

Safety Guidelines for Physical Education in New Brunswick

**Elementary/Middle School
Curricular**

**Module 1
2014**

**Concussion Update 2019
Terminology Update 2021**



Acknowledgments

This document is an adaptation of the guidelines produced by the Ontario Physical and Health Education Association (OPHEA), a not-for-profit incorporated organization, in Partnership with the Ontario School Boards' Insurance Exchange (OSBIE), the Ontario Association for the Supervision of Physical and Health Education (OASPHE), the Canadian Intramural Recreation Association - Ontario (CIRA), and the Ontario Federation of School Athletic Associations (OFSAA). The Guidelines are, to the best of the Ontario Ministry of Education's knowledge, based upon the most current knowledge and experience available in Canada. However, implementation of safety guidelines should in all cases be preceded by a close review of these guidelines. Appropriate modification on the part of each school should be conducted in order to meet the specific requirements and circumstances of their respective facilities and programs. Neither the Department of Education and Early Childhood Development, nor the Ontario Ministry of Education, nor OPHEA accept any responsibility for the implementation or customization of these guidelines.

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Disclaimer

These guidelines have been developed to assist School Districts in their formulation of site-specific safety guidelines for physical education, intramural sports programs and interschool athletics. These guidelines are, to the best of Ophea's knowledge, based upon the most current knowledge and experience available in Canada. Implementation of safety guidelines should in all cases be preceded by a close review of these guidelines and appropriate modification on the part of each School District in order to meet the specific requirements and circumstances of their respective schools and programs. Ophea accepts no responsibility for the implementation and customization of these guidelines.

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Generic Section

Background:

This document is a revision of the 2002 version of the Physical Education Curricular Safety Guidelines. These revised Physical Education Safety Guidelines were developed with the support and encouragement of the Ontario Physical and Health Education Association (Ophea), the Ontario School Districts' Insurance Exchange (OSBIE), the Ontario Association for the Supervision of Physical and Health Education (OASPHE), the Ontario Federation of School Athletic Associations (OFSAA), and the Canadian Intramural Recreation Association – Ontario (CIRA). The Department of Education and Early Childhood Development have acquired the copyright for these safety guidelines. These guidelines have been modified to better respond to the needs and realities of New Brunswick.

Intent of the Physical Education Safety Guidelines:

The primary responsibility for the care and safety of students rests with the school District and its employees. An important aspect in fulfilling this role is to recognize that there is an element of risk in all physical activity and to take action accordingly. To this end, reasonable foreseeable risks have been identified and analyzed and these guidelines were developed to include procedures that help minimize, to the greatest extent possible, the risk of a preventable accident of injury. A guideline alone does not eliminate risk regardless of how well it is written or how effectively it is implemented. Safety awareness, practiced by the teacher, based on up-to-date information, common sense observation, action, and foresight, is the key to safe programming. The intent of the Curricular Safety Guidelines is to focus the teacher's attention on safe instructional practices for each class activity in order to minimize the inherent element of risk. By implementing safe instructional practices, such as use of logical teaching progressions, as well as inclusion of age-appropriate activities in program preparations, planning and daily teaching, the educator will guard against foreseeable risks. It is hoped that through this implementation process, this document will assist educators in fulfilling their obligation to provide the safest possible environment in which all students, regardless of physical, mental, emotional abilities/challenges or cultural background, can be physically active.

Impact and Scope of this document:

The Safety Guidelines represent the minimum standards for risk management for School Districts. An activity should not occur unless these statements have been addressed. This document delineates minimum guidelines that must be met by physical educators and administrators in addressing the safety component of the physical education core program. This module focuses on classroom instruction in physical education. Intramural and interschool activity guidelines can be found in the second and third modules.

Risk Management

The following elements of risk must be taken into consideration by the teacher:

- the activity is age-appropriate for the students' physical/mental abilities and behavioural patterns;
- the teacher has the knowledge and ability in accordance with the safety guideline pages to teach/supervise the activity safely;
- when considering an activity which is not addressed in the physical education curriculum or the Safety Guidelines for Physical Education in New Brunswick, the educational value vs. the entertainment value of the activity must be determined (e.g., Is going to a wave pool educational or

entertainment?). Once the activity has been approved by a district official as having educational value, the inherent risks must be identified and minimized.

A. Generic Issues

Please Note:

- all statements in the Safety Guidelines are minimum standards;
- the following guideline statements are not listed in any order of priority;
- lists of examples in these guidelines are not exclusive.

There are many common guidelines for safety which apply to all class activities. Some commonalities are:

1. **Medical Conditions:** At the beginning of the school year, teachers need to be aware of the medical background and physical limitations of their students. This includes knowledge of students with heart disorders, asthma, diabetes, severe allergies, anaphylaxis, etc. Each school needs to develop a process by which medical information is made available to teachers at the beginning of the school year and throughout.

To address a student's medical condition (e.g., asthma, life threatening allergies, diabetes, epilepsy, heart disorders) teachers are to refer to their School District's/school's medical condition protocols and/or individualized student medical information form.

To assist teachers with the management of a student with asthma when participating in physical activity refer to the Sample Management of Asthma Protocol (Appendix L).

2. **Sudden Arrhythmia Death Syndrome (SADS)** refers to a variety of cardiac disorders which are often genetic and undiagnosed that can be responsible for sudden death in young, apparently healthy people. For more information visit www.sads.ca.

Because physical activity is a common trigger for many sudden cardiac deaths, it is important for teachers to recognize possible syndromes/warning signs:

- fainting or seizure during physical activity;
- fainting or seizure resulting from emotional excitement, emotional distress or being startled (e.g. a sudden loud noise such as a fire alarm system).

School response:

- immediately call 911;
- inform parents and provide information about SADS – www.sads.ca;
- the student is not to participate in physical activity until cleared by a medical assessment and documentation is provided to the school administrator/designate.

Refer to Appendix M – Sudden Arrhythmia Death Syndrome – SADS for school and parent information and responsibility and a sample form to be completed for return to activity after a fainting episode.

3. An emergency action plan to deal with accidents in physical education must be developed and applied in all schools. For details on an emergency action plan, see Appendix E.
4. A fully-stocked first aid kit must be readily accessible to the gymnasium. For a sample listing of first-aid items, see Appendix D.
5. Universal precautions (e.g., using impermeable gloves), must be followed when dealing with situations involving blood and other bodily fluids (see Appendix K). Teachers must refer to School District protocols that address bodily fluids procedures.

6. Concussion Definition

A concussion:

- is a traumatic brain injury that causes changes in how the brain functions, leading to signs and symptoms that can emerge immediately or in the hours or days after the injury;
- signs and symptoms can be physical (e.g. headache, dizziness), cognitive (e.g. difficulty concentrating or remembering), emotional/behavioural (e.g. depression, irritability) and/or related to sleep (e.g. drowsiness, difficulty falling asleep);
- may be caused by a jarring impact to the head, face, neck or body, with an impulsive force transmitted to the head, that causes the brain to move rapidly and hit the walls of the skull (for a visual description of how a concussion occurs, see cdn.hockeycanada.ca/hockey-canada/Hockey-Programs/Safety/Concussion/Infographic/english.html);
- can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness); and,
- cannot normally be seen on X-rays, standard CT scans or MRIs.

Concussion Protocol and Procedures Information: Safety protocols and procedures must be developed and communicated to students to minimize and manage potential concussions. To assist in the development of concussion safety protocols and procedures, administrators, teachers and coaches are to reference the appropriate concussion information located in the Appendices section of this module. At all times the New Brunswick Physical Education Safety Guidelines are the minimum standards. In situations where a higher standard of care is presented (e.g., a School District's protocols or procedures) the higher standard of care is to be followed.

Teachers, coaches and volunteers supervising physical activities, where a student sustains a possible concussion, must be able to identify and properly manage a suspected concussion.

It is critical to refer to the following Appendices for important information on concussion identification, management and return to school/return to sport/physical activity protocol:

- Appendix C-1 – Concussion Management Procedures: Return to School and Return to Sport/Physical Activity
- Appendix C-2 – Concussion Education Sheet
- Appendix C-3 – Tool to Identify a Suspected Concussion
- Appendix C-4 – Documentation of Medical Examination
- Appendix C-5 – Return to School Strategy
- Appendix C-6 – Individualized Return to School Following Concussion
- Appendix C-7 – Return to Sport/Physical Activity Strategy
- Appendix C-8 – Decision-Making Pathway for Concussions

Minimizing the Risk of Concussions

Education is a prime factor in supporting the prevention of concussion.

Any time a student is involved in a physical activity; there is a chance of sustaining a concussion.

Therefore, it is important to take a preventative approach when dealing with concussions. Prior to activity the teacher/coach meets with student to go over the following information on concussion:

- The definition and causes of a concussion, signs and symptoms, and dangers of participating in an activity while experiencing the signs and symptoms of a concussion.
- The risks associated with the activity/sport for a concussion and how to minimize those risks.
- The importance of immediately informing the teacher/coach of any signs or symptoms of a concussion, and removing themselves from the activity.
- The importance of respecting the rules of the game and practising fair play.
- The importance of wearing protective equipment that is properly fitted (e.g., with chin straps done up according to the one-finger rule [only one finger should fit between the strap and chin]).
- Where helmets are worn, inform students that there is no such thing as a concussion-proof helmet. Helmets are designed to prevent major brain injuries such as bruises to the brain, blood clots, facial injury and skull fractures. However, helmets do not prevent all concussions.

Teacher/coach responsibility in minimizing the risk of concussion:

- Skills and techniques must be taught in the proper progressions.
- Students must be instructed and trained in the appropriate body contact skills and techniques of the activity/sport prior to contact practice/game situations.
- Students who are absent for concussion safety lessons must be provided with the information prior to the next activity session;
- The rules of the sport must be enforced. Emphasize the principles of head-injury prevention (e.g., keeping the head up and avoiding collision):
 - *eliminate all hits to the head;*
 - *eliminate all hits from behind.*
- Check protective equipment is approved by a recognized Equipment Standards Association (e.g., CSA, NOCSAE) and is visually inspected prior to activity and well maintained.
- Check (where applicable) that protective equipment is inspected by a certified re-conditioner as required by manufacturer (e.g., football helmet). If students are permitted to bring their own protective equipment (e.g., helmets), students and parent/guardians must be informed of the importance of determining that the equipment is in good working order and suitable for personal use.
- Document safety lessons (e.g., date, time, brief content, student attendance).
- Many resources are available at <http://www.parachutecanada.org/injury-topics/item/concussion>. Excellent videos such as “[Concussions 101, a Primer for Kids and Parents](#)” and [Concussion Recovery and 'Return to Learn' for Parents & Kids](#) by Dr. Mike Evans are also available.

7. If a student misses a physical education class due to an injury or illness requiring professional medical attention (e.g., medical doctor, chiropractor, physiotherapist), the principal must receive communication from the student's parent/guardian, giving him/her permission to return to physical activity. For a sample form, see Appendix B – Return to Physical Activity Plan – Non-Concussion Medical Illnesses/Injuries.

Parents/guardians must provide a return to physical activity plan for students returning to activities with injuries/illnesses such as spinal injuries, fractures, torn ligaments or mononucleosis etc. The best plans will involve a medical professional who is involved in the student's treatment/recovery and who will communicate to the parents/guardians that their child is ready to move to the next level, and ultimately return to activity.

8. Teachers must ensure parents/guardians are aware of safety precautions related to environmental factors (e.g., temperature, weather, air quality, humidity, UV rays, insects, frost bite, and dehydration) (see Appendix A).
9. Lightning is a significant weather hazard that may affect outdoor activities. Safety precautions and protocols must be developed and communicated to participants in response to potential lightning risk factors. At all times the School District's lightning procedures are the mandatory minimum standards. In situations where a higher standard of care is presented (e.g., trip guides, facility/program coordinators) - the higher standard of care is to be followed. For lightning procedures, (see Appendix F).
10. Many different situations may arise involving the transportation of students away from the school for activities. It is important that parents are made aware of the mode of transportation and student expectations. The means and frequency of communication required must be established with the school principal. A signed parent/guardian acknowledgement/permission form must be received from each participant. The form must contain details of the activity and its inherent risks including transportation risks. Consideration must also be given to informing parents of activities which take students off the immediate school property, where transportation is not required, e.g., cross-country running. Refer to individual School District's field trip procedures related to the need for obtaining parent/guardian permission.
11. When activities are offered off campus, a working communication device must be readily accessible.
12. When taking students off-site for an activity organized by an outside provider (e.g., Tree Go, Alpine Skiing), the appropriate safety guidelines must be shared with the activity provider prior to trip confirmation. The outside provider must agree to abide by the mandates described in the Safety Guidelines.
13. Students must be made aware of the locations of the fire alarms, the fire exits and alternate routes from the gymnasium or other large indoor room used for activity.
14. Prior to teaching the skills of the activity, the teacher must outline the possible risks of the activity (warnings of possible dangers); demonstrate how to minimize the risks, and set procedures and rules for safe play.
15. If students are involved in an activity or sport (e.g., a low organization game) which is not described in this guideline, refer to the guidelines of an activity that it most resembles.
16. Any modifications teachers make to guideline statements must raise the level of safety, not lower it.

17. Where an incident occurs that increases or could increase the risk of injury, corrective actions must take place to help prevent its reoccurrence.
18. At the beginning of the school year, teachers must instruct students in appropriate change room conduct as well as emphasize the need to change quickly and proceed to the gym. Reinforce this guideline as necessary during the school year.
19. Approval from the appropriate school district official must be received if a teacher wishes to include activities that are not in the guidelines and do not resemble guideline activities. As part of this process, the teacher must demonstrate that all appropriate precautions will be taken in the interest of student safety.
- 20. Individuals wishing to make additions and/or modifications to the curricular safety guidelines need to contact the Department of Education and Early Childhood Development to initiate the process.**

B. Introduction to Sport / Activity Page Components

Please note:

- All statements found on the sport/activity pages and supporting Appendices A-M are the minimum standards. An activity should not occur unless these guidelines have been addressed.
- The statements in the sport/activity pages of the Safety Guidelines are not listed in any order of priority.
- Lists of examples in the Safety Guidelines are not exclusive.

1. Sport/Activity Pages:

- a) Guidelines for each class activity are outlined according to the following critical components:

Equipment
Special Rules/Instructions
Clothing and Footwear
Facilities
Supervision

- b) With some exceptions, appropriate age divisions are not described on activity pages. It is the responsibility of each School District to determine the age appropriateness of these activities. Where ages are determined in activity pages (e.g., Wall Climbing: “Only Grade 7 and Grade 8 students belay”), the standard has been determined by experts in the field.

2. Equipment:

- a) To provide a safe environment for class activities, the teacher must make a pre-activity check of the equipment to be used. This could be done visually or recorded on a check list (see Appendix I-2, Gymnasium Equipment Checklist). Hazards must be identified and removed or isolated as a factor in the activity.
- b) When using equipment that is not described in the document, care must be taken to determine that it is safe for use, (e.g., no sharp edges, cracks, or splinters) and that it is size, mass and strength appropriate.
- c) Protective equipment. Prior to participation teachers and supervisors are to check that the protective equipment, mandated under the Equipment Criteria section on the activity page, is being properly worn by the students (e.g., properly fitting cycling helmet with chin straps done up). Where appropriate, teachers and supervisors, when participating in the activity with the students are encouraged to wear the protective equipment not only for personal protection, but to act as a role model for students (e.g., CSA approved ice hockey helmets when ice skating).
- d) All balls must be properly inflated.
- e) No home-made equipment is to be used, e.g., personal ball hockey sticks, plastic bleach bottle scoops. Equipment can be made at school by District employees, adult volunteers and by students who are under direct supervision. See guidelines for “School-Made Equipment”, Module II: Physical Education Intramural Safety Guidelines.

- f) If students are permitted to bring their own equipment (e.g., badminton racquets, skis, in-line skates), students and parents/guardians must be informed of the importance of determining that the equipment is in good working order and suitable for personal use.
- g) Helmets. New Brunswick Physical Education Safety Guidelines:

Helmet requirements, Safety Standards Associations and/or certification standards, can be found in the Ontario Physical Education Safety Guidelines (Curricular and Interschool modules) on the specific activity/sport pages under the safety criteria – Equipment.

Recognized Safety Standard Associations for Helmets:

The New Brunswick Physical Education Safety Guidelines recognizes the following safety standard associations in its guidelines:

- Canadian Standards Association – CSA;
- U.S. Consumer Product Safety Commission – CPSC;
- American Society of Testing and Materials – ASTM;
- National Operating Committee on Standards in Athletic Equipment – NOCSAE;
- Snell Memorial Foundation – Snell Standard;
- British Standards Institute – BS;
- Standards Association of Australia – AS;
- Common European Norm – CEN;
- Safety Equipment Institute – SEI.

Selection of helmets for activities where specific helmets have been developed:

Helmets designed for the type of hazards encountered in the activity will provide the optimal required protection for the activity. Select a helmet that meets the protection standards (certification) for the specific activity/sport as determined by a recognized safety standards association.

Selection of helmets for activities where specific helmets have not been developed (e.g. ice skating, tobogganing/sledding) :

The New Brunswick Physical Education Safety Guidelines lists on its activity pages the types of helmets that offer the best protection against ice skating/tobogganing injuries as recommended by the following safety organizations: Thinkfirst Canada, (Sport Smart programs, head injury prevention and concussion awareness), Canada Safety Council and Safe Kids Canada.

Selection of Multi-Purpose Helmets:

Some helmets are marketed as ‘multi-sport’ meaning they meet the safety standard for more than one activity (e.g. cycling, skateboarding and in-line skating).

For a multi-purpose helmet to be used for an activity/sport, the helmet must have an identification of a safety standard certification (e.g. sticker/identification on the package or on the helmet) from a recognized safety standards association indicating that it meets the required safety standards for those activities the helmet will be used for.

Select a suitable helmet for the activity:

- i. Reference the specific activity page in the New Brunswick Physical Education Safety Guidelines.
- ii. Consult the sport governing body of the activity.
- iii. Consult a reputable provider (retailer) of the equipment for information on the most suitable helmet.
- iv. Consult ThinkFirst's information document, "Which Helmet For Which Activity?"
http://www.thinkfirst.ca/documents/ThinkFirst_WHWA_English_2011.pdf

Certification sticker's location:

To be sure that the helmet meets the safety standard (certification) for your particular activity/sport:

- most helmets that meet a particular standard will contain a special label that indicates compliance usually found on the liner inside of the helmet.

CSA Standards: Where a Canadian Standard Association standard becomes available for an activity helmet, the CSA approved helmet is to be the choice for use.

- h) Students must be encouraged to report equipment problems to the teacher.
- i) When equipment (e.g. fitness equipment) is purchased second hand or donated to your school/school district, follow the guidelines for new/donated equipment in Appendix H.

3. Clothing and Footwear:

- a) Appropriate athletic footwear must be a minimum uniform requirement. Appropriate athletic footwear is defined as a running shoe with a flat rubber treaded sole that is secured to the foot. Running shoes with higher heels, wheels, rubber, plastic or metal cleats, open toes, open heels are not appropriate. Students must also wear appropriate clothing for physical education classes. Shorts or sweat pants and T-shirts/sweat shirts are examples of appropriate clothing. Deviations from this minimum are listed on activity pages. Some ill-fitting clothing, jewellery, hard-soled shoes and socks without shoes can inhibit movement and possibly cause injury during active movement. Where religious requirement present a safety concern, modifications to the activity must be made.
- b) Hanging jewellery must not be worn. Jewellery which cannot be removed and which presents a safety concern (e.g., medical alert identification, religious requirement jewellery) must be taped or securely covered. Deviations from this minimum are listed on activity pages.
- c) Parents/guardians must be made aware of safety precautions with eyeglasses for some activities, including an eyeglass strap and/or shatterproof lenses or removal of glasses if vision is adequate (see Appendix A).
- d) Long hair must be secured so as not to block vision. Devices (e.g., barrettes, bobby pins, etc.) used to tie back long hair must not present a safety concern.

4. Facilities:

- a) To provide a safe environment for class activities the teacher must make a pre-activity check of the facilities and equipment to be used. This could be done visually or recorded on a check list (see Appendices H1-H3). The minimum requirement is a pre-use visual check. Hazards must be identified and removed as a factor in the activity. Potentially dangerous and immovable objects (e.g., goalposts, protruding stage) must be brought to the attention of students and administration.
- b) All equipment must be checked regularly to determine it is in good working order. Equipment listed in the document applies only to safety. Students must be encouraged to report equipment or facility problems to the teacher. For more information on the role of the student in safety, see Appendix J.
- c) In an emergency situation (e.g., lightning, severe weather, medical emergency) the supervisor in charge of the excursion must follow School District protocol. If the excursion takes place at an outdoor education facility whose emergency protocol has a higher standard of care than the School District protocol, then the outdoor education facility protocol must be followed.
- d) Facilities and major equipment must be inspected and a written report completed by a reputable third party on a regular basis. In certain cases, a qualified person or manufacturing agent must inspect the equipment (eg. Football helmets).
- e) Any use of a facility must be supervised.
- f) Equipment/furniture which is hazardous to the activity must not be stored around the perimeter of the gymnasium or any other large indoor room used for physical education. A reasonable number of benches as well as mats secured to the wall are exceptions to this statement.
- g) For all indoor activities, walls and stages must not be used as turning points or finish lines. A line or pylon could be designated in advance of the wall or stage.
- h) Foreseeable risks must be identified and precautions taken to minimize risks. For safety precautions when using non-gym areas (e.g., concourses, hallways, classrooms, stages) for physical education classes, see Appendices F and H-3.
- i) Playing fields must be free from hazards, e.g., holes, glass, and rocks. Severely uneven surfaces must be brought to the attention of the principal, students must be made aware of them, and modifications made when necessary. Field/outdoor playing areas must allow for sufficient traction.
- j) Regarding the opening or closing of gym divider door/curtains:
 - teachers must inform students of procedures for opening and closing doors/curtains and review periodically (e.g. posted signage if applicable);
 - constant visual supervision is required;
 - teachers/staff members only in charge of opening/closing. If assisting the teacher in the opening/closing of the door/curtain, students must be properly trained;

- designate an area a safe distance from the path of the door/curtain in which students must remain during the opening/closing of the door/curtain. Check that path is clear (no obstructions and /or students in the way);
- remove key after door/curtain closes;
- inspect door/curtain on a regular basis for anything that would hinder effective operation;
- should the door/curtain manufacturer require a higher standard of care/supervision than the New Brunswick Physical Education Safety Guidelines for the opening/closing of gym dividers and doors, the manufacturer's standard must be followed (e.g., only adults (including trained students 18 and over) can operate doors/curtains).

Noise can be a problem in gymnasiums where curtains divide teaching areas. Determine that students are able to hear and follow instructions/signals. Use strategies to enhance communication to students.

A teacher/supervisor who is not familiar with the operations related to divider doors/curtains must seek assistance from appropriate support staff and/or refrain from opening/closing divider doors/curtains until instructional support is received.

5. Special Rules/Instructions:

- a) Class activity must be modified according to the age and ability levels of students and the facility available.
- b) Teachers must be encouraged to stay current with respect to safe exercise techniques.
- c) All class sessions must include appropriate warm-ups and cool-downs.
- d) Skills must be taught in a proper progression. Refer to skill progression resources (e.g., School District's core curriculum documents, commercial resources).
- e) Games and activities must be based on skills that have been taught.
- f) Before involving students in outdoor activity, teachers must take into consideration:
 - environmental conditions (temperature, weather, air quality, humidity, UV rays, insects, frost bite);
 - accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity;
 - previous training and fitness level;
 - length of time and intensity of physical activity.
- g) Students must be made aware of ways to protect themselves from environmental conditions (e.g., use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).
- h) Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes) (see Appendix F – Lightning Protocol).
- i) Students must receive instruction on the importance of reporting symptoms related to a suspected concussion.

- j) Adequate liquid replacement must be accessible for students.
- k) Modify activities which involve students with special needs to address safety issues for all students. Teachers need to refer to resources designed to maximize safe opportunities for students with physical, intellectual, and behavioural exceptionalities (e.g., FMS: Active Start and FUNdamentals – For Children with Physical Disabilities and FMS:Active Start and FUNdamentals Stages For Children with Developmental and/or Behavioural Disabilities from Physical Health and Education Canada).
- l) Many activities address the issue of body contact, stick-on-body and stick-on-stick contact. In an effort to promote common understanding of the term, this document views contact as an intentional contact with the purpose of gaining an advantage in the specific activity.
- m) Some activities refer to an “in charge person”. While the teacher is “in charge” and responsible for the overall safety and well-being of persons under his/her care, sometimes there are other personnel who must be identified as “in charge” related to specific situations (e.g., a pool lifeguard). In activities where an “in charge” person is designated, that person must make final decisions regarding the safety of the participants.
- n) While moving, students must not be required to close their eyes or be blind-folded, except for leadership or trust games where the student is guided by another, in this case it would be important to emphasize safety.
- o) Emphasize controlled movement when requiring students to walk or run backwards. Avoid backward-running races.
- p) Any student with a cast must provide a doctor’s note or parent/guardian signed permission indicating it is safe for him/her to participate.
- q) Casts/orthopedic devices must not present a safety concern to students or other participants. Modifications to the program might have to be made.

6. Supervision:

Definition of Supervision: Supervision is the vigilant overseeing of an activity for regulation or direction. All facilities, equipment and activities have inherent risks, but the more effectively they are supervised, the safer they become.

A supervisor, as referred to below, is defined as a teacher, principal, or vice-principal employed by the School District. A volunteer (not necessarily a teacher) could assist in the supervision of physical education activities. Examples of volunteers are: instructional assistants, educational assistants, retired teachers, co-op students, parents/guardians and teacher candidates. Refer to your School District policy regarding volunteers. These volunteers must not be the sole supervisors of any activity.

- a) Students must be aware that the use of equipment and the gymnasium are prohibited without the appropriate type of supervision. In addition to written or verbal communication, at least one of the following deterrents must be in place, for example:
 - locked doors;
 - signs in/on physical education doors, gymnasium and other areas indicating that students are not to use the gym unless supervised;
 - staff scheduled and present in the area of the gym (e.g., an adjoining physical education office) in order to see students entering the gym without authorization.

- b) All activities must be supervised. The Safety Guidelines designate three categories of supervision: “Constant visual”, “On-site”, and “In-the-area”. The categories are based on the principles of general and specific supervision which take into consideration the risk level of the activity, the participants’ skill level and the participants’ maturity.
- **“Constant visual”** supervision means that the teacher is physically present, watching the activity in question. Only one activity requiring constant visual supervision may take place while other activities are going on.
 - **“On-site”** supervision entails teacher presence but not necessarily constantly viewing one specific activity. Momentary presence in adjoining rooms to the gym is considered part of “on-site supervision”.
 - **“In-the-area”** supervision means the teacher must be readily accessible and at least one of the following criteria is in place:
 - teacher is circulating;
 - exact location of teacher is known and location is nearby; or
 - teacher is visible.

Example: During a track and field session, some students are involved in high jump, some are practicing relay passing on the track while a third group is distance running around the school:

- **“constant visual” supervision** – High Jump – Teacher is at high jump area and is observing activity;
 - **“on-site” supervision** – Relay Passing – Students are practising on the track and can be seen by the teacher who is with the high jumpers;
 - **“in-the-area” supervision** – Distance Running – Students are running around the school and at times may be out of sight.
- c) Teachers must establish routines, rules of acceptable behaviour and appropriate duties of students at the beginning of the year and reinforce throughout the year. Teachers must sanction students for unsafe play or unacceptable behaviour, and must exercise that responsibility at all times. Refer to Appendix I for more information on student behaviour.
- d) Students must be made aware of the rules of activities or games. Rules must be strictly enforced and modified to suit the age, physical, emotional, social, and intellectual abilities of the participants.
- e) The teacher must be vigilant to prevent one student from pressuring another into trying skills or activities for which he or she is not ready.
- f) When a student displays hesitation verbally or non-verbally, the teacher must determine the reason(s) for doubt. If the teacher believes that a potential hesitancy during the skill could put the student at risk, the student must be directed toward a more basic skill.
- g) Co-op students or other secondary students must not be the sole supervisor of any activity.
- h) Supply Teacher Coverage:
- the supply teacher must have students participate in activities that are commensurate with his/her experience or qualifications;
 - include the Safety Guidelines sheet for the activity with the lesson plans;
 - inform the supply teacher of the whereabouts of a contact teacher or administrator in case of an emergency;
 - specify restrictions/modifications for students with health or behavioural problems;
 - must know emergency plan;

- must read and know “Generic Section” of the N.B. Safety Guidelines.

Introduction to the Appendices:

- information in the appendices addresses the required elements previously described in the generic section;
- it is mandatory that School Districts address all these safety elements (e.g., parental permission, medical information);
- each appendix was developed as a sample for School Districts to localize as needed.

Alpine Skiing/Snowboarding/Snowblading

***See Policy 709 from the Department of Education and Early Childhood Development and School District Politics**

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>A properly fitting, CSA approved snow sport helmet designed for skiing/snowboarding/snowblading must be worn</p> <p>When skiing, snowboarding or snowblading in the terrain park, helmets must be worn.</p> <p>Parents/guardians must be informed of the importance of an annual equipment inspection by a knowledgeable equipment technician.</p> <p>All bindings must be in working order and set to the proper tension.</p> <p>All bindings must meet with current approved guidelines.</p> <p>Boots and bindings must be thoroughly compatible.</p> <p>When renting equipment, boards, skis and poles of the proper length must be selected for each student. The edges and bases must be in good repair.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No long scarves.</p> <p>No hanging jewellery.</p> <p>Long hair must be tied back or tucked in.</p> <p>Clothing must be adequate for winter out-of-doors activity.</p>	<p>Determine that all facilities are safe for use.</p> <p>Only commercially-operated ski facilities with suitable teaching areas (gentle slopes) must be used.</p> <p>The area must be patrolled by members of a recognized ski patrol.</p> <p>Define skiing area to the students so they are aware of the boundaries for activity.</p>	<p>Parents/guardians must be informed by letter of the following:</p> <ul style="list-style-type: none"> • activity is taking place off school grounds; • means of transportation; • details of the activity; • importance of wearing suitable clothing and equipment (e.g. a suitable skiing/snowboarding/snowblading helmet and wrist guards for snowboarding); • importance of sun protection; • the alpine skier's/snowboarder's responsibility code. <p>Review with the students prior to the trip:</p> <ul style="list-style-type: none"> • selection of proper clothing for the activity and weather of the day (e.g. no jeans); • importance of rest/breaks during the day and not getting overtired; • how to recognize and treat frostbite and hypothermia; • no hot-dogging or jumping activities; • no inversions (hips must be below head level at all times); • alpine skier's/snowboarders responsibility code; 	<p>In-the-area supervision is required.</p> <p>Student/teacher Ratios:</p> <ul style="list-style-type: none"> • grades k-2 1: 4 ratio; • grades 3-5 1:10 ratio; • grades 6-8 1:12 ratio;. <p>Grades k-2 Chair/T-bar/Rope:</p> <ul style="list-style-type: none"> • 1 adult on every chair. <p>Duties of the supervisors must be clearly outlined, including circulating to all hills/terrains that students are using for skiing/snowboarding/snowblading and in the clubhouse facility.</p> <p>A vehicle for emergency purposes must be accessible.</p> <p>Designate a supervisor (e.g., teacher or parent) to transport an injured student to hospital. This must not be the supervisor in charge of the trip.</p>

Alpine Skiing/Snowboarding/Snowblading

*See Policy 709 from the Department of Education and Early Childhood Development and School District Politics

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>If equipment is borrowed, bindings must be inspected and adjusted by a knowledgeable equipment technician on-site.</p>			<ul style="list-style-type: none"> • lift use guidelines. <p>All students must be tested and grouped appropriately as determined by a qualified skiing/snowboarding/snow-blading instructor.</p> <p>All students must participate in a formal lesson.</p> <p>All skills must be taught in proper progression, based on observed skill levels.</p> <p>Activities/games must be based on the skills that are taught.</p> <p>Students must be taught the importance of controlled skiing/snowboarding/snow-blading at all times.</p> <p>Students must ski/snowboard/snow-blade in areas identified as appropriate by the qualified instructor.</p> <p>In order to ski/snowboard/snowblade in more challenging areas of the facility/site, specific instruction must be given (e.g., instruction on the mogul hill, instruction on the half-pipe/terrain park) in order to participate on same.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, UV rays, frost bite); 	

Alpine Skiing/Snowboarding/Snowblading

*See Policy 709 from the Department of Education and Early Childhood Development and School District Politics

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<ul style="list-style-type: none"> accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; previous training and fitness level; length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, appropriate clothing).</p> <p>Students must receive instruction on safety procedures related to cold weather conditions (e.g., temperature, wind chill) and methods for preventing frost bite and hypothermia.</p> <p>Instruct participants to keep a safe distance from each other (e.g., 2-3m) to prevent interference/tripping one another.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation.</p>	

Also see Generic Section to view complete safety requirements.

Archery

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>All equipment must be inspected on a regular basis and repaired as necessary.</p> <p>Arm guards and finger tabs must be made available to students.</p> <p>Bow length and weight must correspond to the height and strength of the participant.</p> <p>Compound bows must not exceed 30 lb. pull weight.</p> <p>An equal number of appropriate-sized/length arrows must be given to each participant.</p> <p>Appropriate targets.</p> <p>Target butts must be:</p> <ul style="list-style-type: none"> • a minimum of 5cm (2") thick of 0.9kg (2lb) density ethafoam pieces, or equivalent; • 1.2m x 1.2m (4' x 4') in size target face. <p>Compound bows are acceptable when target butts are able to stop compound shot arrows.</p>	<p>Appropriate clothing.</p> <p>No loose fitting clothing on the upper body.</p> <p>Suitable footwear must be worn (e.g., running shoes, hiking boots).</p> <p>No sandals.</p> <p>Long hair must be tied back.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Areas must be free of obstructions and hazards.</p> <p>For indoor shooting, a properly installed safety net must be used.</p> <p>Access/exit to the facility must be controlled and warning sign posted.</p> <p>For outdoor activity, the shooting area must be well marked and controlled.</p> <p>If an outdoor facility does not have a safety net or controlled natural safety barrier (e.g., hill), then an overshoot area must be established, well marked and controlled.</p> <p>Archery equipment must be stored in two separate secured areas;</p>	<p>Skills must be taught in proper progression.</p> <p>These guidelines must be shared with the activity provider.</p> <p>Establish a "Start" and "Stop" shooting and retrieving system.</p> <p>Establish an emergency procedure, including whistle system.</p> <p>Students must receive instruction on:</p> <ul style="list-style-type: none"> • safety and emergency procedures; • whistle system; • shooting techniques; • care and use of equipment; • how to remove an arrow from a target butt safely. <p>"Shooting" line must be established, appropriate for the skill level of the students. Sufficient spacing must be provided for each student on the shooting line.</p> <p>No one in front of shooting line.</p> <p>All students not involved in shooting must be positioned well behind the shooting line and away from the archers on the line.</p> <p>Students must be instructed that a loaded bow must never be pointed at anyone.</p> <p>Bows must only be loaded on the shooting line, after the signal to shoot has been given.</p> <p>Before involving students, the outdoor activity, teachers must take into consideration:</p>	<p>Constant visual supervision.</p> <p>Ratio: 8 students on the shooting line to 1 teacher/supervisor.</p> <p>A teacher/supervisor who is providing instruction and is unfamiliar with archery techniques (e.g., no recent experience) must refrain from teaching the activity until:</p> <ul style="list-style-type: none"> • assistance is provided by an appropriately trained individual; or • training is received.

Archery

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>Where compound bows are used, targets must meet the following requirements:</p> <ul style="list-style-type: none"> • 30-35cm (12-14") deep bin/box of rags, plastic bags, stretch wrap, window screening, etc., which is inside the box and packed tightly; • 5cm (2") density of 0.9kg (2lb) ethafoam or equivalent on the front; • 80-120cm (31"-47") target faces. <p>Where possible, store ethafoam target butts out of direct sunlight.</p> <p>No crossbows.</p> <p>Quivers must be used (e.g., pylon used as a floor quiver).</p>		<p>arrows in one area, bows in another.</p> <p>Shooting distance must be a minimum of 6m (20'), maximum of 10m (33').</p>	<ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. <p>If outdoors, students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Lightning Appendix]).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	

Also see Generic Section to view complete safety requirements.

Badminton

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Racquets must be inspected regularly for breakage and to determine proper grip.</p> <p>Protective eye gear meeting ASTM F803 standards or equivalent is recommended by all students.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No hanging jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Playing surface and surrounding areas must be free of obstacles (e.g., tables, chairs) and provide sufficient traction.</p> <p>Court boundary lines must be clearly defined.</p> <p>A safety procedure must be established for side-by-side courts.</p> <p>Where facility does not allow for safe play (boundary lines too close to walls), modify rules appropriately.</p>	<p>Skills must be taught in proper progression. Games must be based on skills that are taught.</p> <p>Activities/skills must be modified to the age and ability level of the participants.</p> <p>The code of etiquette for court play must be taught and enforced, (e.g., not entering a court being used).</p> <p>When teaching/practising skills, adequate spacing must be allowed for each student to be able to make an uninterrupted swing.</p> <p>Players must stop play whenever a foreign object comes onto the court.</p> <p>Encourage front court player to avoid facing partner during a rally.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, and orthopaedic device) may affect participation (see Generic Section).</p>	<p>On-site supervision is required during initial instruction.</p> <p>In-the-area supervision is required after initial instruction.</p> <p>Setting up of equipment requires on-site supervision.</p>

Also see Generic Section to view complete safety requirements.

