

Weather and Safety Protocols

Matthews/Winters Park, Golden



2019-2020



TABLE OF CONTENTS

Introduction	4
Registration	5
Location the Directory	5
Child Arrival and Departure Protocol	5
Uncollected Child Protocol	6
Missing/Lost Child Protocol	7
Excursion and Field Trip Protocol	8
Security and Boundaries/Barriers Protocols	8
Zone Security	8
Boundaries	9
Cell Phone Use/ Media/ Photography Protocol	9
Child Ratios Protocol	10
Members of the Public/School Visitor Protocols	10
Cancellations Protocol	11
Complaints Protocols	11
Withdrawal and Disenrollment	11
Medications Protocols	11
Active Shooter Protocol	13
Lockdown Protocol	13
	2

Injury/Medical Emergency Protocol	14
Illness Protocol	14
Emergency Drills Protocol	15
Behavior Management Protocol	15
Bullying Protocol	16
Weapons Play Protocol	17
Rest Period Protocol	17
Personal Belongings Protocol	18
Snack and Food Protocol	18
Toileting Protocol	19
Weather Protocols	20
Plants and Animals Protocol	27
Tool Use Protocol	36
Use/ Management of Natural Materials Protocol	36
Climbing Protocol	37
Ice Protocol	39
Water Protocol	41

Introduction

This booklet outlines all-weather and safety protocols for any and all operations at Worldmind Nature Immersion School. Every teacher will keep a copy of this manuscript in their field folder, along with complete student rosters that include emergency contacts and specific considerations information for each student.

Risk Assessment is an essential part of operations at Worldmind Nature Immersion School (WNIS). All members of staff are required to participate in the Risk Assessment process and ensure that all activities, sites, and groups are assessed according to these guidelines. Worldmind staff will ensure that all assessment forms are completed and revised as required, after an incident, or before a maximum of 1 year has passed.

Hazards will be qualified in probability and severity according to this rating structure:

Probability

1	2	3	4	5
<5% chance Very Unlikely	25% Chance Somewhat Unlikely	50% Chance Possible	75% Chance Probable	>95% Chance Very Likely

Severity

1	2	3	4	5
Not Serious Only TLC needed	Minor Injury First Aid Required	Injury Non-immediate Professional Medical Attention Required	Serious/ Multiple Injury Emergency Medical Attention Required	Major Accident Very Severe Injuries/ Fatality

Hazard Scores for probability and severity are multiplied to provide a number from 1 to 25. Any hazard with a score of 12 or above will require immediate additional control measures implemented and documented on the Risk Assessment Form. Hazard scores will be used to evaluate all activities, sites, and groups to uncover, mitigate, and eliminate harm.

All lead teachers will carry a “Happy Bag”. The Happy Bag is a waterproof roll bag that contains:

- a complete First Aid Kit
- Blanket
- Mat
- Emergency shelter
- Extra snacks
- Extra clothing
- Field binder containing complete sign in/out sheets, student info cards, and all supplementary care forms
- A biohazard bag and all biohazard items
- All lotions, soaps, sunscreens, insect repellents, and any other skin product

The Happy Bag will have only these contents, always packed in the same configuration, and be taken along everywhere the class goes. Children are NEVER allowed to access the Happy Bag for any reason and are briefed as such as part of daily safety briefings.

Registration

All participants must have all registration paperwork completed and filed before attendance in-class sessions, including all supplementary forms, HCP, EP, AP, MAP, and EMAP. Students without all forms completed and filed will not be admitted into the class.

Location the Directory

Primary Emergency Shelter- Motorhome parked in the Matthews/Winters parking lot

Secondary Emergency Shelter- The large bathroom at Matthews/Winters Park

Specific Disaster Meeting Site and Alternate Emergency Shelter- The Barnes and Noble retail store or parking lot at Colorado Mills Mall.

Child Arrival and Departure Protocol

Arrival

- Only children with signed, up to date, consent and enrollment forms are allowed to participate at WNIS.

- Teachers meet parent/guardian at the bench just below the stairs from the parking lot at MW park.
- The Teachers ensures that student is properly signed in using the student sign-in/out sheet. Teachers assume physical responsibility for the child at that time.
- Parent/guardian must sign excursion/field trip form at drop-off.

Late Arrival

- Drop off guardian or parent calls the teacher to coordinate drop-off.
- The teacher meets the student at the designated site.
- Maintain student-teacher ratios.
- The parent must sign the student in using the sign-in/out sheet. The Teacher assumes physical responsibility for the student at that time.
- The teacher walks the student to join the class.

Departure

- Authorized parent or guardian whose name and contact information is listed on the student card and enrollment forms will come to the parking lot bench to pick-up their student.
- Parent/guardian must sign out their child and assume physical responsibility of the child at that time.
- Teachers will not release any child to any person not listed as the student's Authorized Parent or Guardian form unless written authorization can be confirmed from the Authorized Parent or Guardian.
- Teachers check identification if the person is not known to the teacher.
- No child is allowed to make their own way home or to another pick-up location.

Uncollected Child Protocol

- If a parent or guardian is 15 minutes or more late to pick up their child from the parking lot stairs, teachers will use the school phone to contact the parent/guardian using the contact information on the student roll sheet.
- If unsuccessful, or parent or guardian has not collected the child in a further 15 minutes, the teacher will call WNIS the Director and the other contacts listed on the child's registration form.
- If other, emergency contacts are unsuccessful, and a further 30 minutes has elapsed. the Director will contact the proper authorities.
- At no time will a child be left alone, and a minimum of 1 staff will stay with the child.
- At no time will a child be taken home, or anywhere else by WNIS staff.

- An uncollected child will remain in the care of WNIS staff until the child can be collected by parent/guardian or designated adult, or proper authorities if required.

Missing/Lost Child Protocol

All teachers will play 1-2-3 where are you? at the start of each class session to ensure all students know the protocol if lost. If it is discovered that a child is missing:

Missing for 0 to 5 Minutes

- Call out “123 where are you?” listen for a response. If there is no response, alert all teachers immediately.
- Call in all other participants back to teachers. All other participants will remain in a group with one teacher until the missing person is located.
- Conduct a roll call and headcount to ensure accurate accountability.
- One teacher will check the area where the child was last seen.

Missing for 5 to 10 Minutes

- While maintaining a proper adult to child ratio, all surplus adults expand and continue the search.
- Supervisory teachers will continue to look after the rest of the children at the tarp.

Missing for 10 to 15 Minutes

- Lead teachers will call the Director.
- Conduct a paper search for missed information on daily details such as early pick up etc.
- Surplus adults continue to expand the search area.
- Supervisory adults account for other participants in the group.

Missing Beyond 15 Minutes

- The lead teacher will call 911.
- The Director will call the parents or emergency contacts for missing child.
- Key adults will remain at the site to assist authorities.
- The lead teacher will contact the parent/guardian of other participants for immediate pick-up.

Excursion and Field Trip Protocol

WNIS pilot program is limited to specific sites within Matthews/Winters Park. These sites are specified as follows:

- The picnic area near the bridge
- The spaceship area
- The appletree
- The motorhome
- The yoga rocks, up the trail
- The upper bunker

Parent/guardians must sign excursion forms each day in order to take the class to other sites within the park, including the secret door trail.

Security and Boundaries/Barriers Protocols

All pilot classes take place at designated sites within Matthews/Winters Park that have been previously chosen and inspected by the Director and teachers. All WNIS class sites have completed a site assessment. Classes will not take place at any other site except with written consent from the Director and all parents/guardians, i.e. field trips, excursions

Zone Security

- Teachers designate zones within the class site.
- Each zone must be secured by a teacher at all times.
- The teacher will maintain accountability for all children in their zone, using headcounts, visual scanning, voice contact, and roll calls.
- Teachers will communicate when children change zones, by verbal confirmation, with the phone if necessary.
- At no time will children or zones be left unattended by a teacher.
- Teachers will maintain a required adult to child ratio of 1:5 across zones.
- If a teacher needs to move zones, or leave they must coordinate with other teachers to ensure ratios are maintained and children are attended before doing so.

