

**AP 214 Appendix: PHYSICAL EDUCATION PROGRAM
HANDBOOK**

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Northwest School Division Physical Education Safety Guidelines

Statements of Belief or Philosophy

- Physical activity contributes to students' physical, academic and social well-being and thus is an important part of the educational program.
- The Division is committed to ensuring a safe environment for all students and staff.
- While no physical education program can be made entirely risk-free, the Division's focus is on ensuring that the benefits to students of a particular activity outweigh the potential for injury.

References to the Legislation

Section 85, Clause b) of *The Education Act, 1995* says:

85. ... a board of education shall:

b) exercise general supervision and control over the schools in the Division and make such bylaws with respect to school management as may be considered necessary for effective and efficient operation of the schools;

Physical education safety guidelines can be considered a bylaw "necessary for the effective and efficient operation of the school".

Standard of Care

Divisions and teachers are expected to exercise a reasonable standard of care for their students. The prevailing standard of care the courts apply to physical education activities is that exercised by a careful parent of a large family.

This statement is important because just as careful parents cannot protect their children from every danger in the world, neither can a Division or a teacher protect students from every possible physical education injury. In physical education, as in all other activities of daily life, there is a degree of hazard.

Physical Education Safety Guiding Principles

a. Facility Safety

- Regularly inspect facilities for damage or hazards. Fix all problems as soon as they are identified.
- When a gym or activity room is of a non-standard size, modify the rules of play as needed for maximum safety.
- When a gym or activity room has immovable obstacles (e.g., doors or radiators under basketball baskets, protruding drinking fountains) modify the rules of play as needed.
- Ensure that indoor and outdoor playing surfaces are clean, free of all obstacles.
- Designate a person (or persons) to regularly check facilities for safety using safety reports.
- Ensure the safe storage of potentially dangerous equipment.

b. Equipment Safety

- Wear helmets for all ice activities as suggested in the Ministry of Education's P.E. Safety Document (1998). Helmets reduce the potential for injury.
- Regularly check all playground and gymnasium equipment for defects or breakage. Fix all problems as soon as they are identified or remove defective equipment from play area.
- Ensure that all personal equipment (helmets, skates, skis, padding, etc.) fits properly and is appropriate for the skill level of the individual.
- Wearing protective eyewear is highly recommended for racquet sports, floor hockey and lacrosse.
- Encourage students to report all equipment problems to the appropriate individual.
- Keep an appropriately stocked first aid kit in the gym and central office.

c. Instruction

- Teach skills for specific activities in appropriate progression. Refer to Saskatchewan Education's curriculum guides for detailed information about skills progressions.
- High-risk sports are defined by the Ministry of Education, and are listed in Appendix A.
- Base activities on skills that have been taught.
- Never require a student to perform a skill beyond his or her capabilities. When a student displays hesitation verbally or non-verbally, the teacher is to discuss the reason(s) for doubt with the student. If the teacher believes that a potential hesitancy concerning the skill could put the student at risk, the student is to be directed toward a more basic skill.

- Modify the rules for specific activities to suit the age, strength, experience and abilities of students. When students are physically challenged, rules, equipment and playing area may require major modification.
- Allow a warm-up and cool-down period for all activities.
- Teach proper stretching techniques and ensure that stretching precedes strenuous physical activity.
- Do not use walls and stages in gyms and activity rooms for turning points or finish lines. Designate a line or pylon in advance of the wall as the finishing line or turning point.
- Teach students how to prevent, recognize and treat sunburn, frostbite and hypothermia.
- Teachers providing instruction in high risk curricular activities are to have specialized training.

d. Supervision

- Establish routines, rules of acceptable behaviour and duties of students at the beginning of the year and reinforce them throughout the year.
- Make students aware of the rules of specific activities or games before play begins and enforce these rules during play.
- Make students aware that the use of equipment or the use of the gymnasium is prohibited without the appropriate type of supervision.
- Ensure that senior students are never the sole supervisors of an activity.
- Develop an accident response plan to deal with accidents of all types (including physical education accidents) and have regular "dry runs" of the action plan to ensure that everyone knows what to do.
- The Principal will ensure that an appropriate number of teachers and other staff have first aid training.
- Provide an appropriate level of supervision. Three levels of supervision are possible.
 - **Constant visual supervision** means that the teacher is physically present, watching the activity in question.
 - **On-site supervision** means that the teacher is present but not necessarily constantly viewing one specific activity.
 - **In the area supervision** means that the teacher could be in the gymnasium while another activity is taking place in an area adjacent to the gymnasium.

For example, during a track and field session, some students are high jumping, some are practicing relay passing on the track while a third group is running around the school.

- High Jump - **constant visual supervision** - A teacher is at the high jump area and is observing the activity constantly.
- Relay Passing - **on-site supervision** - Students are practicing on the track and can be seen by the teacher who is with the high jumpers.
- Distance Running - **in the area supervision** - Students are running around the school grounds and may be out of sight of the teacher at times.
- Teachers will ensure that appropriate supervision is provided that meets the risk level of the activity, the participants' skill level, and the participants' age and maturity.

e. **Clothing and Footwear**

- Students are to dress appropriately and have appropriate footwear for both indoor and outdoor activities.
- Remove all potentially dangerous jewelry before participating in physical activities.
- Tie or pin back long hair when it could obscure vision, or become tangled in equipment.
- When doing tumbling and gymnastics, hair tied in a bun is not recommended due to potential neck injury.

Appropriate Student Activities

Saskatchewan's physical education curricula identify the aim and goals of the physical education program as follows:

Aim and Goals

The K-12 aim of the physical education curriculum is to support students in becoming physically educated individuals who have the understandings and skills to engage in movement activity, and the confidence and disposition to live a healthy, active lifestyle.

The K-12 goals are broad statements identifying what students are expected to know and be able to do upon completion of study in a particular area of study. The goals of physical education are interdependent and are of equal importance. The three goals for students from Kindergarten to Grade 12 are:

- *Active Living – Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.*

- *Skillful Movement – Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.*
- *Relationships – Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities.*

These aims and goals can be developed through a wide variety of activities ranging from rhythmic movements in the gym, to organized sports like volleyball, to individual recreational activities like cross-country running and skiing. No single sport or activity is critical to the physical education program. Students are to have opportunities to participate in many different sports and activities.

Please see appendix F for all Individual Sports & Activities.

Applying the Guiding Principles in Various Situations

In a typical school, students participate in physical activities in several types of situations including:

- gym and playground instructional physical education, K-9
 - gym and playground credit physical education, 10-12
 - special events such as play day and sports day
 - off-site instructional activities, such as cross-country running and skiing
 - overnight instructional activities such as camping trips
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- During noon and recess, students and school staff are expected to observe the general physical education safety guidelines, however, students may not be required to wear the physical education uniform of T-shirt, shorts or sweatpants, and running shoes.
 - During off-site instruction activities, the school’s field trip policy applies as well as the physical education safety policy.
 - During special events such as play day and sports day, students and school staff are expected to observe the general physical education safety guidelines.
 - Parents/guardians must be notified when students will be off school property for physical activities.

Roles and Responsibilities

Physical education safety is the responsibility of the entire community. Young people come to school with attitudes about safety that they have learned at home and in the community. Every safety conscious action taken by parents and community members sends a message to young people and makes it easier to implement physical education safety guidelines at school.

It is easier to implement safe practices at school such as wearing helmets and eye protection when parents reinforce the school's message. Students are more willing to follow safety rules and guidelines for sports when they see the adults and older students around them following the same safety rules and talking about safe practices in sport.

Every safety conscious action taken by parents and community members sends a message to children and adolescents. Every time a parent or community member picks up a rock on the playground, praises a professional athlete for safe play, or wears protective equipment themselves, they are emphasizing the importance of safety.

In addition to stressing that safety is everyone's responsibility, the roles and responsibilities section of the physical education guidelines must state that the general safety principles apply to everyone, not just students. Board members, Division Office personnel, teachers, in-school administrators, other staff (such as the custodian and secretary), and community volunteers who help with the physical education program are all expected to observe them. For example, the prohibition on jewelry applies to teachers and coaches as well as to students. Teachers and coaches of activities such as cycling, skating and skiing are expected to wear the same protective equipment as students.

This is important because it provides positive role models for students and helps ensure the safety of adults involved in physical activities.

Division

- provide leadership in the development of the guidelines and procedures
- develop the collaborative relationships with other community agencies that are central to effective guideline development and implementation
- provide the resources needed to develop the guidelines and procedures, and implement them in the schools
- provide leadership in creating a physical education safety mindset in the schools and the larger community

Principal

- provide leadership in implementing the physical education safety guidelines in the school
- provide leadership in creating a physical education safety mindset in the school and the larger community
- ensure that regular safety checks of facility is conducted as per procedures
- ensure emergency first aid kits are available in keeping with first aid standards

Teachers

- provide leadership in implementing the physical education safety guidelines in their classes
- provide leadership in creating a physical education safety mindset in their classes and in the school as a whole
- assume responsibility for educating themselves about safe physical education practices
- cooperate with the administration in ensuring both student and facility safety

Students

- assume a level of responsibility for their personal safety that is appropriate for their age
- follow school expectations concerning behaviour and cooperation
- educate their parents/guardians and the larger community about safe physical education practices
- alert supervisors about unsafe conditions or practices

Parents/Guardians

- support their children and the school staff in implementing safe physical education practices

Community Volunteers

- emphasize the importance of physical education safety to the community as whole.

Guidelines for Responding to Accidents and Injuries

All schools will have an accident response plan that describes in detail the actions to be taken when an injury or accident occurs. Having such a plan will reduce confusion if there is an injury or accident and help ensure that the injured person gets help. (See Appendix B).

Appendix A – High Risk Sports

For high-risk sports, the attached Safety Guidelines (2017) must be followed. Any Educational Trips (field trips) that include high-risk require approval from the Director using a [Field Trip Request Form](#).

Guidelines for each of the following high-risk sports and activities are listed in the attached Appendix F – Guidelines for Individual Sports & Activities.

High-Risk Sports and Activities

Archery* (grades 5-12)	Rock Climbing* (grades 10-12)
Baseball (not recommended)	Rugby (grades 7-12)
Broomball** (all grades)	Scuba Diving (pool) (grades 10-12)
Cycling** (all grades)	Snowboarding (grades 4-12 see appendix D)
Canoeing** (grades 6-12)	Swimming – Lake* (grades 4-12)
Canoe Tripping* (grades 6-12)	Track and Field:
Downhill Skiing (all grades see appendix D)	- Hurdles* (grades 6-12)
Tackle Football (grades 8-12)	- Shot Put* (grades 6-12)
Golf (grades 6-12)	- Javelin* (grades 6-12)
Gymnastics***	- Discus* (grades 6-12)
Ice Hockey (all grades)	- Pole Vault (not recommended)
Indoor Climbing (grades 6-12)	Weight Lifting* (grades 7-12)
Inline Skating (all grades)	Winter Camping (grades 10-12)
Lacrosse – not recommended	Zipline (grades 7-12)

* In-class Activity

** High Risk at Division Level

*** All gymnastics instruction needs to be discussed and approved by Superintendent

Prohibited High Risk Activities

Board Sailing	Motorized Watersports
Diving	Paintball
Fencing	Scuba Diving (lake/ocean)
Gymnastics Apparatus	Trampoline
Laser Tag	Water Skiing/Wakeboarding (etc.)
Martial Arts	Windsurfing

The emphasis for gymnastics in the curriculum is "educational gymnastics" rather than competitive gymnastics. Educational gymnastics teaches the six basic movement patterns:

Locomotions	Rotations
Landings	Swings
Statics	Springs

Appendix B – Accidental Response Plan

EMERGENCY TELEPHONE NUMBERS:

AMBULANCE: _____ RCMP _____

HOSPITAL _____ FIRE DEPARTMENT _____

FIRST RESPONDER _____

PARENTS PHONE NUMBERS ARE AVAILABLE AT THE OFFICE

FIRST AID KITS ARE AVAILABLE:

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

WHEN AN INJURY OCCURS:

1. If an ambulance is required:
 - a. Request assistance from another person (teacher/administrator/parent).
 - b. Have the second person call an ambulance and give the following information:
 - State that it is a medical emergency.
 - State what the emergency is.
 - Give the exact location and the name of the closest cross streets.
 - c. Give the telephone number from which you are calling.
 - d. After the other person has called the ambulance, he/she should report back to the person in charge, confirm the call and give the estimated time that the ambulance will arrive.
 - e. Have someone go to the entrance and wait for the ambulance.
2. Take control and assess the situation.
3. Remember the basic first aid rule:
Do not move the injured student. If student cannot start a movement by him/herself, do not move part of him/her.
4. Tell bystanders to leave the injured student alone.
5. Leave the student's equipment in place.
6. Evaluate the injury. Once you have assessed the severity of the injury, decide whether further assistance is required.
7. If an ambulance is not needed, decide how to remove the injured student from the playing surface.
8. Once the ambulance has been called, observe the injured person carefully for any change in condition, and try to reassure the injured student until professional help arrives.