Balance Activities

This page applies to balance activities using a variety of equipment (e.g., skateboards, Rock Boards, Indo Boards, Bongo Boards Wave Boards, Ripsticks™ and unicycle). See Fitness Activities for Balance Boards

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>All balance equipment must be appropriate in size (e.g., unicycle) for the student.</p> <p>All equipment must be inspected on a regular basis and be in good repair.</p> <p>Correctly fitting bicycle, inline-skating, or skateboard helmet approved by CSA, Snell, ANSI, ASTM, British or Australian standard must be worn.</p> <p>Elbow pads, knee pads and wrist guards are recommended</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No jewellery.</p> <p>Parents/students must be made aware of the importance of wearing:</p> <ul style="list-style-type: none"> • a correctly fitting helmet designed for skate-boarding • elbow pads; • knee pads; • wrist guards. 	<p>Determine that all facilities are safe for use.</p> <p>Playing surface and surrounding area must be free of all obstacles (e.g., chairs, tables) and provide sufficient traction.</p> <p>Floor plugs must be in place.</p>	<p>Stress correct body alignment for injury prevention.</p> <p>Start on a carpeted surface or thin mat in order to slow down the movement of the board or use a wall or partner for support.</p> <p>Safety rules must be clearly outlined to students. Emphasize control of the equipment at all times.</p> <p>Skills must be taught in proper progression.</p> <p>Activities must be based on skills taught.</p> <p>All students must participate in a formal lesson, which must include instruction in the proper wear and use of equipment.</p> <p>All students, regardless of ability, must be given basic instruction in:</p> <ul style="list-style-type: none"> • turning; • braking; • coasting; • balancing. <p>A process must be in place where equipment needing repair is identified and removed from use.</p> <p>Be aware of students whose medical conditions (e.g., asthma, anaphylaxis, cast, orthopaedic device) may affect their participation (see Generic Section).</p>	<p>On-site supervision is required for initial instruction and use.</p> <p>In-the-area supervision after initial instruction.</p>

Also see Generic Section to view complete safety requirements.

Ball Hockey/Cosom Hockey				
See Elementary/Middle School Floor Hockey page				
Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Use only regulation plastic ball hockey, cosom hockey sticks or a wooden hockey shaft with plastic blade.</p> <p>Stick blades must be checked regularly to determine the blade is securely and safety attached to the stick.</p> <p>Stick length must be appropriate to the height of the student.</p> <p>Goalies must wear protective mask (e.g., hockey helmet with cage, softball mask).</p> <p>Goalies to wear gloves appropriate to activity (e.g., ball glove).</p> <p>Use “soft” ball, (e.g., P30, P40, foam ball, yarn ball, plastic or soft rubber puck).</p> <p>Stick blade must be checked for cracks.</p> <p>Protective eye gear meeting ASTM F803 standards or equivalent is recommended.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No rings.</p> <p>No watches.</p>	<p>Determine that all facilities are safe for use.</p> <p>Playing surface must be free of all obstacles (e.g., tables, chairs, pianos) and provide sufficient traction.</p> <p>Playing surface must provide good traction.</p> <p>Floor plugs must be in place.</p>	<p>Skills must be taught in proper progression.</p> <p>Games and activities must be based on skills that are taught.</p> <p>Only active players on the floor can have a stick.</p> <p>The following rules must be in place and enforced by penalties:</p> <ul style="list-style-type: none"> • no body contact; • no stick-on-body contact or stick on-stick contact; • no slapshots; • implement a crease for protection of the goalie and no other player, or player’s stick is allowed in the crease; • stick must remain below waist at all times. <p>Penalties for stick infractions strictly enforced.</p> <p>Goalies must remain in crease area during play.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>On-site supervision is required.</p>

Also see Generic Section to view complete safety requirements.

Baseball - Hardball

Baseball – Hardball is not an appropriate activity at the Elementary and Middle Curricular level.

Basketball/Bordenball/Endball/Benchball

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>In situations where student's follow-through could result in contact with a wall and/or stage, protective gym mats or padding must be placed beyond the "key" area.</p> <p>Protective wall mats must extend a minimum of 1.8m (6') up the wall from the top of the baseboard (maximum 10 cm (4") from the floor) and be a minimum width of 4.8m (16').</p> <p>Where a stage is close to the baseline, gym mats must be placed over edge of stage and extend close to the floor.</p> <p>Portable basketball systems must be internally weighted to prevent tipping or movement.</p> <p>Set up and movement of portable basketball systems must be done by a trained adult.</p> <p>The height of an adjustable basket must not present a safety concern.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Playing surfaces and surrounding areas must be free of all obstacles.</p> <p>Protective padding must be used on rectangular backboard lower edges and corners.</p> <p>Playing surface, whether indoor or outdoor, must provide good traction.</p> <p>Winch for moving backboards up and down must not be located directly under the supporting wall-mounted structure.</p> <p>When raising or lowering baskets, the trained adult operating the hand or motorized winch must be able to see that the area under the basket is clear.</p> <p>Floor sockets must have cover plates.</p>	<p>Skills must be taught in proper progression.</p> <p>Games and activities must be based on skills that are taught.</p> <p>If facility does not allow for safe cross-court play (e.g., doors and radiators under baskets, wall close to the baseline, or side baskets attached to walls), modify rules appropriately (e.g., no lay-ups).</p> <p>Activity/rules must be modified to the skills of the participants.</p> <p>No hanging from rims on portable basketball systems.</p> <p>The base for portable basketball systems must not be on the court.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect their participation (see Generic Section).</p>	<p>On-site supervision.</p> <p>Only trained students will raise and lower baskets using a hand winch and must be under constant visual supervision.</p> <p>Only trained adults can use motorized winches to raise and lower the basket.</p>

Also see Generic Section to view complete safety requirements.

Bowling/Lawn Bowling/Bocce Ball

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>Proper shoes must be worn at all times, as provided or approved by the facility.</p> <p>No hanging jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Public bowling alleys, lawn bowling facility and fields where school facilities are used, surface must provide suitable traction.</p>	<p>Parents must be aware of any off-campus activity and the mode of transportation being used.</p> <p>Skills must be taught in proper progression.</p> <p>Follow rules and etiquette as outlined by the facility.</p> <p>Non-active participants must be behind bowler(s) at all times and not in field of play</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity, <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing)</p> <p>If outdoors, students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Appendix F - Lightning Protocol]).</p> <p>Be aware of students whose medical conditions (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>On-site supervision is required.</p>

Also see Generic Section to view complete safety requirements.

Broomball

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Broomball sticks (regulation or otherwise) must be appropriate for size and age of the student. Check for cracks/splinters.</p> <p>Broomball nets, hockey nets or pylons for goals.</p> <p>Foam ball, utility ball or regulation broomball ball.</p> <p>Goalie and players equipment when playing on ice:</p> <ul style="list-style-type: none"> • a properly fitting CSA approved hockey helmet with full cage; • gloves (e.g., broomball, hockey); • shin pads (e.g., broomball, hockey); 	<p>Appropriate clothing and footwear must be worn.</p> <p>Broomball played on fields, blacktop or on rinks requires player to wear suitable clothing for weather conditions.</p> <p>No skates.</p> <p>For broomball on ice, footwear must provide good traction (e.g., broomball shoes).</p> <p>No hanging jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Non-Ice Broomball: “Blacktop” area must not be obstructed (e.g., tetherball poles, tennis standards, or basketball standards).</p> <p>Field must be free from ice patches.</p> <p>Ice Broomball: Ice surface must be free from obstacles.</p> <p>Before broomball on an outdoor ice surface (e.g., lake, pond) contact local authorities to determine with absolute certainty, that the ice is thick enough to be safe for activity.</p>	<p>Parents must be informed when activity takes students off school property, and means of transportation used.</p> <p>Skills must be taught in proper progression.</p> <p>Games and activities must be based on skills that are taught.</p> <p>Players must keep sticks below waist at all times.</p> <p>Crease extended 2 m from goal line. No other players, or their brooms, other than goalie and goalie broom, allowed in the crease.</p> <p>Only non-contact broomball allowed.</p> <p>Activity/Rules must be modified to age and ability level of students.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, UV rays, frost bite); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, appropriate clothing)</p> <p>Students must receive instruction on safety procedures related to cold weather conditions (e.g., temperature, wind chill) and methods for preventing frost bite and hypothermia.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>On-site supervision is required.</p>

Broomball

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<ul style="list-style-type: none"> • cup or pelvic protector; • elbow pads. 				

Also see Generic Section to view complete safety requirements.

Climbing – General Guidelines

For all facilities above 3.0 meters, climbing ropes, belay device and helmets must be used. Instructors must have climbing certification.

For all facilities below 3.0 meters, appropriate safety matting must be used.

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>When climbing to heights below 3 meters, a mat surface must be in place under the climbing area.</p> <p>Where the height increases and/or angle of the climb increases in difficulty, the thickness of matting must also increase.</p> <p>Mat thicknesses:</p> <ul style="list-style-type: none"> • cross-link foam 5cm (2"); • open-cell foam 5cm (2"); • polyurethane 5cm (2"); • dual-density 5cm (2"); 	<p>Clothing and footwear appropriate to the activities and environmental conditions must be worn.</p> <p>No tops with drawstrings.</p> <p>No finger rings.</p> <p>Nothing around the neck (e.g., leather ties, knots).</p> <p>Medic alert bracelet /necklace to be taped.</p> <p>All other jewellery which presents a safety concern must be removed or taped.</p> <p>Long hair must be covered or tied back.</p>	<p>Determine that all facilities are safe to use.</p> <p>Area for climbing must be appropriate for ability levels, age and size of students.</p> <p>All providers must follow the National Building Code of Canada, and all applicable By-Laws and Regulations.</p> <p>All climbing equipment must be installed by qualified personnel (e.g., instructor/provider).</p> <p>The initial installation of climbing equipment must be inspected by qualified personnel upon completion of the installation and at least once a year thereafter by qualified inspection personnel.</p> <p>This inspection must be documented with a written report.</p>	<p>This activity page must be presented to the activity provider prior to the activity taking place.</p> <p>The activity provider must meet the minimum requirements listed on this page.</p> <p>High risk activities must be communicated to parents with a signed response form from the parent, giving permission for student to participate.</p> <p>Parents must be made aware of any off-site activities and mode of transportation.</p> <p>Completed medical forms for each participating student must be accessible.</p> <p>Prior to the first lesson, teachers must inform climbing instructors of students who have special needs.</p> <p>Risks involved with each activity and how to lower the risk of an injury from occurring must be communicated to students.</p> <p>Teachers, instructors and students must be aware of safety procedures.</p> <p>An introductory lesson must be an integral part of the program for all students.</p> <p>Skills must be taught in proper progression.</p>	<p>Applicable to All Facilities:</p> <p>General Supervision</p> <p>A suitable means of transporting an injured student must be accessible for off-site facilities.</p> <p>Qualifications Applicable to All Commercial Facilities:</p> <p>Instructors must be trained in, understand, demonstrate, and adhere to a directly relevant skill set for their respective activity.</p> <p>A relevant skill set is a described set of skills developed by recognized climbing professionals.</p> <p>All instructors must be at least 18 years of age or older to teach the introductory lesson and/or be an instructor.</p> <p>Qualifications Applicable to Permanent School Sites:</p> <p>Instructors for permanent school sites (above 3 meters) must hold a current certificate (within the last 3 years), demonstrating successful completion of a training workshop that directly addresses the climbing activities they are teaching.</p> <p>First Aid Qualifications:</p>

Climbing – General Guidelines

For all facilities above 3.0 meters, climbing ropes, belay device and helmets must be used. Instructors must have climbing certification.

For all facilities below 3.0 meters, appropriate safety matting must be used.

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<ul style="list-style-type: none"> mats of equivalent compaction rating as determined by manufacturer. <p>All equipment must be inspected by qualified personnel prior to activity.</p>		<p>Necessary changes noted in the report must be addressed.</p>	<p>Students must be allowed to select a challenge at their comfort level.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; previous training and fitness level; length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, appropriate clothing)</p> <p>If outdoors, students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Appendix F - Lightning Protocol]).</p> <p>Be aware of students whose medical conditions (e.g., asthma, anaphylaxis, cast, orthopaedic device) may affect participation (see Generic Section).</p>	<p>At least one instructor must have current First Aid qualifications equivalent to or exceeding St. John Emergency First Aid Certificate</p> <p>Ratios Applicable to All Commercial Facilities:</p> <p>Where multiple activities are taking place at the climbing site:</p> <ul style="list-style-type: none"> the overall instructor-to-student ratio must not exceed 1:12 (Grades 7 and 8); the overall instructor-to-student ratio must not exceed 1:8 (Grades 6 and below); all climbing equipment must still be checked by an instructor before a student leaves the ground; the instructor-to-student/equipment ratios must meet minimum ratios for all activities, e.g.: <p><u>Ascending Lines:</u> Grades 7 and 8 - 1:12 students</p> <p><u>Climbing Wall:</u> Grades 6 and below - 1:1 line Grades 7 and 8 - 1:2 lines</p>

Climbing – General Guidelines

For all facilities above 3.0 meters, climbing ropes, belay device and helmets must be used. Instructors must have climbing certification.

For all facilities below 3.0 meters, appropriate safety matting must be used.

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
				<p><u>Bouldering:</u> Grade 6 and below – 1:8 Grades 7 and 8 – 1:12</p> <p><u>Zipline:</u> 1:1 active zipline/ traverse</p> <p><u>Challenge Courses:</u> Grades K-3: low elements only Grades 4-6:</p> <ul style="list-style-type: none"> • 1 instructor to 1 line (when belaying using a top-rope system) • 1 instructor to 5 lines (when using a static or self-belay system) • 1 instructor to 12 students <p>Grades 7 and 8:</p> <ul style="list-style-type: none"> • 1 instructor to 2 active climbers/systems (when belaying using a top-rope system) • 1 instructor to 5 students (when using a static or self-belay system)

Also see Generic Section to view complete safety requirements.

Climbing (less than 3 meters) – Wall/Bouldering/Traversing

School or any climbing facility

Where students climb less than 3 meters, un-roped, protected by matting.

(see Climbing – General Guidelines)

Note: These guidelines apply to most climbing walls found in schools

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>A mat surface must be in place under the climbing area. Where the height increases and/or angle of the climb increases in difficulty, the thickness of matting must also increase.</p> <p>Mat thicknesses:</p> <ul style="list-style-type: none"> • cross-link foam 5cm (2"); • open-cell foam 5cm (2"); • polyurethane 5cm (2"); • dual-density 5cm (2"); • mats of equivalent compaction rating as determined by manufacturer. <p>All equipment must be inspected by qualified personnel prior to activity.</p>	<p>Clothing and footwear appropriate to the activities and environmental conditions must be worn.</p> <p>No tops with drawstrings.</p> <p>No finger rings.</p> <p>Nothing around the neck (e.g., leather ties, knots).</p> <p>Medic alert bracelet /necklace to be taped.</p> <p>All other jewellery which presents a safety concern must be removed or taped.</p> <p>Long hair must be covered or tied back.</p>	<p>Determine that all facilities are safe to use.</p> <p>Area for climbing must be appropriate for ability levels, age and size of students.</p> <p>The 3 meter height must be clearly marked and visible for the student, and the supervisors.</p> <p>All providers must follow the National Building Code of Canada, and all applicable By-Laws and Regulations.</p> <p>All climbing equipment must be installed by qualified personnel (e.g., instructor/provider).</p> <p>The initial installation of climbing equipment must be inspected by qualified personnel upon completion of the installation and at least</p>	<p>Teachers, instructors and students must be aware of safety procedures.</p> <p>An introductory lesson must be an integral part of the program for all students.</p> <p>Skills must be taught in proper progression.</p> <p>Bouldering must take place in areas designated for bouldering only.</p> <p>Students must be allowed to select a challenge at their comfort level.</p> <p>Grades k-2: waist shall not exceed 2 meters above the ground.</p> <p>Grades 3- 5: waist shall not exceed 2.5 meters above the ground.</p> <p>Grades 6 -8: waist shall not exceed 3 meters above the ground.</p> <p>Lines on the climbing wall must be clearly marked with each of these heights, for the reference of both the climber and the supervisor.</p> <p>Be aware of students whose medical conditions (e.g., asthma, anaphylaxis, cast, orthopaedic device) may affect participation (see Generic Section).</p>	<p>Guidelines Applicable to All Schools Sites:</p> <p>In-the-area supervision</p> <p>Teachers do not need certification for this height.</p> <p>Qualifications Applicable to All Commercial Facilities:</p> <p>One teacher must be present (on site) for all aspects of the program.</p> <p>Instructors must be trained in, understand, demonstrate, and adhere to a directly relevant skill set for their respective activity. A relevant skill set is a described set of skills developed by recognized climbing professionals.</p> <p>All instructors must be at least 18 years of age or older to teach the introductory lesson and/or be an instructor.</p> <p>Students who have been trained and can demonstrate the required instructor skills, and who are 16 years of age or older, can assist with instruction but must be directly</p>

Climbing (less than 3 meters) – Wall/Bouldering/Traversing

School or any climbing facility

Where students climb less than 3 meters, un-roped, protected by matting.

(see Climbing – General Guidelines)

Note: These guidelines apply to most climbing walls found in schools

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
		<p>once a year thereafter by qualified inspection personnel.</p> <p>This inspection must be documented with a written report. Necessary changes noted in the report must be addressed.</p>		<p>supervised by a qualified teacher instructor.</p> <p>After initial instruction, an individual (e.g., teacher who is trained in the skills and safety elements of bouldering) can supervise students who are bouldering.</p> <p>A suitable means of transporting an injured student must be accessible if activities occur off-site.</p> <p>First Aid Qualifications:</p> <p>At least one instructor must have current First Aid qualifications equivalent to or exceeding St. John Emergency First Aid Certificate</p> <p>Ratios Applicable to All Commercial Facilities:</p> <p>1 instructor to 12 students</p> <p>Where multiple activities are taking place at the climbing site, see Climbing – General Guidelines</p>

Also see Generic Section to view complete safety requirements.

Climbing (over 3 meters) – Wall/Bouldering/Traversing

School or any climbing facility

**Where students climb walls beyond 3 meters, secured by ropes, harnesses and belay devices
(See Climbing – General Guidelines)**

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>All equipment must be commercially and specifically manufactured for the intended climbing related activity and adhere to one or more of : UIAA, CE, NFPA, ULC, CSA, ASTM standards.</p> <p>Climbing ropes must be compatible with the chosen belay device and the climbing activity.</p> <p>Helmets that are commercially and specifically manufactured for climbing, must be worn by all students who are leaving the ground.</p> <p>Climbing harnesses, sit or full body, appropriate to the age and/or body size of the climber, must be used. All belts must be double</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No tops with drawstrings.</p> <p>No finger rings.</p> <p>Nothing around the neck (e.g., leather ties, knots).</p> <p>Medic alert bracelet /necklace to be taped.</p> <p>All other jewellery which presents a safety concern must be removed or taped.</p> <p>Long hair must be covered or tied back.</p>	<p>Determine that all facilities are safe for use.</p> <p>The climbing wall must be appropriate for ability levels, age and size of students.</p> <p>All providers must follow the National Building Code of Canada, and all applicable By-Laws and Regulations</p> <p>All climbing equipment must be installed by a qualified professional (e.g., instructor/ provider).</p> <p>The initial installation of climbing equipment must be inspected by qualified personnel upon completion of the installation and at least once a year thereafter by qualified climbing inspection personnel.</p> <p>This inspection must be documented with a written report.</p> <p>Necessary changes</p>	<p>This activity page must be presented to the activity provider prior to the activity taking place. The activity provider must meet the minimum requirements listed on this page.</p> <p>Risks involved with the activities must be communicated to parents/ guardians with a signed response form from the parents/guardians, giving permission for student to participate.</p> <p>Completed medical forms for each participating student must be accessible. Where the activity takes students off- campus, parents/guardians must be made aware of means of transportation used.</p> <p>Prior to the first lesson, teachers must inform climbing instructors of students who have special needs.</p> <p>Risks involved with each activity and how to lower the risk of an injury from occurring must be communicated to the students.</p> <p>Teachers, instructors and students must be aware of safety procedures.</p> <p>When students are belaying, the following elements must be addressed in an introductory lesson prior to top rope climbing:</p> <ul style="list-style-type: none"> • the introductory lesson be identified as top-rope specific; • the introductory lesson must be identified as specific to the belay device being used; 	<p>Guidelines for All Facilities (Including schools):</p> <p>In-the-area supervision by a teacher.</p> <p>On-site supervision by a qualified instructor is required.</p> <p>Qualifications Applicable to All Facilities (including schools):</p> <p>Instructors must be trained in, understand, demonstrate and adhere to a directly relevant skill set for their respective activity. A relevant skill set is a described set of skills developed by recognized climbing professionals.</p> <p>All instructors must be at least 18 years of age or older to teach the introductory lesson and/or be an instructor.</p> <p>Instructors must hold a current certificate (within the last 3 years), demonstrating</p>

Climbing (over 3 meters) – Wall/Bouldering/Traversing

School or any climbing facility

**Where students climb walls beyond 3 meters, secured by ropes, harnesses and belay devices
(See Climbing – General Guidelines)**

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>backed through the harness.</p> <p>Belay devices must be connected with a locking carabiner rated at 22kN/2200kg/4945lbs., where commercial friction or camming devices are used.</p> <p>For all indoor walls, mats (e.g., Velcro utility mats, wrestling mats) must be in place at the ascending and descending points.</p> <p>Mat thicknesses:</p> <ul style="list-style-type: none"> • cross-link foam 5cm (2"); • open-cell foam 5cm (2"); • polyurethane 5cm (2"); • dual-density 5cm (2"); • mats of equivalent compaction rating as determined by manufacturer. <p>Top anchors must have 2 individual points or a belay bar. Top anchors must have locking devices. Climber must not be able to climb above anchors. Top anchors must be able to</p>		<p>noted in the report must be addressed.</p>	<ul style="list-style-type: none"> • the introductory lesson must include instruction on and repeat practice of: <ul style="list-style-type: none"> ○ correct use of harness; ○ correct use of knots and tie-in points; ○ concept of top-roping; ○ correct use of belay device; ○ general belaying principles; ○ lowering procedures; ○ communication and the climber/belay contract. <p>Skills must be taught in proper progression.</p> <p>Students must be allowed to select a challenge at their comfort level.</p> <p>A qualified instructor (see supervision section for definition of “qualified”) must do a safety check of any student leaving the ground.</p> <p>A buddy belay (when students are belaying) must be incorporated into all belay systems at all times.</p> <p>Climber/belay weight ratio must be taken into consideration when determining the number of buddy belayers necessary in any non-ground anchored system.</p> <p>A body belay is not to be used.</p>	<p>successful completion of a training workshop that directly addresses the climbing activities they are teaching.</p> <p>Students who have been trained and can demonstrate the required instructor skills and who are 16 years of age or older can assist with instruction but must be directly supervised by a qualified teacher instructor.</p> <p>A suitable means of transporting an injured student must be accessible if activities occur off-site.</p> <p>First Aid Qualifications:</p> <p>At least one instructor must have current First Aid qualifications equivalent to or exceeding St. John Emergency First Aid Certificate.</p>

Climbing (over 3 meters) – Wall/Bouldering/Traversing

School or any climbing facility

**Where students climb walls beyond 3 meters, secured by ropes, harnesses and belay devices
(See Climbing – General Guidelines)**

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>sustain a load of 22kN/2200kg/4945lbs.</p> <p>Bottom anchors must be one of: 2 individual floor anchors, or belayer harness, (a belay system /technique that will not allow the climber to ground-fall in the event that the belayer becomes incapacitated) or combination harness and floor.</p> <p>Bottom anchors must have a belay device connected with a locking carabiner and be capable of sustaining a load of 10kN/1000kg/2240 lbs.</p> <p>All equipment must be inspected by qualified personnel prior to activity.</p>			<p>A belay system /technique that will not allow the climber to ground-fall in the event that the belayer becomes incapacitated must be used by student belayers.</p> <p>Ground/floor anchors must be backed up by a harness attachment unless they have been specifically installed for climbing and conform to recognized standards (see equipment list).</p> <p>Lead climbing by students must not be done.</p> <p>For Climb Only Programs:</p> <p>Rules must clearly be explained to students prior to climbing by a qualified instructor.</p> <p>Students are not permitted to:</p> <ul style="list-style-type: none"> • belay; • apply harnesses to themselves or others; • tie knots for themselves or others. <p>Belaying, applying harnesses and tying knots must be done by a qualified instructor.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>Ratios Applicable to All Commercial Facilities:</p> <p>The instructor-to-student/equipment ratios must meet minimum ratios for all activities, i.e.:</p> <p><u>Climbing Wall:</u></p> <p>Grades 6 and Under – 1:1 line</p> <p>Grades 7 and 8 – 1:2 lines</p> <p><u>Bouldering:</u></p> <p>Grades 6 and Under – 1:8 lines</p> <p>Grades 7 and 8 – 1:12 lines</p> <p>Intramural Wall Climbing Clubs Ratios:</p> <p>For Grades 7 and 8 intramural Clubs (e.g., Wall Climbing Clubs) that go to a commercial site provider, all of the above ratios apply for the first three visits (total time 6 hours minimum)</p>

Climbing (over 3 meters) – Wall/Bouldering/Traversing

School or any climbing facility

Where students climb walls beyond 3 meters, secured by ropes, harnesses and belay devices
(See Climbing – General Guidelines)

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
				<p>that take place within a reasonable time frame. After three separate visits (total time 6 hours minimum):</p> <ul style="list-style-type: none"> • an instructor provides a belay check for each student; • a climbing professional provides on-site supervision; • 1 instructor to 12 students. <p>Where multiple activities are taking place at the climbing site, see Climbing – General Guidelines.</p>

Also see Generic Section to view complete safety requirements.

Climbing (over 3 meters) – Ascending Lines

School or any climbing facility

Grade 7 and 8 ONLY

When students climb or ascend single lines suspended from ceiling anchors
(See Climbing – General Guidelines)

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>All equipment must be commercially and specifically manufactured for the intended climbing related activity and adhere to one or more of: UIAA, CE, NFPA, ULC, CSA, ASTM standards.</p> <p>Climbing ropes must be compatible with the chosen belay device and the climbing activity.</p> <p>Helmets that are commercially and specifically manufactured for climbing must be worn</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No tops with drawstrings.</p> <p>No finger rings.</p> <p>Nothing around the neck (e.g., leather ties, knots).</p> <p>Medic alert bracelet/ necklace to be taped.</p> <p>All other jewellery which presents a safety concern must be removed or taped.</p> <p>Long hair must be covered or tied back.</p>	<p>Determine that all facilities are safe for use.</p> <p>Area for climbing must be appropriate for ability levels, age and size of students.</p> <p>All providers must follow the National Building Code of Canada, and all applicable By-Laws and Regulations.</p> <p>All climbing equipment must be installed by a qualified professional. (e.g. instructor/provider)</p> <p>The initial installation of climbing equipment must be inspected by qualified personnel upon completion of the installation and at least once a year thereafter by qualified climbing inspection personnel.</p> <p>This inspection must be documented with a written report.</p>	<p>This activity page must be presented to the activity provider prior to the activity taking place. The activity provider must meet the minimum requirements listed on this page.</p> <p>Risks involved with the activities must be communicated to parents/ guardians with a signed response form from the parents/guardians, giving permission for student to participate.</p> <p>Completed medical forms for each participating student must be accessible. Where the activity takes students off- campus, parents/guardians must be made aware of means of transportation used.</p> <p>Prior to the first lesson, teachers must inform climbing instructors of students who have special needs.</p> <p>Risks involved with each activity and how to lower the risk of an injury from occurring must be communicated to the students.</p> <p>Teachers, instructors and students must be aware of safety procedures.</p> <p>An ascending system and technique recognized by the professional climbing industry must be used (e.g., jumar, a prussic knot).</p> <p>Activity and course elements that are introduced must be based on skills that are taught and appropriate for the developmental stage and experience of the students.</p>	<p>Guidelines for All Facilities (Including schools):</p> <p>In-the-area supervision by a teacher.</p> <p>On-site supervision by a qualified instructor is required.</p> <p>A suitable means of transporting an injured student must be accessible.</p> <p>Qualifications Applicable to All facilities (including schools):</p> <p>Instructors must be trained in, understand, demonstrate and adhere to a directly relevant skill set for their respective activity. A relevant skill set is a described set of skills developed by recognized climbing professionals.</p> <p>All instructors must be at least 18 years of age or older to teach the</p>

Climbing (over 3 meters) – Ascending Lines

School or any climbing facility

<p>by all students who are leaving the ground.</p> <p>Climbing harnesses, sit or full body must be appropriate for the age and/or body size of the climber must be used. All belts must be double backed through the harness.</p> <p>For all indoor walls, mats (e.g., Velcro utility mats, wrestling mats) must be in place at the ascending and descending points.</p> <p>Mat thicknesses:</p> <ul style="list-style-type: none"> • cross-link foam 5cm (2"); • open-cell foam 5cm (2"); • polyurethane 5cm (2"); • dual-density 5cm (2"); • mats of equivalent compaction rating as determined by manufacturer. <p>All equipment must be inspected by qualified personnel prior to activity.</p>	<p>Necessary changes noted in the report must be addressed.</p>	<p>An introductory lesson must be an integral part of the program for all students.</p> <p>The lesson must:</p> <ul style="list-style-type: none"> • be identified as specific to the ascending lines being used; • be identified as specific to the ascending device used; • include instruction and repeat practice of: <ul style="list-style-type: none"> ○ correct use of harness; ○ correct use of knots and tie-in points; ○ concept of ascending; ○ proper use of ascending device; ○ general ascending principles; ○ lowering/descending procedures. <p>Skills must be taught in proper progression.</p> <p>Students must be allowed to select a challenge at their comfort level.</p> <p>A qualified instructor must do a safety check of any student leaving the ground.</p> <p>All students must be attached to 2 independent ascending devices with a separate locking carabiner for each, unless a conventional top-rope system is used in conjunction.</p> <p>A method of rescuing a tired/stuck climber must be available (e.g., ladder, scaffold, top-rope belay).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>introductory lesson and/or be an instructor.</p> <p>Instructors must hold a current certificate (within the last 3 years), demonstrating successful completion of a training workshop that directly addresses the climbing activities they are teaching.</p> <p>Students who have been trained and can demonstrate the required instructor skills and who are 16 years of age or older can assist with instruction but must be directly supervised by a qualified teacher instructor.</p> <p>First Aid Qualification:</p> <p>At least one instructor must have current First Aid qualifications equivalent to or exceeding St. John Emergency First Aid Certificate.</p> <p>Ratios Applicable to All Facilities:</p> <p><u>Introductory lesson</u></p>
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Climbing (over 3 meters) – Ascending Lines

School or any climbing facility

<p>Top anchors must be able to sustain a load of 22kN/2200kg/4945lbs.</p> <p>Any carabiners used must be the locking type.</p>				<p>1 instructor to 6 students.</p> <p><u>After introductory lesson</u></p> <p>Grades 7 and 8: 1:12 students</p> <p>Where multiple activities are taking place at the climbing site, see Climbing – General Guidelines.</p>
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Also see Generic Section to view complete safety requirements.

Climbing – Outdoor Rock Climbing

**Grades 6-8 only. For climbing programs where students may belay.
This does not include outdoor ascending lines, ziplines or bouldering.
See Climbing – General Procedures**

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>All equipment must be commercially and specifically manufactured for the intended climbing related activity and adhere to one of: UIAA, CE, NFPA, ULC, CSA, ASTM standards.</p> <p>Climbing ropes must be compatible with the chosen belay device and the climbing activity.</p> <p>Helmets that are commercially and specifically manufactured for climbing must be worn by everyone at the climbing site.</p> <p>Climbing harnesses, sit or full body, appropriate for the age and/or body size of the climber must be used.</p>	<p>Clothing and footwear appropriate to the activities and environmental conditions must be worn.</p> <p>No tops with drawstrings.</p> <p>Nothing around the neck deemed hazardous by the qualified instructor.</p> <p>No jewellery.</p> <p>Medic alert identification (bracelet/necklace) is not to be removed. Where it poses a safety hazard, it is to be taped.</p>	<p>Determine that all rock climbing sites are established sites.</p> <p>Climbing at sites where:</p> <ul style="list-style-type: none"> • land owner has given permission for instruction in climbing; and, • recognition for rock climbing is provided by a reputable source (e.g., Rock Climbing Guidebook, instructor in the rock climbing community). <p>Where the surrounding outdoor activity area may present a hazard (e.g., rock falls, poison ivy), information and instruction on how to minimize the risk of injury from occurring must be communicated to students.</p> <p>Climbing must be appropriate for ability levels, age and size of students.</p>	<p>This activity page must be presented to the activity provider prior to the activity taking place.</p> <p>The activity provider must meet the minimum requirements listed on this page.</p> <p>Risks involved with the activities must be communicated to parents/guardians with a signed response form from the parents or guardians, giving permission for student to participate.</p> <p>Where the activity takes students off campus, parents/guardians must be made aware of means of transportation used.</p> <p>Prior to the first lesson, teachers must inform climbing instructors of students who have special needs (e.g., behavioural, language).</p> <p>Risks involved with each activity and how to lower the risk of an injury from occurring must be communicated to the students.</p> <p>Teachers, instructors and students must be aware of safety procedures.</p> <p>Completed medical forms for each participating student must be accessible.</p> <p>Skills must be taught in proper progression.</p>	<p>General Supervision</p> <p>On-site supervision by both a teacher and qualified instructor(s) who must be present for all aspects of the activity.</p> <p>If the teacher is providing rock climbing instruction, an additional teacher/supervisor must be provided.</p> <p>Constant visual supervision must be provided when students are climbing.</p> <p>A safety check of each student leaving the ground must be done by an instructor in all initial and subsequent climbing sessions.</p> <p>Ratios:</p> <p>For initial instruction - 1 climbing instructor for 1 active line.</p>

Climbing – Outdoor Rock Climbing

Belay devices must be connected with a locking carabiner rated at 22kN/2200kg/ 4945lbs., where commercial friction or camming devices are used.

Top anchors must:

- have a minimum of 2 independent points;
- have locking devices;
- be able to sustain a load of 22kN/2200kg/4945lbs.

Climbers must not be able to climb above anchors.

A bottom anchor must consist of a ground anchor in combination with a belayer harness.

Bottom anchors must have a belay device connected with a locking carabiner and the anchoring system must be capable of sustaining a load of 10kN/1000kg/2240lbs.

Students waiting to climb must be positioned:

- a safe distance away from the base of the climb; or,
- be tied off if within 3m (10') of the top edge of the cliff.

A recognized descent route must be used to reach the base of the cliff.

When students are belaying, the following elements must be addressed in an introductory lesson prior to top-rope climbing:

- the introductory lesson be identified as top rope specific;
- the introductory lesson must be identified as specific to the belay device being used;
- the introductory lesson must include instruction on and repeat practice of:
 - correct use of harness;
 - correct use of knots and tie-in points;
 - concept of top-roping;
 - correct use of belay device;
 - general belaying principles;
 - lowering procedures;
 - communication and the climber/belayer contract;
 - procedures to minimize the hazards of falling rock.

After initial instruction and when subsequent sessions are within a reasonable time frame: 1 climbing instructor to 2 active lines.

The overall climbing instructor to student ratio must not exceed 1:6.

For Climb Only Programs:

1 instructor per belay activity.

Instructor Qualifications:

Instructors must be trained in, understand, demonstrate, and adhere to a directly relevant skill set for their respective activity.

A relevant skill set is a described set of skills developed by recognized climbing professionals.

All instructors must be at least 18 years of age or older to teach the introductory lesson

Climbing – Outdoor Rock Climbing

			<p>Students must be allowed to select a challenge at their comfort level.</p> <p>A qualified instructor must do a safety check of any student leaving the ground.</p> <p>A buddy belay (when students are belaying) must be incorporated into all belay systems at all times. In most conventional top-roped belay systems an approximate climber to belayer weight ratio is 1:1 when there is no ground anchor.</p> <p>Climber/belayer weight ratio must be taken into consideration when determining the number of buddy belayers necessary in any non-ground anchored system.</p> <p>A body belay and a counter-balanced system (e.g., Australian Belay) are not to be used.</p> <p>A belay system/technique that will not allow the climber to ground-fall in the event that the belayer becomes incapacitated must be used by student belayers.</p> <p>Lead climbing by students must not be done.</p> <p>For Climb Only Programs:</p> <p>Prior to climbing, rules must clearly be explained to students by a qualified instructor.</p> <p>Students are not permitted to belay, and unless directly supervised by instructor, students are not permitted to:</p> <ul style="list-style-type: none"> • apply harnesses to themselves or others; 	<p>and/or be an instructor.</p> <p>First Aid:</p> <p>At least one instructor must have current First Aid qualifications equivalent to or exceeding St. John Emergency First Aid Certificate.</p> <p>A suitable means of transporting an injured student must be accessible.</p> <p>The supervisor in charge of the excursion must designate a teacher/supervisor (e.g., teacher, parent, volunteer) to transport/ accompany an injured student to hospital. This must not be the supervisor in charge of the excursion.</p>
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Climbing – Outdoor Rock Climbing

- tie knots for themselves or others;
- weather conditions must not present a safety issue.
- water replacement and nutritional needs of climbers must be addressed.

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

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

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

Note: insect repellent must be used on body only, not hands. Repellent must not come into contact with rope.

The School District must provide their lightning policy to the operator/provider.

Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning,

Climbing – Outdoor Rock Climbing

			funnel clouds, severe winds, tornadoes [see Appendix F - Lightning Protocol]). Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section). Schools districts must communicate these conditions to the operator/provider.
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Also see Generic Section to view complete safety requirements.

Climbing – Ropes/Challenge Courses

School or any climbing facility

Where students perform a series of activities either while working with others on initiative tasks or responding to personal challenges close to the ground or high in the air.

Grades K, 1, 2, and 3: are to participate on low elements only. A low element course is one in which no rope belay system is required as fall protection for the climber and for most low element courses, spotting is needed.

Grades 4, 5, 6: Climb only. Students are not to participate in belay.

Grades 7 and 8: Climbing and Belaying permitted.

