course Policies and Procedures Manual (PPM) is designed to systemically inform Bark Lake staff, Columbia International College, interested parents of students, schools and organizations, as well as the general public of the policies and procedures that guide Bark Lake's Adventure Programs. There is an expectation that employees will read, understand and comply with the provisions of this manual.

It should be recognized that Bark Lake cannot completely offer its staff and students a guarantee of safety. In attempting to support the emotional and physical health and welfare of Bark Lake clients that is equal to or better than industry standards, the PPM's effectiveness relies upon several key factors, including: qualified staff, informed staff, transportation and emergency communication systems.

Scope of Practice

This document will supersede all previous program manuals and memos that may have been issued earlier on similar subjects portending specifically to the Adventure Programs.

Changes and Updates

Since our Organization is subject to change, Bark Lake reserves the rights, except where governed by law, to change the policies and procedures described in this manual. This will be effective on the dates determined by Bark Lake, and after those dates, all superseded policies and procedures will be nullified. This document will be reviewed annually.

Formatting

Policies are listed in bold. Policies must be followed at all times unless deviation is warranted, such as in the case that following the policy would not be in the best interest of the student, client or/and staff.

Procedures are recommendations on how to act. As such, deviation from procedures should be done with ample consideration and discussion among staff.

MISSION

The mission of the Bark Lake Challenge Course Program is to provide high quality adventure experiences within a safe working environment. The 'Inviting Optimum Participation (I-Opt)' philosophy is based on a single, inclusive activity design that provides all participants with multiple options and levels of challenge within the scope of an activities' central task. This approach balances individual characteristics of participants with the challenges provided by the environment. This philosophy fits well with the 'Total Outdoor Leadership Experience' that is offered at Bark Lake. In conjunction with I-Opt we complete a Full Value Contract emphasizing the Choose Your Challenge aspect of the adventure programs. This makes the challenge course a fun and unique life experience for clients of all ages and abilities.

ASSOCIATIONS/ORGANIZATIONS

There are many different 'ropes worlds' and climbing organizations that collide with Challenge Courses. As a result, The Association for Challenge Course Technologies (ACCT) is our main source for information. It contains guidelines based on industry standards for the operation of the High Ropes Challenge Courses and Climbing Walls. Standard setting bodies that instructors need to be aware of include:

ACCT
The Association for Challenge Course Technology (ACCT) is an international association that serves the Global Challenge Course and Canopy/Zip Line Community. The Challenge Course and Canopy/Zip Line Tour Standards provides the basis of guidelines for installation, inspection, certification and operations.

The Association for Challenge Course Technology
P.O.Box 19797
Boulder, CO
80308 USA
Phone: 800.991.0286 (ext.1)
www.acctinfo.org

OPHEA
The Ontario Physical and Health Education Association (OPHEA) is an organization that provides a level of standards/guidelines for the well-being of youth and children. Bark Lake meets or exceeds the OPEHA guidelines in regards to challenge courses.

The Ontario Physical and Health Education Association
1 Concorde Gate, Suite 608
Toronto, Ontario
M3C 3N6
OPHEA
Phone: 888.446.7432
Fax: 416.426.7373
www.ophea.net

CHALLENGE COURSE CERTIFICATIONS

All challenge course certification is issued by a Professional Vendor Member (PVM) accredited by ACCT. Currently in Ontario, there are only 2 PVM's;

- Challenges Unlimited Inc.
  1304 Beatrice Town Line, RR#6, Bracebridge,
  Ontario P1L 1X4
  Phone: (800) 480-3867
  Fax: (705) 385-4214
  www.challengesunlimited.com

- Adventureworks! Associates Inc
  102 Plaze Drive, P.O.Box 63012
  Dundas, ON
  L9H 4H0
  Phone: 877.311.5683
  Fax: 905.304.0386
  www.adventureworks.org

Currently Bark Lake Leadership and Conference Centre's PVM is Adventureworks!. Adventureworks! provides annual inspections of both high and low challenge courses at Bark Lake. The following information is according to Adventureworks! standards and recommendations.

Certification Includes:

- *Level 1: Assistant Ropes Course Instructor (CCP1)*
  - 40 hours + testing
  - 18 years of age
  - Previous experience in ropes course or climbing wall activities
- *Level 2: Ropes Course Instructor (CCP2)*
  - Level 1 certification or challenging in
  - 40 hours + testing
  - 200 hours of program delivery experience
  - 18 years of age
- *Challenge Course Manager (CCM)*
  - Level 2 certification
  - 30 hours + testing
  - 500 hours of experience
  - 21 years of age

FACILITATOR ROLES

Bark Lake staff members fill the following roles:

Challenge Course Manager (CCM)
The Challenge Course Manager (CCM) is the person who is ultimately responsible for the overall operation of the challenge course. The CCM is responsible for ensuring proper maintenance of the course, as well as the inspection, purchase, and repair of all the equipment. The CCM is also responsible for organizing training for all challenge course staff, and the training and appointment of Challenge Course Supervisor. The CCM acts as a CCS while he/she is at the challenge course while it is in operation. A CCM must maintain a current Challenge Course Practitioner Level 2.

Challenge Course Supervisor (CCS)
The Challenge Course Supervisor is a staff member with their CCP2 who is designated by the CCM for their evaluated skills and knowledge. A CCS is responsible for the operation of the course from session to session. The CCS will be directly in charge of the challenge course session. In the event that the CCS is not present the CCM will oversee the ropes period or vice-versa.

The CCS supervises daily set-up and takedown of the challenge course Top Gear (cable pulleys, rapid links, and shear reduction blocks). The CCS primarily acts as the 'eyes on the challenge course' any time that the challenge course is in use. The CCS is responsible for leading all rescue procedures with the assistance of the Challenge Course Practitioner(s).

Challenge Course Practitioner (CCP)
A Challenge Course Practitioner is a two part series that is certified by a PVM (Level 1 and 2). The Bark Lake Facilitator who has completed their Level 1 (CCP1) must also be viewed by and approved by the Challenge Course Manager before he/she can operate their own element at the high ropes challenge course. The CCP1 must be comfortable in operating many systems at the challenge course including; Air Traffic Controllers, Top Gear, Lanyards, and the Cable Grab systems as well as be willing and able to climb during any given ropes period for set-up and takedown. The CCP2 must also be able to complete the Level 1 criteria as well as act as the Primary Climber in the case of an emergency under the supervision of the CCS or CCM. A competent Level 1 may run the course with a CCS or CCM on-site if needed.

Challenge Course Facilitator (CCF)
Bark Lake staff members who do not have certifications may act as an additional Challenge Course Facilitator or Belayer if deemed safe by the CCS or CCM. Clients may also do the same (with proper instruction), however both groups of people must attend an instructional training session (on-site) and will be directly watched by a CCP, CCS or CCM.

All training provided by the CCM is guided by the ACCT and is for ***onsite use only***. Some skills may be transferable but are only training, not certification.

STAFFING

In order for the high ropes challenge course or climbing tower to be opened there must be two trained Bark Lake staff members present. One must be a Challenge Course Manager or Supervisor and the other must be a CCF, at a minimum. If the client is representing a school at the challenge course, a teacher must be present (OPHEA guidelines).

High Ropes Challenge Course

Group Size	Staff Numbers Needed	Minimum Staff Members Needed
14 or less	2	CCS or CCM and 1 trained staff
15-24	3	CCS or CCM and 2 trained staff
25-30	4	CCS or CCM and 3 trained staff
30-35	5	CCS or CCM and 4 trained staff

Minimum: 5 participants
Max: 35 participants **this number is based on staff and equipment available**

All clients using the high ropes challenge course must be no younger than 8 years of age, weigh more than 50 lbs, but less than 250 lbs or otherwise decided by the CCM (This is based on equipment standards). If CCM is off-site it must be cleared by the CCS or staff member appointed by the CCM.

Low Ropes Challenge Course

Group Size	Staff Numbers Needed	Minimum Staff Members Needed
12 or less	1	CCM or CCS or trained staff
Additional 10 clients	Add 1	CCM or CCS or trained staff

Most group initiatives have been designed for a small group of 8-12 people. Having a larger group is rarely effective as people end up standing around watching or distracting others.

The size of groups should also consider participants' age, ability, and maturity.

Climbing Tower

Group Size	Staff Numbers Needed	Minimum Staff Members Needed
12 or less	2	CCM or CCS and trained staff
Additional 6-8 clients	Add 1	CCM or CCS and trained staff

Rappelling
*Requires two ACCT Trained CCP2's or a CCP2 with a competent CCP1 determined by the CCM.

Minimum: 5 participants
Max: 20 participants **this number is based on staff and equipment available**

All clients using the climbing tower must be no younger than 8 years of age, weigh more than 50 lbs, but less than 250 lbs or otherwise decided by the CCM (This is based on equipment standards). If CCM is off-site it must be cleared by the CCS or staff member appointed by the CCM.

INSPECTIONS

The high and low ropes challenge course and climbing tower will be inspected daily when in use (no climbing required), monthly (climbing required), and annually by an outside vendor (Adventureworks!). These inspections are to indicate any change with the environment, elements and equipment.

Pre-Use: (Bark Lake CCM/CCS)
This inspection is completed anytime you use the course. The inspection will be carried out by a Level 2 certified staff with help from a Level 1. A check list is provided in the Inspection Binder which is located in the Ropes Lodge (Oak Lodge). The staff members will walk each course looking for changes to the environment, elements, and equipment. Daily inspections are a simple, quick check of the course. The High Ropes Challenge Course elements and Climbing Tower must be inspected visually by staff before and after each use.

Monthly/Periodic: (Bark Lake CCM/CCS)
This monthly inspection should include a detailed visual inspection of all elements from the ground and in the air. Climbing is required during this inspection. Any staff who climb to conduct the inspection will wear a full body harness, helmet, lanyards and cable grab. A Level 2 or Level 1 staff will climb, while the other staff member writes down any changes on the course. An alternative

is to have two confident level 2's or one level 2 and a confidence level 1 assigned by the CCM to climb simultaneously and record changes when back on the ground. . Any major changes to course (rust on belay cable, broken parts, etc.) should be communicated to Adventureworks! Forms for the monthly inspections are in the Inspection Binder located in the Ropes Lodge (Oak Lodge).

Bark Lake will perform monthly inspection through April-November and every two months from December-March due to lower use on the courses.

Annually: (Adventureworks!)
The annual inspection serves as a feedback loop for risk management as the inspector examines the effects of heat, cold, water, sunlight, use and tree growth have on the course, and tracks changes to the element components and equipment over time. The inspector will also indicate repairs that are needed and works on a pass or fail grading system. The outside vendor will provide a written report discussing all details dealing with equipment, elements, environment, record keeping, and program design. The challenges courses and climbing tower must pass an annual inspection by a Professional Vender Member, authorized by ACCT.

THE WHITE ROPES BINDERS

The Large White Ropes Binder is where all reports and details dealing with both high and low challenge courses and climbing tower are kept. All information in the Large White Ropes Binder will be filled out by a Bark Lake staff only.

The following sections are in the Large White Ropes binder:

- Ropes Logs
- Staff Logs
- Personal Qualification log
- Policy and Procedures
- In-House Training Reports
- Close Call Forms
- Incident Forms
- Accident Forms

At the end of the climbing session or the end of the day, the binder will be filled out by the CCS, CCM or designate.

The Small White Ropes Binder is where you can find all information and forms dealing with inspections.

The following are sections in the Small White Ropes binder:

- Daily high and low ropes and climbing tower inspection forms
- Monthly high and low ropes and climbing tower inspection forms
- All gear and equipment inspection forms

If the Large White Ropes Binder is missing something please contact the CCM/CCS.

WEATHER POLICIES

When adventure facilities are located outdoors, instructors should be familiar with weather patterns and have basic skills in the prediction of inclement weather. Instructors should be aware of the signs and symptoms of frostbite, frost nip, hypothermia, hyperthermia, heat stroke, heat exhaustion and severe sunburn. Instructors should know how to prevent and treat these weather related injuries and conditions.

Weather can also cause environmental hazards on the challenge courses and climbing tower. Wood, metal, cables and holds may become slippery when wet or covered in snow and ice.

Adventure Programs should stop in the following weather conditions:

Thunderstorms and Lightning:
At the first sign of lightning or thunder all climbing activities should stop. There is a higher risk of trees falling from high winds or lightning strikes during thunderstorms. Instructors should take extra care when taking down belay systems during thunderstorms. Gear can be replaced, people cannot. Instructors should wait thirty minutes after the last sound of thunder or sight of lightning before resuming program.

High Winds:
High elements should not be used in excessively high winds. Stretching cables and ropes can cause injury, as well as there is an added risk of falling limbs, branches and trees. Instructors should use their best judgement when delivering program in wooded areas on windy days. If wind reaches 45km/hr no climbing can happen or if gust of 60km/hr are experienced or at the discretion of the course supervisor program can be cancelled.

Ice, Hail and Cold Weather:
Instructor's judgement must be used when surveying icy conditions and cold temperatures. Icy conditions on ropes courses and climbing towers can be hazardous. Cold weather can lead to frost bite, frost nip or hypothermia. Instructors should warn participants that metal and cables are a hazard unless they are wearing appropriate gloves or mitts. It should be noted that climbing is a physical activity which can lead to participants sweating. This can be a factor in participants getting cold. It is inherent that participants will be standing waiting for their opportunity to climb, this is another factor to participants getting cold. Cold weather and icy conditions may warrant cancellation of program. If temperatures of -35°C (including wind chill) or lower are reached or at the discretion of the course supervisor program can be cancelled.

Poor Visibility:
When visibility is poor or restricted due to heavy fog, heavy rain or blowing snow, high elements should not be used. Program should be cancelled in blizzard conditions.

Heat and Humidity:
Extreme heat and humidity make it difficult for staff and participants to maintain focus and body temperature. Staff should use good judgement especially when programming in open areas with little shade. It may be appropriate to reschedule programs to a cooler time of the day (9 am session or 6:30 pm evening session if applicable), choose activities that require less physical exertion, take

frequent water breaks or cancel the program. **If temperatures reaches a combined temp of 35°C on the humidex or at the discretion of the course supervisor the program can be cancelled.**

HIGH ROPES CHALLENGE COURSE

EQUIPMENT AND INSPECTIONS

The following is an overview of the equipment used on the high ropes challenge course. All equipment is inspected to ensure that the wear and tear of the daily operation on the equipment during the ropes period does not adversely affect the safe operation of each piece of gear. The equipment must be thoroughly inspected each time before the challenge course is in operation. The equipment goes through annual inspection by the PVM and periodically throughout the year by the CCM or CCS. **Climbing equipment must meet industry standards and be maintained and retired according to manufacturer's standards. Clients at Bark Lake may not use personal climbing gear (ATC's, carabiners, harnesses, helmets, etc.). Bark Lake staff may use personal harnesses, if they are in good shape, fall under industry standards and approved by the CCM or CCS.**

Specific inspection points are mentioned for each item below.

Rope

Bark Lake uses 10.5mm-11mm static ropes for most of its elements*. The majority of the rope has a 3% - 6% stretch in it to allow absorption of some of the force if a client falls.

Inspection Details:
Ropes need to be routinely, physically inspected (or flaked) before and after each set-up. Staff are inspecting for cuts, breaks, irregularity, changes in texture, or any damage to the sheath or the inner core. Flaking is when you run the rope through your hand and squeeze it with your fingers as it passes while checking for any abnormalities.

After each period each rope must be logged in the Ropes Log Book. Each rope has an ID colour and the total number of climbs on the ropes that day will be added to that rope colour's log. The rope is retired after 1000 climbers or when the rope's integrity has been compromised.

** The Pamper Pole has a specific rope that is only used for that element. The Pamper Pole Rope is a dynamic rope that has a 12% stretch as it is a leaping element and may be retired after less climbs if needed.*

Seat Harnesses

We generally stock 40 seat harnesses. The harnesses need to be fitted to each client. The harness must be adjusted to manufacturers' specifications:

Joker Harness:
This harness has three auto locking buckles (2 legs & 1 waist). First, the waist belt needs to sit above the hips and pulled tight, then the leg loops should be positioned at the top of the thigh. All buckles and straps need to be tightened as comfort allows. Each buckle must

be pulled back to tighten and then the tail of the strap be placed within each elastic on the leg straps or waist band.

Inspection Details:
The harnesses must be physically inspected post use and set ready for the next group. The critical systems that need to be inspected on the harnesses include the buckles, any stitching, the belay loops, the hard points, and the straps. Each harness must be replaced after 5 years of use, which is an industry standard. The harnesses may need to be replaced sooner if they have been in contact with corrosive substances, if they have stitching damage, or other irregularities.

Chest Harnesses

We have a number of chest harnesses, which are used to keep the clients in an upright position. We work with Adventureworks' 2 strap chest harness. These harnesses are to be worn by all climbers when climbing any of the elements. The chest harness should be tightened to the comfort of the participant by adjusting the shoulder straps while ensuring the chest strap sits under the armpit area. The chest harness does not have to be tight. Too tight could cause discomfort around the throat and chest. These harnesses add a small level of extra security, but are not designed as fall protection. It primarily protects against inversion, and is used as a backup connection point. Ensure all buckles are doubled back.

Inspection Details:
The chest harnesses need to be inspected prior to use by Bark Lake staff. The staff are physically inspecting for tears, loose connections, and any damage. Should there be an irregularity it is to be retired. The manufacturer recommends that the harnesses be retired after 5 years of use.

Helmets

All participants (climbers and spectators) must wear a helmet at the challenge course. Helmets protect the climbers from falling gear, ice, or from hitting their head on objects above. They do not protect the climber's head from ground impact.

Although there are various different sizes and shapes to the helmets, all helmets should fit the same. The helmet should cover the forehead and the harness within the helmet should be tightened so that the helmet does not fall off when the head is shaken. The chin strap should be loose enough so that it's not choking nor should it be able to slip pass the chin.

Inspection Details
The helmets need to be inspected for cracks, dents, holes, scratches, broken tabs, loose foam and tears in the material. Chin straps and clips need to be in full working order. Should there be any damage or irregularity the helmet should be retired or after 10 years of use.

Carabiners

We utilize steel & aluminum carabiners with screw down gates on the challenge course. The steel screw down gate carabiners are used for a variety of purposes by the staff during a ropes period. There are four sets of carabiners; blue, yellow, white and red (rescue kit). The aluminum carabiners are used in conjunction with the ATC's when staff are belaying and with the 4:1 pulley system to clip participants in.

Inspection Details
Carabiners must be inspected before every ropes period. Staff are looking for smooth opening, closing and locking of the gate. They are also looking for dents, and irregularity. Carabiners must be retired if they are dropped from the top of the course or if there is any damage that affects the performance. Outside rust is common on steel carabiners, but if there is a notch in the steel, you must retire it.

Belay Devices

We use ATC's (Air Traffic Controllers), which offer ease of operation and longer lasting durability. The ATC creates bends in the rope, which increases the flow of friction and reduced movement of the rope. A bight of rope is fed through the top of the ATC and is secured through with a carabiner. The carabiner feeds through both the rope and the cable holding device attached to the bottom of the ATC.

Inspection Details:
Bark Lake staff must inspect the ATC before every ropes period and during periodic inspections. Staff will be looking for cracks in the aluminum, sharp edges in the slots and any defects. There are two slots; if one slot is sharp the other slot may still be used. These devices should be replaced if there is any damage or irregularity.

A-Team Belay

We use the A-Team belay for the Pamper Pole. The rope is fed through 3 carabiners attached to oval eye bolts in Pole 5. The rope is fed through the bottom carabiner, then up to the top carabiner, finishing out to the side with the middle carabiner. The multiple bends created in the rope adds friction and takes the pressure of the impact when the climber jumps.

Inspection Details:
The pole, oval eye bolts and blue taped steel carabiners should be inspected during each use. Staff should be looking for sharp edges or significant wear in the bolts, loosening of the bolts, cracks in the wood, or signs of rust. Inspect the carabiners as mentioned above.

STAFF ACCESS & TOP GEAR

Cable Pulleys

Cable pulleys have a steel wheel designed to ride along the belay cable. The wheel unit is encased in a steel frame and has a back-up system that is built in to the pulley. The pulley unit is designed to ride smoothly on the cable and thus allows the climber to move smoothly across the element.

Inspection Details:
Cable pulleys are removed after every day of use, and are inspected before and after each climbing day. Bark Lake staff is looking for rust, cracks, damage and any malfunction. They have no true expiration date however they need to be replaced if there are any signs of rust, excessive wear or any malfunction.

Rapid Links & Maillon Rapides

Rapid links and Maillon Rapides are steel construction loops that have a screw down gate that allows quick and safe mounting of permanent and nonpermanent structures on the challenge course. The top gear is connected by a rapid link. Rapid links should always be orientated so that the gate screws down, so you don't screw up! Rapid Links are used on traversing elements along with cable pulleys and a shear reduction block, they are smaller in size. Maillon Rapides are large and are used on stationary elements, such as the Vertical Playpen and Giants Ladder.

Inspection Details:
Both types of links need to be inspected before each ropes period. The gates should be inspected to ensure that they screw up and down easily. There should be no cracks, dents, or misshaping of any kind. Check for significant amounts of rust. Should there be any irregularity, it will be retired and replaced.

Shear Reduction Blocks

Shear Reduction Blocks are the units that the rope makes direct contact with. The Shear Reduction Block is attached by rapid link to the cable pulley if it is on a traversing element. On a stationary element the Shear Reduction Block gets attached right to the Maillon Rapides. The reduction block acts as a smooth rounded surface in which the rope can go between the climber and the belayer creating a proper angle for ease of operation.

Inspection Details:
The sheer reduction block must be inspected for rust, to ensure the smooth surface has no abrasive sections. If any of its systems are damaged or malfunctioning it must be retired.

Cable Grab

Cable grabs are used for staff access to the top of the course for set-up/take down, inspections or for rescue situations. The unit attaches to a vertical cable, after which a carabiner attached to a shock absorption pack connects to the staff's harness. The unit can

then slide up the cable and be put in the lock position by pulling down on it. In conjunction with a set of lanyards the staff can climb to the top of the course.

Inspection Details:
The cable grab must be inspected for rust and that the grab system is functioning properly. Check the carabiner for rust and to ensure that it opens and closes properly and auto-locks. Check that the shock pack has not been deployed, there are no tears in the plastic covering, and that there are no tears in the stitching.

Lanyards

Lanyards are used in conjunction with a cable grab for staff access to the top of the course. They are a critical component of static or self-belay. There is a shock absorber with a super claw that attaches to the staff's harness. The lanyards each have a super claw on the end. The lanyards allow the staff to leave the pole and move onto the element to perform inspections or rescues.

Inspections Details:
Inspect the webbing of the lanyards for excessive wear, nicks or tears. Inspect the super claws that they are functioning properly. They should only open when the release is activated. Check that the shock pack has not been deployed, there are no tears in the plastic covering, and that there are no tears in the stitching.

Full Body Harness

The full body harness will be used by staff whenever they are completing a set-up or take down, during inspections and if a rescue occurs where a staff needs to climb. The full body harness has five attachment points: dorsal, sternal, ventral and 2 on the sides of the waist.

Inspection Details:
The full body harness inspection should include checking the webbing for nicks, cuts, tears or excessive wearing. Check the connection points and that the rings are not deformed, have cracks or corrosion. The stitching should be intact with no tears or fraying.

**Any gear dropped from the high ropes challenge course needs to be turned into the CCM. Please take note of how far it fell and onto what surface.*

Additional Policies around equipment are:

- All High Ropes Challenge Course equipment should be stored at the Rope Lodge Classroom. With the exception of: lobster-claws, cable grabs, ladders and course accessories. Care should be taken to ensure that equipment is not damaged while on the course or transportation to and from the course (i.e. don't step on climbing ropes, or drop gear).
- If a staff member is unsure about the operational state of a piece of equipment it should not be used until a CCM or the CCS can evaluate equipment in question and make a decision on its future use.

OPERATIONAL PROCEDURES

Pre-Arrival and Post-Departure Operations:

Before the group arrives and after the group departs there some procedures that need to happen. The high ropes course will undergo a pre-use inspection. During this time the top gear is set up for that day's ropes period. **All top-gear set-ups will consist of either a sheer reduction block with cable pulley and rapid link, two rapid links screwing down (pamper pole) or one Maillon Rapide and Shear Reduction block (Vertical Playpen & Giant's Ladder).** When setting up or taking down a high element, **staff must wear a full body harness, helmet, lobster claws, and cable grab system; all approved by the CCM.** All set-up that requires static climbing should be completed well before the client group is scheduled to arrive at the Challenge Course. The set-up of ladders will also happen during this time. **All ladders are tied off by using the webbing attached to each ladder.** This will help prevent participants from being distracted during the introductory activities by a staff member in the air.

The ropes lodge needs to be set-up and prepared for the group's arrival. Do a pre-use inspection of the equipment – harnesses and helmets. Open the doors of the white board and erase any group goals from previous groups. The small white board next to the cubbies needs to be filled out with the rope colour and element to be used that day. At the end of the session record the name of the staff who ran the element and how many climbers they had.

If there are multiple sessions running during the day, the ropes and/or elements will need to be made inaccessible by tying or clipping them up out of reach from the ground. Any element attachments and ladders will need to be locked up in the shed on the course. Once the challenge course is finished for the day the top gear will either be taken down or lazy lined for the next day's activity. Lazy lining will only happen if, climbing is happening the following day and the weather (rain, snow, light-storm, high winds) are not indicated. Top gear will remain on belay cable, all belaying gear will be taken down (ATC/carabiner). The lazy line will be attached to a pole, high enough where no one can reach it without a ladder. If there is unsuitable weather or the course is not being used the next day, all top gear must be taken down and ladders and/or element attachments locked up in the shed. **Challenge Course ladders must be locked at all times when not in use. As well, any elements within arms' reach must be clipped out of reach.**

In order to set up, tear down or operate the challenge course there must be a communication device present at the course and a contact on the other end. Verbal contact on the communication device will occur prior to anyone leaving the ground ("climbing") and will be reestablished if there is an emergency or upon completion of tear down, once all participants and staff are on the ground ("down and clear"). This will also take place during inspections. **Set up also requires a minimum of two leveled staff members present.**

Program Operations:

It must be recognized that the dynamic nature of challenge course programming cannot be written into a short document such as this one. It is expected that each facilitator will bring their own experience and strength to the challenge course, and that different groups will have special needs which will be adapted to provide the safest environment possible. In cases where operational procedures are in doubt, always consult with the Challenge Course Manager for advice or

directions. Bark Lake maintains or exceeds the guidelines set out by ACCT and OPHEA for their operating procedures.

Participant Briefing:

Safety Concerns (OPHEA Standards)
Each challenge course period usually begins with the safety instructions before proceeding with the gear. The following potential hazards include:

Gum Properly tied Shoes Long Hair Jewelry
Scarves Draw Strings on clothes Bug Spray Washroom Breaks

When climbing, jewelry and watches, scarves and loose articles should be removed and eyeglasses securely fastened as stated in the OPHEA guidelines.

Gearing up!
Once all participants are ready, a facilitator demonstrates (using different learning models) putting on the harness and helmet. The staff will emphasize that the harness should be pulled up over the participants' hips first and should be tightened snugly to the body. After tightening the waist, the leg loops will be easier to adjust. Once everything is adjusted and snug, the doubling back technique will then be taught.

A staff will demonstrate how to properly place and tighten the chest harness. With the nubbin placed in the center of the chest facing out, the shoulder strap should naturally fall over the right shoulder, you can now wrap the chest strap around the back overlapping the shoulder strap and underneath the armpits. The chest buckle should be done up and double backed. The shoulder strap can then be brought over the left shoulder creating a 'V' in the back and done up in the buckle and locked off, whether by doubling back or being put through an auto-locking buckle. The chest harness should not fit too tight.

The helmets are also to be adjusted to fit snug. During colder months, a beanie or toque may be worn as long as the helmet is not compromised (still fits correctly).

Two qualified staff members will double check that each participant has put on their harnesses and helmet properly before the challenge course period begins. Each harness must be inspected for buckles, straps, tightness, and to ensure it is doubled back before each climb. The helmet is inspected for the correct fit; that it is snug and not choking the climber. Redundancy is safety at the challenge course. **All participants must wear a Bark Lake approved seat harness, a chest harness, and a helmet.**

Inviting Optimum Participation/Goal Setting/Choose Your Challenge
Before the challenge course period begins, facilitators must take the time to review the Inviting Optimum Participation (I-Opt) principle with the clients. For those participating in a TOLE program this will be a relatively quick review, which focuses the participants understanding on the specific role of I-Opt at the challenge course. For clients using the challenge course outside the TOLE program, a more in depth introduction to I-Opt may be required.

The discussion of I-Opt evolves nicely into a talk about goal setting. From a facilitation standpoint, it is helpful to set group goals at the beginning of the challenge course period as it will give the group something concrete to begin a debrief with at the end of the period. Typically, Bark Lake facilitators ask the group to develop three goals, one for themselves and two for the group, while on the challenge course (e.g.: have fun, help each other out, everyone go as far as you can go plus one step). While individuals should also put forward their own personal goals ("I want to jump off the pamper pole and smack the white buoy). Ensure these goals are discussed at the end of the ropes period for reflection.

The High Ropes Challenge Course is as close to real life as we can make it. You as a climber are set apart and are looked at by all your peers. You have a support system, belayer, spotters, anchor and ropes helper. You must make choices for yourself on how high to go. You will learn from the choices you make.

Challenge Course Tour

After the harnessing and goal setting occurs a tour of the course helps the participants to better understand exactly what elements are available to them. Using this information they can make informed decisions on which elements they would like to try. As well, the tour gives the staff an opportunity to explain more of the rules of the challenge course and details about the elements that are open. (e.g.: on the pamper pole, high five the white buoy don't grab it, or don't put your fingers in the rapid links on the vertical playpen for safety reasons.)

The staff in accordance with OPHEA standards will chose elements that best meet the intellectual, emotional, physical and spiritual levels of the participants.

Belay Team Roles

In order to put a climber in the air, there are many roles that the participants need to fulfill. These roles help to keep all participants involved even when they are not climbing. By playing a major role in the redundancy of the safety systems used to keep climbers safe, there is further team development. Furthermore, the belay team roles provide additional means of participation in the challenge course for those who choose not to climb. Facilitators should recognize however that many participants would cling to support roles in order to evade facing their fear of climbing. Staff should use careful judgment when encouraging these individuals to push their limits.

Belayer

The Belayer is the person who is responsible for operating the belay device (ATC or A-Style) in order to keep the climber safe. For most TOLE programs a Bark Lake staff member will act as the Belayer. The Bark Lake staff member will have their Challenge Course Practitioner – minimum Level 1 or be trained and approved by the Challenge Course Manager or Supervisor.

Clients on Belay

For some programs, participants will go through a 'belay school' in order to be able to belay their peers, which is a very empowering experience. All belayers between 12 and 17 years old must be seen and approved by the CCM or the CCS and complete a belay checklist (see below). The new belayers will be watched closely on a one to one basis by a CCM, CCS, or a CCP. The CCM, CCS, or CCP will maintain a hand on the brake rope at all times. According to the OPHEA guidelines, participants

must be in Grade 7 or higher in order to belay, and they must be under direct supervision of a trained instructor.

Belayers who are 18 years old or older without a certification from a Professional Vendor Member (PVM), will have to complete a 'belay school'. Upon completion of the 'belay school' and at the discretion of the CCM/CCS, the client belayer will be able to belay without direct supervision of the CCM/CCS. If the client belayer is struggling the CCM/CCS has the discretion to either continue belaying with direct supervision and hand on brake ropes at all times, or terminate belay.

Belayers who are 18 years or older with a certification (current ACCT level 1 or 2) from a PVM will have to demonstrate competency to the satisfaction of the CCM/CCS in order to belay without direct supervision from the CCM/CCS. If belayer cannot do so, belayer will have to belay with direct supervision and hand on brake rope until belayer shows competency. If the certification is expired treat this belayer as "without a certification" (see above)

A-Team Belay: Participants will be briefed on the Pull Slide Slide technique. The technique requires that each participant has two hands on the rope. The participants will slide their hands along the rope instead of removing their hands in a hand walking fashion. There shall be no slack in the rope between participants.

Belay School requirements:

- Knots
  - Figure 8
  - Figure 8 follow through
  - Stopper knot (double fisherman's)
  - Correct placement of belay ropes on chest and seat harnesses
  - Correct tying in on chest and seat harness based on size of climbers
- Belaying skills
  - Proper connection of belay device to belay rope
  - Able to verbally state potential hazards to be aware of before belaying
  - Effective communication with climber on the group in asking pre climb questions
  - Effective communication with climber in the air, ie: hazards or cables, etc.
  - Show competence in belaying
    - Proper hand positioning
    - Proper use of belay device
    - Proper use of brake rope
  - Proper speed of belaying and dealing with slack
  - Proper belay positioning
    - Where to stand
    - Where top gear is positioned
    - No slack in system
    - No twist in rope
- Lowering Skills
  - Demonstrate proper lowering techniques
    - Pull in slack

- Rope in brake position
- Climber weight rope
- Lower climber (have climber protect self from element if needed)
- Appropriate speed of descent

Back-up Belay

The Back-up Belayer creates a redundancy in the safety system. The Back-up Belayer will have two hands on the brake rope at all times. They may be coiling rope or passing it to the Rope Manger. If the Belayer was no longer able to perform their duties (due to injury, sickness, or unconsciousness) the Back-up Belayer anchors the rope tight towards the ground in order to lock off the system, and then call for assistance from a challenge course staff member. This ensures that even if human error or unforeseeable events happen the climber will be safe.

Rope Manager

Needs to be at least 18yrs old to do both the back-up belay and rope manager role

The Rope Manager keeps the rope out of the way of the Belayer and off the ground on a traversing element. Inform the Rope Manager that his/her job is to take the rope from the Back-up Belayer and make long loops with the end of the rope and keep it off the ground. No tying or wrapping rope around their bodies at any time.

Human Anchors (optional)

In some cases, it is possible for the Belayer to be lifted from the ground when they break a climber's fall, or while lowering. Human Anchors are used to hold the Belayer to the ground by having a capable client hold the back of the Belayers harness with two hands. All Belayers must use a Human Anchor if the climber is larger than the Belayer.

Spotters

Three spotters form a vital part of the High Ropes Challenge Course safety system. They secure access points (ladders or elements) as climbers start their ascent as well as spot the climber. Due to a small amount of stretch in the climbing rope (3% or 12%), a fall from a low part of the course (ladders, or other access points) might mean that the climber could touch the ground after a fall even if the ATC is in a locked position. In the event that the person does fall, the spotters are there to support them and prevent injury. When spotting, the focus is on protecting the head and shoulders of the climber, as opposed to "catching" someone from a fall. The spotters will hold the climber against the ladder and wait until the climber is ready to come down or continue their climb. **A minimum of three spotters must be used at each element. In addition, the vertical playpen, giants' ladder and beanstalk may require additional spotters to stop the element from swinging and hurting any bystanders, including the belay team.**

Additional Policies about Program Operations are:

- **If the group or any member of the group is acting in such a way that the safety of the program is compromised, the CCM or CCS is responsible for shutting down the challenge course until the situation is stabilized. The safety of participants, staff, the High Rope Challenge Course and the environment will not be compromised.**

- A fully stocked first aid kit and rescue kit must be present on the ropes course and staff must have a minimum of Standard First Aid.