Boundaries

- Teachers will set and augment physical boundaries using a natural barrier, such as a trail, a group of trees, or water feature, as needed depending on site, student needs, and activities.
- Physical boundaries are shown to the children with a verbal safety briefing.
- All boundaries are secured visually and physically by Teachers as part of Zone Security.

- Children are required to respect physical boundaries set by the Teachers.
- If a child crosses the boundary, the Teachers in that Zone retrieves the child while maintaining visual contact with their Zone.
- If visual contact cannot be maintained, Teachers must coordinate with other teachers to retrieve the child.

Cell Phone Use/ Media/ Photography Protocol

- Cell Phone use by Teachers prohibited during class, excepting:
 - ❖ To take a Photo
 - ❖ To record mandated roll calls and data collection
 - ❖ To use Speechnotes for later evaluation or reflection
 - ❖ Where vital contact is needed
 - ❖ Purposes of educational enrichment
- Lead Teachers must carry school provided an emergency cell phone, programmed with contact info for all current parent/guardians.
- All parents/guardians must be in possession of the school cell phone number.
- All class participants must have a signed Media Release Form on file.
- Photos of students to be used for media purpose must have no faces or place landmarks in them.
- Photos for a weekly update on closed Worldmind Families Facebook Page may have faces and landmarks in them.
- Teachers are prohibited from using photos from class, mentioning students or names on any personal media platform without the prior consent of the Director.
- Any Media use or mention of Worldmind name, curriculum, locations, trips or any other similar material prohibited without the prior consent of the Director.

Child Ratios Protocol

- Classes at Worldmind Nature Immersion School keep a strict adult to child ratio of 1:5.
- Max class size of 10.
- Children ages 3-6.
- Teachers will maintain a 1:5 ratio at ALL TIMES.
- More aids may be present as needed.

Members of the Public/School Visitor Protocols

- Teachers give a safety briefing to children outlining the protocols for encounters with:
 - ❖ Hikers, walkers, service technicians, etc. may come through the site periodically
 - Teachers will monitor ANY encounter with a member of the public
 - Children are required to stay within the class site boundaries enforced strictly by teachers
 - Respect members of the public by giving right of way and wide space
- Teachers approach all unauthorized/lingering members of the public and direct children back to class activities.
- If deemed inappropriate, teachers gather children in a group.
- Headcount and roll call.
- Move the group to a safe place if necessary.
- Contact the Director and Police if necessary.
- Fill out the Public Encounters Log.

School Visitors

- All visitors must have prior authorization to attend class from the Director.
- All visitors must have signed waiver forms on file before attending class.
- Sign-in on Visitor Log.

Cancellations Protocol

- Class cancellation is at the sole discretion of the Director.
- Worldmind class cancellations will follow the public school cancellations in the Jefferson County School District.
- Should a cancellation be deemed necessary by the Director, all staff and students will be alerted via email and text messaging by the Director.
- All make-up days and any other augmentation of the school schedule will be prepared by the Director.

Complaints Protocols

- Complaints can be filed by calling the Department of Health and Human Services at 303.866.4511.
- Or submit an email to cdhs_communications@state.co.us

Withdrawal and Disenrollment

- If parents wish to withdraw their student, written notice must be submitted to the Director 2 months or more before the withdrawal date.
- No refunds will be issued
- WNIS reserves the right to disenroll any child/family who presents a risk to the health, safety, and well-being of other children or staff, or any child/family whose needs cannot be met in our program.
- Refusal or inability to follow our policies or submit essential paperwork may also result in disenrollment.
- Upon disenrollment, WNIS must submit to the family a disenrollment notice form with a statement of disenrollment and WNIS endorsed resources if applicable.

Medications Protocols

- Medication Administration Permission (MAP) forms and Health Care Plan (HCP) are required for any child needing emergency medication administration during class.
- HCP and MAP forms are required for any child to carry emergency medications (inhaler or Epi-Pen).
- HCP, MAP and student cards will be kept in field binder in Happy Bag.
- Staff will carry medications in the field unless otherwise specified a Health Care Plan.
- In the event of self-carry, staff will maintain the Health Care Plan and MAP in a locked cooler in their backpack at all times.
- Medications will be returned to the parents/guardians in accordance with the Health Care Plan.
- If medications must be retained by Worldmind, they must be clearly labeled and stored in a locked cooler.

Staff Medication Acceptance Protocol

- Only staff as authorized on the HCP/MAP accept medication from parent/guardian.
- HCP and MAP forms complete and present in field binder.

- Accepting party place signature on the sign-in/out form.
- Medication placed in a locked cooler.
- At no time will medication of any kind be accepted by any staff without HCP and MAP.
- At no time will medication be placed anywhere other than designated locked cooler.
- At no time will the locked cooler be placed anywhere other than the Happy Bag.

Administration of Medication in an Emergency Situation (i.e., Allergic Reaction)

- ANAKIT means a non-prescription injectable anti-spasmodic drug used as an antidote for severe allergic reaction (anaphylaxis).
- EPIPEN (Epipen Jr.) means a non-prescription automatic injectable antispasmodic drug used as an antidote for severe allergic reaction (anaphylaxis).
- Any child that may require an emergency administration of medication because of severe allergic reaction must have a written Emergency Action Plan designated on their MAP form.
- All Staff will be briefed on any child that may need an emergency administration.
- If an emergency medication administration is required, Teachers follow the EAP on the MAP.
- Fill out Incident Form

Returning Medication Protocol

- Staff will return medication according to HCP.
- Receiving Party will place their signature on the sign-in/out sheet.

Active Shooter Protocol

- The teacher will be notified about an active shooter, lockdowns, and other danger via twitter from Jeffco Police and Jeffco County Schools
- The teacher will initiate Emergency Evacuation AWAY from the shooter location.
 - If the shooter is in the park, the class will evacuate the park and lockdown to the motorhome or nearest indoor location including bathrooms at MW.
 - If the threat from the active shooter is direct and imminent:
 - All children and teachers will take cover in the brush. Stay low to the ground and quiet.
 - Teachers will keep everyone calm and quiet.
 - If separated, communicate by cell phones to make a decision whether to move the group to the motorhome, or another safe place such as nearby bathrooms.
 - Teachers will not leave the children alone.
 - Do not allow children to scatter or run.

- As soon as the scene is safe, call all parents/guardians from the roll sheet and coordinate immediate pickup or follow instructions from proper authorities.
- Fill out an incident form

Lockdown Protocol

- The teachers will be notified of lockdown via twitter or the Director.
- For lockdown, use Evacuation Protocol to move group inside the motorhome. If the motorhome is not available or compromised, go to the secondary location, a personal vehicle in Matthews-Winters Parking lot.
- Keep all participants calm and quiet.
- Keep away from doors and windows.
- Alert the Director via phone.
- Fill out the lockdown log.
- Fill out an incident form.
- Once lockdown has been lifted, move group back to the class location.
- Continue class as usual.
- If lockdown lasts until the end of class, coordinate with the Director and parent/guardians to arrange delayed pick-up and if needed, delay of future classes.
- Do not allow children to leave location during the lockdown.