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>All equipment must be commercially and specifically manufactured for the intended climbing related activity and adhere to one or more of: UIAA, CE, NFPA, ULC, CSA, ASTM standards.</p> <p>Climbing ropes must be compatible with the chosen belay device and the climbing activity.</p> <p>Helmets that are commercially and specifically manufactured for climbing must be worn by all students who are leaving the ground or are under any activity in use.</p>	<p>Clothing and footwear appropriate to the chosen activities and environmental conditions must be worn.</p> <p>No tops with drawstrings.</p> <p>No finger rings.</p> <p>Nothing around the neck (e.g., leather ties, knots).</p> <p>Medic alert bracelet /necklace to be taped.</p> <p>All other jewellery which presents a safety concern must be removed or taped.</p> <p>Long hair must be covered or tied back.</p>	<p>Determine that all facilities are safe for use.</p> <p>Challenge course activities that are selected must be appropriate for ability levels, age and size of the students.</p> <p>All challenge course elements must have been installed, or have passed an annual professional inspection by a <i>Qualified Challenge Course Professional</i> as defined in the most current edition of <i>The Association for Challenge Course Technology (ACCT), Challenge Course Standards</i> or equivalent.</p> <p>All challenge course elements must meet</p>	<p>This activity page must be presented to the activity provider prior to the activity taking place. The activity provider must meet the minimum requirements listed on this page.</p> <p>Risks involved with the activities must be communicated to parents/guardians with a signed response form from the parents/guardians, giving permission for student to participate.</p> <p>Completed medical forms for each participating student must be accessible.</p> <p>Where the activity takes students off-campus, parents/guardians must be made aware of means of transportation used.</p> <p>Risks involved with each activity and how to lower the risk of an injury from occurring must be communicated to the students.</p> <p>Teachers, instructors and students must be aware of safety procedures.</p> <p>The site must have a written Policies and Procedures Manual for the management and operation of all challenge course activities.</p>	<p>Applicable to All Facilities:</p> <p>A teacher and one qualified instructor must be present (on site) for all aspects of the program.</p> <p>In-the-area supervision by a teacher</p> <p>On-site supervision by a qualified instructor is required.</p> <p>A suitable means of transporting an injured student must be accessible.</p> <p>Qualifications Applicable to All Facilities (including schools):</p> <p>All instructors must hold a current certificate demonstrating successful completion of training from an accredited, recognized, challenge course professional training company.</p> <p>Qualifications Applicable to Facilities on School Sites:</p>

Climbing – Ropes/Challenge Courses

School or any climbing facility

Where students perform a series of activities either while working with others on initiative tasks or responding to personal challenges close to the ground or high in the air.

Grades K, 1, 2, and 3: are to participate on low elements only. A low element course is one in which no rope belay system is required as fall protection for the climber and for most low element courses, spotting is needed.

Grades 4, 5, 6: Climb only. Students are not to participate in belay.

Grades 7 and 8: Climbing and Belaying permitted.

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>Climbing harnesses (sit, sit/chest, or full body) appropriate to the age and/or body size of the climber must be used. All belts must be double backed through the harness.</p> <p>Belay devices must be connected with a locking carabiner rated at 22kN/2200kg/4945lbs., where commercial friction or camming devices are used.</p> <p>A first aid kit must be accessible to the challenge course.</p> <p>For all indoor walls, mats e.g. Velcro utility mats, wrestling mats, must be in place at the ascending and descending points.</p> <p>Mat thicknesses:</p> <ul style="list-style-type: none"> • cross-link foam 5 cm (2"); 		<p>the <i>ACCT Challenge Course Standards</i> that are in place at the time of installation.</p> <p>All challenge course elements must be inspected annually by a <i>Qualified Challenge Course Professional</i>, using the most recent edition of the <i>ACCT Standards</i>.</p> <p>This inspection must be documented in a written report in accordance with the <i>ACCT Challenge Course Standards</i>.</p> <p>Necessary maintenance/ changes to the elements noted in the report must be addressed.</p>	<p>This manual must include an Emergency Action Plan consistent with the most current <i>ACCT Challenge Course Standards</i>.</p> <p>Skills must be taught in proper progression.</p> <p>Students must be allowed to select a challenge at their comfort level.</p> <p>When students are belaying, an introductory lesson, incorporating the following elements must precede top-roped climbing:</p> <ul style="list-style-type: none"> • must be identified as challenge course specific; • must be identified as specific to the belay system/device being used; • must include instruction and repeat practice on: <ul style="list-style-type: none"> ○ correct use of harness ○ correct use of knots and tie-in points ○ concept of top-roping 	<p>Instructors for permanent school sites must hold a current certificate (within the last 3 years) demonstrating successful completion of a training workshop that directly addresses the climbing activities they are teaching.</p> <p>Instructors must be trained in, understand, demonstrate and adhere to a directly relevant skill set for their respective activity. A relevant skill set is a described set of skills developed by recognized <i>Challenge Course Professionals</i>.</p> <p>All instructors must be at least 18 years of age or older to teach the introductory lesson and/or be an instructor.</p> <p>Individuals who have been trained and can demonstrate the required instructor skills and who are 16 years of age or older can assist with instruction but must be directly supervised by a qualified instructor.</p>

Climbing – Ropes/Challenge Courses

School or any climbing facility

Where students perform a series of activities either while working with others on initiative tasks or responding to personal challenges close to the ground or high in the air.

Grades K, 1, 2, and 3: are to participate on low elements only. A low element course is one in which no rope belay system is required as fall protection for the climber and for most low element courses, spotting is needed.

Grades 4, 5, 6: Climb only. Students are not to participate in belay.

Grades 7 and 8: Climbing and Belaying permitted.

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<ul style="list-style-type: none"> • open-cell foam 5 cm (2"); • polyurethane 5 cm (2"); • dual-density 5 cm (2"); • mats of equivalent compaction rating as determined by the manufacturer. <p>All equipment must be inspected prior to activity.</p>		<p>All challenge course elements must be inspected by qualified on-site personnel prior to use.</p> <p>The challenge course must be managed and operated in accordance with the most current <i>ACCT Standards</i>, including having a designated <i>Challenge Course Manager</i> who is responsible for overseeing the staffing and operations of the challenge course.</p> <p>The challenge course must be used in accordance with the current <i>Challenge Course Professional's</i> recommendations.</p>	<ul style="list-style-type: none"> ○ correct use of belay device/system ○ general principles for belaying with the specific system ○ lowering procedures with the specific system ○ communication and the climber/belay contract. <p>A qualified instructor must check the harness, rope and belay device set up for any student prior to him/her leaving the ground.</p> <p>The belay system utilized, including the belay device, must be one that was installed and recommended by a qualified <i>Challenge Course Professional</i>.</p> <p>When students are belaying, a system/technique that will not allow the climber to ground-fall in the event that one of the belay team members becomes incapacitated must be incorporated.</p> <p>The climber-to-belayer weight ratio must be taken into consideration when</p>	<p>First Aid Certification:</p> <p>At least one instructor must have current First Aid qualifications equivalent to or exceeding St. John Emergency First Aid Certificate</p> <p>Ratios Applicable to All Challenge Courses:</p> <p>Grades K-3: low element course only</p> <p>Grades 4-6:</p> <ul style="list-style-type: none"> • 1 instructor to 1 line (when belaying using a top rope system) • 1 instructor to 5 lines when using a static or self-belaying system. <p>Grades 7 and 8</p> <ul style="list-style-type: none"> • 1 instructor to 2 active climbers/systems when using

Climbing – Ropes/Challenge Courses

School or any climbing facility

Where students perform a series of activities either while working with others on initiative tasks or responding to personal challenges close to the ground or high in the air.

Grades K, 1, 2, and 3: are to participate on low elements only. A low element course is one in which no rope belay system is required as fall protection for the climber and for most low element courses, spotting is needed.

Grades 4, 5, 6: Climb only. Students are not to participate in belay.

Grades 7 and 8: Climbing and Belaying permitted.

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<p>determining the number of buddy belayers necessary in any non-ground anchored system. In most conventional top-roped belay systems, an approximate climber-to-belayer weight ratio is 1:1.</p> <p>A method of rescuing a tired/stuck climber must be available (e.g., ladder, scaffold, top-rope belay).</p> <p>Adequate liquid replacement must be accessible.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>a static or self-belaying system:</p> <ul style="list-style-type: none"> • 1 instructor per 5 lines when using a static or self-belaying system. <p>After introductory lesson, above ratios must be maintained.</p> <p>Where multiple activities are taking place at the climbing site:</p> <ul style="list-style-type: none"> • the overall instructor-to-student ratio must not exceed 1:12 (Grades 7 and 8); • 1:8 (Grades 6 and below); • a safety check of each student leaving the ground must still be done by an instructor in all initial and subsequent climbing sessions. <p><u>Challenge Courses:</u></p> <p>Grades 1-3:</p> <ul style="list-style-type: none"> • low elements only

Climbing – Ropes/Challenge Courses

School or any climbing facility

Where students perform a series of activities either while working with others on initiative tasks or responding to personal challenges close to the ground or high in the air.

Grades K, 1, 2, and 3: are to participate on low elements only. A low element course is one in which no rope belay system is required as fall protection for the climber and for most low element courses, spotting is needed.

Grades 4, 5, 6: Climb only. Students are not to participate in belay.

Grades 7 and 8: Climbing and Belaying permitted.

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
				<p>If an instructor is supervising more than 1 student belayed activity, the action must cease in one activity while any necessary safety checks are conducted in the second activity.</p> <p>When a high-element challenge course is operating, there must be a minimum of 2 instructors.</p> <p>Where multiple activities are taking place at the climbing site, also see Climbing – General Guidelines.</p>

Also see Generic Issues and Introduction to Activity Page Components Sections to view complete safety requirements.

Climbing – Zipline/Tyrolean Traverse/Equivalent

School or any climbing or zipline facility

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

Grades 7 and 8 only.

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>All equipment must be commercially and specifically manufactured for the intended climbing related activity and adhere to one of: UIAA, CE, NFPA, ULC, CSA, ASTM standards.</p> <p>Ropes/lines must be compatible with the chosen climbing activity.</p> <p>There must be 2 single pulleys or a double sheave pulley.</p> <p>Helmets that are commercially and specifically manufactured for climbing must be worn by all students who are leaving the ground.</p> <p>Climbing harnesses, sit or full body, appropriate for the age and/or body size of</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No tops with drawstrings.</p> <p>No finger rings.</p> <p>Nothing around the neck (e.g., leather ties, knots).</p> <p>Medic alert bracelet/necklace to be taped.</p> <p>All other jewellery which presents a safety concern must be removed or taped.</p> <p>Long hair must be covered or tied back.</p>	<p>Determine that all facilities are safe for use.</p> <p>Area for climbing must be appropriate for ability levels, age and size of students.</p> <p>All providers must follow the National Building Code of Canada, and all applicable By-Laws and Regulations.</p> <p>All climbing equipment must be installed by a qualified professional (e.g., instructor/provider).</p> <p>The initial installation of climbing equipment must be inspected by qualified personnel upon completion of the installation and at least once a year thereafter by qualified climbing</p>	<p>This activity page must be presented to the activity provider prior to the activity taking place. The activity provider must meet the minimum requirements listed on this page.</p> <p>Risks involved with the activities must be communicated to parents/guardians with a signed response form from the parents/guardians, giving permission for student to participate.</p> <p>Completed medical forms for each participating student must be accessible.</p> <p>Where the activity takes students off-campus, parents/guardians must be made aware of means of transportation used.</p> <p>Prior to the first lesson, teachers must inform climbing instructors of students who have special needs.</p> <p>Risks involved with each activity and how to lower the risk of an injury from occurring must be communicated to the students.</p> <p>Teachers, instructors and students must be aware of safety procedures.</p> <p>A system and technique recognized by the professional climbing industry must be used.</p> <p>A system must be used that will not allow participant to make contact with the ground while in transit along the installed rope/line.</p> <p>An arresting system must be incorporated into the zip/traverse line to prevent contact with the bottom anchors.</p>	<p>Applicable to all Facilities</p> <p>On site supervision by both a teacher and qualified instructor(s) who must be present for all aspects of the program with the exception of when the students are active on the zipline/traverse.</p> <p>Constant Visual Supervision must be provided by the instructor(s) for each active ziplines/traverse</p> <p>A qualified instructor must supervise the transfer of the carabiners from the top rope to the zip/traverse line.</p> <p>Ratios:</p> <p>1 instructor for each active zip/traverse line</p> <p>A suitable means of transporting an injured student must be accessible.</p>

Climbing – Zipline/Tyrolean Traverse/Equivalent

School or any climbing or zipline facility

<p>the climber must be used. All belts must be double backed through the harness.</p> <p>The base of the scaffolding must be completely covered with landing mats that are a minimum of 50cm (20") thick, OR an additional instructor is positioned at the top of the scaffolding and mats (e.g., Velcro utility mats, wrestling mats) must be in placed at the descending points.</p> <p>Mat thicknesses:</p> <ul style="list-style-type: none"> • cross-link foam 5cm (2"); • open-cell foam 5cm (2"); • polyurethane 5cm (2"); • dual-density 5cm (2"); • mats of equivalent compaction rating as determined by manufacturer. <p>Top anchors must have 2 individual points, locking devices and must be able to sustain a load of 22kN/2200kg/4500lbs.</p> <p>All equipment must be inspected by qualified personnel prior to activity.</p>	<p>inspection personnel.</p> <p>This inspection must be documented with a written report. Necessary changes noted in the report must be addressed.</p>	<p>Activity and course elements that are introduced must be based on skills that are taught and appropriate for the developmental stage and experience of the students.</p> <p>Students must have prior instruction and experience in belaying.</p> <p>An introductory lesson must be an integral part of the program for all students. The introductory lesson must:</p> <ul style="list-style-type: none"> • be specific to the site; • be identified as specific to the system used; • include instruction and repeat practice of: <ul style="list-style-type: none"> ○ correct use of harness; ○ correct use of pulley(s), equipment, and attachment points; ○ safe method of ascending to the elevated system; ○ safe method of descending from the elevated system; ○ safe method of transferring between the elevated system and the fail arrest system. <p>Skills must be taught in proper progression.</p> <p>Students must be allowed to select a challenge at their comfort level.</p> <p>A qualified instructor must do a safety check of any student leaving the ground.</p> <p>While ascending to a scaffold take-over platform, student must be on a belay.</p> <p>Climber/belayer weight ratio must be taken into consideration when determining the number of</p>	<p>Instructor Qualifications:</p> <p>Instructors must be trained in, understand, demonstrate, and adhere to a directly relevant skill set for their respective activity. A relevant skill set is a described set of skills developed by recognized climbing professionals.</p> <p>All instructors must be at least 18 years of age or older to teach the introductory lesson and/or be an instructor.</p> <p>Individuals who have been trained and can demonstrate the required instructor skills and who are 16 years of age or older can assist with instruction but must be directly supervised by a qualified instructor.</p> <p>First Aid Qualifications:</p> <p>At least one instructor must have current First Aid qualifications equivalent to or exceeding St. John</p>
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Climbing – Zipline/Tyrolean Traverse/Equivalent

School or any climbing or zipline facility

			<p>buddy belayers necessary in any non-ground anchored system.</p> <p>A buddy belay (when students are belaying) must be incorporated into all belay systems at all times.</p> <p>A belay system/technique that will not allow the climber to ground-fall in the event that the belayer becomes incapacitated must be used by student belayers.</p> <p>A body belay is not to be used.</p> <p>All participants must be attached to the zip/traverse line with 2 locking carabiners.</p> <p>A method of rescuing a tired/stuck climber must be available (e.g., ladder, scaffold, top-rope belay).</p> <p>Adequate liquid replacement must be accessible.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>Emergency First Aid Certificate.</p> <p>Ratios Applicable to All Facilities:</p> <p>1 instructor for each active zip/traverse line, providing constant visual supervision.</p> <p>After introductory lesson:</p> <p>1 instructor to 12 students.</p> <p>Where multiple activities are taking place at the climbing site, see Climbing – General</p> <p>In multiple activity situations, a qualified instructor must supervise the transfer of the carabiners from the top rope to the zip/traverse line.</p>
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Also see Generic Section to view complete safety requirements.

Cooperative Games

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Equipment must be size, weight and age appropriate for skill and ability level of students.</p> <p>All balls must be properly inflated.</p> <p>No homemade equipment can be used.</p>	<p>Appropriate clothing must be worn.</p> <p>Appropriate running shoes that are securely fastened.</p> <p>No hanging jewellery.</p> <p>Tie back long hair.</p>	<p>Determine that all facilities are safe for use.</p> <p>Activity area must be free of hazards (e.g., equipment in corners and on sidelines).</p> <p>Floor surface must provide good traction.</p> <p>Non-gym indoor facilities (e.g., foyer, classroom, hall, concourse, etc.) must enable students to move freely (see Safety in Activity Rooms appendix).</p>	<p>Students must be instructed in how to move safely in personal and general space.</p> <p>Establish rules for the distribution and return of equipment.</p> <p>Include appropriate warm-ups and cool downs.</p> <p>Running and relays:</p> <ul style="list-style-type: none"> • students must not be blindfolded; • no running backwards; • participants in a relay must have their own lane; • be aware of increased risk with tying legs together. <p>Students must be taught skills in proper progression (e.g., stepping into a hoop on the floor before being asked to run in and out of hoops).</p> <p>Games must be based on skills that are taught.</p> <p>Emphasize with students what cooperation looks like and sounds like.</p> <p>For games that include tagging:</p> <ul style="list-style-type: none"> • clearly define areas of the body that can be tagged (e.g. arms, back, legs); • instruct students that a tag is a touch, not a push, punch or grab; • where blockers are permitted, they are not to intentionally make contact with the tagger with their bodies, arms or legs, but rather to move in front of the tagger. <p>Activities must be age appropriate.</p>	<p>On-site supervision.</p> <p>Students must never be in equipment room unsupervised.</p>

Cooperative Games				
Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<p>Walls and stages cannot be used as turning points and end zones. A marker (e.g., line or pylon) must be designated away from the wall and properly identified.</p> <p>Establish rules and procedures in the gym before going outdoors (e.g., stop/start signals).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect their participation (see Generic Section).</p>	

Also see Generic Section to view complete safety requirements.

Cricket/Cricket Variations

(e.g., Kanga Cricket/Cricket Wicket/Continuous Cricket)

The official game of cricket is not appropriate activity at the Elementary Curricular level

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Official Kanga Ball set or equipment modifications, for example:</p> <ul style="list-style-type: none"> • cosom plastic balls or soft balls; • paddle bats; • pylons for wicket. 	<p>Appropriate clothing and footwear must be worn.</p> <p>No hanging jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Outdoor field must be free from debris and obstructions and provide good footing.</p> <p>Holes and severely uneven surfaces must be brought to the attention of the principal, and students must be made aware of them.</p> <p>For indoor games, playing surface and surrounding area must be free of all obstacles (e.g., table, chairs, pianos) and provide good traction.</p>	<p>Skills must be taught in proper progression.</p> <p>Games must be based on skills taught.</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Lightning Appendix]).</p> <p>If outdoors, students must receive instruction on safety procedures related to severe weather conditions [e.g., lightning, funnel clouds, severe winds, tornadoes (see Appendix F – Lightning Protocol)]</p> <p>A designated area must be established for non-active players at a safe distance behind the batter.</p> <p>Bouncers and bean balls must not be bowled.</p> <p>The bowler standing behind a designated line must underhand lob or roll the ball (elementary) at the batter’s wicket.</p> <p>Straight-arm overhand throws could be used at the middle school level.</p> <p>The wicket keeper must stand a safe distance behind a striker.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. 	<p>On-site supervision.</p>

Cricket/Cricket Variations

(e.g., Kanga Cricket/Cricket Wicket/Continuous Cricket)

			<p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing)</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Appendix F - Lightning Protocol]).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopedic device) may affect their participation (see Generic Section).</p>	
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Also see Generic Section to view complete safety requirements.

Cross-Country Running/Orienteering

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No hanging jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Prior to initial use of the route, teachers must do a safety check “walk through” in order to identify potential hazards.</p> <p>If the cross-country route or orienteering course is on grass and/or in a wooded area, teachers must do a safety check “walk through” after a substantial rainfall and/or windstorm, in order to identify potential hazards.</p> <p>Before initial attempt, teachers must outline to students the route or course (e.g., notice of areas to approach with caution).</p> <p>If route is off school property, determine that students are not crossing busy intersections unless directly supervised.</p> <p>Obtain permission of property owner before using private land/areas</p>	<p>Parents/guardians must be notified when students will be running off the school property and where applicable, the means of transportation to get to the site.</p> <p>Parents and students must be informed of the importance of using sun protection and insect repellent (see Appendix A).</p> <p>Length and difficulty of route must be appropriate to the age and ability level of the participants (e.g., k-2 students must not be out of sight for long periods of time).</p> <p>A proper warm-up and cool-down must be included.</p> <p>Skills must be taught in proper progression.</p> <p>Students must be instructed in basic road safety.</p> <p>Students are to run in pairs or groups (e.g., use the buddy system).</p> <p>No audio devices (e.g., MP3s) may be used.</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Appendix F - Lightning]).</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; 	<p>In-the-area supervision.</p> <p>Off-site running/orienteering ratios:</p> <p>Grades k-2- 1:10</p> <p>Grades 3-8 - 1:20</p>

Cross-Country Running/Orienteering

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<ul style="list-style-type: none"> • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).</p> <p>Teachers must be aware of students with allergies (e.g., bees).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	

Also see Generic Section to view complete safety requirements.

Cross-Country Skiing/Snowshoeing

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Cross-Country Skiing:</p> <ul style="list-style-type: none"> skis, bindings, boots and poles must be in good repair and appropriate size for skier. <p>Snowshoeing:</p> <ul style="list-style-type: none"> frame and bindings must be in good repair. <p>See Appendix A “Parent Letter” regarding bringing equipment for use in class.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>Clothing must be appropriate for outdoor activity.</p> <p>For clothing, use layering principles and have a hat and mitts or gloves available for use.</p> <p>No hanging jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Define specific routes to the students so they are aware of the boundaries for activity, whether using a commercial or non-commercial site.</p> <p>When choosing a site, the following conditions must be taken into consideration:</p> <ul style="list-style-type: none"> sun; wind; snow conditions; suitability of terrain for student age and ability. <p>When selecting a non-commercial site the facility must include all of the following:</p> <ul style="list-style-type: none"> a level field with practice tracks; a long run-out at the bottom section of a larger hill; proximity to warmth, food, waxing and other facilities; 	<p>Parent/Guardians must be informed of the following by letter:</p> <ul style="list-style-type: none"> activity taking place off school property; means of transportation; details of the activity; importance of wearing suitable clothing for activity and weather of the day; importance of sun protection. <p>Emergency procedures must be established and communicated to the students.</p> <p>Review with students safety precautions to take when working close to others with their sharp tip poles.</p> <p>Instruct participants to keep a safe distance from each other (e.g., 2-3m) to prevent interference or tripping one another.</p> <p>Instruct students to check that boots are secure in bindings.</p> <p>Skills must be taught in proper progression.</p> <p>Teach basic uphill and downhill maneuvers on gentle slopes.</p> <p>Activities must be based on skills that are taught.</p> <p>Use a buddy system.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> environmental conditions (temperature, weather, UV rays, frost bite); accessibility to adequate liquid replacement (personal water bottles, water fountains) and 	<p>In-the-area supervision is required for all sites.</p> <p>On-site supervision when skills are taught.</p> <p>If dividing class into groups, duties of supervisors for each group must be clearly outlined.</p> <p>The following ratios must be in place for day cross-country trips and snowshoeing at commercial sites:</p> <ul style="list-style-type: none"> k-2 1:6 ratio; gr. 3-5 1:12 ratio; gr. 6-8 1:15. <p>There must be a designated supervisor (teacher, parent or responsible adult) capable of transporting an injured student to the hospital. This must not be the supervisor in charge of the trip.</p>

Cross-Country Skiing/Snowshoeing

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
		<ul style="list-style-type: none"> • well-marked trails. Obtain permission of property owner before using private land/areas.	<p>student hydration before, during and after physical activity;</p> <ul style="list-style-type: none"> • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).</p> <p>Teachers must be aware of students with a history of asthma and other respiratory problems. Students with severe asthma must ski with an inhaler.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopedic device) may affect participation (see Generic Section).</p>	

Also see Generic Section to view complete safety requirements.

Curling				
Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Rocks made under the supervision of school staff must not present a safety concern.</p> <p>Equipment rules mandated by the curling club must be followed.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>Clothing and footwear must be appropriate for cold temperature activity.</p> <p>Curling shoes with a removable gripper on sliding shoe, or shoes with a removable slider, or the sliding shoe taped.</p> <p>No hanging jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Before curling on an outdoor surface (e.g., lake, pond), contact local authorities for information to determine with absolute certainty that the ice is thick enough to be safe.</p> <p>Curling surface must be free of obstacles and hazardous cracks.</p>	<p>Parents must be informed when curling takes students off school property, and the means of transportation used.</p> <p>Teach etiquette and safety rules before going to the curling rink. All students must observe the rules of etiquette.</p> <p>Off- ice instruction, including safety rules, must precede on-ice instruction.</p> <p>Skills must be taught in proper progression.</p> <p>Games must be based on skills that are taught.</p> <p>Students must be instructed not to step over the curling rocks, but to walk around them.</p> <p>Students must be instructed that unless in the action of shooting, curling rocks should never be picked up off the ice.</p> <p>Establish a safe routine to clear rocks from the house.</p> <p>Before involving students in outdoor activity (outdoor rink), teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, UV rays, frost bite); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, appropriate clothing).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic section).</p>	<p>On-site supervision.</p>

Also see Generic Section to view complete safety requirements.

Cycling

**Cycling takes place on paved surfaces (e.g., sidewalks, bike paths, roads).
If cycling also includes off-road, consult Mountain Biking activity page as well.**

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>The following statements refer to student owned, borrowed or rented bicycles:</p> <ul style="list-style-type: none"> • equipment must conform to local bylaws; • students must inspect bikes for working brakes and properly inflated tires; • bicycle size must be appropriate for the rider; <p>Correctly fitting bicycle helmets approved by CSA, Snell, ANSI, ASTM, British or Australian standards.</p> <p>Supervisor and student monitor to carry:</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>Clothing must not encumber proper use of bicycle chain.</p> <p>Clothing must be adequate for outdoor activity.</p> <p>No open-toed shoes or sandals.</p> <p>No hanging jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Choose routes carefully and consider the road surface and length, steepness of slopes, frequency of traffic, complexity of intersections and railway crossings.</p> <p>Prior to initial use of route, teacher/supervisor must do a safety ride-through to verify safety and suitability.</p> <p>Provide students with map and/or clear directions.</p> <p>Obtain permission of property owner before using private land/areas.</p>	<p>Parents/guardians must be informed that cycling will take students off school property.</p> <p>A record of students and the route must be left in the school with an appropriate person.</p> <p>The rules of the Highway Traffic Act must be reviewed and followed. This includes group riding protocol. http://www.gnb.ca/0062/acts/acts/h-05.htm</p> <p>Excursions must be planned for daylight hours.</p> <p>Emphasis must be placed on controlled riding.</p> <p>Instruction must be given on the proper position of a bicycle helmet, i.e., brow of helmet is at eyebrow level.</p> <p>Students must demonstrate to the teacher/supervisor competency in stopping, changing gears, turning, signaling and passing before leaving school property.</p> <p>Use any appropriate grouping system, e.g., the buddy system.</p> <p>K-5 cycling must take place in a location away from all street traffic (e.g., parks, bicycle paths).</p> <p>No audio devices (e.g., MP3 players).</p> <p>Racing must not be done as an in-class activity.</p> <p>Instruct participants to keep a safe distance from each other (e.g., 2-3m) to prevent interference with one another.</p> <p>Students must be aware of an emergency procedure in case of an accident (e.g., any sign of difficulty, dismount and walk bike until it is safe to resume riding).</p>	<p>In-the-area supervision is required.</p> <p>2 adult supervisors are required in all cycling situations. One supervisor stays at the back of the pack and one at the front.</p> <p>The ratio of supervisors to students is:</p> <ul style="list-style-type: none"> • k-2 1:6; • gr. 3-5 1:10; • gr. 6-8 1:15. <p>One supervisor must take responsibility for administering first aid to an injured student and must be present for the duration of the activity.</p>

Cycling

<ul style="list-style-type: none"> • bicycle tool kit; • pump; • signaling device (e.g., whistle); • first aid kit. 			<p>Teacher/supervisor must be aware of weather forecast.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Lightning Appendix]).</p> <p>Cycling must be cancelled in adverse conditions.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic section).</p>	
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Also see Generic Section to view complete safety requirements.

Dancing/Rhythmic Activities

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Electrical equipment must be in good working order and a safe distance from activity.</p> <p>No rhythmic clubs.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>Bare feet permitted.</p> <p>Gymnastic slippers or running shoes.</p> <p>No hanging jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Playing surface and surrounding area (e.g., gym or large room) must be free of all obstacles (e.g., tables, chairs) and provide sufficient traction.</p>	<p>Skills must be taught in proper progression.</p> <p>Instruct students in safe use of equipment (e.g., ribbon sticks).</p> <p>Modify activity to the age and ability level of students (e.g., throws of equipment [ropes, ribbons, hoops, etc.] are to be kept to a low height.)</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopedic device) may affect their participation (see Generic Section).</p>	<p>On-site supervision is required for rhythmic activities.</p> <p>In-the-area supervision is required for dance.</p>

Also see Generic Section to view complete safety requirements.

Dodgeball

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Use soft objects ONLY (e.g., foam balls, sponges, beach balls, elephant- skin balls, utility balls).</p> <p>No under inflated balls (e.g., volleyballs).</p> <p>No beanbags or hard flying discs (e.g., Frisbees).</p> <p>Equipment must not have hard or sharp edges.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Playing surface must be free of all obstacles (e.g., desks, chairs, pianos) and provide sufficient traction.</p> <p>All doors in and out of the playing area must be closed.</p> <p>There must be adequate space for all participants.</p> <p>Outdoor Dodgeball:</p> <ul style="list-style-type: none"> • communicate to students the boundary lines for the activity; • immovable hazards (e.g. goalposts) must be identified to students and marked with pylons; • holes and severely uneven surfaces must be brought to the attention of the teacher/principal. 	<p>Skills must be taught in proper progression.</p> <p>Games must be based on skills taught.</p> <p>Rules for contact with the ball must be in place (e.g., below the waist).</p> <p>Students who are targets must remain upright.</p> <p>Activities/rules must be modified based on the skill level, age and facilities/equipment available.</p> <p>Safe zones must be clearly delineated at a safe distance from walls, stages, obstacles.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopedic device) may affect their participation (see Generic Section).</p>	<p>Constant visual supervision is required for dodgeball games.</p>

Also see Generic Section to view complete safety requirements.

Dragon Boating

Dragon Boating is not an appropriate activity at the Elementary and Middle School Curricular Level

Fencing

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Equipment must be checked regularly for defects by students and staff and repaired or replaced as required.</p> <p>Mask, vest, gloves, foil with rubber tips.</p> <p>See Appendix A “Parent Letter” regarding bringing equipment for use in class.</p> <p>All equipment from home must be transported safely in a case.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>Students must wear long-sleeved shirt or sweatshirt and long pants.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Area must be free from obstacles and debris and provide good footing.</p>	<p>Skills must be taught in proper progression.</p> <p>Activity must be based on skills taught.</p> <p>Students must fence only under the direct supervision of the instructor.</p> <p>All equipment must be worn before fencing an opponent.</p> <p>Students must be instructed in all safety rules associated with the sport.</p> <p>Adequate liquid replacement must be accessible.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, cast, orthopaedic device) may affect participation. (see Generic Section).</p>	<p>On-site supervision for instruction.</p> <p>Constant visual supervision when fencing an opponent.</p>

Also see Generic Section to view complete safety requirements.

Field Hockey

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Use equipment suitable to age and ability of students (e.g., cosom sticks, soft balls).</p> <p>If using regulation field hockey sticks, sticks must be checked regularly for cracks.</p> <p>Protective eye wear meeting ASTM F803 standards or equivalent is recommended.</p> <p>CSA approved hockey helmet with cage, and full goalie equipment including throat protector, must be worn by goaltender if regulation ball is used.</p> <p>If using regulation field hockey sticks and balls, shin guards must be made available to all students.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No rings, watches or hanging jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Playing surface must be checked regularly. It must be clear of debris and provide good footing.</p> <p>Holes and severely uneven surfaces must be brought to the attention of the principal, and students must be made aware of them.</p>	<p>Skills must be taught in proper progression.</p> <p>At no time can the stick be brought above waist level.</p> <p>Implement a soccer goal-size crease area for the protection of the goalie.</p> <p>No other student or student's stick is allowed in the crease.</p> <p>If regulation ball is used and there is a goalie, equipment as specified must be used.</p> <p>Games must be based on skills that are taught.</p> <p>Modify the skills and rules to meet the age and ability of students (e.g., no goalie).</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Lightning Appendix]).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopedic device) may affect participation (see Generic Section).</p>	<p>On-site supervision is required.</p>

Also see Generic Section to view complete safety requirements.

Fitness Activities

This page applies to Aerobics, Circuit Training, etc. using a variety of equipment (e.g., chinning bar, stability ball, slides, steps, tubing, medicine ball and balance board).

See Intramural Appendix N: Safety in Fitness Rooms

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>All fitness equipment must be appropriate in size and weight for the student.</p> <p>All fitness equipment must be inspected on a regular basis and be in good repair.</p> <p>Only small hand-held fixed weights up to 2.2kg (5lbs) maximum (e.g., moulded plastic dumbbells) can be used in fitness activities.</p> <p>Weights must be appropriate to the size and ability of student.</p> <p>Free weights are not to be used at the K-5 level. See Policy 709 for guidelines pertaining to Grades 6-8.</p> <p>Electrical equipment must be in good working order.</p> <p>Steps and/or slides must be equipped with non-slip tread.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Where running takes place off school site for a warm up or conditioning run and/or is an integral part of the activity:</p> <ul style="list-style-type: none"> • prior to initial use of route or course, teachers must do a safety check 'walk through' in order to identify potential problems; • before initial attempt, teachers must outline to students the route or course (e.g., notice of areas to approach with caution); • if route is off school property, determine that students are not crossing busy intersections unless directly supervised. <p>Activity surface and surrounding area must be free of all obstacles (e.g., tables and chairs) and provide sufficient traction.</p>	<p>Where fitness activities constitute the main part of the lesson, a proper warm-up and cool-down must be provided.</p> <p>Use proper progression of activities:</p> <ul style="list-style-type: none"> • warm up; • muscle strength/endurance; • peak work; • cool down. <p>Fitness activities must be modified based on the ability level of students, the facilities and equipment available.</p> <p>Where fitness equipment is being used, (e.g., treadmills, stationary bicycle, medicine ball, chinning bar, tubing) students must be instructed in and demonstrate competency in the proper use of the equipment before using it independently.</p> <p>Stress correct body alignment for injury prevention.</p> <p>Permit students to work at personal levels of intensity (e.g., students who can make responsible decisions related to low-impact to high-impact and low-intensity to high-intensity).</p> <p>Resistance training for the development of endurance can be done emphasizing high repetitions and/or low weights.</p>	<p>On-site supervision is required.</p> <p>Any teacher who is unfamiliar with fitness activities (e.g., no recent experience) must refrain from teaching the activity until:</p> <ul style="list-style-type: none"> • assistance is provided by an appropriately trained staff; or • Canada Fitness Standard Certification or equivalent is acquired; or • training is received. <p>Note: Intramural/Club situations require teacher supervision (even in situations where an outside instructor is present.)</p>

Fitness Activities

<p>Tubing/elastic strips must be appropriate for fitness level of participant (e.g., proper tension and length).</p> <p>Place a utility mat directly below high apparatus (e.g., chinning bar, peg board).</p>		<p>To provide free flow of motion, allow adequate space between:</p> <ul style="list-style-type: none"> • fitness activities and equipment; • fitness equipment and walls and doors. <p>Limit activities on stages to those that are stationary (e.g., tubing, chinning bar, stretching).</p> <p>Fitness room must be locked when unsupervised.</p>	<p>A process must be in place to regularly disinfect equipment.</p> <p>A process must be in place where equipment needing repair is identified and removed from use.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopedic device) may affect their participation (see Generic Section).</p>	
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Also see Generic Section to view complete safety requirements.

Floor Hockey/Gym Ringette

Stick without a blade

See Elementary/Middle School Ball Hockey page

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>A “felt” or rubber ring must be used..</p> <p>Only use:</p> <ul style="list-style-type: none"> • regulation ringette sticks; and/or • commercially produced floor hockey stick;, and/or • wooden hockey stick shafts or broom type handle with protective covering on the ends, e.g. piece of sponge or carpet securely taped on. <p>Sticks must be checked regularly for cracks and splinters.</p> <p>Stick length must be appropriate to the height of the student.</p> <p>Goalies must wear protective mask e.g., hockey helmet with cage, softball mask.</p> <p>Goalies must wear gloves appropriate to activity (e.g., ball glove).</p> <p>Protective eye wear meeting ASTM F803 standards or equivalent is recommended.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No rings and watches.</p> <p>No hanging jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Playing surface and area must be free of all obstacles (e.g., tables, chairs, pianos) and provide sufficient traction.</p> <p>Floor plugs must be in place.</p>	<p>Skills must be taught in proper progression.</p> <p>Games and activities must be based on skills that are taught.</p> <p>The following rules must be in place and enforced by penalties:</p> <ul style="list-style-type: none"> • no body contact; • no stick on body contact or stick on stick contact; • stick must remain below waist at all times; • no slap shots. <p>Implement a crease for protection of the goalie and no other player or player’s stick is allowed in the crease.</p> <p>Penalties for stick infractions strictly enforced.</p> <p>No other student or student’s stick allowed in the crease.</p> <p>Goalies must remain in the crease area during play.</p> <p>Sticks must be in contact with the floor at all times except on a shot or a pass when the stick may not go beyond waist level.</p> <p>Only active participants on the floor can have a stick.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect student’s participation. (see Generic Section)</p>	<p>On site supervision</p>

Also see Generic Section to view complete safety requirements.