- The high ropes challenge course should be closed in the following inclement weather: thunder/lightning storm or activity, extreme rain conditions, poor visibility due to fog or snow, high winds, darkness or extreme temperatures. Facilitators must wait 30 minutes after hearing thunder before opening the course again.

- All incidents or accidents should be noted in writing and submitted to the CCM or CCS immediately following the incident/accident. The Program Director must be informed as soon as possible.

- If program is cancelled for any reason, it needs to be communicated to the CCM and/or Guest Services Coordinator and then recorded in the debrief for the client group.

BELAYING

Dynamic Belaying

While there are many acceptable ways of belaying in the challenge course industry, at Bark Lake we require one particular method in order to maintain consistency among belayers. This allows the CCM and/or CCS to scan the course quickly and verify that everyone is using a safe technique. **Belaying is done by a Bark Lake staff member (or others as previously discussed), with a participant acting as the backup belayer and/or rope manager.** On some occasions with high school or adult groups participants will be taught to belay. In this case a Bark Lake staff member will back up the belayer, or a Bark Lake staff member will be in direct supervision of the belay team.

Brake/Under/Slide Technique (Adventureworks!):

1. *Reach* – Hold the rope exiting the ATC with your dominant hand "brake hand". Reach with your less dominant "guide hand" up the climber's end of the rope.
2. *Pull/Punch* – Pull the rope with both hands. The guide hand pulls the rope towards the body while the brake hand pulls it away from the body. Stop when the brake hand is at about chest level.
3. *Brake* – Put the brake rope into brake position by moving the brake hand down.
4. *Under* – With the brake hand down, release your guide hand from the climber's end of the rope and use it to grasp the brake rope under the brake hand.
5. *Slide* – Keeping the brake hand on the brake rope, slide it back to its start position neat the ATC. The guide hand then returns to the climber's end of the rope, ready to repeat the process.

Lowering (Adventureworks!):

1. *Tension* – Pull the slack out of the belay system. There is no need to make either the climber or belayer uncomfortable but the rope should be tight to limit fall distance.
2. *Brake* – Put the rope in brake position.
3. *Weight* – Ask the climber to lower his/her body weight onto the rope.
4. *Lower* – Keep the rope under control while lowering the climber at a comfortable rate of speed. With an ATC, the speed is best controlled by adjusting the angle of the brake line and changing the strength of the grip on the belay line.

Before the climber begins an element, there must be a sequence of communication to confirm that the climber, belayer and spotters are ready. The communication sequence should be consistent for the whole group.

Climber: "Are my spotters ready?"
Spotters: "Yes (climber name)."
Climber: "Is my ropes team ready?"
Belayer: "Yes we're ready (climber name)."
Climber: "May I climb?"
Belayer: "Climb away (climber name)."

Diagram A: Bark Lake Accepted Belay Method of Belaying.

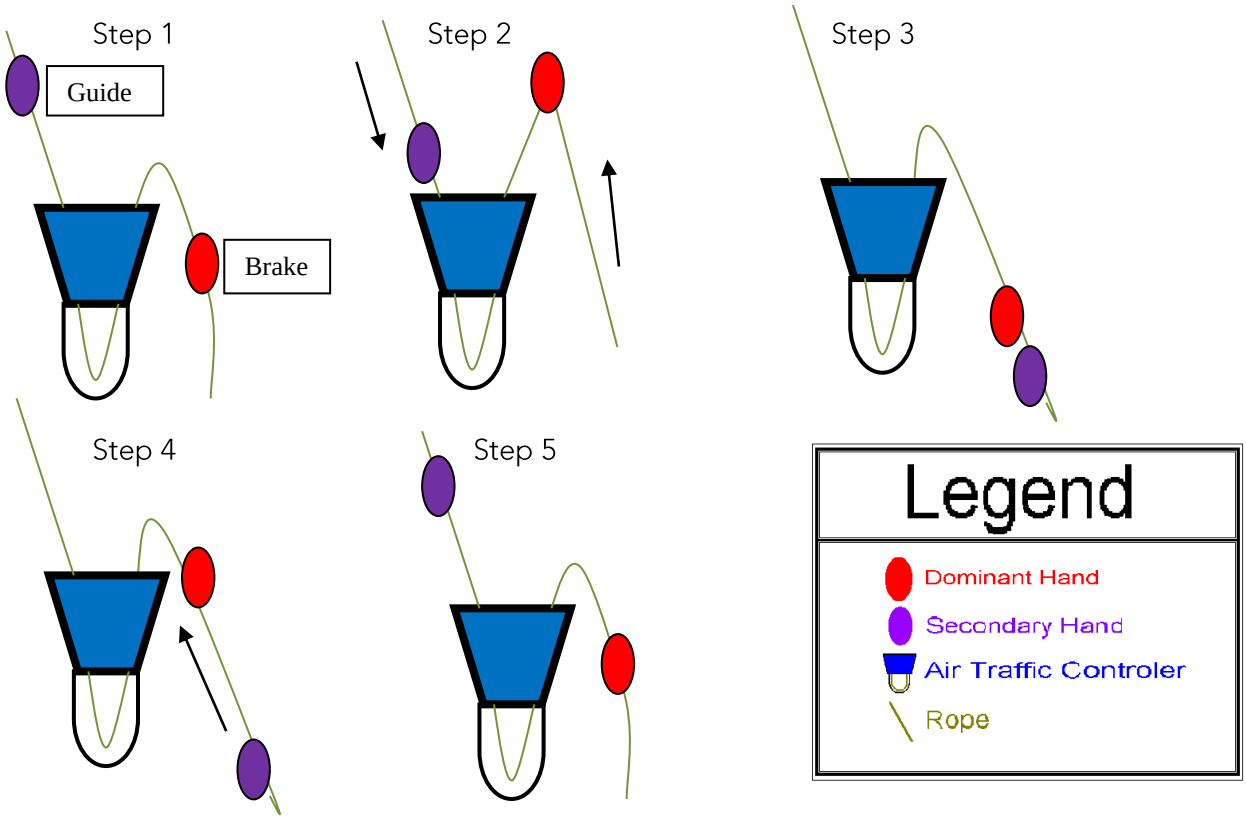
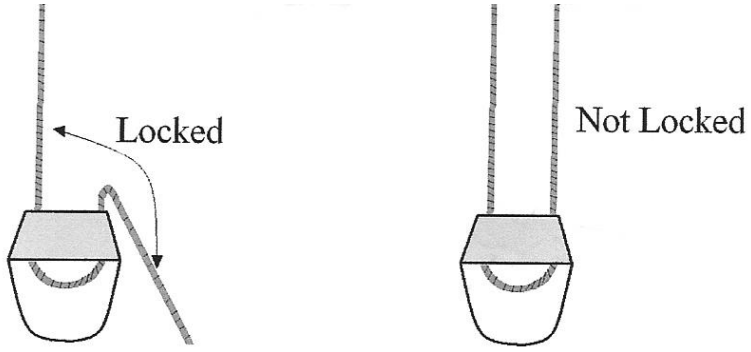


Diagram B:



A-Team Belaying

A-Team Belaying is only effective if the rope has been fed through three steel carabiners attached to oval eye bolts on a belay post. This creates the friction that is necessary to remove the pressure from the belayer. For each belay team there will be three belayers plus a Bark Lake Staff. The Staff will teach the PULL-SLIDE-SLIDE technique.

Beginning with no slack in the rope between belayers, the team will PULL the rope (feet remain in one place), SLIDE one hand forward, SLIDE the other hand forward. The technique allows for both hands to remain on the rope at all times. Belayers should not reach hand over hand when pulling the rope.

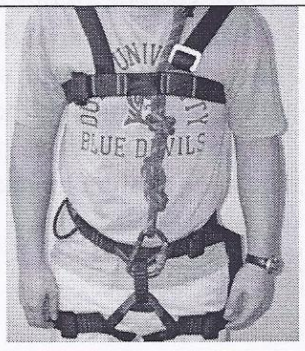
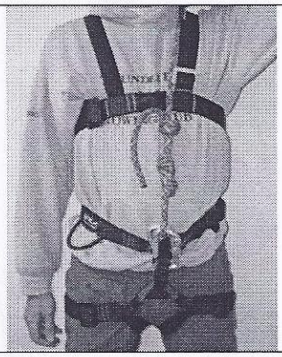
To lower the belayers can either control the descent by allowing the rope to slide through their hands or perform a PUSH-SLIDE-SLIDE technique. PUSH the rope towards the belay post and SLIDE your hands back.

Tying in Vs. Clipping in

Bark Lake works with the system of tying participants in to the climbing rope (first person). Every staff member on the high ropes course should know how to tie the following knots:

- Figure 8
- Figure 8 follow through (double figure 8)
- Stopper knot
- Bowline
- Clove hitch

Bark Lake follows this system because it is easier to see a correctly tied knot from a distance than checking the clipping in system. Both systems are deemed safe and can be used when directed by the CCM. **Climbers must be tied into the element using a follow through figure 8 knot, with a half double fisherman knot as a stopper, as per industry standards, manufacturers, and Bark Lake policies.**

		
Belay rope through both tie-in points and tied with a figure eight follow through.	One steel carabiner attached to the belay rappel loop.	Two aluminum carabiners attached to the belay rappel loop.

Static Belay (Trained Staff ONLY)

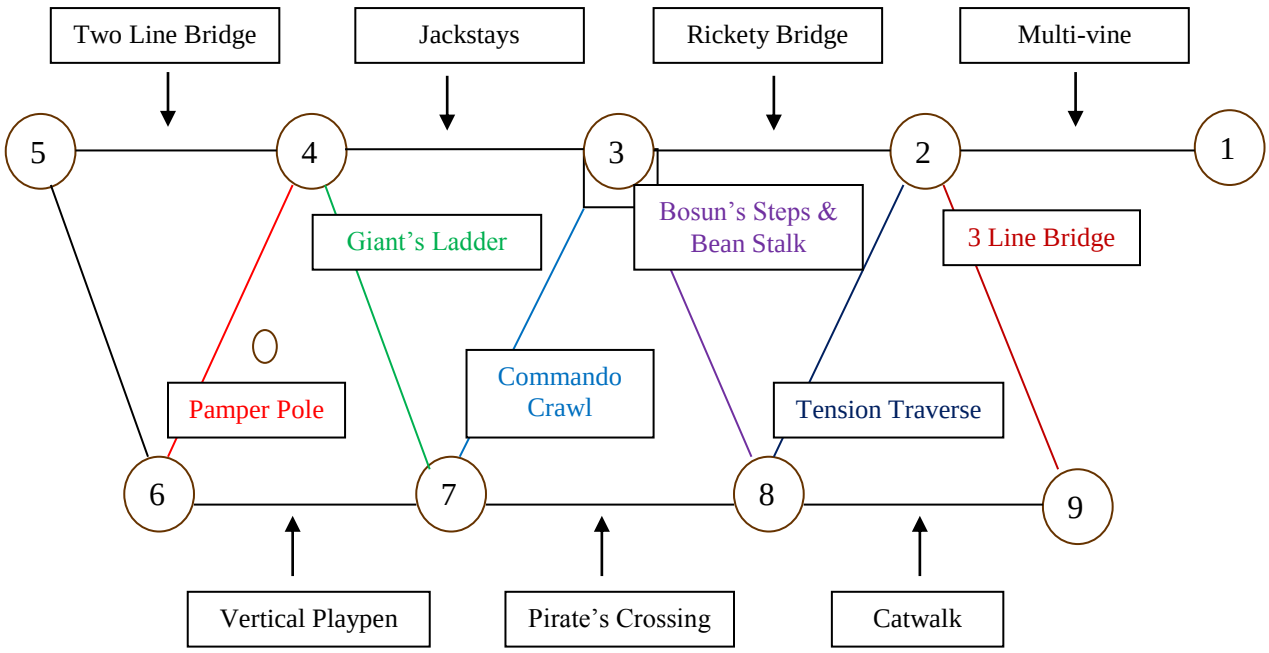
In order to complete a set-up and/or maintenance task on the challenge course, staff may need to use a static belay (lobster claws, and cable grabs) when accessing the course, elements or when a dynamic belay system is not available or not practical. The following guidelines should be observed when climbing on a static belay.

Climbers must be trained and approved by CCM before ascending. Climbers should always use the best available protection point (In order of preference: cable grabs to vertical belay cables, belay cables, other backed up cables, eyebolts and leap anchors). Staples should not be used as fall protection and should never be the primary safety device. There are five poles with cable grab access (vertical cables for the use of cable grabs) along with leap anchors: pole 2, 3, 4, 7, & 8.

Climbers should use multiple anchors when climbing (never clip two tails to the same leap anchor). The lobster claws used for climbing must be the 'super claw' style, with a shock absorber and auto locking grabs. One claw must be clipped in at all times, when the cable grab is not being used. Claws become the primary protection when moving across an element. When moving, whether climbing or traversing, both tails must be clipped to proper protection points. Tails should be kept as short as possible but at uneven lengths, and kept as high as possible.

ELEMENT DESCRIPTIONS

Bark Lake High Ropes Challenge Course



1. Catwalk: see Appendix 1

   Objective:

   Climbers will be able traverse the element from pole 8-9 or from 9-8 strutting their stuff on the catwalk. Climbers can test their limits by letting go of the rope, walking backwards, putting their hands on your head, hopping on one foot, jumping jacks or pushups. High five the pole

when you reach the other side. You may have two climbers up at once to make the catwalk into a partnered activity.

2. Pirate's Crossing: see Appendix 2
   Objective:
   Participants will climb pole 7 or 8 and use the foot cable for their feet and the rope for their hands. As they progress towards the middle the rope gets lower. The participant will have to switch ropes half way across the element.

3. Vertical Playpen: see Appendix 3
   Objective:
   This element is a partner climb. Two participants will work together to get to the top. You may add the challenge of not being able to use the side cables for help, ensuring that the two participants will have to work together more. To finish the element you can have both participants reach the top and stand on the tire together and give a high ten. Have two participants hold the bottom of the vertical playpen cargo net and two other participants spot the back of the climbers until the climbers are on the first beam.

4. Postman's Walk (3 Line Bridge): see Appendix 4
   Objective:
   The climber uses pole 4 to climb up the staples until participant can stand on the foot cable. Participants should use the handlines to stabilize themselves as they walk across to the other side. This is a great climb for those who aren't quite ready for some of our more intimidating elements. They can choose their own level of perceived risk.

5. Tension Traverse: see Appendix 5
   Objective:
   The tension traverse can start from either pole 2 or 8. This can also be set up as a dual climb. The participants need to get their feet on the foot cable and grasp the long handline needed to traverse across the element. If there is a partner, cross in the middle or have a sword fight. One of the harder elements on the course.

6. Bosun's Chairs and Beanstalk: see Appendix 6
   Objective:
   Climbers can start this element either by climbing up pole 3 or by using the Beanstalk. When using the Bosun's Chairs, ensure that the participant goes around the chairs and not through them. Climber must always follow their rope. This element is good for advance groups. It is also a more physically demanding element.

7. Commando Crawl: see Appendix 7
   Objective:
   Climber goes up the access pole to the platform, where they then lie down on their back and reach up and grasp the white rope with their hands and wrap their legs around. Then they crawl across the element to the other side. It is easier to go headfirst. Try to turn around once completed and do a chin up for a challenge. They can also try to crawl across the top of the rope. One leg hangs down and the other one is bent, they will lie on their stomach and pull themselves across. Long pants highly recommended to avoid rope burn.

8. Dangle Duo (Giant's Ladder): see Appendix 8
   Objective:
   This element is done in partners. The climbers use each other to climb to the top rung. The rungs get further apart as the climbers ascend. For an extra challenge, try getting the participants to not use their belay rope or the wires on the element as they go up. You can also provide a piece of webbing to help out small clients. When spotting this element have two participants hold the sides of the element, two participants spot the back of the climbers, until the two climbers are standing on the first beam.

9. Pamper Pole: see Appendix 9
   Objective:
   The participants climb the ladder and use the staples and rock climbing holds to climb to the top. Once at the top, the participant can decide how they wish to hit the white buoy (high five or head butt). Ask the participant to take their hands off the rope, and check in with their belay team before jumping. The ok to jump should come from the Bark Lake staff. This element is belayed with an A- Team belay.

10. Multivine: see Appendix 10
    Objective:
    Climbers access the vines from pole 1, use the 'vines' and the foot cable to cross from one pole to the other. High five the pole and do a victory dance. Take five steps back before being lowered to the ground.

11. Rickety Bridge: see Appendix 11
    Objective:
    Starting at pole 3 participants will climb up using the staples to ascend the pole, and sit on the platform. Participants will then take the first giant step onto the Rickety Bridge and traverse one step at a time to get to the other end. To add extra challenge, try getting the climber to walk backwards or hop on one foot. Alter the level of challenge you need by choosing not to hang on to your belay rope. High five the pole and do a victory dance.

12. Jackstays: see Appendix 12
    Objective:
    The climber can ascend pole 4 or pole 3 (platform), climber's feet goes in the loops and their hands on the white rope as they traverse across to the other side.

13. Two-Line Bridge: see Appendix 13
    Objective:
    The climber ascends using the staples on pole 4. They will place their feet on the foot cable and their hands on the white handline and proceed to traverse across high fiving the pole on the other side. This activity should not be open when using the pamper pole since the participants using the Pamper pole can be in the way. This is a great climb for those who aren't quite ready for some of our more intimidating elements.

14. 4:1 Pulley System: see Appendix 14
    Objective:
    The climber either uses their own strength to pull on the rope or uses a team of pullers. The climber will pull themselves up to the element or as high as they wish to go. The 4:1 creates a

mechanical advantage making it easier to pull themselves. This is a good option for accessibility. There will be a back-up dynamic belay also attached to the climber.

LOW ROPES CHALLENGE COURSE

EQUIPMENT AND INSPECTIONS

The Bark Lake Low Ropes Challenge Course is spread out in different areas of the property. With that being said we have a combination of permanent installations and removable installations. The equipment for the various locations can be found either near the waterfront/paddle shack or at the Permanent Low Ropes Challenge Course in a storage bin. In and around the waterfront/paddle shack there is outside Nitro Swing, and the Fidget Ladder. The Low Ropes Challenge Course consists of multiple elements requiring a wide variety of skills. Each element and any related attachments need to be inspected prior to use.

Inspection Details:
Visual and tactile inspection of all ropes and lanyards. Visual inspection of all cables and connections for signs of damage, changes in tension, or any indication of slippage or movement. Visual and tactile inspection of all guy anchors and connections for signs of deformation, bending, fractures, corrosion or upheaval. Visual inspection of the environment including trees immediately overhanging the low ropes course area. Visual and tactile inspection of climbing holds for tightness and that the mat is in good condition.

OPERATIONAL PROCEDURES

Pre-Arrival and Post-Departure Operations

Before the group arrives a suitable program should be designed to accommodate the needs of the group. Once a program design has been decided a pre-use inspection of the equipment and elements of the course should be completed. Any elements that require set-up should be done beforehand. Any props or other facilitation tools and equipment should be organized and put into place to set the scene for the group.

After the group departs, any elements that have been put up should be taken down and all equipment and props stored away.

Program Operations

It is important to sequence your activities so that the progression leads up to completing an element. Although not every Low Ropes program will include the elements, sequencing your activities will benefit the group. The sequence should start with cooperative games leading to communication and trust activities. Doing some teambuilding initiatives beforehand will set the group up for success.

Inviting Optimum Participation/Goal Setting/Choose Your Challenge
Before the challenge course period begins, facilitators must take the time to review the Inviting Optimum Participation (I-Opt) principle with the clients. For those participating in a TOLE program this will be a relatively quick review, which focuses the participants understanding on the specific

role of I-Opt at the challenge course. For clients using the challenge course outside the TOLE program, a more in depth introduction to I-Opt may be required.

The discussion of I-Opt evolves nicely into a talk about goal setting. From a facilitation standpoint, it is helpful to set group goals at the beginning of the low ropes challenge course period as it will give the group something concrete to begin a debrief with at the end of the period.

The Low Ropes Challenge Course is as close to real life as we can make it. You as a climber are set apart and are looked at by all your peers. You have a support system of spotters and your team mates. You must make choices for yourself on how far to go. You will learn from the choices you make.

During and after the Low Ropes program the facilitators should debrief the group about the activities they have experienced. Debriefing is a key component of any Adventure Program, and is important to the development of the participants. The skills and understanding the participants gain from doing communication and trust based activities will remain in their memories if they have an opportunity to reflect of their experiences.

SPOTTING

One of the key aspects of the low ropes challenge course program is spotting. It requires one or more individuals to become the human safety net and actively protect the participant from falling on the ground. Falling is to be expected when on elements and for some trust activities. The idea of spotting is to prevent the falls from causing injury. It is the spotters' job to protect the head and neck if a fall does occur. Spotters should aim for the shoulder blades of the participant, with the understanding that they are not "catching" the participant as it is very difficult to catch a falling body. It is acceptable if the participant and spotter hit the ground in the event of a fall, this is not necessarily a sign of bad spotting. Bark Lake staff should make participants aware that if they are feeling like they are going to fall to aid in mitigating any injury by stepping off the element. Spotters should not attempt to hold up a falling participant as this could cause injury.

<u>Spotting Position:</u>
The typical spotting stance is as such:

- Legs shoulder width apart to provide balance
- One foot slightly back to provide stability
- Knees slightly bent to absorb impact of catch
- Hands in front of chest, elbows slightly bent to absorb impact of catch
- Stand touching the next spotter if there is more than one spotter to eliminate gaps

Before any spotting activities occur there must be a sequence of communication to confirm that the participant and spotters are ready. The communication sequence should be consistent for the whole group.

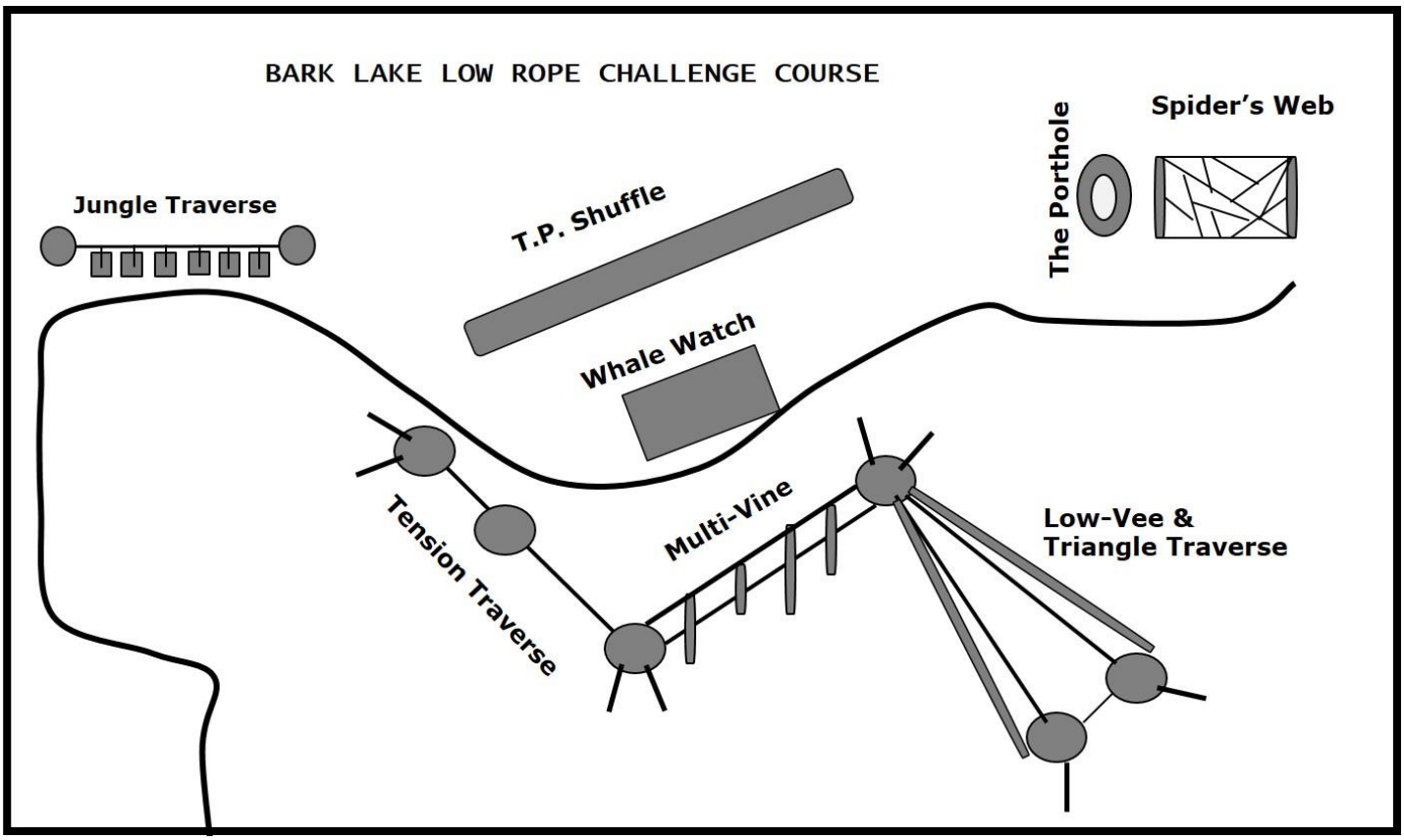
Participant: "Are my spotters ready?"
Spotters: "Ready! (NAME)"
Participant: "May I go?"
Spotters: "Go ahead! (NAME)"

The Bark Lake staff supervising the participant spotters should ensure that the participants are set up for success and are ready to build trust within their team. The Bark Lake staff need to communicate to the participants the importance of spotting and what they are accountable for. The participants must:

- Appreciate that they are responsible for someone else's safety
- Receive instruction is proper spotting technique and have an opportunity to practice the skill
- Be able to perform proper spotting and maintain focus
- Be supervised by a facilitator who is in a position to help if necessary.

Facilitators need to be aware of the potential areas for falling. Since participants have a lack of experience they may not spot effectively and may require some coaching. Facilitators should ensure that the group has all the necessary skills and are able to remain alert and focused during the activity before starting. Facilitators should position themselves in an appropriate location in case a participant does fall. Facilitators should ensure that there are the correct number of spotters for the element or activity.

ELEMENT DESCRIPTIONS



1. Jungle Traverse: see Appendix 15
   Objective:
   Each climber will move across the swinging platforms. The platforms start out large and get smaller the further along you go.

2. Tension Traverse: see Appendix 16

Objective:
Each climber will move across the cable using a hand rope for balance. There is a short traverse followed by a long traverse. The difficulty increases they further along you go.

3. Triangle Traverse: see Appendix 17
   Objective:
   Each climber will challenge themselves to the Bermuda Triangle and try to go all the way around using only the hand rope for balance.

4. Multi-vines: see Appendix 18
   Objective:
   Each climber will travel across the foot cable reaching for 'vines' to help them to balance. The 'vines' vary in distance apart and in length creating a challenging and fun experience.

5. Low Vee: see Appendix 19
   Objective:
   Working with a partner the climbers lean against each other to traverse across cables that are slowly diverging apart. This element requires extra spotters.

6. Whale Watch: see Appendix 20
   Objective:
   The ultimate group balancing challenge. The group will stand on the whale watch balancing the platform on the pivot point without the platform touching the ground.

7. TP Shuffle: see Appendix 21
   Objective:
   An excellent communication activity to get the group progressing in the right direction. The group will all be balanced on the log. Then they will try to exchange places with each other without falling off the log.

8. Porthole: see Appendix 22
   Objective:
   Working in a group they will move all of their member's through the porthole with the least amount of touches as possible. Creative strategies abound with this activity as they move away from balancing to lifting.

9. Spider's Web: see Appendix 23
   Objective:
   Working as a group they will move all of their member's through a different hole in the web without anyone touching the web at any time. This activity works well when you use varying levels of difficulty as the group progresses. This activity requires lifting, so staff should be prepared for potential safety risks.

10. Trust Fall Station: see Appendix 24
    Objective:
    What is unique about this activity is that it can occur almost anywhere there is a safe platform to fall from (picnic table). Participants can progress by doing some trust falls on the ground

before stepping to a higher platform. Each participant will have the opportunity to fall backwards into the arms of a team of spotters.

11. Nitro Swing: see Appendix 25
    Objective:
    Starting on one platform the group will move everyone across to another platform, which may be smaller in size, using the swinging rope. We have Nitro Swings outside the paddle shack.

12. Fidget Ladder: see Appendix 27
    Objective:
    The Fidget Ladder is an activity that is more of a challenge and requires a little more focus and attention from the group. The climbers will work their way up the inclined, pivoting, elliptical ladder to get to the top. There is a team of spotters holding a spotting blanket when the climber falls.

13. Inuit Blanket Toss: see Appendix 29
    Objective:
    Working as a group they will toss a participant into the air and catch them on the blanket. This is a great activity for teambuilding and debriefing the group, however it requires a little more focus and attention and a minimum group size of 15.

CLIMBING TOWER

EQUIPMENT AND INSPECTIONS

The following is an overview of the equipment used on the Climbing Tower. All equipment is inspected to ensure that the wear and tear of the daily operation on the equipment during the program period does not adversely affect the safe operation of each piece of gear. The equipment must be thoroughly inspected each time before the climbing tower is in operation. The equipment goes through annual inspection by the PVM and periodically throughout the year by the CCM or CCS. **Climbing equipment must meet industry standards and be maintained and retired according to manufacturer's standards. Clients at Bark Lake may not use personal climbing gear (ATC's, carabiners, harnesses, helmets, etc.). Bark Lake staff may use personal harnesses, if they are in good shape, fall under industry standards and approved by the CCM or CCS.**

Specific inspection points are mentioned for each item below.

Rope

Bark Lake uses 11mm dynamic ropes for the climbing wall and a 10.5mm static rope for the rappel. The majority of the rope has a 12% stretch in it to allow absorption of some of the force if a client falls. The static rope has 3-6% stretch.

Inspection Details:
Ropes need to be routinely, physically inspected (or flaked) before and after each set-up. Staff are inspecting for cuts, breaks, irregularity, changes in texture, or any damage to the sheath or the inner core. Flaking is when you run the rope through your hand and squeeze it with your fingers as it passes while checking for any abnormalities.

After each period each rope must be logged in the Ropes Log Book. Each rope has an ID colour and the total number of climbs on the ropes that day will be added to that rope colour's log. The rope is retired after 1000 climbers or when the rope's integrity has been compromised.

Seat Harness

Joker Harness:
This harness has three auto locking buckles (2 legs & 1 waist). Placement of this harness is just like the Apex Rock harness mentioned above. The difference is that each buckle must be pulled back to tighten and then the tail of the strap be placed within each elastic on the leg straps or waist band.

Inspection Details:
The harnesses must be physically inspected post use and set ready for the next group. The critical systems that need to be inspected on the harnesses include the buckles, any stitching, the belay loops, the hard points, and the straps. Each harness must be replaced after 5 years of use, which is an industry standard. The harnesses may need to be replaced sooner if they have been in contact with corrosive substances, if they have stitching damage, or other irregularities.

Chest Harnesses

The harness is a Max Gear 2 Strap chest harness. These harnesses are to be worn by all climbers when climbing any of the elements. The chest harness should be tightened to the comfort of the participant by adjusting the shoulder straps while ensuring the chest strap sits under the armpit area. The chest harness does not have to be tight. Too tight could cause discomfort around the throat and chest. These harnesses add a small level of extra security, but are not designed as fall protection. It primarily protects against inversion, and is used as a backup connection point. Ensure all buckles are doubled back.

Inspection Details:
The chest harnesses need to be inspected prior to use by Bark Lake staff. The staff are physically inspecting for tears, loose connections, and any damage. Should there be an irregularity it is to be retired. The manufacturer recommends that the harnesses be retired after 5 years of use.

Helmets

All participants (climbers and spectators) must wear a helmet at the challenge course. Helmets protect the climbers from falling gear, ice, or from hitting their head on objects above. They do not protect the climber's head from ground impact.

Although there are various different sizes and shapes to the helmets, all helmets should fit the same. The helmet should cover the forehead and the harness within the helmet should be tightened so that the helmet does not fall off when the head is shaken. The chin strap should be loose enough so that it's not choking nor should it be able to slip pass the chin.

Inspection Details
The helmets need to be inspected for cracks, dents, holes, scratches, broken tabs, loose foam and tears in the material. Chin straps and clips need to be in full working order. Should there be any damage or irregularity the helmet should be retired or after 10 years of use.

Carabiners

We utilize aluminum carabiners with screw down gates and triple-locking steel carabiners on the climbing tower. The steel triple-lock carabiners are used for the A-Team Belay set up. The aluminum carabiners are used in conjunction with the Verso's when staff are belaying and as an anchor.

Inspection Details
Carabiners must be inspected before every ropes period. Staff are looking for smooth opening, closing and locking of the gate. They are also looking for dents, and irregularity. Carabiners must be retired if they are dropped from the top of the course or if there is any damage that affects the performance. Outside rust is common on steel carabiners, but if there is a notch in the steel, you must retire it.

Belay Devices

We use Verso's to belay, which offer ease of operation and longer lasting durability. The Verso creates bends in the rope, which increases the flow of friction and reduced movement of the rope. A bight of rope is fed through the top of the Verso and is secured through with a carabiner. The carabiner feeds through both the rope and the cable holding device attached to the bottom of the Verso.

Inspection Details:
Bark Lake staff must inspect the Verso before every program period and during periodic inspections. Staff will be looking for cracks in the aluminum, sharp edges in the slots and any defects. There are two slots; if one slot is sharp the other slot may still be used. These devices should be replaced if there is any damage or irregularity.

A-Team Belay

We use the A-Team belay for the Belay Posts. The rope is fed through 3 carabiners attached to oval eye bolts. The rope is fed through the bottom carabiner, then up to the top carabiner, finishing out to the side with the middle carabiner. The multiple bends created in the rope adds friction and takes the pressure of the impact.

Inspection Details:
The post, oval eye bolts and black taped steel carabiners should be inspected during each use. Staff should be looking for sharp edges or significant wear in the bolts, loosening of the bolts, cracks in the wood, or signs of rust. Inspect the carabiners as mentioned above.

Climbing Holds

Climbing holds are set up on the Climbing Tower on all three faces. They are attached with T-nuts in the back and then bolted on. There are two allen keys that will fit the various sizes of the bolts. The holds come in many different shapes, sizes and colours, but should be treated the same.