Injury/Medical Emergency Protocol

- Wilderness First Aid and CPR certifications are required for all teachers.
- Do a scene size-up to ensure the safety of self and group.
- Ask another teacher to call in the children to a single zone to monitor nearby.
- Uphold ratios, even in cases of movement or evacuation.
- Do not leave any children unattended.
- If alone, call all children into a group and instruct them to sit down and stay together.
- Get the First Aid Kit from Happy Bag.
- Conduct Primary Assessment to determine the Mechanism of Injury and/or Nature of Illness- “Find it Fix Fast”
 - ❖ Airway
 - ❖ Breathing
 - ❖ Pulse
 - ❖ Bleeding
 - ❖ AVPU/Spine
- Conduct Secondary Assessment to “Complete and Treat”

- ❖ Physical Exam
- ❖ Vitals
- ❖ Soap Notes
- ❖ Patient History
- For Level 2 severity and above call the child's parent/guardian or emergency contact for immediate pick-up and the Director.
- For Level 4 or 5 severity call **911**, the child's parent/guardian/emergency contact, the Director.
- Have another Teachers make subsequent calls as necessary.
- Fill out an incident form.

Illness Protocol

- If a child becomes ill during class, treat according to the above injury protocols.
- Conduct Secondary Assessment as needed to determine the Nature of Illness
 - ❖ Physical Exam
 - ❖ Vitals
 - ❖ Soap notes
 - ❖ Patient History
- For Level 2 severity illness or above call the child's parent/guardian to coordinate the immediate pick-up, and the Director.
- For level 4 or 5 severity, call **911**, the child's parent/guardian/emergency contact, the Director.
- Uphold ratios.
- Do not leave children unattended at any time.
- Do not leave children alone at any time.

Emergency Drills Protocol

- Emergency Drills scheduled by the Director and conducted by the teachers.
- The Director alert all local Authorities that an Emergency Drill will be conducted.
- The teachers will address any concerned members of the public.

Behavior Management Protocol

- Worldmind uses conflict mediation for all negative interactions and behavior.
- Children are not allowed to hurt living things or property.

- The teachers will anticipate and avoid problematic behavior by facilitating engagement of all children.
- Behavior and actions are unacceptable, not feelings or people.
- When approaching a conflict, make sure you can still see all the children in your zone.
- If needed ask another teacher to monitor your zone.
- Do not leave any hazards such as water or climbing areas or children unguarded during conflict mediation.
- Help children stop.
- Point out what you observe.
- Interpret words and body language. “I see you putting up your hands, do you want her to stop?”
- Ask questions. “Did you like it when she took your ball?”
- Bring children together close enough to see and hear each other
- Bring back a child who runs away, or give time and space if needed.
- Get down to child level. Support both children.
- Identify feelings.
- Empathize. Show you understand each child’s feelings. “You feel mad he broke your castle.”
- Suggest feelings. “Are you mad that he took your toy?”
- Be matter of fact. “You didn’t like it when he took your toy.”
- Help children face others and speak directly to the other child. “Tell her.” Give children exact words. “Tell her: I don’t like it when you hit me!” Stay with them as they talk.
- Guide and support children through this process.
- Define the problem.
- Help children be specific about limits. “I hear you saying Stop, what do you want Alexander to stop doing?”
- State what each child doesn’t like. Repeat it in the child’s own words. “Bennet says he doesn’t like it when you push him.”
- Problem solve. Ask: What could you do to solve this problem?
- Offer information. “I know playing in the water might get you wet.”
- Offer ideas. “I know some kids make a waiting list, Want to try it?”
- Help children define limits and set them on other children. “Jessica says you can play with the train if you don’t crash the track.”
- Get a commitment. Ask children for a verbal agreement or sign a written contract.
- Put the solution into action.
- Try the children’s solution first. Problem solve again and try a new one if it doesn't work.
- If a child’s behavior is unresponsive to Conflict Mediation, give that child space by directing other children to another place or Zone.
- Keep close proximity to them, but allow them isolation as they need.

- If they return to the group, try Conflict Mediation again. Get verbal confirmation they will keep others safe before allowing them close to other group members.
- If a child's continued exhibited behavior becomes a psychological or physical danger, call the Director or parent/guardian as directed.
- Never allow anyone to leave the group without a teachers escort.
- Maintain child/ Teachers ratios.

Bullying Protocol

Bullying is defined as a single incident or repeated incidents of targeted harassment of others through emotional, physical, verbal, or psychological harm.

- All forms of bullying will be challenged
- No form of bullying will be tolerated
- Any victim of bullying will be supported by all Worldmind Staff, closely supervised with regular welfare check-ins
- Bullying behavior will be dealt with according to Conflict Mediation Protocols as defined in the Behavior Management section
- Teachers will inform the Director of any incident of bullying, and care for with sensitivity at all times
- All incidents of bullying will be recorded with an Incident form
- the Director will coordinate parent meetings as necessary
- Exclusion may be considered only if behavior leading to exclusion has been thoroughly explored and discussed
- Behavior that is physically or psychologically dangerous to self or others will be subject to immediate exclusion at the discretion of the Director

Weapons Play Protocol

Rough and tumble and power play are both acceptable forms of play at WNIS. Only if the play is hurtful to real people or property is an intervention necessary. Play specifically referencing weapons such as guns, bombs, swords, and the like shall be regarded as Power Play. When encountering weapons play in class:

- **Observe carefully-** Teachers ensure all parties are willingly engaged, comfortable, and happy. If anyone expresses discomfort during the game, start conflict mediation and social supportive learning
- **Set Rules-** ask the group to make rules, and regulations for check-ins, Sportscast to the group
- **Model the Check-in-** Periodically ask, "Is everyone still having fun?"

- **Pause-** Pause the game to draw attention to any member who looks uncomfortable, or when a boundary or rule is crossed
- **Don't forget witnesses-** Witnesses to weapons play may need some attention to express their feelings. Make sure the group acknowledges their concerns and work with the witness individually to quell worries and establish context.
- **If weapon play or violent play is overly realistic, overly specific, or raises another concern, record in reflections and consult the Director before taking any other action.**

Rest Period Protocol

- Children in full-day programs will bring their own sleeping materials, consisting of a pillow, blanket, and comfort item if needed
- Teachers will carry a few spare nap sacks
- All children will participate in a rest period after lunch
- Teachers will transition class to the motorhome for lunch and rest period, approximately 1 hour

Rest Period Reflection is a quiet, introspective time where each child spends time alone, engaging in a reflective, mindful activity such as coloring, drawing, journaling, or a sit spot.

Personal Belongings Protocol

- Teachers ensure children bring all belongings in a backpack.
 - ❖ Extra clothing
 - ❖ Water bottle
 - ❖ Snack and lunch box for full-day
 - ❖ Journal
 - ❖ Writing utensils
- Encourage children to keep toys in their backpacks
- Special, lovey type toys that the child does not want to share are OK anytime
- Toys that the child only wants to share with a few people must stay in the backpack until after class
- Each child may use a rolling backpack box, as a portable cubby to hold all belongings (City Park specific)
- Teachers help each child keep track of their things by using the backpack box (City Park specific)
- Teachers visually ensure the security of backpacks
- Teachers won't allow backpacks to be left out alone

Snack and Food Protocol

- Children will bring their own snack and lunch each day
- Lunch will take place as part of the designated time in the motorhome
- Extra snacks, which include fruit bars, raisins, crackers, and fig bars are stored in the Happy Bag
- Food sharing shall be prohibited and enforced by teachers
- Allergy information denoted on Student Information Card
- Special occasion snacks allowed with prior consent from the Director
- Snacktime is offered only as part of directed community time
- For allergy, ingestion use the Emergency Medicine Administration Protocol and Injury Protocol
- Call the Director for Level 2 severity or higher
- Call 911 and follow Medical Emergency Protocol for Level 4 severity or higher

Toileting Protocol

- Ask parents to take children to bathrooms prior to sign in
- As part of transitions, teachers will take the entire class for bathroom breaks approximately 30 min into the class. AM and PM
- Restrooms will also be available during lunch and rest periods
- During class time ONLY the Matthews Winters front bathroom with a small toilet will be used
 - Teachers MUST use a wipe from the Happy Bag to clean the toilet seat
 - Leave the door slightly ajar to monitor safety.
 - Do not leave other children unattended or out of visual contact while helping students in the bathroom.
 - Students will use a portable hand washing station with soap after using the bathroom.
- Teachers will escort any child needing the bathroom.
- Teachers maintain ratios.
- At the motorhome, the toilet may be used with the sink and soap for handwashing.
- Teachers and the Director will coordinate emptying of greywater and maintenance of toilets in the motorhome.

