

Checklist for Local Low Risk Activities

When a program meets on a regular basis (e.g., a class or club) or a local low risk off-site activity is planned, the teacher/leader should, each day, in the very least mentally (but ideally on paper), sign off that the activity is a go, and note any outstanding questions or unique concerns and how they are to be managed.

It may be used in the context of a local community activity (covered by an annual parent/guardian informed consent) or for an outing that requires school-level administrative vetting and a local low risk outing-specific parent/guardian informed consent.



CHECKLIST FOR LOCAL LOW RISK ACTIVITIES

☑ = Met
 X = Not Met
 ? = Need More Information
 – = Not Applicable

Met	Criteria	
	Program and activity is sanctioned by the board	
	Educational and/or other value of the activity is evident (e.g., goals, objectives)	
	The location/facility is assessed and appropriate for the students (e.g., sufficiently clean; hazards removed or identified to students)	
	Accessibility/eligibility addressed (e.g., voluntary participation, special needs addressed)	
	Students adequately prepared for activity (e.g., age, knowledge, skills, attitudes, fitness, clothing, equipment, follow-up)	
	Duration of the activity is appropriate for the group and environmental conditions	
	Equipment and supplies are adequate in quantity and quality and suitably arranged for the activity	
	Number/gender of supervisors and supervision plan is appropriate for group, activities and location	
	Students have been informed re: rules, behavioral expectations, and consequences	
	An instructional/leadership plan is in place that is appropriate to the students' age, experience and ability	
	The teachers/leaders are competent for the particular group in the activity(ies) and location	
	Inherent risks present have been identified and shared with parents/guardians and students	
	A plan is in place to brief new volunteers re: activity, logistics, roles/responsibilities, safety plan, emergency plan, etc.	
	Safety/risk management plan is appropriate (i.e., procedures for managing the key inherent risks of the activities, environments, and students)	
	Any special or unique circumstances of the day are noted and a plan to manage these in place (e.g., regular teacher absent; a student with an injury or predisposing condition)	
	Appropriate alternative contingency plan(s) are in place in the event the activity cannot proceed	
	Emergency plan is in place to deal with injured/ill/lost/stranded student(s) (e.g., training, kits, communications plan, back-up transportation, Emergency Services access), and all who should know about the plan do know about it	
	Teachers/leaders know the communications plan (who to call for what, contact names and numbers, and location of nearest communications equipment)	
	Relevant student health and medical information, and parent/guardian and emergency contacts of students is at hand if needed (e.g., injury, illness, failure to pick up after program)	
	First aid kit is stocked and accessible	
	Budget and financial arrangements are managed if and as appropriate (e.g., receipts for supplies)	
	Other relevant information unique to the particular activity, location or group. Specify:	
Comments		
Name of Activity Leader (please print)	Date (year/month/day) / /	Signature