9. Do not move the injured person unnecessarily.
10. Do not give the injured person food or drink
11. Stay calm. Keep an even tone in your voice.
12. When ambulance attendants arrive, tell them what happened, how it happened and what you have done. If possible, inform the ambulance attendants about any medical problems or past injuries that the injured person may have experienced.
13. If deemed necessary accompany the injured person to the hospital to help reassure him or her and to give the relevant medical history and injury circumstances to the physician.
14. If the injured person is a student, contact the parents/guardians as soon as possible after injury.
15. Complete an accident report and file it with appropriate school board official and school administrator.

Appendix C – First Aid Guidelines

General Guide of Symptoms and Serious Injuries

The following serious injuries or illnesses require prompt medical attention by a physician:

- Loss of consciousness
- Open fractures
- Seizures
- A fall from a height greater than the person's height
- Near drowning
- Severe bleeding
- Any breathing and/or airway problems

For outdoor activities be aware of the environment. Ensure that students and staff have constant access to fluids.

Look for the following signs and symptoms of HEAT EXHAUSTION and HEAT STROKE.

HEAT EXHAUSTION

The typical heat exhaustion patient is a healthy individual who has been exposed to excessive heat while working or exercising. The circulatory system of the patient begins to fail, related to fluid and salt loss.

- Rapid and shallow breathing
- Cold and clammy skin
- Heavy perspiration
- Sometimes the skin appears pale
- Total body weakness
- Dizziness and headache
- Weak pulse

HEAT STROKE

When a person is exposed to excessive heat and *stops sweating*. This condition is a **true emergency**, requiring the cooling of the patient and transport to hospital.

- Deep breaths, followed by shallow breathing
- Rapid, strong pulse, followed by a rapid weak pulse
- Dry, hot skin (sometimes red in colour)
- Loss of consciousness
- Convulsion and muscular twitching

Appendix D – Skiing and Snowboarding

General Guidelines

1. Approval

Follow the regular NWSD procedure for Educational Activity (EA) approval.

2. Planning

- Book the ski hill, ensure students are properly grouped for compulsory instruction, and arrange transportation.
- Ensure that all pertinent information regarding student lists, health care numbers, emergency contact phone numbers, etc. is available on site.
- Secure parental permission forms and communicate itinerary to parents. Permission forms are to indicate whether students are skiing or snowboarding.
- Define all instructional and supervisory arrangements for students not attending the ski trip
- Collect fees and keep record of payment. Take note of those who may be in financial need

3. Pre-skiing Education and Safety Instruction

- Review of rules/expectations/consequences before going on the trip.
- Watch ski/snowboarding safety video at school (an appropriate beginner video will be recommended)
- Teachers will go over ski/snowboarding safety rules with students prior to going to the hill:
 - Always stay in control. Don't ski/board faster than you abilities allow. Slow down in narrow or crowded places.
 - People ahead of you have the right of way
 - Stop in a safe place for you and others
 - Whenever starting downhill or merging, look uphill and yield
 - Observe signs and warnings and keep off closed trails
 - Dress warmly - layers are best. Keep exposed skin covered in cold temperatures.
 - No long scarves.
 - Respect other skiers/boarders. Do not endanger others
 - Wear sunscreen on sunny days
 - If tired, take a short break
 - Never ski alone
 - When overtaking another skier, ski wide and stay clear of the skier in front of you
- Stay on runs that you are capable of skiing. Beginning skiers should stay on beginner runs.

- Review how to get on and off chair lifts safely:
 - Read the rules of the lifts
 - Remove pole straps from your wrists
 - Hold the poles point down
 - Lower the safety bar
 - Keep ski tips ups when unloading
 - Don't swing the chair lift
 - Clear the area when unloading
 - For snow boarders, take your back foot out of the binding and push the board along the snow
 - Listen to the operators
- Review how to get on and off the T-bar safely
 - Get on at designated spots only
 - Read the rules of the lifts
 - Remove pole straps from your wrists
 - Hold the poles point down
 - Don't sit on the T bar, but put the bar across your buttocks and let it push you
 - Clear the area when unloading
 - Go straight up the hill, do not cut in and out while on the T-bar
 - If you fall off the T-bar do not hang on, get off the T-bar track as quickly as you can
 - Listen to the operators
- Four most important parts of learning to ski:
 1. Balance
 2. Pressure
 3. Steering and stopping with edges and snow plowing
 4. Learning proper way to fall and get up

4. Accident awareness training

- Students are to be aware that in the case of serious injury to not move the victim and send someone for help. Ski hills have qualified first aid responders and they are to be the ones to provide the care. Students are to notify teachers of all accidents.
- Have access to a vehicle for emergency use.

5. Ski Hill Expectations

- Each student is required to take a lesson
- It is expected that all students receive instruction on skiing or snowboarding safely and on the rules of the hill
- It is expected that the ski instructors would not issue lift tickets to students who are not ready to ski/board on their own
- Students will be properly fitted with equipment geared to their skiing/boarding level
- Students are to stay out of areas which have been deemed unsafe
- Ski patrollers should have a visible presence on the hill.

6. General

- Snowboarding is allowed for Grades 4-12 only. Individual schools may decide to have more restrictive policies.
- Students participating in snowboarding must have an approved CSA helmet. Wrist guards are strongly encouraged. Kneepads should also be considered. Snowboarders must be in control at all times. Inversions are not allowed and access to Terrain Parks is permissible only under “on-site” supervision of a Northwest School Division Supervisor or Ski Hill personnel. Terrain parks are accessible only to students who are accomplished skiers or snowboarders. They must be enrolled in the “expert” group lesson before being allowed into the terrain park.
- Students who do not follow rules and guidelines will have lift ticket and skiing/boarding privileges taken away.
- Supervision Guidelines for Skiing/Snowboarding:
 - 7 students per 1 adult – Grades 1-6
 - 10 students per adult - Grades 7-12
 - Supervisors provide "on-site" supervision and are to be aware that more accidents happen at the end of the day and that is when they need to be on the hill.
- Supervisors assist with fitting students for equipment and make sure students know their equipment rental number. For younger students the supervisor may want to record student's numbers.
- Waiver forms as supplied by the Ski Hill must be signed by parents in advance of the trip

Appendix E – Canoe Trip Protocol

Multi-day group travel through wilderness areas - Grades 8-12

EQUIPMENT: seaworthy canoes; one paddle per person with 1 extra paddle per three canoes; comprehensive first aid kit including antibiotics (synthetics), antihistamines, anti-nauseants, anti-inflammatories, medicines for diarrhea, headache, flu, and bandages and antiseptics to cope with wounds; equipment in each vessel to meet federal government requirements (a Personal Floating Device for each person, a sound making device, a bailer, two paddles, a water tight flashlight, 15 m of floating throw line, 5 m of tow line and a signal mirror); canoe repair kit; group equipment for cooking, fire and shelter.

CLOTHING: to include rain gear, weather appropriate clothing in layers, a change of clothing, and sun and insect protection; a properly fitted and activity-appropriate P.F.D. to be worn at all times in the canoes.

SPECIAL RULES AND INSTRUCTION:

- Complete a trip itinerary and file it with the Principal
- Develop an emergency action plan and communicate it to all involved with the trip.
- Ensure that all participants have an adequate level of swimming ability as defined by demonstrating confidence in deep water with a life jacket on.
- Ensure that each canoe pair can perform a canoe over canoe rescue before the trip begins.
- Ensure that participants have the skills to control their canoes in wind and waves before such conditions are encountered.

SUPERVISION:

- One supervisor with CRCA Canoe Tripping Level I certification for all flat water and lake water trips.
- One supervisor with CRCA Canoe Tripping Level 2 certification for any trips in which rapids of level I or greater would be encountered.
- At least one supervisor with either: a National Lifeguard Service Lifeguard certificate or current first aid qualifications such as St. John Emergency First Aid Certificate, or Canadian Red Cross Emergency First Aid Certificate, or Royal Life Saving Society Aquatic Emergency Care Certificate, or Canadian Ski Patrol First Aid Certificate.

Overnight group travel (2 day) Grades 6-12

EQUIPMENT: seaworthy canoes; one paddle per person with 1 extra paddle per three canoes; first aid kit including antihistamines, anti-nauseants, anti-inflammatories, medicines for diarrhea, headache, flu, and bandages and antiseptics to cope with wounds; equipment in each vessel to meet federal government requirements (a P.F.D. for each person, a sound making device, a bailer, two paddles, a water tight flashlight, 15 m of floating throw line, 5 m of tow line and a signal mirror); canoe repair kit; group equipment for cooking, fire and shelter.

CLOTHING: to include rain gear, weather appropriate clothing in layers, a change of clothing, and sun protection; a properly fitted and activity-appropriate P.F.D. to be worn at all times in the canoes.

SPECIAL RULES AND INSTRUCTION:

- Complete a trip itinerary and file it with the Principal
- Develop an emergency action plan and communicate it to all involved with the trip.
- Ensure that all participants have an adequate level of swimming ability.
- Ensure that each canoe pair can perform a canoe over canoe rescue before the trip begins.
- Ensure that participants have the skills to control their canoes in wind and waves before such conditions are encountered.

SUPERVISION:

- One supervisor with CRCA Water Level I certification for all flat water and lake water trips.
- One supervisor with CRCA Canoe Tripping Level 2 certification for any trips in which rapids of level 1 or greater would be encountered.
- At least one supervisor with either: a National Lifeguard Service Lifeguard certificate or current first aid qualifications such as St. John Emergency First Aid Certificate, or Canadian Red Cross Emergency First Aid Certificate, or Royal Life Saving Society Aquatic Emergency Care Certificate, or Canadian Ski Patrol First Aid Certificate.

Day Trip - Grades 6-12

EQUIPMENT: seaworthy canoes; one paddle per person with 1 extra paddle per three canoes; first aid kit including antihistamines, medicines for headaches, and bandages and antiseptics to cope with wounds; equipment in each vessel to meet federal government requirements (a P.F.D. for each person, a sound making device, a bailer, two paddles, a water tight flashlight, 15 m. of floating throw line, 5 m. of tow line and a signal mirror); canoe repair kit.

CLOTHING: to include rain gear, weather appropriate clothing in layers, a change of clothing, and sun and insect protection; a properly fitted and activity-appropriate P.F.D. to be worn at all times in the canoes.

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SPECIAL RULES AND INSTRUCTION:

- Complete a trip itinerary and file it with the Principal.
- Develop an emergency action plan and communicate it to all involved with the trip.
- Ensure that all participants have an adequate level of swimming ability.
- Ensure that each canoe pair can perform a canoe over canoe rescue (for trip involving lake travel) or self rescue (for trips on small rivers) before the trip begins.
- Ensure that participants have the skills to control their canoes in wind and waves before such conditions are encountered.

SUPERVISION:

- One supervisor with CRCA Lake Water Level 1 or Canoe Tripping Level I certification for all flat water and lake water trips.
- One supervisor with CRCA Moving Water Level 1 or Canoe Tripping Level II certification for any trips in which rapids of level 1 or greater would be encountered.
- At least one supervisor with either: a National Lifeguard Service Lifeguard certificate or current first aid qualifications such as St. John Emergency First Aid Certificate, or Canadian Red Cross Emergency First Aid Certificate, or Royal Life Saving Society Aquatic Emergency Care Certificate, or Canadian Ski Patrol First Aid Certificate.