If a child has an accident

- Take the child, with a group as necessary to maintain ratios, to the bathroom.
- Use the blue mat from the Happy Bag for a place to stand if necessary.

- Put on gloves in case you need to help the child.
- Get the child's spare clothing from their backpack, or get school spares from the Happy Bag.
- Help the child change into clean clothing if needed.
- Place dirty clothes in a plastic bag.
- Place the plastic bag in a ziplock.
- Place the ziplock in the biohazard bag in the Happy Bag.
- Disinfect blue mat if used.
- Discard gloves in the trash and wash hands.
- Return dirty clothing to parent/guardian at pick-up.

Weather Protocols

- Worldmind staff make day to day decisions about the weather and how to best serve our students in weather events.
- The Director uses National Weather Service Information, Wind Chill/Heat Index charts, and Public School District Information to inform our activities at school during inclement weather.
- Class site changes and cancellations are at the discretion of the Director and are made according to the Cancellations Protocol.
- Teachers conduct severe weather and emergency evacuation drills as part of the everyday curriculum as needed.
- Any student that cannot move to class on their own will have an evacuation plan established as part of initial paperwork.
- Evacuation plans will be carried in the field notebook.

Universal Evacuation to Emergency Indoor Facility Protocol

- Call children into a group
- Do a headcount and roll call to ensure everyone is accounted for
- If the destination is close and the situation allows:
 - Move the whole group all together in sandwich formation, 1 teacher in front, 1 behind, all children in between, to the motorhome
- If the destination is far or path is difficult:
 - Dump all items from inside the wagon onto the ground
 - Help all children into the wagon.
 - Teachers pull the wagon to the motorhome
- Any student that cannot leave the area quickly enough to maintain safety, will be given a ride in the wagon to the motorhome

- Once inside do another roll call and headcount
- Alert the Director of an emergency class site change
- the Director will call parents/guardians and coordinate pick-up
- Do not leave any child alone at any time for any reason
- If for any reason the motorhome is not available, direct children to secondary facility, the large bathroom in the park

Evacuation of Students with Disability

- Establish a communication method with students prior to first class
- Establish whether the student has the ability to comprehend and follow verbal directions
- For students unable to follow verbal directions, use Non-Verbal Procedure
- If the student refuses or is unable to comply with evacuation instructions, follow Refusal to Evacuate Procedure
- For students with mobility impairments, establish an evacuation plan as part of initial paperwork. All other students will be evacuated based on the Universal Evacuation Plan
- Non-Verbal Procedure
 - Gesture and or provide physical prompts to guide the student to the evacuation site
- Refusal or Inability to Comply Procedure
 - Lift student using a two-man carry and place into the wagon
 - Pull to the evacuation site

Blizzard

- WNIS cancels class as the Jefferson County Public School District dictates.
- Cancellation if driving conditions are unsafe or other public services are canceled
- If a blizzard or dangerously snowy conditions occur during class in session, use Evacuation Protocol to evacuate to the motorhome, and if directed drive to the Specific Disaster meeting spot, the parking lot of Barnes and Noble at Colorado Mills mall

Thunderstorm/Lightning

- Cancellation/delay of class at the discretion of the Director
- Teachers will use prevention and Evacuation Protocol to evacuate before the threat is present
- If thunderstorm/lightning conditions exist during class in session, use Evacuation Protocol to evacuate to the motorhome
- If the threat from lightning is direct and imminent direct children to sit under a mid-height tree, knees up with feet and buttocks only contacting the ground
- Evacuate as soon as it is safe using above Evacuation Protocol

Sun

- Possible cancellation, delay, or shortening of class at the sole discretion of the Director
- Check parent/guardian preferences to sun protection located on student card in the Happy Bag
- Teachers will carry sunscreen in the first aid kit in Happy Bag and surplus water
- Monitor all children for sun protection and temperature health at all times
- Apply sunblock if needed or put on protective clothing
- Ensure all children are drinking adequate water. If a child does not have own water, give water from surplus water
- If needed, build a shelter using the tarp
- If child welfare is compromised, call the Director to request an Emergency Site Change
- Evacuate to the motorhome using the Evacuation Protocol
- If heat injuries are present, treat using Wilderness First Aid

Sunburn

- If a child comes to class with a sunburn, teachers ensure all parent/guardian preferred sun protection measures are in place
- If a child sustains a sunburn in class, use parent/guardian preferred sun-protective measures, and direct child to shade or shelter for monitoring
- If sunburn causes a Level 2 severity injury or above, alert the Director, and call the parent/guardian as directed to coordinate child pick-up

Heat Stroke

- Teachers will monitor all children for temperature health at all times.
- Teachers will ensure all children are dressed appropriately at all times to mitigate risk of heatstroke. Signs include:
 - ❖ Headache
 - ❖ Dizziness, Lightheadedness
 - ❖ Red, Hot, Dry Skin (lack of sweating)
 - ❖ Muscle weakness, Cramps,
 - ❖ Rapid Pulse
 - ❖ Rapid Breathing
- If overheating is suspected, direct child to sit down in the shade under a tree for back support
- Give water
- Check the child's student card for treatment info, if needed and allowed give electrolyte powder from First Aid kit, Call the Director if electrolyte powder is administered
- Ensure the child is lightly dressed
- Monitor until the child's condition improves

- Continue monitoring child for temperature health for the duration of the class.
- **If condition declines or returns, follow Injury Protocol**
- Treat with Wilderness First Aid, and call the Director to coordinate pick up.
- FOR LEVEL 2 SEVERITY OR ABOVE, call the Director, parent/guardian, or emergency contacts
- Call 911 for severity Level 4 or higher
- Fill out an incident form

Frostbite

- Severe cold temperatures may result in cancellation, delay of class at the discretion of the Director.
- Teachers monitor children at all times for temperature health. Signs include:
 - ❖ Numbness
 - ❖ Pins and Needles, Burning, Stinging Sensation
 - ❖ Skin blue or Red
 - ❖ Skin Waxy
- If frostbite threat is present, evacuate children to designated indoor emergency shelter using the Evacuation Protocol
- Maintain ratios at all times
- Treat frostbite with Wilderness First Aid
- Place parts in warm water, or use a warm compress
- Do not rub
- Dry and cover the child with a blanket from Happy Bag
- Give warm water
- Monitor child until feeling returns or condition improves
- For Level 2 severity or above, call the Director, parent/guardian, or emergency contacts to coordinate child pick up
- **For Level 4 Severity or above CALL 911 immediately**
- Fill out an incident form

Hypothermia

- Severe cold temperatures may result in cancellation, delay of class at the discretion of the Director
- Teachers monitor children at all times for temperature health. Signs Include:
 - ❖ Shivering
 - ❖ Lethargy, Clumsiness
 - ❖ Slurred Speech
 - ❖ Weak Pulse
 - ❖ Shallow, Slow Breathing