Floorball

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>The stick must be approved by the International Floorball Federation (IFF) and marked accordingly with the IFF sticker.</p> <p>Stick length must be appropriate to the height of the student.</p> <p>The blade must not have sharp edges and its hook must not exceed 30 mm.</p> <p>The ball must be approved by the IFF:</p> <ul style="list-style-type: none"> • 72mm diameter; • weight 23g; • hard plastic; • 26 evenly distributed holes (e.g. similar to a whiffle ball). <p>Goalkeepers must not use a stick.</p> <p>Goalkeeper's net measures 160cm high and 115 cm wide.</p> <p>Goalkeeper must wear:</p> <ul style="list-style-type: none"> • IFF approved/marked face mask; 	<p>Appropriate clothing and footwear must be worn.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Playing surface and area must be free of all obstacles (e.g. tables, chairs, pianos) and provide sufficient traction.</p> <p>Floor plugs must be in place.</p> <p>Mark the goalkeeper area where no other player may play.</p>	<p>Skills must be taught in proper progression.</p> <p>Games and activities must be based on skills that are taught.</p> <p>The following rules must be in place and enforced by penalties:</p> <ul style="list-style-type: none"> • no body contact; • no blocking/screening of opposite player; • no stick on body contact or stick on stick contact; • stick must remain below waist at all times (including back swing and follow through); • ball to be played below knee level at all times. <p>Implement a crease for protection of goalie. No other player's stick is allowed in the crease.</p> <p>All other International Floorball Federation Rules of the game are to be followed.</p> <p>Be aware of students whose medical conditions (e.g. asthma, anaphylaxis, cast, orthopedic device) may affect participation (see generic section).</p>	<p>On site supervision.</p>

Floorball				
Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<ul style="list-style-type: none"> • jersey (protective); • long trousers. Optional goalkeeper equipment: <ul style="list-style-type: none"> • any kind of protective equipment, but this must not include parts intended to cover the goal; • knee pads under the pants; • padded pants; • helmet and thin gloves. 				

Also see Generic Section to view complete safety requirements.

Football – Flag/Touch

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Use footballs appropriate to the size and ability of group (e.g., smaller football or foam ball).</p> <p>Goalposts must be padded if in field of play. Padding must be 1.8 m (6 ft) high.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Playing area must be inspected regularly and free from debris and obstructions and well removed from traffic areas.</p> <p>Holes and uneven surfaces must be reported to the principal and students must be made aware of them.</p> <p>The playing surface must provide suitable footing and proper traction.</p> <p>Perimeter of field must be marked (e.g., collapsible flags or soft pylons).</p>	<p>Skills must be taught in proper progression.</p> <p>Games and activities must be based on skills that are taught.</p> <p>No blocking or tackling allowed.</p> <p>Activities/Rules must be modified to age and ability level of students.</p> <p>Rules of the game must be strictly enforced.</p> <p>Flags are not to be tucked under belt.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Lightning Appendix]).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopedic device) may affect participation (see Generic Section).</p>	<p>On-site supervision is required.</p>

Also see Generic Section to view complete safety requirements.

Football – Tackle

Football – Tackle is not an appropriate activity at the Elementary and Middle School Curricular Level

Goalball				
Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Ball that is used must be age-appropriate and contain a sound-emitting device.</p> <p>Blindfolds or eyeshades.</p> <p>If regulation goalball is being played, kneepads are required.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No hanging jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Playing surface provide sufficient traction and activity area must be free of all obstacles (e.g., desks, chairs, pianos).</p> <p>All doors in and out of the playing area must be closed.</p> <p>There must be adequate space for all participants.</p> <p>Court lines need to be elevated (e.g., rope taped to floor, tactile tape). This includes, at minimum, the wing, centre and goal lines. Refer to the court diagram in the International Blind Sports Association Goalball Rules document: http://www.ibsa-sports.org/sports/goalball/rules/</p>	<p>Skills must be taught in proper progression.</p> <p>Games must be based on skills taught.</p> <p>Activities/rules must be modified based on the skill level, age and facilities/equipment available.</p> <p>Safe zones must be clearly delineated at a safe distance from walls, stages, obstacles.</p> <p>Blindfolds may be used for this activity. Only students participating in the activity are to wear blindfolds.</p> <p>Referee (trained student, teacher) must inform students of what is transpiring during the game (e.g., student proximity to boundary line) and keep control of the game.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect their participation (see Generic Section).</p>	<p>Constant visual supervision is required</p>

Also see Generic Section to view complete safety requirements.

Golf

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use (e.g., grips must be checked regularly and repaired as needed).</p> <p>Plastic whiffle or foam golf balls must be used on school property (except for putting).</p> <p>Regulation golf balls must not be used on school property except for putting.</p> <p>Clubs of appropriate length.</p> <p>Fully equipped golf bags must be appropriate in size and weight for students.</p> <p>Golf cages must be in good repair and securely attached to surface.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No hanging jewellery.</p>	<p>Determine that all facilities are safe for use (i.e. school property, golf domes, putting course, driving range, par 3 golf course).</p> <p>In gyms, putting only.</p> <p>Adequate space must be provided for full backswing and follow-through.</p> <p>Regardless of facility, the hitting area must be well marked and controlled.</p>	<p>When going to a facility off-campus, parents/guardians must be made aware of the means of transportation used.</p> <p>Students must receive instruction on proper golf etiquette and safety. This must include:</p> <ul style="list-style-type: none"> • a safe location to stand when someone is hitting; • how to enter another fairway safely; • when it is safe to hit when the group ahead is on the same hole. <p>Skills must be taught in proper progression.</p> <p>Establish a safe routine for hitting and retrieving golf balls at a driving range and on school property.</p> <p>All rules of play pertaining to the driving range and/or mini-putt must be followed.</p> <p>During instruction, or while waiting to practice hitting or swinging, non-active players' clubs must remain on the ground or in their bag.</p> <p>No chipping out of sand on school property – golf facilities only.</p> <p>Students must have an opportunity to develop skills before playing on a golf course.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and 	<p>On-site supervision for instruction and practice inside a facility.</p> <p>The ratio of supervisors to students is: 1:3</p> <p>One adult must accompany 3 students on the course.</p>

Golf				
Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<p>student hydration before, during and after physical activity;</p> <ul style="list-style-type: none"> • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Lightning Appendix]).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	

Also see Generic Section to view complete safety requirements.

Gymnastics – General Procedures

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Mats:</p> <p>Mats must be placed on all designated landing areas under and around equipment without overlaps or gaps.</p> <p>Regularly check mats for wear and tears.</p> <p>General utility mats to use for floor work, tumbling and landing on feet from a controlled height (student's height at shoulder is maximum jumping height).</p> <p>Mat thicknesses:</p> <ul style="list-style-type: none"> • cross-link foam 5cm (2"); • open cell foam 5cm (2"); • polyurethane 5cm (2"); • dual density 5cm (2"); • mats of equivalent compaction rating as determined by manufacturer. <p>Landing surfaces used for elevated inverted skills must be:</p> <ul style="list-style-type: none"> • 31cm – 61cm (12" – 24") thick; 	<p>Appropriate clothing and footwear must be worn.</p> <p>Bare feet, running shoes or gymnastic slippers.</p> <p>No sock feet.</p> <p>Suitable gym clothing so that student can move unrestricted on mats.</p> <p>No jewellery.</p> <p>Tie back long hair and remove hair clips.</p> <p>Secure or remove eyeglasses.</p>	<p>Determine that all facilities are safe for use.</p> <p>Floor plan must allow enough space around each piece of apparatus for safe movement.</p> <p>Allow for landings at safe distances away from walls and other equipment.</p> <p>Perimeter of gym must be free from excess equipment, (e.g., tables and chairs).</p>	<p>Teachers must be aware of the physical limitations of students (e.g., epilepsy, weak wrists, etc.).</p> <p>Teachers must create an atmosphere of discipline and control.</p> <p>All skills must be taught in a proper progression, from simple to complex. Observe that students demonstrate control of basic movement before moving to more complicated skills (e.g., rotations on mats before performing on apparatus, and perform landings before working on elevated equipment).</p> <p>When a student displays hesitation, verbally or non-verbally, the teacher must discuss the reason(s) for doubt. If the teacher believes that a potential hesitancy during the move could put the student at risk, the student is to be directed toward a more basic skill.</p> <p>Students must not be forced to perform skills beyond their abilities.</p> <p>Mat work must precede apparatus. Apparatus must be introduced one piece at a time, working towards the development of a circuit.</p> <p>Landing mat must be properly placed for landings and precautions must be taken to minimize movement of mat on impact.</p> <p>Every lesson must be preceded by a warm-up.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>All elevated inversions require constant visual supervision.</p> <p>Spotting:</p> <p>Spotting is initially the role of the teacher, and then may progress to students who have been trained by the teacher.</p> <p>Responsibilities vary with the age, strength and experience of the student.</p> <p>K-2 students are involved in non-contact spotting only (e.g., keeping approach and landing areas clear).</p> <p>Gr. 3-5 students are involved in non-contact spotting as above, as well as giving verbal cues and checking placement of mats and stability of equipment.</p> <p>Gr. 3-5 students can also perform the following contact spotting roles:</p> <ul style="list-style-type: none"> • help peers maintain a non-inverted static balance on benches/boxes/mats.

Gymnastics – General Procedures

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<ul style="list-style-type: none"> • solid or cross-linked foam pit or equivalent. <p>The above landing surfaces must not be used as landing surfaces for vaulting or for controlled landings (e.g., landing on feet) off any piece of equipment.</p>				<p>Gr. 6-8 students can do all of the above spotting, plus:</p> <ul style="list-style-type: none"> • help peers maintain balance on mats and simple vaults on hip-high horses. <p>A teacher who is providing instruction and is unfamiliar with any gymnastics apparatus, skill progression or spotting technique (e.g. no recent experience) must refrain from teaching the activity until:</p> <ul style="list-style-type: none"> • assistance is provided by an appropriately trained staff; or • training is received.

Also see Generic Section to view complete safety requirements.

Gymnastics

Parallel Bars/Still Rings/Balance Beam/Uneven Parallel Bars/ Vault Table/Flatback Vaulting

See Gymnastics – General Procedures

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Parallel bars/Still Rings/Balance Beams/Uneven Parallel Bars/Vault Table or Stacked Mats: must be suitable in height for student's size and skill level.</p> <p>Box horse must not be used for vaulting.</p> <p>Equipment height must be appropriate for students (e.g., beams at shoulder height maximum, hanging activities at stretch height maximum, support activities on top of bars at shoulder height).</p> <p>Equipment must be inspected and tested on a regular basis and repaired as required.</p> <p>Determine that all locking mechanisms are checked prior to use.</p> <p>General utility mats must be situated around/under apparatus such that mats must not overlap or have open spaces.</p> <p>Velcro mats must be attached.</p>	<p>Appropriate clothing and footwear must be worn (e.g., bare feet, running shoes or gymnastic slippers).</p> <p>No sock feet.</p> <p>Suitable gym clothing so that student can move unrestricted on equipment.</p> <p>No jewellery.</p> <p>Tie back long hair and remove hair clips.</p> <p>Secure or remove eyeglasses.</p>	<p>Determine that all facilities are safe for use.</p> <p>Equipment must be properly secured to floor/ceiling/walls.</p> <p>Precautions must be taken to minimize the movement of mats on impact.</p> <p>Determine that there is sufficient space between each apparatus to allow free movement on the apparatus and also sufficient space for dismount.</p> <p>Playing surface and surrounding area must be free of all obstacles (e.g., tables, chairs) and provide sufficient traction.</p>	<p>Students must be instructed on safety related to gymnastics and all associated apparatus prior to using any equipment.</p> <p>No inversions unless instructed by teacher after student has demonstrated lead-up progression.</p> <p>No inversions unless a 30 cm – 60cm (12"–24") landing mat is in place.</p> <p>Skills must be taught in proper progression.</p> <p>Adjust the height of the apparatus to fit the size of the students. For example, balance beam should be adjusted to shoulder height; for hanging activities, the apparatus should not exceed the height of students with arms stretched above the head position; etc. If it isn't possible to lower the apparatus to a suitable height, place additional mats under it to get the height needed.</p> <p>Games/routines must be based on skills that are taught.</p> <p>Handspring flatback vaulting is NOT appropriate.</p> <p>See <i>Gymnastics – General Procedures</i> for guidelines related to students spotting.</p> <p>Be aware of students whose medical conditions (e.g., asthma, anaphylaxis,</p>	<p>On-site supervision is required for balance beam, parallel bars and uneven bars.</p> <p>Inversions require constant visual supervision.</p> <p>Constant visual supervision is required for initial teaching on still rings. After initial instruction, and provided no inversions, on-site supervision is required.</p> <p>A teacher who is providing instruction and is unfamiliar with any gymnastics apparatus, skill progression or spotting technique (e.g. no recent experience) must refrain from teaching the activity until:</p> <ul style="list-style-type: none"> • assistance is provided by an

Gymnastics

Parallel Bars/Still Rings/Balance Beam/Uneven Parallel Bars/ Vault Table/Flatback Vaulting

See Gymnastics – General Procedures

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>General utility mats to use for floor work, tumbling and landing on feet from a controlled height (student's height at shoulder is maximum jumping height):</p> <ul style="list-style-type: none"> • cross-link foam 5cm (2") • open cell foam 5cm (2") • polyurethane 5cm (2") • dual density 5cm (2") • mats of equivalent compaction rating as determined by manufacturer <p>For handspring to flatback vaulting, mats must be stacked, roped together to a minimum height of 105cm and a maximum of 125cm (using increments). The top mat must be hard side up.</p> <p>No beatboards in combination with uneven parallel bars, balance beam, etc. at the K-5 level.</p> <p>Beatboards that are higher than 20cm at the take-off end are not allowed. Beatboards must have carpeted or non-skid top and non-skid feet. Only beatboards to be used for take-offs. Beatboards used to mount the apparatus must be removed immediately after use.</p>			<p>casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>appropriately trained staff; or</p> <ul style="list-style-type: none"> • training is received.

Gymnastics

**Parallel Bars/Still Rings/Balance Beam/Uneven Parallel Bars/
Vault Table/Flatback Vaulting**

See Gymnastics – General Procedures

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
Springboards are not to be used for any reason, unless by a trained or experienced teacher, who has received permission by the school district.				

Also see Generic Section to view complete safety requirements.

Gymnastics – Bench and Chair Activities

Jumping and landing skills can effectively be taught from chairs and benches before using larger equipment.

See Gymnastics – General Procedures

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Stacking chairs must not have cracks or chipped corners. The seat and back must be secured to the supports.</p> <p>No folding chairs.</p> <p>Benches must not have cracks, chipped corners or splinters on the top surface.</p> <p>Bench tops must be secured to all supports.</p> <p>Utility mats must be used to designate landing areas when using an inverted bench supported on two chairs.</p> <p>Mat thicknesses:</p> <ul style="list-style-type: none"> • cross-link foam 5cm (2”); • open-cell foam 5cm (2”); • polyurethane 5cm (2”); • dual-density 5cm (2”); • mats of equivalent compaction rating as determined by manufacturer. 	<p>Appropriate clothing and footwear must be worn (e.g., bare feet, running shoes or gymnastic slippers).</p> <p>No sock feet.</p> <p>Suitable gym clothing so that student can move unrestricted on mats.</p> <p>No jewellery.</p> <p>Tie back long hair and remove hair clips.</p> <p>Secure eyeglasses or remove them.</p>	<p>Determine that all facilities are safe for use.</p> <p>Determine that there is enough space around chairs/benches for safe movement.</p> <p>Allow for landings at safe distances away from walls and other equipment.</p> <p>Playing surface and surrounding area must be free of all obstacles (e.g., tables) and provide sufficient traction.</p>	<p>All skills must be taught in a proper progression from simple to complex.</p> <p>Games/activities must be based on skills that are taught.</p> <p>Observe that a student demonstrates control of basic movement before moving to more complicated skills (e.g., forward jumping with turns).</p> <p>Teach simple forward jumps and bent-knee landings first, before introducing aerial shapes and rotations.</p> <p>Instruct student to jump up from a chair/bench and land close by, so that the chair/bench does not move.</p> <p>Instruct student never to jump from seat over back of chair.</p> <p>When supporting an inverted bench on two chair seats, be sure bench ends are well anchored on and through, chair seats.</p> <p>Be aware of students whose medical condition (e.g. asthma, anaphylaxis, casts, orthopedic device) may affect participation (see Generic Section).</p>	<p>On-site supervision.</p>

Also see Generic Section to view complete safety requirements.

Gymnastics – Box Horse/Utility Box

See Gymnastics – General Procedures

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>The vaulting (beat) board must not be used with the utility box at the k-2 level.</p> <p>General utility mats or hard-side/soft-side landing mat (minimum 10cm [4"] thick) hard-side up, must be placed to designate landing area.</p> <p>NO gap between box horse and landing surface (see Gymnastics – General Procedures for mat specifications).</p> <p>Check box horse/utility box for stability (e.g., does not slide on floor, does not come apart).</p>	<p>Appropriate clothing and footwear must be worn (e.g., bare feet, running shoes or gymnastic slippers).</p> <p>No sock feet.</p> <p>Suitable gym clothing so that student can move unrestricted on equipment.</p> <p>No jewellery.</p> <p>Tie back long hair and remove hair clips.</p> <p>Secure or remove eyeglasses.</p>	<p>Determine that all facilities are safe for use.</p> <p>Allow for landings at safe distances away from walls and other equipment.</p> <p>Playing surface and surrounding area must be free of all obstacles (e.g., tables, chairs) and provide sufficient traction.</p>	<p>Skills must be taught in proper progression.</p> <p>Activities must be based on skills that are taught.</p> <p>No aerial somersaults, neck springs, head springs, or hand springs.</p> <p>The 30cm – 60cm (12"- 24") landing mat must not be used for landings off the box horse.</p> <p>Set up box horse at suitable height for students (e.g., below shoulder height) and appropriate to activity.</p> <p>The following are appropriate box horse activities at the K-5 level: static balances, landings and basic vaulting progressions.</p> <p>No jumping from box horse if height of box horse is above student's shoulder height.</p> <p>See Gymnastics – General Procedures for guidelines related to students spotting.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopedic devices) may affect their participation (see Generic Section).</p>	<p>On-site supervision.</p>

Also see Generic Section to view complete safety requirements.

Gymnastics - Climber

**Climber: Self-standing trestles. Wall climber that is attached to, and pulls out from, the wall.
See Gymnastics – General Procedures**

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Check clamps and feet of trestles, wall lever and floor pins of wall climber to determine that climber is secure.</p> <p>Do a daily visual check.</p> <p>General utility mats must be placed on all landing areas (see Gymnastics – General Procedures for mat specifications).</p> <p>Mats must not have gaps or overlap.</p> <p>Trestle rungs must be appropriate distance apart for age and ability of students (e.g., do not have small students climbing on rungs that are far apart).</p>	<p>Appropriate clothing and footwear must be worn. (e.g., bare feet, running shoes or gymnastics slippers).</p> <p>Suitable gym clothing that enables students to feel the climber rungs at the elbows and knees (e.g., shorts, t-shirts, tops of lightweight material).</p> <p>No tights or jeans.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Set up landing areas at safe distances away from walls and other equipment.</p> <p>Floor plan must allow enough space around each piece of apparatus for safe movement.</p> <p>Store trestle equipment securely when not in use.</p> <p>Playing surface and surrounding area must be free of all obstacles (e.g., tables, chair, etc.) and provide sufficient traction.</p>	<p>Students must be informed of designated landing areas.</p> <p>Skills must be taught in proper progression (e.g., hanging activities from one rung before hanging and traveling along rungs with hands).</p> <p>Activities/Routines must be based on skills that are taught.</p> <p>Organize students on the climber so that there is no overcrowding.</p> <p>Adjust equipment so it is appropriate to the height of the students and the activity being performed.</p> <p>Where a horizontal ladder or bars are at chest height or lower, student may climb on top. When horizontal ladder or bar(s) are at stretch height, only hanging and traveling below are permitted. (Stretch height is the height from the toes to extended fingers held over head of most children.)</p> <p>Traveling on top bars at or above stretch height of stretch height bars is not permitted.</p> <p>Students must not jump from anything higher than their own shoulder height onto designated landing mat.</p> <p>Horizontal ladders and bars of trestles must not be approached from the side, as trestles could slide sideways.</p> <p>Be aware of students whose medical condition (e.g. asthma, anaphylaxis, casts, orthopaedic device) may affect their participation (see Generic Section).</p>	<p>Constant visual supervision for initial instructions on trestles, followed by on-site supervision.</p> <p>Equipment setup and adjustment must be done with teacher direction and supervision.</p>

Also see Generic Section to view complete safety requirements.

Gymnastics – Climbing Ropes

Gymnastics Ropes: Ropes suspended from a gymnastics climber.

NOTE: Ropes from a ceiling track are not permitted.

See Gymnastics – General Procedures

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>General utility mats must be placed on all landing areas (see Gymnastics – General Procedures for mat specifications).</p> <p>Mats must not have gaps or overlap.</p> <p>Regularly check ropes for fraying. If ropes are severely frayed, do not use (e.g., students get slivers).</p> <p>Stable platform to initiate a swing (e.g., utility box).</p> <p>If ropes are used for swinging, mats must cover floor surface below path of rope.</p>	<p>Appropriate clothing and footwear must be worn (e.g., bare feet, running shoes or gymnastic slippers).</p> <p>No sock feet.</p> <p>Suitable gym clothing must be worn so that student can move unrestricted on equipment.</p> <p>No jewellery.</p> <p>Tie back long hair and remove hair clips.</p> <p>Secure or remove eyeglasses.</p>	<p>Determine that all facilities are safe for use.</p> <p>Allow for landings at safe distances away from walls and other equipment.</p> <p>Playing surface and surrounding area must be free of obstacles (e.g., tables, chairs) and provide sufficient traction. This includes room to swing back and forth.</p>	<p>Skills must be taught in proper progression.</p> <p>Introduce rope activities in a developmental sequence (e.g., hanging in a variety of shapes before climbing hand-over-hand).</p> <p>Activities must be based on skills that are taught.</p> <p>Swinging activities must be conducted in a controlled manner (e.g., specify a designated start and finish point).</p> <p>Stress control before height. Teachers must designate a maximum climbing height:</p> <ul style="list-style-type: none"> • grades k-2: waist shall not exceed 2 meters above the ground; • grades 3- 5: waist shall not exceed 2.5 meters above the ground; • grades 6 -8: waist shall not exceed 3 meters above the ground. <p>No inversions. Hips must never be above level of head.</p> <p>No releasing ropes or jumping from heights any higher than student’s shoulder height.</p> <p>See Gymnastics – General Procedures for guidelines related to students spotting.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic devices) may affect participation (see Generic Section).</p>	<p>On-site supervision.</p>

Also see Generic Section to view complete safety requirements.

Gymnastics – Mat Work

See Gymnastics – General Procedures

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Mats:</p> <p>Mats must be placed on all designated landing areas under and around equipment without overlaps or gaps.</p> <p>Regularly check mats for wear and tears.</p> <p>General utility mats to be used for floor work, tumbling and landing on feet from a controlled height (student's height at shoulder is maximum jumping height).</p> <p>Mat thicknesses:</p> <ul style="list-style-type: none"> • cross-link foam 5cm (2"); • open-cell foam 5cm (2"); • polyurethane 5cm (2"); • dual-density 5cm (2"); • mats of equivalent compaction rating as determined by manufacturer. 	<p>Appropriate clothing and footwear must be worn (e.g., bare feet, running shoes or gymnastic slippers).</p> <p>No sock feet.</p> <p>Suitable gym clothing so that student can move unrestricted on mats.</p> <p>No jewellery.</p> <p>Tie back long hair and remove hair clips.</p> <p>Secure or remove eyeglasses.</p>	<p>Determine that all facilities are safe for use.</p> <p>Floor plan must allow enough space around each piece of apparatus for safe movement.</p> <p>Allow for movement landings at safe distances away from walls and other equipment.</p> <p>Playing surface and surrounding area must be free of all obstacles (e.g., tables, chairs) and provide sufficient traction.</p>	<p>Skills must be taught in proper progression.</p> <p>Activities/routines must be based on skills that are taught.</p> <p>Students must be instructed not to attempt:</p> <ul style="list-style-type: none"> • aerial somersaults; • extended dive rolls (e.g., dive rolls for distance, diving over bodies); • back handsprings; • back head rolls. <p>Mat work must precede apparatus.</p> <p>Mats must be placed on floor soft-side up.</p> <p>When mats are placed end-to-end, they must be securely fastened on Velcro strips.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect their participation (see Generic Section).</p>	<p>Mat work requires on-site supervision.</p>

Also see Generic Section to view complete safety requirements.

Gymnastics – Mini-Trampoline

**Consistent with New Brunswick Department of Education and Early Childhood Development Policy 709,
MINI-TRAMPS must not be used**

**Please note, mini exercise trampolines may be used for therapeutic purposes for students under the
directions of physical or occupational therapist and with proper supervision.**

Gymnastics – Pyramid Building

See Gymnastics – General Procedures

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Regularly check mats for wear and tears.</p> <p>General utility mats to be used for floor work, tumbling and landing on feet from a controlled height (student's height at shoulder is maximum jumping height).</p> <p>Mat thicknesses:</p> <ul style="list-style-type: none"> • cross-link foam 5cm (2") • open-cell foam 5cm (2") • polyurethane 5cm (2") • dual-density 5cm (2") <p>Mats of equivalent compaction rating as determined by manufacturer.</p> <p>Mats must be under pyramid and extend a minimum of 1.5m (5') in all directions.</p>	<p>Appropriate clothing and footwear must be worn (e.g., bare feet, running shoes or gymnastic slippers).</p> <p>No sock feet.</p> <p>Suitable gym clothing so that student can move unrestricted on mats.</p> <p>No jewellery.</p> <p>Tie back long hair and remove hair clips.</p> <p>Secure or remove eyeglasses.</p>	<p>Determine that all facilities are safe for use.</p> <p>Pyramids must be a safe distance away from walls.</p> <p>Do not build pyramids near entrances or exits.</p> <p>Do not build pyramids on or near stages.</p> <p>Playing surface and surrounding area must be free of all obstacles (e.g., tables, chairs) and provide sufficient traction.</p>	<p>Set maximum number of students and maximum height depending on size, age and skill of students.</p> <p>Standing on the shoulders of another student to create a pyramid is not permitted at the K-8 level.</p> <p>The maximum height must not exceed 3 levels.</p> <p>Pyramid building skills must be taught in proper progression.</p> <p>Activities/pyramids must be based on skills that are taught.</p> <p>Instruction must include how to assemble and how to disassemble.</p> <p>Weight and size of student determines placement in pyramid (e.g., larger students are part of the base).</p> <p>Pyramid building must be the only activity in the space.</p> <p>Be aware of students whose medical condition (e.g. asthma, anaphylaxis, casts, orthopaedic devices) may affect their participation (see Generic Section).</p>	<p>Constant visual supervision during instruction and first attempt.</p> <p>On-site supervision thereafter.</p>

Also see Generic Section to view complete safety requirements.

Gymnastics - Trampolines

**Consistent with New Brunswick Department of Education and Early Childhood Development Policy 709,
TRAMPOLINES must not be used**

Gymnastics – Vaulting Boards

See Gymnastics – General Procedures

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>General utility mats or a landing mat (minimum 10cm [4"] thick) must be placed to designate landing area (see Gymnastics - General Procedures for mat specifications).</p> <p>Vaulting boards (formerly called beatboards) that are higher than 20cm at the take-off end are not allowed.</p> <p>Vaulting boards must have carpeted or non-skid top and non-skid feet.</p> <p>Only vaulting boards to be used for take-offs.</p> <p>Vaulting boards used to mount apparatus must be removed immediately</p> <p>Springboards are not to be used for any reason, unless by a trained or experienced teacher, who has received permission by the school district.</p>	<p>Appropriate clothing and footwear must be worn (e.g., bare feet, running shoes or gymnastics slippers).</p> <p>No sock feet.</p> <p>Suitable gym clothing so that student can move unrestricted on equipment.</p> <p>No jewellery.</p> <p>Tie back long hair and remove hair clips.</p> <p>Secure or remove eyeglasses.</p>	<p>Determine that all facilities are safe for use.</p> <p>Set up landing areas at safe distances away from walls and other equipment.</p> <p>Floor plan must allow enough space around each piece of apparatus for safe movement.</p> <p>Playing surface and surrounding area must be free of all obstacles (e.g., tables, chairs) and provide sufficient traction.</p>	<p>Skills must be taught in proper progression.</p> <p>Activities/routines must be based on skills that are taught.</p> <p>Introduce vaulting board activities in a developmental sequence (e.g., take-offs and landings from vaulting board to mat before vaulting boards to box horses).</p> <p>Combination of vaulting board and box horse/utility box to be used with students from grade 5 to grade 8 only.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopedic devices) may affect participation (see Generic Section).</p>	<p>On-site supervision.</p>

Also see Generic Section to view complete safety requirements.

Handball – Wall

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>When playing on an enclosed regulation court, protective eyewear must be worn.</p> <p>Students wearing eyeglasses must also wear appropriate eye protection (e.g., shatterproof lenses).</p> <p>Balls must be appropriate for the ability of the students.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Court boundary lines must be clearly defined.</p> <p>Playing surface and surrounding areas must be free of all obstacles.</p> <p>Playing surface must provide sufficient traction.</p>	<p>Where the activity takes the student off campus, parents/guardians must be made aware of means of transportation.</p> <p>Skills must be taught in proper progression.</p> <p>Games/activities must be based on skills taught.</p> <p>When teaching skills and playing, there must be adequate spacing for each player to make an uninterrupted swing.</p> <p>Students must be taught the code of etiquette for court play.</p> <p>No more than two players to a playing area.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>On-site supervision during instruction of skills.</p> <p>In-the-area supervision after skills have been taught.</p>

Also see Generic Section to view complete safety requirements.

Hockey – Ice/Lead up Games

(e.g. Shinny)

Grades 6-8

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Sticks:</p> <ul style="list-style-type: none"> regulation hockey sticks; butt end must be covered with tape or a commercially-made butt end; checked for cracks and splinters. <p>Shinny-Lead up games: Activity where there is no goalie and the puck (e.g., plastic/foam ball, plastic or soft rubber puck or regulation puck) is not to leave the ice surface at any time.</p> <p>Players must wear: CSA-approved hockey helmet with cage, throat protector, gloves, elbow pad.</p> <p>Ice Hockey game: Activity using a goalie, a regulation puck where the puck will be leaving ice surface (e.g. lifting), full hockey equipment is required.</p> <p>Goalies must wear:</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>Properly-fitting ice hockey skates.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Ice surface must be free from debris and deep ruts.</p> <p>Break away net mandatory.</p> <p>Before hockey on an outdoor ice surface (e.g., lake, pond) contact local authorities for information to determine, with absolute certainty, that the ice is thick enough to be safe for activity.</p> <p>Ice on frozen ponds, rivers, lakes or canals should be at least 20cm thick to be used for hockey. Beware of possible quick thaws.</p>	<p>Parents/guardians must be aware of any off site activity and the mode of transportation.</p> <p>Skills must be taught in proper progression.</p> <p>Games must be based on skills that are taught.</p> <p>No slap shots.</p> <p>Shinny: No body contact, stick on body contact or stick on stick contact.</p> <p>Ice Hockey: No body contact or stick on body contact.</p> <p>The teacher must modify the game to suit equipment available and ability of students.</p> <p>All rules must be clearly outlined and enforced.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> environmental conditions (temperature, weather, air quality, humidity, UV rays); accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; previous training and fitness level; length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental</p>	<p>On-site supervision is required.</p>

Hockey – Ice/Lead up Games**(e.g. Shinny)****Grades 6-8**

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<ul style="list-style-type: none"> • CSA approved hockey helmet with full face mask; • throat protector; • catcher, blocker, leg pads; • chest and arm protector; • cup and pelvic protector. <p>Players must wear:</p> <ul style="list-style-type: none"> • CSA approved hockey helmet with full face mask; • throat protector; • shin pads – cracked shin pads must be replaced immediately; • pants, shoulder pads, elbow pads, gloves; • cup/pelvic protector. 			<p>conditions (e.g. use of hats, sunscreen, personal water bottles, appropriate clothing).</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., frostbite and hypothermia).</p> <p>Be aware of students whose medical conditions (e.g., asthma, anaphylaxis, cast, orthopaedic device) may affect participation (see Generic Section).</p>	

Also see Generic Section to view complete safety requirements.

Horseback Riding – English/Western/Therapeutic

Trail-Riding: Grades 6-8 only

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>On trail rides, a first aid kit must be carried by one of the guides for each group.</p> <p>Use horses suitable for beginner riders.</p> <p>Use appropriate, safe tack, properly fitted to the mounts.</p> <p>Tack (girth, stirrups) adjusted for each rider and checked by the instructor.</p> <p>Safety stirrups for all saddles.</p> <p>Riders must wear a properly fitted riding helmet with chinstraps certified by a recognized safety standards association (e.g. BSI, ASTM or SEI).</p>	<p>Appropriate riding attire (e.g., boots with heels, loose or stretch pants).</p> <p>Only properly fitted riding helmets with chinstraps approved by BSI, ASTM or SEI.</p> <p>No hanging jewellery.</p> <p>Trail Riding:</p> <p>Appropriate footwear (minimum half-inch heel, maximum two-inch heel, no platform soles).</p> <p>For additional clothing/footwear related to therapeutic riding, see CanTRA Risk Management Standards. Visit: http://www.cantra.ca</p>	<p>Determine that all facilities are safe for use.</p> <p>Riding stable must be a member of the Association of Riding Establishments.</p> <p>Riding areas (indoor or outdoor) must provide adequate space and good footing and are free of potential hazards, (e.g., broken gates, roadways).</p> <p>An enclosed area for initial instruction.</p> <p>For additional safety guidelines related to therapeutic riding, see CanTRA Risk Management Standards. Visit: http://www.cantra.ca</p>	<p>Parents/guardians must be informed by letter of their child's involvement in horseback riding, the means of transportation used to get to the site, and be made aware of the importance of suitable clothing and equipment.</p> <p>Instructors must be informed of all students who have medical conditions that present a risk.</p> <p>Students must be instructed on safe handling and riding techniques.</p> <p>Students must follow the established rules regarding riding areas, treatment of horses, allowable activities, etc.</p> <p>Discuss implementation of Emergency Action Plan with facility staff.</p> <p>Until a student is able to demonstrate to a qualified riding instructor how to stop, turn and ride in a balanced and controlled manner, he/she is not allowed to ride on the trails.</p> <p>Beginners are to be supervised by a knowledgeable employee of the facility during the pre-mount handling and tacking of the horse or pony.</p> <p>While students are mounting, horse must be held by a supervisor or use a 'mounting block'.</p> <p>Before involving students in the outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and 	<p>Teacher must be on the site.</p> <p>On-site supervision by a qualified instructor for initial instruction purposes.</p> <p>In-the-area supervision by a qualified instructor after initial instruction and when out on trails.</p> <p>Riding Instructor Qualifications: Instructor must be First Aid & CPR certified.</p> <p>Western: Current Canadian Equine Western Rider Preparation Program Certification or New Brunswick equivalent through NBEA (New Brunswick Equestrian Association).</p> <p>English: Current Canadian Equestrian Federation English Rider Preparation Program Certificate or Equine Canada English Instructor Program Certificate or NBEA (New Brunswick Equestrian Association).</p> <p>Therapeutic Riding: Canadian Therapeutic</p>

Horseback Riding – English/Western/Therapeutic

Trail-Riding: Grades 6-8 only

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>Guides on Trail Rides need:</p> <ul style="list-style-type: none"> • communication system for all trail rides(e.g., walkie-talkie, working cell phone); • whistle; • lead rope; • sharp knife; • hoof pick; • leather strips to repair tack. <p>For additional safety equipment related to therapeutic riding, see CanTRA Risk Management Standards. Visit:</p> <p>http://www.cantra.ca</p>			<p>student hydration before, during and after physical activity;</p> <ul style="list-style-type: none"> • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing)</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Appendix F - Lightning Appendix]).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p> <p>On Trail Rides: No dismounting from the horse during the ride unless duration of ride exceeds one hour, and then only with the assistance of the trail guide.</p> <p>While riding uphill or downhill, all horses must be kept to a walk.</p> <p>Bareback riding is not permitted.</p> <p>For therapeutic riding, accessibility to detailed medical information is critical.</p> <p>For additional instruction related to therapeutic riding, see CanTRA Risk Management Standards. Visit: http://www.cantra.ca</p>	<p>Riding Instructor Certificate (CTRI)</p> <p>Trail Guides: Current Association of Riding Establishments or NBEA.</p> <p>Instruction Ratios: Instructor-to-students 1:1 for initial instruction and for therapeutic instruction. Instructor-to-students 1:5 after initial instruction.</p> <p>Trail Riding Ratios (grades 6-8): All grade 6-8 rides will have a ratio of trail guides-to-riders 1:5 with a minimum of 2 trail guides when more than 5 students. For additional supervision information related to therapeutic riding, see CanTRA Risk Management Standards. Visit: http://www.cantra.ca</p>

Also see Generic Section to view complete safety requirements.