Inspection Details:
Inspect the holds for tightness and ensure they are not spinning. You can tighten the holds using the allen keys. Do not over tighten. The holds should not be chipped or cracked. If they are they need to be removed from the wall face.

OPERATIONAL PROCEDURES

Pre-Arrival and Post-Departure Operations:

Before the group arrives and after the group departs there are some procedures that need to happen. The climbing tower will undergo a pre-use inspection. Using information about the group, decide which routes will be set-up for the day. Using the lazy lines provided pull up the ropes and decide on an appropriate belay method (A-Team or Belay Device with a Primary Belay Anchor). Ensure that the rope goes over the top belay bar and is deflected by the bottom belay bar away from the climbing wall. Ensure that the climber end in is against the wall and the belayer end is away from the wall.

For the A-Team Belay the rope is fed through 3 triple locking steel carabiners attached to oval eye bolts in the belay posts. The rope is fed through the bottom carabiner, then up to the top carabiner, finishing out to the side with the middle carabiner. The multiple bends created in the rope adds friction and takes the pressure of the impact when the climber is climbing. **A minimum of 3 participant belayers with 2 hands on the rope at all times are needed.**

A Primary Belay Anchor, the belaying occurs directly off the ground anchor (bottom oval eye bolt on the belay post). The belayer may clip into the anchor to provide redundancy (clip belay device into anchor, clip belayer into anchor). Two aluminum carabiners are needed for this set up along with a belay device.

Grab the gear bag, ropes and equipment needed for that day's program and bring to the climbing tower. The climbing tower gear bag will consist of helmets, harnesses and chest harnesses. Do a pre-use inspection of the equipment – harnesses and helmets. At the end of the session record the rope colour, name of the staff who ran the climb and how many climbers they had.

If there are multiple sessions running during the day, the ropes will need to be made inaccessible by locking the big doors on all three sides. Lazy lining will always happen at the end of each day. Lazy lines will be stored on the hooks on the inside of the doors.

In order to set up, tear down or operate the climbing tower there must be a radio present at the course and a radio contact on the other end. Verbal contact on the radio will occur prior to anyone leaving the ground ("climbing") and will be reestablished if there is an emergency or upon completion of tear down, once all participants and staff are on the ground ("down and clear"). This will also take place during inspections. Set up for the climbing tower requires a minimum of one qualified staff member present, as there is no climbing necessary. Set up for the rappel must consist of two staff members, one of which is the CCS or CCM.

Program Operations

It must be recognized that the dynamic nature of adventure programming cannot be written into a short document such as this one. It is expected that each facilitator will bring their own experience and strength to the climbing experience, and that different groups will have special needs which will be adapted to provide the safest environment possible. In cases where operational procedures are in doubt, always consult with the Challenge Course Manager for advice or directions. Bark Lake maintains or exceeds the guidelines set out by ACCT and OPHEA for their operating procedures.

The safety procedures and program operations described in the High Ropes Challenge Course section of this manual are to be followed for the Climbing Tower. (Participant Briefing)

Note that during the tour of the tower, the climbing routes will vary in difficulty for each participant. In general the dish side of the tower is higher in difficulty, the nose side is average and the rappel side is easier. This can change depending on participants' skill and abilities.

In addition to that some special instructions need to be explained to the participants.

- Ensure that belay ropes do not get twisted
- Warn climbers to stay on route (directly under top anchor)
- Do not allow climbers to bound or jump when being lowered

It is discouraged by staff to pull up participants to aid them in their climbing. Instead give them helpful tips to encourage them to continue climbing, such as:

- Using their legs – use small steps as it allows for more balance and flexibility
- Keep hips close to the wall
- For resting – stand tall on straight legs or hang down on straight arms. Lower you heel to relax your calves and straighten your elbow to relax the bicep.
- Using a smear technique (apply weight by rubbing the sole of your shoe against the wall to gain friction)
- Use the inside/outside of your foot for small holds (Edging)
- Keep 3 points of contact on the wall – this allows opportunities to shake out legs or hands to be able to continue on.

Belaying is described in the High Ropes Challenge Course section of this manual. Additional notes on belaying: **There will be no off body belaying. All belaying will be done from a belay post.**

Spotters are not required for the Climbing Tower.

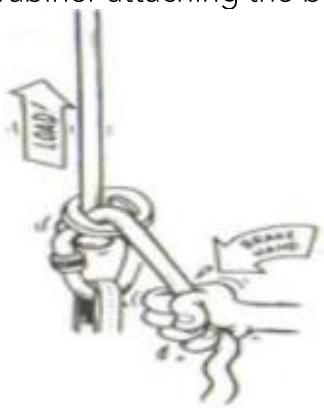
RAPPELLING

Rappelling (aka abseiling) involves using friction to descend a rope. Participants are often excited to try rappelling and it can be a fun activity. It can also be quite risky. Unlike belaying, where the system realizes a force only when the climber falls, there is always a force on the rappel system. In addition, participants control their own rate of descent. As a result, safety depends on the participant using the correct technique. Caution must be taken because of the hazards involved.

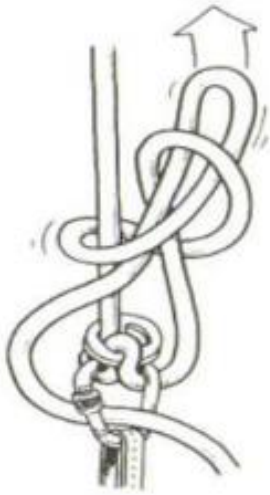
<u>Pre-Arrival and Post-Departure Operations:</u>

- Place one rappel rope over the upper belay bar and ensure that the rappel rope is deflected by the bottom belay bar away from the top of the climbing wall.
- The side of the rope closest to the face of the wall will be the rappel rope, ensure that the rope reached the ground on this side.
- The other side of the rappel rope will be fed into a belay device, which is connected to the belay anchor post using an aluminum carabiner on the lower oval eye bolt. Tie off belay device using a half hitch and an overhand knot.
    - *Locking off a belay device for a rappel.*

- Place the belay device in the brake position. Feed a bight of rope into the carabiner attaching the belay device to the anchor.



- Using the bight of rope fed through the carabiner, tie a half hitch on the load end of the line as close as possible to the device.



- Finish off the lock off procedure by tying an overhand knot above the half hitch. A carabiner will be clipped around the bight and the load end of the rope.

- In the event of a jam a qualified person may untie the belay device on the rappel line to feed slack into the system. Once the jam is freed the belay device will be retied.

Program Operations

Instructor Access: For an instructor, access is granted through the small door in the dish side of the wall. Pull the two black bungees to open the door. There is a drop cable the goes to the ground to allow access to the top platform. Instructors should use appropriate equipment and techniques to ascend the pole. Once on top platform instructors are able to move freely on lanyards, once off of cable grab. Lanyards should be connected to leap anchors on access pole.

Participant Access:
Participants will be tied in with a figure 8 follow through as if doing a normal climb. They will ascend using one of the routes available on the rappel side of the wall. If the participant is unable to climb the wall, they can access the top platform by being belayed up the access pole inside the tower. The participant will be clipped in with two aluminum or one steel carabiner. The participant is belayed from ground by a qualified staff.

Connecting the Rappel:
Once the participant reaches the top of the platform, the belay team/belayer will take slack. The rappel attendant (Level 1 or 2) will connect the belay/lowering device to the rappel rope and then attach to the participant. Communication is ongoing between belayers and the rappel attendant. The participant should slowly transfer their weight by leaning back away from the top platform.

Belay Transfer (access pole):
If a participants decides to climb up the inside of the tower on the access pole the belay will need to be transferred from the access belay rope to the climbing wall belay rope. The following are the steps to be taken in this case: These processes should be called out in a clear voice.

- Clip participant in to the access pole belay rope using two aluminum carabiners or one steel carabiner.
- Belay participant up to top platform following standard procedures
- Instructor will stay on belay until notified by the rappel attendant that it is clear to come off belay.
- Rappel Attendant will tie in the participant with the climbing wall belay rope.
- Rappel Attendant will communicate to the A-Team belayers to go “On Belay”
- Once it is clear that they are on belay and it has been verified the Rappel Attendant will communicate to Instructor that it is clear to come off belay.
- Once the Instructor is off belay the Rappel Attendant will unclip the participant from the access pole belay rope.
- Participant is now on the climbing wall belay rope
- Connect rappel as above

Participant Lower:
The participant will control the rate of descent by managing the belay/lowering device. Belay team will feed slack in the belay system as the participant descends. Participant will keep feet shoulder width apart maintain brake position on the belay/lowering device and keep hands away from the belay/lowering device. Participant must avoid bouncing or jumping off the climbing wall face.

RESCUE PROTOCOLS

Bark Lake rescue protocol is based on Adventureworks! Challenge Course Instructor Training Manual.

Incidents and accidents are by definition unpredictable. As a result, it is difficult to establish specific rescue procedures that will be effective in every situation. In the event of an emergency, the following protocol should be followed. The CCM/CCS should select a strategy after an initial assessment of the situation. The condition of the subject will assist in determining the entry point.

Specifics on Verbal, Physical Assistance and Rope Rescue

Bark Lake staff should be able to handle any situation from the ground, using verbal commands, a self-rescue or vector pulls. All staff members involved in a rescue should remain calm and follow the instruction provided by the CCM/CCS. Instructors must fight the urge to "rescue" participants from their fears. As one step fails the instructor will move to the next protocol outlined below.

Remember your ABC's (Airway/Breathing/Circulation) if one of these conditions are compromised the rescue protocol jumps right to physical assistance, if a lower cannot happen.

If the climber is…	Rescue Protocol	Facilitator Should…
Scared, unsure, confused	Verbal Assistance	Provide reassurance, facilitation, coaching, directions.
Tangled, tired, stuck, mild panic, poor position	Belay or self rescue	Encourage the climber to use their own resources, offer the options; belay down, down climb, or take a rest and continue on.
Weak, panicked, unable to self-rescue, extremely tangled	Physical assistance	Climb up to provide physical support to the participant. This may include untangling them from the element, or providing a helping hand to take the first steps on the element, or be there for emotional support if the person is being lowered. Vector pull or a ground belay switchover may occur.
Injured, unconscious, exhausted, compromised belay	Rope Rescue	Seek CCM or CCS for assistance. Vector pull, rescue ropes switchover, or a lower may be required.

Verbal Assistance

This is the most commonly used rescue technique on the high ropes challenge course. As an instructor it is important to remain calm while offering verbal assistance. The first step is to *reassure* the climber, by calming them down and ensuring that they are safe. Let them know that you have heard their concern. Next is to help *facilitate* their next steps. Help them to solve their dilemma without giving them their answers. If they are unable to create their own solutions, you may need to

coach them through a suitable solution. If the climber is frozen, and will not benefit from coaching, you may need to give specific *direction*.

Physical Assistance

When providing physical assistance to a participant, facilitators must remember to always think of their own safety as well of the safety of the participant. In general, facilitators should follow a "ladder approach" to providing assistance:

1. Stay on the access (pole)
2. Stay on the Element
3. Move into the air as a last resort

This will ensure that facilitators are limiting the risk to themselves while also providing the necessary assistance to the participant.

Ropes Rescue

Ropes rescue is a complicated procedure that should only be carried out by highly trained Challenge Course Practitioners. **Any time a staff needs to go in the air to perform a rescue they will wear a full body harness.** Four types of rope rescue procedures are practiced at Bark Lake:

A. Vector pull
B. Ground belay switchover
C. Belayed lower rescue procedure
D. 4:1 two person contact rescue
E. Rappel Release

When performing one of these rescues you must implement an organized response plan. This plan would help everyone involved become aware of what needs to happen. It clearly instructs staff to their roles during rescues.

Phase 1: Planning

Identify problem and any anticipated problems. The leader will develop a plan and communicate this plan to the team. Feedback happens during this time.

Phase 2: Rigging

Leader will designate roles and the team will rig the rescue system. Roles could be one of the following: belayer, mainline operator, attendant, medical control.

Phase 3: Role Call

The leader will "call role" to ensure that all positions are ready to execute rescue. There should not be any unnecessary chatter to interfere with communication.

Phase 4 Execution

Connect: the subject and/or attendant are attached to the new system
Release Tension: slack is introduced into the subject's original system

Disconnect: the subject is detached from the original system
Lower: the system is converted to a lower once the subject is clear of the original system.

Phase 5: Subject and Attendant Needs
Ensure first aid and all medical needs are taken care of at this time.

A. Vector Pull
1. With the belay system in the brake position ask for assistance from Bark Lake staff.
2. Members grab the rope as high above the ATC as possible. They pull the rope down keeping head and face away from rope. This action will raise the climber.
3. On the belayers command the rope gets slowly released to its original position or slack is pulled thru the ATC.

B. Ground Belay Switchover
A ground belay switchover is used in the event that a belayer becomes unable to belay (unconscious, ill, hair or clothing caught in belay device) or if a belayer needs to be freed from an element in order to attend to another task (e.g.: take another role in a rescue). The procedures for a ground belay switchover are as follows:
1. With the belay system in the brake position, attach two triple wrapped prusiks above the belay device.
2. Set the prusiks knot on the rope, and clip both prusik loops to a new anchor (ie. belay loop in new belayer).
3. Transfer the weight of the climber onto the prusiks, once the prusiks are set and weighted, remove he belay device.
4. To replace the belay device, reverse the process, or if a new belay device has been employed, remove the old device from the system.

C. Belay Lower Rescue (3:1 with a Gri Gri)
A climber is stuck, injured, unconscious and unable to self-rescue: CCM/CCS will introduce the Response Plan
1. The CCM or CCS will assign roles to the staff. They will verbalize the big picture and will assign roles and responsibilities. Once feedback has been acted on, the staff will go and accomplish their specific goals.
2. The attendant is told where to climb and set up the new top gear.
3. The CCM or CCS then sends the attendant up with lobster claws, cable grab, three steel carabiners and rescue rope. The attendant passes over the stranded climber or comes down from above. Ensure that the attendant does not place themselves between the old and new belay system.
4. A wrap three-pull-two (with rescue webbing) is set up with a gri gri and a prusik is placed on the belay rope with a pulley.
5. The carabiners are set up on the belay cable and the rescue rope is clipped to the climber using a figure eight on a bight.
6. The climber is raised off of their existing system using a 3:1 mechanical advantage.
7. The system is disconnected from their belay loop.
8. The climber is then lowered.

9. Once the climber is on the ground the CCS or CCM gives the "stop, all stop" command to signify the end to the rescue.

D. 4:1 Two Person Rescue

1. The CCM or CCS will assign roles with the staff. They will verbalize the big picture and will assign roles and responsibilities. Once feedback has been asked for and given the staff will go and accomplish their specific goals.
2. The attendant is told where to climb and set up the new top gear.
3. The CCM or CCS then sends the attendant up with the 4:1 system with a rescue 8, prusik, and extra carabiners to clip to the climber.
4. The attendant, (clipped to the bottom of 4:1) will clip the top of 4:1 to belay cable and then heads out to climber.
5. Once climber is clipped to 4:1 system (with attendant still attached), ground attendant will help pull the rope to 4:1 and pulls up the climber and attendant to belay cable to detach climber from belay system.
6. Attendant attaches rescue 8 with prusik to descend.

E. Rappel Release

1. Ground Attendant with assistance of a Level 2 will be in charge of ensuring that safe procedures are being followed
2. A-Team will take in slack and remain on belay until the all clear is called.
3. Ground Assistant will put hand on brake rope of rappel release tie off.
4. Ground Assistant will slowly being to untie the release knot while keeping a hand on the brake rope.
5. Once knot is completely undone Ground Assistant will slowly release slack into the rappel rope using the belay device.
6. Once the jam is cleared, re-tie the rappel release tie-off
7. Communicate to the Level 2 or Rappel Attendant that this is completed
8. Participant can continue to descend as normal with the A-Team as back-up belay
9. First Aid given as needed

All rescues performed on the High Ropes Challenge Course and Climbing Tower will be documented and placed in to the ropes binder for further evaluation.

APPENDICES

Appendix 1

Catwalk			
Maximum Number of Climbers: 1 Climber per Belay Cable.			
General Description: Climber traverses on suspended Catwalk beam.			
Pre-Use Check/Set-Up	**Element Use & Safety**	**Belay System**	**Special Use**
1. Visual inspection of element with regards to any overhanging trees or branches and/or other objects. **2.** Visual inspection of posts in use and surrounding area for hazards. **3.** All equipment to be used on element inspected and checked. **4.** Inspect all guy cables, anchors, and connections. **5.** Inspect all belay cables and other critical connections. **6.** Inspect Catwalk connections and backups **7.** Ensure Catwalk is intact and free of hazards (i.e. free of ice, insect nests) **Set-Up** **1.** Set-Up Belay System on Belay Cable for traversing. **2.** Set-Up either a split or same-side belay ensuring that climber end is on inside of course for pole access.	**1.** When climbers are about to descend, tighten the belay and have climbers weight the rope so that they do not swing into element. **2.** Have climbers keep feet on beam for as long as possible during descent and to keep their hands up to avoid hitting the element. **3.** Do not allow climbers to hold onto belayer's side of rope as this will compromise the belay. **4.** Inform climber's of cables or ropes that they may need to go under to access the element.	This element uses a Dynamic Top Rope Belay set-up with Slot Friction Device. It is a traversing element.	**1.** Only 1 climber per belay cable. **2.** With more than one climber ensure that only one descends at a time.

Appendix 2

Pirate's Crossing			
Maximum Number of Climbers: 1 Climber			
General Description: Use converging handline and foot cable to traverse element.			
Pre-Use Check/Set-Up	**Element Use & Safety**	**Belay System**	**Special Use**
1. Visual inspection of element with regards to any overhanging trees or branches and/or other objects. **2.** Visual inspection of posts in use and surrounding area for hazards. **3.** All equipment to be used on element inspected and checked. **4.** Inspect all guy cables, anchors, and connections. **5.** Inspect all belay cables and other critical connections. **6.** Ensure handlines are connected to foot cable. **7.** Check splices and knots are intact. **Set-Up** **1.** Set-Up Belay System on Belay Cable for traversing. **2.** Set-Up split belay on outside cable ensuring that climber end is on inside of course for pole access. **3.** For second climber: Set-up same-side belay on inside cable.	**1.** Ensure climbers do not cross over or through handlines while on the foot cable, as this can compromise the belay. **2.** Ensure climbers do not place fingers in eyebolts or rapid links. **3.** When climbers are about to descend, tighten the belay and have climbers weight the rope so that they do not swing into element. **4.** Have climbers keep feet on cable for as long as possible during descent and to keep their hands up to avoid hitting the element. **5.** Do not allow climbers to hold onto belayer's side of rope as this will compromise the belay. **6.** Ensure that climbers do not tangle ropes as they cross over each other.	This element uses a Dynamic Top Rope Belay set-up with Slot Friction Device. It is a traversing element.	**1.** Only 1 climber per belay cable. **2.** With more than one climber ensure that only one descends at a time.

Appendix 3

Vertical Playground			
Maximum Number of Climbers: 1 Climber per belay cable			
General Description: Climber's use element to ascend vertical playground.			
Pre-Use Check/Set-Up	**Element Use & Safety**	**Belay System**	**Special Use**
1. Visual inspection of element with regards to any overhanging trees or branches and/or other objects. **2.** Visual inspection of posts in use and surrounding area for hazards. **3.** All equipment to be used on element inspected and checked. **4.** Inspect all guy cables, anchors, and connections. **5.** Inspect all belay cables and other critical connections. **6.** Check all splices to ensure that they are intact. **7.** Ensure all parts of the element are attached to the suspension cables. **8.** Ensure there are no sharp edges or places to jam fingers. **9.** Check tires for hazards i.e. (insect nests, ice, etc.) **Set-Up** **1.** Set-Up Belay System on Belay Cable for vertical belay. **2.** Each belay cable is set with belayer end and climber end on same side. **3.** Attach bottom cargo net using Maillon Rapides with gates screwed down. **4.** Set-up from pole 7 can be challenging due to the amount of elements on that pole. Ensure you have a stable work station as you may need to lean far out to attach Top Gear.	**1.** Climbers use wooden rungs and may use each other in teamwork style to climb element. **2.** Ensure climbers do not use cables on side of element to aide climb. **3.** Do not allow climbers to hold onto belayer's side of rope as this will compromise the belay. **4.** Climbers must stay on same side of the element as their belayer as to not tangle ropes. **5.** For descent use spotters to pull element towards opposite side of climber and ensure one climber descends at a time. **6.** When climbers are about to descend, tighten the belay and have climbers weight the rope so that they do not swing into element. **7.** Have climbers keep hands up during descent to avoid hitting the element. **8.** Ensure climbers do not pass through middle of top tire as this will compromise their belay.	This element uses a Dynamic Top Rope Belay set-up with Slot Friction Device. It is a vertical element.	**1.** Only 1 climber per belay cable. **2.** With more than one climber ensure that only one descends at a time. **3.** Element must be raised 12 feet above the ground to be inaccessible when not in use. Remove cargo net. **4.** Spotters may be used to stabilize element if needed.

Appendix 4

Postman's Walk			
Maximum Number of Climbers: 1 Climber			
General Description: Use cable and handline(s) to traverse the element.			
Pre-Use Check/Set-Up	**Element Use & Safety**	**Belay System**	**Special Use**
1. Visual inspection of element with regards to any overhanging trees or branches and/or other objects. **2.** Visual inspection of posts in use and surrounding area for hazards. **3.** All equipment to be used on element inspected and checked. **4.** Inspect all guy cables, anchors, and connections. **5.** Inspect all belay cables and other critical connections. **6.** Check that rapid links on handlines are closed. **Set-Up** **1.** Set-Up Belay System on Belay Cable for traversing. **2.** Set-Up split belay over the handline ensuring that climber end is on inside of handline for pole access.	**1.** When climbers are about to descend, tighten the belay and have climbers weight the rope so that they do not swing into element. **2.** Have climbers feet clear of element and keep their hands up to avoid hitting the element during descent. **3.** Do not allow climber to hold onto belayer's side of rope as this will compromise the belay. **4.** Ensure climbers do not place fingers in eyebolts or rapid links. **5.** Ensure that climbers stay between the foot cable and handline closest to belayer when lowering.	This element uses a Dynamic Top Rope Belay set-up with Slot Friction Device. It is a traversing element.	**1.** Only 1 climber per belay cable **2.** With more than one climber ensure that only one descends at a time.

Appendix 5

Tension Traverse			
Maximum Number of Climbers: 1 Climber per belay cable			
General Description: Use cable and multiline to traverse the element.			
Pre-Use Check/Set-Up	**Element Use & Safety**	**Belay System**	**Special Use**
1. Visual inspection of element with regards to any overhanging trees or branches and/or other objects. **2.** Visual inspection of posts in use and surrounding area for hazards. **3.** All equipment to be used on element inspected and checked. **4.** Inspect all guy cables, anchors, and connections. **5.** Inspect all belay cables and other critical connections. **6.** Check all splices to ensure that they are intact. **Set-Up** **1.** Set-Up Belay System on Belay Cable for traversing. **2.** Each belay cable is set with belayer end and climber end on same side. Can also set a split belay if needed as access to Pole 8 is on the East side of the course, and access to Pole 2 is on the West side of the course.	**1.** When climbers are about to descend, tighten the belay and have climbers weight the rope so that they do not swing into element. **2.** Have climbers keep feet on cable for as long as possible during descent and to keep their hands up to avoid hitting the element. **3.** Do not allow climbers to hold onto belayer's side of rope as this will compromise the belay. **4.** Ensure climbers do not wrap handline around any body parts. **5.** Ensure that climbers do not tangle their ropes with each other during a crossing or with the handlines.	This element uses a Dynamic Top Rope Belay set-up with Slot Friction Device. Is a traversing element.	**1.** Only 1 climber per belay cable. **2.** If climber falls on opposite side of belayer, complete proper lowering techniques and re-set the belay using a weighted pack. Ensure not to use the rescue pack for this purpose. **3.** With more than one climber ensure that only one descends at a time.

Appendix 6

Bosun's Chairs/Beanstalk			
Maximum Number of Climbers: 1 Climber			
General Description: Climber uses hanging bosun's chairs to traverse the element.			
Pre-Use Check/Set-Up	**Element Use & Safety**	**Belay System**	**Special Use**
1. Visual inspection of element with regards to any overhanging trees or branches and/or other objects. **2.** Visual inspection of posts in use and surrounding area for hazards. **3.** All equipment to be used on element inspected and checked. **4.** Inspect all guy cables, anchors, and connections. **5.** Inspect all belay cables and other critical connections. **6.** Check that bosun's chairs are connected to suspension cable and to suspension ropes. **7.** Confirm that boards are intact and are free of sharp or splintered edges. **8.** Inspect that underside of boards are free of hazards (i.e. wasp nests, etc) **Set-Up** **1.** Set-Up Belay System on Belay Cable for traversing. **2.** Climber end and belayer end of rope set on east side of belay cable	**1.** Climbers must not climb through bosun's chairs as this will compromise their belay. **2.** Ensure that climber's belay rope does not tangle around bosun's chair or if so do not permit climber to continue to new chair until untangled. **3.** Ask climber to keep hands up during descent to avoid hitting the element. **4.** Make sure climbers do not wrap any suspension ropes around hands or other body parts while traversing or climbing the element.	This element uses a Dynamic Top Rope Belay set-up with Slot Friction Device. It is a traversing element. Element can be set-up to traverse onto adjoining element; Beanstalk	**1.** To minimize tangling, belayer should keep Shear Reduction Block slightly ahead of the climber. **2.** Climber can access this element using Beanstalk

Appendix 7

Commando Crawl			
Maximum Number of Climbers: 1 Climber.			
General Description: Climber traverses by hanging on suspended rope.			
Pre-Use Check/Set-Up	**Element Use & Safety**	**Belay System**	**Special Use**
1. Visual inspection of element with regards to any overhanging trees or branches and/or other objects. **2.** Visual inspection of posts in use and surrounding area for hazards. **3.** All equipment to be used on element inspected and checked. **4.** Inspect all guy cables, anchors, and connections. **5.** Inspect all belay cables and other critical connections. **6.** Check all knots and/or splices which support the element are intact. **Set-Up** **1.** Set-Up Belay System on Belay Cable for traversing. **2.** Set-Up either a split belay ensuring that climber end is on east side of course for pole access or same side belay, with both rope ends on east side of course.	**1.** When climbers are about to descend, tighten the belay and have climbers weight the rope so that they do not swing into element. **2.** Have climbers remove feet first and keep hands on rope for as long as possible during descent. **3.** Do not allow climbers to hold onto belayer's side of rope as this will compromise the belay. **4.** Ensure climbers do not step over the Element rope when on the platform of Pole 3. **5.** Ensure that climbers are wearing pants to prevent rope burn. Ideal element for cooler weather.	This element uses a Dynamic Top Rope Belay set-up with Slot Friction Device. It is a traversing element.	**1.** Climber's can either hang beneath the element or crawl on top of element. **2.** Climber's shall not stand on the rope.

Appendix 8

Giants Ladder			
Maximum Number of Climbers: 2 climbers (one per belay cable).			
General Description: Two climbers work together to climb the element.			
Pre-Use Check/Set-Up	**Element Use & Safety**	**Belay System**	**Special Use**
1. Visual inspection of element with regards to any overhanging trees or branches and/or other objects. **2.** Visual inspection of posts in use and surrounding area for hazards. **3.** All equipment to be used on element inspected and checked. **4.** Inspect all guy cables, anchors, and connections. **5.** Inspect all belay cables and other critical connections. **6.** Check that boards are intact and are free of sharp or splintered edges. **Set-Up** **1.** Set-Up Belay System on Belay Cable for vertical belay **2.** Attach bottom rungs using Maillon Rapides with gates screwed down. **3.** Each belay cable is set with belayer end and climber end on same side.	**1.** Climbers use wooden rungs and may use each other in teamwork style to climb element. **2.** Ensure climbers do not use cables on side of element to aide climb. **3.** Do not allow climbers to hold onto belayer's side of rope as this will compromise the belay. **4.** Climbers must stay on same side of the element as their belayer as to not tangle ropes. **5.** For descent use spotters to pull ladder towards opposite side of climber and ensure one climber descends at a time. **6.** When climbers are about to descend, tighten the belay and have climbers weight the rope so that they do not swing into element. **7.** Have climbers keep hands up during descent to avoid hitting the element.	This element uses a Dynamic Top Rope Belay set-up with Slot Friction Device. It is a vertical element	**1.** Only 1 climber per belay cable. **2.** With more than one climber ensure that only one descends at a time. **3.** Element must be raised 12 feet above the ground to be inaccessible when not in use. Remove bottom 2 rungs. **4.** Spotters may be used to stabilize element if needed.

Appendix 9

Pamper Pole

Maximum Number of Climbers: 1 Climber

General Description: Climber ascends vertically on Pamper Pole and takes a leap of faith.

Pre-Use Check/Set-Up	Element Use & Safety	Belay System	Special Use
1. Visual inspection of element with regards to any overhanging trees or branches and/or other objects. **2.** Visual inspection of posts in use and surrounding area for hazards, ensuring that they are firmly embedded in the ground. **3.** All equipment to be used on element inspected and checked. **4.** Inspect all guy cables, anchors, and connections. **6.** Check that holds are properly connected. **7.** Ensure there are no insects or animals nesting in the holes of the JRD Post. **8.** Ensure there are no cracks radiating from the holes that could pinch the rope. **9.** Ensure that the wood surrounding the holes is not deteriorating. **Set-Up** **1.** This element is lazy lined with p-cord and tied up on Pole 6. **2.** Attach p-cord to end of rope using two clove hitches or a bowline if holes are present in the end of the rope and pull rope up ensuring that the other end is secure. **3.** Pull rope through the A-Style team belay set up going through three carabiners and creating two bends. Begin at the top, move to the bottom and finish out to the side in the middle.	**1.** Ensure climbers belay rope does not snag or wrap around any holds. **2.** Climber must access element on side where belay rope will not tangle or wrap around the pole or holds. **3.** When climber reaches the top before jumping they must face the Belayer at Pole 5 and jump with hands out to the side to prevent injury. **4.** When belaying the Belayer should stand about 1-2m away from Pole 5 to prevent injury. **5.** Belayer and Back-up Belayers shall not wrap the rope around any part of the body. **6.** Using a hand slide technique enables all belayers to keep both hands on the belay rope at all times. **7.** There shall be no slack between the belayers. **8.** Inform the climber of the importance of not holding onto the rope when they jump to prevent rope burn. **9.** Inform the climber to watch out for the pole and ladder on descent. There is a potential to swing back towards the pole.	**1.** This element uses a Dynamic Vertical Belay System attached with two Maillon Rapids. **2.** An A-Style team belay is used to belay the climber. A minimum of three participants are needed to assist the Belayer.	**1.** Element has been designed to be used with 1 climber only. **2.** A white buoy is attached at a distance away from the pamper pole, in which the climbers may try to "high five" or head butt, without grabbing hold.. **3.** Climber's must communicate when they are going to jump to ensure belay team is prepared. **4.** Climber's may only jump in an upward/outward motion. No diving or aerial acrobatics.

Appendix 10

Multivine			
Maximum Number of Climbers: 1 Climber.			
General Description: Climber uses hanging vines and foot cable to traverse element.			
Pre-Use Check/Set-Up	**Element Use & Safety**	**Belay System**	**Special Use**
1. Visual inspection of element with regards to any overhanging trees or branches and/or other objects. **2.** Visual inspection of posts in use and surrounding area for hazards. **3.** All equipment to be used on element inspected and checked. **4.** Inspect all guy cables, anchors, and connections. **5.** Inspect all belay cables and other critical connections. **6.** Ensure handlines are connected to suspension cable and spaced accordingly. **7.** Check splices are intact. **Set-Up** **1.** Set-Up Belay System on Belay Cable for traversing. **2.** Set-Up split belay ensuring that climber end is on outside of course for pole access.	**1.** When climbers are about to descend, tighten the belay and have climbers weight the rope so that they do not swing into element. **2.** Have climbers keep feet on cable for as long as possible during descent and to keep their hands up to avoid hitting the element. **3.** Do not allow climbers to hold onto belayer's side of rope as this will compromise the belay. **4.** Ensure climbers do not wrap handline around any body parts. **5.** Ensure that climbers do not swing from vine to vine.	This element uses a Dynamic Top Rope Belay set-up with Slot Friction Device. It is a traversing element.	**1.** If climber falls on same side of belayer, complete proper lowering techniques and re-set the belay using a weighted pack. Ensure not to use the rescue pack for this purpose.

Appendix 11

Rickety Bridge			
Maximum Number of Climbers: 1 Climber			
General Description: Use planks to traverse element.			
Pre-Use Check/Set-Up	**Element Use & Safety**	**Belay System**	**Special Use**
1. Visual inspection of element with regards to any overhanging trees or branches and/or other objects. **2.** Visual inspection of posts in use and surrounding area for hazards. **3.** All equipment to be used on element inspected and checked. **4.** Inspect all guy cables, anchors, and connections. **5.** Inspect all belay cables and other critical connections. **6.** Inspect boards for sharp edges. **7.** Ensure boards are connected to suspension cable and spaced appropriately with cable clamps. **Set-Up** **1.** Set-Up Belay System on Belay Cable for traversing. **2.** Set-Up same-side belay on inside of course for pole access.	**1.** When climbers are about to descend, tighten the belay and have climbers weight the rope so that they do not swing into element. **2.** Have climbers keep feet on cable for as long as possible during descent and to keep their hands up to avoid hitting the element. **3.** Do not allow climbers to hold onto belayer's side of rope as this will compromise the belay. **4.** Ensure climbers do not run on element.	This element uses a Dynamic Top Rope Belay set-up with Slot Friction Device. It is a traversing element.	**1.** If climber falls between planks or on wrong side of element, complete proper lowering techniques and re-set the belay using a weighted pack. Ensure not to use the rescue pack for this purpose.

Appendix 12

Jackstays			
Maximum Number of Climbers: 1 Climber.			
General Description: Use loops and handrail to traverse element.			
Pre-Use Check/Set-Up	**Element Use & Safety**	**Belay System**	**Special Use**
1. Visual inspection of element with regards to any overhanging trees or branches and/or other objects. **2.** Visual inspection of posts in use and surrounding area for hazards. **3.** All equipment to be used on element inspected and checked. **4.** Inspect all guy cables, anchors, and connections. **5.** Inspect all belay cables and other critical connections. **6.** Check all knots and/or splices which support the element are intact. **Set-Up** **1.** Set-Up Belay System on Belay Cable for traversing. **2.** Set-Up can either be same side belay or split belay. If accessing from Pole 4 climber will need to be on the outside of the course. If accessing from Pole 3 climber will be on inside of the course.	**1.** Ensure climbers do not cross over or through loops while traversing, as this can compromise the belay. **2.** When climbers are about to descend, tighten the belay and have climbers weight the rope so that they do not swing into element. **3.** Have climbers remove feet from the element, then release their hands during descent. Inform climbers to keep their hands up to avoid hitting the element. **4.** Do not allow climbers to hold onto belayer's side of rope as this will compromise the belay.	This element uses a Dynamic Top Rope Belay set-up with Slot Friction Device. It is a traversing element.	**1.** If climber falls between loops or on opposite side of belayer, complete proper lowering techniques and re-set the belay using a weighted pack. Ensure not to use the rescue pack for this purpose.