- Teachers ensure children are warm and dry at all times
- If hypothermia threat is present, evacuate children to the motorhome using the Evacuation Protocol
- Maintain ratios at all times
- Ensure the child is dressed in warm, dry clothing
- Cover child in blankets from Happy Bag, use mylar blanket from First Aid kit also if necessary
- Give warm water
- Monitor until the condition improves
- For Level 2 severity or higher, call the Director, parent/guardian, emergency contacts to coordinate child-pick up
- **For Level 4 Severity or higher CALL 911 immediately.**

Tornado

- Cancellation of class as dictated by the Director
- If tornado threat is present during class, evacuate to the motorhome using the Evacuation Protocol and if directed drive to the Specific Disaster meeting spot.
- Once inside, direct group to pre-designated tornado shelter inside the Barnes and Noble store
- If place designated for tornados is unavailable or shelter has been taken elsewhere, direct group to a basement or lowest floor in the building
- Find a windowless, small, center room, such as a bathroom or closet
- Crouch on the floor, covering the head
- If tornado threat is direct and imminent, or group is outside or on the road, take shelter in a low lying ditch. Assume a protective posture, crouching face down, covering the head
- Follow Specific Disaster Protocol to ensure all children are returned to their families

Landslide/ Mudslide

- Cancellation of class according to the Director
- If the landslide/mudslide threat is present and class is in session, evacuate using Evacuation Protocol. Signs include:
 - ❖ Seeping, Saturated Ground
 - ❖ Cracks, Bulges in ground
 - ❖ Broken water/utility lines
 - ❖ Tilting fences, power line poles
 - ❖ Rapidly rising water
- Once inside, direct group to highest floor or rooftop. Stay alert, if the location is compromised, evacuate to safer location using Evacuation Protocol
- Follow Specific Disaster Protocol to ensure all children are returned to their families

Flood

- Cancellation of class according to the Director
- If flood threat is present during class in session, evacuate using Evacuation Protocol
- If flood threat is direct and imminent, evacuate group to **higher ground** using Evacuation Protocol. Use emergency shelter
- Stay in place.
- Do not attempt to move the group through the water
- Follow Specific Disaster Protocol to ensure all children are returned to their families

Wildfire

- Cancellation of class according to the Director
- If wildfire threat is present during class, evacuate to the motorhome and drive to Barnes and Noble at Colorado Mills using Evacuation Protocol
- If wildfire threat is direct and imminent, direct group to crouch in pond or stream
- Do not try to outrun the fire
- Cover head and upper body with wet clothing.
- If water is not available, shelter in a rocky area clear of brush/ grass.
- Cover body in wet clothing
- Breathe air through wet clothing close to the ground
- Follow Specific Disaster Protocol to ensure all children are returned to their families

High Winds

- Cancellation of class according to the Director
- If high wind threat is present during class, evacuate using Evacuation Protocol
- Wind gusts pose hazards from flying debris, falling and broken branches, and fallen trees
- If high wind is present, assess trees and environment for potential hazards and place class in a safe area, away from trees and adequately sheltered, or evacuate to Emergency Shelter
- If Evacuation is not possible, use emergency shelter and follow Specific Disaster Protocol.
- High wind speed = 15mph or higher
- Use reasonable judgment in the safety and comfort of the community when high wind is present

Air Quality

- Cancellation delay of class according to the Director.
- If air quality threat is present during class, evacuate using Evacuation Protocol

Inadequate Clothing

- Teachers will ensure all children are appropriately dressed at drop-off. Clothing includes:
 - ❖ Base Layer
 - ❖ Warm Layer
 - ❖ Waterproof Layer
 - ❖ Socks
 - ❖ Mittens and Hat
 - ❖ Appropriate Footwear, Waterproof/Snow boots
 - ❖ Extra changes of clothing, socks, mittens
 - ❖ No cotton or denim in cold temperatures
- If a child is not dressed appropriately, teachers will address the parent/guardian.
- Teachers do NOT allow a child in class if the child is not dressed appropriately or in possession of appropriate clothing
- Teachers ensure children are warm and dry throughout the entire duration of the class.
- If a child is cold and/or wet, help the child change into warm dry clothes
- Provide cover using the emergency shelter
- Maintain ratios.
- If a child is not in possession of dry adequate clothing, use surplus clothing to ensure the child is warm and dry.
- If no adequate clothing is available, call the Director to coordinate child pick up
- If the group or individual safety is in question **Call the Director**. Evacuate using Evacuation Protocol if necessary

Child Health Welfare

- Teachers will monitor all children for health and welfare. Methods include:
 - ❖ Regular verbal check-ins
 - ❖ Observation and detection of discomfort
 - ❖ Observation of physical warning signs
 - ❖ Observation of psychological warning signs
 - ❖ Common sense evaluations based on child activities
- Teachers use student information card to be advised of specific needs/treatment

Specific Disaster

- Only for use in the case of any medical, weather, or disaster emergency
- Only for use AFTER evacuation to the motorhome or other emergency shelter has occurred
- Ensure all children are safely seated in the motorhome
- Drive the motorhome to the Barnes and Noble at Colorado Mills Mall.
- Do a headcount and roll call, to ensure all children are accounted for

- Stay together
- Do not allow any child to leave the group for any reason
- Teachers do not leave the group for any reason
- As long as possible maintain communication with the Director through cell phone
- The Director will coordinate all Emergency pick-ups of children
- Follow Departure Protocol to release children into the custody of parents/guardians
- Do not allow the release of custody to authorities **without** verbal consent of parent/guardian or the Director
- Stay on the scene until released by the Director
- If NO communication is available, group stay put and together until rescue and reunification can occur.
- Teachers maintain custody of all children until reunification with the Director or parent/guardian occurs.

Plants and Animals Protocol

Possible animal and plant encounters are assessed at each site as part of regular site assessments and are designated on the Site Assessment Form.

If frequency and severity ratings dictate, Worldmind will cease use of the site.

Children receive regular safety, identification, and usage briefings about flora and fauna as part of the Worldmind curriculum. If new hazards are detected, teachers communicate and move class site as necessary.

Regular drills are practiced as part of the Worldmind curriculum.

- When anyone detects a hazardous plant or animal, they yell, “ _____ FREEZE!!”
- Everyone freezes.
- Teachers come to evaluate.
- Teachers follow Encounter Protocol

Animal Encounter Protocol

- Report the sighting of any atypical wildlife to the local Animal Control.
- Gather children together and direct the group to stay together and stay calm.
- Back away slowly.
- If no threat is present, observe from a safe distance.
- Give Safety Briefing, including:
 - ❖ Respect the animal’s space
 - ❖ Be quiet
 - ❖ Watching only

- ❖ Never approach, feed, frighten, or chase the animal
- If a safety threat is present, evacuate to another location or inside the motorhome using Evacuation Protocol.
- If an injury or medical emergency has occurred, follow Injury or Medical Emergency Protocols.