Appendix F – Guidelines for Individual Sports & Activities

AQUATICS

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
	<p>Wear suitable swim wear.</p> <p>Tie hair back or wear it in a bun.</p> <p>No jewelry.</p> <p>If swimming outdoors, wear sunscreen.</p>	<p>Use community pools.</p> <p><i>(For pond/lake swimming see outdoor education).</i></p>	<p>Adhere to the aquatic center / pool regulations: Take showers before entering the pool.</p> <p>Outline emergency procedures to students prior to entering the water.</p> <p>No students with infected cuts or sores in pool. Do screening/testing in shallow end initially.</p> <p>Use a parent permission form when students go off school board property to a pool.</p> <p>Inform in-charge person on deck of any student having medical problems that may affect the student’s safety in the water. Conditions that require specific mention include a history of diabetes, asthma, heart condition, convulsions, epilepsy and frequent ear infections.</p>	<p>Ensure there is an individual in the immediate vicinity who is readily accessible and who has current first aid qualifications.</p> <p>Ensure that teachers accompany pupils to the pool and stay on the deck or in the pool. Provide on-site supervision.</p> <p>Monitor change rooms closely and frequently or make arrangements as necessary.</p>

ARCHERY

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<p>GRADES 5 – 12 <i>In-Class Activity – High Risk Activity</i></p>				
<p>All equipment should be checked regularly for defects.</p> <p>Arm guards and finger tabs (optional).</p> <p>Bow length and weight should correspond to the height and strength of the participant.</p> <p>No compound bows or crossbows should be used.</p>	<p>Shoes</p> <p>No jewelry</p>	<p>Appropriate targets should be used.</p> <p>Areas should be free of obstructions and hazards.</p> <p>Access/exit to the facility should be controlled and warning signs posted.</p> <p>Targets should be placed away from entry or exit to avoid unintentional access to shooting area.</p>	<p>“Firing” line should be established, appropriate to the skill level of students.</p> <p>No one in front of firing line.</p> <p>All students not involved in shooting must be positioned well behind the firing line and away from the archers on the line.</p> <p>Establish a start and stop shooting and retrieving procedure.</p> <p>Students must receive instruction on safety procedures, shooting techniques, care and use of equipment and how to remove an arrow from a target butt carefully.</p> <p>A loaded / unloaded bow should never be pointed at anyone.</p> <p>Bows should only be loaded on the shooting line, after the signal to shoot has been given.</p> <p>Skills should be taught in proper progression.</p> <p>For indoor shooting activity, the shooting area should be well-marked and controlled.</p>	<p>Constant visual supervision.</p> <p>Archery is not recommended for K-9. Permission from a school Deputy Director of Education or designate is recommended. In all instances, board policy/procedures should be followed.</p>

BASKETBALL

AND RELATED GAMES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Where an end wall is close to the baseline, place protective gym mats or padding beyond the “key” area.</p> <p>Extend protective end wall mats up the wall from the top of the baseboard up the wall and a minimum width of 6 metres across the wall.</p> <p>Where a stage is close to the baseline, place gym mats over the edge of the stage and extend them to the floor.</p>	<p>Wear suitable footwear and clothing.</p> <p>No jewelry.</p>	<p>Use a playing surface (indoor or outdoor) and surrounding area that is clean, free of all obstacles and provides good traction.</p> <p>Use protective padding on rectangular backboard edges in secondary school facilities.</p> <p>Ensure that only trained adults or students under supervision use motorized or hand winches to raise and lower baskets.</p>	<p>Teach skills in proper progression.</p> <p>Base games and activities on skills that are taught.</p> <p>If cross-court play involves immovable obstacles or confined space (e.g., doors and radiators under side baskets or wall close to the baseline) modify rules appropriately (e.g., no lay-ups).</p>	<p>Provide on-site supervision</p>

BENCHES, BEAMS, AND CHAIRS

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use stacking chairs that are free of cracks or chipped corners with seats and backs that are secured to the supports.</p> <p>Use benches that are free of cracks, chipped corners or splinters on the usable surface.</p> <p>Secure bench tops to all supports.</p>	<p>Wear suitable clothing and footwear.</p> <p>No jewelry.</p>	<p>Provide enough space around chairs/benches for safe usage.</p> <p>Place benches and chairs so that landings occur safe distances away from walls and other equipment.</p>	<p>Teach all skills in a logical progression from simple to complex. Ensure that student demonstrates control of basic movement before moving to more complicated skills (e.g., forward jumping and landing before backward jumping and/or jumping with turns).</p> <p>Instruct students to jump up from chair/bench and land close so that chair/bench does not move.</p> <p>Instruct students never to jump from seat over back of chair.</p>	<p>Provide on-site supervision.</p>

BOWLING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
	<p>Wear proper shoes at all times, as provided or approved by the facility.</p> <p>Street clothes are acceptable.</p>		<p>Make parents aware of any off-campus activity and the mode of transportation being used.</p> <p>Follow rules and etiquette as outlined by the facility.</p> <p>Teach skills in proper progression.</p>	<p>Provide in the area supervision.</p>

BROOMBALL

NON-ICE AND ICE

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<p><i>ALL GRADES</i></p> <p><i>High Risk at Division Level</i></p>				
<p>Wear CSA approved hockey helmets if playing on ice.</p> <p>Goalies shall wear a protective mask.</p> <p>Use regulation broomball sticks.</p> <p>Use hockey nets or pylons for goals.</p> <p>Use nerf ball, utility ball or regulation broomball ball.</p>	<p>When broomball is played on fields, blacktop, or on rinks, wear suitable footwear and clothing for weather conditions.</p> <p>No jewelry.</p>	<p>Use a playing surface that is free from obstacles.</p>	<p>Keep sticks below waist at all times.</p> <p>Play only non-contact broomball in physical education class.</p> <p>Extend crease 2 m from goal line – defensive or offensive player cannot be in the crease area.</p> <p>Make parents aware of any off-campus activity and means of transportation.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

CROSS-COUNTRY RUNNING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
	<p>No bare feet.</p> <p>Wear suitable footwear and clothing.</p>	<p>Prior to initial use of cross-country route, do a safety check “walk through” to identify potential hazards.</p> <p>Familiarize students with the route or course before initial attempt (e.g., point out areas to approach with caution).</p> <p>If route includes sidewalks around the school, ensure that students do not cross intersections unless directly supervised.</p>	<p>Instruct students in basic road safety.</p> <p>Teach skills in proper progression.</p> <p>Be aware of students with a history of asthma and other respiratory problems.</p> <p>Notify parents when students will be running off the school campus.</p> <p>Modify length of route to suit the age and ability level of the participants (e.g., design route so that primary students are in sight of the teacher most of the time).</p> <p>Include a proper warm-up and cool-down in all classes.</p> <p>Give attention to:</p> <ul style="list-style-type: none"> • temperature of the day • length of time in sun • previous training and length of preparation 	<p>Provide in the area supervision.</p>

CROSS-COUNTRY SKIING SNOWSHOEING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>CROSS-COUNTRY SKIING:</p> <p>Use skis, boots and poles that are in good repair and of appropriate size for the skier.</p> <p>SNOWSHOEING:</p> <p>Use snowshoes with frames and bindings that are in good repair.</p>	<p>Wear clothing appropriate for outdoor activity.</p> <p>Wear layered clothing.</p>	<p>Define specific routes to the students, so they are aware of the boundaries for the activity, whether using a commercial or noncommercial site.</p> <p>Consider sun, wind and snow conditions, and suitability of terrain when choosing a site. An ideal noncommercial site would include:</p> <ul style="list-style-type: none"> • a level field with practice tracks skied in by the instructor • a hill with a gentle slope and a long run out, or the bottom section of a larger hill • a variety of terrain • proximity to warmth, food, waxing and other facilities. 	<p>Establish emergency procedures and explain those procedures to the students.</p> <p>Teach skills in proper progression.</p> <p>Discuss recognizing and treating frostbite and hypothermia with the students.</p> <p>Have students check to be sure boots are secure in bindings.</p> <p>Ski poles have sharp tips. Caution students about their use, especially when working close to others.</p> <p>Be aware of students with a history of asthma and other respiratory problems.</p> <p>Use a buddy system.</p> <p>Make parents aware of off-campus activities.</p>	<p>For off-site activities, designate a supervisor (teacher, parent or responsible adult) who has a vehicle and is not the supervisor “in charge” to accompany an injured student to hospital.</p> <p>Clearly outline duties of supervisors, including supervisors of small groups of students.</p> <p>Provide in the area supervision for all sites within walking distance of the school and during field trips.</p>

CURLING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>GRADES 6 - 12</i>				
<p>No slides shall be used by novice or inexperienced curlers while sweeping.</p>	<p>Wear clothing that is appropriate for cold temperature activity.</p> <p>Wear appropriate footwear as defined appropriate by the curling facility.</p> <p>No jewelry.</p>	<p>Use a curling rink for instruction.</p>	<p>Teach skills and etiquette in proper progression.</p>	<p>Provide on-site supervision.</p> <p>Supervision shall include 1 teacher / class regular grouping.</p> <p>Middle Level Introduction: 1 parent volunteer / class grouping to provide additional supervision and/or assist the instruction of curling skills.</p>

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CYCLING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<p><i>ALL GRADES</i> <i>High Risk at Division Level</i></p>				
<p>Bicycles should be inspected before class use. Inspection should ensure working brakes, functioning gears, and inflated tires, etc.</p> <p>Wear a correctly fitting helmet.</p> <p>Bicycle size should be appropriate to the rider.</p>	<p>Wear suitable clothing and footwear (no open-toed shoes).</p> <p>Wear sun protection.</p> <p>No jewelry.</p>	<p>Choose routes carefully in terms of the length, amount of gravel and pavement, frequency of traffic, and number of complex intersections and railway crossings.</p> <p>Prior to initial use of route, have teacher do a safety ride-through to address safety and suitability.</p> <p>For off-road routes, obtain permission of landowner.</p>	<p>Review and emphasize the safety procedures to be followed (including group riding procedures) before activities begin.</p> <p>Leave a record of students and the route they will be traveling in the school with an appropriate person.</p> <p>Make students aware of emergency procedures in case of an accident.</p> <p>Racing is not a suitable in-class activity. Use a buddy system.</p> <p>Inform parents that cycling will take students off school property.</p> <p>No Earbuds.</p>	<p>Provide in the area supervision.</p>

DANCE, RHYTHMIC ACTIVITIES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
Use electrical equipment that is in good working order.	Wear appropriate footwear (gymnastics slippers or running shoes). Bare feet are acceptable. No jewelry.	Use a gym or very large room free from obstacles for instruction.	Teach skills in proper progression.	Provide on-site supervision for rhythmic activities. Provide in the area supervision for dance.

DODGEBALL-TYPE GAMES TAG GAMES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
Use a “nerf” ball, soft foam ball or utility ball for dodgeball- type games appropriate for age and activity.	No jewelry. Wear suitable clothing and footwear.	Remove obstructions (e.g., desks, chairs) from playing area. Close all access/exit doors. Check playing surface regularly ensuring that it is clear from debris and provides good footing.	Modify rules to accommodate age, ability, and physical development of participants. Establish rules for contact by the ball (e.g., no contact above shoulders/waists). Teach skills in proper progression.	Provide constant visual supervision.

FIELD HOCKEY

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use regulation field hockey sticks.</p> <p>Have goaltender wear face mask, shin guards and full goalie equipment if regulation ball is used.</p> <p>Check sticks regularly for cracks.</p> <p>Use regulation field hockey balls or indoor “soft” balls.</p>	<p>Wear suitable footwear and clothing.</p> <p>No jewelry.</p>	<p>Check playing surface regularly. A good playing surface is clear from debris and provides good footing.</p>	<p>Keep stick below waist level.</p> <p>Implement a soccer-size crease area other than the scoring circle for the protection of the goalie.</p> <p>Only the goalie is allowed in the crease.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

FITNESS ACTIVITIES

AEROBICS, CIRCUIT TRAINING, ETC.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use stationary bicycles, benches, chinning bars, peg boards and other fitness equipment that is in good repair.</p> <p>Use electrical equipment that is in good working order.</p> <p>Use steps and/or slides that are in good repair and equipped with non-slip treads.</p> <p>Use tubing/elastic strips that are the proper tension and length for level of participant.</p> <p>Don't use free weights at the elementary level.</p>	<p>Wear suitable clothing and footwear.</p> <p>No jewelry.</p>	<p>Do fitness activities in a floor area that is free of all obstacles (e.g., tables and chairs).</p> <p>Allow adequate space between fitness activities and equipment to provide free flow of motion.</p>	<p>Modify fitness activities to reflect the age and ability level of students, the facilities and the equipment available.</p> <p>Where fitness equipment is being used (e.g., stationary bicycle, medicine ball, chinning bar, tubing) instruct students in the proper use of the equipment before they begin using it.</p> <p>Use a proper progression of activities:</p> <ol style="list-style-type: none"> 1) warm-up 2) stretching 3) peak work activities (which may include muscle strength and endurance activities) 4) cool-down activities including tapering off, stretching and relaxation. <p>Stress correct body alignment for injury prevention.</p> <p>Permit students to work at personal levels of intensity (e.g., low impact to high impact, low intensity to high intensity).</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

FLOOR HOCKEY GYM RINGETTE

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Check stick regularly to ensure the blade is securely attached to the stick and that there are no cracks and splinters. For floor hockey, use only regulation plastic hockey sticks or hockey sticks with plastic blades.</p> <p>For ringette, use regulation ringette sticks.</p> <p>Have goalies wear a protective mask (e.g., catcher's mask).</p>	<p>Wear suitable clothing and footwear.</p> <p>No jewelry.</p>	<p>Use a playing surface and surrounding area that is free of all obstacles (e.g., tables, chairs).</p> <p>Make sure all floor plugs are in place.</p>	<p>Strictly enforce rules with penalties. Teach skills in proper progression.</p> <p>Base games and activities on skills that are taught. No body contact.</p> <p>Keep stick below the waist.</p> <p>Implement a crease for protection of the goalie and do not allow other players in the crease.</p>	<p>Provide on-site supervision.</p>

FOOTBALL

AERIAL, FLAG OR TOUCH FOOTBALL

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
Use footballs appropriate to the size and ability of the group (e.g., smaller football or nerf ball for younger students).	No metal or molded cleats. Wear suitable gym clothing and footwear. No jewelry.	Play in an area that is free of debris and obstructions and provides safe footing.	Teach skills in proper progression. Clearly mark boundary lines. Modify the rules of the game to accommodate differences in ability/age/physical development. No blocking and tackling in aerial football. No tackling in flag football.	Provide on-site supervision.