Appendix 13

2 Line Bridge			
Maximum Number of Climbers: 1 Climber			
General Description: Use foot cable and handline to traverse the element.			
Pre-Use Check/Set-Up	**Element Use & Safety**	**Belay System**	**Special Use**
1. Visual inspection of element with regards to any overhanging trees or branches and/or other objects. **2.** Visual inspection of posts in use and surrounding area for hazards. **3.** All equipment to be used on element inspected and checked. **4.** Inspect all guy cables, anchors, and connections. **5.** Inspect all belay cables and other critical connections. **6.** Check that rapid links on handlines are closed. **Set-Up** **1.** Set-Up Belay System on Belay Cable for traversing. **2.** Set-Up same side belay on outside of course for pole access.	**1.** When climbers are about to descend, tighten the belay and have climbers weight the rope so that they do not swing into element. **2.** Have climbers feet clear of element and keep their hands up to avoid hitting the element during descent. **3.** Do not allow climber to hold onto belayer's side of rope as this will compromise the belay. **4.** Ensure climbers do not place fingers in eyebolts or rapid links.	This element uses a Dynamic Top Rope Belay set-up with Slot Friction Device. It is a traversing element.	**1.** If climber falls on opposite side of belayer, complete proper lowering techniques and re-set the belay using a weighted pack. Ensure not to use the rescue pack for this purpose.

Appendix 14 (4:1)

Appendix 15 (Jungle Traverse)

Appendix 16

Tension Traverse			
Number of Participants: 1 Climber – 4 Spotters			
General Description: Climber traverses element using the rope for support.			
Pre-Use Check/Set-Up	**Operations & Safety Briefing**	**Spotting Procedures**	**Special Use**
1. Visual inspection of element with regards to any overhanging trees or branches and/or other objects. **2.** Visual inspection of posts in use and surrounding area for hazards. **3.** Inspect all cables, guy cables, anchors, and critical connections. **4.** Check all splices to ensure that they are intact.	**1.** Climbers shall not wrap the handline around their hands or other body parts. **2.** Climbers shall not swing on the handline. **3.** Only one climber at a time on the element. **4.** To prevent injury, climbers should step down off the element. **5.** Climbers should be instructed that if they feel they are going to fall, they can step down. **6.** Participants should walk around the elements instead of going over any cables.	**1.** Participants must use the communication sequence. **2.** Instructors should spot climbers as they get on/off the element. **3.** Spotters must follow the climbers as they traverse. Spotting from both sides **4.** Spotters must use a proper spotting stance and technique, keeping their eyes on the climber.	**1.** Block the activity while giving instructions. **2.** Participants should not "commando crawl" under the element as it is difficult to spot. **3.** Instructors should be aware of the tiredness and fatigue of the group.

Appendix 17

Triangle Traverse			
Number of Participants: 2 Climbers – 8 Spotters			
General Description: Climbers use handline to traverse around an ever increasing triangle.			
Pre-Use Check/Set-Up	**Operations & Safety Briefing**	**Spotting Procedures**	**Special Use**
1. Visual inspection of element with regards to any overhanging trees or branches and/or other objects. **2.** Visual inspection of posts in use and surrounding area for hazards. **3.** Inspect all cables, guy cables, anchors, and critical connections. **4.** Check all splices to ensure that they are intact.	**1.** Climbers shall not wrap the handlines around their hands or other body parts. **2.** Climbers shall not swing on the handlines. **3.** Up to two climbers at a time may use the element. **4.** To prevent injury, climbers should step down off the element. **5.** Climbers should be instructed that if they feel they are going to fall, they can step down. **5.** Participants should walk around the elements instead of going over any cables.	**1.** Participants must use the communication sequence. **2.** Instructors should spot climbers as they get on/off the element. **3.** Spotters must follow the climbers as they traverse. Spotting from both sides of the element **4.** Spotters must use a proper spotting stance and technique, keeping their eyes on the climbers.	**1.** Block the activity while giving instructions. **2.** Participants should not "commando crawl" under the element as it is difficult to spot. **3.** Instructors should be aware of the tiredness and fatigue of the group.

Appendix 18

Multivine			
Number of Participants: 1 Climber – 4 Spotters			
General Description: Climber traverses element using the ropes for support.			
Pre-Use Check/Set-Up	**Operations & Safety Briefing**	**Spotting Procedures**	**Special Use**
1. Visual inspection of element with regards to any overhanging trees or branches and/or other objects. **2.** Visual inspection of posts in use and surrounding area for hazards. **3.** Inspect all cables, guy cables, anchors, and critical connections. **4.** Check all splices to ensure that they are intact.	**1.** Climbers shall not wrap the handlines around their hands or other body parts. **2.** Climbers shall not swing on the handlines. **3.** Up to two climbers at a time may use the element. **4.** To prevent injury, climbers should step down off the element. **5.** Climbers should be instructed that if they feel they are going to fall, they can step down. **6.** Participants should walk around the elements instead of going over any cables.	**1.** Participants must use the communication sequence. **2.** Instructors should spot climbers as they get on/off the element. **3.** Spotters must follow the climbers as they traverse. Spotting from both sides. **4.** Spotters must use a proper spotting stance and technique, keeping their eyes on the climber.	**1.** Block the activity while giving instructions. **2.** Participants should not "commando crawl" under the element as it is difficult to spot. **3.** Instructors should be aware of the tiredness and fatigue of the group.

Appendix 19

Low Vee			
Number of Participants: 2 Climbers – 6 Spotters			
General Description: Climbers use each other for support to traverse an ever increasing triangle.			
Pre-Use Check/Set-Up	**Operations & Safety Briefing**	**Spotting Procedures**	**Special Use**
1. Visual inspection of element with regards to any overhanging trees or branches and/or other objects. **2.** Visual inspection of posts in use and surrounding area for hazards. **3.** Inspect all cables, guy cables, anchors, and critical connections.	**1.** Climbers shall not interlock fingers; open palm grip. **2.** To prevent injury, climbers should step down off the element. **3.** Participants should walk around the elements instead of going over any cables unless necessary. **4.** Climbers should be instructed that if they feel they are going to fall, they can step down.	**1.** Climbers must use the communication sequence. **2.** Spotters should spot the climbers as they traverse across the element. Spotting from both sides. **3.** Identify additional spotters for inside the Vee and have in place. These spotters will bend at the waist with hands on knees. **4.** Instructors should spot climbers as they get on/off the element. **5.** Spotters must use a proper spotting stance and technique, keeping their eyes on the climbers.	**1.** Block the activity while giving instructions. **2.** Instructors should be aware of the tiredness and fatigue of the group.

Appendix 20

Whale Watch			
Number of Participants: 15 participants max.			
General Description: Participants work together to balance a platform.			
Pre-Use Check/Set-Up	**Operations & Safety Briefing**	**Spotting Procedures**	**Special Use**
1. Visual inspection of element with regards to any overhanging trees or branches and/or other objects. **2.** Check that the platform is sitting squarely on the pivot point. **3.** Check that the platform is intact, free of ice and debris, without any sharp edges. **4.** Check the underside of the platform for hazards such as insect nests.	**1.** Participants should be briefed on entry and exit procedures. **2.** Participants should be warned to keep hands and feet away from under the platform to prevent injury. **3.** Participants should stay away from edge of platform to prevent falling off in sudden movements. **4.** Participants should make slow and deliberate movements to prevent the launching of others. **5.** Participants should not jump on the platform. **6.** Participants should not stand people on their shoulders, lie down of top of others or lie on their stomachs. This will prevent injury	**1.** Instructors should prevent the platform from moving during the entry and exit of participants. **2.** Instructors should spot from the outside of the group. **3.** Spotters must use a proper spotting stance and technique, keeping their eyes on the participants.	**1.** Block the activity while giving instructions. **2.** Instructors should be aware of the tiredness and fatigue of the group. **3.** Wheel chairs should be located over the pivot point with brakes on. **4.** Due to the mass of motorized wheelchairs they should be located over the pivot point with weight equally distributed.

Appendix 21

TP Shuffle			
Number of Participants: 20 participants max.			
General Description: Participants work together to arrange themselves in a particular order.			
Pre-Use Check/Set-Up	**Operations & Safety Briefing**	**Spotting Procedures**	**Special Use**

1. Visual inspection of element with regards to any overhanging trees or branches and/or other objects. **2.** Visual inspection of log and supports in use and surrounding area for hazards. **3.** Check underside of log to make sure it is free of hazards such as insect nests. **4.** Ensure the log is free of ice, debris and does not have any sharp edges.	**1.** Participants should not stand people on their shoulders, lie down of top of others or lie on their stomachs. **2.** Climbers should be instructed that if they feel they are going to fall, they can step down.	**1.** Instructors should spot from the outside of the group, paying particular attention to those moving around others. **2.** Spotters must use a proper spotting stance and technique, keeping their eyes on the participant.	**1.** Block the activity while giving instructions. **2.** Instructors should be aware of the tiredness and fatigue of the group.

Appendix 22 (Hex hole or Porthole)

Appendix 23

Spider's Web			
Number of Participants: 10 minimum.			
General Description: Participants try to get the entire group through the web.			
Pre-Use Check/Set-Up	**Operations & Safety Briefing**	**Spotting Procedures**	**Special Use**
1. Visual inspection of element with regards to any overhanging trees or branches and/or other objects. **2.** Visual inspection of posts in use and surrounding area for hazards. **3.** Visual inspection of ropes and quick snap carabiners.	**1.** Participants who are being lifted should have their feet together, back straight, arms folded across chest to prevent injury to the lifters. **2.** Participants' head should always be higher than their feet. **3.** Participants should not be lifted above eye level. **4.** Participants must use a communication agreement when lifting and putting down. **5.** Participants should not dive or jump through the web.	**1.** Instructors should spot from both sides as participants move through the activity. **2.** Instructors should monitor the head and neck area of the participant being lifted. **3.** Spotters must use a proper spotting stance and technique, keeping their eyes on the participant.	**1.** Block the activity while giving instructions. **2.** Instructors should be aware of the tiredness and fatigue of the group. **3.** Instructors should review spotting requirements – at least 3 people to lift.

Appendix 24

Trust Platforms			
Number of Participants: 1 Faller – 8-10 spotters.			
General Description: Participants put their trust in the group to fall into their arms.			
Pre-Use Check/Set-Up	**Operations & Safety Briefing**	**Spotting Procedures**	**Special Use**
1. Visual inspection of element with regards to any overhanging trees or branches and/or other objects. **2.** Visual inspection of posts and platforms in use and surrounding area for hazards. **3.** Check that the platform is free of ice, debris and does not have any sharp edges.	**1.** Faller should have their feet together, back straight, arms folded across chest to prevent injury to the spotters. **2.** Participants should remove anything, such as keys, from their person to avoid injury to the spotters. **3.** Participants must use a communication agreement.	**1.** Instructors should spot from both on the platform and on the ground. Ensuring to position themselves in critical areas if necessary. **2.** Spotters must use a proper spotting stance and technique, keeping their eyes on the faller. **3.** Spotters form a zipper; facing each other, palms up, arms alternating with fingers just touching the person in front, in the spotter's stance. Spotters standing next to each other should be shoulder to shoulder. **4.** Spotters must remove watches and rings.	**1.** Block the activity while giving instructions. **2.** Instructors should be aware of the tiredness and fatigue of the group. **3.** Instructors should monitor the head and neck area. Being aware of any pre-existing health conditions such as neck and back concerns. **4.** Participants should be warned not to try this activity at home. **5.** Instructors should NEVER fall first. Proper training is critical in leading this activity safely.

Appendix 25

Nitro Crossing			
Number of Participants: 1 swinger – 2 spotters – 15 participants max on the platforms.			
General Description: Participants swing on a rope to get to a platform without knocking others off.			
Pre-Use Check/Set-Up	**Operations & Safety Briefing**	**Spotting Procedures**	**Special Use**

1. Visual inspection of the area around element for any hazards. **2.** Visual inspection of drop cable and critical connections **3**. Visual inspection of suspension rope; check splices. **4.** Check platforms, and place large bean bags underneath wheels to prevent movement.	**1.** Participants shall not dive for the suspension rope **2.** Participants shall not wrap the suspension rope around hands or other body parts. **3.** Participants can use their knee in the foot loop, not their feet.	**1.** Instructors should spot participants as the get on/off the platforms and swing. **2.** Instructors should spot the outside of a pendulum swing. **3.** Instructors should spot the participant who is on the swing. **4.** Spotters must use a proper spotting stance and technique, keeping their eyes on the swinger.	**1.** Block the activity while giving instructions. **2.** Instructors should be aware of the tiredness and fatigue of the group. **3.** Instructors should monitor the head and neck area. **4.** Participants should be warned not to try this activity at home. **5.** Do not tie extra knots in the suspension rope. **6.** Do not allow participants to hang onto the drop cable or connection points. **7.** Instructors should be aware of participants who my knock others down.

Appendix 26 (Fidget Ladder)

Appendix 27 (Inuit Blanket Toss)

Climbing Wall – Dish and Nose			
Maximum Number of Climbers: 2 Climbers per Belay Bar.			
General Description: Participant will climb the wall using the holds available.			
Pre-Use Check/Set-Up	**Element Use & Safety**	**Belay System**	**Special Use**
1. Visual inspection of the tower with regards to any overhanging trees or branches and/or other objects. **2.** Visual inspection of posts in use and surrounding area for hazards. **3.** All equipment to be used on element inspected and checked. **4.** Inspect all guy cables, anchors, and connections. **5.** Inspect all belay bars and other critical connections. **6.** Inspect climbing holds	**1.** Ensure climbers belay rope does not snag or wrap around any holds. **2.** Climber must stay on route. **3.** When climber reaches the top they are not permitted to climb over the belay bar. Once they reach the bottom belay bar the climb is finished. **4.** When belaying the Belayer should stand about 2 ft away from belay post to prevent injury. **5.** Belayer and Back-up	This element uses a Belay Bar set-up with either a Slot Friction Device or A-Team Belay. It is a vertical top rope belay.	**1.** Belay ropes should be placed 1.5m apart. **2.** Maximum of 2 participants climbing on each side of the tower. **3.** Security doors shall be closed and locked when tower is not in use.

for looseness and the wall for cracks in the wood. **7.** Ensure inside of tower is free of hazards (i.e. free of ice, insect nests and animal signs) **Set-Up** **1.** Set-Up Belay System on Belay Bar ensuring that rope is deflected away from the wall. **2**. Set-Up either Primary Ground Anchor or A-Team Belay System	Belayers shall not wrap the rope around any part of the body. **6.** Using a hand slide technique enables all belayers to keep both hands on the belay rope at all times. **7.** There shall be no slack between the belayers. **8.** Climbers are not permitted to use the door as an aid in climbing. **9.** Participants shall not bound or jump while being lowered.		

Rappelling			
Maximum Number of Climbers: 1 Climber Rappels at a time.			
General Description: Participant will descend down a fixed line.			
Pre-Use Check/Set-Up	**Element Use & Safety**	**Belay System**	**Special Use**
1. Visual inspection of the tower with regards to any overhanging trees or branches and/or other objects. **2.** Visual inspection of posts in use and surrounding area for hazards. **3.** All equipment to be used on element inspected and checked. **4.** Inspect all guy cables, anchors, and connections. **5.** Inspect all belay bars and other critical connections. **6.** Inspect climbing holds for looseness and the wall for cracks in the wood. **7.** Ensure inside of tower is free of hazards (i.e. free of ice, insect nests and animal signs) **Set-Up** **1.** Set-Up Belay System on Belay Bar ensuring that rope is deflected away from the wall. **2**. Set-Up either Primary Ground Anchor or A-Team Belay System	**1.** Ensure climbers belay rope does not snag or wrap around any holds. **2.** Climber must stay on route while climbing and descending. **3.** When climber reaches the top they will climb onto top platform. **4.** When belaying the Belayer should stand about 2 ft away from belay post to prevent injury. **5.** Belayer and Back-up Belayers shall not wrap the rope around any part of the body. **6.** Using a hand slide technique enables all belayers to keep both hands on the belay rope at all times. **7.** There shall be no slack between the belayers. **8.** Climbers are not permitted to use the door as an aid in climbing. **9.** Participants will keep feet shoulder width apart and walk down the wall face. **10.** Participants shall not bound or jump while descending.	This element uses a Belay Bar set-up with either a Slot Friction Device or A-Team Belay. It is a vertical top rope belay.	**1.** Belay ropes should be placed 1.5m apart. **2.** Maximum of 2 participants climbing on each side of the tower. **3.** Security doors shall be closed and locked when tower is not in use.

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adventureworks!
associates inc.

17 April 2017

Maria Paterson
Bark Lake Leadership Centre
General Delivery
Irondale, ON K0M 1X0

Dear Maria

Thank you for the opportunity to visit Bark Lake Leadership Centre again this year. During our time onsite we completed the following work.

1. Annual professional inspection of low ropes, high ropes, climbing tower, and associated equipment.
2. Removal and replacement of two belay cables above the Vertical Playpen.
3. Removal of one belay cable above the Three Line Bridge.
4. Removal of one belay cable above the Pirate's Crossing.

The Inspection Report has been uploaded to your Client File in Box. We have also enclosed a hard copy for your records.

Your invoice will be sent electronically.

We look forward to continuing to support the success of your program!

Sincerely,

K. Haras

Kathy Haras, Ph. D.
Vice-President

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www.adventureworks.org

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adventureworks! associates inc.

PROFESSIONAL INSPECTION REPORT

Date of Inspection: 11 April 2017

Inspected By: Kathy Haras
ACCT # 4934388

Owner/Operator: *Bark Lake Leadership Centre*

Course Name/Location: *Bark Lake*
1551 Bark Lake Drive
Irondale, ON

Contact Person: *Maria Paterson*

Previous Inspection: April 11/2016

Inspection Standards

Ropes Course Elements and Life Safety Equipment are inspected to meet the Design, Performance and Inspection standards of the ANSI/ACCT 03-2016 Challenge Course and Canopy/Zip Line Tour Standard.

ACCT Professional Vendor Member

Inspection Scope

This inspection report is based on the conditions observed on the actual day of the inspection only. Only the items listed and documented in this report were inspected by Adventureworks! Associates, Inc.

☑	*Low Ropes*		*Zip Lines*	☑	*High Ropes -- Top Rope Belay*
	Indoor Climbing Wall		*Giant Swing*		*High Ropes -- Lanyard Based*
☑	*Climbing Tower*		*Other:*	☑	*Life Safety Equipment*

Inspection Frequency

A professional inspection is required at least annually by the ANSI/ACCT 03-2016 Standard. More frequent professional inspections may be necessary due to high use, vandalism, severe weather events, tree health, or as required by the manufacturer or authority having jurisdiction.

Limits

Adventureworks! Associates, Inc. does not offer professional services related to engineering, arboriculture and tree risk assessment, or pole assessments and inspection. The summary page will indicate if Adventureworks! recommends the use of these professionals.

Staff Training Required

Annual staff training is required by ANSI/ACCT 03-2016 Standard. The scope of this report does not assess the staff competencies, staffing ratios, or training plan at this site.

Operational Capability

Operational requirements are established by the manufacturer(s) of the elements on this site. The report assesses the challenge course facility and equipment only and not compliance with manufacturer operating requirements.

Rating

0	***Fail***	*Does not meet current standards. Must be corrected prior to use.*
1	***Needs Improvement***	*Minor issue which must be monitored and addressed at the earliest possible time.*
2	***Pass***	*Meets or exceeds current standards. No adjustments necessary.*

REPORT SUMMARY & RECOMMENDATIONS

A. Must be Addressed Prior to Use -- FAIL

None

B. Maintenance & Repairs to be Completed Soon -- Within 14 days

1. Cut off rotted top of pole #1. Treat with wood preservative. Install cap.

C. Long Term Maintenance & Planning

At the time of next inspection:

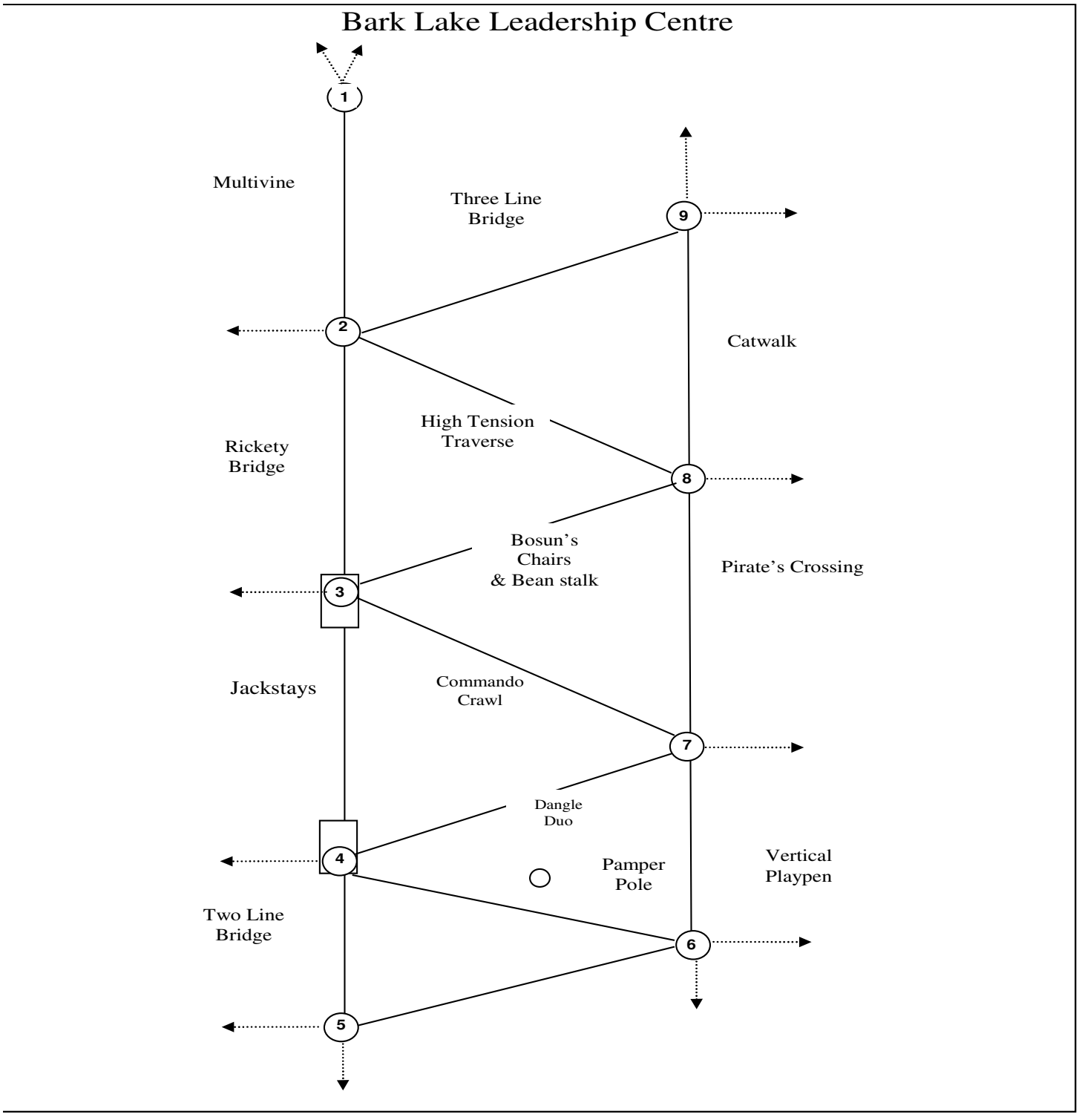
1. Replace belay cables x 2 above Catwalk.
2. Replace belay cables x 1 above Three Line Bridge.
3. Replace belay cables x 1 above Pirate's Crossing.
4. Replace interim overhead guy above Catwalk.
5. Replace interim overhead guy above Pirate's Crossing.
6. Replace footcable on low Multivine.

D. Equipment

Failed Equipment:

1. MaxGear chest harness x 3.
2. Black Diamond ATC-XP x 5.
3. Black Diamond HMS screwgate carabiner x 3.
4. CMI Ropes Course Cable pulley x 1.

Equipment to Replace in 12 Months or Less:


Bark Lake Leadership Centre
1
Multivine
Three Line Bridge
9
2
Catwalk
High Tension Traverse
Rickety Bridge
8
Bosun's Chairs & Bean stalk
Pirate's Crossing
3
Jackstays
Commando Crawl
7
Dangle Duo
4
Pamper Pole
Vertical Playpen
Two Line Bridge
6
5

HIGH ROPES COURSE - DYNAMIC

A. Challenge Course Environment

Comments: Open field surrounded by trees **Grade:** 2

B. Structure, Guys, Accesses

GENERAL DESCRIPTION 9-pole high course built in Class 2 45' and 50' poles.

Pole 1

COLUMN **Grade:** 2
Size, Species, Treatment: **Year:** 1992
Condition: rot at top of pole has created 6" by 6" conical hole

ACCESS & FALL PROTECTION **Grade:** No Grade
Access Type: Staples
Fall Protection: None
Condition:

GUY x 2 **Grade:** 2
Location: top
Type: Non-Critical
Condition: outside guy rod bent from impact

Pole 2

COLUMN **Grade:** 2
Size, Species, Treatment: **Year:** 1992
Condition:

ACCESS & FALL PROTECTION **Grade:** 2
Access Type: Staples
Fall Protection: LEAP/Cable Drop
Condition:

GUY x1 **Grade:** 2
Location: top
Type: Non-Critical
Condition:

Pole 3

COLUMN **Grade:** 2
Size, Species, Treatment: **Year:** 1992
Condition:

ACCESS & FALL PROTECTION **Grade:** 2
Access Type: Staples
Fall Protection: LEAP/Cable Drop
Condition:

GUY x1 **Grade:** 2
Location: top
Type: Non-Critical
Condition:

Pole	4				
COLUMN				**Grade:**	2
Size, Species, Treatment:		**Year:**	1992		
Condition:					
ACCESS & FALL PROTECTION				**Grade:**	2
Access Type:	Staples				
Fall Protection:	LEAP/Cable Drop				
Condition:					
GUY	x1			**Grade:**	2
Location:	top				
Type:	Non-Critical				
Condition:					

Pole	5				
COLUMN				**Grade:**	2
Size, Species, Treatment:		**Year:**	1992		
Condition:					
ACCESS & FALL PROTECTION				**Grade:**	No Grade
Access Type:	Staples				
Fall Protection:	None				
Condition:					
GUY	x1			**Grade:**	2
Location:	top				
Type:	Non-Critical				
Condition:					

Pole	6				
COLUMN				**Grade:**	2
Size, Species, Treatment:		**Year:**	1992		
Condition:					
ACCESS & FALL PROTECTION				**Grade:**	No Grade
Access Type:	None				
Fall Protection:	None				
Condition:					
GUY	x 2			**Grade:**	2
Location:	top				
Type:	Non-Critical				
Condition:					

Pole	7				
COLUMN				**Grade:**	2
Size, Species, Treatment:		**Year:**	1992		
Condition:					

ACCESS & FALL PROTECTION			**Grade:**	2
Access Type:	Staples			
Fall Protection:	LEAP/Cable Drop			
Condition:				
GUY	x 1		**Grade:**	2
Location:	top			
Type:	Non-Critical			
Condition:				

Pole 8

COLUMN			**Grade:**	**2**
Size, Species, Treatment:		**Year:** 1992		
Condition:				
ACCESS & FALL PROTECTION			**Grade:**	2
Access Type:	Staples			
Fall Protection:	LEAP/Cable Drop			
Condition:				
GUY	x 2		**Grade:**	2
Location:	split inline guys non critical			
Type:	Non-Critical			
Condition:				

Pole 9

COLUMN			**Grade:**	**2**
Size, Species, Treatment:		**Year:** 1992		
Condition:				
ACCESS & FALL PROTECTION			**Grade:**	0
Access Type:	Staples			
Fall Protection:	None			
Condition:				
GUY	x 2		**Grade:**	2
Location:	top			
Type:	Non-Critical			
Condition:				

C. Elements

ELEMENT NAME:	*Multivine*		**GRADE:**	**2**
INSTALLATION HISTORY				
Original Installer:	Project Adventure		**Year:**	1992
Repairs:	Adventureworks		**Year:**	
LIFE SAFETY SYSTEM	x 1			
Type:	Belay cable bolted with standard wrapped backup			
# Climbers:	1			
Condition:				
ELEMENT				
Condition:				

ELEMENT NAME:	*Rickety Bridge*	**GRADE:**	**2**
INSTALLATION HISTORY			
Original Installer:	Project Adventure	**Year:**	1992
Repairs:	Adventureworks	**Year:**	
LIFE SAFETY SYSTEM	x 1		
Type:	Belay cable bolted with standard wrapped backup		
# Climbers:	1		
Condition:			
ELEMENT			
Condition:			

ELEMENT NAME:	*Jackstays*	**GRADE:**	**2**
INSTALLATION HISTORY			
Original Installer:	Project Adventure	**Year:**	1992
Repairs:	Adventureworks	**Year:**	
LIFE SAFETY SYSTEM	x 1		
Type:	Belay cable bolted with standard wrapped backup		
# Climbers:	1		
Condition:			
ELEMENT			
Condition:			

ELEMENT NAME:	*2 Line Bridge*	**GRADE:**	**2**
INSTALLATION HISTORY			
Original Installer:	Project Adventure	**Year:**	1992
Repairs:	Adventureworks	**Year:**	
LIFE SAFETY SYSTEM	x 1		
Type:	Belay cable bolted with standard wrapped backup		
# Climbers:	1		
Condition:			
ELEMENT			
Condition:			

ELEMENT NAME:	*Catwalk*	**GRADE:**	**2**
INSTALLATION HISTORY			
Original Installer:	Project Adventure	**Year:**	1992
Repairs:	Adventureworks	**Year:**	
LIFE SAFETY SYSTEM	x 2		
Type:	Belay cable bolted with standard wrapped backup		
# Climbers:	2		
Condition:	Belay cables: Early to Intermediate corrosion on both cables mid span and in the eye of the cable. Outside cable is worse.		
ELEMENT			
Condition:	Overhead interim guy: Intermediate rust		

ELEMENT NAME:	*Pirates Crossing*	GRADE:	2
INSTALLATION HISTORY			
Original Installer:	Project Adventure	**Year:**	1992
Repairs:	Adventureworks	**Year:**	
LIFE SAFETY SYSTEM	x 1		
Type:	Belay cable bolted with standard wrapped backup		
# Climbers:	1		
Condition:			
ELEMENT			
Condition:	Overhead interim guy: Intermediate rust		

ELEMENT NAME:	*Vertical Playpen*	GRADE:	2
INSTALLATION HISTORY			
Original Installer:	Project Adventure	**Year:**	1992
Repairs:	Adventureworks	**Year:**	2017
LIFE SAFETY SYSTEM	x 2		
Type:	Cable wrap with 2 ferrules		
# Climbers:	2		
Condition:			
ELEMENT			
Condition:			

ELEMENT NAME:	*3 Line Bridge*	GRADE:	2
INSTALLATION HISTORY			
Original Installer:	Project Adventure	**Year:**	1992
Repairs:	Adventureworks	**Year:**	
LIFE SAFETY SYSTEM	x 1		
Type:	Belay cable bolted with standard wrapped backup		
# Climbers:	1		
Condition:	Early corrosion on eye of belay cable at pole 9.		
ELEMENT			
Condition:			

ELEMENT NAME:	*Tension Traverse*	GRADE:	2
INSTALLATION HISTORY			
Original Installer:	Project Adventure	**Year:**	1992
Repairs:	Adventureworks	**Year:**	
LIFE SAFETY SYSTEM	x 2		
Type:	Belay cable bolted with standard wrapped backup		
# Climbers:	2		
Condition:			
ELEMENT			
Condition:			

ELEMENT NAME:	*Bosun's Chairs*	GRADE:	2
INSTALLATION HISTORY			
Original Installer:	Project Adventure	**Year:**	1992
Repairs:	Adventureworks	**Year:**	
LIFE SAFETY SYSTEM	x 1		
Type:	Belay cable bolted with standard wrapped backup		
# Climbers:	1		
Condition:	Early corrosion in eye of belay at pole 3.		
ELEMENT			
Condition:			
Condition:			

ELEMENT NAME:	*Commando Crawl*	GRADE:	2
INSTALLATION HISTORY			
Original Installer:	Project Adventure	**Year:**	1992
Repairs:	Adventureworks	**Year:**	
LIFE SAFETY SYSTEM	x 1		
Type:	Belay cable bolted with standard wrapped backup		
# Climbers:	1		
Condition:	Early corrosion in eye of belay at pole 3.		
ELEMENT			
Condition:			
Condition:			

ELEMENT NAME:	*Dangle Duo*	GRADE:	2
INSTALLATION HISTORY			
Original Installer:	Project Adventure	**Year:**	1992
Repairs:	Adventureworks	**Year:**	
LIFE SAFETY SYSTEM	x 2		
Type:	Belay cable bolted with standard wrapped backup		
# Climbers:	2		
Condition:	Belay cables: Loss of galvinization		
ELEMENT			
Condition:	Horizontal suspension cable: loss of galvinization		
Condition:			

ELEMENT NAME:	*Pamper Pole*	GRADE:	2
INSTALLATION HISTORY			
Original Installer:	Project Adventure	**Year:**	1992
Repairs:	Adventureworks	**Year:**	
LIFE SAFETY SYSTEM	x 1		
Type:	Belay cable bolted with standard wrapped backup		
# Climbers:	1		
Condition:			
GROUND BELAY ANCHOR	x 1 (uses pole #5)		
Type:	A-Team belay		
Condition:			
ELEMENT			
Condition:			

LIFE SAFETY EQUIPMENT

A. Harnesses

Manufacturer	Model / Colour	Year	Identifier	QTY	# Pass	# Retired	Comments
Seat Harnesses							
Edelrid	Joker	2014		20	20	0	
Edelrid	Joker	2017		20	20	0	
Misty Mountain	Challenge / black	2013		2	2	0	
Chest Harnesses							
Yates		2012		5	5	0	
CMI	L Style	2013		5	5	0	
Max Gear	L Style	2014		10	10	0	
Fullbody Harnesses							
MaxGear	Leith	2016	Size B	3	3	0	