In-Line Skating/Quad Roller Skating

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Skates must be checked to determine:</p> <ul style="list-style-type: none"> • brake is not loose or worn out; • wheels are free of dirt, grime and oil; • wheels are not loose or wobbly. <p>Correctly fitting inline-skating, bicycle, or skateboard helmet approved by CSA, Snell, ANSI, ASTM, British or Australian standards must be worn.</p>	<p>Appropriate clothing and footwear must be worn (e.g., long sleeved shirts to prevent scrapes and cuts).</p> <p>Teachers must communicate to students and parents/guardians the importance of wearing:</p> <ul style="list-style-type: none"> • correctly fitting bicycle helmet certified by a recognized safety standards association (e.g. CSA, CSPC, ASTM, Snell, BSI, AS); • properly fitting skates; • knee pads; • elbow pads; • wrist guards. 	<p>Determine that all facilities are safe for use.</p> <p>Skating surface must be dry and free of any obstacles and debris.</p> <p>On school site:</p> <p>Designate a skating area free from traffic and significant inclines.</p> <p>Gymnasiums where suitable.</p> <p>Off school site – Grades 6-8 only:</p> <p>Select routes carefully in terms of length, gravel, pavement and frequency of traffic.</p> <p>Follow all municipal by-law regulations pertaining to in-line skating.</p> <p>All commercial in-line facilities must meet safety guidelines.</p>	<p>Parents/guardians must be aware of any off-site activity and the means of transportation.</p> <p>Parents and students must be informed of the importance of sun protection and insect repellent (see Appendix A).</p> <p>Safety rules must be clearly outlined to students.</p> <p>Emphasize “skate safe and always be in control.”</p> <p>Provide beginning skaters with their own designated area within the total area provided for this class. This enables beginner skaters to skate without interference from faster moving peers.</p> <p>Provide all skaters, regardless of ability, basic instruction in:</p> <ul style="list-style-type: none"> • motion; • stopping; • turning. <p>Skills must be taught in proper progression.</p> <p>Activities must be taught in proper progression.</p> <p>Designate skating direction for everyone (e.g., clockwise or counter clockwise).</p> <p>No audio devices (e.g., MP3 players).</p> <p>No racing, chasing or tag games.</p> <p>Instruct participants to keep a safe distance from each other (e.g., 2-3m) to prevent interference/tripping one another.</p> <p>Teach skating courtesies:</p> <ul style="list-style-type: none"> • skate in the same direction as others; • skate on the right, pass on the left; 	<p>On school site:</p> <p>On-site supervision is required.</p> <p>Off school site – Grades 6-8 only:</p> <p>In-the-area supervision is required.</p> <p>Ratio:</p> <p>1:15 student/teacher</p> <p>There must be a minimum of 2 supervisors – one supervisor leading the group and one supervisor following at the end of the group.</p> <p>A teacher who is providing instruction on quad roller skating/in-line skating and is unfamiliar with the applied skills (e.g., no recent experience) must refrain from teaching the activity until:</p> <ul style="list-style-type: none"> • assistance is provided by an

In-Line Skating/Quad Roller Skating

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<ul style="list-style-type: none"> • announce your intention to pass by saying, “passing on your left.” or using a bell/whistle. <p>Off site skating – Grades 6-8 only:</p> <p>Students must have mastered basic skills.</p> <p>Yield to pedestrians.</p> <p>Skate with a “buddy”.</p> <p>Be aware of emergency procedures in case of injury.</p> <p>Before involving students in the outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Appendix F - Lightning Appendix]).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>appropriate trained staff; or</p> <ul style="list-style-type: none"> • training is received. <p>Outside instructor:</p> <p>An outside instructor must have certification of, or experience in, instruction of in-line skating.</p>

Also see Generic Section to view complete safety requirements.

Kinball				
Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Determine that all equipment is safe for use.</p> <p>Large inflated ball (e.g., Earthball, Omnikin Ball).</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Playing surface and surrounding area must be free from obstacles (e.g., tables, chairs) and provide sufficient traction.</p> <p>All access/exit doors must be closed.</p>	<p>Skills must be taught in proper progression.</p> <p>Games (including lead-up and cooperative games) must be based on skills that are taught.</p> <p>Activities/rules must be modified based on skill level, age and facilities/equipment available.</p> <p>Rules of Kinball must be strictly enforced when playing official version of the game.</p> <p>No intentional body on body contact with an opposing player.</p> <p>Before involving students in the outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Lightning Appendix]).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopedic device) may affect participation (see Generic Section).</p>	<p>On-site supervision is required.</p>

Also see Generic Section to view complete safety requirements.

Lacrosse – Field

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Sticks and balls for field lacrosse:</p> <ul style="list-style-type: none"> • wooden or metal sticks with moulded heads; • pockets with mesh, lace or leather; • must conform to Canadian Lacrosse Association (CLA) standards; <p>Check wooden sticks for cracks and splinters.</p> <p>No aggressive checking with either the stick or the body is allowed.</p> <p>No protective equipment worn by players.</p> <p>Full protective equipment worn by goalie:</p> <ul style="list-style-type: none"> • throat protector; • chest and arm protector; • goalie gloves; • goalie pants; • athletic cup or jill strap; 	<p>Appropriate clothing and footwear must be worn (e.g., basketball or court shoes).</p> <p>No metal cleats.</p> <p>No jewellery.</p>	<p>Indoor playing surface and surrounding area must be free of all obstacles (e.g., tables, chairs) and must provide sufficient traction.</p> <p>Determine that all facilities are safe for use.</p> <p>Holes and severely uneven surfaces must be reported to principal and students must be made aware of them.</p> <p>Perimeter of the field must be marked.</p> <p>Field/outdoor playing areas must allow for sufficient traction.</p>	<p>Parents/guardians must be made aware of any off-campus activity and the means of transportation used.</p> <p>Skills must be taught in proper progression.</p> <p>Games must be based on skills that are taught.</p> <p>Only non-contact lacrosse is to be played.</p> <p>When teaching the skills of throwing and catching, adequate spacing must be allowed for:</p> <ul style="list-style-type: none"> • students to make an uninterrupted swing; • pairs/groups not to interfere with one another. <p>Stress student responsibility regarding individual space.</p> <p>A safety zone must be established away from the gym walls or playground fence to prevent contact.</p> <p>A student's fitness level must be commensurate with the level of competition.</p> <p>Penalties for rule infractions must be strictly enforced.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; 	<p>Constant visual supervision during initial practice of skills.</p> <p>On-site supervision is required thereafter.</p>

Lacrosse – Field				
Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<ul style="list-style-type: none"> leg pants. 			<ul style="list-style-type: none"> length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Appendix F - Lightning Appendix]).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	

Also see Generic Section to view complete safety requirements.

Lacrosse – Inter (Soft)

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>No protective equipment for Inter (Soft) Lacrosse.</p> <p>Facemask for goaltender.</p> <p>Sticks and balls for Inter (Soft) Lacrosse:</p> <ul style="list-style-type: none"> • molded plastic sticks and a soft, air filled ball. 	<p>Appropriate clothing and footwear must be worn (e.g., basketball or court shoes).</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Holes and severely uneven surfaces must be reported to the principal, and students must be made aware of them</p> <p>Field/outdoor playing areas must allow for sufficient traction.</p> <p>Indoor playing surface and surrounding area must be free of all obstacles (e.g., tables, chairs) and provide sufficient traction.</p>	<p>Only non-contact lacrosse is to be played.</p> <p>Skills must be taught in proper progression.</p> <p>Games must be based on skills that are taught.</p> <p>Stress student responsibility regarding individual space.</p> <p>Activities/Rules must be modified to age and ability level of participants.</p> <p>When teaching the skills of throwing and catching, adequate spacing must be allowed for:</p> <ul style="list-style-type: none"> • students to make an uninterrupted swing; • pairs/groups not to interfere with one another. <p>A safety zone must be established away from the gym wall or playground fence to prevent contact.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).</p>	<p>On-site supervision.</p>

Lacrosse – Inter (Soft)

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Lightning Appendix]).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	

Also see Generic Section to view complete safety requirements.

Martial Arts – Tai Chi/Judo/Aikido/Karate/Taekwondo

Martial Arts for elementary level are entirely NON-CONTACT. All striking techniques MUST be practiced only on padding equipment, all throwing or falling techniques age appropriate and taught ONLY after break falls and rolls have been well established.

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Activity Surface:</p> <p>5cm (2") mats, wrestling mats, or mats of equivalent compaction rating are required when the activity involves throws or falls (see Gymnastics, general utility mats for specifications).</p> <p>Mat surface must be clean and checked frequently for irregularities (e.g., no gaps, overlaps or difference in height when joined).</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>Bare feet.</p> <p>Loose, comfortable clothing.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Clear, smooth level and dry floor surface.</p> <p>Playing surface and surrounding area must be free of all obstacles (e.g., tables, chairs) and provide sufficient traction.</p> <p>Surrounding walls must be padded if mat surface is less than 2m (6'5") from wall.</p>	<p>Where activity takes students off-campus, parents/guardians must be made aware of means of transportation used.</p> <p>Skills must be taught in proper progressions (e.g., in Judo; standing up sparring [Techiwaza rondori] can be practiced only after break falls/rolls [Ukemi] have been well-established.</p> <p>Warm up activities must emphasize conditioning and flexibility.</p> <p>Stress importance of anticipation, avoidance of risky situations, self-defense tactics and appropriate aggression.</p> <p>In Judo, beginner level programs, arm-lock or strangulation techniques must not be done.</p> <p>Students must be matched with students of similar weight, height and skill level.</p> <p>Students who express verbally or non-verbally, any signs of fear or anxiety should not participate.</p> <p>During individual or group practice time, no horseplay is allowed.</p> <p>Be aware of students whose medical conditions (e.g., asthma, anaphylaxis, cast, orthopaedic device) may affect participation (see Generic Section).</p>	<p>On-site supervision by teacher.</p> <p>On-site supervision by qualified instructor.</p> <p>Qualified instructors must deliver the program.</p> <p>For qualifications contact specific provincial sport governing body for each discipline (e.g., Judo: first degree blackbelt; Karate: minimum qualifications are: Instructor-Beginner NCCP certified, recognized first degree black belt).</p>

Also see Generic Section to view complete safety requirements.

Mountain Biking

**Mountain Biking takes place in various off-road conditions (e.g., gravel roads, ski trails, bike trails, etc).
If mountain biking takes place on paved surfaces (e.g., bike paths, roads, sidewalks) see Cycling activity page as well.**

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>The following statements refer to students' own, borrowed or rented equipment:</p> <ul style="list-style-type: none"> • students must inspect bikes before use for working brakes and properly inflated tires; • bicycle size must be appropriate for the rider; • correctly fitting bicycle helmets approved by CSA, Snell, ANSI, ASTM, British or Australian standard; 	<p>Suitable clothing and footwear must be worn (e.g., no baggy pants).</p> <p>No open-toed shoes or sandals.</p> <p>Clothing must be adequate for outdoor activity.</p>	<p>Determine that all facilities are safe for use.</p> <p>Define specific routes to the students so they are aware of the boundaries for activity, whether using a commercial or non-commercial site.</p> <p>When choosing a site, the following conditions must be taken into consideration:</p> <ul style="list-style-type: none"> • sun; • wind; • suitability of terrain. <p>Provide students with map and/or clear directions.</p> <p>Students must ride only on trails outlined by the teacher/supervisor.</p> <p>In addition to the above, when selecting a non-commercial site, the site must include:</p> <ul style="list-style-type: none"> • a level field with practice area; • a long run-out at the bottom section of a larger hill; • proximity to warmth, food and other facilities. <p>Prior to initial use, when riding at a non-commercial site,</p>	<p>Parents/guardians must be informed that cycling will take students off school property.</p> <p>Parents and students must be informed of the importance of sun protection and insect repellent (see Appendix A).</p> <p>Skills must be taught in proper progression.</p> <p>Activities must be based on skills that are taught.</p> <p>Rules of the Trail for Off-Road Cycling must be reviewed at the International Mountain Biking Association. Please visit: http://www.imba.com</p> <p>Ride on open trails only. Respect road closures.</p> <p>Instruction must be given on the proper position of a bicycle helmet (e.g., brow of helmet is at eyebrow level).</p> <p>Students must cycle at a speed that allows them to control their bike in a safe manner.</p> <p>Students must be encouraged to anticipate other trail users, especially around corners, and establish communication, be prepared to stop if necessary, and pass safely.</p> <p>Before going on mountain bike trails, students must demonstrate (to the teacher/supervisor) competency in:</p> <ul style="list-style-type: none"> • stopping; • changing gears; • turning; 	<p>During initial instruction, on-site supervision is required.</p> <p>A teacher who is providing instruction and is unfamiliar with mountain biking (e.g. no recent experience) must refrain from teaching the activity until:</p> <ul style="list-style-type: none"> • assistance is provided by an appropriately trained staff; or • training is received. <p>Commercial site instructors must have NCCP Level 1 MTB or equivalent.</p> <p>Ratio for Initial Instruction:</p> <ul style="list-style-type: none"> • grades K-2: 1:4; • grades 3-5: 1:10; • grades 6-8: 1:12. <p>After initial instruction, in-the-area supervision is required.</p> <p>Ratio After Initial Instruction</p>

Mountain Biking

**Mountain Biking takes place in various off-road conditions (e.g., gravel roads, ski trails, bike trails, etc).
If mountain biking takes place on paved surfaces (e.g., bike paths, roads, sidewalks) see Cycling activity page as well.**

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<ul style="list-style-type: none"> • protective eyewear (e.g., sunglasses) is required. <p>One supervisor per group to carry:</p> <ul style="list-style-type: none"> • first aid kit; • bicycle tool kit, including a pump; • signalling device (e.g., whistle). 		<p>teacher/ supervisor must do a safety ride-through to address safety and suitability.</p> <p>For off-road routes determine that permission of the landowner is obtained.</p>	<ul style="list-style-type: none"> • going up and down hills in control; • negotiating obstacles, before going on mountain bike trails. <p>If student is using clips on their pedals, they must demonstrate to teacher/supervisor competency with their use during initial instruction. The clips must be removed prior to going on trails if student cannot demonstrate competency in their use.</p> <p>Teacher/supervisor must select routes/trails suitable to students' demonstrated ability.</p> <p>Emphasis must be placed on controlled riding.</p> <p>Students must be informed that at any sign of difficulty they must dismount and walk their bikes until it is safe to resume riding.</p> <p>All riders must ride in groups of 3. This way, if a person gets hurt, another person goes for help and the other stays with the injured individual.</p> <p>For non-commercial sites, a record of students and the route they will be traveling must be left in the school with an appropriate person.</p> <p>Students must be aware of an emergency procedure in case of an accident.</p> <p>Racing must not be done as an in-class activity.</p> <p>No audio devices (e.g., MP3 players) may be used.</p>	<ul style="list-style-type: none"> • Grades k-2: 1:6 • Grades 3-5: 1:12 • Grades 6-8 1:15 <p>On mountain bike trails/routes, there must be a minimum of 1 teacher/supervisor per group.</p> <p>One supervisor must have current first aid certification; minimum St. John Ambulance Emergency First Aid Certification or equivalent.</p> <p>One supervisor must take responsibility for administering first aid to an injured student, and must be present for the duration of the activity.</p>

Mountain Biking

**Mountain Biking takes place in various off-road conditions (e.g., gravel roads, ski trails, bike trails, etc).
If mountain biking takes place on paved surfaces (e.g., bike paths, roads, sidewalks) see Cycling activity page as well.**

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<p>Mountain bike excursions must be planned for daylight hours only.</p> <p>Instruct participants to keep a safe distance from each other (e.g., 2-3m) to prevent interference and collisions.</p> <p>Adequate liquid replacement must be accessible.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Lightning Appendix]).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts,</p>	

Mountain Biking

**Mountain Biking takes place in various off-road conditions (e.g., gravel roads, ski trails, bike trails, etc).
If mountain biking takes place on paved surfaces (e.g., bike paths, roads, sidewalks) see Cycling activity page as well.**

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			orthopedic device) may affect participation (see Generic Section).	

Also see Generic Section to view complete safety requirements.

Movement Activities

**Refers to activities (with or without equipment) commonly used to teach fundamental movement skills.
Equipment often used: bean bags, utility balls, hoops, etc.**

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Equipment must be size, weight and age appropriate for skill and ability level of students.</p> <p>All balls must be properly inflated.</p> <p>No homemade equipment can be used.</p>	<p>Appropriate clothing must be worn.</p> <p>Appropriate running shoes that are securely fastened.</p> <p>No hanging jewellery.</p> <p>Tie back long hair.</p>	<p>Determine that all facilities are safe for use.</p> <p>Activity area must be free of hazards (e.g., equipment in corners and on sidelines).</p> <p>Floor surface must provide good traction</p> <p>Non-gym indoor facilities (e.g., foyer, classroom, hall, concourse, etc.) must enable students to move freely (see Safety in Activity Rooms appendix).</p>	<p>Students must be instructed in how to move safely in personal and general space.</p> <p>Establish rules for the distribution and return of equipment.</p> <p>Include appropriate warm-ups and cool-downs.</p> <p>Students must be taught skills in proper progression (e.g., stepping into a hoop on the floor before being asked to run in and out of hoops).</p> <p>Games must be based on skills that are taught.</p> <p>At the beginning of the school year, engage students in activities requiring no equipment, then small equipment (e.g., bean bags, hoops, etc.) before introducing mobile equipment (e.g., utility balls).</p> <p>Activities must be age appropriate.</p> <p>Set rules and procedures and provide practice in:</p> <ul style="list-style-type: none"> • stopping/starting; • looking in the direction you are traveling; • using equipment safely. <p>Instruct students in floor activities before proceeding to equipment (e.g., balance while walking forward on floor line before balancing/walking on a bench).</p> <p>Walls and stages cannot be used as turning points and end zones. A marker (e.g., line or pylon) must be designated away from the wall.</p> <p>Establish rules and procedures in the gym before going outdoors (e.g., stop/start signals).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopedic device) may affect participation (see Generic Section).</p>	<p>On-site supervision.</p> <p>Students must never be in equipment room alone.</p>

Also see Generic Section to view complete safety requirements.

Outdoor Education – General Procedures

General Procedures	Supervision
<p>All outdoor education excursions must be approved by the principal or designate. A School District official must sign a detailed application form for all overnight excursions.</p> <p>Approval must include consideration of: itinerary, suitability of excursion activities to the curriculum, travel time, safety factors, supervision arrangements, age appropriateness (Refer to School District's field excursion policy).</p> <p>Refer to School District policy related to maximum number of days allowed for Outdoor Education excursions. A teacher must be designated as the supervisor in charge of the excursion.</p> <p>Parental/guardian consent forms must be on file prior to any student going on camping/swimming/canoeing/back-packing excursion.</p> <p>Information on parent/guardian consent forms must include: itinerary including dates, routes, locations, contacts, relationship of excursion activities to curriculum, supervision arrangements, cost per student, behavioural expectations, inherent risks, and where applicable, parent/guardian information meeting. It is highly recommended that students and parents sign a behavioral contract explaining expectations and consequences for actions and behavior. This information needs to be complete, comprehensive and shared and explained to each instructor and supervisor.</p> <p>In an emergency situation (e.g., lightning, severe weather, medical emergency) the supervisor in charge of the excursion must follow School District protocol. If the excursion takes place at an outdoor education facility and the emergency protocol is more stringent than the School District protocol, then the outdoor education facility protocol must be followed.</p> <p>For all excursions requiring transportation, a list of students in each vehicle as well as a list of the drivers and license plate numbers of the vehicles will be left at the school; the list will also accompany the teachers/supervisors on the excursion. Staff or volunteer drivers must comply with School District requirements for insurance. On all excursions a vehicle for emergency purposes must be accessible.</p> <p>For overnight excursions, students must provide medical information to the teachers/supervisors, and may be asked for a Medicare Card number.</p> <p>When taking students to remote areas (approximately 2 hours for emergency medical services to arrive), one supervisor must have:</p> <ul style="list-style-type: none"> • wilderness Emergency Care; or • wilderness Emergency Responder Certificate; or • equivalent to any of the above. <p>There must be a procedure in place to identify any students who may be anaphylactic. Any student so identified must carry at least two epinephrine auto injectors. All excursion teachers/supervisors must be trained in the use of an epinephrine auto injector.</p> <p>Teachers/supervisors on excursions must have knowledge of any students with medical conditions or dietary needs with medical implications, and any student on medication.</p>	<p>A minimal of two supervisors is mandatory for any outdoor off-site excursion.</p> <p>Both male and female chaperones should accompany mixed groups for overnight excursions.</p> <p>The supervisor in charge of the excursion must designate a responsible adult (e.g., teacher, parent, volunteer) to transport/accompany an injured student to hospital. This must not be the supervisor in charge of the excursion.</p>

Outdoor Education – General Procedures

General Procedures	Supervision
<p>Students on vital medication must bring an extra supply and this medication must be in a clearly marked container and must be in teacher's/supervisor's possession.</p> <p>Teachers/supervisors must monitor weather conditions and postpone or modify the excursion to ensure safety of all individuals.</p> <p>Teachers/supervisors on excursions must have a list of parent/guardian contact/emergency numbers. Prior to the excursion, teachers/supervisors must plan how they will access emergency medical care.</p> <p>Students must be provided with a list of recommended clothing and personal items suitable for the specific activity.</p> <p>For overnight activities, there must be an appropriate sleeping arrangement plan for students and supervisors where there is no cross gender in the same sleeping area (i.e. Tent) unless absolutely necessary and is fully supervised by teacher or supervisor.</p> <p>When combining two activities, teachers/supervisors on excursions must refer to the activity page for each activity.</p> <p>Advise RCMP or policing agency in that area of your presence, route, and discuss safety and extraction procedures</p> <p>Instructors/supervisors should have personal knowledge and experience on the intended route.</p> <p>A working communication device (e.g., cell phone and/or satellite phone) must be accessible to the supervisor throughout the length of the excursion.</p>	

Also see Generic Section to view complete safety requirements.

Outdoor Education – Backpacking/Hiking

**Day excursions from school or base camp.
See Outdoor Education – General Procedures**

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone and/or satellite phone) must be accessible to the supervisor throughout the duration of the excursion.</p> <p>All necessary equipment must be suitable, safe. Equipment must be collected and checked before the excursion.</p> <p>Traditional compass and map must be on-hand (not only GPS).</p> <p>Each student must have a whistle on their person for the</p>	<p>Clothing and footwear appropriate to activities and environmental conditions must be worn.</p> <p>Comfortable and durable flat shoes or boots.</p> <p>No open-toed footwear (e.g., sandals).</p> <p>Rain gear.</p> <p>Clothing in layers suitable for the season and activity.</p> <p>No hanging jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Teacher/supervisor must be familiar with the route.</p> <p>Map of route must be taken on excursion and a copy left with a supervisor in the school.</p> <p>If backpacking excursion originates from base camp, a map must be left with a supervisor at base camp.</p> <p>Only designated trails to be used.</p>	<p>This activity page must be presented to the activity provider prior to the activity taking place.</p> <p>The activity provider must meet the minimum requirements listed on this page.</p> <p>Parent/guardian permission for participation is required.</p> <p>Risks involved with the activities must be communicated to parents/guardians with a signed response form from the parents/guardians, giving permission for student to participate.</p> <p>Where the activity takes students off campus, parents/guardians must be made aware of means of transportation used.</p> <p>Length and difficulty of excursion must be commensurate with age and ability of students.</p> <p>Do not travel in darkness (except for emergencies). Students must be made familiar with route.</p> <p>Completed medical forms for each participating student must be accessible.</p> <p>Students must be made aware of expectations as they relate to:</p> <ul style="list-style-type: none"> • behavior; • emergency procedures; • signal to assemble; • wildlife encounter procedures. <p>Teachers/supervisors must use a buddy system to keep track of students.</p> <p>Teachers/supervisors must know where to quickly access a phone or help in case of emergencies.</p>	<p>On-site supervision.</p> <p>A minimum of two (2) supervisors are required for up to 6 students at the K-2 level; a 3rd supervisor is required for 7- 12 students; a 4th supervisor is required for 13- 19 students; etc.</p> <p>At the grade 3-5 level, a minimum of two (2) supervisors are required for up to 8 students; a 3rd supervisor is required for 9 – 16 students; a 4th supervisor is required for 17- 24 students; etc.</p> <p>At the grade 6-8 level, a minimum of two (2) supervisors are required for up to 10 students; a 3rd supervisor is required for 11-20 students; a 4th supervisor is required for 21- 30 students; etc.</p> <p>At least one of the teachers/supervisors must have backpacking experience.</p> <p>The supervisor in charge of the excursion must assign a leader to the front and back of the group. For a grade 6-8 group, a leader</p>

Outdoor Education – Backpacking/Hiking

Day excursions from school or base camp. See Outdoor Education – General Procedures

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>duration of the excursion.</p> <p>Any necessary medication.</p> <p>An adequate supply of nutritious food which does not require preparation or refrigeration</p> <p>An adequate supply of safe water.</p> <p>Sun protection and insect repellent.</p> <p>Waterproof matches and/or matches in a waterproof container.</p>			<p>Teachers/supervisors must postpone excursion if there is any indication of threatening weather that could put students' safety at risk.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time students will be vigorously active. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Lightning Appendix]).</p> <p>Teachers/supervisors must possess any necessary medication for designated students.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>could be a responsible student. The supervisor(s) can move along the group from front to back.</p> <p>The front and back of the group must be within whistle contact of the supervisor(s) at all times.</p> <p>The supervisor in charge of the excursion must designate a responsible adult (e.g. teacher, parent or volunteer) to transport/accompany an injured student to hospital. This must not be the supervisor in charge of the excursion.</p> <p>A vehicle for emergency purposes must be accessible.</p> <p>First Aid Certification:</p> <p>At least one supervisor must have current first aid certification which may be:</p> <ul style="list-style-type: none"> • N.L.S. lifeguard certificate; OR, • St. John Emergency First Aid Certificate; OR, • St. John Wilderness First Aid; OR,

Outdoor Education – Backpacking/Hiking

**Day excursions from school or base camp.
See Outdoor Education – General Procedures**

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
				<ul style="list-style-type: none"> • Canadian Red Cross Emergency First Aid; OR, • Canadian Red Cross Wilderness and Remote First Aid; OR, • Canadian Ski Patrol First Aid Certificate; OR, • equivalent to any of the above.

Also see Generic Section to view complete safety requirements.

Outdoor Education – Camping Grades 4-8

An extended overnight camping experience (no canoeing) in an outdoor environment where students may be doing their own food preparation.

See Outdoor Education – General procedures

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be available for all activities/locations.</p> <p>Determine that all equipment is safe for use.</p> <p>Collect and check all necessary equipment before the excursion.</p> <p>If cooking on stoves, use propane/liquid gas -type stoves (Ratio of 1 stove/ 4 students) during food preparation and cooking.</p> <p>Safe cooking areas must be identified and setup by the supervisor to ensure stoves are placed on a stable and level surface.</p> <p>If using Dutch oven briquettes must be started on dirt, gravel or concrete by and adult only. Cooking area must be open, traffic free and away from shrub. Heavy duty work gloves should be used when picking up coal or hot pots.</p>	<p>Clothing and footwear appropriate to the activities and environmental conditions must be worn.</p> <p>No open-toed footwear (e.g., sandals).</p> <p>Rain gear.</p> <p>Suitable layers and change of clothing for 1-2 days longer than the number of days of excursion.</p> <p>No hanging jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Supervisor in charge of the excursion must check with local authorities to determine the level of potential hazards (e.g., bears, forest fires).</p> <p>Facilities and routes must be commensurate with age and abilities of group.</p> <p>Washroom facilities must be within walking distance.</p>	<p>This activity page must be presented to the activity provider prior to the activity taking place.</p> <p>The activity provider must meet the minimum requirements listed on this page.</p> <p>Risks involved with the activities must be communicated to the parents/ guardians with a signed response form from the parents/guardians, giving permission for student to participate.</p> <p>Where the activity takes students off-campus, parents/guardians must be made aware of means of transportation used.</p> <p>Completed medical forms for each participating student must be accessible.</p> <p>A complete excursion itinerary must be left in the school.</p> <p>Skills must be taught in proper progression.</p> <p>Program activities must be appropriate for both the age and skill level of the students.</p> <p>Students must be made aware of expectations as they relate to:</p> <ul style="list-style-type: none"> • behaviour; • emergency procedures; • signal to assemble; • boundaries for activity. 	<p>On-site supervision.</p> <p>A minimum of two (2) supervisors are required for up to 8 students; a 3rd supervisor is required for 9 – 16 students; a 4th supervisor is required for 17- 24 students; etc.</p> <p>A vehicle for emergency purposes must be accessible at base camp.</p> <p>The supervisor in charge of the excursion must designate a responsible adult (e.g., teacher, parent, volunteer) to transport/ accompany an injured student to the hospital. This must not be the supervisor in charge of the excursion.</p> <p>If using tents, at least one of the leaders</p>

Outdoor Education – Camping Grades 4-8

An extended overnight camping experience (no canoeing) in an outdoor environment where students may be doing their own food preparation.

See Outdoor Education – General procedures

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
Shovel/trowel. Flashlight. An adequate supply of nutritious food should be included and safe food preparation and packing procedures should be used. An adequate supply of safe water. Waterproof matches and/or matches in a waterproof container.			Teacher/supervisors must use the buddy system to keep track of students. A process for the accounting of students must be in place. All food items, gum and toiletries must be removed from tents at night and kept in bear-proof containers or cars or hung in trees. Students must not use axes, saws or camping knives. No open flame, of any sort, in or near tents. No bare feet in campsite area. Before involving students in outdoor activity, teachers must take into consideration: <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time students will be vigorously active. Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen,	must have tent camping experience. Gr. 6-8 students may fill and light camp stoves under constant visual supervision. First Aid Certification: At least one supervisor must have current first aid certificates which may be: <ul style="list-style-type: none"> • N.L.S. lifeguard certificate; OR, • St. John Emergency First Aid Certificate; OR, • St. John Wilderness First Aid; OR, • Canadian Red Cross Emergency First Aid; OR, • Canadian Red Cross Wilderness and Remote First Aid; OR,

Outdoor Education – Camping Grades 4-8

An extended overnight camping experience (no canoeing) in an outdoor environment where students may be doing their own food preparation.

See Outdoor Education – General procedures

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<p>sunglasses, personal water bottles, insect repellent, appropriate clothing).</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Lightning Appendix]).</p> <p>Program must be planned in detail with contingency plans for inclement weather.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect students' participation (see Generic section).</p>	<ul style="list-style-type: none"> • Canadian Ski Patrol First Aid Certificate; OR, • equivalent to any of the above.

Also see Generic Section to view complete safety requirements.

Outdoor Education – Canoeing

Pools, Lake Water Kayaking, Base Camp Kayaking (Grades 6-8)

White Water Canoeing, White Water Kayaking, White Water Rafting and Canoeing-Moving Water are not appropriate activities at the Elementary or Middle School level. Canoe Tripping is not an appropriate level at the Elementary level.

See Outdoor Education – General Procedures

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be available for all activities/locations.</p> <p>Determine that all equipment is safe for use.</p> <p>No aluminum canoes are to be used in pools.</p> <p>Paddles and canoes checked for cracks, splinters and leaks.</p> <p>One buoyant heaving line of not less than 15m (45') (e.g., throw rope rescue bag) per canoe.</p> <p>One bailer (bailer must be at least 750mL with an opening of 65 cm² and constructed of plastic and/or metal) per canoe.</p> <p>One waterproof flashlight per canoe.</p>	<p>Clothing and footwear appropriate to the activities and environmental conditions must be worn.</p> <p>Correctly fitting, Transport Canada /CSA approved P.F.D./life-jackets, with whistle attached, must be worn and properly fastened at all times while on the water.</p> <p>No hanging jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Water conditions must be appropriate for the skill level of the group.</p>	<p>This activity page must be presented to the activity provider prior to the activity taking place.</p> <p>The activity provider must meet the minimum requirements listed on this page.</p> <p>Risks involved with the activities must be communicated to parent(s)/guardian(s) with a signed response form from the parent(s)/guardian(s), giving permission for student to participate.</p> <p>Where the activity takes students off campus, parents/guardians must be made aware of means of transportation used.</p> <p>Completed medical forms for each participating student must be accessible, complete and reviewed by all instructors and supervisors, with a copy left with school administration.</p> <p>Skills must be taught in proper progression.</p> <p>Activities must be based on skills taught.</p> <p>Swim Test</p> <p>Prior to canoeing, students must successfully complete the following swim test in its entirety. The test must be administered by a qualified instructor/guard: (test is based on Canadian Swim to Survive™ Standard)</p>	<p>On-site supervision is required by the instructor when students are canoeing.</p> <p>Canoe Ratios:</p> <p>A minimum of two (2) supervisors are required for up to 8 students; a 3rd supervisor is required for 9 – 16 students; a 4th supervisor is required for 17- 24 students; etc.</p> <p>There must be at least one instructor amongst the supervisors.</p> <p>A vehicle for emergency purposes must be accessible.</p> <p>The supervisor in charge of the excursion must designate a responsible adult (teacher, parent, volunteer) to transport/ accompany an injured student to hospital. This must not be the supervisor in charge of the excursion.</p> <p>Safety Boats Permissible</p> <p>A safety boat that is rescue-capable (provides appropriate speed and stability) must be in</p>

Outdoor Education – Canoeing

Pools, Lake Water Kayaking, Base Camp Kayaking (Grades 6-8)

White Water Canoeing, White Water Kayaking, White Water Rafting and Canoeing-Moving Water are not appropriate activities at the Elementary or Middle School level. Canoe Tripping is not an appropriate level at the Elementary level.

See Outdoor Education – General Procedures

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<ul style="list-style-type: none"> • rolling entry (backwards or forward) into deep water at 2.75m (9') minimum depth; • tread water for 1 minute; • swim 50m (164') continuously any stroke (no aids or stops). <p>The components of the swim test must be completed in sequence and without any aids or stops.</p> <p>In lieu of completing the swim test, students may provide proof of Bronze Medallion certification or higher.</p> <p>Students who do not pass the above swim test or who do not have the aforementioned certification must not canoe.</p> <p>Excursion supervisor must be aware of the swim test results.</p> <p>Canoeing Skills</p> <p>As a prerequisite for open water canoeing the student must demonstrate basic competence to a canoe instructor in:</p> <ul style="list-style-type: none"> • lifts, carries and portaging; • launching a canoe; • proper entry/exit from canoe; 	<p>the water and accessible while students are canoeing.</p> <p>Safety Boats Not Permissible</p> <p>If the body of water being used for instruction does not allow the use of a safety boat (too shallow, pool, etc.) then the instructor(s) must be able to reach students as quickly as in the case of a safety boat being present. In the latter situation, the water must be wade-able by the instructor.</p> <p>If the safety boat is a motorized craft then the operator of the motorized safety boat must have a Pleasure Craft Operator Card. The operator of the safety boat, whether craft is motorized or not, must have experience in navigating the craft.</p> <p>If a safety boat is being used then there must be at least one person in the safety boat who meets the First Aid Certification as outlined below.</p> <p>Supervision for Swim Test</p>

Outdoor Education – Canoeing

Pools, Lake Water Kayaking, Base Camp Kayaking (Grades 6-8)

White Water Canoeing, White Water Kayaking, White Water Rafting and Canoeing-Moving Water are not appropriate activities at the Elementary or Middle School level. Canoe Tripping is not an appropriate level at the Elementary level.

See Outdoor Education – General Procedures

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<ul style="list-style-type: none"> • self-rescues into dry and/or swamped canoes; • canoe over canoe rescue procedures; • positioning of paddlers. <p>Maneuvers to be completed:</p> <ul style="list-style-type: none"> ○ paddling forward in a straight line; ○ sideslip; ○ pivot 360 degrees in both directions; ○ circles in both direction radius 10 meters; ○ stop; ○ landings (shore and dock). <p>Strokes:</p> <ul style="list-style-type: none"> ○ forward and reverse stroke; ○ j-stroke, stern draw and stern pry strokes; ○ sweep stroke; ○ draw and pry strokes. <p>These maneuvers must be done in a pool, shallow water or sheltered bay.</p> <p>The loading of a canoe with people and/or gear must not exceed the manufacturer's load capacity rating. When loading a canoe with persons and/or gear the teacher/instructor, prior to the activity, must take the following into consideration: weather conditions, water conditions,</p>	<p>There must be a minimum of one certified swim instructor on deck or in the pool certified as outlined below.</p> <p>Supervision ratio is 1-25 instructor to students, with the instructor certified as outlined below.</p> <p>Swim Test Instructor Qualifications:</p> <p>The instructor must hold one of the following current certifications:</p> <ul style="list-style-type: none"> • Bronze Cross/Bronze Medallion from the Lifesaving Society; OR, • Canadian Red Cross Water Safety Instructor Award; OR, • Lifesaving Society Instructor Certificate plus an Assistant Lifeguard Certificate; OR, • Lifesaving Society Swim Instructor Certificate plus an Assistant Lifeguard Certificate; OR, • YMCA Instructor Certificate; OR,

Outdoor Education – Canoeing

Pools, Lake Water Kayaking, Base Camp Kayaking (Grades 6-8)

White Water Canoeing, White Water Kayaking, White Water Rafting and Canoeing-Moving Water are not appropriate activities at the Elementary or Middle School level. Canoe Tripping is not an appropriate level at the Elementary level.