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FOOTBALL TACKLE

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
GRADES 8-12 High Risk Activity				
<p>It is recommended that, at the time of equipment issue, a seminar for players, and possibly parents, be held to explain and stress the importance of proper fitting, safety, and maintenance. After such a seminar, each player should be personally supervised when equipment is fitted and issued.</p> <p>It is expected that at least one member of the coaching staff of the high school football team will attend a Saskatchewan Amateur Football Inc. seminar/workshop on equipment each year. This individual should inspect all high school football equipment prior to issuing equipment for the season.</p> <p>It is imperative that no player be allowed on the playing field without a certified, approved helmet.</p>	<p>No metal or molded cleats.</p> <p>No jewelry.</p>	<p>Play in an area that is free of debris and obstructions.</p>	<p>The high school football team must have a medical plan in place before any games are played.</p> <p>This should include:</p> <ul style="list-style-type: none"> ➤ A detailed emergency procedure ➤ A designated vehicle to be used for emergencies ➤ Medical personnel in attendance (either a doctor, nurse, or emergency-trained person) ➤ Emergency equipment supplies such as stretchers, etc. <p>Source: Saskatchewan High School Athletic Association.</p>	<p>Provide on-site supervision.</p>

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GOLF

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<p>GRADES 6 – 12 High Risk Activity</p>				
<p>Check equipment, especially grips, regularly and repair as needed.</p> <p>No real golf balls on school property except for putting and chipping.</p> <p>No motorized golf carts.</p>	<p>Wear suitable clothing and footwear.</p> <p>No jewelry.</p>	<p>Allow adequate space for full backswing and follow through.</p>	<p>Adhere to the rules and regulations of the golf club.</p> <p>Instruct students on proper golf etiquette.</p> <p>Teach skills in proper progression.</p> <p>Establish a safe routine for hitting and retrieving golf balls.</p> <p>Designate a safe area for use of real balls while chipping.</p>	<p>Provide constant visual supervision for initial instruction and when chipping and using the driving range with real golf balls.</p> <p>At the secondary level, constant visual supervision will be provided to Middle Level students</p> <p>Provide in the area supervision following initial instruction.</p>

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KINDERGARTEN TO GRADE 9

High Risk Activity

All Gymnastics Instruction needs to be Discussed/Approved by Superintendent

The Basic Movement Pattern (BMP) approach to gymnastics used in the Saskatchewan physical education curriculum is such that safety considerations are built into the program. By teaching landings, one of the basic movement patterns, teachers prevent injuries. Many injuries that occur in a gymnastics context and in other physical activities are the result of landing incorrectly. Teach students how to land safely in a variety of situations and have students practice landings regularly so they are learned to the point of becoming reflex reactions.

Spotting - manual assistance provided to participants while performing skills on the floor or on equipment is not appropriate in the elementary gymnastics program. Many gymnastics injuries are the result of attempting skills that students are not ready to perform. If the student needs spotting, this is a good indication that the student lacks the necessary physical or motor skills. Rather than have the student attempt the skill with a “spot”, more activities that lead up to the skill can be provided. Not only does this approach prevent the tendency for students to become dependent on a spotter, it reflects the reality that in a large group setting the teacher cannot spot all the students.

Don't force students to perform skills that are beyond their level of ability. When a student displays hesitation verbally or non-verbally, discuss the reason(s) for doubt with the student. After the discussion, if the teacher believes that a potential hesitancy during the performance of the skill could put the student at risk, the student can be directed toward a more basic skill.

Mat work comes before use of equipment. A teacher who is unfamiliar with any gymnastics equipment can seek assistance from appropriate support staff and/or refrain from using the equipment until help is received.

Skills are best taught in a logical progression from simple to complex. Students who demonstrate control of basic movement patterns are ready to go on to more complicated skills. For example, a landing on the feet should be performed with control on the floor before working on an elevated surface such as a box horse.

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GYMNASTICS

BEAT BOARD

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>KINDERGARTEN TO GRADE 9</i>				
Use velcro mats.	Wear close fitting gym clothing. Bare feet are acceptable. Wear running shoes or gymnastics slippers. Remind students to tie their shoelaces securely. No jewelry. Tie back long hair.	Design floor plan to allow enough space around each piece of apparatus for safety of movement. Design floor plan to allow for landing at safe distances away from walls and other equipment. Remove excess furniture and equipment (e.g., tables and chairs) from perimeter of gym.	Introduce beat board activities in a developmental sequence (e.g., take-offs and landing from beat board to mat before beat board to box horse). Teach skills in proper progression.	Provide on-site supervision.

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GYMNASTICS

BOX HORSE

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>KINDERGARTEN TO GRADE 9</i>				
<p>Don't use the beat board with the box horse at the primary level.</p> <p>Use velcro mats to designate the landing area.</p>	<p>Wear close fitting gym clothing.</p> <p>Bare feet are acceptable. Wear running shoes or gymnastics slippers. Remind students to tie their shoelaces securely.</p> <p>No jewelry.</p> <p>Tie back long hair.</p>	<p>Design floor plan to allow enough space around each piece of apparatus for safety of movement.</p> <p>Design floor plan to allow for landings at safe distances away from walls and other equipment.</p> <p>Remove excess furniture and equipment (e.g., tables and chairs) from perimeter of gym.</p>	<p>No aerial somersaults off the box horse.</p> <p>Use a box horse that is a suitable height for students (e.g., below shoulder height) and appropriate to the activity.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

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GYMNASTICS

CLIMBING ROPES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>KINDERGARTEN TO GRADE 9</i>				
<p>Place mats under ropes (velcro mats together).</p> <p>Check ropes regularly for fraying. Don't use severely frayed ropes, as students get slivers.</p> <p>For inversion activities use a 30.5 cm - 60.9 cm (12" - 24") landing mat.</p>	<p>Wear close fitting gym clothing.</p> <p>Bare feet are acceptable. Wear running shoes or gymnastics slippers. Remind students to tie their shoelaces securely.</p> <p>No jewelry.</p> <p>Tie back long hair.</p>	<p>Design floor plan to allow enough space around each piece of apparatus for safety of movement.</p> <p>Design floor plan to allow for landings at safe distances away from walls and other equipment.</p> <p>Remove excess furniture and equipment (e.g., tables and chairs) from perimeter of gym.</p>	<p>No inversions in which the student hangs more than 1.5 m above the floor.</p> <p>Introduce rope activities in a developmental sequence.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p> <p>Provide constant visual supervision for inversions.</p>

GYMNASTICS MATS

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>KINDERGARTEN TO GRADE 9</i>				
<p>Place mats on all designated landing areas under and around equipment.</p> <p>Where mats are side by side, velcro them together.</p> <p>Do not overlap mats. Check mats regularly for wear and tears.</p> <p>Appropriate sizes for utility mats are:</p> <ul style="list-style-type: none"> • ensolite 3.8 cm (1½") • trocellen 5.1 cm (2") • ethefoam 3.8 cm (1½") • sarneige 3.8 cm (1½") • mats of equivalent compaction rating <p>Use a 30.5 cm - 60.9 cm (12" - 24") landing mat when a student is in an elevated inverted body position.</p>	<p>Bare feet are acceptable.</p> <p>Wear running shoes or gymnastics slippers. No sock feet.</p> <p>Wear gym clothing that allows unrestricted movement.</p> <p>No jewelry.</p> <p>Tie back long hair and remove barrettes.</p>	<p>Design floor plan so that there is enough space around each piece of apparatus for safe movement.</p> <p>Design floor plan so that landings take place at a safe distance from walls and other equipment.</p> <p>Remove excess equipment (e.g., tables and chairs) from perimeter of gym.</p>	<p>Be aware of the physical limitations of students (e.g., strength, flexibility, weak wrists, epilepsy).</p> <p>Discourage students from attempting to perform front and back walkovers and backward rolls (directly over the head). Backward shoulder rolls can be performed instead.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision for mats and utility boxes.</p> <p>Provide constant visual supervision if students are doing inversions on this equipment.</p>

ICE HOCKEY

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<p><i>ALL GRADES</i> <i>High Risk Activity</i></p>				
<p>Have a first aid kit available on site.</p> <p>Wear approved CSA hockey helmet with cage, gloves, elbow pads, and throat protector.</p> <p>If using regulation hockey puck, wear full hockey equipment.</p> <p>Check sticks often for cracks and splinters.</p>	<p>No jewelry.</p> <p>Wear properly fitting skates.</p>	<p>Use ice surface that is free from debris and deep ruts.</p>	<p>No slap shots.</p> <p>No body contact and stick on body contact.</p> <p>Base games on skills that are taught.</p> <p>Modify the game to suit equipment available and ability of students.</p> <p>No goaltender unless all players are fully equipped.</p> <p>Outline and enforce all rules.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

IN-LINE SKATING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<p><i>ALL GRADES</i> <i>High Risk Activity</i></p>				
<p>Have access to a first aid kit.</p>	<p>Wear:</p> <ul style="list-style-type: none"> • a correctly fitting helmet. Helmets reduce the potential for injury • elbow pads, knee pads and wrist guards • properly fitting skates. <p>No jewelry.</p> <p>If skating outdoors, wear sun protection.</p>	<p>Use a skating surface that is dry and free of any obstacles and debris.</p> <p>Use a designated skating area that is free of vehicular and pedestrian traffic. Don't use parking lots, sidewalks, streets or driveways. Playground blacktops are suggested.</p>	<p>Provide beginning skaters with their own designated area within the total area provided for the class. This enables beginning skaters to skate without interference from faster moving peers.</p> <p>Give all skaters, regardless of ability, basic instruction in:</p> <ul style="list-style-type: none"> • motion • stopping • turning <p>Designate a skating direction for everyone (e.g., clockwise or counterclockwise).</p> <p>No racing, chasing or tag games.</p> <p>Teach skating courtesy:</p> <ul style="list-style-type: none"> • skate in the same direction as others • skate on the right, pass on the left • announce your intention to pass by saying, "passing on your left". <p>Outline safety rules clearly to students.</p> <p>No walkmans.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

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INTERLACROSSE

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>INTERLACROSSE:</p> <p>Use “soft” lacrosse balls.</p> <p>Have goaltender wear a face mask.</p> <p>Use molded plastic sticks or wooden sticks.</p>	<p>No metal cleats.</p> <p>Wear suitable clothing and footwear.</p> <p>No jewelry.</p>	<p>Inspect the playing area regularly to be sure it is free of debris and obstacles, and provides good footing.</p> <p>Bring holes and severely uneven surfaces to the attention of the principal and make students aware of them.</p>	<p>Teach skills in proper progression.</p> <p>Base games on skills that are taught.</p> <p>INTERLACROSSE:</p> <p>Play only non-contact lacrosse in physical education class.</p> <p>Modify rules to exclude stick on stick, or stick on body contact and to prevent accidental contact within 1 m of the gym wall or playground fence.</p> <p>Stress student responsibility regarding individual space.</p>	<p>Provide on-site supervision.</p>

LOW ORGANIZATIONAL GAMES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use equipment that is in good repair.</p> <p>Use a ball that is appropriate for the age, size, strength and skill level of students.</p> <p>Use a ball type that is appropriate to the activity. (consult the physical education teacher or designate)</p>	<p>Wear suitable footwear (e.g., shoes for outdoor games).</p> <p>No jewelry.</p>	<p>Use an outdoor playing area that is free of debris and obstructions and provides safe footing.</p> <p>Use an indoor playing area that is free of hazards such as tables and chairs both in the area and on the perimeter of the area.</p>	<p>Teach students to stop playing immediately when a signal (such as a double whistle blast) is given.</p> <p>When students are playing games indoors that involve a goal line or running to a line, don't use walls as a goal.</p>	<p>Provide on-site supervision.</p>

LOW LEVEL - CHALLENGE COURSE

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>GRADES 4 - 12</i>				
Use only equipment provided and operated by the commercial venue.	<p>Wear clothing adequate for out-of-doors activities and weather conditions.</p> <p>Student footwear must be appropriate to the course requirements.</p>	Student may participate in “Challenge Courses” in commercially developed and operated venue.	<p>Adhere to the venue rules and regulations.</p> <p>Ensure students are instructed regarding the physical skills required by the course obstacles.</p> <p>Physical participation in the course obstacles must adhere to the design and purpose of the obstacle and activity.</p> <p>Students must be instructed on the use of a designated one-on-one spotter at all times while on the course. No student shall be on the course without the use of a designated spotter.</p>	<p>Provide on-site supervision by teacher, parent or venue staff while students are on the course.</p> <p>There must be adequate number of spotters to assist students while on the course.</p>

OUTDOOR EDUCATION

GENERAL GUIDELINES

SUPERVISION

ALL GRADES

Have all outdoor education excursions approved by principal or designate.