B. Helmets

Manufacturer	Model / Colour	Year	Identifier	QTY	# Pass	# Retired	Comments
Black Diamond	Half Dome / grey	2017		4	4	0	
Black Diamond	Half Dome / orange	2017		5	5	0	
Black Diamond	Half Dome / burgundy	2017		15	15	0	
Petzl	Elios / white	2008		8	8	0	
Petzl	Elios / denim	2008		2	2	0	
Petzl	Elios / white	2011		5	5	0	
Edelrid	Ultralight / white	2012		4	4	0	

C. Pulleys & SRD's

Manufacturer	Model / Colour	Year	Identifier	QTY	# Pass	# Retired	Comments
CMI	RC Cable Pulley			5	4	1	
CMI	Half Sheave			9	9	0	

D. Carabiners & Links

Manufacturer	Model / Colour	Year	Identifier	QTY	# Pass	# Retired	Comments
Omega Pacific	Mod D Screwgate Steel			4	4	0	
Black Diamond	HMS		screwgate	7	2	3	
DMM	Screwgate Steel			11	11	0	
Maillon Rapide	14mm long			4	4	0	
Maillon Rapide	14 mm short			4	4	0	

E. Belay / Descent

Manufacturer	Model / Colour	Year	Identifier	QTY	# Pass	# Retired	Comments
Black Diamond	ATC XP	2011		5	0	5	

F. Fall Protection

Manufacturer	Model / Colour	Year	Identifier	QTY	# Pass	# Retired	Comments
Protecta	Y Tail Lanyards	2015	E4	1	1	0	
Protecta	Y Tail Lanyards	2016	E4	1	1	0	
Duraform	Cable Grab Units			2	2	0	

G. Ropes & Cord

Manufacturer	Model / Colour / Identifier	Year	Cycles	QTY	# Pass	# Retired	Comments
New England	KMIII / Orange / black			1	1	0	
New England	KMIII / Orange / green			1	1	0	
New England	KMIII / Orange / blue			1	1	0	
New England	Maxim / green			1	1	0	flattening

H. Rescue Kit

Item	Manufacturer / Model / Colour	Year	Identifier	QTY	# Pass	# Retired	Comments
Double Wheel Pulley	CMI		2"	2	2	0	
carabiner	Omega Steel D		screwgate	3	3	0	
carabiner	DMM steel D		screwgate	2	2	0	
Purcell pruski	6 mm long			1	1	0	
rescue 8				1	1	0	
PMP	Petzl Minder			2	2	0	
Gri Gri 2	Petzl			1	1	0	
Static Rope	KMIII / white / green/red			1	1	0	
Zip Pulley	Petzl Trac			1	1	0	
Gri Gri	Petzl		Pink	1	1	0	
Webbing	red x 2, green x 1			3	3	0	
Etrier	tied / blue			1	1	0	
Figure 8	Clog			1	1	0	
sewn nylon sling	Black Diamond	2010		2	2	0	
omni sling	3 ft orange			1	1	0	
carabiner	Black Diamond HMS		screwgate	2	2	0	
Rope	NER KMIII / lime			1	1	0	

LIFE SAFETY EQUIPMENT

A. Harnesses

Manufacturer	Model / Colour	Year	Identifier	QTY	# Pass	# Retired	Comments
Seat Harnesses							
Edelrid	Zack	2016	large	2	2	0	
Edelrid	Zack	2015	medium	3	3	0	
Petzl	Luna	2013		1	1	0	
Petzl	Cotrax	2013	Maria	1	1	0	

B. Helmets

Manufacturer	Model / Colour	Year	Identifier	QTY	# Pass	# Retired	Comments
Petzl	Meteor / yellow	2015		1	1	0	
Black Diamond	Half Dome / grey	2012		1	1	0	
Black Diamond	Half Dome / burgundy	2012		1	1	0	
Black Diamond	Half Dome / denim	2009		1	1	0	

CLIMBING TOWER

A. Challenge Course Environment

Comments: **Grade:** 2

B. Structure, Guys, Accesses

GENERAL DESCRIPTION Escarpment Climbing Tower

INSTALLATION HISTORY

Original Installer:	Adventureworks Associates Inc.	**Year:**	2016
Engineering Firm:	Filer	**Drawings:**	
Repairs:		**Year:**	

PLATFORM

Location:	top
Dimensions:	inside of poles
Decking:	2 x 6
Condition:	

Pole 1

POLE COLUMN **Grade:** 2

Size, Species, Treatment:	Class 2 CCA	**Year:**	2016
Condition:			

ACCESS & FALL PROTECTION **Grade:** N/A

Access Type:	None
Fall Protection:	None
Condition:	

GUY x 2 **Grade:** 2

Location:	top
Type:	Non-Critical
Condition:	

Pole 2

POLE COLUMN **Grade:** 2

Size, Species, Treatment:	Class 2 CCA	**Year:**	2016
Condition:			

ACCESS & FALL PROTECTION **Grade:** 2

Access Type:	Staples
Fall Protection:	LEAP/Cable Drop
Condition:	

GUY x 1 **Grade:** 2

Location:	top
Type:	Non-Critical
Condition:	

Pole	3				
POLE COLUMN				**Grade:**	2
Size, Species, Treatment:	Class 2 CCA	**Year:**	2016		
Condition:					
ACCESS & FALL PROTECTION				**Grade:**	N/A
Access Type:	None				
Fall Protection:	None				
Condition:					
GUY				**Grade:**	2
Location:	top				
Type:	Non-Critical				
Condition:					

C. FACES

FACE NAME:	*Rappel*	GRADE:	2
INSTALLATION HISTORY			
Original Installer:	Adventureworks Associates Inc.	**Year:**	2016
Repairs:		**Year:**	
LIFE SAFETY SYSTEM	x 1		
Type:	eyebolt, cable wrap		
# Climbers:	1		
Condition:			
LIFE SAFETY SYSTEM	x 2		
Type:	Belay Bar		
# Climbers:	2		
Condition:			
GROUND BELAY ANCHOR	x 2		
Type:	Belay Anchor, A-Team Belay		
Condition:			
ELEMENT			
Dimensions:	*10 Ft x 28 Ft*		
Type:	5/4 deckboard		
Condition:			

FACE NAME:	*Inverse Inclines*	GRADE:	2
INSTALLATION HISTORY			
Original Installer:	Adventureworks Associates Inc	**Year:**	2010
Repairs:		**Year:**	
LIFE SAFETY SYSTEM	x 2		
Type:	Belay Bar		
# Climbers:	2		
Condition:			
GROUND BELAY ANCHOR	x 2		
Type:	Belay Anchor, A-Team Belay		
Condition:			
ELEMENT			
Dimensions:	*10 Ft x 32 Ft*		
Type:	5/4 deckboard		
Condition:			

FACE NAME:	*Nose*	GRADE:	2
INSTALLATION HISTORY			
Original Installer:	Adventureworks Associates Inc	**Year:**	2016
Repairs:		**Year:**	
LIFE SAFETY SYSTEM	x 2		
Type:	Belay Bar		
# Climbers:	2		
Condition:			
GROUND BELAY ANCHOR	x 2		
Type:	Belay Anchor, A-Team Belay		
Condition:			
ELEMENT			
Dimensions:	*10 Ft x 32 Ft*		
Type:	5/4 deckboard		
Condition:			

LIFE SAFETY EQUIPMENT

A. Harnesses

Manufacturer	Model / Colour	Year	Identifier	QTY	# Pass	# Retired	Comments
Seat Harnesses							
Edelrid	Joker	2016		20	20	0	
Chest Harnesses							
MaxGear	Adventure	2016		18	15	3	

B. Helmets

Manufacturer	Model / Colour	Year	Identifier	QTY	# Pass	# Retired	Comments
Black Diamond	Half Dome / burgundy	2016		8	8	0	
Black Diamond	Half Dome / burgundy	2015		8	8	0	
Black Diamond	Half Dome / grey	2016		4	4	0	
Black Diamond	Half Dome / orange	2015		4	4	0	

C. Carabiners & Links

Manufacturer	Model / Colour	Year	Identifier	QTY	# Pass	# Retired	Comments
Pensafe	C777		trilock	18	18	0	
Petzl	Attache / black		screwgate	8	8	0	
Petzl	Attache / blue		screwgate	2	2	0	
Petzl	Attache / gold		screwgate	1	1	0	

D. Belay / Descent

Manufacturer	Model / Colour	Year	Identifier	QTY	# Pass	# Retired	Comments
Petzl	Verso / blue			6	6	0	

E. Ropes & Cord

Manufacturer	Model / Colour / Identifier	Year	Cycles	QTY	# Pass	# Retired	Comments
New England Rope	Maxim / desert			6	6	0	
New England Rope	KMIII / white			1	1	0	

LOW ROPES COURSE

A. Challenge Course Environment

Comments:	Grass field surrounded by trees and wetlands.	**Grade:**	2

B. Structure, Guys, Accesses

GENERAL DESCRIPTION	Low course built in pole with some free standing elements.

C. Spotted Elements

ELEMENT NAME:	*Nitro Crossing*	**GRADE:**	**2**
INSTALLATION HISTORY			
Original Installer:	Adventureworks Associates Inc.	**Year:**	2016
Repairs:		**Year:**	
ELEMENT			
Type:	Semi-Removable		
Condition:			
Other Comments:			

LOW ROPES COURSE - POLES

A. Challenge Course Environment

Comments:	Open field surrounded by woodlot. Partially snow covered at time of inspection	**Grade:**	2

C. Spotted Elements

ELEMENT NAME:	*Low Vee /Triangle Traverse*	**GRADE:**	**2**
INSTALLATION HISTORY			
Original Installer:	Project Adventure	**Year:**	1991
ELEMENT			
Type:	Permanent		
Condition:	Early stage corrosion on guy cables at large end of triangle.		

ELEMENT NAME:	*Cable Traverse*	**GRADE:**	**2**
INSTALLATION HISTORY			
Original Installer:	Project Adventure	**Year:**	1991
ELEMENT			
Type:	Permanent		
Condition:			

ELEMENT NAME:	*Multivine*	**GRADE:**	**2**
INSTALLATION HISTORY			
Original Installer:	Project Adventure	**Year:**	1991
ELEMENT			
Type:	Permanent		
Condition:	Footcable: intermediate corrosion.		

ELEMENT NAME:	*Spiderweb*	**GRADE:**	**2**
INSTALLATION HISTORY			
Original Installer:	Project Adventure	**Year:**	1991
ELEMENT			
Type:	Permanent		
Condition:			

ELEMENT NAME:	*TP Shuffle*	**GRADE:**	**2**
INSTALLATION HISTORY			
Original Installer:	Project Adventure	**Year:**	1991
ELEMENT			
Type:	Permanent		
Condition:			

ELEMENT NAME:	*Jungle Traverse*	GRADE:	2
INSTALLATION HISTORY			
Original Installer:	Project Adventure	**Year:**	1991
ELEMENT			
Type:	Permanent		
Condition:			

ELEMENT NAME:	*Trust Fall Platform*	GRADE:	2
INSTALLATION HISTORY			
Original Installer:	Project Adventure	**Year:**	1991
ELEMENT			
Type:	Permanent		
Condition:			

ELEMENT NAME:	*Whalewatch*	GRADE:	2
INSTALLATION HISTORY			
Original Installer:	Project Adventure	**Year:**	1991
ELEMENT			
Type:	Permanent		
Condition:			

ELEMENT NAME:	*Fidget Ladder*	GRADE:	2
INSTALLATION HISTORY			
Original Installer:	Project Adventure	**Year:**	1991
ELEMENT			
Type:	Permanent		
Condition:			

ELEMENT NAME:	*Hex Hole*	GRADE:	2
INSTALLATION HISTORY			
Original Installer:	Project Adventure	**Year:**	1991
ELEMENT			
Type:	Permanent		
Condition:			

BARK LAKE LEADERSHIP CENTRE

TRAINING REPORT 2017

Staff Qualifications	# *Currently Certified*	# Expire Certs
Level 1		
Low Ropes Facilitator		
Climbing Wall Facilitators		
Assistant Ropes Course Instructor	5	George, Graham, Jade, Sandra, Mel, Max (2018)
Level 2		
Low ropes Facilitator 2		
Climbing Wall Supervisor		
Rope Course Instructor	3	Maria (19)/Andrew (19)/ Laura(18)
CCM		
Climbing Wall & Ropes Course Manager	1	Maria (2022)

Uncertified Staff	# professional training	# in house training
Staff Spotter		18
Staff belayer		18
Outside training not under ACCT standards	1	

Training completed since previous inspection		
	vendor/trainer	**date**
Spring Staff training	Maria Paterson	01-May-16
Fall Staff training	Maria Paterson	06-Sep-17
Winter Staff Training	Maria Paterson	05-Jan-17
Low ropes training	Adventureworks!	Aug 31-Sept 1, 2017
On-site High ropes/climbing wall spring training	Adventureworks!	04-May-17

Training Plan for next 12 months

Spring on-site training May 4th by AdventureWorks. Training will also, be on-going through out the year on an individual bases, along with fall (if needed) & winter training dates unknown.

CAMP MUSKOKA
1745 Fraserburg Road, RR5
Bracebridge, Ontario
Canada P1L 1X3
Phone: 705-645-6000
Fax: 705-646-9900

September 5, 2016

RE: CANOPY AERIAL PARK

Dear Instructional Supervisory Officer,

Camp Muskoka is pleased to provide any information with regards to the safety, standards and operation of any of its departments, programs and services. Camp Muskoka's Canopy Aerial Park (C.M.C.A.P.) is proud to say that it adheres to, and in some cases exceeds, standards and guidelines set forth by the Ontario Physical and Health Education Association (O.P.H.E.A.), Association for Challenge Course Technology (A.C.C.T.) and Technical Standards and safety Authority (T.S.S.A.) and Canadian Camping Association (C.C.A.).

Camp Muskoka's Canopy Aerial Park operates in compliance with Elementary Curricular Physical Education Safety Guidelines for Climbing-Aerial Parks and Climbing- Zipline/Tyrolean Traverse/Equivalent based on the 2016 O.P.H.E.A. standards. Our equipment offered to guest and staff, as well as the course operation, participant assist and rescue equipment, are inspected daily prior to use by experience, qualified and industry trained staff. Our facilities, including access paths and nearby forested areas, are inspected prior to use by experienced, qualified and industry trained staff. The C.M.C.A.P. equipment, facilities and documentation and training practices are reviewed annually by the initial installation provider, who is an A.C.C.T. accredited Professional Vendor Member. This report document is provided in writing.

C.M.C.A.P. provides participants with an Acknowledgement of Risk document and Rules and Regulations document prior to arrival. Camp Muskoka's registration information provides medical, cognitive and emotional needs of the participants prior to arrival. The C.M.C.A.P. Risk Management Plan and Policies and Procedures address every aspect of Reasonable Foreseeable Inherent Risks, with regards to weather, intruders, first aid, temperature, hydration, activity length, supervision, training and instruction needs.

In 2012 the T.S.S.A. renewed Camp Muskoka's Canopy Aerial Park a Variance to Zip Line inspection and compliance for Ontario Regulation 221/01 Section 2, as part of a permanent installation of a zip Line at a Program based site that is working with an A.C.C.T. accredited P.V.M. for annual inspection, maintenance, equipment and training.

Camp Muskoka has been offering outdoor challenge based leadership education for more than a decade to many schools within the public and catholic boards throughout Ontario. We are proud of our fun, safe and curriculum linked activities that inspire continued return of students, teachers, principals and friends.

Should there be any questions or concerns, please contact me at anytime.

Scott Creed
Executive Director,
Camp Muskoka Outdoor Leadership Centre

The Ontario Physical Education Safety Guidelines

Climbing - Aerial Parks

Elementary - Curricular 2016

This page applies to aerial parks that have ziplines, and are therefore regulated by TSSA, or aerial parks that do not have ziplines (not regulated by TSSA) but do use a continuous lanyard system.

Portable installation, or a permanent installation on a commercial site.

Grades 1-8, where accommodated by the activity provider.

Required minimum age, height, and weight may vary between and within aerial parks. Please contact your activity provider for clarification.

Also see Climbing – General Procedures.

Also see Climbing – Ziplines where ziplines are included in the aerial park.

This activity page must be presented to the activity provider prior to the activity taking place. The activity provider must meet the minimum requirements listed on this page. For more information on planning trips using outside providers, see Appendix O - Outside Activity Providers.

Equipment

All equipment must be inspected by qualified on site aerial park personnel prior to activity to determine that all equipment is safe for use.

A fully stocked first aid kit must be readily accessible.

A working communication device (e.g., cell phone) must be available for all activities/locations.

All equipment must meet current ACCT (Association for Challenge Course Technology) standards or equivalent.

Helmets that are commercially and specifically manufactured for climbing must be properly fitted (as per manufacturer's guidelines) and properly worn by all students who are leaving the ground or are under any activity in use.

Climbing harnesses (sit, sit/chest, or full body) appropriate to the age and/or body size of the climber must be used.

Clothing/Footwear

Clothing and footwear appropriate to the activities and environmental conditions must be worn.

No open-toed shoes, (e.g., sandals).

No loose clothing (e.g. scarves).

No sharp objects are to be worn or carried in pockets.

No tops with drawstrings.

No exposed jewellery.

Long hair must be covered or tied back.

Facilities

All aerial park elements must meet the ACCT Standards, or equivalent, that are in place at the time of installation.

All aerial park elements must be inspected by qualified on-site personnel prior to use to determine that all facilities are safe for use.

All aerial park elements must have been installed, or have passed an annual professional inspection by a qualified aerial park inspector.

This annual inspection must be documented in a written report in accordance with the ACCT Standards, or equivalent.

Necessary maintenance/ changes to the elements noted in the report must be addressed.

The aerial park must be managed and operated in accordance with the most current ACCT Standards, or equivalent, including having a designated aerial park manager who is responsible for overseeing the staffing and operations of the aerial park.

The aerial park must be used in accordance with the original equipment manufacturers` (OEM) recommendations.

On aerial park elements installed in trees, all dead limbs and any live branches that might be considered hazardous must be removed.

Treed courses must be inspected annually by a professional arborist and all recommendations must be performed.

The activity provider must have a written Policies and Procedures Manual for the management and operation of all aerial park activities. This manual must include an Emergency Action Plan consistent with the most current ACCT Standards or equivalent.

Special Rules/Instructions

Determine and follow school/board emergency procedures, including accessibility to a vehicle, for transportation of a student to hospital.

Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, previous concussion, orthopaedic device) may affect participation (see Generic Section).

Risks involved with the activities must be communicated to parents/guardians with a signed response form from the parents/guardians, giving permission for student to participate.

Completed medical forms for each participating student must be accessible.

Prior to the first lesson, teachers must inform climbing instructors of students who have special needs.

Where the activity takes students off-campus, parents/guardians must be made aware of means of transportation used.

Risks involved with each activity and how to lower the risk of an injury from occurring must be communicated to the students.

Students must receive training or information on concussion prevention and awareness specific to the activity prior to participating. Students must not participate in the activity until this instruction has been received.

Teachers, instructors and students must be aware of safety procedures/emergency action plans.

Students must be made aware of expectations as they relate to:

- behaviour (e.g. park rules)
- emergency procedures
- signal to assemble

- boundaries for activities
- proper use of equipment

A method of rescuing a tired/stuck climber must be available (e.g., ladder, scaffold, top-rope belay).

Aerial park activities that are selected must be appropriate for ability levels, age and size of the students.

Skills must be taught in proper progression.

Activity and course elements that are introduced must be based on skills that are taught and appropriate for the developmental stage and experience of the students.

Students must be allowed to select a challenge at their comfort level, including the choice to not participate.

Teachers, instructors and supervisors must be aware of the possibility of peer pressure and make sure no student is coerced into participating.

Fall Protection Operating Systems

Programs may be offered utilizing Individual Lanyard Systems or Continuous Lanyard Systems.

Individual Lanyard System: a system where the student is directly connected to the anchored safety cable via a pair of lanyards. There are two types of control systems:

- Human control system: is used to manage continuous connection to the life safety system
- Mechanical control system: is used to manage continuous connection to the life safety system (e.g. SmartBelay, Clic-it, Bornack)

Continuous Lanyard System: a system where the student is connected to the anchored safety cable continuously.

The following applies to ALL fall protection operating systems:

- Programs are required to follow the ratios related to the Grade Level and fall protection operating system as indicated in the Supervision Section.
- A qualified instructor must check the harness and connection to the fall protection operating system for any student prior to him/her leaving the ground.
- The fall protection operating system utilized must be one that was installed and recommended by a qualified aerial parks professional.

Individual Lanyard Systems

- Students must participate in a ground school which prepares them for the course.
- Students must be supervised at all transitions between elements and each transfer of lanyards, unless using a mechanical control system

Continuous Lanyard Systems

- Students must participate in a ground school which prepares them for the course.
- Students must be directly supervised at all transfer points

Environmental considerations

Before involving students in outdoor activity, teachers must take into consideration:

- environmental conditions (temperature, weather, air quality, humidity, UV index, insects)
- accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity
- previous training and fitness level
- length of time and intensity of physical activity

Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).

Insect repellent and sunscreen must not be applied to palms of hands.

Repellent must not come into contact with rope.

Students must receive instruction on safety procedures related to severe weather conditions (e.g. lightning, funnel clouds, severe winds, tornadoes [see Appendix F - Lightning Protocol]).

Supervision

On site supervision by both a teacher and qualified instructors, as per supervision ratios, who must be present for all aspects of the program.

Constant visual supervision must occur during ground school.

A qualified instructor must check the harness and connection to the fall protection operating system for any student prior to him/her leaving the ground.

Students must be directly supervised at all transitions between elements and each transfer of lanyards, unless using a mechanical control system.

Supervisor Ratios

After ground school, for aerial parks that include ziplines and are regulated by TSSA, supervision ratios will be in accordance to the TSSA-stipulated zone guiding requirements for each individual activity provider.

After ground school, for aerial parks that use a continuous lanyard system, the following supervision ratio applies:

- 1 instructor/guide per 10 actively participating students

Qualifications Applicable to All Installations

Instructors must be trained in, understand, demonstrate, and adhere to a directly relevant skill set for Aerial Parks. A relevant skill set is a described set of skills developed by recognized climbing professionals.

All instructors must be at least 18 years of age or older to teach ground school and/or be an instructor.

Individuals who have been trained and can demonstrate the required instructor skills and who are 16 years of age or older can assist with instruction but must be directly supervised by a qualified instructor.

First Aid

On school site:

Follow the school's emergency first aid action plan.

Off site:

At least one instructor or an individual who takes responsibility for providing first aid must have current First Aid qualifications equivalent to or exceeding St. John Ambulance's Emergency First Aid with CPR C + AED.

Also see Generic Section to view complete safety requirements.

The Ontario Physical Education Safety Guidelines

Climbing - Zipline/Tyrolean Traverse/Equivalent

Elementary - Curricular 2016

Permanent or Portable Installation

Where students move in a horizontal or descending manner along a fixed rope/line, installed in an elevated fashion.

Grades 1 to 8 where accommodated by the activity provider.

Required minimum age, height, and weight may vary between ziplines. Please contact your activity provider for clarification.

This activity page must be presented to the activity provider prior to the activity taking place. The activity provider must meet the minimum requirements listed on this page. For more information on planning trips using outside providers, see Appendix O - Outside Activity Providers.

Equipment

All equipment must be inspected prior to activity by qualified personnel to determine that all equipment is safe for use.

Determine that all equipment is safe for use.

A fully-stocked first aid kit must be readily accessible.

A working communication device (e.g., cell phone) must be available for all activities/locations.

All equipment must be commercially and specifically manufactured for the intended climbing related activity and adhere to one of: UIAA, CE, NFPA, ULC, CSA, ASTM standards.

Ropes/lines must be compatible with the chosen climbing activity.

Helmets that are commercially and specifically manufactured for climbing must be properly fitted (as per manufacturer's guidelines) and properly worn by all students who are leaving the ground.

Climbing harnesses, sit or full body, appropriate for the age and/or body size of the climber must be used.

There must be 2 single pulleys or a double sheave pulley.

Top anchors must have 2 individual points, locking devices and must be able to sustain a load of 22kN/2200kg/4500lbs.

For Tyrolean Travers

The base of the scaffolding must be completely covered with landing mats that are a minimum of 50cm (20") thick, OR an additional instructor is positioned at the top of the scaffolding and mats (e.g., Velcro utility mats, wrestling mats) must be in placed at the descending points.

Mat thicknesses:

- cross-link foam 5 cm (2")
- open-cell foam 5 cm (2")
- polyurethane 5 cm (2")

- dual-density 5 cm (2”)
- mats of equivalent compaction rating as determined by the manufacturer

Clothing/Footwear

Clothing and footwear appropriate to the activities and environmental conditions must be worn.

No exposed jewellery.

Long hair must be covered or tied back.

Facilities

Determine that all facilities are safe for use.

Area for climbing must be appropriate for ability levels, age and size of students.

All providers must follow:

- the Ontario Building Code Act
- applicable By-Laws and TSSA Acts Regulations

All climbing equipment must be installed by a qualified professional (e.g., instructor/provider).

The initial installation of climbing equipment must be inspected by qualified personnel upon completion of the installation and at least once a year thereafter by qualified climbing inspection personnel.

This inspection must be documented with a written report. Necessary changes noted in the report must be addressed.

Special Rules/Instructions

Determine and follow school/board emergency procedures, including accessibility to a vehicle, for transportation of a student to hospital.

Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, previous concussion, orthopaedic device) may affect participation (see Generic Section).

Risks involved with the activities must be communicated to parents/guardians with a signed response form from the parents/guardians, giving permission for student to participate.

Completed medical forms for each participating student must be accessible.

Where the activity takes students off-campus, parents/guardians must be made aware of means of transportation used.

Prior to the first lesson, teachers must inform climbing instructors of students who have special needs.

Risks involved with each activity and how to lower the risk of an injury from occurring must be communicated to the students.

Students must receive training or information on concussion prevention and awareness specific to the activity prior to participating. Students must not participate in the activity until this instruction has been received.

Teachers, instructors and students must be aware of safety procedures.

Skills must be taught in proper progression.

A system and technique recognized by the professional climbing industry must be used.

A system must be used that will not allow participant to make contact with the ground while in transit along the installed rope/line.

An arresting system must be incorporated into the zip/traverse line to prevent contact with the bottom anchors.

Activity and course elements that are introduced must be based on skills that are taught and appropriate for the developmental stage and experience of the students.

Students must have prior instruction and experience in belaying.

An introductory lesson must be an integral part of the program for all students.

The introductory lesson must:

- be specific to the site
- be identified as specific to the system used
- include instruction and repeat practice of:
    - correct use of harness
    - correct use of pulley(s), equipment, and attachment points
    - safe method of ascending to the elevated system
    - safe method of descending from the elevated system
    - safe method of transferring between the elevated system and the fail arrest system

Students must be allowed to select a challenge at their comfort level, including the choice to not participate.

Teachers, instructors and supervisors must be aware of the possibility of peer pressure and make sure no student is coerced into participating.

A qualified instructor must do a safety check of any student leaving the ground.

While ascending to a scaffold take-over platform, student must be on a belay.

A buddy belay (when students are belaying) must be incorporated into all belay systems at all times.

Climber/belayer weight ratio must be taken into consideration when determining the number of buddy belayers necessary in any non-ground anchored system.

A body belay is not to be used.

A belay system/technique that will not allow the climber to ground-fall in the event that the belayer becomes incapacitated must be used by student belayers.

All participants must be attached to the zip/traverse line with 2 locking carabiners.

A method of rescuing a tired/stuck climber must be available (e.g., ladder, scaffold, top-rope belay).

Environmental considerations

Before involving students in outdoor activity, teachers must take into consideration:

- environmental conditions (temperature, weather, air quality, humidity, UV index, insects)
- accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity
- previous training and fitness level
- length of time and intensity of physical activity

Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).

Insect repellent and sunscreen must not be applied to palms of hands.

Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Appendix F - Lightning Protocol]).

Where the surrounding outdoor activity may present a hazard (e.g., rock falls, poison ivy), information and instruction on how to minimize the risk of injury from occurring must be communicated to students.

Supervision

On site supervision by both a teacher and qualified instructor(s) who must be present for all aspects of the program with the exception of when the students are active on the zipline/traverse.

Constant Visual Supervision must be provided by the instructor(s) for each active ziplines/traverse

A qualified instructor must supervise the transfer of the carabiners from the top rope to the zip/traverse line.

Ratios

For ziplines: after ground school, supervision ratios will be in accordance to the TSSA-stipulated guiding requirements for each individual activity provider.

For Tyrolean Traverse: 1 instructor for each active traverse line

Instructor Qualifications

Instructors must be trained in, understand, demonstrate, and adhere to a directly relevant skill set for Zipline/Tyrolean Traverse.

A relevant skill set is a described set of skills developed by recognized climbing professionals.

All instructors must be 18 years of age or older to teach the ground school and/or be an instructor.

Individuals who have been trained and can demonstrate the required instructor skills and who are 16 years of age or older can assist with instruction but must be directly supervised by a qualified instructor.

First Aid

On school site:

Follow the school's emergency first aid action plan.

Off site:

At least one instructor or an individual who takes responsibility for providing first aid must have current First Aid qualifications equivalent to or exceeding St. John Ambulance's Emergency First Aid with CPR C + AED.

Also see Generic Section to view complete safety requirements.

TECHNICAL STANDARDS and SAFETY AUTHORITY

345 Carlingview Drive
Toronto, Ontario M9W 6N9
Toll free 1-877-682-8772
www.tssa.org

Declaration of Compliance Report

Report No.: 6171396
Report Date: Jul 13, 2016

Phone:
Email: nfarahmand@tssa.org

INSPECTION LOCATION:	**INSPECTION DETAILS**
1745 FRASERBURG ROAD **RR#5** **BRACEBRIDGE** **P1L 1X3** **INSPECTION CUSTOMER:** **CAMP MUSKOKA CORPORATION** **1745 FRASERBURG ROAD** **RR#5** **BRACEBRIDGE P1L 1X3**	Reference No.: **64583982**
Report delivered by email: CAMP MUSKOKA CORPORATION(aerialparkmgr@campmuskoka.com)	

NOTES

RESOLVED/REVOKED INSPECTION ORDERS

No.	Inspection Order(s)	Issued Date	Status
1	Amusement Devices Regulation (221/01) 3.(1) Inspector's order: Provide an amendment to the technical dossier for the change in harnesses. Note: this must be stamped by a registered engineer.	May 16, 2016	Resolved_By_Dc

This report is issued under the *Technical Standards and Safety Authority Act*, 2000, s. 17 (1)

17. (1) An inspector may conduct an inspection and may, as part of that inspection, enter and inspect at any reasonable time the lands and premises where any of the things, parts of things or classes of things to which this Act, the regulations or a Minister's order apply are used, operated, installed, made, manufactured, repaired, renovated or offered for sale for the purpose of,
(a) ensuring compliance with this Act, the regulations or a Minister's order;
(b) ensuring that an authorization holder remains entitled to the authorization; or
(c) determining whether a hazardous condition exists. 2006, c. 34, s. 25 (5).

Technical
Standards and
Safety Authority

Ontario Amusement Device Permit

Technical Standards and Safety Act

This Permit is issued to allow the operation of the following Amusement Device:

Device Name:

Permit Number:
000215194

Type:

Device Number:
64583982

Inspector Name Peter Sorensen Inspector No. 296 Report No. 6146090

Inspector Signature Date (mm-dd-yyyy) MAY-16-2016

Expires on 31-MAY-2017

CAMP MUSKOKA CORPORATION
1745 FRASERBURG ROAD
RR#5
BRACEBRIDGE ON P1L 1X3
CANADA

Issued by the Director

Not Valid Unless Signed by a Technical Standards and Safety Authority Inspector

AD 09043 (04/09)

OPERATION OF THIS DEVICE WITHOUT A VALID PERMIT IS AN OFFENCE UNDER THE ACT.

This permit shall be kept in the vicinity of the amusement device to which it relates.

Issued under the ***Technical Standards and Safety Act, 2000***
Amusement Devices Regulation (O. Reg. 221/01)

For all enquiries or to update any of the information on this permit, please contact the Technical Standards and Safety Authority.

Telephone: 1.877.682.8772
E-mail: *customerservices@tssa.org*

CAMP MUSKOKA CORPORATION
1745 FRASERBURG ROAD
RR#5
BRACEBRIDGE ON P1L 1X3
CANADA

Technical
Standards and
Safety Authority

Ontario Amusement Device Licence

Technical Standards and Safety Act

This Licence is issued to carry on the business of
Operating Amusement Devices

Permission to Operate:
ZipLine

License Number:
000212732

Expires on 31-MAY-2017

CAMP MUSKOKA CORPORATION
1745 FRASERBURG ROAD
RR#5
BRACEBRIDGE ON P1L 1X3
CANADA

Issued by the Director

AD 09141 (04/09)

This Licence Is Not Transferable.

OPERATION OF THIS BUSINESS WITHOUT A VALID LICENCE IS AN OFFENCE UNDER THE ACT.

This licence, or a copy of the licence, shall be displayed in a conspicuous place at the business premises set out on the licence.

Issued under the ***Technical Standards and Safety Act, 2000***
Amusement Devices Regulation (O. Reg. 221/01)

For all enquiries or to update any of the information on this licence, please contact the Technical Standards and Safety Authority.

Telephone: 1.877.682.8772
E-mail: *customerservices@tssa.org*

CAMP MUSKOKA CORPORATION
1745 FRASERBURG ROAD
RR#5
BRACEBRIDGE ON P1L 1X3
CANADA

Challenges Unlimited Inc.
1304 Beatrice Town Line Bracebridge, ON P1L 1X4
(705)385-4209 office (800)480-3867 office (705)385-4214 fax
info@challengesunlimited.com
www. challengesunlimited.com

ACCT Professional Vendor Member

ANNUAL INSPECTION REPORT

**It is critical that this report be forwarded immediately to the Course Manager.

DATE OF INSPECTION: MAY 9, 2016 & July 12, 2016
INSPECTION COMPLETED BY: Bryan Oosterhuis & Andrew Hubert
PREVIOUS INSPECTION: MAY 11 & 20, 2015
INSPECTION COMPLETED FOR:
Camp Muskoka
1745 Fraserbug Road., R.R.#5
Bracebridge, ON P1L 1X3

FACILITY ELEMENTS INSPECTED

- [x] Low Challenge Course
- [ ] High Challenge Course
- [ ] Climbing Wall or Tower
- [x] Aerial Adventure/Trekking Park
- [x] Zip Line(s)
- [ ] Canopy Tour
- [x] Life Safety/Climbing Equipment

INSTALLATION HISTORY:
Low elements, rapelling & rock climbing installed by site in 2005.
High Challenge Course Elements/Canopy Tour installed by CUI in Dec 2008.
Site has completed maintenance on this facility.

GENERAL INSPECTION INFORMATION & DISCLAIMER:
We have done our best to make the information contained in this report clear and concise. If you require clarification of any of the information within this report, or that provided to you in verbal feedback, please contact us.

