

### **Administrative Procedure**

# Cold Weather Guidelines AP 200.45

**Procedure for:** Principals/Vice Principals **Adopted**: January 11, 2013 **Submitted by:** Superintendent of Education **Revised**: December 12, 2017

Category: Students

#### **Purpose**

This procedure will provide direction to school administrators regarding nutrition breaks when outdoor temperatures drop below -10°C (with or without wind chill).

#### Responsibilities

#### **Parents**

• To ensure children are adequately dressed for winter conditions.

#### **Principals**

• To ensure children remain indoors when temperatures drop below -20°C (with or without wind chill) and do not spend more than 20 minutes outdoors with the temperature is between -10°C and -20°C (with or without wind chill).

#### Information

Time outdoors is an integral part of each school day. Children need fresh air and exercise, and time spent outside offers students an opportunity to break free from the structure of the classroom. With our Canadian winter climate, time spent outside means donning winter coats, gloves or mittens, hats and snow pants. In the winter, it is important for our students to come to school prepared for the cold.

Cold weather conditions may have a negative impact on the health and safety of our students and staff. Through the implementation of these guidelines, the Board wishes to minimize, to the greatest extent possible, risks associated with cold weather conditions including frostbite and hypothermia (lowered body temperature).

Children are more prone to develop hypothermia when the body's rate of heat loss is greater than the rate of heat production. Fifty to sixty percent of the body's heat loss may take place from the head and hands. Hypothermia is present when the core body temperature drops below 35°C.

#### **Procedures**

#### 1.0 Parents

Parents will ensure that students come to school adequately dressed to provide protection against wind and cold.

#### 2.0 Principals

Principals will:

- Review the criteria and procedures for indoor nutrition breaks with staff, students and parents in their respective schools.
- Check the weather conditions each day in determining whether or not to have indoor nutrition breaks. Elementary students will remain indoors if the temperature falls below -20°C with or without wind chill (Appendix A). If the



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temperature is between -10°C and -20°C with or without wind chill, students may go outside for no more than twenty (20) minutes.

- Ensure that the school and Board administrative procedure for cold weather guidelines is placed in the student/parent handbook, as well as reminders in school newsletters.
- Ensure safe conditions of the playground (for example, ice, snow drifts and snow hills).
- Review the needs of children with special health conditions; asthmatic children, in particular, need special
  accommodations during extreme cold conditions. Parents and schools must work together to ensure the safety of the
  student.

**Definitions** – N/A

References - N/A

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# Administrative Procedure Appendix A

## **Wind Chill**

How cold it feels on a winter day is a complex function of several factors, of which the most important are air temperature and wind speed. The wind moving past the skin during cold weather increases heat loss from the body. Wind chill factors should be examined each day.

This is a basic wind chill chart that can be used for quick reference of temperatures you are experiencing. The numbers are colour coded to match wind chill factors issued by Environment Canada.

|        |    |    |     |     | Air Tempe | rature (°C | )   |     |     |     |     |
|--------|----|----|-----|-----|-----------|------------|-----|-----|-----|-----|-----|
|        |    | 0  | -5  | -10 | -15       | -20        | -25 | -30 | -35 | -40 | -45 |
|        | 10 | -3 | -9  | -15 | -21       | -27        | -33 | -39 | -45 | -51 | -57 |
| Wind   | 20 | -5 | -12 | -18 | -24       | -31        | -37 | -43 | -49 | -56 | -62 |
| Speed  | 30 | -7 | -13 | -20 | -26       | -33        | -39 | -46 | -52 | -59 | -65 |
| (Km/h) | 40 | -7 | -14 | -21 | -27       | -34        | -41 | -48 | -54 | -61 | -68 |
|        | 50 | -8 | -15 | -22 | -29       | -35        | -42 | -49 | -56 | -63 | -70 |
|        | 60 | -9 | -16 | -23 | -30       | -37        | -43 | -50 | -57 | -64 | -71 |

| Wind Chill                   | Qualifier    | Comfort and/or precautions description   |  |  |  |  |
|------------------------------|--------------|--|--|--|--|--|
| 0 to -10                     | Low          | Conditions are slightly uncomfortable for outdoor activity. Dress warmly. Winter clothing is recommended, including hat, gloves and dry insulating under clothing.   |  |  |  |  |
| -10 to -25                   | Moderate     | Cold on exposed skin. Conditions can be comfortable for outdoor activity on sunny days. Hat, gloves and layered dry insulating clothing is a necessity. Risk of hypothermia over prolonged periods.        |  |  |  |  |
| -25 to -45                   | Cold         | Important to keep active. Cover all skin. Take frequent warm-up breaks. Frostbite is possible on exposed skin over short periods of time, so check frequently. Risk of hypothermia over prolonged periods. |  |  |  |  |
| -24 to -59<br>Warning Level* | Extreme      | Very uncomfortable. Cover all exposed skin. Dress in layers. Limit outdoor activities to short periods. Exposed skin freezes in minutes. Serious risk of hypothermia over prolonged periods.               |  |  |  |  |
| -60 and colder               | Very Extreme | Outdoor conditions are hazardous. Exposed skin will free in two minutes. Stay indoors.   |  |  |  |  |

| Wind Speed                       | What To Look For  |
|----------------------------------|---|
| 10 km/hr                         | Wind felt on face; leaves rustle; wind vanes begin to move  |
| 20 km/hr                         | Leaves and small twigs constantly moving; small flags extended  |
| 30 km/hr                         | Dust, leaves and loose paper lifted; large flags flap; small tree branches move   |
| 40 km/hr                         | Small trees begin to sway; large flags extend and flap  |
| 50 km/hr                         | Larger tree branches moving; whistling heard in power lines; large flags extend and flap more wildly  |
| 60 km/hr                         | Whole trees moving; resistance felt in walking against wind; large flags extend fully and flap only at the end  |
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