Approval should include consideration of itinerary, suitability of trip activities to the curriculum, travel time, safety factors, supervision arrangements, age appropriateness.

Overnight trips are approved by the Director of Education.

Have parents complete parental consent forms prior to any student going on outdoor education trip.

For all trips requiring transportation, prepare a list of all the students in each vehicle, provide it to the chaperones, and leave a copy at the school and Division Office.

For overnight trips, have students provide medical information to the chaperone, including their health card number and any special health information.

Make supervisors on trip aware of any students with medical problems and any student on medication. (Form 316-3)

Have students on vital medication bring an extra supply. Be sure this medication is in a clearly marked container in the supervisor's possession. Handle all medications in accordance with the board of education's policy on dispensing medication.

Provide trip supervisors with a list of parent contact/emergency contact numbers.

Use only staff or volunteer drivers who comply with board of education requirements for insurance. Copy of drivers' license and insurance is to be provided

Provide the teacher supervising the trip with telephone number and location of nearest doctor, and location of nearest hospital and nearest phone. Define maximum number of days allowed for outdoor education trips in board of education policy.

Typical information on parent consent forms includes itinerary, date, relationship of trip activities to curriculum, supervision arrangements, cost per student, behavioral expectations, inherent risks, and where applicable, date and time of parent information meeting.

Provide students with a list of recommended clothing and personal items suitable for the specific activity. Wear appropriate clothing and sun protection for all outdoor education activities.

A written plan including an itinerary, communication plan (ensuring cellular coverage) and safety plan will be submitted to and approved by an in- school administrator prior to leaving the school.

Provide both male and female chaperones for mixed gender groups on overnight trips.

Have access to a vehicle for emergency purposes.

Designate a supervisor (e.g., teacher or parent) who is not the supervisor in charge of the trip to transport an injured student to hospital.

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OUTDOOR EDUCATION

BACKPACKING

Day trips from school or base camp – Grades 6-12

Extended trips with overnight camping – Grades 10-12

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
GRADES 6 - 12				
<p>All equipment shall be listed and approved by the principal as part of the pre-trip planning, including:</p> <ul style="list-style-type: none"> • Flashlight • Water bottles • Whistle or other signaling device • An necessary medication • First aid kit • Cell phone • Nutritious food • Repair kit • Ziplock bags • Bear/pepper spay • Sun protection • Matches • Individual backpacks • Helmet (if appropriate) • Appropriate shoes/boots • Appropriate layers of clothing • Rain gear • Maps, compass, GPS • Sleeping bags 	<p>Wear comfortable and durable flat shoes or boots.</p> <p>Wear clothing in layers suitable for the season.</p> <p>No jewelry.</p>	<p>Use only designated trails.</p> <p>Take a map of the route on the trip and leave a copy with the supervisor at the school.</p> <p>Ensure that teacher is familiar with the route.</p> <p>If backpacking trip originates from base camp, leave a map with the supervisor at base camp.</p>	<p>Have trip supervisors carry any necessary medication for designated students.</p> <p>Plan trip so that length and difficulty is appropriate for age and ability of students.</p> <p>Use a buddy system.</p> <p>Familiarize students with the route.</p> <p>Postpone trip if there is any indication of threatening weather that could put student safety at risk.</p> <p>Make students aware of:</p> <ul style="list-style-type: none"> • emergency procedures • signal to assemble. Avoid traveling in darkness. <p>Ensure that trip supervisors are aware of location of nearest phone and/or help in an emergency.</p>	<p>Provide on-site supervision.</p> <p>Recommended ratio of supervisors to students:</p> <ul style="list-style-type: none"> • day hikes - 1:15 • local overnight hikes - 1:15 • distant overnight hikes - 1:8 <p>Supervisory duties: All necessary equip should be checked before the trip Only designated trails should be used.</p> <p>Register at warden's office if applicable</p>

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OUTDOOR EDUCATION

CAMPING

An extended overnight camping experience in an outdoor environment with students using tents and doing their own food preparation. No canoeing.

Dorm camping – Grades 1-12

Tent camping – Grades 1-12

Overnight camping – Grades 4-12

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
ALL GRADES				
<p>Collect and check all necessary equipment before the trip.</p> <p>Equipment includes:</p> <ul style="list-style-type: none"> • whistle or other signaling device • first aid kit • flashlight • shovel • sun protection • waterproof matches. 	<p>No bare feet in campsite area.</p> <p>Wear clothing in layers suitable for the season.</p> <p>Clothing for overnight camping includes:</p> <ul style="list-style-type: none"> • sleeping bag/blanket • rain gear. <p>No jewelry.</p>	<p>Plan trip so that washroom facilities are accessible.</p> <p>Have access to a phone (cel phone or regular phone within walking distance).</p>	<p>Plan program in detail with contingency plans for inclement weather.</p> <p>Remove all food items, gum and cosmetics from tents at night and keep in bear-proof containers or cars.</p> <p>Prior instruction must be provided before students can fill and light camp stoves.</p> <p>Safe operation of cooking stove shall be instructed before use by students.</p> <p>Make students aware of behavioral expectations, boundaries for activity, assembly procedures.</p> <p>Plan program activities that are age and skill level appropriate. No open flames near tents.</p> <p>Develop a process to account for students and to identify any students who may be missing.</p> <p>Provide food and drink of a nutritious quality and quantity appropriate for high energy outdoor activity.</p> <p>A written plan including an itinerary, communication plan (ensuring cellular coverage) and safety plan will be submitted to and approved by an in-school administrator prior to leaving the school.</p>	<p>Provide constant visual supervision when filling and lighting camp stoves.</p> <p>Provide on-site supervision for other activities.</p> <p>Have at least one leader with current first aid certification.</p> <p>Have some leaders with previous tent camping experience.</p> <p>Have access to a vehicle for emergency purposes.</p> <p>Designate an adult supervisor who is not the “in-charge” supervisor to accompany an injured student to hospital.</p> <p>Recommended ratio of supervisors to students:</p> <ul style="list-style-type: none"> • Grades 4-9 1:8 • Grades 10-12 1:15

OUTDOOR EDUCATION

OPEN LAKE / FLAT RIVER CANOE TRIPPING

Traveling in groups by canoe through wilderness or semi-wilderness areas for a period of time which may include an overnight camp – Grades 6-12

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<p>GRADES 6-12 <i>High Risk at Division Level</i></p>				
<p>Equipment includes:</p> <ul style="list-style-type: none"> • extra paddle per canoe • first aid kit • waterproof matches • 8 m length of rope • repair kit for canoe. 	<p>Wear properly fitting, Transport Canada approved life jacket/P.F.D., with whistle attached, at all times while on the water.</p> <p>Clothing includes:</p> <ul style="list-style-type: none"> • rain gear • appropriate clothing in layers • dry change of clothing. <p>No jewelry.</p>	<p>Plan a route that is appropriate to age/ability of students.</p>	<p>Complete a trip itinerary and file it with an appropriate school official.</p> <p>Develop an emergency action plan and communicate it to all involved with the trip.</p> <p>No trips through white water.</p> <p>Test all candidates for participation in a school canoe trip for the minimum standards in each of the areas as outlined below:</p> <p>1. WATER SAFETY</p> <p>Prior to water activities, students must provide evidence of swimming competency by:</p> <ul style="list-style-type: none"> • wearing a CSA floatation device • swim 100 m continuously any stroke • tread water for 3 minutes • demonstrate the help/huddle position. 	<p>Have at least one supervisor with Canadian Recreational Canoeing Association Level II Canoe Tripping certification. If the group is divided into two trips, then have two supervisors with these qualifications.</p> <p>Have at least one supervisor with:</p> <ol style="list-style-type: none"> 1) National Lifeguard Service Lifeguard Certificate, or 2) Current first aid qualifications such as: <ul style="list-style-type: none"> • St. John Emergency First Aid Certificate, or • Canadian Red Cross Emergency First Aid Certificate, or • Royal Life Saving Society Aquatic Emergency Care Certificate, or • Canadian Ski Patrol First Aid Certificate.

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OUTDOOR EDUCATION

OPEN LAKE / FLAT RIVER CANOE TRIPPING *continued*

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>GRADES 6-12 – High Risk at Division Level (Continued)</i>				
			<p>2. CANOEING SKILLS</p> <p>Demonstrate basic competence in the following skills:</p> <ul style="list-style-type: none"> • power stroke • “J” stroke - mastered • sweep strokes • draw stroke • backwater strokes • proper entry/exit from canoe • self rescues in dry and/or swamped canoes • canoe over canoe rescue procedures • synchronized strokes • packing a canoe portaging techniques. <p>Instruct students on how to handle unexpected wind and wave conditions.</p> <p>3. RELATED AREAS</p> <p>Familiarize students with:</p> <ul style="list-style-type: none"> • basic first aid and hypothermia • personal camping and canoeing equipment and repairs • suitable clothing • camping skills and safety • environmental concerns • use of a compass • map reading. <p>Postpone trip if there is any indication of inclement weather or cold water conditions severe enough to put students’ safety at risk.</p> <p>Teach skills in proper progression.</p>	<p>Have at least one supervisor who has experience with:</p> <ul style="list-style-type: none"> • bug season • cold water rapids (recognize inherent danger and ways to avoid) • cooking over open fire without a grate • camp craft waterproofing methods during wet weather. <p>Have at least one supervisor with general knowledge of the area. Establish a systematic pattern for group travel and communication.</p> <p>Have two adult supervisors on overnight trips.</p> <p>Where female and male students participate in a trip, provide both female and male supervisors.</p> <p>Ratio of supervisors to students: 1:8.</p>

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OUTDOOR EDUCATION

CANOEING

Pools – Grades 6-12

Lake Water Canoeing – Grades 6-12

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<p>GRADES 6-12 <i>High Risk at Division Level</i></p>				
<p>No aluminum canoes in pools.</p> <p>Check paddles for cracks and splinters.</p>	<p>Wear correct fitting, Transport Canada approved P.F.D./life jackets, with whistle attached for open water canoeing.</p> <p>Wear clothing that is appropriate for open water canoeing.</p> <p>No jewelry.</p>	<p>Select water conditions appropriate for the skill level of the group.</p>	<p>Before open water canoeing, demonstrate competency in:</p> <ul style="list-style-type: none"> • power stroke • “J” stroke • sweep stroke • draw stroke • backwater stroke • proper entry/exit from canoe • self rescues into dry and/or swamped canoes • canoe over canoe rescue procedures • synchronized strokes, positioning of paddlers, and packing the canoe. <p>Have a rescue craft on shore and accessible while students are canoeing on open water.</p> <p>Prior to water activities, students must provide evidence of swimming competency by:</p> <ul style="list-style-type: none"> • wearing a CSA floatation device • swim 100 m continuously any stroke • tread water for 3 minutes • demonstrate the help/huddle position. 	<p>Have an instructor with Canadian Recreational Canoeing Association Level One Lakewater Canoeing Certification.</p> <p>Provide on-site supervision when students are canoeing. Have access to a vehicle for emergency purposes.</p> <p>Designate a supervisor (e.g., teacher or parent) who is not the “in-charge” person to transport an injured student to hospital.</p> <p>Have at least one supervisor with:</p> <ul style="list-style-type: none"> • National Lifeguard Service Lifeguard certificate, or • Current first aid qualifications, or • St. John Emergency First Aid Certificate, or • Royal Life Saving Society Aquatic Emergency Care Certificate, or • Canadian Ski Patrol First Aid Certificate. <p>Ratio of supervisors to students:</p> <ul style="list-style-type: none"> • Grades 6-9 1:10 • Grades 10-12 1:15