Hazardous Plant Encounter Protocols

- Gather children together.
- Back away to a safe distance.
- Give Safety Briefing, including:
 - ❖ Identification
 - ❖ Watching only
 - ❖ Never eat or touch
 - ❖ Inform everyone to the location/presence of a hazardous plant

Poison Ivy

- Teachers use site assessment forms to be advised of possible poison ivy encounter
- Give safety briefing about poison ivy using Hazardous Plant Encounter Protocol.
- If potential contact has occurred:
 - ❖ Wash area with soapy water from portable hand washing station
 - ❖ Change clothing
 - ❖ Treat with Wilderness First Aid according to the student information card
 - ❖ Place clothing in a plastic bag
 - ❖ Place the plastic bag in biohazard bag in Happy Bag
 - ❖ Return clothes to parents at pick-up
- Call the Director for Level 2 Severity or above
- Call 911 and follow Medical Emergency Protocol for Level 4 severity or higher.
- Fill out Accident/Incident Form

Cactus

- Teachers use the site assessment form to be advised of possible cactus encounter.
- Give a safety briefing about cactus using Hazardous Plant Encounter Protocol.
- If contact has occurred:
 - ❖ Follow Injury Protocol
 - ❖ Treat using Wilderness First Aid and Student Information Card
 - ❖ Wash area with soapy water
 - ❖ Use tweezers from First Aid kit in Happy Bag to remove spines
 - ❖ Cover area with sterile dressing and bandage
 - ❖ Monitor for changes

- ❖ Monitor for shock
- ❖ Change clothing, place in a plastic bag
- ❖ Place the plastic bag in biohazard bag in Happy Bag
- ❖ Return clothes to parents at pick-up
- Call the Director for Level 2 Severity or above
- Call 911 and follow Medical Emergency Protocol for Level 4 severity or higher
- Fill out Accident/Incident Form

Dogs

- Follow Members of the Public Protocol.
- Direct children to give space
- Give safety briefing, including:
 - ❖ Do not approach a dog
 - ❖ Do not run from a dog or scream
 - ❖ Remain motionless when approached by a dog
 - ❖ If knocked over by a dog, roll into a ball and lie still
 - ❖ Do not play with a dog unless supervised by Teachers
 - ❖ Immediately report stray dogs or dogs displaying unusual behavior to a teacher
 - ❖ Avoid direct eye contact with a dog
 - ❖ Only pet a dog if a teacher has received permission from the owner and tells you it is okay
 - ❖ Allow the dog to sniff you
 - ❖ Follow instructions from the owner and teachers
- If a bite occurs:
 - ❖ Follow Injury Protocol
 - ❖ Treat with Wilderness First Aid and student information card
 - ❖ Call the Director to report ANY dog bite.
 - ❖ Get Dog details and Owner contact information.
 - ❖ Call the Director for Level 2 Severity or higher.
 - ❖ Call 911 and follow Medical Emergency Protocol for Level 4 severity or higher.
 - ❖ Fill out Accident/Incident Form

Mountain Lion/Bobcat/Lynx

- Teachers use site assessment form to be advised of possible wildcat encounter
- Give safety briefing about wildcats using Animal Encounter Protocol
- Group together and be loud to avoid surprising a wildcat.
- Follow Animal Encounter Protocol
- If the threat from a big cat is direct and imminent:
 - ❖ Be as big as possible, gather together, stand up high, wave clothing

- ❖ Be as loud as possible, yell, bang sticks and gear
- ❖ Act defiant, not afraid
- ❖ Throw rocks or sticks
- ❖ Don't run or crouch down
- ❖ Slowly back away and give the animal escape route
- If an attack occurs:
 - ❖ Fight off by throwing rocks and sticks
 - ❖ Treat with Wilderness First Aid
 - ❖ Call the Director for level 2 severity or higher.
 - ❖ Call 911 and follow Medical Emergency Protocol for Level 4 severity or higher.
- Call the Director for any big cat sightings.
- Fill out an Accident/Incident Form

Bear

- Teachers use site assessment form to be advised of possible bear encounter
- Give safety briefing about bears using Animal Encounter Protocol including:
 - ❖ Evacuation if a cub is spotted
 - ❖ Throw all food away in trash receptacles
 - ❖ Follow bear protection warnings/procedures in the area
- Group together and be loud to avoid surprising a bear
- Follow Animal Encounter Protocol
- If a threat from a bear is direct and imminent:
 - ❖ Face the bear and back away, keep a distance
 - ❖ Avoid direct eye contact
 - ❖ Move slowly and calmly
 - ❖ Do not run
 - ❖ Do not throw food
 - ❖ Speak allowed so the bear is aware of your presence
 - ❖ Move to safety and Evacuate using Evacuation Protocol
- If an attack occurs:
 - ❖ Fight off the bear with whatever is available
 - ❖ Treat using Wilderness First Aid
 - ❖ Call the Director for Level 2 Severity or higher.
 - ❖ Call 911 and follow Medical Emergency Protocol for Level 4 severity or higher.
- Call the Director for any bear sightings.
- Fill out Accident/Incident Form

Deer/Moose

- Teachers use site assessment form to be advised of possible deer encounter.

- Give safety briefing about deer using Animal Encounter Protocol, including:
 - ❖ Evacuation if fawns or bucks are sighted
- Follow Animal Encounter Protocol
- If a threat from deer/moose is direct and imminent:
 - ❖ Watch for changes in posture that may indicate a charge
 - ❖ Back away to safety
 - ❖ Be loud and big for deer to scare it away from you
 - ❖ **MOOSE ONLY**- hold hands open up in the air, speak softly while backing away, RUN away if the animal gets close
- If an attack occurs:
 - ❖ Put large object, tree or rock between self and charging animal
 - ❖ If knocked to the ground curl up in the fetal position to protect the head, neck, and organs
 - ❖ Treat using Wilderness First Aid
 - ❖ Call the Director for Level 2 Severity or higher.
 - ❖ Call 911 and follow Medical Emergency Protocol for Level 4 severity or higher.
- Call the Director for any Deer/Moose sighting.
- Fill out Accident/Incident Form

Coyote/Fox

- Teachers use site assessment form to be advised of possible encounter
- Give safety briefing about coyotes/foxes using Animal Encounter Protocol
- Follow Animal Encounter Protocol
- If a threat from coyote/fox is direct and imminent:
 - ❖ Do not run or turn your back
 - ❖ Be as big and loud as possible
 - ❖ Wave your arms and throw objects
 - ❖ Face the coyote and back away slowly
- If an attack occurs:
 - ❖ Fight back with whatever is available
 - ❖ Treat using Wilderness First Aid
 - ❖ Call the Director for Level 2 Severity or higher
 - ❖ Call 911 and follow Medical Emergency Protocol for Level 4 severity or higher
- Call the Director for any Coyote/Fox sighting.
- Fill out Accident/Incident Form

Snakes

- Teachers use Site Assessment form to be advised of a possible snake encounter.
- Give safety briefing about snakes using Animal Encounter Protocol, including:

- ❖ Dress appropriately covering ankles, feet, and legs
- ❖ Wear appropriate footwear with thick socks. Avoid open-toed shoes, or walking barefoot
- ❖ Wear long, loose-fitting pants
- ❖ Avoid sticking hands or feet into holes, thick grasses, and other places where you can't see snakes that may be hiding
- ❖ Stay on well-used trails and avoid wandering into tall grass, underbrush and weeds.
- ❖ Look before you sit. Watch ground where walking
- ❖ Carry a walking stick. Use the stick to whack the grasses before walking in or near them
- ❖ Watch water vigilantly as Snakes could be present
- ❖ Symptoms of a snake bite
 - Intense pain spreading out from the bite
 - A scratch or puncture(s) from fangs. Sometimes bites only show one fang mark.
 - Progressive swelling and bruising where bitten
 - Sweating
 - Weakness
 - Nausea and vomiting
 - Muscle twitching
 - Metallic taste in mouth
 - Lightheadedness or loss of consciousness
- ❖ What do Rattlesnakes look like?
 - Flat, triangular shaped heads
 - Openings between the nostrils and eyes
 - Hooded and elliptical pupils
 - Coloration — generally tan and brown patchwork
 - The rattle at the end of a rattlesnake's tail. Rattles may also be broken off, malformed or silent. Do not rely on the presence or absence of the rattler as the only form of identification.
 - Young rattlesnakes may not have a rattle — young rattlesnakes are still venomous.
 - ALL rattlesnakes are venomous
- ❖ Any snake can bite and cause serious injury
- Follow Animal Encounter Protocol
- **If a threat from a snake is direct and imminent:**
 - ❖ Calmly and quietly back up so you are out of the snake's range, at least 5 feet
 - ❖ Back away to safety, and if needed, Evacuate to another location using the Evacuation Protocol
- If a bite occurs:

- ❖ Remain calm
- ❖ Follow Medical Emergency Protocol
- ❖ Keep the body part at or slightly below heart level
- ❖ Leave the bite site alone
- ❖ Do not use any first aid measures or any substance to the bite
- ❖ Remove all tight clothing or jewelry
- ❖ Note the time the bite happened
- ❖ Do not try to capture or kill the snake
- ❖ Remember its color and shape so you can describe it.
- ❖ Take a photo if possible
- ❖ Do not cut the bite or try to suck the venom out
- Call the Director for any snake sighting.
- Fill out an Accident/Incident Form

Bees/Wasps

- Teachers use site assessment form to be advised of possible bee/wasp encounter
- Give safety briefing about bees/wasps using Animal Encounter Protocol, including:
 - ❖ Wear long pants and long sleeves, in solid white, gray, or tan
 - ❖ Avoid perfumes, lotions, or heavy scents
 - ❖ Avoid the trash cans and food waste
 - ❖ Keep food covered, especially fruits and sweets
 - ❖ Stay far from wasp nests and beehives
 - ❖ Never swat or wave your arms at bees or wasps
- Follow Animal Encounter Protocol
- If a threat from bees/wasps is direct and imminent:
 - ❖ Direct child/group to stay calm
 - ❖ Move slowly and calmly away to safety
 - ❖ Evacuate to an alternate location using Evacuation Protocol
- If swarm occurs:
 - ❖ Cover face and head
 - ❖ Move calmly and swiftly to Indoor Emergency Shelter using Evacuation Protocol
 - ❖ Do not jump in the water
 - ❖ Do not swat or wave
- If a sting occurs:
 - ❖ Treat using Wilderness First Aid and Student Information Card
 - ❖ Remove stinger by scraping with a fingernail or other sterilized flat implement.
 - ❖ If the child has an allergy use Emergency Medication Administration Protocol and Health Care Plan
 - ❖ Call the Director for Level 2 Severity or higher

- ❖ Call 911 and follow Medical Emergency Protocol for Level 4 severity or higher
- Call the Director for any site location change.
- Fill out an Accident/Incident Form

Mosquitos/Biting Insects

- Teachers use Site Assessment form to be advised of possible Mosquito/Biting Insect encounter.
- Give Safety Briefing about Mosquitos/Biting Insects using Animal Encounter Protocol, including:
 - ❖ Wear long pants and long sleeves.

Apply insect repellent to exposed skin or clothing

- ❖ Don't apply repellent to skin covered by clothing
- ❖ Don't apply repellent to hands
- Teachers carry insect repellent in Happy Bag to be applied if necessary according to Student Information Card
- If a swarm/multiple bites occur:
 - ❖ Evacuate to an alternate location using Evacuation Protocol
 - ❖ Call the Director for any site location change
- If bites occur:
 - ❖ Wash bite with soap and water
 - ❖ Treat using Wilderness First Aid
 - ❖ Call the Director for Level 2 Severity or higher
 - ❖ Call 911 and follow Medical Emergency Protocol for Level 4 severity or higher
- Fill out Accident/Incident Form

Ticks

- Teachers use Site Assessment to be advised of tick encounter.
- Give safety briefing about ticks including:
 - ❖ Description of ticks
 - ❖ Cover exposed skin with long sleeves and pants. Tuck pants into socks
 - ❖ Avoid tall grass and brush when possible
 - ❖ Do tick checks every 2 hours
 - ❖ Inform Teachers if a tick is seen
- If a bite occurs:
 - ❖ Teachers get tweezers and gloves from the first aid kit in Happy Bag.
 - ❖ Wearing gloves, use tweezers to grasp the body of the tick as close to the skin as possible.
 - ❖ Pull straight up to remove the tick from the skin
 - If for any reason tweezers cannot be used, place liquid soap from hand washing station onto a cotton ball

- Place a soapy cotton ball over tick for 30 seconds
- Remove cotton ball with a tick attached
- If tick remains in the skin, try again with a new soapy cotton ball until the tick is removed
- ❖ Place tick in a ziplock bag
- ❖ Retain tick to give to parents at pick-up
- ❖ Wash bite area with soap and water
- ❖ Monitor the child for signs of illness, such as fever, nausea, or localized pain
- ❖ Call the the Director
- ❖ Call 911 and follow Medical Emergency Protocol for Level 4 severity or higher
- Fill out an Accident/Incident Form

Tool Use Protocol

- Tool use is introduced only as part of scaffolded Worldmind Curriculum, and with the permission of the Director
- Only where permissible by local law and only in cooperation with local authorities.

Tool Protocol

- If using tools, use zone security
- Alert another teacher that you are using tools.
- Communicate and coordinate to ensure all children, boundaries, and hazards are being supervised.
- Give tool talk.
- Ensure Children are using required protection including work gloves and safety eyewear.
- Monitor every child using tools.
- If you must stop monitoring, have children stop using the tool until you can monitor them again.
- **Designate a tool spot** where every tool will be placed when not in use.
- **Designate a tool zone** two arms and a tool length away from any tool user and do not allow anyone to enter it during tool use.
- If needed, designate a site manager to help direct anyone away from tool zone.
- Once tool use is completed, ensure tools have been put back in the designated Tool Spot.
- If an injury occurs follow Injury/Medical Emergency Protocol
- Call the Director for Level 2 Severity or above.
- Call 911 and follow Medical Emergency Protocol for Level 4 severity or higher.
- Fill out an Accident/Incident Form.

Use/ Management of Natural Materials Protocol

- Worldmind uses all-natural, outdoor classrooms
- Children use natural materials in their activities in class, including rocks, sticks, leaves, natural water, dirt, and sand
- Site assessments, risk-benefit analysis, and woodland management forms are required for each class site
- Teachers analyze potential footprint for all non-natural materials used for class, such as science and art experience materials, and denote on lesson plan session pack, and woodland management form
- Teachers monitor the use of materials to ensure:
 - ❖ Children are not contacting hazardous or protected materials, as denoted on the site assessment and woodland management form
 - ❖ Children are using materials in a way that preserves bodily safety
 - ❖ Safety eyewear in place if applicable
 - ❖ Activities do not damage or harm woodland or inhabitants
 - ❖ All living things and property are respected
 - ❖ Significant changes made to the landscape are returned, eg. fill in holes
 - ❖ Children are briefed on protected and delicate materials, and how to harvest without harm to the woodland
 - ❖ Children are briefed on potential usage hazards and limits, eg. throwing
 - ❖ Harvesting of living plant material stays in line with common sense, woodland management, and local rules
- If an injury occurs follow Injury/Medical Emergency Protocol
- Call the Director for level 2 severity or above
- Call 911 and follow Medical Emergency Protocol for Level 4 severity or higher.
- Fill out an Accident/Incident Form

Climbing Protocol

- For all climbers.
- For any climbing area, including trees, rocks, man-made play areas
- Teachers will bodily test any structure for stability before allowing any climbers
- Teachers will only allow a climber to climb within arms reach
- Teachers are responsible for monitoring all climbing areas in their zone
- Do not allow climbing on any structure that has not been tested by teachers