The information in this report is based on the condition of the course elements and life safety/climbing equipment on the date that it was inspected. This report is limited to the apparent condition of the course elements and life safety/climbing equipment as determined by an appropriate visual and physical inspection on the date of the inspection only and does not purport to characterize the future condition of the items inspected.

This report is intended to be used in conjunction with the course manager's on going monitoring of the condition of the course elements and life safety/climbing equipment. **PRE USE CHECKS & PERIODIC INTERNAL MONITORING OF THE CONDITION OF THE COURSE ELEMENTS AND LIFE SAFETY/CLIMBING EQUIPMENT MUST BE COMPLETED AND DOCUMENTED BY PROFESSIONALLY TRAINED SITE STAFF.**

The course elements and life safety/climbing equipment were inspected using the ANSI/ACCT 03-2016 STANDARDS as guidelines/ minimums.

Recommendations are contained within this report. Challenges Unlimited Inc. is not responsible for any changes made, as a result of the recommendations, by anyone other than those completed by an authorized representative of Challenges Unlimited Inc. in accordance with our standard construction contract. It is the site's responsibility to contact CUI if it wishes CUI to complete any of the recommendations. CUI is not responsible for the failure of the client to make the recommended repairs or changes.

It is your site's responsibility to ensure that your program is in compliance with the most current ANSI/ACCT 03-2016 Operation Standards. Appropriate person(s) should have a copy of these standards, understand them and use them to create site-specific policies and procedures for the operation of your program. It is the responsibility of the program site to ensure that each course element and all life safety/climbing equipment are being properly used. Assessment of the program, staff competencies and operation of the course elements are beyond the scope of this inspection. If staff have not been trained by a Qualified Course Professional (see ACCT definition) they may lack specific competencies expected by the most current ACCT standards.

CHALLENGES UNLIMITED INC. DOES NOT ASSUME RESPONSIBILITY FOR, AND SPECIFICALLY DENIES ANY LEGAL LIABILITY FOR INJURIES TO PARTICIPANTS, STAFF AND ANY OTHERS USING THE COURSE ELEMENTS OR LIFE SAFETY/CLIMBING EQUIPMENT. YOU, CLIENT, AGREE TO PROTECT AND INDEMNIFY CHALLENGES UNLIMITED INC., ITS OFFICERS, DIRECTORS, OWNERS AND STAFF FROM ANY CLAIM ARISING FROM SUCH FUTURE USE, INCLUDING COSTS AND ATTORNEYS FEES.

ANSI/ACCT 03-2016 STANDARD B.1.2 REQUIRES THAT AT MINIMUM, AN ANNUAL INSPECTION BE PERFORMED BY A QUALIFIED PERSON.

LIFE SAFETY/CLIMBING EQUIPMENT INSPECTION: AERIAL PARK

P (PASS): life safety/climbing equipment meets current standard; does not require maintenance; and appears suitable for use.
PC (PASS WITH COMMENT): life safety/climbing equipment showing wear due to use OR recommendation made.
F (FAIL): DO NOT USE. life safety/climbing equipment is unsafe OR life safety/climbing equipment requires maintenance before it is suitable for use.

ITEM	NUMBER	P/PC/F	CODE	COMMENT	CODE	RECOMMENDATION
Pre-Use Inspections Documentation		P				
Helmets: Petzl	80	80PC	BC4	Moderate wear/damage present.	BR3	Pre-use inspection required.
				Adjustment systems slipping.		Staff to ensure helmets stay tight on participants head, if not retire immediately.
Helmets: Meteor	1	1P				
Ropes: static FLY	1	1PC	BC3	Initial wear/damage present.	BR3	Pre-use inspection required.
Ropes: static KIII	3	3PC	BC4	Moderate wear/damage present.	BR3	Pre-use inspection required.
Ropes: static KIII Max	1	1PC	BC3	Initial wear/damage present.	BR3	Pre-use inspection required.
Ropes: static (bright orange)	2	2PC	BC4	Moderate wear/damage present.	BR4	Careful pre-use inspection required. Probable replacement in 6-12 mos.
Ropes: dynamic						
Webbing: Staff Trac Pulleys	6	8PC	BC4	Moderate wear/damage present.	MR5	Maintenance/replacement required within 90 days or element/equipment fails. Pre-use inspection of specified components required.
Webbing: Participant Trac Pulleys	16	16PC	BC4	Moderate wear/damage present.	BR4	Careful pre-use inspection required. Probable replacement in 6-12 mos.
Prusik Cord, Green	8	8PC	BC5	Advanced wear/damage present.	MR5	Maintenance/replacement required within 90 days or element/equipment fails. Pre-use inspection of specified components required.
				Used only as belayer back anchor.		
Carabiners: alum. pear screw lock						
Carabiners: alum. double lock	33	33PC	BC3	Initial wear/damage present.	BR3	Pre-use inspection required.
Carabiners: alum. triple lock						
Carabiners: steel screw lock	8	8PC	BC3	Initial wear/damage present.	BR3	Pre-use inspection required.
Carabiners steel double lock	2	2PC	BC3	Initial wear/damage present.	BR3	Pre-use inspection required.
Carabiners: steel triple lock	6	6PC	BC3	Initial wear/damage present.	BR3	Pre-use inspection required.
Carabiners: non lock						
Quick links Maillon Rapide: 3/8"						
Quick links Maillon Rapide 1/2"						
Quick links Maillon Rapide 9/16"						
Harness: Edelrid Radialis Pro	36	36P				
Harness: participant seat Petzl	63	60PC	BC4	Moderate wear/damage present.	BR4	Careful pre-use inspection required. Probable replacement in 6-12 mos.
		3PC		Harnesses are dirty.		Harnesses should be cleaned before use.
Harness: participant seat- Apex Rock	6	6PC	BC4	Moderate wear/damage present.	MR5	Maintenance/replacement required within 90 days or element/equipment fails. Pre-use inspection of specified components required.
Harness: staff seat	11	7PC	BC3	Initial wear/damage present.	BR3	Pre-use inspection required.
		4PC	BC4	Moderate wear/damage present.	BR4	Careful pre-use inspection required. Probable replacement in 6-12 mos.
Harness: chest. XL	7	7PC	BC4	Moderate wear/damage present.	BR3	Pre-use inspection required.
Harness: chest.	67	8PC	BC3	Initial wear/damage present.	BR3	Pre-use inspection required.
		56PC	BC4	Moderate wear/damage present.	BR4	Careful pre-use inspection required. Probable replacement in 6-12 mos.
		3F	BC5	Advanced wear/damage present.	BR5	Immediate retirement required.
				Specific: #9,20		
Harness: full body adult						
Harness: full body child						
Pulleys: cable						
Pulleys: rope						
Pulleys: zip						
Pulleys: TRAC	22	6PC	BC4	Moderate wear/damage present.	BR3	Pre-use inspection required.
		16PC	BC4	Moderate wear/damage present.	MR11	Probable maintenance/replacement within 3-6 months. Periodic inspection of specified components required.
		11PC		Locking sleeve on gate not locking. Can push/ manipulate to lock.		Can likely be cleaned and lubricated to locking on their own. Any units that don't lock on their own should be retired.
						Most of the 16 appear to have quite worn bearings. Staff must ensure that these carabiners are locking for all participants. All these must be monitored closely by the Aerial Park manager for both carabiner function and bearing wear.
Shear Reduction Devices						
Belay Lanyards: staff sewn	12	12PC	BC4	Moderate wear/damage present.	BR4	Careful pre-use inspection required. Probable replacement in 6-12 mos.
				Some shock absorption packs are coming apart.		Repair with new plastic shrink wrap.
Belay Lanyards: participant	69	64PC	BC4	Moderate wear/damage present.	BR3	Pre-use inspection required.

ITEM	NUMBER	P/PC/F	CODE	COMMENT	CODE	RECOMMENDATION
		3PC		Locking gates on snap clips are not fully closing/ locking.		Gates/locking mechanism should be cleaned with a penetrating solution and then lubricate with a light oil. If this does not allow them to fully close and lock they should be retired.
		2F		Advanced damage to webbing.	BR5	Immediate retirement required.
Belay Lanyards: team swing						
Belay Devices: friction						
Belay Devices: gri gri	4	4PC	BC3	Initial wear/damage present.	BR3	Pre-use inspection required.
Belay Devices: ALF						
Rappel Devices: figure 8						
Cable Grab:						
Rescue Pack: 4:1	3	3PC	BC3	Initial wear/damage present.	BR 3	Careful pre-use inspection required.
		1PC		Rescue rope from unknown manufacturer. Very stiff throughout length.	BR3	Pre-use inspection required.
	1	1PC		GriGri used to lower out rescuer on the Zip Line cable, has moderate wear.	MR5	Maintenance/replacement required within 90 days or element/equipment fails. Pre-use inspection of specified components required.
Rescue Pack: Belayed Lower						
Ladders:						
Other: Mini Haul	2	2PC		Rope on both units with moderate wear.		Change ends of rope in system to prolong life of rope.

LIFE SAFETY/CLIMBING EQUIPMENT INSPECTION: ROCK & RAPPEL

P (PASS): life safety/climbing equipment meets current standard; does not require maintenance; and appears suitable for use.
PC (PASS WITH COMMENT): life safety/climbing equipment showing wear due to use OR recommendation made.
F (FAIL): DO NOT USE. life safety/climbing equipment is unsafe OR life safety/climbing equipment requires maintenance before it is suitable for use.

ITEM	NUMBER	P/PC/F	CODE	COMMENT	CODE	RECOMMENDATION
Pre-Use Inspections Documentation		P				
Helmets: Petzl	8	8PC	BC3	Initial wear/damage present.	BR3	Pre-use inspection required.
Helmets: Camp	21	21PC	BC4	Moderate wear/damage present.	BR4	Careful pre-use inspection required. Probable replacement in 6-12 mos.
				Helmets are in 10th year of use.		Manufacturers recommend retirement after 10 years of use.
Ropes: static KIII (red)	1	1PC	BC4	Moderate wear/damage present.	BR4	Careful pre-use inspection required. Probable replacement in 6-12 mos.
Ropes: static KIII Max	3	3PC	BC4	Moderate wear/damage present.		Retirement within 30 days of use.
Ropes: dynamic	2	2F	BC5	Advanced wear/damage present.	BR5	Immediate retirement required.
Webbing	6	5PC	BC3	Initial wear/damage present.	BR3	Pre-use inspection required.
		1PC		Water knot is incorrect.	MR10	Maintenance completed by CUI staff during annual professional inspection.
Prusik Cord	5	2PC	BC4	Moderate wear/damage present.	BR4	Careful pre-use inspection required. Probable replacement in 6-12 mos.
		3PC	BC3	Initial wear/damage present.	BR3	Pre-use inspection required.
Carabiners: alum. offset d screw lock	17	16PC	BC4	Moderate wear/damage present.	BR4	Careful pre-use inspection required. Probable replacement in 6-12 mos.
		1PC	BC3	Initial wear/damage present.	BR3	Pre-use inspection required.
Carabiners: alum. pear screw lock: Five 0						
Carabiners: alum. pear screw lock: Jake						
Carabiners: alum. pear screw lock: Lucky						
Carabiners: alum. double lock						
Carabiners: alum. triple lock						
Carabiners: steel screw lock						
Carabiners steel double lock						
Carabiners: steel triple lock						
Carabiners: non lock						
Quick links Maillon Rapide: 3/8"						
Quick links Maillon Rapide 1/2"						
Quick links Maillon Rapide 9/16"						
Harness: participant seat						
Harness: participant seat						
Harness: participant seat Rock Empire	24	21PC	BC4	Moderate wear/damage present.	BR4	Careful pre-use inspection required. Probable replacement in 6-12 mos.
		3F	BC5	Advanced wear/damage present.	BR5	Immediate retirement required.
Harness: staff seat: Apex Rock	4	4PC	BC3	Initial wear/damage present.	BR3	Pre-use inspection required.
Harness: staff seat: Black Diamond	2	2PC	BC4	Moderate wear/damage present.	BR4	Careful pre-use inspection required. Probable replacement in 6-12 mos.
Harness: chest	1	1PC	BC4	Moderate wear/damage present.	BR4	Careful pre-use inspection required. Probable replacement in 6-12 mos.
				Black, plastic spreader on back is damaged.		
Harness: full body adult						
Harness: full body child						
Pulleys: cable						
Pulleys: rope						
Pulleys: zip						
Pulleys: TRAC						
Shear Reduction Devices						
Belay Lanyards: staff						
Belay Lanyards: participant						
Belay Lanyards: zip line						
Belay Lanyards: team swing						
Belay Devices: friction						
Belay Devices: gri gri	10	6F	BC5	Advanced wear/damage present.	BR5	Immediate retirement required.
		4PC	BC3	Initial wear/damage present.	BR3	Pre-use inspection required.
Belay Devices: ALF						
Rappel Devices: figure 8						
Cable Grab:						
Rescue Pack: 4:1						
Rescue Pack: Belayed Lower						
Ladders:						
Other:						
Other:						

COURSE INSPECTION:

The following components of the Course were inspected as applicable: life safety systems, guy systems, anchorages, platforms, element support systems & materials, element support structure (columns / beams / poles / framing / trees), environment in the vicinity of the elements. Structure was inspected by a Qualified Person. We recommend that the element support structure be inspected by an applicable Certified Arborist/Pole Inspector/Welder at appropriate time intervals.

P (pass): element meets current standard; does not require maintenance; and appears suitable for use.
PC (pass with comment): short term and/or long term maintenance advised or noted.
F (fail): Maintenance or replacement is required **before** element is suitable for use.

The ANSI/ACCT 03-2016 Standards, Section C. Site Considerations, C.1.3. Access Limitations: "The need to limit access to elements by unauthorized personnel shall be evaluated for each element, course or site by a qualified person. Where there is a likelihood of an injury due to access by an unauthorized user, site and situation-appropriate steps should be taken to identify, warn and physically limit access to the element or course." CUI recommends that your organization do this for your Course on an ongoing basis. Unauthorized access to elements must be assessed and appropriate signage must be posted. Specific examples to assess are: access to hand and swing ropes on low and high elements; access to climbing walls; access to equipment to access high elements e.g. stairs, gates, ladders, tables, chairs.

ELEMENT	P/PC/F	CODE	COMMENT	CODE	RECOMMENDATION
Access Stair Structure					
& top of access belay					
cable installed by site	PC		Initial deformation on hinges for start stairs.		Assess on pre-use inspections when setting up.
	PC		Concrete column supporting access structure has advanced signs of decay. Post only partially supported. No signs of movement from previous year.	MR12	Careful pre-use inspection required.
	PC		Concrete support columns out of plum sloping downhill	MR12	Careful pre-use inspection required.
General	PC	CC5	Moderate wear on element (itemize) cable.	CR5	Periodic inspection of wear required. Probable replacement required within 12-24 months.
			Specific: LSC's and under QL's.		
S-Bridge	PC		Bolts on 3 Line Bridge side in platform are deformed.	MR11	Probable maintenance/replacement within 3-6 months. Periodic inspection of specified components required.
	PC	LC7	Moderate element lumber deterioration/damage from wear/use.		Replace when foot cables and bolts are replaced.
	PC	EC1	Moderate wear on element ropes.	ER1	Periodic inspection for wear required. Probable replacement required within 12-24 months.
	PC	CC5	Moderate wear on element (itemize) cable.	MR11	Probable maintenance/replacement within 3-6 months. Periodic inspection of specified components required.
			Specific: foot cables under boards.		
3 Line Bridge / Railway Bridge Intersection Tree	PC	NC14	Tree growth damaging platform/element.	MR7	Probable maintenance/replacement within 12-24 mos. Periodic inspection of specified components required.
			Specific: platform and element cross arm		
	PC	CC13	Incorrect cable tension on (itemize).	MR9	Monitor on annual professional inspections.
			Specific: belay cable tight		
	PC	CC5	Moderate wear on element (itemize) cable.	MR4	Maintenance/replacement required within 60 days or element/equipment fails. Pre-use inspection of specified components required.
			Specific: foot cable, thimbles at each end are broken.		
	PC	EC1	Moderate wear on element ropes.	ER1	Periodic inspection for wear required. Probable replacement required within 12-24 months.
Rail Road Bridge	PC	CC8	Cable backup loop(s) on (itemize) tight to tree.	MR4	Maintenance/replacement required within 60 days or element/equipment fails. Pre-use inspection of specified components required.
			Specific: LSC back up loops x2.		
	PC	CC1	Moderate corrosion on (itemize) cables (s)	MR11	Probable maintenance/replacement within 3-6 months. Periodic inspection of specified components required.

ELEMENT	P/PC/F	CODE	COMMENT	CODE	RECOMMENDATION
			Specific: element suspension cables under boards.	MR12	Careful pre-use inspection required.
	PC	NC14	Tree growth damaging platform/element.	MR7	Probable maintenance/replacement within 12-24 mos. Periodic inspection of specified components required.
			Specific: platform		
	PC	TC28	Moderate wear on thimble(s).	MR11	Probable maintenance/replacement within 3-6 months. Periodic inspection of specified components required.
			Specific: foot cables		
Victory Walk Bridge	P				
Penguin Walk	PC	NC14	Tree growth damaging platform/element.	MR7	Probable maintenance/replacement within 12-24 mos. Periodic inspection of specified components required.
			Specific: platform		
	PC		Wear on top of platform from foot cable.	MR9	Monitor on annual professional inspections.
	PC	TC28	Moderate wear on thimble(s).	TR28	Probable replacement within 6-12 months.
Penguin Walk / Victory Walk / Catwalk Intersection Tree	PC	NC14	Tree growth damaging platform/element.	MR7	Probable maintenance/replacement within 12-24 mos. Periodic inspection of specified components required.
			Specific: platform		
	PC	CC8	Cable backup loop(s) on (itemize) tight to tree.	MR4	Maintenance/replacement required within 60 days or element/equipment fails. Pre-use inspection of specified components required.
			Specific: All belay cable back up loops, Catwalk suspension cable back up loop.		
Cat Walk	PC	CC5	Moderate wear on element (itemize) cable.	CR5	Periodic inspection of wear required. Probable replacement required within 12-24 months.
			Specific: Belays		
	PC	CC13	Incorrect cable tension on (itemize).	MR9	Monitor on annual professional inspections.
			Specific: belay cable tight		
Catwalk / Multi Vines Intesection Tree	PC	NC14	Tree growth damaging platform/element.	MR7	Probable maintenance/replacement within 12-24 mos. Periodic inspection of specified components required.
			Specific: platform		
Multi Vines	PC	CC8	Cable backup loop(s) on (itemize) tight to tree.	MR4	Maintenance/replacement required within 60 days or element/equipment fails. Pre-use inspection of specified components required.
			Specific: LSC back up loop at start tree x2.		
	PC	TC29	Advanced wear on thimble(s).	MR4	Maintenance/replacement required within 60 days or element/equipment fails. Pre-use inspection of specified components required.
			Specific: foot cable at end tree.		
Thru Loops/2 Line Bridge	PC		Ropes not adjusted for Through Loops element use.	ER3	Site staff are responsible for the proper set up of this element before any use.
	PC	CC8	Cable backup loop(s) on (itemize) tight to tree.	MR5	Maintenance/replacement required within 90 days or element/equipment fails. Pre-use inspection of specified components required.
			Specific: transfer loop		
	PC	TC29	Advanced wear on thimble(s).	MR4	Maintenance/replacement required within 60 days or element/equipment fails. Pre-use inspection of specified components required.
			Specific: thimble broken on foot cable at start end, moderate wear at other end.		
	PC	CC5	Moderate wear on element (itemize) cable.	MR9	Monitor on annual professional inspections.
			Specific: cable with elements ropes attached		
	PC	TC21	Loose bolt(s).	TR21	Tighten bolts as necessary.
			Specific: x2 belay cable bolts at end pole.		

ELEMENT	P/PC/F	CODE	COMMENT	CODE	RECOMMENDATION
	PC	CC9	Broken cable strands on (itemize)	CR9	Periodic inspection of broken strands required. Probable replacement within 6-12 months.
			Specific: LSC under QL.		
Burma Loops	PC	CC5	Moderate wear on element (itemize) cable.	MR9	Monitor on annual professional inspections.
			Specific: belay cable, rope suspension cables.		
	F		Non Nicro Press dies used on copper ferrules for ALF back up loop at Thru Loops shared pole.		Strength rating unknown. Replace back up loop.
Rickety Bridge / Kitten Crawl intersection	PC	NC14	Tree growth damaging platform/element.	MR7	Probable maintenance/replacement within 12-24 mos. Periodic inspection of specified components required.
Rickety Bridge	PC		No plastic tube on suspension cable backup.	MR6	Probable maintenance/replacement within 6-12 mos. Periodic inspection of specified components required.
	PC	CC8	Cable backup loop(s) on (itemize) tight to tree.	MR4	Maintenance/replacement required within 60 days or element/equipment fails. Pre-use inspection of specified components required.
			Specific: x1 LSC at Picket Fence end.		
	PC	NR9	Periodic inspection of tree health required. Professional arboreal assessment may be required.		Monitor tree health in spring to see if tree completely leafs out. Arboreal assessment required.
			Specific: Tree at end of Bridge/start of Picket Fence.		
	PC		Bail of automatic dead end on foot cable rubbing on x-arm.	MR9	Monitor on annual professional inspections.
	PC		See general cable comment.		
Samson Tires	PC		Angle thimble eye bolt installed out of line. No bending noted. On Kitten Crawl & Samson Tire tree. South side belay cable.	MR9	Monitor on annual professional inspections.
	PC		Wear on top of platform from foot cable.	MR9	Monitor on annual professional inspections.
	PC	CC8	Cable backup loop(s) on (itemize) tight to tree.	MR4	Maintenance/replacement required within 60 days or element/equipment fails. Pre-use inspection of specified components required.
			Specific: Suspension cable for tires at kitten crawl tree		
	PC		Large pocket of decay in tree connecting with Kitten Crawl.	NR9	Periodic inspection of tree health required. Professional arboreal assessment may be required.
Kitten Crawl	PC	EC1	Moderate wear on element ropes.	MR6	Probable maintenance/replacement within 6-12 mos. Periodic inspection of specified components required.
	PC	EC1	Kitten crawl element ropes (multi line 1" and 3/8") showing moderate wear.	MR6	Probable maintenance/replacement within 6-12 mos. Periodic inspection of specified components required.
	PC	TC28	Moderate wear on thimble(s).	MR7	Probable maintenance/replacement within 12-24 mos. Periodic inspection of specified components required.
	PC	CC8	Cable backup loop(s) on (itemize) tight to tree.	MR4	Maintenance/replacement required within 60 days or element/equipment fails. Pre-use inspection of specified components required.
			Specific: belay cable back up loops at tree shared with tires element.		
Picket Fence	PC		Advanced wear on ADE rubbing on platform leg.	MR5	Maintenance/replacement required within 90 days or element/equipment fails. Pre-use inspection of specified components required.
	PC	CC8	Cable backup loop(s) on (itemize) tight to tree.	MR4	Maintenance/replacement required within 60 days or element/equipment fails. Pre-use inspection of specified components required.
			Specific: start tree foot cable x2.		
	PC	NC14	Tree growth damaging platform/element.	MR7	Probable maintenance/replacement within 12-24 mos. Periodic inspection of specified components required.
	PC	TC28	Moderate wear on thimble(s).	MR7	Probable maintenance/replacement within 12-24 mos. Periodic inspection of specified components required.
			Specific: foot cables at start platform.		

ELEMENT	P/PC/F	CODE	COMMENT	CODE	RECOMMENDATION
	PC		LSC eye not seated properly in ATEB x1. Moderate wear on cable.	MR7	Probable maintenance/replacement within 12-24 mos. Periodic inspection of specified components required.
	PC		See general cable comment.		
Painter's Planks	PC		Planks at different levels.		Adjust ropes if it is a function issue.
	PC	LC7	Moderate element lumber deterioration/damage from wear/use.	LR7	Monitor on annual professional inspections.
			Specific: Start platform leg.		
	PC	EC1	Moderate wear on element ropes.	MR9	Monitor on annual professional inspections.
	PC		Painter planks contacting tree causing damage to tree.		Add protection to tree to prevent further damage.
	PC		Step down from platform to element 3+ft		Adjust ropes to bring up a closer to platform.
	PC	CC8	Cable backup loop(s) on (itemize) tight to tree.	MR4	Maintenance/replacement required within 60 days or element/equipment fails. Pre-use inspection of specified components required.
			Specific: LSC at start tree x1.		
	PC	CC1	Moderate corrosion on (itemize) cables (s)	MR9	Monitor on annual professional inspections.
			Specific: Suspension cable through X-arms.		
	PC		General cable comment.	MR11	Probable maintenance/replacement within 3-6 months. Periodic inspection of specified components required.
			Specific: LSC x2		
Sea Gull Swings	PC	LC2	Moderate checking noted in element lumber	MR7	Probable maintenance/replacement within 12-24 mos. Periodic inspection of specified components required.
	PC	NC14	Tree growth damaging platform/element.	MR6	Probable maintenance/replacement within 6-12 mos. Periodic inspection of specified components required.
	PC	TC28	Moderate wear on thimble(s).	MR6	Probable maintenance/replacement within 6-12 mos. Periodic inspection of specified components required.
			Specific: foot cable		
	PC		General cable comment.	MR11	Probable maintenance/replacement within 3-6 months. Periodic inspection of specified components required.
			Specific: LSC x2		
Shazam	PC		Tire on element damaged. Steel belts exposed.		Recommend replacement of tire.
	PC		Foot cables are 3ft below deck- making for a large step up	MR9	Monitor on annual professional inspections.
				MR8	Maintenance at client's discretion.
	PC	TC28	Moderate wear on thimble(s).	MR6	Probable maintenance/replacement within 6-12 mos. Periodic inspection of specified components required.
			Specific: foot cable, belay cable at end tree.		
	PC	CC6	Advanced wear/damage points on element (itemize) cable.	MR5	Maintenance/replacement required within 90 days or element/equipment fails. Pre-use inspection of specified components required.
			Specific: LSC x2		
ZIP LINE	PC		Site is responsible for ensuring that they are in compliance with TSSA Licensing requirements.		
Zip Line End	PC		Tree requires arboreal assessment.		Please forward updated arboreal report to CUI.
			Evidence of damage to tree. Hollowed area at base.		
	PC	TC12	Initial bending of bolt(s).	TR12	Periodic inspection for bending required.
Zip Line Start	PC	TC12	Initial bending of bolt(s).	TR12	Periodic inspection for bending required.
	PC	LC1	Initial checking noted in element lumber.	MR9	Monitor on annual professional inspections.
	PC		White pine has a hollow area around lower platform.		Tree requires Arboreal Assessment. Please forward updated arboreal report to CUI.
	PC		LVL on platforms starting to delaminate	MR7	Probable maintenance/replacement within 12-24 mos. Periodic inspection of specified components required.

ELEMENT	P/PC/F	CODE	COMMENT	CODE	RECOMMENDATION
	PC		Site staff has completed the removal and replacement of the lap-spliced transfer loop @ the lower platform. This was completed with new cable and copper ferrules. Ferrules now appear to be adequately applied.		Site staff are responsible for the efficacy of this cable and should monitor it closely.
Zip Egress Platform	PC		Ground wet and soft around platform base. Small amount of movement in platform due to pad movement.		Site to monitor.
	PC		Platform height varies with water level.		IN AVERAGE WATER LEVEL, CUI RECOMMENDS PARTICIPANTS ARE NO MORE THAN 250LBS. IN HIGH WATER LEVEL, STAFF MUST CAREFULLY ACCESS AND ADJUST THE 250LB LIMIT DOWN AS REQUIRED BY THE HEIGHT OF THE PLATFORM.
	PC		Missing end bumper rail.		Replace with new end bumper rail.
Zip Cable	PC	CC5	Moderate wear on element (itemize) cable.	MR9	Monitor on annual professional inspections.
New Belay School	PC	LC2	Moderate checking noted in element lumber	LR2	Periodic inspection for loosening of hardware required.
	PC	BC15	Access ladders not Type 2		Staff must carefully monitor condition and connection at the top of these 5’ tall steps/ladder.
	PC	TC28	Moderate wear on thimble(s).	MR7	Probable maintenance/replacement within 12-24 mos. Periodic inspection of specified components required.
	PC	NC14	Tree growth damaging platform/element.	MR7	Probable maintenance/replacement within 12-24 mos. Periodic inspection of specified components required.
Old Belay School	PC	LC2	Moderate checking noted in element lumber	LR2	Periodic inspection for loosening of hardware required.
	PC	NC9	Evidence of damage to tree.	NR9	Periodic inspection of tree health required. Professional arboreal assessment may be required.
	PC	BC15	Access ladders not Type 2		Staff must carefully monitor condition and connection at the top of these 5’ tall steps/ladder.

COURSE INSPECTION:

The following components of the Course were inspected as applicable: life safety systems, guy systems, anchorages, platforms, element support systems & materials, element support structure (columns / beams / poles / framing / trees), environment in the vicinity of the elements. Structure was inspected by a Qualified Person. We recommend that the element support structure be inspected by an applicable Certified Arborist/Pole Inspector/Welder at appropriate time intervals.

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ELEMENT	P/PC/F	CODE	COMMENT	CODE	RECOMMENDATION
LOW ELEMENTS:					
Low Vee	PC	TC28	Moderate wear on thimble(s).	MR9	Monitor on annual professional inspections.
	PC		Cable tension is higher than normal. Wear expected on thimbles.	MR9	Monitor on annual professional inspections.
Swinging Log	PC		Cable clip torque low on several clips.		Increase torque if clips slip.
	PC		Single clips used on keeper loops. Appear to be holding at present.		Add 2nd clips where needed.
	PC	EC6	Element designed & installed by site staff.		
	PC	NC2	Wood chips worn/compacted.	NR2	Rake present ground cover. Add chips as necessary to create a 4" base.
Nitro Crossing	PC		Both key trees have been topped. Evidence of initial to moderate decay in both stems.	MR7	Probable maintenance/replacement within 12-24 mos. Periodic inspection of specified components required.
	PC	CC5	Moderate wear on element (itemize) cable.	MR6	Probable maintenance/replacement within 6-12 mos. Periodic inspection of specified components required.
			Overhead cable, under link.		
Mohawk Walk/Tension Traverse	PC		Cable pre tension high on 3 spans. Okay for use. Increased wear likely.		Monitor on periodic inspections. Replace thimbles when they crack. Consider reducing cable tension when maintenance done.
	PC	TC27	Point loading on thimble(s). Element cable probable overloaded when used.	MR9	Monitor on annual professional inspections.
				MR7	Probable maintenance/replacement within 12-24 mos. Periodic inspection of specified components required.
	PC		Serving sleeve missing. Cable fray now taped.		Ensure fray remains taped through season.
Amazing Maze	PC		Site staff has installed element.		
	PC	NC1	Wood chips not present.	NR1	Spread a 4" base of wood chips around key trees & along spotting paths.
	PC	NC3	Exposed roots/rocks in element spotting area.		Make participants well aware of small stumps, roots and rocks in the area. Part of element challenge.
Inuit Blanket Green	PC	BC4	Moderate wear/damage present.	BR3	Pre-use inspection required.
Inuit Blanket Blue	PC	BC4	Moderate wear/damage present.	BR3	Pre-use inspection required.
Conundrum Crossing	PC		Some spacing inconsistencies with swagging lands. None will affect strength required.	MR9	Monitor on annual professional inspections.
	PC		1 tree used is quite small in diameter.		Site staff will need to monitor for any signs of movement.
	PC	NC7	Dead limbs overhead of element/participants.		Site staff will need to monitor on Pre-use inspections.
	PC		Bolt in small tree is initially loose.		Tighten bolt within 30 days

ELEMENT	P/PC/F	CODE	COMMENT	CODE	RECOMMENDATION
4 Way Nitro Crossing	PC		Adjustable foot loop is removed from 1 rope.		Should be repaired for consistency of using the element.
	PC		Cable pre-tension is high. Increased damage to cable and thimbles is likely.		Site staff must monitor wear on periodic inspections.
Low Vee	F	TC21	Loose bolt(s).	MR2	Immediate maintenance/replacement required before any use.
			1 bolt at start.		
	PC	NC3	Exposed roots/rocks in element spotting area.	NR3	Cover roots/rocks with wood chips immediately.
King's Finger	P				
Port Hole	PC		Element tire suspended from staples. Solid at present.		Site staff must check staples very carefully before each use. If any change noted in trees at staples, discontinue use.
	PC		Tire suspended by used climbing rope. Top rope is most worn at staple contact, moderate.	MR7	Probable maintenance/replacement within 12-24 mos. Periodic inspection of specified components required.
RAPPELLING					
Station 1	PC		#2 back up hanger is loose. No change or deformation since installed		Continue to use set up method that backs up this anchor point.
Station 2	PC		One nut is tightened all the way, but no threads visible on bolt. Use anchor until bolt hanger loosens.	MR12	Careful pre-use inspection required.
Station 3	PC		Fixe anchors are set up parallel, not in direct line.	MR12	Careful pre-use inspection required.
	PC		One bolt has been ground off.	MR12	Careful pre-use inspection required.
NATURAL CLIMBING AREA					
General	PC		Setup is such that climbing rope is threaded directly through Fixe anchor ring. While ring is capable of loads applied, the small diameter of the ring will reduce rope life. Fixe ring is intended for rappelling off climbs not for consistent loaded lowering of a climber. Ring life will be reduced resulting in the need for re-bolting of rock face prematurely. Currently initial to advanced wear on rings.		Recommend adding a shear reduction device to extend rope life and anchor/ring life. Reduction device could be a reduction block attached to anchor ring. Site staff must be inspecting rings on Periodic Inspections.
Route 1	PC		One nut is tightened all the way, but no threads visible. No change from 2015.	MR9	Monitor on annual professional inspections.
	PC		Initial wear on ring.	MR9	Monitor on annual professional inspections.
Route 2	PC		Initial wear on ring.	MR9	Monitor on annual professional inspections.
Route 3	PC		Fixe anchors are set up parallel, not in line. Backup anchor chain is slightly loose. Nut tightened as much as it will go. Will function for intended use.		Site should check the Manufacturer instructions to ensure anchors meet their standards.
	PC		Initial wear on ring.	MR9	Monitor on annual professional inspections.
Route 4	PC		Fixe anchors are set up parallel, not in line. Backup anchor chain is slightly loose. Nut tightened as much as it will go. Will function for intended use.		Site should check the Manufacturer instructions to ensure anchors meet their standards.
	PC		Moderate wear on ring.	MR7	Probable maintenance/replacement within 12-24 mos. Periodic inspection of specified components required.
Route 5	PC		Fixe anchors are set up parallel, not in line. Backup anchor chain is slightly loose. Nut tightened as much as it will go. Will function for intended use.		Site should check the Manufacturer instructions to ensure anchors meet their standards.
	PC		Moderate wear on ring.	MR7	Probable maintenance/replacement within 12-24 mos. Periodic inspection of specified components required.
Route 6	PC		Fixe anchors are set up partially parallel, not in line.		Site should check the Manufacturer instructions to ensure anchors meet their standards.
	F		Advanced wear on ring.	MR2	Immediate maintenance/replacement required before any use.