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OUTDOOR EDUCATION

LAKE SWIMMING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
GRADES 4-12				
<i>In-Class Activity – High Risk Activity</i>				
Equipment includes: <ul style="list-style-type: none"> • buoy line • whistle or other signaling device • first aid kit(s) • throw line • reaching assists. 	Wear appropriate swimming attire. No jewelry. Tie back long hair or wear it in a bun.	Use a swimming area that is: <ul style="list-style-type: none"> • clearly marked • free from hazards • roped off with floating devices • of suitable water temperature • reasonably clear. No swimming in fast moving rivers or streams. Prior to trip, check with local authorities to determine whether water is safe for swimming.	Written parental permission for child to be involved in any swimming activity is desirable. Permission note can indicate child’s swimming ability (e.g. non-swimmer, capable swimmer). Identify and observe non-swimmers. Follow posted rules and regulations of swimming area. Use a definite counting system at regular intervals (e.g., number students and every 15 minutes blow whistle and have them count off). Use a buddy system. No swimming if there are any indications of bad weather. No swimming after dark. Swimming allowed only in designated area. No distance swims. Position lifeguard so s/he is clearly visible to all swimmers at all times. In an emergency situation, lifeguard is in charge. Have an emergency action plan in place. Inform students of acceptable standards of behaviour in the water. No diving. No flotation devices. Practice an emergency water drill (e.g., assemble on shore with 3 loud whistle blasts). Length of swim depends on skill and age of swimmers, condition of atmosphere, condition of water, time of day. Teach Skills in proper progression.	Provide on-site supervision. Have one supervisor with current certification : <ul style="list-style-type: none"> • National Lifeguard Service Lifeguard Certificate Waterfront option, or • National Lifeguard Service Pool Certificate with two years waterfront experience Provide at least one other adult supervisor in addition to the lifeguard. Have access to a vehicle for emergency purposes. Designate a supervisor (e.g., teacher or parent) who is not the “in charge” supervisor to transport an injured student to hospital. Lifeguard to swimmer ratio: 1:25.

OUTDOOR EDUCATION
INDOOR ROCK CLIMBING/ROPE & FIXED-FACE CLIMBS
(Top Rope Climbs Only)

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>GRADES 6 – 12</i> <i>High Risk Activity</i>				
<p>Wear helmets for rock climbing. Helmets reduce the potential for injury.</p> <p>Use ropes and associated climbing equipment designed specifically for rock climbing.</p> <p>Use ropes that are minimum 11 mm diameter and constructed for rock climbing.</p> <p>Have a first aid kit available on site.</p> <p>Use a mechanical belay system instead of a body belay (e.g., stitch plate, minute hitch, figure 8, carabiner brake).</p>	<p>No loose clothing.</p> <p>No jewelry.</p>	<p>Use a climbing area appropriate for age and ability levels of the students.</p>	<p>Design an emergency action plan and communicate it to all involved in the program.</p> <p>Clearly outline safety procedures to students. No climbs on slippery and/or wet rocks.</p> <p>Unless tied in, stay clear of the top edge of the rock face.</p> <p>Have access to completed medical forms at all times.</p> <p>Instructor inspects all equipment prior to the climb. No lead climbing or protection placement.</p> <p>Ensure that instructor/leader is familiar with the climbing area.</p> <p>Teach skills in proper progression.</p>	<p>For rock climbing, have an instructor who is a Rock Guide as certified by the Association of Canadian Mountain Guides.</p> <p>For gym climbing, have an instructor who is a Level 2 Instructor as certified by the Association of Canadian Mountain Guides.</p> <p>Have a suitable means of transporting an injured climber available.</p> <p>Supervisor/student ratio: 1:8.</p> <p>Teacher accompanies students to the site and remains on site for the instruction if a person other than the teacher is doing the instructing.</p>

OUTDOOR EDUCATION

WINTER CAMPING

Warm winter camping means heat sources are inside shelters.
Cold winter camping means heat sources are external to shelters.

Grades 10-12

WINTER TENT CAMPING is not a recommended activity for students from kindergarten to grade 9 and is a high-risk activity at all grade levels. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct a high-risk activity like winter camping require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
GRADES 10-12 High Risk Activity				
Equipment includes: <ul style="list-style-type: none"> • First aid kit • Whistle for each student • Waterproof matches. • A lightweight camp stove. 	Wear clothing that is appropriate for weather conditions. Use layering principles for clothing. Carry a dry change of clothing for each student. No jewelry. Wear sunscreen while outdoors.	Use facilities/site that is consistent with age and experience of campers.	Instruct students in the prevention and treatment of hypothermia/frostbite. Instruct students in outdoor winter survival techniques. Establish a systematic pattern for group travel and communication. Leave a complete trip itinerary in the school. Obtain parent permission for participation in winter camping.	Have instructor/supervisors with previous winter camping experience. Have at least one supervisor with St. John Emergency First Aid Certificate or equivalent. Supervisor/student ratio: 1:8.

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PARACHUTE ACTIVITIES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
Check the parachute to ensure that it is in good condition.	Wear suitable clothing and footwear. No jewelry.	Establish a safety procedure. Use a playing area that is free of all obstacles. Clearly define court boundary lines.	No games played where any body part is put through the hole in the chute. Teach proper skill progression before games are introduced.	Provide on-site supervision. Provide constant visual supervision for K-grade 3.

RACQUET SPORTS

BADMINTON, RACQUETBALL, SQUASH

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Eye protection must be worn for racquetball and squash. Safety eye goggles reduce the potential for injury and must be recommended to all competitive badminton members as per ASAA recommendations.</p> <p>Use racquetball and squash racquets that are equipped with a thong that is worn around the wrist.</p> <p>Use balls that are appropriate to the skill level of players (e.g., foam balls, tennis balls or vinyl balls).</p>	<p>Wear suitable clothing and footwear.</p> <p>No jewelry.</p>	<p>Clearly define court boundary lines.</p> <p>In side-by-side court situations, establish safety procedures.</p>	<p>When teaching skills, allow adequate space for each player to make an uninterrupted swing.</p> <p>Teach and enforce the code of etiquette for court play (e.g., not entering a court in use).</p> <p>No more than 4 players on a playing area.</p> <p>Teach skills in proper progression.</p>	<p>During initial instruction, provide on-site supervision.</p> <p>After instruction, provide in the area supervision.</p>

RACQUET SPORTS

PADDLEBALL, HANDBALL, TENNIS, PICKLEBALL, PADDLE TENNIS

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use racquets that have a good grip and are in safe playing condition.</p> <p>Use racquets, for selected racket sports, that are equipped with a thong that is worn around the wrist.</p>	<p>Wear suitable clothing and footwear.</p> <p>No jewelry.</p>	<p>Use a playing area that is free from debris and obstructions, and provides safe footing.</p>	<p>When teaching skills, allow adequate space for each student to make a free and uninterrupted swing.</p> <p>Teach and enforce the code of etiquette for court play (e.g., not entering a court being used).</p> <p>Teach skills in proper progression.</p> <p>Modify activities/skills to the age and ability level of the participants.</p> <p>No more than 4 players on a playing area.</p>	<p>During initial instruction, provide on-site supervision.</p> <p>After instruction, provide in the area supervision.</p> <p>During equipment set-up, provide on-site supervision.</p>

RUGBY

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<p><i>Grades 7-12</i> <i>High Risk Activity</i></p>				
<p>Use regulation rugby balls or footballs.</p>	<p>No metal cleats. Wear suitable clothing and footwear. No jewelry. Wear sun protection.</p>	<p>Pad goal posts if in field of play. Select a playing area that is free from debris and obstructions, provides suitable footing and is well removed from traffic areas. Bring holes and severely uneven surfaces to the attention of the principal and make students aware of them. Use collapsible, soft pylons or field paint to mark boundaries and lines.</p>	<p>Modify rules to accommodate ability/age/physical development (e.g. non-contact rugby). Permit full contact only if:</p> <ul style="list-style-type: none"> • Participation is completely optional • Students are free to withdraw from activities they feel unprepared for • Students have been physically prepared for contact rugby. <p>Teach skills in a proper progression.</p>	<p>Provide on-site supervision.</p>

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SCOOPBALL

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use scoops and balls that are in good playing condition (e.g., no cracks and/or chips).</p> <p>Have goalie wear a protective mask.</p>	<p>Wear suitable footwear and clothing.</p> <p>No jewelry.</p>	<p>Choose a playing area that is free of obstructions including tables/chairs and other equipment around the perimeter.</p>	<p>Teach proper skill progression before games are introduced.</p> <p>No intentional contact (e.g., body to body or scoop to body).</p> <p>Stress student responsibility regarding the need for individual space.</p>	<p>Provide on-site supervision.</p>

SCOOTER BOARDS

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use scooter boards that are in good repair (e.g., no cracks, broken edges, or loose wheels).</p>	<p>Wear shoes at all times.</p> <p>No loose, hanging clothing.</p> <p>Tie back long hair or put hair in a bun when lying on scooter.</p> <p>Wear footwear and clothing that promotes unrestricted movement.</p> <p>No jewelry.</p>	<p>Use an area that is free of obstructions including excess equipment around perimeter (e.g., tables, chairs, mats, boxes.).</p> <p>Establish boundaries away from walls or use protective mats to eliminate protrusions (e.g., handles on stage storage).</p>	<p>No standing on scooter boards.</p> <p>Stress to students that scooter boards are not to be used like skateboards.</p> <p>In relay-type activities, allow room for slow-down or run-off area.</p> <p>Teach skills in proper progression.</p> <p>No scooter to scooter intentional contact.</p> <p>In scooter soccer and scooter hockey, no high swings with legs and sticks.</p>	<p>Provide on-site supervision.</p>

SCUBA DIVING

IN POOL

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>Grades 10-12 High Risk Activity</i>				
<p>All equipment supplied or inspected by a certified PADI/NAUI instructor</p>	<p>Wear suitable swimwear and a t-shirt.</p> <p>Tie hair back or wear it in a bun.</p> <p>No jewelry.</p> <p>If diving in an outdoor pool, wear sunscreen.</p> <p>No jewelry.</p>	<p>Use community pool or a diving facility.</p>	<p>Adhere to aquatic center regulations</p> <p>Shower prior to entering the pool</p> <p>No students with infected cuts or sores in the pool</p> <p>Do screening/testing in the shallow end prior to diving in the deep end</p> <p>Use parent permission for off campus activities.</p> <p>Be aware of medical problems that may be contraindications to diving. A history of diabetes, heart dysrhythmia, convulsions, epilepsy, ear infections, ear drum rupture and active asthma may be cause for concern.</p>	<p>Ensure there is an individual in the immediate vicinity who is readily accessible and who has current first aid and CPR qualifications.</p> <p>Teacher and certified PADI/NAUI instructor provide constant visual supervision.</p> <p>Monitor change rooms</p>

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SKATING (ICE)

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Wear a correctly fitting helmet.</p>	<p>Clothing/gear includes:</p> <ul style="list-style-type: none"> • properly fitted skates gloves or mitts. <p>When skating outdoors, dress for weather conditions.</p>	<p>Before skating on outdoor ponds, determine ice safety with absolute certainty. Contact local authorities for information.</p>	<p>Select activities that are appropriate to the skill level of the students.</p> <p>Teach skills in proper progression.</p> <p>Avoid tag type games, racing and “crack-the-whip”.</p> <p>Provide ice space for beginning skaters separate from accomplished skaters until beginning skaters master basic skills.</p> <p>Make students and parents aware of the need for extra caution and control on the ice including common procedures such as skating in the same direction during a free skate.</p> <p>Inform parents by letter of their child’s involvement in skating and the importance of wearing a helmet and proper hand covering.</p> <p>Discuss recognizing and treating frostbite prior to outdoor skating.</p> <p>Stress skating technique, not speed, in all games, challenges, and drills.</p>	<p>Provide on-site supervision.</p>