See Outdoor Education – General Procedures

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<p>experience of persons with canoeing skills, distance from base camp and emergency medical services.</p> <p>Supervisors must be aware of weather forecasts, especially wind conditions, temperature of the day, potential for thunder/lightning and fog conditions.</p> <p>Attention must be given to:</p> <ul style="list-style-type: none"> • water conditions (e.g. temperature, currents, tides and wave conditions); • visibility of 500 m (1640') is required. <p>Canoeing must be cancelled in adverse conditions.</p> <p>If storm weather suddenly approaches, seek appropriate shelter immediately.</p> <p>Daylight canoeing only except under emergency situations</p> <p>Note: Navigation lights are required if operating at night or in restricted visibility (e.g., waterproof flashlight).</p> <p>Canoe instructors must be aware of water conditions (e.g., currents and undertows).</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p>	<ul style="list-style-type: none"> • National Lifeguard Services Lifeguard Certificate (NLS). <p>Lifeguard Qualifications:</p> <p>Lifeguard must hold a current National Lifeguard Service Certificate.</p> <p>Note: Verified copies of certification must be available in the pool area.</p> <p>Refer to local municipal pool regulations for additional standards.</p> <p>Canoe Instructor Qualifications:</p> <p>The minimum qualification is:</p> <ul style="list-style-type: none"> • Paddle Canada Waterfront Canoe Instructor or equivalent. <p>First Aid Certification:</p> <p>At least one supervisor must have current first aid certification which may be:</p> <ul style="list-style-type: none"> • N.L.S. lifeguard certificate; OR, • St. John Emergency First Aid Certificate; OR,

Outdoor Education – Canoeing

Pools, Lake Water Kayaking, Base Camp Kayaking (Grades 6-8)

White Water Canoeing, White Water Kayaking, White Water Rafting and Canoeing-Moving Water are not appropriate activities at the Elementary or Middle School level. Canoe Tripping is not an appropriate level at the Elementary level.

See Outdoor Education – General Procedures

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time students will be vigorously active. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g. lightning, funnel clouds, severe winds, tornadoes) (see Appendix F - Lightning Protocol).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<ul style="list-style-type: none"> • St. John Wilderness First Aid; OR, • Can. Red Cross Emergency First Aid; OR, • Canadian Red Cross Wilderness and Remote First; OR, • Canadian Ski Patrol First Aid Certificate; OR, • equivalent to any of the above.

Also see Generic Section to view complete safety requirements.

Outdoor Education – Fishing (Grades 6-8 only)

See Outdoor Education – General Guidelines.

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>Determine that all equipment is safe for use.</p> <p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be available for all activities/locations.</p> <p>Fishing license if required.</p> <p>Fishing rod and tackle</p> <p>An adequate supply of safe water.</p>	<p>Clothing and footwear appropriate to the activities and environmental conditions must be worn.</p> <p>No hanging jewellery.</p> <p>Suitable layers and change of clothing.</p>	<p>Design boundaries designated for fishing and ensure students remain within those boundaries.</p>	<p>Risks involved with the activities must be communicated to parents/guardians with a signed response form from the parents/ guardians, giving permission for student to participate.</p> <p>Where the activity takes students off- campus, parents/guardians must be made aware of means of transportation used.</p> <p>Skills must be taught in proper progression.</p> <p>Students must be made aware of ways to protect themselves from UV Rays (e.g. use of hat, sunglasses, sunscreen) and insects e.g. repellent).</p> <p>Students must be made aware of expectations as they relate to:</p> <ul style="list-style-type: none"> • behavior; • emergency procedure; • signal to assemble; • wildlife encounter procedures. <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time students will be vigorously active. 	<p>On-site supervision.</p> <p>At the grade 6-8 level, a minimum of two (2) supervisors are required for up to 10 students; a 3rd supervisor is required for 11-20 students; a 4th supervisor is required for 21- 30 students; etc.</p> <p>A vehicle for emergency purposes must be accessible at base camp.</p> <p>The supervisor in charge of the excursion must designate a responsible adult (e.g., teacher, parent, volunteer) to transport/ accompany an injured student to hospital. This must not be the supervisor in charge of the excursion.</p> <p>Teachers/supervisors must have previous fishing experience.</p> <p>First Aid Certification:</p> <p>At least one supervisor must have current first aid certification which may be:</p>

Outdoor Education – Fishing

(Grades 6-8 only)

See Outdoor Education – General Guidelines.

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g. lightning, funnel clouds, severe winds, tornadoes) (see Appendix F - Lightning Protocol).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<ul style="list-style-type: none"> • N.L.S. lifeguard certificate; OR, • St. John Emergency First Aid Certificate; OR, • St. John Wilderness First Aid; OR, • Can. Red Cross Emergency First Aid; OR, • Canadian Red Cross Wilderness and Remote First Aid; OR, • Canadian Ski Patrol First Aid Certificate; OR, <p>equivalent to any of the above.</p>

Also see Generic Section to view complete safety requirements.

Outdoor Education – Flat Water Kayaking

Pools, Lake Water Kayaking, Base Camp Kayaking (Grades 6-8)

Flat Water Kayaking is kayaking on lake water or river where no rapids exist and eddies are very slight. White Water Canoeing, White Water Kayaking, White Water Rafting and Canoeing Moving Water are not appropriate activities at the Elementary or Middle School level.

See Outdoor Education – General Procedures

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be available for all activities/locations.</p> <p>Determine that all equipment is safe for use.</p> <p>Kayak with adequate floatation in nose and stern to prevent kayak from sinking when full of water.</p> <p>Paddle (1 per paddler) and kayak checked for cracks, splinters and leaks.</p> <p>One buoyant heaving line of not less than 15m (45') (e.g., throw rope rescue bag) per kayak.</p> <p>One bailer (bailer must be at least 750mL [9oz] with an opening of 65cm [10in] and constructed of plastic and/or metal) per kayak.</p>	<p>Clothing and footwear appropriate to the activities and environmental conditions must be worn.</p> <p>Correctly fitting, Transport Canada /CSA approved P.F.D./life-jackets, with whistle attached, must be worn and properly fastened at all times while on the water.</p> <p>No hanging jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Water conditions must be appropriate for the type of kayak being used and the skill level of the group.</p>	<p>This activity page must be presented to the activity provider prior to the activity taking place.</p> <p>The activity provider must meet the minimum requirements listed on this page.</p> <p>Risks involved with the activities must be communicated to parents/guardians with a signed response form from the parents/guardians, giving permission for student to participate.</p> <p>Where the activity takes students off-campus, parents/guardians must be made aware of means of transportation used.</p> <p>Completed medical forms for each participating student must be accessible.</p> <p>Skills must be taught in proper progression.</p> <p>Activities must be based on skills taught.</p> <p>Swim Test</p> <p>Prior to flat water kayaking, students must successfully complete the following swim test in its entirety. The test must be administered by a qualified instructor/guard: (test is</p>	<p>On-site supervision is required by the instructor when students are kayaking.</p> <p>Ratios for kayaking:</p> <p>A minimum of two (2) supervisors are required for up to 8 students; a 3rd supervisor is required for 9 – 16 students; a 4th supervisor is required for 17- 24 students; etc.</p> <p>At least one supervisor must be an instructor.</p> <p>A vehicle for emergency purposes must be accessible.</p> <p>The supervisor in charge of the excursion must designate a responsible adult (e.g., teacher, parent, volunteer) to transport/accompany an injured student to hospital. This must not be the supervisor in charge of the excursion.</p> <p>Safety Boats Permissible</p> <p>A safety boat that is rescue-capable (provides appropriate speed and stability) must be in</p>

Outdoor Education – Flat Water Kayaking

Pools, Lake Water Kayaking, Base Camp Kayaking (Grades 6-8)

Flat Water Kayaking is kayaking on lake water or river where no rapids exist and eddies are very slight. White Water Canoeing, White Water Kayaking, White Water Rafting and Canoeing Moving Water are not appropriate activities at the Elementary or Middle School level.

See Outdoor Education – General Procedures

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>One waterproof flashlight per kayak.</p> <p>Correct fitting and Transport Canada approved P.F.D./life-jackets, with whistle attached, must be worn and properly secured at all times while on the water.</p>			<p>based on Canadian Swim to Survive™ Standard)</p> <ul style="list-style-type: none"> • rolling entry (backwards or forward) into deep water at 2.75m (9') minimum depth; • tread water for 1 minute; • swim 50m (164') continuously any (no aids or stops). <p>The components of the swim test must be completed in sequence and without any aids or stops.</p> <p>In lieu of completing the swim test, students may provide proof of Bronze Medallion certification or higher.</p> <p>Students who do not pass the above swim test or who do not have the aforementioned certification must not canoe.</p> <p>Excursion supervisor must be aware of the swim test results.</p> <p>Kayaking Skills:</p> <p>As a prerequisite for open water kayaking the student must demonstrate basic competence to a kayak instructor in:</p> <ul style="list-style-type: none"> • launching a kayak; • proper entry/exit from kayak; 	<p>the water and accessible while students are kayaking.</p> <p>Safety Boats Not Permissible</p> <p>If the body of water being used for instruction does not allow the use of a safety boat (too shallow, pool, etc.) then the instructor(s) must be able to reach students as quickly as in the case of a safety boat being present. In the latter situation, the water must be wadable by the instructor.</p> <p>If the safety boat is a motorized craft then the operator of the motorized safety boat must have a Pleasure Craft Operator Card. The operator of the safety boat, whether craft is motorized or not, must have experience in navigating the craft.</p> <p>If a safety boat is being used then there must be at least one person in the safety boat who meets the First Aid Certification as outlined below.</p> <p>Supervision for Swim Test</p>

Outdoor Education – Flat Water Kayaking

Pools, Lake Water Kayaking, Base Camp Kayaking (Grades 6-8)

Flat Water Kayaking is kayaking on lake water or river where no rapids exist and eddies are very slight. White Water Canoeing, White Water Kayaking, White Water Rafting and Canoeing Moving Water are not appropriate activities at the Elementary or Middle School level.

See Outdoor Education – General Procedures

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<ul style="list-style-type: none"> • emptying the kayak (beach and dock); • T-rescue; • wet exit; • manoeuvres using the following basic strokes: <ul style="list-style-type: none"> ○ forward; ○ backstroke; ○ front sweep; ○ back sweep; ○ draw stroke; ○ bracing; ○ stopping. <p>These manoeuvres must be done in a pool, shallow water or sheltered bay.</p> <p>Supervisors must be aware of weather forecasts, especially wind conditions, temperature of the day, potential for thunder/lightning and fog conditions.</p> <p>Attention must be given to:</p> <ul style="list-style-type: none"> • water conditions (e.g. temperature, currents, tides and wave conditions). • visibility of 500 m (1640') is required <p>Kayaking must be cancelled in adverse conditions.</p>	<p>There must be a minimum of one certified swim instructor on deck or in the pool certified as outlined below.</p> <p>Supervision ratio is 1-25 instructor to students, with the instructor certified as outlined below.</p> <p>Swim Test Instructor Qualifications:</p> <p>The instructor must hold one of the following current certifications:</p> <ul style="list-style-type: none"> • Bronze Cross/Bronze Medallion from the Lifesaving Society; OR, • Canadian Red Cross Water Safety Instructor Award; OR, • Lifesaving Society Instructor Certificate plus an Assistant Lifeguard Certificate; OR, • Lifesaving Society Swim Instructor Certificate plus an Assistant Lifeguard Certificate; OR, • YMCA Instructor Certificate; OR,

Outdoor Education – Flat Water Kayaking

Pools, Lake Water Kayaking, Base Camp Kayaking (Grades 6-8)

Flat Water Kayaking is kayaking on lake water or river where no rapids exist and eddies are very slight. White Water Canoeing, White Water Kayaking, White Water Rafting and Canoeing Moving Water are not appropriate activities at the Elementary or Middle School level.

See Outdoor Education – General Procedures

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<p>If storm weather suddenly approaches, seek appropriate shelter immediately.</p> <p>Daylight kayaking only except under emergency situations</p> <p>Note: Navigation lights are required if operating at night or in restricted visibility (e.g., waterproof flashlight).</p> <p>Kayak instructors must be aware of water conditions (e.g., currents and undertows).</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning,</p>	<ul style="list-style-type: none"> • National Lifeguard Services Lifeguard Certificate (NLS). <p>Lifeguard Qualifications:</p> <p>Lifeguard must hold a current National Lifeguard Service Certificate.</p> <p>Note: Verified copies of certification must be available in the pool area.</p> <p>Refer to local municipal pool regulations for additional standards.</p> <p>Kayak Instructor Qualifications:</p> <p>Instructor must possess CKNB Flatwater Kayaking Instructor Certification or equivalent.</p> <p>First Aid Certification:</p> <p>At least one supervisor must have current first aid certification which may be:</p> <ul style="list-style-type: none"> • N.L.S. lifeguard certificate; OR, • St. John Emergency First Aid Certificate; OR, • St. John Wilderness First Aid; OR,

Outdoor Education – Flat Water Kayaking

Pools, Lake Water Kayaking, Base Camp Kayaking (Grades 6-8)

Flat Water Kayaking is kayaking on lake water or river where no rapids exist and eddies are very slight. White Water Canoeing, White Water Kayaking, White Water Rafting and Canoeing Moving Water are not appropriate activities at the Elementary or Middle School level.

See Outdoor Education – General Procedures

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<p>funnel clouds, severe winds, tornadoes [see Appendix F - Lightning Protocol]).</p> <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<ul style="list-style-type: none"> • Can. Red Cross Emergency First Aid; OR, • Canadian Red Cross Wilderness and Remote First Aid; OR, • Canadian Ski Patrol First Aid Certificate; OR, • equivalent to any of the above.

Also see Generic Section to view complete safety requirements.

Outdoor Education – Sailing

Sailing is not an appropriate activity at the Elementary or Middle School Curricular level.

Outdoor Education - Swimming

Lakes, Ponds, Rivers at recreational camps, public swimming areas and non-designated swim areas

See Outdoor Education – General Procedures

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Person in charge must have a whistle or other signalling device.</p> <p>For recreational camps:</p> <p>Standard safety equipment must be accessible according to the “Pool and Waterfront Guidelines for the Province of New Brunswick”:</p> <ul style="list-style-type: none"> • whistles; • blankets; • spinal board with head stabilizer; 	<p>Appropriate swimming attire.</p> <p>No jewellery.</p> <p>Appropriate footwear is required (e.g. where protruding objects may injure feet).</p>	<p>Determine that all facilities are safe for use.</p> <p>Swimming area must be:</p> <ul style="list-style-type: none"> • clearly defined (e.g., at camps buoyed area); • free from hazards; • of suitable water temperature. <p>No swimming in fast moving rivers or streams.</p> <p>Prior to swimming, supervisor must check with local authorities to determine whether water is safe for swimming (e.g., location and water quality, away from fast-moving water).</p> <p>Non-designated swimming area: supervisor must swim/check whole area for underwater hazards.</p>	<p>Parents/guardians must give written permission for their child to be involved in any swimming activity.</p> <p>Swim Test</p> <p>Swim ability must be demonstrated in shallow water to a qualified instructor/guard prior to swimming. To be designated “a swimmer” students must be able to:</p> <ul style="list-style-type: none"> • tread water for 1 minute; • swim 50m (164’). <p>Non-swimmers must be identified and wear a properly fastened Personal Flotation Device (PFD) for recreational swims.</p> <p>In lieu of completing the swim test, students may provide proof of Bronze Medallion certification or higher.</p> <p>Lifeguards must be readily identifiable to all swimmers at all times.</p> <p>In an emergency situation, the lifeguard is in charge.</p> <p>An emergency action plan must be in place and communicated to all supervisors.</p> <p>Students must be made aware of all rules and regulations associated with the swimming area.</p> <p>Students must be informed of acceptable standards of behavior.</p>	<p>On-site supervision by teacher supervisor is required.</p> <p>Supervision Ratio for Instructional Swims:</p> <p>Instructional swim may include organized games, relays etc., but CANNOT include an unorganized free swim.</p> <p>There must be a minimum of one certified swim instructor supervising the waterfront, certified as outlined below.</p> <p>Supervision ratio is 1 instructor to 1-25 students, certified as outlined below.</p> <p>For situations where there are additional students, an additional certified instructor or lifeguard (NLS) is required for each additional 25 swimmers or less. The instructor requires the same certification as listed below.</p> <p>Swim Instruction Qualifications:</p> <p>The instructor must hold one of the following current certifications:</p> <ul style="list-style-type: none"> • Bronze Cross/Bronze Medallion from the Lifesaving Society; OR, • Canadian Red Cross Water Safety Instructor Award; OR,

Outdoor Education - Swimming

Lakes, Ponds, Rivers at recreational camps, public swimming areas and non-designated swim areas

<ul style="list-style-type: none"> • one or more buoyant throwing aids attached to a line at least 15m in length; • one or more buoyant rescue aids attached to a shoulder loop with at 6mm (0.25") line at least 1.6m (5'3") in length; • one or more reaching poles of 3.6m (12') or greater in length; • paddle board or boat, when any part of the swimming area is more than 50m from the shore. 			<p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes (see Appendix F- Lightning Protocol).</p> <p>Students must swim with a partner.</p> <p>A bather-counting system must be used at regular intervals (e.g., number students, blow whistle and have them count off). Use this counting procedure at the beginning, every 15 minutes and as the students exit the water.</p> <p>Duration of swim must depend on:</p> <ul style="list-style-type: none"> • capability of swimmers; • weather conditions; • conditions of water; • time of day. 	<ul style="list-style-type: none"> • Lifesaving Society Instructor Certificate plus an Assistant Lifeguard Certificate; OR, • Lifesaving Society Swim Instructor Certificate plus an Assistant Lifeguard Certificate; OR, • YMCA Instructor Certificate; OR, • National Lifeguard Services Lifeguard Certificate (NLS). <p>Note: Verified copies of certification must be available.</p> <p>Refer to local municipal regulations for additional standards.</p> <p>Supervision Ratio for Recreational Swim (Free Swim – No instruction)</p> <p>Teachers must accompany students to the swimming area be present at the swimming area or in the water during the recreational/free swim.</p> <p>During a recreational/free swim, the only acceptable lifeguard certification is NLS.</p> <p>Instructor certification does not meet the safety requirements of the regulation.</p> <p>The minimum ratio of lifeguards (NLS certified) to bathers at the swimming area and in the water, is 2 lifeguards to 1-25 students.</p> <ul style="list-style-type: none"> • If the teacher is NLS certified, he/she may act as one of the two
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Outdoor Education - Swimming

Lakes, Ponds, Rivers at recreational camps, public swimming areas and non-designated swim areas

			<p>Do not swim if there are any indications of inclement weather (e.g., lightning, high winds).</p> <p>Properly fastened PFDs are the only acceptable flotation devices.</p> <p>Diving is only permitted where there is sufficient water depth (2.75m [9'] minimum) and safe water conditions as determined by site provider.</p> <p>No swimming after sunset or before sunrise.</p> <p>No distance swims.</p> <p>Swim only in designated area.</p> <p>Students must not retrieve water toys that go outside designated swim area.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopedic device) may affect their participation (see Generic Section).</p>	<p>lifeguards, and therefore a third person is not necessary.</p> <ul style="list-style-type: none"> • 26-100 students – 3 lifeguards. If the teacher is NLS certified, he/she may act as one of the three lifeguards, and therefore a fourth person is not necessary. • For every student increment up to 25, an additional lifeguard is required. <p>In addition to the lifeguards, there must be at least one adult supervisor trained in aquatic emergency procedures.</p> <p>Lifeguard Qualifications:</p> <p>Lifeguard must hold a current National Lifeguard Service Certificate.</p> <p>A vehicle for emergency purposes must be accessible.</p> <p>In situations when EMS is not required, or is not readily available, designate a supervisor (e.g., teacher, parent/guardian, or responsible adult) to transport an injured student to hospital. This must not be the supervisor in charge of the trip</p>
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Also see Generic Section to view complete safety requirements.

Outdoor Education – White Water Activities

The following White Water Activities are not appropriate at the Elementary and Middle School Curricular Level:

- **White Water Canoeing**
- **White Water Kayaking**
- **White Water Rafting**

Outdoor Education – Winter Camping

Winter Camping is not appropriate at the Elementary and Middle School Curricular Level.

Paddleball				
Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Paddles must be inspected regularly for damage and wear.</p> <p>Balls must be appropriate for the ability of the students.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Court boundary lines must be clearly defined.</p> <p>A safety procedure must be established for side-by-side courts.</p> <p>Playing surface and surrounding area must be free of all obstacles (e.g., tables, chairs) and provide sufficient traction.</p>	<p>Skills must be taught in proper progression.</p> <p>Games must be based on skills taught.</p> <p>When teaching skills and playing, there must be adequate spacing for each player to make an uninterrupted swing.</p> <p>Students must be taught the code of etiquette for court play.</p> <p>Students must be instructed in the safe and correct set up of nets.</p> <p>No more than four players to a playing area.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>Setting up of equipment requires on-site supervision</p> <p>On-site supervision during instruction of skills.</p> <p>In-the-area supervision after skills have been taught.</p>

Also see Generic Section to view complete safety requirements.

Paddle Tennis

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Paddles must be inspected regularly for damage and to ensure proper grip.</p> <p>Students wearing eyeglasses are to wear appropriate eye protection (e.g., shatterproof lenses).</p> <p>Balls must be appropriate for the ability of the students.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Court boundary lines must be clearly defined.</p> <p>A safety procedure must be established for side-by-side courts.</p> <p>Playing surface and surrounding area must be free of all obstacles (e.g., tables, chairs) and provide sufficient traction.</p>	<p>Skills must be taught in proper progression.</p> <p>Games must be based on skills that are taught</p> <p>When teaching skills and playing, there must be adequate spacing for each player to make an uninterrupted swing.</p> <p>Students must be taught the code of etiquette for court play.</p> <p>Only singles must be played unless a proper doubles court is available.</p> <p>No more than four players to a playing area.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>Setting up of equipment requires on-site supervision.</p> <p>On-site supervision during instruction of skills.</p> <p>In-the-area supervision after skills have been taught.</p>

Also see Generic Section to view complete safety requirements.

Parachute

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Check that the parachute is in good condition (e.g., no tears).</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Playing surface and surrounding area must be free of all obstacles (e.g., tables, chairs) and provide sufficient traction.</p>	<p>Skills must be taught in progression.</p> <p>Games must be based on skills that are taught.</p> <p>Students must not put any body parts through the hole in the chute.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>Constant visual supervision with grades k-2 students.</p> <p>On-site supervision for grades 3-8 students.</p>

Also see Generic Section to view complete safety requirements.

Pickleball				
Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Racquets must be regularly inspected for damage and wear.</p> <p>Balls must be appropriate for the ability of the students.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Court boundary lines must be clearly defined.</p> <p>A safety procedure must be established for side-by-side courts.</p> <p>Playing surface and surrounding area must be free of all obstacles (e.g., tables, chairs) and provide sufficient traction.</p>	<p>Skills must be taught in proper progression.</p> <p>Games must be based on skills that are taught.</p> <p>When teaching skills and playing, there must be adequate spacing for each player to make an uninterrupted swing.</p> <p>Students must be taught the code of etiquette for court play.</p> <p>Only singles must be played unless a proper double court is available.</p> <p>No more than four players to a playing area.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>Setting up of equipment requires on-site supervision.</p> <p>On-site supervision during instruction of skills.</p> <p>In-the-area supervision after skills have been taught.</p>

Also see Generic Section to view complete safety requirements.

Racquetball

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Racquetball racquets must be equipped with a thong that is worn around the wrist.</p> <p>When playing on an enclosed, regulation court, protective eye gear must be worn.</p> <p>Racquets must be inspected regularly for damage and wear.</p> <p>Balls must be appropriate for the age and ability of the students.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Court boundary lines must be clearly defined.</p> <p>A safety procedure must be established for side-by-side courts.</p> <p>Playing surface and surrounding area must be free of all obstacles (e.g., tables, chairs) and provide sufficient traction.</p>	<p>Skills must be taught in proper progression.</p> <p>Games must be based on skills that are taught.</p> <p>When teaching skills and playing, there must be adequate spacing for each player to make an uninterrupted swing.</p> <p>Students must be taught the code of etiquette for court play.</p> <p>No more than four players to a playing area.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>On-site supervision during instruction of skills.</p> <p>In-the-area supervision after skills have been taught.</p>

Also see Generic Section to view complete safety requirements.

Relay and Tag Games

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>If tagging with an object, use soft items (e.g., foam balls, sponges, rubber chickens).</p> <p>Equipment must not have hard or sharp edges.</p> <p>Pylons or other markers to define activity area.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Playing surface must be free of all obstacles (e.g., desks, chairs, pianos) and provide sufficient traction.</p> <p>Holes and severely uneven surfaces must be brought to the attention of the principal.</p> <p>All doors in and out of the playing area must be closed for tag games.</p> <p>There must be adequate space for all participants.</p> <p>Outdoor Relay and Tag Games:</p> <ul style="list-style-type: none"> • Communicate to students the boundary lines for the activity; • Immovable hazards (e.g. goalposts) must be identified to students and marked with pylons; • Holes and severely uneven surfaces must be brought to the attention of the principal. 	<p>Skills must be taught in proper progression.</p> <p>Games must be based on skills taught.</p> <p>In games where participants as permitted to block the player who is attempting the tag (e.g., triangle tag and train tag) the tagging player is not to make intentional contact to move the blockers out of the way or reach through the blockers to make the tag. But rather move around the blockers in order to make the tag.</p> <p>The blockers are not to intentionally make contact with the tagger with their bodies, arms or legs, but rather to move in front of the tagger, to block access, so the tagger has to go around the blocker.</p> <p>Clearly define areas of the body that can be tagged (e.g., arms, legs, back).</p> <p>Inform students that a tag is a touch, not a push, grab or punch.</p> <p>Games must be played at a speed that is appropriate for the activity /area chosen (e.g., walk briskly, rather than run, when playing tag games in areas with limited space, such as multi-purpose rooms).</p> <p>In tag games where participants are “frozen” and required to perform an activity, provide a safe zone where this activity can take place, away from others who are running or inform students of the importance of avoiding contact with a “frozen” participant.</p> <p>Relays</p> <ul style="list-style-type: none"> • students must not be blindfolded; 	<p>On-site supervision.</p>

Relay and Tag Games

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<ul style="list-style-type: none"> • no running backwards (students must be taught to turn and run forward when fleeing); • participants in a relay must have their own lane; • be aware of increased risk with oversized apparel or tying legs together. <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing)</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Appendix F - Lightning Protocol]).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect their participation (see Generic Section).</p>	

Also see Generic Section to view complete safety requirements.

Ringette - Ice

Ringette is not appropriate at the Elementary and Middle School Curricular Level.

Rowing (Grades 6-8 only)

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Shell inspected before each outing (e.g., check for holes, cracks, loose hardware).</p> <p>Shell must have bow-ball in good repair.</p> <p>Each shell must be equipped with:</p> <ul style="list-style-type: none"> • signaling device; • watertight flashlight. <p>Heel restraints on shoes must be in place and adjusted properly to permit effective extraction of feet during emergencies.</p> <p>Oars must be checked for splinters and cracks.</p> <p>Riggers and oar-locks must be secure and operate freely.</p> <p>Steering lines must be secure and operating correctly.</p>	<p>Appropriate clothing and securely fastened footwear must be worn.</p> <p>No hanging jewellery.</p> <p>Glasses, if worn, must have a safety strap.</p> <p>Coach boat occupants are required to wear PFDs at all times.</p> <p>A dry change of clothes must be available on shore.</p>	<p>Determine that all facilities are safe for use.</p> <p>When using an indoor rowing facility, the rules and regulations of that facility must be followed.</p> <p>At Dockside/Boathouse:</p> <ul style="list-style-type: none"> • must have posted walking traffic pattern with hazards identified (e.g., keep to right, dock slippery when wet); • must have phone with posted emergency numbers (e.g., 911). <p>On the Water:</p> <ul style="list-style-type: none"> • course must be inspected before each use; • be aware of debris on course, especially after heavy rain; • supervisor/Instructor must inform students of debris; • be aware of water currents, especially those created by rapids and waterfalls; 	<p>This activity page must be presented to the Rowing provider prior to the activity taking place. The activity provider must meet the minimum requirements listed on this page.</p> <p>A log book must be provided on-shore with all students and coaches required to sign out before launching and in upon returning.</p> <p>Parents/guardians must be made aware of any off-campus activity and the means of transportation used.</p> <p>Skills must be taught in proper progression.</p> <p>Activities must be based on skills that are taught.</p> <p>Skill level must be appropriate for the water condition.</p> <p>A student's fitness level must be commensurate with the level of activity.</p> <p>Swim Test:</p> <p>Prior to rowing, students must successfully complete the following swim test in its entirety:</p> <ul style="list-style-type: none"> • rolling entry (backwards or forward) into deep water at 2.75m (9') minimum depth; • tread water for 1 minute; 	<p>On-site supervision.</p> <p>Ratios:</p> <p>1 instructor per 9 beginner students (One coach boat must be assigned for every 9 beginner rowers.)</p> <p>Rowing instructor expertise derived from one of the following:</p> <ul style="list-style-type: none"> • NCCP Rowing Technical Level I; OR, • attendance at Rowing Canada Aviron Learn to Row Instructor's workshop or equivalent within last 3 years. <p>An individual responsible for providing first aid to injured students must be present and have one of the following minimum certifications:</p> <ul style="list-style-type: none"> • National Lifeguard Services Certificate; OR, • current certificate in any one of: <ul style="list-style-type: none"> ○ St. John Standard First Aid with CPR Certificate; OR,

Rowing (Grades 6-8 only)

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>One supervisor/instructor boat must be motorized and equipped as per Canadian Coast Guard Regulations.</p> <p>Visit: http://www.tc.gc.ca/BoatingSafety/sbg-gsn/racing.htm</p> <p>e.g.:</p> <ul style="list-style-type: none"> • 1 CSA lifejacket/PFD approved for each participant in water; • paddles; • bailer; • watertight flashlight; • signaling device; • motor in good repair, with sufficient gas for entire session; • 23m (75') floating rope. <p>Supervisor/instructor boat engine must be running before students leave dock.</p> <p>Coach boat must be equipped with a 60cm life ring with 9m floating lines attached in addition to the 15m heaving line.</p> <p>Must have bow and stern lights attached during poor</p>		<p>All sites must not include rapids and waterfalls.</p>	<ul style="list-style-type: none"> • swim 50m (164') continuously any stroke; • demonstrate the ability to put on a PFD while in the water. <p>The components of the swim test must be completed in sequence and without any aids or stops. The test must be administered by a qualified instructor/guard (test is based on the Lifesaving Society's Swim to Survive™ Standard).</p> <p>In lieu of completing the swim test, students may provide proof of Bronze Medallion certification or higher.</p> <p>Students who do not pass the above swim test or who do not have the aforementioned certification must not row.</p> <p>Supervisor must be aware of all swim test results.</p> <p>Site specific rescue plan must be devised and shared with all supervisors and participants.</p> <p>Teachers/supervisors must be aware of weather forecasts, especially wind conditions, temperature of the day, potential for thunder/lightning and fog conditions.</p> <p>Attention must be given to:</p>	<ul style="list-style-type: none"> ○ Canadian Red Cross Standard First Aid; OR, ○ Canadian Ski Patrol First Aid. <p>Supervision for Swim Test</p> <p>There must be a minimum of one certified swim instructor on deck or in the pool.</p> <p>Supervision ratio is 1:25, instructor to students, with both instructors certified as outlined below.</p> <p>Swim Test Instruction Qualifications</p> <ul style="list-style-type: none"> • Bronze Cross/Bronze Medallion from the Lifesaving Society; OR, • Canadian Red Cross Water Safety Instructor Award; OR, • Lifesaving Society Instructor Certificate plus an Assistant Lifeguard Certificate; OR, • Lifesaving Society Swim Instructor Certificate plus an Assistant Lifeguard Certificate; OR,

Rowing (Grades 6-8 only)

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
visibility (e.g. bike lights, flashlights)			<ul style="list-style-type: none"> • water conditions (e.g. temperature, currents, tides and wave conditions); • visibility of 500m (1640') is required. <p>Activity must be cancelled in adverse conditions and when there is poor visibility (e.g., first sign of white caps).</p> <p>If stormy weather approaches suddenly, seek appropriate shelter immediately.</p> <p>Daylight rowing only.</p> <p>Students must receive instruction on safety procedures, use of equipment and rowing techniques prior to initial practice.</p> <p>Emergency Procedures:</p> <p>All coaches must be knowledgeable of the established safety and capsize procedures. Coaches must outline these procedures to rowers and coxswains. If standards vary between the Physical Education Safety Guidelines and an activity provider, implement the higher standards.</p> <p>Should a shell swamp (take on water), rowers are not to attempt to swim to shore but stay with the boat using it as a flotation device and follow these steps:</p>	<ul style="list-style-type: none"> • YMCA Instructor Certificate; OR, • National Lifeguard Services Lifeguard Certificate (NLS). <p>Lifeguard Qualifications:</p> <p>Lifeguard must hold a current National Lifeguard Service Certificate.</p> <p>Note: Verified copies of certification must be available in the pool area.</p> <p>Refer to local municipal pool regulations for additional standards.</p> <p>Operator of boat must have Pleasure Craft Operator Card</p> <p>Instructor/supervisor in motorized boat within 500m of students during all on-water sessions.</p> <p>A vehicle for emergency purposes must be available.</p>

Rowing (Grades 6-8 only)

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<ul style="list-style-type: none"> • crew numbers off and removes feet from shoes. Remain in place if possible; • make distress signal; • if necessary, crew enters water in pairs from middle of boat, buddy up across boat; • coxswain buddies with stern pair; • swing oars parallel to shell to increase flotation; • unless rescue is imminent, move crew to bow and stern and roll shell over (fin up) with the wind. Crew should lie across hull, as far out of the water as possible, in pairs, holding on to the other person; • coach boat distributes PFDs on arrival and conducts headcount; • coach boat shuttles rowers to nearest shore. DO NOT overload coach boat; • conduct headcount on returning; • recover shell. <p>In case of an emergency, a pre-determined return route must be established.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p>	

Rowing (Grades 6-8 only)

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing)</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Appendix F - Lightning Protocol]).</p> <p>Students must be familiar with basic first aid, hypothermia, and injuries caused by extreme heat.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect their participation (see Generic Section).</p>	

Also see Generic Section to view complete safety requirements.

Rugby – Flag/Touch				
Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Balls must be appropriate for age of students.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Goalposts must be padded if in field of play. Padding must be 1.8m (6') high.</p> <p>Playing area must be free from debris and obstructions, provide suitable footing and be well removed from traffic areas.</p> <p>Holes and severely uneven surfaces must be brought to the attention of the principal, and students must be made aware of them.</p> <p>Use collapsible flags or soft pylons to mark corners, mid- line and 22m (72') line.</p>	<p>Activities/rules must be modified to the age and ability level of the participants.</p> <p>Skills must be taught in proper progression.</p> <p>Games must be based on skills that are taught.</p> <p>The rules of flag/touch rugby must be strictly enforced.</p> <p>When playing touch/tag rugby:</p> <ul style="list-style-type: none"> • clearly define areas of the body that can be touched/tagged (e.g. arms, legs, back); • inform students that a tag is a touch, not a push, grab or punch. <p>When playing flag rugby, flags are not to be tucked under belt.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing)</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (lightning, funnel clouds, severe winds, tornadoes [see Appendix F - Lightning Protocol]).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>On-site supervision is required.</p>

Also see Generic Section to view complete safety requirements.

Rugby - Tackle

Rugby – Tackle is not appropriate at the Elementary and Middle School Curricular Level.

Scoop Ball				
Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Scoops and scoop balls must be in good playing condition (e.g., no cracks and/or chips).</p> <p>Goalies must wear a protective mask in a game situation.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Playing area must be free of obstructions (e.g., tables and chairs) and provide sufficient traction.</p>	<p>Skills must be taught in proper progression.</p> <p>Games must be based on skills taught.</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>If goalie is used in a game situation, a crease MUST be implemented.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>On-site supervision is required.</p>

Also see Generic Section to view complete safety requirements.

Scooter Boards

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Scooter Boards must be in good repair (e.g., no cracks, broken-off edges or loose wheels).</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>Tie back long hair if student is lying down on scooter.</p> <p>No loose hanging clothing.</p> <p>No hanging jewellery.</p> <p>No bare feet.</p> <p>No sock feet.</p>	<p>Determine that all facilities are safe for use.</p> <p>Playing surface and surrounding area must be free of all obstacles (e.g., tables, chairs) and provide sufficient traction.</p> <p>Establish boundaries or use protective mats in order to eliminate protrusions (e.g., handles on stage/storage doors).</p>	<p>Skills must be taught in proper progression.</p> <p>Games must be based on skills that are taught.</p> <p>Do not allow standing on scooter boards.</p> <p>Do not allow running and diving on scooter boards.</p> <p>Stress with 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 areas.</p> <p>Scooter-to-scooter intentional contact must be discouraged.</p> <p>In scooter-soccer and scooter-hockey, intentional scooter-to-scooter contact and high swings with legs and sticks must be discouraged.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>On-site supervision.</p>

Also see Generic Section to view complete safety requirements.

Sepak Takraw

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Poles must be safely stored when not in use.</p> <p>Nets must have no frayed wires.</p> <p>Ball must be appropriate for age and ability of students (e.g. foam, elephant skin, haki-sac, a suitable rattan or synthetic Takraw ball).</p> <p>Net height must be appropriate for age and ability of students.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>When poles are removed, floor plugs must be replaced.</p> <p>Outdoor courts must provide safe footing.</p> <p>Playing surface and surrounding area must be free of all obstacles (e.g., tables, chairs), and must provide sufficient traction.</p> <p>Designate activity boundary area a safe distance from walls.</p>	<p>Skills must be taught in proper progression.</p> <p>Games must be based on skills that are taught.</p> <p>Heading drills are not appropriate for k-2 students.</p> <p>Limit time spent on heading drills (grades 3-8).</p> <p>If grades 3-8 students are permitted to head the ball in a game, proper heading techniques must be taught.</p> <p>Drills must be organized so as to minimize the risk of being hit with an errant ball.</p> <p>Activities/rules must be modified to the age and ability level of the participants.</p> <p>Students must be instructed in the safe and correct method of setting up, adjusting and taking down of net.</p> <p>When facility does not allow for safe play (e.g. poles on sidelines adjacent to walls), modify rules appropriately.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. 	<p>On-site supervision during initial instruction of skills.</p> <p>In-the-area supervision after skills have been taught.</p> <p>On-site supervision during equipment set-up and take-down.</p> <p>When using volleyball poles, constant visual supervision during equipment set up and take down.</p>

Sepak Takraw				
Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing)</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Appendix F - Lightning Protocol]).</p> <p>Be aware of students whose medical conditions (e.g., asthma, anaphylaxis, cast, orthopaedic device) may affect participation (see Generic Section).</p>	

Also see Generic Section to view complete safety requirements.