ELEMENT	P/PC/F	CODE	COMMENT	CODE	RECOMMENDATION
Route 7	PC		Fixe anchors are set up partially parallel, not in line.		Site should check the Manufacturer instructions to ensure anchors meet their standards.
	PC		Moderate wear on ring.	MR7	Probable maintenance/replacement within 12-24 mos. Periodic inspection of specified components required.
Route 8	PC		Fixe anchors are set up partially parallel, not in line.		Site should check the Manufacturer instructions to ensure anchors meet their standards.
	PC		Initial wear on ring.	MR9	Monitor on annual professional inspections.
			INSPECTED July 12, 2016		
NATURAL CLIMBING AREA	PC		Site has removed and replaced one anchor system at top of middle climbing route. Installation of two new Hilti KB3 bolts (3/8"x3"), and one Fixe 3/8" belay/rap station.	MR9	Monitor on annual professional inspections.
			Inspector completed the anchors to a proper torque setting of 20 ft lbs. Pull tested anchors to 1000 lbs.		

Camp Muskoka Canopy Aerial Park Guide
Staff Training list

Name: _____

Date : _____

Equipment Pre-Use Inspection
- ☐ Use of Inspection Form
- ☐ Participant Helmets
- ☐ Participant Harness/saddle style
- ☐ Participant Harness/climbing style
- ☐ Participant Chest Harness
- ☐ Participant Lanyard
- ☐ Staff Helmet
- ☐ Staff Harness/climbing style
- ☐ Staff Harness/saddle style
- ☐ Staff Chest Harness
- ☐ Staff Lanyard
- ☐ Staff Pulley Assembly
- ☐ Staff Prussik Assembly

Course Equipment Pre-Use Inspection
- ☐ Access Prussik Assembly
- ☐ Access Ropes
- ☐ Participant Pulley Assembly
- ☐ Zip Line Prussik Assembly
- ☐ Mini Haulers
- ☐ 4:1 Rescue Packs
- ☐ Participant Lowers

Knots
- ☐ Figure 8 Follow Through
- ☐ Stopper /Fisherman's Knot
- ☐ Double Fisherman's Knot
- ☐ Water Knot
- ☐ Bowline
- ☐ Prussik Hitch
- ☐ Double Figure 8
- ☐ Double Figure on Double Bight
- ☐ Alpine Butterfly
- ☐ Monkey's Fist Knot

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- ☐ Environment
- ☐ Structure
- ☐ Platforms
- ☐ Belay Cables
- ☐ Guy Cables
- ☐ Element
- ☐ Access & Egress Points

Course Set-up
- ☐ Static Belay School
- ☐ Locks and Ladders
- ☐ Ladder Tie-Off
- ☐ Access Ropes and Prussiks
- ☐ Rescue & Assist Equipment Placement
- ☐ Upper Zip Line Access & Platform Preparation
- ☐ Lower Zip Line Platform Preparation
- ☐ Staff Resources

Mini Hauler Participant Assist
- ☐ Connecting System to Belay Cable
- ☐ Connecting System to participant
- ☐ Raising Participant with System
- ☐ Readjusting Participant Lanyard
- ☐ Disconnecting System from Participant
- ☐ Disassembling & Packing System

Participant Lower
- ☐ Set-up Work Station
- ☐ Securing System to Belay Cable
- ☐ Connecting System to Participant
- ☐ Connecting Belay Device to Staff
- ☐ Disconnecting Participant from Belay Cable
- ☐ Participant Lowering Stance set-up
- ☐ Lowering Participant to Ground
- ☐ Inspect and Repack Lowering System

4:1 Rescue
- ☐ Connecting System to Belay Cable
- ☐ Connecting System to Rescuer
- ☐ Disconnecting Rescuer from Static Belay
- ☐ Lowering to Victim on Self-Belay
- ☐ Connecting System to Victim
- ☐ Raising Victim to Belay cable
- ☐ Securing Rescue Self-Belay
- ☐ Securing Rescue Partner Belay (ground)
- ☐ Disconnecting Victim from Belay Cables
- ☐ Lowering Victim to Ground
- ☐ Disconnect Rescue System
- ☐ Inspect and Repack Rescue System

Lower Zip Line Rescue
- ☐ Access Zip Line from Lower Landing Platform
- ☐ Connect Pulley Assembly & Lanyard to Cable
- ☐ Attaching Prussik Brake to Cable
- ☐ Hand-Over-Hand Ascension to Victim
- ☐ Connect Mini Hauler System to Cable
- ☐ Connect System to Victim
- ☐ Raise Victim to Cable
- ☐ Disconnect Victim Pulley and Replace
- ☐ Lower Victim & Load New Pulley
- ☐ Descend with Victim & System Attached
- ☐ Assist with Egress from Zip Line
- ☐ Inspect and Repack Lowering System

Upper Zip Line Rescue
- ☐ Connect 4:1 System to Zip Line Cable
- ☐ Connect System to Rescuer
- ☐ Connect Pulley Assembly to Rescuer
- ☐ Connect Belay System Top Anchor Cable
- ☐ Belay Rescuer to Victim on Lowering System
- ☐ Disconnect from TRAC Pulley
- ☐ 4:1 Lower to Victim
- ☐ Connect 4:1 System to Victim
- ☐ Raise Victim To Zip Line Cable
- ☐ Disconnect Victim from Zip Line Cable
- ☐ Lower Victim to Ground
- ☐ Disconnect Victim from 4:1 System
- ☐ Inspect & Repack Rescue System

Participant Equipment Lesson

- Appropriate Dress
- Participant Helmet
- Participant Harness
- Participant Chest Harness
- Participant Lanyard
- Adult Helmet
- Adult Harness
- Snap Clip Function & Use
- Snap Clip Squeeze Checks
- Lanyard Adjustment Function & Use

Static Belay School Lesson

- Introduction of Goals and Staff Roles
- Expectation of Partnership
- Expectation of Communication
- Expectation of Permissions
- S.P.L.A.F. (Spotting)
- Access Climbing Technique
- Lanyard Transfer to Belay Cable
- Belay Cable Function & Use
- Element Function & Use
- Belay Cable Transfer Techniques
- Self Recue Techniques
- Egress Climbing Technique (SPLAF)

Access Staff

- Group Management
- Work Station Set-up
- Prussik Carabiner connection
- Prussik Carabiner Squeeze Check
- Prussik use while climbing
- Snap Clip Transfers and Squeeze Checks
- Disconnection of Prussik Belay
- Transition onto Element
- Participant use of Elements within view
- Communication of Element strategies
- Participant Assistance on nearby Elements
- Communication with Course Staff
- Communication with Ground Staff
- Management of Access and Egress Flow
- Prussik management

Mid Zip Line Transition Staff

- Work Station Set-up
- Transition onto Element Platform
- Prussik connection & Squeeze Checks
- Lanyard Transfer off Belay
- Prussik use while climbing
- Lanyard Transfer to Belay & Squeeze Checks
- Disconnection of Prussik Belay
- Prussik Belay management
- Group Management on Platform
- Group Management on Ground
- Zip Line Pulley Assembly Management

Mid Zip Line Access Staff

- Work Station Set-up
- Connecting System to Participant
- Squeeze Check Snap Clip
- Connecting Grigri to Staff & Squeeze Check
- Access Ladder Climbing Technique
- Access Staples Climbing Technique
- Transition onto Element Platform
- Lanyard Transfer to Belay & Squeeze Checks

Mid Zip Line Belay Staff

- Work Station Set-up
- Participant Lowering Stance set-up
- Lanyard Transfer off Belay
- Egress Climbing Technique
- Lowering Participant to Ground
- Disconnection of Belay

Upper Zip Line Staff

- Prussik Organization and Set-up
- Pulley Assembly Organization and Set-up
- Group Management
- Work Station Set-up
- Prussik Snap Clip connection
- Prussik Snap Clip Squeeze Check
- Prussik use while climbing
- Lanyard Transfers and Squeeze Checks
- TRAC Pulley Connection to Zip Line Cable
- Pulley Assembly connection to Participant
- First Snap Clip connection to Zip Line Cable
- Participant Set-up in Sitting Position
- Communication with Lower Zip Line Staff
- Confirmation of Zip Line Readiness
- Final Snap Clip connection to Zip Line Cable
- Frontload Zip Line Stance and Egress
- Countdown for Zip Line Use
- Zip Line Platform Closure after use

Lower Zip Line Staff

- Group Management
- Environmental Awareness of Zip Line Alley
- Communication with Upper Zip Line Staff
- Landing Platform Inspection
- Egress Ladder inspection & Function
- Tag Line Inspection
- Verbal & Visual Confirmation of Readiness
- Tag Line Use and Techniques
- Participant Retrieval & Positioning
- Egress Ladder Use & Spotting
- Removal of Pulley Assembly
- Disconnection of Participant Lanyard
- Egress from Ladder
- Zip Line Return Trail
- Pulley Assembly Return to Zip Line Start
- Zip Line Landing Platform Closure after use

C.M.C.A.P. Upper Zip Line Rescue
Start Platform Access

Reasons for Needing to Rescue Zip Line Participants;

1. Participant Accesses Zip Line without Pulley Assembly
2. Pulley Assembly fails mechanically mid cable
3. Pulley Assembly installed improperly on cable
4. Pulley Assembly fails as a result of interference on cable
5. Pulley Assembly fails due to foreign object mid cable
6. Pulley assembly becomes separated from participant
7. Participant self-arrests mid cable

Rescuers must be;

➔Challenge Course Manager
➔C.U.I. Level II trained, CMCAP trained Zip Line Rescuer
➔CMCAP trained Zip Line Rescuer
➔CMCAP trained 4:1 Rescue & Mini Hauler

Equipment Needed;

- ❒ Staff Harness
- ❒ Staff Helmet
- ❒ Staff Lanyard
- ❒ Two-Way Radio
- ❒ Pulley Assembly (TRAC Pulley, Sling, Locking Carabiner) x2
- ❒ 240' 4:1 Rescue Pack (Green Pack)
- ❒ 140' Participant Lower Pack (Orange Bag)
- ❒ Rescue Tools (Adjustable Wrench, Pliers, Cutting Tool)
- ❒ Prussic with Carabiner x2
- ❒ Leather Gloves

Procedures for Zip Line Rescue from Start Platform;

1. Rescuer accesses the Zip Line on the Start Platform, with the Secondary Rescuer and all rescue equipment
2. Primary Rescuer attaches 4:1 Rescue system to the higher end of the Zip Line Cable, as Primary Belay, and to the Primary Rescuer Staff Harness Belay Loop, with all placements and "Squeeze Checks" communicated with the Secondary Rescuer

3. Primary Rescuer attaches Pulley assembly to Staff Harness Belay Loop, Chest Harness and cable, with all placements and "Squeeze Checks" communicated with the Secondary Rescuer
4. Secondary Rescuer lowers Primary Rescuer on belay with Participant Lower System or Primary Rescuer self-belays using Participant Lower System anchored to Belay Transfer Loop at Zip Line Start Platform
5. Ready to weight the Zip Line Cable, Primary Rescuer is lowered toward the Participant while on belay, reassuring and calming the Participant when possible
6. Once within reach, use a Prussic Tie-Off to secure a back-up break on belay, when self-belayed
7. Use Etrier Ladder to first take the Rescuer weight off the Rescuer TRAC Pulley
8. Remove the rescuer TRAC Pulley from the cable
9. Use the 4:1 Rescue System to lower Rescuer to the Participant
10. Attach the Participant Sling Carabiner to the Participant Belay Loop, communicate all placements and "Squeeze Checks" with Secondary Rescuer
11. Use Etrier Ladder to assist participant in climbing closer to the cable to lift weight off malfunctioning Participant TRAC Pulley
12. Remove malfunctioning Participant TRAC Pulley if possible or remove Pulley Assembly from the Participant
13. Remove Participant Snap Clips from the cable
14. Remove the Prussic Tie-Off from the Rescuer belay
15. Use 4:1 Rescue System to lower Participant to the ground, while on (self) belay
16. Participant is removed from rescue equipment and treated for First Aid needs (when necessary)
17. Primary Rescuer, Secondary Rescuer, Participant involved and any other persons involved complete necessary incident reports for documentation
18. Participant equipment inspected and analysed is suspect of malfunction during use

C.M.C.A.P. Lower Zip Line Rescue
Finish Platform Access

Reasons for Needing to Rescue Zip Line Participants;

1. Participant Accesses Zip Line without Pulley Assembly
2. Pulley Assembly fails mechanically mid cable
3. Pulley Assembly installed improperly on cable
4. Pulley Assembly fails as a result of interference on cable
5. Pulley Assembly fails due to foreign object mid cable
6. Pulley assembly becomes separated from participant
7. Participant self-arrests mid cable

Rescuers must be;

➔Challenge Course Manager
➔C.U.I. Level II trained, CMCAP trained Zip Line Rescuer
➔CMCAP trained Zip Line Rescuer
➔CMCAP trained 4:1 Rescue & Mini Hauler

Equipment Needed;

- ❒ Staff Harness
- ❒ Staff Helmet
- ❒ Staff Lanyard
- ❒ Two-Way Radio
- ❒ Pulley Assembly (TRAC Pulley, Sling, Locking Carabiner) x2
- ❒ Mini Hauler
- ❒ Rescue Tools (Adjustable Wrench, Pliers, Cutting Tool)
- ❒ Prussic with Carabiner x2
- ❒ Leather Gloves

Procedures for Zip Line Rescue from Finish Platform;

1. Rescuer accesses lower end of the Zip Line on the Egress Ladder on the Finish Platform, locked and situated beneath the cable
2. Secondary Rescuer can assist by lowering cable with Break Rope while Primary Rescuer attached safety equipment to cable
3. Primary Rescuer attached staff Lanyard Snap Clips to Zip Line Cable as Primary Belay, with "Squeeze Checks" performed by Secondary Rescuer

4. Primary Rescuer attaches TRAC Pulley (with shortened 8" sling off Staff Harness Belay Loop only, no Chest Harness) on the higher end of the Zip Line Cable, with "Squeeze Checks" performed by Secondary Rescuer
5. Primary Rescuer ties a Prussic around the Zip Line Cable, ahead of the TRAC Pulley, with a "Squeeze Check" performed by the Secondary Rescuer
6. Ready to weight the Zip Line Cable, Secondary Rescuer slowly returns tension by releasing Break Rope and unlocks the Egress Ladder from beneath the Primary Rescuer
7. Primary Rescuer Ascends the Zip Line hand-over-hand toward the Participant, reassuring and calming the Participant when possible
8. If rest is needed during the ascent, Primary Rescuer simply stops forward movement, allowing gravity to add tension to the Prussic Knot as it grabs the cable and allows for a full stop
9. Once the Participant is within reach, attach the Mini Hauler to the cable, between the Rescue Prussic and the Participant Snap Clips, communicating "Squeeze Check" of Steel Carabiner with victim and Secondary Rescuer, by radio if necessary
10. Attach the lower end of the system to the Participant Belay Loop, communicating the placement and "squeeze check" with the Participant and the Secondary Rescuer
11. Use the Mini Hauler to remove the Participant weight from the malfunctioning Participant Pulley, the Participant may assist in this effort
12. Remove the Participant Pulley from the cable, let it hang to the side
13. Attach a new TRACT Pulley to the cable, communicating the "Squeeze Check" with the Participant and the Secondary Rescuer
14. If simply replacing the TRAC Pulley is not possible, add entire Pulley Assembly to Participant Harness, Chest Harness and cable, with "Squeeze Check" communicated for all placements
15. With new TRAC Pulley ready for use, load Participant weight to Pulley assembly by lowering Participant from the Mini Hauler system
16. Participant weight should begin forward movement down the cable, releasing the Rescue Prussic and allowing Rescuer and Participant to descend zip Line toward the Egress Platform and awaiting Secondary Rescuer with Break Rope

17. Participant is assisted onto Egress Ladder, with the removal of Pulley and Snap Clips, off Egress Ladder and Platform and treated for First Aid needs (when necessary)
18. Rescuer removes Mini Hauler system, Prussic, TRAC Pulley and Snap Clips from cable and descends Egress Ladder
19. Primary Rescuer, Secondary Rescuer, Participant involved and any other persons involved complete necessary incident reports for documentation
20. Participant equipment inspected and analysed is suspect of malfunction during use

Camp Muskoka Canopy Aerial Park

Please Respect the Following Rules and Regulations Below:

1. Have Fun!
2. C.M.C.A.P. Guides have been trained to provide guests with a safe and fun outdoor experience. You must follow every rule given to you by our staff.
3. All participants must take and prove competency in Static Belay School Training before they are invited to proceed.
4. You and your safety equipment must be evaluated and approved by a C.M.C.A.P. Guide before you enter the park.
5. All participants must work and travel in pairs, regardless of age or experience.
6. You must loudly and clearly communicate all safety commands with your partner.
7. You must have a Spotter when beginning to climb an Access Ladder.
8. Never climb an Access Ladder without permission from a C.M.C.A.P. Guide.
9. You must remain attached to the Belay Cables at all times.
10. Never detach both Snap Clips at the same time. Each person must be connected by a Snap Clip at all times.
11. Squeeze Checks are to be conducted after each transfer of a Snap Clip.
12. Never have more than 2 participants at a time on a Belay Cable.
13. Always have both Snap Clips on the same Belay Cable.
14. Never have more than 4 participants on an element.
15. Never more than 1 participant at a time on a Zip Line.
16. When on Zip Line, do not touch the Cable at any time.
17. All long hair must be tied back.
18. Closed Toed "Athletic" Footwear must be worn in the park.
19. Never drop or throw anything while in the park.
20. You must respect the physical, cognitive and emotional abilities and wishes of all participants sharing the park.
21. You must inform the C.M.C.A.P. Guides of any physical, cognitive and/or emotional conditions prior to entering the park.
22. C.M.C.A.P. is not responsible for loss, wear and/or damage to personal belongings sustained in the park.
23. C.M.C.A.P. reserves the right to suspend all activities due to inclement weather.
24. Always ask C.M.C.A.P. Guides for assistance or advice if unsure or in doubt.
25. C.M.C.A.P. reserves the right to suspend all participation without warning or reimbursement for individuals not respecting the safety rules or C.M.C.A.P. Guides.

Acknowledgement of Inherent Risks

Following is a list of potential risks when participating in Camp Muskoka's Canopy Aerial Park:
Fractures, sprains, strains, dislocations, sunstroke, heat stroke, dehydration, frostbite, chilblains, hypothermia, dizziness, bruises, abrasions, rope burn, stings, insect bites, slivers, hyper ventilation, emotional stress, falls from heights ranging from 2' – 60' which could result in broken bones, death, dismemberment or permanent paralysis.
Participants who are pregnant and or have heart conditions should abstain from participating. Those who are overweight, and /or in poor physical condition should be conscious of their physical well-being while participating in this activity and should cease participating if necessary.
All of the above stated risks can be mitigated by following the rules and instructions provided by the Canopy Aerial Park Guides.

Camp Muskoka Canopy Aerial Park Rules and Regulations

Participants are obliged to respect the safety instructions by observing the following points:
1. It is mandatory to participate in the training before attempting the Camp Muskoka Canopy Aerial Park and rigorously apply all safety requirements and rules given, read and posted throughout this activity.
3. The participant **MUST ALWAYS STAY ATTACHED** to the belay cable system at all times by means of the Participant Lanyard Snap Clips. Never detach both Snap Clips at the same time.
2. Permission to transfer Snap Clips must be communicated loudly and clearly between partners.
4. Safety Checks/Squeeze Checks are to be conducted after each transfer of a Snap Clip
5. You must respect the accessibility of each Access Point according to the decision of the person responsible on the course.
6. Participants must travel in pairs, never alone, regardless of age or experience.
7. There shall be no more than two participants per Belay Cable, no more than four participants per element and no more than one participant on a Zip Line.
8. It is forbidden to enter the course without a safety helmet, at minimum.
9. The direction of Camp Muskoka Canopy Aerial Park, its managers, employee, agents and representatives ultimately reserve the right of exclusion, with no other form of warning, nor reimbursement, of any person who does not respect the safety rules.
10. You must respect the abilities, physical, cognitive and emotional, and wishes of all participants on the course with you.

We have implemented all means and personnel necessary to ensure your safety, which also depends upon your attitude in regards to respecting the instructions that have been clearly explained.
It is strongly advised before beginning the Camp Muskoka Canopy Aerial Park that you tie back long hair, wear sport shoes and comfortable clothing. You are in a forest environment. Camp Muskoka is not responsible for the marks, tears or loss of clothing or shoes sustained on the course. The direction of C.M.C.A.P. reserves the right to interrupt the activities if they judge that the meteorological conditions demand it.

Tree Health Assessment Report:
May 27, 2016

Prepared for:

Aerial Park Manager

Camp Muskoka

Prepared by:
Sustainable Tree Inc.
Aaron Strickland
B.Sc. Forestry
ISA Certified Arborist ON-1505A

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Introduction

On May 20th 2016 the zip line located within the aerial park at Camp Muskoka (1745 Fraserburg Road, Bracebridge ON) was visited for the purpose of assessing the health of the trees currently being used as part of the zip line. This report is a requirement under the Technical Standards and Safety Act 2000, S.O. 2000, c. 16 and Ontario Regulation 221/01.

Methodology

At the site location 2 main attachment white pines (*Pinus strobus*) were inspected. Each of the trees was surveyed from the ground for good rooting structure and any indications of root damage such as girdling roots. Some small roots were inspected for colour which can be an indicator of decay. The stems of the trees were also inspected for wounds and cavities, abnormal foliage colour, evidence of decay (rotten wood, fungal fruiting bodies), abnormal stem shape and insect damage. Data was collected for total tree height, diametre at breast height (dbh at 1.3 m) and the size of any cavities, cracks and major scars. Where rot and or a cavity was suspected but not visible a sounding with a rubber mallet was performed. The main attachment trees were climbed to facilitate a closer inspection of the areas where hardware was located. Photos were taken to document the process.

Figure 1. Main Platform Tree

Discussion of Results

The main platform tree (Figure 1) measured 29.5m in height and 63.3 cm dbh (diametre at breast height). The overall foliage colour was normal and there were no indications of any crown dieback (indicator of stress possibly stemming from a root issue).

The root pedestal of the tree was in excellent condition. There was no visible evidence of excessive pitching associated with the white pine blister rust (dual host fungus). The pitching that is visible is related to the hardware attachment points. There is an old scar 70cm in length located below the first platform which has healed over completely.

Between the platforms there are 5 branch stub cavities ranging in opening size from 3.0cm x 3.5cm to 4.5cm x 5.0 cm and a depth of 10cm to 15cm+ (Figure 2). Four of the five cavities now extend in excess of 15cm.

These branch stub cavities have increased in size over the previous two years. Each of the cavities were hard and dry but there was evidence of some excavation by insects. A sounding on the stem revealed the possibility of the smaller cavities coalescing within the interior of the tree.

There was no evidence of current insect frass or fungal fruiting bodies. There is development of callus tissue around all of the hardware attachments in this area. As noted in the assessment from 2014/2015 each of the platforms have areas where they are directly touching the stem across a large area which will cause additional wounding and stress over time. This should be rectified as soon as possible.

Above the second platform there was no evidence of decay associated with any cavities or fruiting bodies. Callus development is also good around the hardware in this zone.

Figure 2. Branch Stub Cavity

The lower attachment tree (Figure 5) located at the end of the zip line measured 29.0 m in height and 65.0cm dbh. The overall foliage colour was normal and there were no indications of any crown dieback. The root pedestal was in good condition. The tree is potentially shallow rooted as there was standing water visible 20-30 cm below the pedestal. There was no visible evidence of excessive

Figure 3. Lower Attachment Tree

pitching associated with the white pine blister rust. The pitching that is visible is related to the hardware attachment points. No decay was noted around the attachments points.

The cavity through the tree created by an older attachment point measured 1.2 cm wide on the front (facing the zip line) and 0.5 cm wide on the back of the stem. The start of callous development was noted around the back side opening. The interior appears to be dry with no evidence of decay.

Conclusion and Recommendations

Overall the trees are in good health and have no overriding concerns related to their ability to remain as part of the zip line. The increase in the decay between the platforms should be closely monitored going forward.

To ensure the ongoing health of the trees, minimizing the potential for soil compaction and root damage should be a priority. Increasing the amount of wood chips to a maximum depth of 10 cm would help to minimize compaction.

The platforms currently installed around the trunk of the tree are now pushing up against the tree on several sides. These should be moved back to give the tree room to grow.

The open cavity on the lower zip line tree should be left as it is. The tree will do its best to control any fungal pathogens. The same goes for the three cavities on the main attachment platform tree.

Additional measurements and further inspection will be completed in one year's time to monitor the ongoing health of these trees.

Disclaimer

Sustainable Tree Inc. and Aaron Strickland cannot be held responsible for any errors and omissions related to any health related issues not visible on May 20th 2016. This assessment was meant to identify any overriding visible health issues with the trees being used as part of the zip line at the aerial park located at Camp Muskoka.

Aaron Strickland is not an Engineer and can only comment upon the health of the trees and in no way can determine where or how to attach hardware related to the installation of a zip line - if a tree failure does occur related to the forces put upon the trees due to the zip line system, due to extreme weather events or due to health and structural issues which are hidden within the interior of the trees Aaron Strickland cannot be held liable for such an occurrence.

The performance of this assessment is subject to termination without liability upon the occurrence of any circumstance beyond the control of either party - such as acts of god, or acts of terrorism, government regulations, disaster, strikes, or civil disorder - to the extent that such circumstance makes it illegal or impossible for Sustainable Tree Inc. to provide, services. The ability to terminate this Agreement without liability pursuant to this paragraph is conditioned upon delivery of written notice to the other party setting forth the basis for such termination as soon as reasonably practical - but in no event longer than ten (10) days after learning of such basis.

CUI Level II

X - Completed **(-) - Not yet Trained** **T - In Training**

Staff Skills Training Log 2016	**Sylvia I.**	**Miranda N**	**Jennine D.**	**David R.**	**Erik K.**	**Tyler T.**	**Lindsay S.**	**Delwyn L.**	**Steven H.**	**James H.**	**Sarah A.**	**Taylor D.**	**Alissa W.**	**assandra**	**Matt R.**	**Corey C.**	**Katie T.**	**Darryl H.**
Date:July 6th,2016 By: Sylvia Iden	Raven	Cricket	Flicker	Jade	Yukon	Thumper	Jambo	Morpheus	Seven	Fox	Tennant	Squirrel	Silver	Wild	Dubbs	Bauer	Tans	Tiki
Equipment Pre-Use Inspection																		
Use of Inspection Forms	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Participant Helmets	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Participant Harness/saddle style	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Participant Harness/climbing style	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Participant Chest Harness	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Participant Lanyard	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Staff Helmet	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Staff Harness/climbing style	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Staff Harness/saddle style	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Staff Chest Harness	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Staff Lanyard	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Staff Prussik Assembly	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Staff Pulley Assembly	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Course Equipment Pre-Use Inspectio	Raven	Cricket	Flicker	Jade	Yukon	Thumper	Jambo	Morpheus	Seven	Fox	Tennant	Squirrel	Silver	Wild	Dubbs	Bauer	Tans	Tiki
Participant Pulley Assembly	X	X	X	X	X	X	X	X	X	T	X	X	T	T	X	X	X	X
Mini Haulers	X	X	X	X	X	X	X	X	X	T	X	X	T	T	X	X	X	X
4:1 Rescue Packs	X	X	X	X	X	X	X	X	X	T	X	X	T	T	X	X	X	X
Participant Lowers	X	X	X	X	X	X	X	X	X	T	X	X	T	T	X	X	X	X
Knots	Raven	Cricket	Flicker	Jade	Yukon	Thumper	Jambo	Morpheus	Seven	Fox	Tennant	Squirrel	Silver	Wild	Dubbs	Bauer	Tans	Tiki
Figure 8 Follow Through	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	X	X
Stopper /Fisherman's Knot	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	X	X
Double Fisherman's Knot	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	X	X
Water Knot	X	X	X	X	X	X	-	X	-	-	-	-	-	-	X	X	X	X
Bowline	X	X	X	X	X	X	X	X	-	-	-	-	-	-	X	X	X	X
Prussik Hitch	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	X	X
Double Figure 8	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	X	X
Double Figure on Double Bight	X	X	X	X	X	X	-	X	-	-	-	-	-	-	X	X	X	X
Alpine Butterfly	X	X	X	X	X	X	-	X	-	-	-	-	-	-	X	X	X	X
Course Pre-Use Inspection	Raven	Cricket	Flicker	Jade	Yukon	Thumper	Jambo	Morpheus	Seven	Fox	Tennant	Squirrel	Silver	Wild	Dubbs	Bauer	Tans	Tiki
Use of Inspection Forms	X	X	X	X	X	X	X	X	X	X	X	X	-	-	X	X	X	X
Environment	X	X	X	X	X	X	X	X	X	X	X	X	-	-	X	X	X	X
Structure	X	X	X	X	X	X	X	X	X	X	X	X	-	-	X	X	X	X
Platforms	X	X	X	X	X	X	X	X	X	X	X	X	-	-	X	X	X	X
Belay Cables	X	X	X	X	X	X	X	X	X	X	X	X	-	-	X	X	X	X
Guy Cables	X	X	X	X	X	X	X	X	X	X	X	X	-	-	X	X	X	X
Element	X	X	X	X	X	X	X	X	X	X	X	X	-	-	X	X	X	X
Alf Systems Egress and Access	X	X	X	X	X	X	X	X	X	X	X	X	X	-	X	X	X	X
Access & Egress Points	X	X	X	X	X	X	X	X	X	X	X	X	-	-	X	X	X	X
Course Set-up	Raven	Cricket	Flicker	Jade	Yukon	Thumper	Jambo	Morpheus	Seven	Fox	Tennant	Squirrel	Silver	Wild	Dubbs	Bauer	Tans	Tiki
Static Belay School	X	X	X	X	X	X	X	X	X	X	X	X	X	-	X	X	X	X
Locks and Ladders	X	X	X	X	X	X	X	X	X	X	X	X	X	-	X	X	X	X
Ladder Tie-Off	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	X	X
Alf Systems Egress and Access	X	X	X	X	X	X	X	X	X	X	X	X	X	-	X	X	X	X
Rescue & Assist Equipment Placement	X	X	X	X	X	X	X	X	X	X	X	X	X	-	X	X	X	X
Upper Zip Line Access & Platform Preparation	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	X	X
Lower Zip Line Platform Preparation	X	X	X	X	X	X	X	X	X	-	X	X	X	-	X	X	X	X
Staff Resources	X	X	X	X	X	X	X	X	X	X	X	X	X	-	X	X	X	X

Mini Hauler Participant Assist	Raven	Cricket	Flicker	Jade	Yukon	Thumper	Jambo	Morpheus	Seven	Fox	Tennant	Squirrel	Silver	Wild	Dubbs	Bauer	Tans	Tiki
Connecting System to Belay Cable	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	X	X
Connecting System to participant	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	X	X
Raising Participant with System	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	X	X
Readjusting Participant Lanyard	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	X	X
Disconnecting System from Participant	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	X	X
Disassembling & Packing System	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	X	X
Participant Lower	Raven	Cricket	Flicker	Jade	Yukon	Thumper	Jambo	Morpheus	Seven	Fox	Tennant	Squirrel	Silver	Wild	Dubbs	Bauer	Tans	Tiki
Set-up Work Station	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	X	X
Securing System to Belay Cable	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	X	X
Connecting System to Participant	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	X	X
Connecting Belay Device to Staff	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	X	X
Disconnecting Participant from Belay Cable	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	X	X
Participant Lowering Stance set-up	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	X	X
Lowering Participant to Ground	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	X	X
Inspect and Repack Lowering System	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	X	X
4:1 Rescue	Raven	Cricket	Flicker	Jade	Yukon	Thumper	Jambo	Morpheus	Seven	Fox	Tennant	Squirrel	Silver	Wild	Dubbs	Bauer	Tans	Tiki
Connecting System to Belay Cable	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	-	X
Connecting System to Rescuer	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	-	X
Disconnecting Rescuer from Static Belay	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	-	X
Lowering to Victim on Self-Belay	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	-	X
Connecting System to Victim	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	-	X
Raising Victim to Belay cable	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	-	X
Securing Rescue Self-Belay	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	-	X
Securing Rescue Partner Belay (ground)	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	-	X
Disconnecting Victim from Belay Cables	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	-	X
Lowering Victim to Ground	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	-	X
Disconnect Rescue System	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	-	X
Inspect and Repack Rescue System	X	X	X	X	X	X	X	X	X	-	X	X	-	-	X	X	-	X
Lower Zip Line Rescue	Raven	Cricket	Flicker	Jade	Yukon	Thumper	Jambo	Morpheus	Seven	Fox	Tennant	Squirrel	Silver	Wild	Dubbs	Bauer	Tans	Tiki
Access Zip Line from Lower Landing Platform	X	X	X	X	-	-	-	X	-	-	-	-	-	-	X	X	-	X
Connect Pulley Assembly & Lanyard to Cable	X	X	X	X	-	-	-	X	-	-	-	-	-	-	X	X	-	X
Attaching Prussik Brake to Cable	X	X	X	X	-	-	-	X	-	-	-	-	-	-	X	X	-	X
Hand-Over-Hand Ascension to Victim	X	X	X	X	-	-	-	X	-	-	-	-	-	-	X	X	-	X
Connect Mini Hauler System to Cable	X	X	X	X	-	-	-	X	-	-	-	-	-	-	X	X	-	X
Connect System to Victim	X	X	X	X	-	-	-	X	-	-	-	-	-	-	X	X	-	X
Raise Victim to Cable	X	X	X	X	-	-	-	X	-	-	-	-	-	-	X	X	-	X
Disconnect Victim Pulley and Replace	X	X	X	X	-	-	-	X	-	-	-	-	-	-	X	X	-	X
Lower Victim & Load New Pulley	X	X	X	X	-	-	-	X	-	-	-	-	-	-	X	X	-	X
Descend with Victim & System Attached	X	X	X	X	-	-	-	X	-	-	-	-	-	-	X	X	-	X
Assist with Egress from Zip Line	X	X	X	X	-	-	-	X	-	-	-	-	-	-	X	X	-	X
Upper Zip Line Rescue	Raven	Cricket	Flicker	Jade	Yukon	Thumper	Jambo	Morpheus	Seven	Fox	Tennant	Squirrel	Silver	Wild	Dubbs	Bauer	Tans	Tiki
Connect 4:1 System to Zip Line Cable	X	X	X	X	X	-	-	X	X	-	-	X	-	-	X	X	-	X
Connect System to Rescuer	X	X	X	X	X	-	-	X	X	-	-	X	-	-	X	X	-	X
Connect Pulley Assembly to Rescuer	X	X	X	X	X	-	-	X	X	-	-	X	-	-	X	X	-	X
Connect Belay System Top Anchor Cable	X	X	X	X	X	-	-	X	X	-	-	X	-	-	X	X	-	X
Belay to Victim on Lowering System	X	X	X	X	X	-	-	X	X	-	-	X	-	-	X	X	-	X
Lock Belay System at Victim	X	X	X	X	X	-	-	X	X	-	-	X	-	-	X	X	-	X
Disconnect from TRAC Pulley	X	X	X	X	X	-	-	X	X	-	-	X	-	-	X	X	-	X
4:1 Lower to Victim	X	X	X	X	X	-	-	X	X	-	-	X	-	-	X	X	-	X
Connect 4:1 System to Victim	X	X	X	X	X	-	-	X	X	-	-	X	-	-	X	X	-	X
Raise Victim To Zip Line Cable	X	X	X	X	X	-	-	X	X	-	-	X	-	-	X	X	-	X
Secure 4:1 Belay	X	X	X	X	X	-	-	X	X	-	-	X	-	-	X	X	-	X
Disconnect Victim from Zip Line Cable	X	X	X	X	X	-	-	X	X	-	-	X	-	-	X	X	-	X
Lower Victim to Ground	X	X	X	X	X	-	-	X	X	-	-	X	-	-	X	X	-	X
Disconnect Victim from 4:1 System	X	X	X	X	X	-	-	X	X	-	-	X	-	-	X	X	-	X