SKIING (Alpine) SNOWBOARDING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>Grades 4-12 (See Appendix D)</i> <i>High Risk Activity</i>				
<p>Use only rental equipment inspected and issued by a certified technician.</p> <p>Ensure students supplying their own equipment are aware equipment must be checked and in good repair.</p> <p>All students and staff snowboarding and/or skiing must wear a correctly fitting helmet.</p> <p>All parent supervisors snowboarding and/or skiing are encouraged to wear a correctly fitting helmet.</p>	<p>No long scarves.</p> <p>Tie back or tuck in long hair.</p> <p>Wear clothing adequate for winter out-of-doors activity and the weather conditions.</p>	<p>Ski/snowboard only on appropriate areas as identified by a qualified ski instructor.</p> <p>Ski/snowboard in a commercially operated ski facility.</p> <p>Ski/snowboard in an area patrolled by members of a recognized ski patrol.</p> <p>“Terrain Parks” will not be accessible during school trips.</p>	<p>Adhere to the resort rules and regulations:</p> <p>All students will be tested and grouped appropriately as determined by a qualified ski/snowboard instructor. All students shall receive instruction at their level of competency. Those students identified by the instructor as needing additional instruction must participate in extended instruction.</p> <p>Teach students the importance of skiing/snowboarding in control at all times. Discourage hot-dogging and jumping.</p> <p>Ensure that students are thoroughly familiar with alpine skiing/snowboarding safety rules (including lift procedures) and the role of the ski patrol.</p> <p>Prior to the excursion, discuss the following:</p> <ul style="list-style-type: none"> • proper clothing • frostbite and hypothermia • sunburn <p>Inform parents by letter of their child’s involvement in skiing/snowboarding and make them aware of the importance of suitable clothing and equipment.</p>	<p>Review the suggestions in the “Skiing / Snowboarding Best Practices”</p> <p>Have access to a private vehicle and driver for medical emergencies.</p> <p>Provide on-site supervision. A system for on-hill and chalet supervision must be clearly arranged and communicated to all supervisors prior to the trip, including:</p> <ul style="list-style-type: none"> • Completion of rental forms • Retrieval and return of rental equipment • Behavioral management • On-hill safety monitoring • Transportation of injured students. Designate a supervisor (e.g., teacher or parent) who is not the “in-charge” person to transport an injured student to hospital on the recommendation of the resort medical staff.

Organizational Best Practices – Skiing (Alpine) / Snowboarding

1) Organizational – Pre-departure

a) Planning Considerations

- ◆ Complete a “Bussing Field Trip Request” form. Approval by school principal or designate. Form submitted to Transportation Supervisor two or more weeks in advance.
- ◆ Prepare letter to parents at least 6 weeks before departure date
- ◆ The ratio of students to staff shall be 15:1 with groups of 60 or more.
- ◆ There should be a designated supervisor with their personal vehicle available for emergency purposes.
- ◆ Cell phone(s) provide greater accessibility to parents, hospitals, coordination of onsite supervisors, etc.
- ◆ All pertinent information regarding health care numbers, emergency contact, phone numbers, etc. shall be available onsite.

b) Clearly defining the skiing and snowboarding activities

- ◆ Activities not defined as “skiing” and “snowboarding” are not to be provided by the facility or condoned as part of the school trip (e.g. no alpine skating, access to terrain areas shall be permitted).
- ◆ Students shall receive instruction for skiing and snowboarding on the public slopes. No lessons on terrain park equipment will be provided as part of the school trip.

c) Communication to Parents

- ◆ Letter, permission slip, release forms for injury.
- ◆ Plan and distribute a detailed trip itinerary.
- ◆ Require accurate height, weight and boot size information.
- ◆ Ensure consent form is returned with parent signature.
- ◆ Send home reminder notes.
- ◆ Forward ski hill deposit two weeks in advance of the trip.

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- d) Collection and Tracking of Funds
 - ◆ Provide parents with receipts for all money collected
 - ◆ Define all instructional and supervisory arrangements for students not attending the ski trip
- e) Safety Instruction
 - ◆ clearly define all ski hill rules, transportation expectations, ski hill and skiing behavioral norms as part of Physical Education instruction before departure
 - ◆ Inappropriate behavior results in being grounded from further skiing/snowboarding and being assigned to a designated supervisor
 - ◆ Mandatory lessons before skiing or snowboarding
- f) Bus loading
 - ◆ Assign two students to a seat on the bus
 - ◆ Students may select partners unless a behavioral problem occurs
 - ◆ Students are permitted to eat on the bus. Students are responsible for ensuring the cleanliness of the bus before final unloading.

2) Onsite Considerations

- a) Retrieval / Return of rental equipment
 - ◆ A designated supervisor should write the equipment rental number on the student's hand
 - ◆ Students should leave the ski hill 30 minutes early to avoid lineups with return rentals that may possibly result in a late departure from the hill.
- b) Supervision. Parent supervisors may arrange their own transportation in their vehicles
 - (1) On-hill: Designate supervisors to defined areas
 - ◆ Three skiing supervisors on the hill
 - ◆ At least two supervisors at the base of the hill, with one always in the chalet to address student's questions and concerns

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(2) Chalet

- ◆ One supervisor in charge of helping fit boots
- ◆ One supervisor in charge of helping fit skis and bindings
- ◆ Two supervisors in charge of writing the equipment rental numbers on hands and assisting students put their skis on.
- ◆ Establish a base in the chalet where students know they can go for help.

c) Facilitating lunch breaks

- ◆ Students may schedule their lunch break considering lesson times and periods of congestion in the chalet

d) Response to injuries

- ◆ Attempt to notify parents at home or work immediately based upon medical report
- ◆ One designated supervisor to transport student to the hospital if necessary
- ◆ One designated staff supervisor always accompanies the student to the hospital
- ◆ A cell phone provides for constant access between supervisors off- and on-site
- ◆ First aid course for those teachers supervising so that they can be more helpful in assessing student accidents.
- ◆ Complete A school Incident Report form for Insurance Purposes (Form 530-1)

e) Transportation of injured students

- ◆ The hill arranges ambulance for major injuries
- ◆ Private staff vehicles may be used to transport students diagnosed by medical staff with minor injuries

f) Bus loading procedures

- ◆ Ensure that students are informed regarding time for loading
- ◆ The bus location in the parking lot should be clearly communicated

3) Post Trip Considerations

- ◆ Note to parents of great day

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SKIPPING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
Use ropes of appropriate length for size and ability of students.	Wear shoes at all times. No jewelry. Wear suitable clothing and footwear.	Use an area that is free from obstructions to enable safe movement. Provide adequate personal space.	Teach skills in proper progression.	Provide in the area supervision.

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SOCCKER

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Secure moveable heavy wood and metal outdoor nets to the ground.</p> <p>If using a moveable outdoor soccer goal, select one that is counter-balanced in order to reduce the potential for tipping.</p> <p>Inspect nets regularly.</p> <p>Use nerf balls or indoor soccer balls for indoor soccer.</p> <p>Use indoor nets appropriate for gymnasium.</p>	<p>No metal or molded cleats.</p> <p>Wear suitable footwear and clothing.</p> <p>Shin guards are recommended for additional protection.</p> <p>No jewelry.</p>	<p>Inspect outdoor playing area regularly for debris and obstructions.</p> <p>Use an area that provides suitable footing and is well away from traffic.</p> <p>Report holes and severely uneven surfaces to the principal and make students aware of them.</p> <p>Identify a goal crease.</p> <p>Use collapsible, soft pylons or field paint to mark boundaries and lines.</p>	<p>No tackling.</p> <p>Teach skills in proper progression.</p> <p>Limit the amount of time spent on heading drills.</p> <p>Insist that students must never climb on moveable outdoor goals.</p> <p>Instruct students in the safe handling of and potential dangers associated with moveable outdoor goals.</p>	<p>Provide on-site supervision.</p>

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SOFTBALL

REGULATION

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use bats that are not cracked with an adequate grip.</p> <p>Ensure that back catcher wears a mask and a helmet.</p> <p>Require batters and base runners to wear helmets.</p> <p>Require umpire to wear a mask.</p> <p>Suggest that umpire wears shin guards and a chest protector for added protection.</p> <p>Have fielders wear gloves.</p>	<p>Wear suitable footwear and clothing.</p> <p>No jewelry.</p>	<p>Inspect the field for hazards: holes, glass, rocks, and slippery, muddy spots.</p> <p>Use a playing field that is away from open roadways so that players don't run into traffic.</p> <p>Report holes and severely uneven surfaces to the principal and make students aware of them.</p> <p>If more than one activity is going on, insure that a safe distance exists between the activities.</p>	<p>Teach skills in proper progression.</p> <p>Teach players to lay down or drop the bat after hitting, not release it during the follow through of the swing.</p> <p>Require non-fielding players to stand well back (10 m or more) of the batter's box or behind a screen or fence. (Keep fingers away from the screen.)</p> <p>Have umpires stand behind the pitcher or outside the baselines.</p>	<p>Provide on-site supervision.</p>

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SOFTBALL

SLOW PITCH

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use bats that are not cracked with an adequate grip.</p> <p>Ensure that catcher wears a helmet and mask.</p> <p>Use regulation slow pitch ball.</p> <p>Require batters and base runners to wear helmets.</p>	<p>Wear suitable footwear and clothing.</p> <p>No metal or molded cleats.</p> <p>No jewelry.</p>	<p>Inspect the field for hazards: holes, glass, rocks, and slippery, muddy spots.</p> <p>Use a playing field that is away from open roadways so that players don't run into traffic.</p> <p>Report holes and severely uneven surfaces to the principal and make students aware of them.</p> <p>If more than one activity is going on, ensure that a safe distance exists between the activities.</p>	<p>Teach skills in proper progression.</p> <p>Teach players to lay down or drop the bat after hitting, not release it during the follow through of the swing.</p> <p>Ensure that non-fielding players stand well back (10 m or more) of the batter's box or behind a screen or fence. (Keep fingers away from the screen.)</p> <p>Have umpires stand behind the pitcher or outside the baselines.</p>	<p>Provide on-site supervision.</p>

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STREET HOCKEY BALL HOCKEY

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Stick blades should be checked regularly to ensure the blade is securely attached to the stick.</p> <p>Use only regulation hockey ball and hockey stick with a plastic blade.</p> <p>Goalies must wear protective mask; e.g. hockey helmet with cage.</p> <p>Use “soft” ball; e.g. P30, P40, nerf ball, yarn ball, plastic, soft rubber, or felt puck.</p>	<p>Wear appropriate athletic shoes at all times.</p> <p>No jewelry.</p> <p>Wear suitable clothing.</p>	<p>Use an area that is free from obstructions to enable safe movement.</p> <p>Provide adequate personal space.</p>	<p>Teach skills in proper progression.</p> <p>Instructional guidelines:</p> <ol style="list-style-type: none"> 1. Stick must remain below waist at all times; 2. No slap shots; 3. No body contact, stick on body, or stick on stick contact; 4. Penalties for stick infractions should be strictly enforced; 5. Implement a crease for protection of the goalie; e.g. size of basketball key; 6. No other player or players’ stick allowed in crease; and, 7. Games and activities should be based on skills that are taught. 	<p>Provide in the area supervision.</p>

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TABLE TENNIS

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use regulation size table tennis paddles and balls.</p> <p>Check tables and paddles to be sure they are in good condition.</p>	<p>Wear suitable clothing and footwear.</p> <p>No jewelry.</p>	<p>Set up tables so that students can move around them.</p> <p>Play where floor surfaces are smooth, level and dry.</p> <p>Play in an area that is free of all obstacles.</p>	<p>Teach skills in proper progression.</p> <p>Establish a careful routine for set-up and dismantling of tables with direct teacher supervision.</p>	<p>Provide on-site supervision during set-up and dismantling of tables.</p> <p>Provide in the area supervision during play.</p>

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TEAM HANDBALL

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use indoor nets appropriate for gymnasium.</p> <p>Use a nerf ball, soft utility ball, soft volleyball or team handball.</p>	<p>Wear suitable clothing and footwear.</p> <p>No jewelry.</p>	<p>Play in an area that is free from debris and obstructions and provides safe footing.</p>	<p>No body contact.</p> <p>Modify activities and rules to suit the age and ability of students and the facilities/equipment available.</p> <p>Clearly identify a crease area if using a goalie (e.g., full key area).</p> <p>Allow only the goaltender in the crease area.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