Skateboarding (Public or Commercial Site)

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Parents/students must be informed that skateboards brought to school must be in good repair.</p> <p>When renting/borrowing equipment, skateboard size must be suitable size for the user and in good repair.</p> <p>When skateboarding at a skateboard park or other commercial site, follow required equipment rules.</p> <p>A correctly fitting bicycle, inline-skating, or skateboard helmet</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>Suitable footwear: closed, slip-resistant shoes (e.g., running shoes, skateboarding shoes).</p> <p>No sandals.</p> <p>No hanging jewellery.</p> <p>Parents/student must be made aware of the importance of wearing:</p> <ul style="list-style-type: none"> • a properly fitting helmet; • elbow pads; • knee pads; • wrist guards. 	<p>Determine that all facilities are safe for use.</p> <p>Selected site (e.g., playground, nearby park).</p> <p>Public or commercial site must be in good repair.</p> <p>Select skateboarding area that is free from traffic and significant inclines.</p> <p>Skateboarding surface must be dry and free of any obstacles and debris.</p>	<p>Parents/guardians must be informed by letter of any off-school property activity and the means of transportation used.</p> <p>Students must follow rules posted at public/commercial skateboard sites.</p> <p>Safety rules must be clearly outlined to students. Emphasize skateboarding in control at all times.</p> <p>Skills must be taught in proper progression.</p> <p>Activities must be based on skills taught.</p> <p>All students must participate in a formal lesson, which must include instruction in the proper wearing and use of equipment.</p> <p>All skateboarders, regardless of ability, must be given basic instruction in:</p> <ul style="list-style-type: none"> • turning; • braking; • coasting; • balancing; • using slopes. <p>No inversions.</p> <p>Beginner skateboarders must be allocated their own space.</p> <p>No audio devices (e.g., MP3 players) may be used.</p> <p>Parents must be informed of the importance of sun protection.</p> <p>In order to skateboard in more challenging areas of the facilities/site, specific instruction must be given (e.g.,</p>	<p>On-site supervision.</p> <p>A teacher who is providing instruction and is unfamiliar with skateboarding (e.g. no recent experience) must refrain from teaching the activity until:</p> <ul style="list-style-type: none"> • assistance is provided by an appropriately trained staff; or, • training is received. <p>Outside instructor:</p> <p>An outside instructor must have certification or experience in instruction of skateboarding.</p>

Skateboarding (Public or Commercial Site)

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>approved by CSA, Snell, ANSI, ASTM, British or Australian standards must be worn</p>			<p>instruction on half-pipe/terrain park, jumps or ramps, etc. in order to skateboard on same).</p> <p>No hot-dogging.</p> <p>Instruct participants to keep a safe distance from each other (e.g., 2-3m) to prevent interference/tripping one another.</p> <p>When other classes are outside at the same time during the skateboard lesson, provide for a non-encroachment (buffer) zone between both classes.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Appendix F - Lightning Protocol]).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	

Also see Generic Section to view complete safety requirements.

Skating - Ice

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>If the school is not bringing a first aid kit to the arena, check that the arena has an accessible kit.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Students must wear properly fitting hockey, bicycle, rollerblading or skateboarding helmets approved by CSA, Snell, ANSI, ASTM, British or Australian standards.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>Teachers must communicate to students and parent/guardians the importance of:</p> <ul style="list-style-type: none"> • wearing a CSA approved hockey helmet over other types of helmets; • wearing properly- fitted skates; • wearing gloves or mitts; • transporting skates safely. <p>If skating outside:</p> <ul style="list-style-type: none"> • dress for weather conditions; • inform parents/ students of the importance of sun protection. 	<p>Determine that all facilities are safe for use.</p> <p>Before skating on outdoor ponds, ice safety must be determined with absolute certainty.</p> <p>Contact local authorities regarding ice thickness and safety for information.</p> <p>Ice skating surface must be free of obstacles and hazardous cracks.</p>	<p>Parents must be informed, by letter, of their child's involvement in skating and that it may take them off school property.</p> <p>A portion of the ice time must be used for instruction.</p> <p>Implement a process for identification of skating skill levels.</p> <p>Provide ice space for beginner skaters (separate from accomplished skaters) for a period of time.</p> <p>Skills must be taught in proper progression.</p> <p>Games must be based on skills that are taught.</p> <p>Activities must be appropriate to the skill level of the students.</p> <p>Stress skating technique, not speed, in all games, challenges and drills.</p> <p>Students must be made aware of the need for extra caution and control on the ice, including common procedures, such as skating in same direction during a free skate.</p> <p>Tag-type games, racing and "crack the whip" must be avoided.</p> <p>Instruct participants to keep a safe distance from each other (e.g., 2-3m) to prevent interference/tripping one another.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, UV rays, frost bite); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and 	<p>On-site supervision.</p>

Skating - Ice				
Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<p>student hydration before, during and after physical activity;</p> <ul style="list-style-type: none"> • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, appropriate clothing).</p> <p>Students must receive instruction on safety procedures related to cold weather conditions (e.g., temperature, wind chill) and methods for preventing frost bite and hypothermia.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	

Also see Generic Section to view complete safety requirements.

Skipping

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Ropes appropriate for skipping must be used.</p> <p>Ropes of appropriate length for size and ability of students.</p>	<p>No hanging jewellery.</p> <p>Appropriate clothing and footwear must be worn.</p> <p>No bare feet.</p>	<p>Determine that all facilities are safe for use.</p> <p>Playing surface and surrounding area must be free of all obstacles (e.g., tables, chairs) and provide sufficient traction.</p>	<p>Skills must be taught in proper progression.</p> <p>Games must be based on skills that are taught.</p> <p>Students must be taught safe use of equipment (e.g., no nooses, no swinging overhead, no lasso).</p> <p>Students must skip in a space that allows for uninterrupted turning of the rope (e.g., no contact with others or objects).</p> <p>Be aware of students whose medical conditions (e.g., asthma, anaphylaxis, cast, orthopaedic device) may affect participation (see Generic Section).</p>	<p>In-the-area supervision.</p>

Also see Generic Section to view complete safety requirements.

Snow Tubing

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Snow tubes must be provided by the facility.</p> <p>Students' personal snow tubes cannot be used.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No long scarves.</p> <p>Long hair must be tied back.</p> <p>Clothing suitable for weather conditions.</p>	<p>Determine that all facilities are safe for use.</p> <p>A commercial site must be used.</p> <p>A designated area must be provided for snow tubing, away from other activities such as skiing and snowboarding.</p> <p>Individual runs must be provided for each snow tube or group of snow tubes to descend at one time.</p> <p>A controlled, curved run-off at the bottom must allow for proper slowdown of tubes.</p> <p>Distance between descending tubes must not present a safety concern.</p> <p>Snow tube runs must be free of obstacles.</p>	<p>Parents/guardians must be made aware that snow tubing is an off-site activity and informed of the means of transportation.</p> <p>Parents and students must be informed of the importance of sun protection.</p> <p>Emergency procedures must be established and communicated to students.</p> <p>Site rules must be reviewed with students (e.g., no running up the sliding area, no jumping in front of descending tubes).</p> <p>Students must receive instruction on the use of snow tubes and lifts prior to use.</p> <p>The maximum number of snow tubes tied together is the decision of site staff.</p> <p>Tubes tied together must descend at the same time in any one designated snow tube run.</p> <p>Students must be aware of the boundaries for activity.</p> <p>Snow tubes must not be removed from the designated area.</p> <p>A safe procedure for moving out of the run-off area must be reviewed with students.</p> <p>The maximum number of students in each tube must not present a safety concern.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, UV rays, frost bite); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and 	<p>In-the-area supervision by teaching staff.</p> <p>Site staff in place to supervise:</p> <ul style="list-style-type: none"> • the gate at the top; • the bottom of the tow lift to hook up tubes; • the top of the tow lift to unhook tubes. <p>Designate a supervisor (e.g., teacher or parent) to transport an injured student to hospital. This must not be the supervisor in charge of the trip.</p> <p>A vehicle for emergency purposes must be accessible.</p> <p>Supervision Ratios:</p> <ul style="list-style-type: none"> • 1:4 Grades k-2; • 1:10 Grades 3-5; • 1:12 Grades 6-8. <p>Minimum 2 supervisors</p>

Snow Tubing

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<p>student hydration before, during and after physical activity;</p> <ul style="list-style-type: none"> • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, appropriate clothing).</p> <p>Students must receive instruction on safety procedures related to cold weather conditions (e.g., temperature, wind chill) and methods for preventing frost bite and hypothermia.</p> <p>Teachers must be aware of students with asthma and other respiratory problems.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>A process must be in place by which supervisors can contact students (e.g., check-in time).</p>

Also see Generic Section to view complete safety requirements.

Soccer				
Crab-Soccer/Soccer-Baseball				
Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Size and weight of soccer ball must be appropriate to the age and skill level of the participants.</p> <p>e.g. Size of ball</p> <ul style="list-style-type: none"> • up to 10 yrs: size 3; • 10 -13 yrs: size 4; • 13 yrs and older: size 5. <p>Outdoor soccer balls must not be used indoors for games or shooting on goalie, but may be used for indoor drills.</p> <p>Sponge soccer balls or indoor soccer balls are to be used for indoor soccer games.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Playing area must be free from debris and obstructions provide suitable footing and be well- removed from traffic areas.</p> <p>Holes and severely uneven surfaces must be reported to the principal, and students must be made aware of them.</p> <p>Indoors, keep the gym free of hazards, (e.g., tables, chairs, etc.)</p> <p>Both portable and permanent goal posts need to be anchored to the playing area in a secure and approved fashion to prevent posts from falling forward.</p>	<p>Skills must be taught in proper progression.</p> <p>Game activities must be based on skills that are taught.</p> <p>Heading drills are not appropriate for students in grades k-2.</p> <p>If grade 3-8 students are permitted to head the ball in a game, proper heading techniques must be taught.</p> <p>Limit time spent on heading drills (students grades 3-8). Light balls must be used for heading drills (e.g. volleyball, beach ball, nerf ball, gator skin or size 5 category soccer balls that are classed as "light" or "super light").</p> <p>No slide tackling or tackling from behind.</p> <p>For indoor soccer, a goal crease needs to be established, where no other player except the goalie is allowed.</p> <p>Students are to be instructed not to hang or swing on the posts.</p> <p>After use, portable goal posts must be taken apart, removed or secured to a permanent structure.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and 	<p>On-site supervision is required.</p>

Soccer				
Crab-Soccer/Soccer-Baseball				
Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<p>student hydration before, during and after physical activity;</p> <ul style="list-style-type: none"> • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing)</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Appendix F - Lightning Protocol]).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	

Also see Generic Section to view complete safety requirements.

Softball – Fast Pitch

Softball – Fast Pitch is not appropriate at the Elementary and Middle School Curricular Level.

Softball**Lob Ball/Slo Pitch/Three Pitch**

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Wooden bats must not be cracked. All bats must have proper grip.</p> <p>Bats must comply with the current Slo-Pitch National Rule Book (SPN) rules.</p> <p>Catcher must wear a mask with throat protector if playing in front of the screen. If the catcher is playing behind the screen, this equipment is not required.</p> <p>Use a ball that is appropriate to the skill level of the students (e.g., Incrediball™, mushball).</p> <p>The batter, on-deck batter, bat boy/girl, base</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No jewellery.</p> <p>No cleats.</p>	<p>Determine that all facilities are safe for use.</p> <p>Outdoor playing area must:</p> <ul style="list-style-type: none"> • be inspected regularly for debris and obstructions; • provide suitable footing; • be well removed from traffic areas; • allow for sufficient traction. <p>The field of play must never be located near an open roadway which an active player might run onto.</p> <p>If more than one activity is going on, determine that there is a safe distance between the activities.</p> <p>Holes and severely uneven surfaces must be reported to the principal and students must be made aware of them.</p>	<p>Skills must be taught in proper progression.</p> <p>Games must be based on skills taught.</p> <p>Students must be taught to drop or lay the bat down after hitting, not release it during the follow-through of the swing.</p> <p>For in-class softball, the role of the catcher is to retrieve a ball and return it to the pitcher. The catcher is not intended to catch a missed pitch.</p> <p>Non-fielding players must be on the bench or in the designated area of bench.</p> <p>Student umpires must not be positioned behind home plate; they must stand behind the pitcher or the screen or outside the baselines.</p> <p>To avoid dangers of a slipped bat, non-fielding players must stand well back of the batter's box or behind a screen or fence. (Keep fingers away from screen.)</p> <p>Use a commitment line on third-base line.</p> <p>All plays at home plate must be force plays.</p> <p>No tagging at home plate.</p> <p>No sliding allowed.</p> <p>If playing inside a gymnasium, adhere to the following safety criteria:</p> <ul style="list-style-type: none"> • no softball, baseball, aluminum, wooden or cricket bats may be used. If a bat is used, it must be foam, plastic or another low impact material; • use only low impact, limited bounce, low flight balls (e.g., whiffle, soft-skinned, paper, etc.); 	<p>On-site supervision.</p>

Softball**Lob Ball/Slo Pitch/Three Pitch**

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>runners and student base coaches must wear a properly fitting batting helmet with flaps covering both ears certified by a recognized safety standards association.</p> <p>Where helmets are equipped with chin straps, they are to be done up; otherwise, the helmet must fit such that it will stay on the head.</p> <p>Safety bag must be used at first base.</p> <p>Bases must be properly secured.</p> <p>All equipment not in use must be kept out of the practice/playing area.</p> <p>All equipment must be checked regularly to determine that it is in good working order.</p>		<p>Prior to use, backstops, fences and fields must be checked for hazards. Any hazards found must be reported to students and appropriate officials. Modify the activity to avoid hazards (e.g., mark hazards with cones, cover holes in fence with mat).</p>	<ul style="list-style-type: none"> • check that the size of the gym can accommodate the activities and that the walls or stage do not present a safety hazard. Modify the activity if necessary; • set boundaries for activities a safe distance from walls; • no games may be played that require a student to hit for distance. <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Appendix F - Lightning Protocol]).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	

Also see Generic Section to view complete safety requirements.

Softball Lead-Up Games

Soccer-Baseball/Volley-Baseball/T-Ball

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Wooden bats must be uncracked with a proper grip.</p> <p>Aluminum bats must have proper grip.</p> <p>For soccer-baseball or volley-baseball, do not use a bat.</p> <p>For lead-up games involving the use of a baseball ball (e.g. t-ball), a catcher must wear a mask with throat protector if playing in front of the screen. If the catcher is playing behind the screen, this equipment is not required.</p> <p>Use a ball that is appropriate to the skill level of the students.</p> <p>Safety bag must be used at first base.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No cleats.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Outdoor playing area must:</p> <ul style="list-style-type: none"> • be inspected regularly for debris and obstructions; • provide suitable footing; • be well removed from traffic areas. <p>The field of play must never be located near an open roadway which an active player might run onto.</p> <p>If more than one activity is going on, determine that there is a safe distance between the activities.</p> <p>Holes and severely uneven surfaces must be reported to the principal, and students must be made aware of them.</p>	<p>Skills must be taught in proper progression.</p> <p>Games must be based on skills taught.</p> <p>Students must be instructed to drop or lay the bat down after hitting, not release it during the follow-through of the swing.</p> <p>For in-class softball, the role of the catcher is to retrieve a ball and return it to the pitcher. The catcher is not intended to catch a missed pitch.</p> <p>Non-fielding players must be on the bench or in the designated area of bench.</p> <p>Student umpires must not be positioned behind home plate; they must stand behind the pitcher or the screen or outside the baselines.</p> <p>To avoid dangers of a slipped bat, non-fielding players must stand well back of the batter's box or behind a screen or fence. (Keep fingers away from screen.)</p> <p>Use a 'force play' rule at all bases, including home plate.</p> <p>No sliding allowed.</p> <p>If playing inside a gymnasium, adhere to the following safety criteria:</p> <ul style="list-style-type: none"> • no softball, baseball, aluminum, wooden or cricket bats may be used. If a bat is used, it must be foam, plastic or another low impact material; • use only low impact, limited bounce, low flight balls (e.g., whiffle, soft-skinned, paper, etc.); • check that the size of the gym can accommodate the activities and that the walls or stage do not present a safety hazard; 	<p>On-site supervision.</p>

Softball Lead-Up Games

Soccer-Baseball/Volley-Baseball/T-Ball

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
Bases must be properly secured.			<ul style="list-style-type: none"> • modify the activity if necessary; • set boundaries for activities a safe distance from walls; • no games may be played that require a student to hit for distance. <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing)</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Appendix F - Lightning Protocol]).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	

Also see Generic Section to view complete safety requirements.

Speed Skating

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>If the school is not bringing a first aid kit to the arena, check that the arena has an accessible kit.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Students must wear properly fitting hockey, bicycle, rollerblading or skateboarding helmets approved by CSA, Snell, ANSI, ASTM, British or Australian standards.</p> <p>If using indoor facilities, boards must be padded in the corners.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>Teachers must communicate to students and parent/guardians the importance of:</p> <ul style="list-style-type: none"> • wearing properly-fitted skates – speed skates, hockey skates or figure skates are acceptable; • wearing cut resistant gloves or mitts; • wearing knee and shin pads; • wearing a neck guard; • wearing stretchy clothing with long sleeves; • transporting skates safely. <p>If skating outside:</p> <ul style="list-style-type: none"> • dress for weather conditions; • inform parents/ students of the importance of sun protection. 	<p>Determine that all facilities are safe for use.</p> <p>Before skating on outdoor ponds, ice safety must be determined with absolute certainty.</p> <p>Contact local authorities regarding ice thickness and safety for information.</p> <p>Ice skating surface must be free of obstacles and hazardous cracks.</p>	<p>Parents must be informed, by letter, of their child's involvement in skating and that it may take them off school property.</p> <p>A portion of the ice time must be used for instruction, skill development, etiquette and strategies.</p> <p>Implement a process for identification of skating skill levels.</p> <p>Provide ice space for beginner skaters (separate from accomplished skaters) for a period of time.</p> <p>Skills must be taught in proper progression.</p> <p>Games must be based on skills that are taught.</p> <p>Activities must be appropriate to the skill level of the students.</p> <p>Stress skating technique, not speed, in all games, challenges and drills.</p> <p>Students must be made aware of the need for extra caution and control on the ice, including common procedures, such as skating in same direction during a free skate.</p> <p>No relays until relay skills have been taught.</p> <p>Instruct participants to keep a safe distance from each other (e.g., 2-3m) to prevent interference/tripping one another.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, UV rays, frost bite); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and 	<p>On-site supervision.</p> <p>At least one individual instructing the lesson must have certification in FUNDamentals Leader (Speed Skating Canada).</p>

Speed Skating				
Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<p>student hydration before, during and after physical activity;</p> <ul style="list-style-type: none"> • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, appropriate clothing).</p> <p>Students must receive instruction on safety procedures related to cold weather conditions (e.g., temperature, wind chill) and methods for preventing frost bite and hypothermia.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	

Also see Generic Section to view complete safety requirements.

Squash

Squash is not appropriate at the Elementary and Middle School Curricular Level.

Swimming – Synchronized Swimming

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Standard safety equipment of particular note must be accessible:</p> <ul style="list-style-type: none"> • ring buoys; • reaching poles; • spinal boards. <p>Electrical equipment (e.g., MP3 players, must be properly grounded).</p>	<p>No jewellery to be worn other than medical alert jewellery.</p> <p>Suitable swimwear.</p> <p>Device to keep hair from obstructing vision (e.g., elastic).</p>	<p>Determine that all facilities are safe for use.</p> <p>Use of school or community swimming pools.</p> <p>BACKYARD POOLS MUST NOT BE USED.</p> <p>For pond/lake swimming, see Outdoor Education Swimming – Lakes, Ponds, Rivers.</p> <p>Pool deck must be kept clear of obstacles and excess water.</p>	<p>Parent/guardian permission forms are required for aquatic activities that occur off school property.</p> <p>Inform in-charge person on deck of any student with a medical history or any medical problems that may affect the student's safety in water (e.g., diabetes, asthma, heart condition, convulsions, epilepsy, frequent ear infections).</p> <p>Emergency procedures must be outlined to students prior to entering the water.</p> <p>Students must adhere to the following rules:</p> <ul style="list-style-type: none"> • no running or pushing on deck; • no gum chewing; • no food in pool area; • no diving off deck into water less than 2.8m (9') in depth; • no street shoes on deck. <p>Swim Test</p> <p>An initial screening/testing of swimming ability must be done in shallow end.</p> <p>The common facility test to determine swimming ability is to swim two widths continuously without touching the bottom. This applies to both instructional and recreational swims.</p> <p>The results of the swim test must be logged and available to the instructor/lifeguard.</p> <p>Non-swimmers must be identified and wear a properly fastened Personal Flotation Device (PFD) for recreational swims.</p>	<p>Teacher Supervision:</p> <p>On-site supervision is required.</p> <p>A teacher or other school supervisor must accompany pupils to the pool and be on deck or in the pool.</p> <p>Close and frequent monitoring of change rooms must take place, but not by the lifeguard.</p> <p>Students must ask permission to leave pool area.</p> <p>Supervision Ratio for Instructional Swim:</p> <p>Instructional swim may include organized games, relays, etc., but CANNOT include an unorganized free swim.</p> <p>There must be a minimum of one certified swim instructor on deck or in the pool certified as outlined below.</p> <p>Supervision ratio is 1-25 instructor to students, with the instructor certified as outlined below.</p> <p>In situations where there are 26-50 students, an additional certified</p>

Swimming – Synchronized Swimming

			<p>In lieu of completing the swim test, students may provide proof of Bronze Medallion certification or higher.</p> <p>Skills must be taught in proper progression.</p> <p>Skill instruction can be followed by skill application (e.g., relay activities, tag games which incorporate skills). This is considered to be part of the instructional program – not free swim.</p> <p>Activity/games must be based on skills taught.</p> <p>Showers must be taken before entering the pool.</p> <p>Students with infections, cuts or sores must not be in the pool.</p> <p>During recreational swim, students may not snorkel or use scuba equipment.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>instructor or lifeguard (NLS) is required. The instructor requires the same certification as listed below.</p> <p>Swim Instruction Qualifications:</p> <p>The instructor must hold one of the following current certifications:</p> <ul style="list-style-type: none"> • Bronze Cross/Bronze Medallion from the Lifesaving Society; OR, • Canadian Red Cross Water Safety Instructor Award; OR, • Lifesaving Society Instructor Certificate plus an Assistant Lifeguard Certificate; OR, • Lifesaving Society Swim Instructor Certificate plus an Assistant Lifeguard Certificate; OR, • YMCA Instructor Certificate; OR, • National Lifeguard Services Lifeguard Certificate (NLS). <p>Lifeguard Qualifications:</p>
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Swimming – Synchronized Swimming

				<p>Lifeguard must hold a current National Lifeguard Service Certificate.</p> <p>Note: Verified copies of certification must be available in the pool area.</p> <p>Refer to local municipal pool regulations for additional standards.</p> <p>Supervision Ratio for Recreational Swim (Free Swim – No Instruction).</p> <p>Teachers must accompany students to the pool and be on deck or in the pool during the recreational/free swim.</p> <p>During a recreational or free swim, the only acceptable lifeguard certification is NLS.</p> <p>Instructor certification does not meet the safety requirements of the regulation.</p> <p>The minimum ratio of lifeguards (NLS certified) to bathers on deck and in the pool is:</p> <ul style="list-style-type: none"> • 1-125 bathers – 2 lifeguards. If the teacher is NLS certified, he/she may act as one of the two
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Swimming – Synchronized Swimming

				<p>lifeguards, and therefore a third person is not necessary.</p> <ul style="list-style-type: none"> • 126-250 bathers – 3 lifeguards. If the teacher is NLS certified, he/she may act as one of the three lifeguards, and therefore a fourth person is not necessary. <p>Note: a swimmer/bather is considered to be anyone within 1.8m (6') from the water's edge.</p> <p>Lifeguard Qualifications:</p> <p>Lifeguard must hold a current National Lifeguard Service Certificate.</p>
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Also see Generic Section to view complete safety requirements.

Table Tennis

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Regulation size paddles and table tennis balls are required.</p> <p>Tables and paddle must be appropriate for age and ability of student.</p> <p>Tables and paddles must be in good condition.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No hanging jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Playing surface and surrounding area must be free of all obstacles (e.g., tables, chairs) and provide sufficient traction.</p> <p>There must be room for mobility around tables.</p> <p>Smooth, level and dry floor surface.</p>	<p>Skills must be taught in proper progression.</p> <p>Game activities must be based on skills that are taught.</p> <p>Students must be instructed on safe set up and dismantling of tables.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>Constant visual supervision during set up and dismantling of tables.</p> <p>On-site supervision during initial instruction.</p> <p>In-the-area supervision after initial instruction.</p> <p>In-the-area supervision during play.</p>

Also see Generic Section to view complete safety requirements.

Tchoukball				
Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>If balls other than tchoukball balls are used, check that the ball is suitable for the age and ability of the students.</p> <p>Regulation tchoukball frames must be safely stored when not in use. No homemade equipment (e.g. mini trampolines).</p>	<p>Appropriate clothing and footwear must be worn</p> <p>No hanging jewellery</p>	<p>Determine that all facilities are safe for use</p> <p>Playing surface must provide safe traction and activity area and surrounding area must be free of all obstacles (e.g. tables, chairs)</p>	<p>Skills must be taught in proper progression.</p> <p>Game activities must be based on skills that are taught.</p> <p>Be aware of students whose medical conditions (e.g. asthma, anaphylaxis, cast, orthopaedic device) may affect their participation (see Generic Section).</p> <p>Forbidden zone must be clearly defined</p> <p>No body contact.</p>	<p>On-site supervision is required.</p>

Also see Generic Section to view complete safety requirements.

Team Handball

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Ball size must be appropriate for the age and ability of students.</p> <p>Foam type ball or regulation team handballs are acceptable.</p> <p>Regulation team handball nets must be safely stored when not in use.</p> <p>Ball hockey nets, pylons, or wall mats can be used for goals.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Playing surface and surrounding area must be free of all obstacles (e.g., tables, chairs) and provide sufficient traction.</p>	<p>Skills must be taught in proper progression.</p> <p>Activities must be based on skills that are taught.</p> <p>Activities and rules must be modified based on the ability of students and facilities/ equipment available.</p> <p>No body contact.</p> <p>Crease area must be clearly defined if using a goalie (e.g., full key area).</p> <p>Only the goaltender is allowed in the crease area.</p> <p>Be aware of students whose medical conditions (e.g., asthma, anaphylaxis, cast, orthopaedic device) may affect their participation (see Generic Section).</p>	<p>On-site supervision is required.</p>

Also see Generic Section to view complete safety requirements.

Tennis

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Racquets must be inspected regularly for damage and wear.</p> <p>Use racquets that are appropriate to the skill level of the players (e.g., junior racquets).</p> <p>Where ball machines are being used, they must be inspected prior to use and be under the direct supervision of a teacher.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No hanging jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Court boundary lines must be clearly defined.</p> <p>A safety procedure must be established for side-by-side courts.</p> <p>Playing surface and surrounding areas must be free of obstacles (e.g., tables and chairs) and provide good traction.</p>	<p>Where the activity takes students off-campus, parents/guardians must be made aware of means of transportation used.</p> <p>Skills must be taught in proper progression.</p> <p>Games must be based on the skills taught.</p> <p>When teaching skills, there must be adequate spacing for each student to make a free and uninterrupted swing.</p> <p>Activities and skills must be modified to the age and ability level of the students.</p> <p>When playing with more than two players on a court, positioning and movements must be taught.</p> <p>The code of etiquette for court plays must be taught (e.g., not entering a court being used).</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen,</p>	<p>On-site supervision during initial instruction of skills.</p> <p>In-the-area supervision after skills have been taught.</p> <p>On-site supervision during equipment set up and take down.</p>

Tennis				
Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<p>sunglasses, personal water bottles, insect repellent, appropriate clothing)</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Appendix F - Lightning Protocol]).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	

Also see Generic Section to view complete safety requirements.

Tetherball

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Tetherball must be in good repair, with properly working connections at the ball and at the pole.</p> <p>Rope must be in good repair and without excessive fraying.</p> <p>Check pole periodically.</p> <p>A pole with a severe lean or loose at the base must not be used until repaired or replaced.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Tetherball pole must be situated away from traffic areas and areas where other games are played, (e.g., volleyball, four-square, basketball).</p> <p>Tetherball area must be free of all obstacles and provide good traction.</p>	<p>Skills must be taught in proper progression.</p> <p>Game must be based on the skills taught.</p> <p>Children require instruction in skills and rules before the game is played.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing)</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Appendix F - Lightning Protocol]).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>On-site supervision is required for set up and instruction.</p> <p>After instruction, in-the-area supervision is required.</p> <p>Tetherball must be set up by an adult or a student under adult supervision.</p>

Also see Generic Section to view complete safety requirements.

Tobogganing/Sledding

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>See Appendix A <i>“Parent and Guardian Letter”</i> regarding bringing equipment for use in class.</p> <p>Toboggans, sleds and other sliding apparatus approved by your school district.</p> <p>Toboggan/sled and other school district-approved sliding apparatus must be in good repair with no jagged edges.</p> <p>Discs and inner tubes must not be used.</p> <p>Equipment that is difficult to control should not be used (e.g. flying saucers, garbage bags, and inner tubes).</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>Clothing must be appropriate for outdoor activity.</p> <p>Hat and gloves available for use.</p> <p>Check for hanging drawstrings.</p> <p>No loose scarves.</p> <p>Tie up long hair so it can't get caught.</p> <p>Parents/guardians must be informed of the importance of wearing a helmet (e.g. skiing and snowboard helmet).</p>	<p>Determine that all facilities are safe for use.</p> <p>For any site, students must be made aware of the boundaries for activity.</p> <p>When choosing a site, the following conditions must be taken into consideration:</p> <ul style="list-style-type: none"> • sun; • wind; • snow conditions; • suitability of terrain. <p>Proximity to warmth, food, washrooms and other facilities</p> <p>The hill and run-out section at bottom of hill must be free of obstacles (e.g., trees, exposed rocks, a roadway, railway, or an open creek).</p> <p>Toboggan/sled on snow.</p> <p>Monitor the condition of the slope on a regular basis and if</p>	<p>Parents/guardians must be made aware of any off school property activity, the means of transportation used and the importance of appropriate clothing and sun protection.</p> <p>Emergency procedures must be established and communicated to the students.</p> <p>Only seated forward or kneeling permitted on toboggans/sleds.</p> <p>There must be a safe distance between toboggans/sleds going down the hill.</p> <p>No overloading of toboggans/sleds other school-district approved sliding apparatus.</p> <p>Establish safe procedure for students to clear bottom area of the slide. Teach students to roll off the toboggan if heading for danger.</p> <p>Prior to the activity students must be reminded of safe play (e.g., no running up the sliding area, no jumping in front of descending toboggans, no intentional “snowing” of another individual).</p> <p>Teach students to slide down the middle of the sliding area and climb up the sides.</p> <p>Only toboggan or sled in the daylight hours or on well-lit hills.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, UV rays, frost bite); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; 	<p>On-site supervision is required.</p> <p>If dividing class into groups, duties of supervisors for each group must be clearly outlined.</p> <p>There must be a designated supervisor (teacher, parent or responsible adult) with a vehicle to accompany an injured student to hospital. This must not be the supervisor in charge.</p>

Tobogganing/Sledding

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>GT snow racers and other triple blade style sleds are not permitted.</p>		<p>conditions become unsafe, cease the activity.</p>	<ul style="list-style-type: none"> • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, appropriate clothing)</p> <p>Students must receive instruction on safety procedures related to cold weather conditions (e.g., temperature, wind chill) and methods for preventing frost bite and hypothermia.</p> <p>Teachers must be aware of students with a history of asthma and other respiratory problems.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	

Also see Generic Section to view complete safety requirements.

Track and Field – Discus

(Grades 6-8)

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>The size and weight of the discus must be appropriate for the age and physical strength of the student.</p> <p>Discus (e.g., wood/metal and rubber) must be appropriate for the age and gender of the student.</p> <p>Discus must not be cracked, chipped or otherwise damaged and must be checked regularly.</p> <p>Towel/rag to dry discus.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No track spikes.</p>	<p>Determine that all facilities are safe for use.</p> <p>The throwing area must be free of obstacles and completely closed to traffic (e.g., throwing area initiated in front of baseball backstop, no other activity located in area where discus is taking place).</p> <p>The landing area must be well marked and void of people during the activity.</p> <p>The discus circle/area must provide safe footing.</p>	<p>Skills must be taught in proper progression.</p> <p>Instruction must be given in safety prior to teaching and practice.</p> <p>Students not throwing must be behind thrower in a marked off area, minimum 5m (16') away.</p> <p>Instruct students in safe throwing and retrieving procedures.</p> <p>Thrower must never release discus if there is someone in field with their back to him/her.</p> <p>Retrievers must carry the disc back.</p> <p>There must be only one throwing area and only one thrower in that area at any one time.</p> <p>Only throwers are allowed to have a discus.</p> <p>No turning (spinning) more than 90 degrees in the throwing action.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. 	<p>Constant visual supervision is required.</p> <p>A teacher who is providing instruction and is unfamiliar with high jump (e.g. no recent experience) must refrain from teaching the activity until:</p> <ul style="list-style-type: none"> • assistance is provided by an appropriately trained staff; or, • training is received.

Track and Field – Discus (Grades 6-8)

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Appendix F - Lightning Protocol]).</p> <p>Be aware of students whose medical conditions (e.g., asthma, anaphylaxis, cast, orthopaedic device) may affect participation (see Generic Section).</p>	

Also see Generic Section to view complete safety requirements.

Track and Field – High Jump

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Landing Mats:</p> <p>The landing area must be a minimum mat surface of 3m x 5m x .5m (10'X16.5'X20") as per IAAF Standards.</p> <p>Check mats regularly for damage and repair or replace as necessary.</p> <p>Two jumping pits used adjacent to one another must be of the same thickness and compaction rating and be covered to prevent a student from slipping between pits upon landing.</p> <p>Cross Bars:</p> <p>Metal cross bars are not to be used.</p> <p>Bamboo poles must be tape wrapped before use.</p> <p>Fibreglass and bamboo poles to be checked for cracks before use.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No bare feet or socks without shoes.</p> <p>No jewellery.</p> <p>No spikes of any kind.</p>	<p>Determine that all facilities are safe for use.</p> <p>Indoor and outdoor approach area must be smooth, traffic-free and provide good traction.</p> <p>High-jump landing surface must not butt up against a wall and must be a minimum of 1m (3'3") from any wall and any other permanent structures.</p>	<p>Skills must be taught in proper progression.</p> <p>Bar monitors must stay in front and off to the side of standards prior to and during each jump.</p> <p>Stress progressions and techniques rather than competition.</p> <p>Stress short, controlled approach (e.g., between three and nine steps).</p> <p>If student is using "back layout" (ex. Fosbury flop), encourage take off closer to the nearest upright on approach.</p> <p>Determine that landing mats and Velcro mats are firmly secured and do not slide upon impact.</p> <p>It is advisable that any teacher who is unfamiliar with high jump technique seek assistance from appropriate support staff and/or refrain from using the equipment until help is received.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. 	<p>Constant visual supervision is required.</p> <p>A teacher who is providing instruction and is unfamiliar with high jump (e.g. no recent experience) must refrain from teaching the activity until:</p> <ul style="list-style-type: none"> • assistance is provided by an appropriately trained staff; or, • training is received. <p>When landing surfaces are set up but not being used, deterrents for use must be in place (e.g., mark perimeter with cones, provide supervision, put mats in storage area, place sign on mats – "Use of mats requires supervision").</p>

Track and Field – High Jump

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>Weighted rope or elastic may be used, rather than a crossbar, for practice.</p> <p>High Jump Standards:</p> <p>Check standards regularly for damage. Repair or replace as needed.</p>			<p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Appendix F - Lightning Protocol]).</p> <p>Be aware of students whose medical conditions (e.g., asthma, anaphylaxis, cast, orthopaedic device) may affect participation (see Generic Section).</p>	

Also see Generic Section to view complete safety requirements.

Track and Field – Hurdles

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Determine that all equipment is safe for use.</p> <p>Use inflatable cone crossbars or cone hurdle bars for classroom instruction.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No spikes of any kind.</p> <p>No hanging jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Area which provides a clear, flat surface.</p> <p>Running area must be inspected prior to instruction.</p>	<p>Skills must be taught in proper progression.</p> <p>Instruct students how to set up hurdles properly, so that knocked hurdles will not resist hurdlers fall.</p> <p>Modify heights and distances to accommodate different ability levels.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing)</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Appendix F - Lightning Protocol]).</p> <p>Be aware of students whose medical conditions (e.g., asthma, anaphylaxis, cast, orthopaedic device) may affect participation (see Generic Section).</p>	<p>On-site supervision is required.</p> <p>A teacher who is providing instruction and is unfamiliar with hurdling (e.g. no recent experience) must refrain from teaching the activity until:</p> <ul style="list-style-type: none"> • assistance is provided by an appropriately trained staff; or, • training is received.

Also see Generic Section to view complete safety requirements.