Participant Equipment Lesson	Raven	Cricket	Flicker	Jade	Yukon	Thumper	Jambo	Morpheus	Seven	Fox	Tennant	Squirrel	Silver	Wild	Dubbs	Bauer	Tans	Tiki
Appropriate Dress	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Participant Helmet	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Participant Harness	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Participant Chest Harness	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Participant Lanyard	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Adult Helmet	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Adult Harness	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Snap Clip Function & Use	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Snap Clip Squeeze Checks	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Lanyard Adjustment Function & Use	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Static Belay School Lesson	Raven	Cricket	Flicker	Jade	Yukon	Thumper	Jambo	Morpheus	Seven	Fox	Tennant	Squirrel	Silver	Wild	Dubbs	Bauer	Tans	Tiki
Introduction of Goals and Staff Roles	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Expectation of Partnership	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Expectation of Communication	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Expectation of Permissions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
S.P.L.A.F. (Spotting)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Access Climbing Technique	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Lanyard Transfer to Belay Cable	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Belay Cable Function & Use	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Element Function & Use	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Belay Cable Transfer Techniques	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Self Recue Techniques	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Egress Climbing Technique (SPLAF)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Access Ladder Staff	Raven	Cricket	Flicker	Jade	Yukon	Thumper	Jambo	Morpheus	Seven	Fox	Tennant	Squirrel	Silver	Wild	Dubbs	Bauer	Tans	Tiki
Group Management	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Work Station Set-up	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Alf System Snap Clip Connection	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Alf System Snap Clip Pull Check	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Alf system management while climbing	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Participant Snap Clip Transfers and Pull Checks	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Disconnection Alf System belay	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Transition onto Element	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Participant use of Elements within view	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Communication of Element strategies	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Participant Assistance on nearby Elements	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Communication with Course Staff	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Communication with Ground Staff	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Management of Access and Egress Flow	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Alf System Management	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Course Guide	Raven	Cricket	Flicker	Jade	Yukon	Thumper	Jambo	Morpheus	Seven	Fox	Tennant	Squirrel	Silver	Wild	Dubbs	Bauer	Tans	Tiki
Expectation of Communication & Permissions	X	X	X	X	X	X	X	X	X	X	X	X	4:1	X	X	X	X	4:1
Supervision of Transfers & Squeeze Checks	X	X	X	X	X	X	X	X	X	X	X	X	4:1	X	X	X	X	4:1
Element Function, Techniques & Use	X	X	X	X	X	X	X	X	X	X	X	X	4:1	X	X	X	X	4:1
Safe Ratios and Group Needs	X	X	X	X	X	X	X	X	X	X	X	X	4:1	X	X	X	X	4:1

Upper Zip Line Staff	Raven	Cricket	Flicker	Jade	Yukon	Thumper	Jambo	Morpheus	Seven	Fox	Tennant	Squirrel	Silver	Wild	Dubbs	Bauer	Tans	Tiki
Alf System management	X	X	X	X	X	X	X	X	X	T	X	X	T	X	X	X	X	T
Pulley Assembly Organization and Set-up	X	X	X	X	X	X	X	X	X	T	X	X	T	X	X	X	X	T
Group Management	X	X	X	X	X	X	X	X	X	T	X	X	T	X	X	X	X	T
Work Station Set-up	X	X	X	X	X	X	X	X	X	T	X	X	T	X	X	X	X	T
Alf System Snap Clip connection	X	X	X	X	X	X	X	X	X	T	X	X	T	X	X	X	X	T
Alf System Snap Clip Pull Check	X	X	X	X	X	X	X	X	X	T	X	X	T	X	X	X	X	T
Alf System use while climbing	X	X	X	X	X	X	X	X	X	T	X	X	T	X	X	X	X	T
Lanyard Transfers and Pull Checks	X	X	X	X	X	X	X	X	X	T	X	X	T	X	X	X	X	T
TRAC Pulley Connection to Zip Line Cable	X	X	X	X	X	X	X	X	X	T	X	X	T	X	X	X	X	T
Pulley Assembly connection to Participant	X	X	X	X	X	X	X	X	X	T	X	X	T	X	X	X	X	T
First Snap Clip connection to Zip Line Cable	X	X	X	X	X	X	X	X	X	T	X	X	T	X	X	X	X	T
Participant Set-up in Sitting Position	X	X	X	X	X	X	X	X	X	T	X	X	T	X	X	X	X	T
Communication with Lower Zip Line Staff	X	X	X	X	X	X	X	X	X	T	X	X	T	X	X	X	X	T
Confirmation of Zip Line Readiness	X	X	X	X	X	X	X	X	X	T	X	X	T	X	X	X	X	T
Final Snap Clip connection to Zip Line Cable	X	X	X	X	X	X	X	X	X	T	X	X	T	X	X	X	X	T
Frontload Zip Line Stance and Egress	X	X	X	X	X	X	X	X	X	T	X	X	T	X	X	X	X	T
Countdown for Zip Line Use	X	X	X	X	X	X	X	X	X	T	X	X	T	X	X	X	X	T
Zip Line Platform Closure after use	X	X	X	X	X	X	X	X	X	T	X	X	T	X	X	X	X	T
Mid Zip Line Transition Staff	Raven	Cricket	Flicker	Jade	Yukon	Thumper	Jambo	Morpheus	Seven	Fox	Tennant	Squirrel	Silver	Wild	Dubbs	Bauer	Tans	Tiki
Work Station Set-up	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Transition onto Element Platform	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Alf system connection & Pull Checks	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Lanyard Transfer off Belay	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Alf system monitoring while climbing	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Lanyard Transfer to Belay & Pull Checks	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Disconnection of Alf System Snap Clip	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Alf System management	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Group Management on Platform	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Group Management on Ground	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Zip Line Pulley Assembly Management	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Mid Zip Line Access Staff	Raven	Cricket	Flicker	Jade	Yukon	Thumper	Jambo	Morpheus	Seven	Fox	Tennant	Squirrel	Silver	Wild	Dubbs	Bauer	Tans	Tiki
Work Station Set-up	X	X	X	X	X	X	X	X	X	T	X	X	T	T	X	X	X	X
Connecting System to Participant	X	X	X	X	X	X	X	X	X	T	X	X	T	T	X	X	X	X
Pull Check Snap Clip	X	X	X	X	X	X	X	X	X	T	X	X	T	T	X	X	X	X
Connecting Grigri to Staff & Squeeze Check	X	X	X	X	X	X	X	X	X	T	X	X	T	T	X	X	X	X
Access Climbing Technique	X	X	X	X	X	X	X	X	X	T	X	X	T	T	X	X	X	X
Transition onto Element Platform	X	X	X	X	X	X	X	X	X	T	X	X	T	T	X	X	X	X
Lanyard Transfer to Belay & Pull Checks	X	X	X	X	X	X	X	X	X	T	X	X	T	T	X	X	X	X
Mid Zip Line Belay Staff	Raven	Cricket	Flicker	Jade	Yukon	Thumper	Jambo	Morpheus	Seven	Fox	Tennant	Squirrel	Silver	Wild	Dubbs	Bauer	Tans	Tiki
Work Station Set-up	X	X	X	X	X	X	X	X	X	T	X	X	T	T	X	X	X	X
Participant Lowering Stance set-up	X	X	X	X	X	X	X	X	X	T	X	X	T	T	X	X	X	X
Lanyard Transfer off Belay	X	X	X	X	X	X	X	X	X	T	X	X	T	T	X	X	X	X
Egress Climbing Technique	X	X	X	X	X	X	X	X	X	T	X	X	T	T	X	X	X	X
Lowering Participant to Ground	X	X	X	X	X	X	X	X	X	T	X	X	T	T	X	X	X	X
Disconnection of Belay	X	X	X	X	X	X	X	X	X	T	X	X	T	T	X	X	X	X

Lower Zip Line Staff	Raven	Cricket	Flicker	Jade	Yukon	Thumper	Jambo	Morpheus	Seven	Fox	Tennant	Squirrel	Silver	Wild	Dubbs	Bauer	Tans	Tiki
Group Management	X	X	X	X	X	X	X	X	X	X	T	X	X	X	X	X	X	X
Environmental Awareness of Zip Line Alley	X	X	X	X	X	X	X	X	X	X	T	X	X	X	X	X	X	X
Communication with Upper Zip Line Staff	X	X	X	X	X	X	X	X	X	X	T	X	X	X	X	X	X	X
Landing Platform Inspection	X	X	X	X	X	X	X	X	X	X	T	X	X	X	X	X	X	X
Egress Ladder inspection & Function	X	X	X	X	X	X	X	X	X	X	T	X	X	X	X	X	X	X
Tag Line Inspection	X	X	X	X	X	X	X	X	X	X	T	X	X	X	X	X	X	X
Verbal & Visual Confirmation of Readiness	X	X	X	X	X	X	X	X	X	X	T	X	X	X	X	X	X	X
Tag Line Use and Techniques	X	X	X	X	X	X	X	X	X	X	T	X	X	X	X	X	X	X
Participant Retrieval & Positioning	X	X	X	X	X	X	X	X	X	X	T	X	X	X	X	X	X	X
Egress Ladder Use & Spotting	X	X	X	X	X	X	X	X	X	X	T	X	X	X	X	X	X	X
Removal of Pulley Assembly	X	X	X	X	X	X	X	X	X	X	T	X	X	X	X	X	X	X
Disconnection of Participant Lanyard	X	X	X	X	X	X	X	X	X	X	T	X	X	X	X	X	X	X
Egress from Ladder	X	X	X	X	X	X	X	X	X	X	T	X	X	X	X	X	X	X
Zip Line Return Trail	X	X	X	X	X	X	X	X	X	X	T	X	X	X	X	X	X	X
Pulley Assembly Return to Zip Line Start	X	X	X	X	X	X	X	X	X	X	T	X	X	X	X	X	X	X
Zip Line Landing Platform Closure after use	X	X	X	X	X	X	X	X	X	X	T	X	X	X	X	X	X	X

From: Ontario Camps Association [mailto:OCA29@wildapricot.org]
Sent: September-08-16 3:25 PM
To: Camp Director, Camp Muskoka
Subject: Membership renewal completed at Ontario Camps Association

Dear Drew Muskoka,

Your membership renewal at Ontario Camps Association until 10/01/2017 has been completed successfully.

Your updated profile details:
Email: director@campmuskoka.com
Organization: Drew Black
Member since: 10/31/2002
Membership Status: Active
Next renewal date: 10/01/2017
Membership Level: Accredited-Individual-Level 2

Outdoor Education Leadership Programs

Predator and Prey

Come explore predator-prey relationships in the forest and investigate the importance of this balance in a community. Discover how animals catch their meals and how they keep from becoming a meal for something else, by taking on animal roles and playing out a life cycle in an ecosystem! Students will gain a new appreciation for animals, habitats, the environment and factors that affect our ecosystem during a fast pace game that promotes positive interactions and physical activity.

Co-operative Games

This is your chance to float down the chocolate river, from marshmallow to marshmallow, while lava sharks stand between you and the shore! Hot chocolate river, shrinking island, blind conductor, toxic waste along with many other co-operative games give students the opportunity to strategize, achieve a common goal while laughing and encouraging others.

Night Hike

Activate your night vision and prepare yourself for Camp Muskoka at night! Students will learn about the special adaptations of nocturnal animals, experience the breathtaking view of the stars in the night sky. Sensory awareness games during the hike will teach students how to better use their night vision and other senses to navigate more comfortably in the dark.

Camp Fire

"There was a great big moose, who like to drink a lot of juice…" Sing songs, dance and listen to stories all by the glow of a campfire!

Survival Shelter Building

Have you ever wondered how to keep warm, dry, and safe when outdoors? Students will learn how to survive on their own and will gain knowledge to increase their chances of rescue if they become lost. They will be given the opportunity to create their own survival habitat and test its ability to protect them in the elements in any season.

Survival Fire Building

Birch bark, tinder, kindling, and fuel wood, do you have enough resource to ignite your passion for fire building? Students will have an opportunity to create their own survival fires, using resources they can find in the forest. Rain, snow or shine, your student sense of pride and self-esteem will grow with their fire. Student will also learn how fire can aid in their long term survival and their chances of rescue in an emergency.

Survivor Muskoka

This is your chance to show your new survivor skills and your ability to work towards common goals with your tribe. Forging food, water, and survival resources creating a tribal and team identity and competing while cooperating to win this final challenge. Students compete against other tribes to build a fires and shelters while receiving points.

Coureur du Bois

Welcome to my village, what did you bring to trade? Experience the excitement and challenges of one of the most important periods in Canadian history. Students will travel the woods with their own set of trade goods in search of villages and aboriginal chiefs to trade for fur. Students learn first-hand the difficulties and thrill of life as a Coureur du Bois.

Orienteering

Do you want a direction in life? Students work together with a compass to navigate through each point in our forest orienteering course, collecting information and solving a puzzle. Students will learn how to use a compass, terminology, land marking, while using bearings and mappings.

Camp Muskoka
1745 Fraserburg Road, RR 5
Bracebridge, Ontario, P1L 1X3
Toll Free: 1-888-734-2267 Fax: 705-646-9900
www.campmuskoka.com

Outdoor Education Leadership Programs

Inuit Blanket

Group are you READY!! On the "P" of pull, pull and hold! The Inuit Blanket is a traditional celebration used in Inuit culture to create trust and celebrate the spirit of community. As students surround the re-creation of the traditional animal hide blanket, each student will be given the opportunity to be lifted into the air by the group, supported by the group while learning to trust and communicate with their community.

Snow Shoeing

Buckle up and prepare to explore the breathtaking Muskoka forest in the winter. Students are instructed in basic snow shoe skills and techniques and take part in games, challenges and hikes through various terrain with differentiating levels of difficulty.

Forest Ecology Hike

What animal left these tracks? Why are those marks on that tree? What are these giant rocks doing here? Students are introduced to the wonders of nature. We will use our senses to explore the forest and the plants and animals that call Muskoka their home? How are things alike? How are they different? Are there patterns that we can identify? The forest of Muskoka provide opportunity to interact with the bio diverse ecosystem that is often unseen.

Canoeing and Kayaking

Steer your own path and use the power of multiple strokes to explore Cougar Lake. Students will be introduced to basic boat and water safety practices and equipment and will learn the basic strokes and techniques necessary to control their water craft.

Archery

Can you hit the bulls-eye? Students will learn the basics of archery from how to correctly string a bow to release an arrow.

Low Ropes

Challenge your ability to Communicate, Problem-Solve, and overcome barriers associated with both individual and group-oriented tasks. Each of our low ropes elements are designed to inspire creativity and involvement with achieving a common group goal. Balance and determination may also come into play as you experience the power of group involvement and success.




Camp Muskoka
1745 Fraserburg Road, RR 5
Bracebridge, Ontario, P1L 1X3
Toll Free: 1-888-734-2267 Fax: 705-646-9900
www.campmuskoka.com

Outdoor Education Program Descriptions

Informational Brochure

GANARASKA FOREST CENTRE

Ganaraska CONSERVATION

OUTDOOR EDUCATION
PROGRAM DESCRIPTIONS
905.797.2721
www.ganaraskaforestcentre.ca

Each program offered at the Ganaraska Forest Outdoor Education Centre provides an unparalleled opportunity to strengthen class dynamics while meeting Ontario curriculum requirements.

Visiting teachers may choose from a variety of science, social studies, leadership and outdoor pursuit activities to make their visit meaningful and enjoyable for all students. Our staff works with you when planning your programs to create a fun, interactive and hands-on learning experience for any age group.

SCIENCE and NATURE

1. Alternative Energy = Green Energy: Join us in our commitment to find alternative forms of energy that help reduce our carbon footprint. Students harness renewable energy by building and testing wind turbines, a micro-hydro turbine, or a solar oven and learn how one form of energy can be transformed into another. The program ends with a tasty treat cooked by students in the solar oven.

*Half-day program, Gr. 5 - 8 * May – Early October*

2. Animal Adaptations: Through the examination of natural artifacts, primary and junior students are introduced to behavioural and structural adaptations. Adaptation-themed games are incorporated into a hike through the beautiful forest. Through role-play and hands-on activities, students learn about the complexity of animals.

*Half-day program, Gr. 2 – 8 * Year-round*

3. Beaver Pond Study: This hands-on program takes place at a natural pond located in the Ganaraska Forest. Students learn how to catch, observe and release invertebrates and amphibians found at the pond. Students explore pond life using provided equipment to discover various species. They learn to identify organisms, discover some of their unique adaptations and how they interact with one another.

*Half-day program, Gr. JK – 8 * May - Early October*

4. Biodiversity: After learning the Biodiversity basics through an interactive PowerPoint presentation, students head outside for an exciting habitat game teaching about habitat loss. Then the students will have a brief introduction to invasive species before playing the “Garlic Mustard Invasion” game.

*Half-day program, Gr. 4 – 7 * Year-round*

5. Bug-Eyed: Students learn parts of an insect by participating in role-playing activities. Students explore characteristics of different bugs as well as their place in the ecosystem, their life cycles and adaptations. Hands-on activities allow students to explore the forest and better understand life from a small creature’s unique perspective.

*Half-day program, Gr. JK – 3 * May –October*

6. Eco-Action: Changing Attitudes for a Changing Climate: This exciting program examines some of the environmental challenges facing our planet and highlights the importance of learning about and being part of solutions. Following a climate change primer, students head outside where they embark on the “Amazing Race to Save the Planet” game.

*Half-day program, Gr. 4 – 8 * Year-round*

7. Eco-Games: This program focuses on conservation and environmental education through active, role-playing games. Designed for primary students, topics include animal adaptations and the impact of humans on the natural environment.

*Half-day program, Gr. 1 - 3 * Year-round*

8. Green Giants: Learn about the importance of plants and trees for any ecosystem, what plants need in order to survive, how plants and animals rely on each other and the parts of a tree. Students will be involved in several games, hands-on experiments and drama activities to relate to these topics.

*Half-day program, Gr. 2 – 4 * Mid-April – Mid-October*

9. Pond and Stream Study with Water Analysis Lab: Students complete a written comparative analysis of a lentic (pond) vs. a lotic (stream) environment. A field study of each environment provides students with the opportunity to learn the techniques of specimen collection and tallying using a macro-invertebrate tally chart. Students also complete a hands-on water testing experiment to determine the levels of phosphate and nitrate found in the water as well as the ph levels.

*Full-day program, Gr. 9 - 12 * Late May – Early October*

10. Sensory Awareness: This program is designed for primary students who are exploring their five senses. Students build awareness of the natural habitat through activities that utilize and emphasize the senses of smell, touch, taste, sight and hearing.

*Half-day program, Gr. JK – 3 * Year-round*

11. Soil…It's Not Just Dirt: This program focuses on the creation of soil, different soil particles, and the creatures that live in the soil. Students should come prepared to get dirty as they explore the soil. Students will complete several fun and hands-on experiments: creating soil with hammers, digging a soil profile, creating a soil conductivity test and so much more.

*Half-day program, Gr. 3 –5 * Late April - October*

12. Survival Game: In this active role=playing game, each student takes on the character of a different wildlife species. It is a high-energy program that is exciting for students in both junior and intermediate grade levels. The transfer of energy, consumer levels, and human impacts on wildlife are explored in this program. Students gain a better understanding of the relationship between predator and prey in a forest ecosystem after participating in this exciting program.

*Half-day program, Gr. 4 - 12 * Year-round*

13. Wolf Prowl Game: This simulation game focuses on such topics as energy flow, consumer levels, and human impacts on forest ecosystems. Its aim is to teach students the relationship an organism has with other species and its environment. It is an active role-playing game, suitable for junior and intermediate students.

*Half-day program, Gr. 4 – 12 * Year-round*

GROUP DYNAMICS AND LEADERSHIP

14. Cross-Country Skiing: This full-day program is physically active and is a great introduction to cross-country skiing. In the morning, students learn gliding, turning and stopping, as well as how to climb and descend hills. The afternoon is spent in the Ganaraska Forest on groomed trails using quality ski equipment provided by the Ganaraska Forest Centre.

*Full-day program, Gr. 4 - 12 * January – March*

15. Group Dynamics Part I: This program supports Character Education and Leadership by introducing the four concepts of teamwork: communication, support, inclusion and planning through group initiatives. This program supports these concepts through various challenges and group problem-solving tasks.

*Half-day program Gr. 4 – 12 * Year-round*

16. Group Dynamics Part II: This program builds upon Group Dynamics Part I and takes place on a low ropes course located in the Ganaraska Forest. Several different elements including the Ice Wall, Nitro, Whale Watch and many more, help students to focus on trust and teamwork. Ideal for intermediate students who may be changing classes or school environments.

*Half-day program, Gr. 4 – 12 * Year-round*

17. Ice-Breakers and Co-operative Games: This interactive program is designed to build teamwork, develop cooperation skills and enhance communication through a variety of activities and games. This program helps to build comfortable and trusting relationships among classes and helps build group cohesion.

*Half-day program, Gr. 3 - 8 * Year-round*

18. Outdoor Survival Skills: Students learn the skills necessary to survive in the great outdoors. Hands-on initiatives include fire-building and shelter-building. Different survival scenarios are explored and discussed in this favourite, action-packed program. Ganaraska staff can assist in providing details around planning what to bring for an optional cookout lunch.

*Half-day program, Gr. 4 – Gr. 12 * Year-round*

19. Snowshoeing: Students spend a half-day learning how to snowshoe using modern, provided equipment. This program demonstrates a unique method of winter travel, is physically active, and is best combined with another half-day program.

*Half-day program, Gr. 4 – 12 * January – Early April*

20. Treetop Trekking Ganaraska: Students venture through a series of aerial games and activities high up in the Ganaraska Forest canopy. Following a safety orientation, students head out the course to traverse bridges, monkey cables, Tarzan ropes and zip lines. This closely monitored program gives students the opportunity to learn new communications skills, effectively understand their inner strengths and to participate in a high adventure physical activity. **(Special Adventure Rate Applies)** Supervising teachers climb for free!

*3-hour program, Gr. 4 – 12 * Mid-March to Mid-November (some restrictions may apply)*

SOCIAL STUDIES/GEOGRAPHY

21. Maple Moon: Students are introduced to the process of making maple syrup. Guides dressed in traditional clothing present aboriginal and pioneer methods of making maple syrup. Students take part in hands-on demonstrations and voyageur games and wrap up the day tasting a sweet treat around a cozy, outdoor campfire.

*Half-day program, Gr. JK – 6 * Mid-March – Early April*

22. Oak Ridges Moraine Program: Students learn about unique land features in Ontario, with a primary focus on the moraine. Students participate in an interpretive hike that includes dialogue on topics such as glacial erratic, watersheds, headwaters and water source protection.

*Half-day program, Gr. 10 – 12 *Late April – October*

23. Mapping for Little Ones: This program is specifically designed for primary students. They learn basic cardinal directions, how to design maps and legends and are introduced to the parts of a compass. Students test their knowledge by completing two orienteering courses.

*Half-day program, Gr. 1 – 3 * Year-round*

24. Map Reading and Orienteering: This popular program gives students a hands-on opportunity to learn and apply compass and map-reading skills. Students learn to test their skills by completing an orienteering field and forest course.

*Half-day program, Gr. 4 – 12 * Late April – November*

25. Photo Orienteering: Students learn how to use a birds-eye view map, create and use a map legend and how to follow basic directions. They then participate in an outdoor scavenger hunt around the buildings and surroundings of the Ganaraska Forest Centre.

*Half-day program, Gr. JK/SK – 1 * Year-round*

26. Trappers and Traders: This engaging program puts student teams against one another in an orienteering challenge that requires teams to creatively barter their European goods for animal pelts. Through the game and the fur trade relics, students will learn about the history and challenges of the fur trade, as well as the differing perspectives of value in the eyes of Ontario's First Nations and earliest Europeans.

*Half-day program, Gr. 5 – 12 * Year-round*

27. GPS: Numbers, Numbers Everywhere: This is an in-depth look at the technology of the Global Positioning System, sources of error, and the meaning of the GPS coordinates. A variety of fun, interactive games are played to test the students' skills and to ensure that they are competent users of the GPS unit.

*Half-day program, Gr. 5 – 12 * Year-round*

28. GPS: Geocache Adventures: Just the games! After a brief orientation to the Global Positioning System unit, students use the technology to navigate through a

number of geocache courses. If time permits, intermediate and senior students may also compete in the GPS Hunger Games!

*Half-day program, Gr. 3 – 12 * Year-round*

EVENING PROGRAMS

Night Hike: Together with our instructors, explore the Ganaraska Forest under the cover of darkness while engaging all the senses in a unique appreciation for the nocturnal world. This two hour hike has several fun and educational games, stories and animal interpretive discussions and calls that will be a lasting positive memory for all participants.

(Fall & Winter only)

Campfire Program: Spend an evening around the campfire singing songs, participating in a hilarious skit, tell a traditional aboriginal tale or a spooky ghost story, put on a fashion show, etc, etc. There is just so much fun stuff to do! The education staff will help to plan and develop the campfire program with your group. This is an easy program for a visiting teacher to organize and implement.

Sports Night: An evening of 3 sports: floor hockey, soccer, and Ultimate Frisbee. Your group will be split into 6 teams and rotate through the 3 sporting events and the team with the highest score wins the coveted “Ultimate Sport Champion” award. The visiting teacher/adults will be responsible for running one of the 3 stations.

Survival Game: An exciting adaptation of our day-time program of the same name, in this active role-playing game, each student takes on the character of a different wildlife species to gain a better understanding of the relationship between predator and prey in a forest ecosystem. *(Spring, early fall)*

Ganaraska Jeopardy and Stones Night: During this 2-hour program students will rotate through an hour of each activity. We have adapted the original Jeopardy game into an interactive and active game teaching students about ecology, the history of the centre and some fun group challenges. Then play the game of Stones which is a rendition of the classic game of Capture the Flag with stones (bean bags) that each team is trying to steal from the other.

BARK LAKE LEADERSHIP CENTRE

TRAINING REPORT 2017

Staff Qualifications	# *Currently Certified*	# Expire Certs
Level 1		
Low Ropes Facilitator		
Climbing Wall Facilitators		
Assistant Ropes Course Instructor	5	George, Graham, Jade, Sandra, Mel, Max (2018)
Level 2		
Low ropes Facilitator 2		
Climbing Wall Supervisor		
Rope Course Instructor	3	Maria (19)/Andrew (19)/ Laura(18)
CCM		
Climbing Wall & Ropes Course Manager	1	Maria (2022)

Uncertified Staff	# professional training	# in house training
Staff Spotter		18
Staff belayer		18
Outside training not under ACCT standards	1	

Training completed since previous inspection		
	vendor/trainer	**date**
Spring Staff training	Maria Paterson	01-May-16
Fall Staff training	Maria Paterson	06-Sep-17
Winter Staff Training	Maria Paterson	05-Jan-17
Low ropes training	Adventureworks!	Aug 31-Sept 1, 2017
On-site High ropes/climbing wall spring training	Adventureworks!	04-May-17

Training Plan for next 12 months

Spring on-site training May 4th by AdventureWorks. Training will also, be on-going through out the year on an individual bases, along with fall (if needed) & winter training dates unknown.

Ganaraska Region Conservation Authority
INCIDENT REPORT FORM

STUDENT NAME _____ D.O.B._____
LOCATION_____ DATE_____
STAFF _____
TIME_____
FORM FILLED OUT BY _____
NAME OF SCHOOL & SUPERVISING
TEACHER_____

ADDRESS_____
CITY_____
POSTAL CODE_____ PHONE #H _____ B_____
MEDIC ALERT_____
MEDICATION_____
OTHER
CONDITONS_____

PRIMARY ASSESSMENT

☐ Is Conscious. ☐ Is Unconscious ☐ Has been unconscious. How long _____

Stimuli	LOC	Stimuli	LOC
Alert	☐ Person ☐ Place ☐ Time ☐ Confused ☐ No response	Pupil	☐ Equal L R ☐ ☐ Reactive
Pain Response	☐ Normal ☐ To Touch ☐ To Pressure ☐ No response	Pain	☐ Localized Pain ☐ With flexion ☐ With extension ☐ No response

CHIEF COMPLAINT_____

TREATMENT_____

HISTORY OF INCIDENT/MECHANISM OF INJURY_____

SECONDARY ASSESSMENT

CIRCLE OBSERVATIONS

HEAD: BLEEDING , BUMPS , DEFORMATION , INDENTATIONS , SWELLING , FLUIDS from EARS , INJURY to CERVICAL AREA of SPINE
FACE: BRUISES , FLUIDS: from NOSE / MOUTH , DAMAGE to EYES , BROKEN: TEETH / NOSE / CHEEKS / JAW , DENTURES
NECK: BUMPS , BRUISES , SWELLING , DEFORMITIES , TRACHEA: MISALIGNED / CRUSHED
TORSO: DEFORMITIES: to CLAVICLE / to STERNUM , RIB CAGE: REACTS TO PRESSURE / RISES EQUALLY / BREAKS
ABDOMEN: TENDERNESS / GUARDING , SWELLING , BRUISING , APPARENT INJURIES: UPPER / LOWER , RIGIDITY
LEGS: BRUISES , BLEEDING , BUMPS , SWELLING , DEFORMITY , UNUSUAL POSITIONING , INJURIES to FOOT , NO CAPILLARY REFILL
ARMS: BRUISES , BLEEDING , BUMPS , SWELLING , DEFORMITY , UNUSUAL POSITIONING , INJURIES to HAND , NO CAPILLARY REFILL SKIN CONDITION: PALE FLUSHED CYANOTIC DRY CLAMMY HOT
PELVIS: REACTION to PRESSURE: DOWN / UP / SIDE BREATH: ACETONE , ALCOHOL
BACK: BLEEDING , BUMPS , SWELLING , BRUISES , DEFORMITIES , MISALIGNED

EMS

EMS ACTIVATED ☐YES ☐NO TIME ACTIVATED _____ BY 911 ☐

OTHER OBSERVATIONS:_____
_____
_____
_____
_____

ARRIVED ON SCENE:
AMBULANCE ☐ FLEET #_____ FIRE DEPARTMENT ☐ FLEET #_____ POLICE ☐ BADGE # _____
TIME _____ TIME _____ TIME _____

ACTIONS OF EMS CREWS ON SCENE:_____
_____
_____

WITNESS INFORMATION ☐MALE ☐FEMALE AGE_____ D.O.B. _____
NAME_____
ADDRESS_____CITY_____
POSTAL CODE _____PHONE# H _____B_____

MAP OF AREA, Sketch simple map of area. Include accident location, position of staff, landmarks and other pertinent information.
Approximate # of patrons in accident area_____

FOLLOW UP

DATE _____ TIME_____
NAME _____ BADGE #_____

Contact's Name_____
_____

Relation to Victim _____

Victim's Condition
_____
_____
_____
_____
_____

☐ At hospital ☐ At home ☐Other
☐ Unable to make contact for follow up

DETAILED STATEMENT OF ALL STAFF INVOLVED TO BE ATTACHED

Ganarska Region Conservation Authority- Emergency Response Plan
Ganaraska Forest Centre – 10585 Cold Springs Camp Rd., Campbellcroft, ON L0A 1B0 – 905-797-2721 / (P-1270)

Procedures

A. Extinguishment/Control/Confinement

In the event a small fire is determined to be extinguishable, please make sure events unfold in the following sequence:

1. Activate the fire alarm system by pulling down on any of the red, fire alarm activation boxes, BEFORE attempting to fight the fire.
2. Call 9-1-1.
3. Attempt to extinguish the fire if it is safe to do so. Keep yourself between the fire and the nearest exit door.
4. Attempt to alert other staff of incident.
5. Emergency lighting and power is provided and all emergency exits are marked.

B. Evacuation Procedure

In the event a small fire cannot be extinguished with the use of a portable fire extinguisher or the smoke presents a hazard to the operation, evacuate the building in the following way:

1. Close the door to the area to confine and contain the fire.
2. Chaperones should evacuate all visitors to the upper, north-east parking lot and away from any emergency vehicles or vehicular access routes.
3. Conduct a head count and IF safe to do so, sweep the building for any missing visitors.
4. All employees should report to their manager or senior management if manager not available (from designated meeting place). Every attempt should be made to safely retrieve the Staff Whereabouts Book from the office area.
5. Chaperones should report a headcount and any missing persons to the Fire Department immediately and Emergency Co-ordinator (George Elgear – Ganaraska Forest Centre) or senior management. If no staff is available at the time of incident, contact the on-call personnel list (attached) as soon as possible.

C. Re-entry Procedure

1. The Fire Department shall give the all clear upon assessment of the situation.
2. To silence the alarm, open the alarm panel with the attached key, pull down the key pad cover and type in: 2222 & "enter". Close covers.
3. If it is deemed to be a non-emergency, please contact the Port Hope Fire Department at 905-885-5323 to report a false alarm.

GANARASKA FOREST CENTRE STAFF EMERGENCY CONTACT INFORMATION:

Mark Peacock	1-905-797-3271 / 1-289-251-2094
Shayne Pilgrim	1-905-269-5549
George Elgear	1-905-885-2743
Mike Smith	1-905-250-0235
Linda Givelas	1-905-269-3030 / 1-905-372-3485
Linda Laliberte	1-905-372-2658 / 1-905-251-1776