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TETHERBALL

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use a tetherball that is in good repair, with properly working connections at ball and at pole.</p> <p>Use a rope that is in good repair and not excessively frayed.</p> <p>Check pole periodically. Repair a pole with a severe lean or one that is loose at the base.</p>	<p>Wear suitable footwear and clothing that permits unrestricted movement.</p> <p>No jewelry.</p>	<p>Place tetherball poles in areas away from traffic and away from areas where other games are played.</p>	<p>Instruct children in skills and rules before the game is played.</p> <p>Teach skills in proper progression.</p> <p>No tetherball games in slippery, wet conditions.</p>	<p>Provide in the area supervision.</p> <p>Require that tetherball be set up by an adult or a student under adult supervision.</p>

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TOBOGGANING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>First aid kit and phone must be accessible.</p> <p>Toboggan must be in good repair with no jagged edges.</p> <p>Toboggan: Definition: a commercial sliding device.</p>	<p>Clothing should be appropriate for outdoor activity (e.g. toque/hat, gloves/mitts, boots, warm jacket/coat, etc.) are recommended.</p> <p>All scarves should be tucked into jacket/coat.</p>	<p>For any site, students should be made aware of the defined boundaries of the activity.</p> <p>The hill and run-out section at the bottom of the hill should be free of hazards.</p> <p>The run-out space should be adequate for safe stopping.</p> <p>The area should be designated for tobogganing for the duration of the activity.</p> <p>The hill should have a level take-off / launch area at the top of the slope.</p>	<p>Teach safety and sliding skills in proper progression.</p> <p>Discuss frostbite and hypothermia and how to recognize and treat.</p> <p>Parents and students should be informed of importance of sun protection.</p> <p>Emergency procedures should be established and communicated to students.</p> <p>No more than two to a toboggan.</p> <p>Seated use on all toboggans. No standing or sledding head first.</p> <p>There shall be a designated sledding area (down) and a designated walking area (up).</p> <p>There should be a safe distance between descending toboggans.</p> <p>No jumps or obstacles.</p> <p>The toboggan path should be clear before take-off / launch.</p>	<p>Provide on-site supervision.</p>

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TRACK AND FIELD

DISCUS

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<p>GRADES 6 – 12 <i>In-Class Activity – High Risk Activity</i></p>				
<p>Use a discus that is of a size and material appropriate for the age, gender and physical maturity of the student.</p> <p>Use a discus that is free of cracks, chips and other damage. Check the discus regularly for damage.</p> <p>Provide protective screening around the throwing area. (A baseball screen may provide suitable protection.)</p>	<p>Wear suitable clothing and footwear.</p> <p>No jewelry.</p>	<p>Use a landing area that is well marked and free of people during the activity.</p> <p>Choose a throwing area that is free of obstacles and completely closed to traffic. (No other activity in the area where discus is taking place.)</p> <p>Ensure that the discus circle area provides safe footing.</p>	<p>Require instructor and students not throwing to be behind thrower (behind a screen).</p> <p>Teach skills in proper progression.</p> <p>Establish safe throwing and retrieving procedures.</p> <p>Instruct students in safety prior to teaching and practice.</p> <p>Establish precautions to ensure the safety of all students before any activity with the discus begins.</p>	<p>Provide constant visual supervision.</p>

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TRACK AND FIELD

HIGH JUMP

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
GRADES 4-12				
<p>Use a landing area that is appropriate for the age, size and skill level of the students. The minimum mat size is a single 1.5 m x 3 m x 50 cm (5' x 10' x 20") mat.</p> <p>Wet rope or elastic may be used rather than a crossbar.</p> <p>Check poles for cracks regularly.</p> <p>Check pits regularly for damage.</p> <p>Place standard utility mats around the landing surface with no gaps.</p> <p>No metal crossbars.</p>	<p>Wear suitable clothing and footwear.</p> <p>No jewelry.</p>	<p>For both indoor and outdoor jumping, design area so that approach area is clear, smooth, dry and traffic-free.</p> <p>Indoor jumping only when the floor provides a non-slip surface.</p>	<p>Require student bar monitors to stay in front and to the side of standards at all times.</p> <p>Stress progressions and technique rather than competition.</p> <p>Stress controlled approach.</p> <p>If student is using "flop style", encourage take-off closer to the nearest upright on approach.</p> <p>Ensure that landing mats and velcro mats are firmly secured and do not slide when jumper lands.</p> <p>Teach skills in proper progression.</p>	<p>Provide constant visual supervision.</p>

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TRACK AND FIELD

HURDLES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
GRADES 6 – 12				
<i>In-Class Activity – High Risk Activity</i>				
Use “scissor” hurdles, light hurdles or loose crossbars for classroom instruction.	Use type of footwear appropriate for the age, size, and skill level of the student . Wear suitable gym clothing and footwear. No jewelry.	Use an appropriate area that provides a flat, clear surface.	Instruct students on how to set up equipment properly. Modify heights and distances to accommodate different ability levels. Teach skills in proper progression.	Provide on-site supervision.

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TRACK AND FIELD

JAVELIN

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<p>GRADES 6 – 12</p> <p><i>In-Class Activity – High Risk Activity</i></p>				
<p>Have inexperienced students use a blunted javelin or a substitute javelin such as a hockey stick minus the blade.</p>	<p>Wear appropriate clothing and footwear.</p> <p>No jewelry.</p>	<p>Use a runway that is smooth and flat.</p> <p>Use a throwing area that is free of obstacles and completely free of traffic.</p> <p>No other activity in the area where the javelin is being thrown.</p>	<p>Teach students to lead and throw with the elbow to avoid elbow injuries.</p> <p>Enforce the “all throw” and “all retrieve” rule when more than one student is participating.</p> <p>Have spectators and non-competing athletes remain behind the throwing area.</p> <p>Teach skills in proper progression.</p>	<p>Provide constant visual supervision.</p>

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TRACK AND FIELD

SHOT PUT

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
GRADES 6 – 12				
<i>In-Class Activity – High Risk Activity</i>				
<p>Use only shots designed for indoor activity in the indoor program.</p> <p>Use equipment of appropriate size and weight for age and strength of student.</p>	<p>Wear suitable footwear and clothing.</p> <p>No jewelry.</p>	<p>Use a landing area that is well marked and free of people during activity.</p> <p>Use a putting area that is safe underfoot.</p>	<p>Establish safe routines for putting and retrieving of shots.</p> <p>Have only one specified putting direction, completely free from traffic.</p> <p>Teach skills in proper progression.</p> <p>Transport all shots safely to and from throwing area.</p>	<p>Provide constant visual supervision.</p>

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TRACK AND FIELD

TRACK EVENTS

SPRINTS, 400 m, 800 m, 1500 m, 3000 m, RELAYS

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use plastic, wood, or aluminum relay batons.</p>	<p>Wear suitable footwear and clothing.</p> <p>Use type of footwear appropriate for the age, size, and skill level of the student.</p> <p>Wear shoes. No jewelry.</p>	<p>Use outdoor areas that are designated for running, clearly marked, away from other activities, checked for hazards, and that provide safe footing.</p> <p>Inspect all tracks annually and maintain as necessary.</p>	<p>Teach the skills associated with running in a progression of developmental steps.</p> <p>Include proper warm-ups and cool-downs in all in- class sessions.</p> <p>For indoor sprinting in hallways: no running where there are glass doors or showcases</p> <ul style="list-style-type: none"> • position a safety barrier in front of doors • put pylons at stop points. <p>For distance running, modify length of run so it is appropriate to the age and ability level of the participant.</p> <p>Take into account:</p> <ul style="list-style-type: none"> • temperature of the day • previous training and length of preparation. <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision for sprints and relays.</p> <p>Provide in the area supervision for middle distance (400 m, 800 m and 1500 m) events.</p> <p>When running above distances, students may be temporarily out of sight. Thus, running in pairs or groups is advised.</p>

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TRACK AND FIELD

TRIPLE JUMP, LONG JUMP

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
Equipment includes: <ul style="list-style-type: none"> • sand pit • rake • shovel or spade. 	Use type of footwear appropriate for the age, size, and skill level of the student. Wear suitable clothing. Wear shoes. No jewelry.	Use a pit filled with sand. Ensure that landing area is soft with plenty of sand and no foreign objects. Use a takeoff area that is firm and flat. Dig pit at least once a season. Locate pits so they are removed from high traffic areas and away from other activity sites in use (e.g., ball diamonds).	No jumping when there are slippery conditions. Teach skills in proper progression. Train students to be rakers. As part of training, include rules such as: <ul style="list-style-type: none"> • remove rake before next competitor begins approach • begin raking after competitor is out of pit • rake sand into the middle of the pit rather than out to the sides. 	Provide constant visual supervision during initial lessons. Provide on-site supervision after skills have been taught.

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VOLLEYBALL

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Store poles so that there is no danger of them falling onto anyone.</p> <p>Use nets that are free of exposed wires along top or frayed wires along poles.</p> <p>Use ball appropriate for age and ability of students.</p>	<p>No jewelry.</p> <p>Wear suitable footwear and clothing.</p>	<p>Use a playing surface that provides good traction.</p> <p>Use outdoor volleyball courts that provide safe footing.</p> <p>Use a gym that is free of hazards (e.g., equipment and furniture in corners/on sidelines).</p> <p>Require students who are attaching net to pole to stand on chair or ladder.</p>	<p>Replace floor plugs when volleyball poles are removed.</p> <p>Teach skills in proper progression.</p> <p>Organize drills so as to minimize the risk of being hit with an errant ball.</p> <p>Modify activities/rules to the age and ability level of participants.</p>	<p>Provide on-site supervision of activity.</p> <p>If students are involved in setting up and putting away volleyball poles, provide constant visual supervision.</p>

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WATERPOLO

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>GRADES 10-12</i>				
	Wear appropriate swimming attire. No jewelry. Tie hair back or wear it in a bun.	Use a school or community swimming pool. Don't use backyard pools for class instruction.	Inform swim instructor of any students having any medical problems that may affect the student's safety in the water. Require students to meet a minimum swimming standard (e.g., swim 100 m any stroke and tread water for 3 minutes). Modify rules to accommodate age and ability of participants. Teach skills in proper progression.	Have a certified lifeguard on duty at all times. Provide constant visual supervision.

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WEIGHT TRAINING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<p>GRADES 7-12 <i>In-Class Activity – High Risk Activity</i></p>				
<p>Inspect all equipment regularly and repair as necessary.</p>	<p>Wear suitable clothing and footwear. No jewelry.</p>	<p>Secure weights in a secure storage area that can be locked when it is not in use.</p>	<p>Instruct all students in proper lifting techniques and safety procedures. Use a buddy system when lifting free weights over body. Secure free weight plates in place before using. Individualize all programs. Teach skills in proper progression.</p>	<p>Provide in the area supervision for use of weight machines and free weights, following instruction on safe use.</p>

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WRESTLING (Combative)

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>GRADES 6 - 12</i>				
<p>Use 5.1 cm (2”) mats with velcro sides.</p>	<p>No jewelry. Wear suitable clothing. No glasses.</p>	<p>Check mat surfaces regularly for irregularities.</p>	<p>During warm-up activities emphasize conditioning and flexibility. Teach skills in proper progression. Ensure that students are aware of the importance of keeping fingernails closely trimmed. Match participants of similar weight, strength and gender. Ensure that area surrounding the mats is free of obstructions/hazards. Provide suitable distance between the edge of wrestling area and surrounding walls. Encourage “down” wrestling for beginner wrestlers. Outline rules and illegal moves. Permit students to be referees only under the direct supervision of the instructor.</p>	<p>Provide on-site supervision.</p>

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ZIP LINE / HIGH ROPES COURSE

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>GRADES 7-12</i> <i>High Risk Activity</i>				
<p>Use all equipment required by the facility.</p>	<p>Clothing should be appropriate to the weather conditions.</p> <p>Clothing should be appropriate as defined by the facility.</p>	<p>This activity shall only occur at a licensed, commercial venue.</p>	<p>Design an emergency action plan and communicate it to all involved with the program.</p> <p>Teach skills in proper progression.</p> <p>Clearly outline safety procedures to students.</p> <p>Follow all rules and regulations defined by the facility.</p> <p>Students should not be encouraged to perform activities beyond their physical and psychological abilities.</p>	<p>Ensure a qualified instructor provides safety instruction and initiates the activity for each student.</p> <p>Provide constant visual supervision with a teacher / adult supervisor at each end of the activity.</p>

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