- If a child wants to climb in a known and used climbing area that has been tested for safety by teachers, alert the nearby teachers that you need to spot a climber
- Get verbal confirmation from the other teachers that they are able to monitor the other children in your zone while you are spotting
- If another teacher is not available, have the climber wait until another teacher is ready to watch your zone.
- Do not allow any climbing without a teacher spotting them.
- Do not leave children unattended by another teacher in any zone while you are spotting.
- If the climbing spot is safe, and another teacher has control of your zone, the climber must say, “climbing!” and before attempting the climb, you must say to the climber, “climb on”
- If the climber starts the climb before this sequence, have them stop and follow the appropriate steps

Before saying ‘Climb On’

- Asses the climber's comfort level, ask where they will go and what route they will take
- Asses the fall zones (potential landing spots) make sure they are clear of debris and rocks
- Position yourself in the most effective place
- Assume the spotting stance, HEAD UP, EYES ON CLIMBER, HANDS UP, KNEES AND ELBOWS BENT
- Watch the climber’s hips to know how balanced they are and if they will fall. Hip placement will help to predict the climber’s trajectory if they fall
- If at anytime the climber expresses fear or discomfort, help them to stop and descend until they are feeling safe
- Communicate by asking “Are you feeling safe?”, refrain from “Be careful”
- Allowable climbing height depends on climbers experience and prowess, if unknown, or YOU are feeling uneasy it’s Ok to stop the climber or ask them to descend
- At no time will a teacher pick up a child and place them on the climbing area
- Only allow the climber to climb in an independent way that THEY are feeling confident and safe
- At no time will the spotter spot more than one climber at a time.

If multiple climbers are present

- Only when the first climber is in a still and stable spot, can another climber enter the climbing area
- Tell the first climber to wait without moving
- Get verbal confirmation from the first climber that they will not move
- Another climber can be spotted to a still and stable place in the climbing area
- Never allow multiple climbers to climb simultaneously in the climbing area

If the climber falls

- Follow the climber's center of gravity to guide them to the ground
- Ideally, they should fall into your outstretched arms towards a point on their back or between their shoulder
- Direct them to the ground using a stable, controlled touch
- Protect their neck by cradling the climbers head and neck with your hands
- Assess/ treat the post-fall damage using Wilderness First Aid
- Call the Director for Level 2 severity or above
- Call 911 and follow Medical Emergency Protocol for Level 4 severity or higher
- Fill out an Accident/Incident Form

Ice Protocol

- Children may encounter ice at class sites during winter months including the stream and ice present in grassy/snowy open areas or on trails.
- If ice may be present, the group must follow sandwich formation to ensure no child reaches the destination ahead of the teachers.
- Teachers conduct an ice safety briefing for any encounters with ice.
- Waders are encouraged for playing on ice.

Children are NEVER allowed on OPEN ICE, except at specific class sites with KNOWN SHALLOW DEPTHS

Safety briefings used for safety at school and in the event a child encounters ice in an independent setting outside of class.

- Teachers give an ice safety briefing before any encounter with ice, including:
 - ❖ Color of ice, white indicates thicker ice, clear indicates weak ice that may break
 - ❖ Depth of water, can we see the bottom or are we already familiar with the body of water to know it is shallow?
 - ❖ NEVER go on the ice if we do not know the depth
 - ❖ If ice cracks, it may break and we may fall through and may get wet
 - ❖ When we hear the ice crack, lay flat on belly and roll to safety
 - ❖ How to get out if fallen in overhead, stay flat in the water, kick to get out, no arms
 - ❖ Teachers need to be present, NEVER go on the ice if alone
 - ❖ Slipping and falling correctly
- Teachers bodily test entire ice area, identify unsafe areas, demonstrate ice cracking or falling through, before allowing any children on the ice.
- Set boundaries on the ice and monitor them as part of zone security

- Verbally brief children on boundary locations and make sure everyone can identify the boundaries
- Teachers monitor ice as a zone or a hazard in zone
- Ensure everyone on the ice has had the Ice Safety Briefing
- If there is a potentially unsafe area, make a boundary and place body between the group and the unsafe area, facing the group at all times
- If there are not enough teachers for zone security or ice is hazardous, change to an alternate location. Alert the Director
- Ensure everyone on the ice is wearing waders, waterproof boots, or can change into extra clothing.

If a child gets wet

- Coordinate with other teachers to change into dry clothes immediately.
- Do not leave children unattended in or near ice.
- Continue to monitor the child for temperature health

Should a child fall completely through ice or into deep water

- Alert other teachers to call in all children into a group
- Call 911, use Medical Emergency Protocol
- Direct child to float on back or tummy
- If it is safe to attempt a rescue and all other children are safe and supervised, **throw rope used for den building to the child, pull the child to safety**
- If the class rope is not present, use a stick or branch to pull the child to safety
- Stay on the belly, roll to shore
- Use Wilderness First Aid to treat injury
- Call the Director for Level 2 Severity or above
- Fill out an Accident/Incident Form.

Should teachers fall completely through ice or into deep water

- Other teachers call children into a group
- Direct those on ice to drop and roll off the ice
- Call 911 follow Medical Emergency Protocol
- Do not attempt to rescue
- Do not leave children unsupervised at any time for any reason
- Fill out an Accident/Incident Form

Should YOU fall completely through the ice into deep water

- Stay calm
- Stay horizontal in the water

- Kick feet to get up on the ice. Do not use arms
- Roll to shore, retracing steps
- Change clothes
- Get warm
- Call the Director for Level 2 Severity or above
- Call 911 and follow Medical Emergency Protocol for Level 4 severity or higher
- Fill out an Accident/Incident Form

Water Protocol

Worldmind class sites are carefully chosen for access to small, shallow, slow-moving water features. Water may be present at the stream. **Full or fast-moving water and open water sources such as lakes and ponds are prohibited at class sites**, except under specific circumstances as per the Director.

Teachers will fill out risk assessments weekly for all water features at all class sites.

Teachers must follow Water Protocol at all times during class.

- Teachers secure all water features, including puddles, as part of zone security
- Designate a zone for the water feature
- Designate a teacher to secure boundaries and all children in the Water Zone.
- Teachers must be in the water, or next to the water
- Teachers continue to monitor water feature even if no children are in the water.
- Teachers must be dressed appropriately to enter the water, wearing waterproof boots and pants, or waders
- Teachers must be present for any child in or near a water feature
- Do not allow any children in the water until and Teachers can be with them
- Communicate and coordinate with other teachers to ensure all children, boundaries, and climbing areas in your zone are supervised when spotting.
- Do not leave any children unattended when spotting
- Do not leave children unsupervised at any time
- Communicate and coordinate with all teachers so everyone knows who is responsible for the water zone.

When a child wants to enter the water:

- Ensure the child is dressed appropriately, waterproof boots and pants, or waders for cold temperatures
- A child must verbally let teachers that they are entering the water. If they do not, have them stop and ask them to do so

- Teachers must give verbal and visual acknowledgment to the child before the child can enter the water
- If any child enters the water without verbal sequence, have them exit the water and do it
- Teachers place body in the most effective place to help anyone that falls, and in close proximity to children
- If children spread out, place body equally between them
- If children spread out in a way that YOU believe you cannot help them effectively, ask them to stay closer together or set a boundary
- Maintain ratios

If a child falls down in the water:

- Move-in close proximity to help them up if they need
- Do a verbal check-in to see if they have gotten wet, or if they feel cold
- If needed, communicate with other teachers to help get the child changed into warm, dry clothes
- Continue monitoring for temperature health
- Do not leave any waders unattended
- Continue to monitor all zones

If a child falls into deep or overhead water:

- Alert other teachers to call in all other children in a group
- If all other children are safe and supervised and it is safe to attempt a rescue, throw the class rope to the child and pull the child to safety
- Call 911 and follow Injury/Medical Emergency Protocol
- Use Wilderness First Aid to assess and treat injury
- Call the Director for Level 2 Severity or above
- Fill out an Accident/Incident Form