Track and Field – Modified Javelin Activities (Foam/Plastic) (Grades 4-8 only)

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Regulation javelins must not be used.</p> <p>Commercially made foam javelins, turbo javelins, turbojavs and equivalents may be used. When using this commercially made equipment the maximum weight for grades 4-8 students is 300g.</p> <p>Ensure equipment joints and noses are tight before throwing.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>Track spikes must not be worn.</p> <p>No hanging jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>The throwing area must be free of obstacles and completely closed to traffic (e.g., no other activity can be located in the area where javelin is taking place).</p> <p>The landing area must be well marked and void of people during the activity.</p> <p>The run up area must provide safe footing.</p>	<p>Skills and techniques associated with the javelin throw must be taught in proper progression. The importance of throwing techniques must be emphasized.</p> <p>Establish safe routines for throwing and retrieving.</p> <p>Establish a safe routine for transporting equipment to and from the throwing area.</p> <p>Equipment must never be thrown back to the throwing area.</p> <p>All participants must receive instruction on the importance of safety procedures when throwing, retrieving the equipment after a throw and return to the safety zone or area prior to anyone throwing.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen,</p>	<p>Constant visual supervision during initial instruction.</p> <p>On-site supervision after skills and procedures have been taught.</p>

Track and Field – Modified Javelin Activities (Foam/Plastic) (Grades 4-8 only)

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<p>sunglasses, personal water bottles, insect repellent, appropriate clothing).</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Appendix F – Lightning Protocol]).</p> <p>Proper warm-ups and cool-downs must be included.</p> <p>Be aware of students whose medical conditions (e.g. asthma, anaphylaxis, cast, orthopaedic device) may affect participation (see Generic Section).</p>	

Also see Generic Section to view complete safety requirements.

Track and Field – Pole Vault

Track and Field Pole Vault is not appropriate at the Elementary and Middle School Curricular Level.

Track and Field – Shot Put (Grades 6-8)

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Only shots designed for indoor use can be used in the indoor program.</p> <p>Equipment must be of appropriate size and weight for age and strength of student.</p> <p>Towel/rag to dry shot.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>Track spikes must not be worn.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Landing area must be well marked and void of people during activity.</p> <p>Putting circle must provide safe footing.</p>	<p>Skills and techniques associated with shot put must be taught in proper progression.</p> <p>Teach only standing shot put technique (no spin).</p> <p>Proper warm-ups and cool-downs must be included.</p> <p>Establish a safe routine for transporting shots to and from the throwing area.</p> <p>Shots must never be thrown or rolled back to throwing area.</p> <p>Where a protective screen is not in place, students and spectators must be in a designated area at least 4m (13') behind the toe line.</p> <p>Establish safe routines for putting and retrieving of shots.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental</p>	<p>Constant visual supervision is required.</p> <p>A teacher who is providing instruction and is unfamiliar with shot put techniques (e.g. no recent experience) must refrain from teaching the activity until:</p> <ul style="list-style-type: none"> • assistance is provided by an appropriately trained staff; or, • training is received.

Track and Field – Shot Put (Grades 6-8)

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<p>conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Appendix F – Lightning Protocol]).</p> <p>Proper warm-ups and cool-downs must be included.</p> <p>Be aware of students whose medical conditions (e.g. asthma, anaphylaxis, cast, orthopaedic device) may affect participation (see Generic Section).</p>	

Also see Generic Section to view complete safety requirements.

Track and Field – Track Events

Sprints/400m/800m/1500m/3000m/Relays

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Plastic or aluminum relay batons.</p> <p>Check batons for cracks or splinters.</p> <p>Check safety of starting blocks if they are used.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No bare feet.</p> <p>No track spikes.</p> <p>No hanging jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Outdoor areas designated for running must be clearly marked, away from other activities, checked for hazards, and provide safe footing.</p> <p>All tracks must be inspected annually and maintained as necessary.</p> <p>“Blacktop” strips and open fields may be used if areas are suitable, smooth, clean, level and provide safe footing.</p> <p>Run-out areas must be in place for all running events.</p>	<p>The skills and techniques associated with running must be taught in a logical progression.</p> <p>Proper warm-ups and cool-downs must be included in all in-class sessions.</p> <p>Indoor Running - use of hallways: No running to take place where there are glass doors or showcases. Position a safety barrier in front of doors. Put pylons at stop points and designate a slow down zone 10m (33') or more. All classroom doors that open out have to be secured open, flush with hall wall.</p> <p>Where school hallways or stairways are used for training purposes, appropriate safety measures must be in place:</p> <ul style="list-style-type: none"> • doors must not be opened into running area; • hallway protrusions must be clearly marked; • inform school community of times and locations of indoor practices; • hall double doors have to be secured open; • monitors must be positioned at corners; • floor surface must be dry and provide good footing. <p>Distance running – length of run must be modified to be appropriate to the age and ability level of the student. Also take into account:</p> <ul style="list-style-type: none"> • temperature of the day; • previous training and length of preparation. 	<p>On-site supervision for sprints, relays, hallway and stair running.</p> <p>In the area supervision for 400m, 800m, 1500m and 3000m.</p>

Track and Field – Track Events

Sprints/400m/800m/1500m/3000m/Relays

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<p>When running above distances in practice, students may be temporarily out of sight and must run in pairs or groups.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Appendix F – Lightning Protocol]).</p> <p>Be aware of students whose medical conditions (e.g. asthma, anaphylaxis, cast, orthopaedic device) may affect participation (see Generic Section).</p>	

Also see Generic Section to view complete safety requirements.

Track and Field – Triple Jump/Long Jump

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Rake.</p> <p>Shovel or spade.</p> <p>Keep rakes, shovel and spade away from pit and run-up area when not in use.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No bare feet.</p> <p>No spikes of any kind.</p> <p>No hanging jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Pits must be situated away from high traffic areas and other activity sites, e.g., ball diamonds.</p> <p>Pit width minimum is 1.8m (6') and long enough to accommodate the longest jumper in long jump. There must be a minimum of 0.5m (1'7") between take-off District and front edge of pit.</p> <p>In the case of the triple jump, determine that the take-off areas are at an appropriate distance from the pit to allow for a safe landing on the second phase (step).</p> <p>Landing area must be soft and deep with no foreign objects.</p> <p>Pit must be filled with sand to a minimum depth of 30cm (12").</p> <p>Dig pit at least once a season and after heavy rainfall.</p>	<p>Skills must be taught in proper progression (e.g., short five step approach and build up to 15-17 step approach).</p> <p>Refrain from jumping if there are slippery conditions.</p> <p>Establish a procedure to initiate jumping.</p> <p>If students are rakers, they must be trained. As part of training, include rules such as:</p> <ul style="list-style-type: none"> • remove rake before next competitor begins approach and hold rake prongs downward; • begin raking after competitor is out of pit; • rake sand into the middle, as opposed to out to the sides. <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).</p>	<p>Constant visual supervision during initial lessons.</p> <p>On-site supervision after skills have been taught.</p>

Track and Field – Triple Jump/Long Jump

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
		Take-off area must be firm and flat and swept if 'blacktop'.	<p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Appendix F – Lightning Protocol]).</p> <p>Proper warm-ups and cool-downs must be included.</p> <p>Be aware of students whose medical conditions (e.g. asthma, anaphylaxis, cast, orthopaedic device) may affect participation (see Generic Section).</p>	

Also see Generic Section to view complete safety requirements.

Ultimate				
Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Disc texture must be appropriate for the level of ability of students and the wind conditions of the day, (e.g., soft [cloth] disc, heavy discs).</p> <p>Discs must be inspected for cracks or spurs.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No metal or compound cleats. Molded cleats only.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Outdoor playing area must:</p> <ul style="list-style-type: none"> • be inspected regularly for debris and obstructions; • provide suitable footing; • be well removed from traffic areas. <p>Holes and severely uneven surfaces must be addressed and reported to the principal/appropriate official.</p> <p>Students must be made aware of these surface problems.</p> <p>Goal posts must be padded if in field of play. Padding must be 1.8m (6 feet) high.</p> <p>Indoors, keep gym free of hazards (e.g., tables, chairs, pianos).</p>	<p>Skills must be taught in proper progression.</p> <p>Game activities must be based on skills that are taught and wind conditions.</p> <p>No intentional body contact.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Appendix F - Lightning Protocol]).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>On-site supervision for grades K-5.</p> <p>On-site supervision for initial instruction followed by in-the-area supervision (grades 6-8).</p>

Also see Generic Section to view complete safety requirements.

Volleyball - Beach

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Poles must be safely stored when not in use.</p> <p>Nets must have no frayed wires.</p> <p>Ball must be appropriate for age and ability of students.</p> <p>For portable systems with guide ropes, clearly identify ropes with markers (e.g., tape, pylons).</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No bare feet on sand courts unless they have been raked and inspected prior to use.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Beach or grass volleyball courts must provide safe footing.</p> <p>Beach volleyball courts must have sufficient depth of sand so that there are no bare or hard dirt surfaces.</p> <p>Playing surface and surrounding areas must be free of obstacles.</p> <p>No timber borders.</p>	<p>Skills must be taught in proper progression.</p> <p>Games must be based on skills that are taught.</p> <p>Drills must be organized so as to minimize the risk of being hit with an errant ball.</p> <p>Activities/rules must be modified to the age and ability level of the students.</p> <p>Students must be instructed in the safe and correct method of setting up and taking down of nets (e.g., standing on chair).</p> <p>If using an antenna, the bottom must be flush with the net.</p> <p>When poles are not padded, activities must be modified so that poles do not present a safety hazard.</p> <p>Students must be made aware of boundary ropes if used.</p> <p>Before involving students in outdoor activity, teachers must take into consideration:</p> <ul style="list-style-type: none"> • environmental conditions (temperature, weather, air quality, humidity, UV rays, insects); • accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity; • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen,</p>	<p>Constant visual supervision if students are setting up or putting away net poles.</p> <p>On-site supervision.</p>

Volleyball - Beach

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<p>sunglasses, personal water bottles, insect repellent, appropriate clothing).</p> <p>Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes [see Appendix F - Lightning Protocol]).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	

Also see Generic Section to view complete safety requirements.

Volleyball/Lead-up Games

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Poles must be safely stored when not in use.</p> <p>Nets must have no frayed wires.</p> <p>Ball must be appropriate for age and ability of students.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Playing surface and surrounding area must be free of all obstacles (e.g., tables, chairs) and must provide sufficient traction.</p> <p>When volleyball poles are removed, floor plugs must be replaced.</p>	<p>Skills must be taught in proper progression.</p> <p>Game activities must be based on skills that are taught.</p> <p>Drills must be organized so as to minimize the risk of being hit with an errant ball.</p> <p>Diving must not be included as part of an in-class program.</p> <p>Activities/rules must be modified to the age and ability level of the students.</p> <p>Students must be instructed in the safe and correct method of setting up and taking down of nets (e.g., standing on chair).</p> <p>Do not allow students to climb up the pole to attach net.</p> <p>If using antennae, the bottom must be flush with the net.</p> <p>When facility does not allow for safe play, (e.g., poles on sidelines adjacent to walls), modify rules appropriately.</p> <p>When poles are not padded, activities must be modified so that poles don't present a safety hazard.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>On-site supervision.</p> <p>Constant visual supervision if students are setting up or putting away nets and poles.</p>

Also see Generic Section to view complete safety requirements.

Water Polo

Minimum safety guideline recommendations for New Brunswick pools have been identified by the Lifesaving Society of Canada and can be found in the “Pool and Waterfront Guidelines for the Province of New Brunswick” (<http://www.lifesavingnb.ca>)

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Standard safety equipment as stated in pool regulations, (e.g., ring buoys, reaching poles, spinal boards, etc).</p>	<p>No jewellery.</p> <p>Long hair must be tied back.</p> <p>Appropriate swimwear must be worn.</p>	<p>Determine that all facilities are safe for use.</p> <p>School or community swimming pool.</p> <p>Pool deck must be kept clear of obstacles and excess water.</p> <p>BACKYARD POOLS MUST NOT BE USED.</p>	<p>Parents must be informed when students go off school property to a pool.</p> <p>Parents must also be informed of the means of transportation used.</p> <p>Skills must be taught in proper progression. Games must be based on skills taught.</p> <p>Swim Test</p> <p>Prior to participating in water polo, students must successfully complete the following swim test in its entirety:</p> <ul style="list-style-type: none"> • rolling entry (backwards or forward) into deep water at 2.75m (9') minimum depth; • tread water for 1 minute; • swim 50m (164') continuously any stroke. <p>The components of the swim test must be completed in sequence and without any aids or stops. The test must be administered by a qualified instructor/guard (test is based on the Lifesaving Society's Swim to Survive™ Standard).</p> <p>In lieu of completing the swim test, students may provide proof of Bronze Medallion certification or higher. Students who do not pass the above swim test or who do not have the aforementioned certification must not participate in water polo.</p> <p>Guard/Instructor must be aware of swim test results.</p>	<p>Teacher Supervision</p> <p>On-site supervision is required.</p> <p>A teacher or other school supervisor must accompany pupils to the pool and be on deck or in the pool.</p> <p>Close and frequent monitoring of change rooms must take place, but not by the lifeguard.</p> <p>Each instructor can supervise only one class or group.</p> <p>A person with current first aid certification must be accessible.</p> <p>Water Polo instruction swim may include organized games, relays, etc., but CANNOT include an unorganized free swim.</p> <p>Supervision Ratio for Swim Test and Instructional Swim:</p> <p>There must be a minimum of one certified swim instructor on deck or in the pool certified as outlined below.</p> <p>Supervision ratio is 1-25 instructor to students, with</p>

Water Polo			
			<p>Teacher/supervisor must inform in-charge person on deck of any student with a medical history (e.g., diabetes, asthma, frequent ear infections) or any medical conditions that may affect the student's safety in the water.</p> <p>Before involving students in water polo, teachers must take into consideration:</p> <ul style="list-style-type: none"> • previous training and fitness level; • length of time and intensity of physical activity. <p>Students must ask permission to leave pool area.</p> <p>Fingernails must be closely trimmed.</p> <p>Modify rules to accommodate age and ability of participants.</p> <p>Students must adhere to the following rules:</p> <ul style="list-style-type: none"> • no running or pushing on deck; • no gum chewing; • no food in pool area; • stay clear of diving area; • no diving into water less than 2.75m (9') in depth; • no shoes on deck. <p>No pushing or holding anyone under water.</p> <p>Showers must be taken before entering the pool.</p> <p>Emergency procedures must be outlined to students prior to entering the water.</p> <p>Students with infected cuts or open sores must not be allowed in pool.</p>
			<p>the instructor certified as outlined below.</p> <p>Swim Test Instructor Qualifications:</p> <p>The instructor must hold one of the following current certifications:</p> <ul style="list-style-type: none"> • Bronze Cross/Bronze Medallion from the Lifesaving Society; OR, • Canadian Red Cross Water Safety Instructor Award; OR, • Lifesaving Society Instructor Certificate plus an Assistant Lifeguard Certificate; OR, • Lifesaving Society Swim Instructor Certificate plus an Assistant Lifeguard Certificate; OR, • YMCA Instructor Certificate; OR, • National Lifeguard Services Lifeguard Certificate (NLS). <p>Lifeguard Qualifications:</p> <p>Lifeguard must hold a current National Lifeguard Service Certificate.</p> <p>Note: Verified copies of certification must be available in the pool area.</p>

Water Polo				
			<p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>Refer to local municipal pool regulations for additional standards.</p> <p>A teacher/supervisor who is providing instruction and is unfamiliar with water polo techniques (e.g., no recent experience) must seek assistance from appropriate support staff and/or refrain from activity until instructional support is received.</p>

Also see Generic Section to view complete safety requirements.

Weight Training

Weight Training is not appropriate at the Elementary and Middle School Curricular Level.

Wrestling

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Wrestling mats being used need to be mats manufactured and approved by the manufacturer for wrestling, and be in good repair.</p> <p>Determine that mats are not damaged to the point where the mat is compromised e.g. large pieces of foam missing.</p> <p>Utility or add-a-mat systems may be used. Determine that mats and joining systems are in good condition.</p> <p>No gaps between mats.</p> <p>Wrestlers with orthodontic devices must wear appropriate mouth protection.</p>	<p>Appropriate clothing and footwear must be worn.</p> <p>Socks, bare feet or wrestling shoes (no sharp edges, lace tips on shoes).</p> <p>Glasses not to be worn.</p> <p>No jewellery.</p>	<p>Determine that all facilities are safe for use.</p> <p>Mat surfaces must be checked regularly for irregularities and be clean.</p> <p>Allow suitable clearance from the edge of wrestling area to surrounding walls.</p> <p>Surrounding walls must be padded if clearance from mat surface is less than 2m (6'6").</p> <p>Playing surface and surrounding area must be free of all obstacles (e.g., tables, chairs) and provide sufficient traction.</p>	<p>Skills must be taught in proper progression.</p> <p>Matches must be based on skills that are taught.</p> <p>Students must wrestle with partners of similar weight, strength and ability.</p> <p>Warm-up activities must emphasize conditioning and flexibility.</p> <p>Rules and illegal moves must be outlined.</p> <p>Students must not act as referees.</p> <p>Maximum total time limit of 3 minutes per round.</p> <p>Match length/format may be shortened if desired.</p> <p>Ground or 'par terre' and standing wrestling permitted.</p> <p>No throws.</p> <p>Make students aware of the importance of keeping fingernails and toenails closely trimmed.</p> <p>All infections, burns and open cuts must be covered.</p> <p>Students with communicable skin conditions must not participate in contact wrestling (e.g., impetigo).</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	<p>On-site supervision is required.</p> <p>Constant visual supervision is required during initial instruction of techniques for holds and releases.</p> <p>A teacher who is providing instruction and is unfamiliar with wrestling (e.g. no recent experience) must refrain from teaching the activity until:</p> <ul style="list-style-type: none"> • assistance is provided by an appropriately trained staff; or, • training is received.

Also see Generic Section to view complete safety requirements.

Yoga and Pilates

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
<p>A fully stocked first aid kit must be readily accessible.</p> <p>A working communication device (e.g., cell phone) must be accessible.</p> <p>Determine that all equipment is safe for use.</p> <p>Mats:</p> <p>Regularly check mats for wear and tears.</p> <p>Mats must be non-slip.</p> <p>Mats suitable for Yoga/Pilates must be used.</p> <p>Fitness equipment used in Yoga/Pilates activities must be appropriate to the size and weight of the student and checked that it is safe for use.</p>	<p>Suitable gym clothing so that student can move unrestricted on mats.</p> <p>Appropriate footwear must be worn (e.g., non-slip socks, gymnastic slippers) or bare feet.</p> <p>Tie back long hair.</p>	<p>Determine that all facilities are safe for use.</p> <p>Exercise space and surrounding area must be free of all obstacles (e.g., tables, chairs) and provide sufficient traction.</p> <p>Limit activities on stages to those that are stationary.</p>	<p>Skills must be taught in proper progression.</p> <p>Activities/routines must be based on skills that are taught.</p> <p>For the type of Yoga to be taught and practiced in class (e.g. from the gentle form of Viniyoga and Kripaul to the more vigorous Ashtanga and Power Yoga) the teacher/instructor must take into consideration the following:</p> <ul style="list-style-type: none"> • fitness and flexibility levels of the students in the class; • past experience the class has had with Yoga – Pilate;s • teacher’s/instructor’s knowledge/experience/ability/certification to teach the various forms of Yoga and know the potential risks involved and how to minimize those risks. <p>Bikram Yoga or Hot Yoga where the facility is heated from 95 to 102 degrees must not be done as a curricular activity.</p> <p>Bikram, Ashtanga and Power Yoga are generally too vigorous for beginners and inflexible people.</p> <p>Students must be instructed not to attempt:</p> <ul style="list-style-type: none"> • headstands; • plow; • crow; • full shoulder stands; • full lotus, 	<p>On-site supervision is required.</p> <p>A teacher who is providing instruction and is unfamiliar with yoga or Pilates (e.g. no recent experience) must refrain from teaching the activity until:</p> <ul style="list-style-type: none"> • assistance is provided by an appropriately trained staff; or, • training is received. <p>Note: Intramural/Club situations require teacher supervision.</p>

Yoga and Pilates

Equipment	Clothing/Footwear	Facilities	Special Rules/Instructions	Supervision
			<p>Resistance training for the development of endurance can be done emphasizing high repetitions and/or low weights.</p> <p>Where equipment is being used, (e.g., resistance-rings, stability balls, foam rollers) students must be instructed in and demonstrate competency in the proper use of the equipment before using it independently.</p> <p>Stress correct body alignment for injury prevention.</p> <p>Permit students to work at personal levels.</p> <p>A process must be in place to regularly disinfect equipment.</p> <p>Be aware of students whose medical condition (e.g., asthma, anaphylaxis, casts, orthopaedic device) may affect participation (see Generic Section).</p>	

Also see Generic Section to view complete safety requirements.

Safety Guidelines for Physical Education in New Brunswick

**Guidelines for the Elementary and
Middle Levels**

**Module 1- Appendices
2014**



Appendix A

Sample Information Letter to Parents/Guardians and Medical Information Form

PART A: Sample Information Letter to Parents/Guardians

Dear Parent/Guardian

Please retain this page for your information.

Physical activity is essential for normal, healthy growth and development. Growing bones and muscles require not only good nutrition, but also the stimulation of vigorous physical activity to increase the strength and endurance necessary for a physically active lifestyle. Active participation in physical education classes, which includes games, dance, gymnastics, and outdoor pursuits, provides opportunities for students to develop the skills and confidence necessary to play and work co-operatively and competitively with their peers.

Elements of risk of notice

The risk of injury exists in every athletic activity. However, due to the very nature of some activities, the risk of injury may increase. Injuries may range from minor sprains and strains to more serious injuries. These injuries result from the nature of the activity and can occur without fault on either the part of the student, the School District or its employees/agents or the facility where the activity is taking place. The safety and well-being of students is a prime concern and attempts are made to manage, as effectively as possible, the foreseeable risks inherent in physical activity. Please call the school to discuss safety concerns related to any physical activity in which your child/ward is participating.

Student Accident Insurance Notice:

The (name of School District) does not provide any accidental death, disability, dismemberment/medical/dental expense insurance for student participation in school sponsored activities (e.g., curricular, intramural and interschool). For insurance coverage of injuries, parents/guardians are encouraged to consider a Student Accident Insurance Plan from an insurance company of their choice.

[In this section, individual schools should highlight various curricular physical education topics at the elementary and middle school levels. Be sure to identify unique programs which take students into the immediate community (e.g., in-class cross-country running and skating.)]

Physical Activity at School

Throughout the week, students at our school may be participating in moderate-to-vigorous physical activity. Research has shown that daily, sustained physical activity has a positive impact on students' academic achievement, readiness to learn, behaviour, self-esteem, and level of physical fitness. This physical activity will take place in other areas of the school outside of physical education classes. Aerobic routines, fitness circuits, and power walks are some examples of physical activity sessions. Students will also have opportunities to participate in co-curricular intramural and club activities that may include, but are not limited to, ball hockey, volleyball, basketball and badminton.

Sudden Arrhythmia Death Syndrome (SADS)

Refers to a variety of cardiac disorders which are often genetic and undiagnosed that can be responsible for sudden cardiac death in young apparently healthy people. Fainting or seizure during/after physical activity or resulting from emotional excitement, emotional distress or being startled can be a warning sign of sudden arrhythmia death syndrome. The school response is to call emergency medical services (911) and inform the parents/guardians. Parents/guardians are to be provided with **Appendix M – Sudden Arrhythmia Death Syndrome (SADS)**, which contains information about SADS as well as a Documentation of a Fainting Episode Form. The student is not to participate in physical activity until cleared by a medical assessment and the Documentation of a Fainting Episode

Form is completed by parent/guardian and returned to the school administrator/designate. **Further information – www.sads.ca**

In the interest of safety, students must:

1. For physical education classes and intramural activities: wear appropriate attire for safe participation (e.g., t-shirt, shorts or track pants). Running shoes that provide good support and traction are a minimum requirement.
2. For physical education classes: not wear hanging jewellery (e.g., necklaces, hoop earrings). In some activities (e.g., tag games), no jewellery can be worn. Jewellery which cannot be removed must be taped or covered.
3. For physical activities outside of physical education, wear appropriate running shoes and loose-fitting clothing that will not inhibit movement.

In the interest of safety, we strongly recommend that:

1. Students have an annual medical examination.
2. Students bring emergency medications (e.g., asthma inhalers, epinephrine auto injectors) to all curricular and co-curricular physical activities.
3. Students remove eyeglasses during physical education classes, physical activities and intramurals. If eyeglasses cannot be removed, the student must wear an eyeglass strap or shatterproof lenses.
4. Students must be made aware of ways to protect themselves from environmental conditions (e.g., use of hats, sunscreen, sunglasses, access to liquid replacement, insect repellent, appropriate clothing).
5. A safety inspection is carried out at home of any equipment brought to school for personal use in class, or in intramural/club activities (e.g., skis, skates, helmets).

PLEASE NOTE: *Right to Information and Protection of Privacy Act* - The information provided on this form is collected pursuant to the School District's education responsibilities as set out in the Education Act and its regulations. This information is protected under the *Right to Information and Protection of Privacy Act* and will be utilized only for the purposes related to the District's Policy on Risk Management. Any questions with respect to this information should be directed to your school principal.

PART B: Medical Information Form

Parents/guardians are requested to complete the following medical information form, acknowledgement of Elements of Risk Notice and request to participate in intramural activities and return to their child/ward's teacher.

Name of student: _____ Grade: _____

Name of teacher: _____

(Where your son's daughter's/ward's condition is confidential or requires further explanation, you are requested to contact your son's/daughter's teacher.)

Date of last completed medical examination: _____

Date of last tetanus immunization: _____

Is your son/daughter/ward allergic to any drugs, food or medication/other? Yes ___ No ___

If yes, provide details: _____

1. Medic Alert Information:

Does your son/daughter/ward wear a medical alert bracelet? Yes ___ No ___

A neck chain? Yes ___ No ___ Carry a medical alert card? Yes ___ No ___

If yes, please specify what is written on it: _____

2. Medications:

Does your son/daughter/ward take any prescription drugs? Yes ___ No ___

If yes, provide details: _____

What medication(s) should be accessible during physical activity?

Who should administer the medication?

3. Oral and Visual Appliance:

Does your son/daughter/ward wear eyeglasses? Yes ___ No ___

Contact lenses? Yes ___ No ___

Orthodontic appliance? Yes ___ No ___ Crowns? Yes ___ No ___ Bridges? Yes ___ No ___

4. Medical Conditions:

Please indicate if your son/daughter/ward has been diagnosed as having any of the following medical conditions and provide pertinent details:

Has your son/daughter/ward been identified as anaphylactic? Yes ___ No ___
If yes, does he/she carry an epinephrine auto injector (e.g. EpiPen/Allerject)? Y ___ N ___

Circle any that apply and provide relevant details:

Asthma	Epilepsy	Type 1 Diabetes	Type II Diabetes
Heart disorders	Allergies	Deafness	Other

5. Physical Ailments:

Circle any that apply and provide relevant details:

Arthritis or rheumatism	Spinal conditions	Orthopaedic conditions
Chronic nosebleeds	Fainting	Trick or lock knee
Dizziness	Headaches	Hernia
Swollen, hyper-mobile or painful joints		

Head or back conditions or injuries, including any diagnosed concussions (in the past two years):

Please indicate any other medical condition that will limit participation:

If your son/daughter/ward is presently diagnosed with a concussion by a medical doctor/nurse practitioner, that was sustained outside of school physical activity, the Appendix C-3 - Documentation of Medical Examination must be completed before the student returns to physical education classes, intramural activities and interschool practices and competitions. Request the form from the school administrator.

Elements of Risk Notice

I acknowledge and have read the Elements of Risk notice.

Parent/guardian Signature: _____ Date: _____

Intramural Activities/Clubs Permission:

Optional: This signature space may be used in lieu of collecting a separate Intramural permission form.

I give permission for my child/ward to participate in intramural activities/clubs.

Parent/guardian Signature: _____ Date: _____

Appendix B

Return to Physical Activity – Non-Concussion Medical Illnesses/Injuries

This form is to be completed by parent/guardians and returned to the principal/designate for any student who has missed a physical education class due to an injury or illness requiring professional medical attention (e.g. medical doctor, nurse practitioner, chiropractor, and physiotherapist).

Name of Student: _____

Teacher: _____

As a result of my child's/ward's injury/illness (_____), medical attention by a (*check one*):

- medical doctor
- nurse practitioner
- other medical specialist: _____

has been accessed with the following results (check appropriate box(es)):

Results of Medical Examination

- No limiting features of the injury/illness** have been observed and therefore he/she may resume full participation in physical activity with no restrictions.
- Some features of the injury/illness remain** which limit the ability to participate without restrictions. My child/ward may participate in physical activity following the accommodations to his/her physical activities listed below. (Accommodations must be provided prior to any physical activity taking place.)
- A diagnosis that the **injury/illness will prevent my son/daughter from participating** in physical activity until further notice was received.
- Refer to comments below and/or attached information.

Parent/Guardian signature: _____ Date: _____

Comments:

Appendix C-1

Concussion Management Procedures: Return to School and Return to Sport/Physical Activity

Revised 2019

Introduction

Concussion is a serious injury and the prevention, identification and management are a priority. Evidence based best practices in identifying and managing concussion is reviewed roughly every 4 years by the Scientific Committee and Expert Panel of the International Consensus Conference on Concussion in Sport¹. This has led to some changes in how concussions are identified and managed. The concussion protocol, contained within this appendix comes from various sources including the Canadian Guideline on Concussion in Sport², Ophea³, Parachute Canada Organization, District Scolaire Francophone – Sud⁴ and NB Trauma Program⁵. These procedures were also revised following consultation and collaboration with the NB Trauma Program, Vitalité Health Network, Horizon Health Network, the Office of Chief Medical Officer of Health, the Sport and Recreation Branch from the Department of Tourism, Heritage and Culture, the Francophone and Anglophone School Districts, as well as, the New Brunswick Interscholastic Athletic Association.

Context

Recent research indicates that a concussion can have a significant impact on a student's cognitive and physical abilities. In fact, research shows that activities that require concentration can actually cause a student's concussion symptoms to reappear or worsen. It is equally important to develop strategies to assist students as they "return to school" as it is to develop strategies to assist them as they "return to sport/physical activity". Without addressing identification and proper management, a concussion can result in permanent brain damage and in rare occasions, even death.

Research also suggests that students who suffer a second concussion before they are symptom free from the first concussion are susceptible to a prolonged period of recovery, and possibly Second Impact Syndrome – a rare condition that causes rapid and severe brain swelling and often catastrophic results.

Due to the seriousness of a concussion, school administrators, educators (including supply teachers), school staff, students, parents/guardians, and identified school volunteers all have important roles to play in implementing the school district's concussion strategy, i.e. prevention, identification, and ongoing monitoring and management of a student with a concussion.

¹McCroly et al. (2017). Consensus statement on concussion in sport – the 5th international conference on concussion in sport held in Berlin, October 2016. *British Journal of Sports Medicine*, 51 (11), 838-847.

²Parachute Canada. (2017). Canadian Guideline on Concussion in Sport. Toronto: Parachute <http://www.parachutecanada.org/injury-topics/item/canadian-guideline-on-concussion-in-sport> Parachute Canada Organization (2017). <http://www.parachutecanada.org>

³Ophea (2018) Revised Concussion Protocols and Implementation Tools. <http://safety.ophea.net/concussions>

⁴District Scolaire Francophone -Sud <http://francophonesud.nbed.nb.ca>

⁵New Brunswick Trauma Program. <https://nbtrauma.ca>

Key Terms

Baseline Testing: Is the practice of having athlete complete certain concussion assessment tools before sport participation – usually before the start of a season – to get baseline or “pre-injury” measurements. Baseline Testing is not required. See [Parachute](#) for further information.

Collaborative Team: The collaborative team consists of the student, the student’s parents/guardian, school personnel who work with the student, the licensed healthcare provider and in some cases, outside coaches or community group leaders who have the shared responsibility for the student’s recovery. In consultation with the parent/guardian, the collaborative team identifies the student’s needs and provides strategies and approaches or adaptations for the prescribed stages.

Concussion Management Lead: This individual will serve as the main point of contact for the student, the parents/guardians, and other school staff and volunteers who work with the student, as well as monitor the student’s progress through the Return to School and Return to Sport/Physical Activity Strategies.

Licensed Healthcare Professional: A healthcare provider who is licensed by a national professional regulatory body to provide concussion-related healthcare services that fall within their licensed scope of practice. Examples include medical doctors, nurses, physiotherapists, and athletic therapists. Among licensed healthcare professionals, only medical doctors and nurse practitioners are qualified to conduct a comprehensive medical assessment and provide a concussion diagnosis in New Brunswick.

Multidisciplinary Concussion Clinic: A facility or network of licensed healthcare professionals that provide assessment and treatment of concussion patients and are supervised by a physician with training and experience in concussion.

Persistent Symptoms: Concussion symptoms that last longer than 2 weeks after injury in adults and longer than 4 weeks after injury in youth.

Return-to-School Strategy: A graduated stepwise strategy for the process of recovery and return to academic activities after a concussion. This was commonly referred to as “return to learn”.

Responsible Adult: The adult in charge of the student at the time of the incident (teacher, principal, coach, volunteer, educational assistant, etc.)

Return-to-Sport/Physical Activity Strategy: A graduated stepwise strategy for the process of recovery and then return to sport participation after a concussion. This was commonly referred to as “return to play”. For the purpose of the public school system, this will be referred to as “Return to Sport/Physical Activity”.

COMPONENTS OF THE CONCUSSION MANAGEMENT PROCEDURES

Concussion Definition

A concussion is:

- is a traumatic brain injury that causes changes in how the brain functions, leading to signs and symptoms that can emerge immediately or in the hours or days after the injury;
- signs and symptoms can be physical (e.g. headache, dizziness), cognitive (e.g. difficulty concentrating or remembering), emotional/behavioural (e.g. depression, irritability) and/or related to sleep (e.g. drowsiness, difficulty falling asleep);

- may be caused by a jarring impact to the head, face, neck or body, with an impulsive force transmitted to the head, that causes the brain to move rapidly and hit the walls of the skull (for a visual description of how a concussion occurs, see [cdn.hockeycanada.ca/hockey- canada/Hockey-Programs/Safety/Concussion/Infographic/english.html](http://cdn.hockeycanada.ca/hockey-canada/Hockey-Programs/Safety/Concussion/Infographic/english.html))
- can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness); and, cannot normally be seen on X-rays, standard CT scans or MRIs.

There are three components to the concussion management procedures: **Prevention, Identification and Management.**

1. PREVENTION COMPONENT

It is important to encourage a culture of safety awareness and to take a preventative approach when students are physically active.

Evidence indicates that concussion education and awareness leads to a reduction in the incidence and improved outcomes. Thus, it is essential to educate individuals to achieve improvement in the prevention identification and management of concussion which includes students, parents, school administration, teachers, coaches, referees, and health care professionals (**Refer to Appendix C-2: Concussion Education Sheet**).

Concussion education to stakeholders responsible for student safety should include information on:

- Prevention
- Identification and Procedures
- Management

The concussion injury prevention approach includes primary, secondary, and tertiary strategies.

Primary prevention refers to all actions or measures taken to reduce the incidence of any disease or injury, including head injuries that may lead to brain-related concussion in school-aged children.

To decrease risk of injury, it is necessary to ensure the environment is as safe as reasonably possible (school, playgrounds, gymnasium, etc.) to minimize situations that can cause concussions including:

1. Promoting a culture of fair play and respect for all activities;
2. Providing a safe environment and adequate facilities (see specific guidelines for each sport/activity in the NB Physical Education Guidelines);
3. Setting up and enforcing safe rules of the game;
4. Wearing appropriate protective equipment, and where appropriate, limiting participation in contact sports and limiting contact during practices;
5. Teaching skills and techniques in the proper progressions and students must be instructed and trained in the appropriate body contact skills and techniques of the activity/sport prior to contact practice/game situations.

Secondary prevention includes all actions taken to reduce the occurrence or number of cases of illness or injury, thus reducing the duration of such disease or injury. In the context of these guidelines, it refers to early identification and expert management of a concussion, which help to reduce the aggravation of concussions in students who have received head injuries.

Tertiary prevention are strategies determined in collaboration with health care providers to help prevent long-term complications of a concussion (post-concussion syndromes and second impact syndromes).

Primary and secondary prevention strategies are the focus of the concussion injury prevention information located in the following Appendices (**Appendix C-1, C-2, C-3, C-4, C-5, C-6, C-7, C-8**).

2. IDENTIFICATION COMPONENT

Identification of a Suspected Concussion

Responsible adults are accountable for identifying and reporting students who demonstrate signs and/ or symptoms of a concussion. In some instances, the responsible adult may not observe any signs, or have any symptoms reported, but because of the nature of the impact, will suspect a concussion.

The identification component is comprised of the following interventions:

- a) initial response;
- b) identification of a suspected concussion (e.g. **Appendix C-3: Tool to Identify a Suspected Concussion**);
- c) steps required following the identification of a possible concussion; and
- d) steps required when sign(s) and/or symptom(s) are not identified but a possible concussion event was recognized.

a) INITIAL RESPONSE (Teachers, Coaches, Trainers, Officials, Students)

If a student receives a blow to the head, face, neck or a blow to the body that transmits a force to the head, the responsible adult must take immediate action:

- Determine if this a medical emergency and follow basic first aid.
- If there is a medical emergency, **Call 911** and initiate Emergency Action Plan ([Appendix E](#))

b) IDENTIFICATION OF A SUSPECTED CONCUSSION – Use [Appendix C-3: Tool to Identify a Suspected Concussion](#)

Step 1. Check for **Red Flag** sign(s) and/or symptom(s).

If any **Red Flag** sign(s) and or symptom(s) are present, **call 911 immediately and do not attempt to move the student unless trained** to do so.

RED FLAGS	
<p>You see:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vomiting <input type="checkbox"/> Seizure or convulsion <input type="checkbox"/> Deteriorating conscious state 	<p>The student complains of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Neck pain or tenderness <input type="checkbox"/> Double vision <input type="checkbox"/> Severe or increasing headache

Loss of consciousness Increasingly restless, agitated or combative Weakness or tingling/burning in arms or legs

If there are No Red Flag sign(s) and/or symptom(s) follow steps 2 - 4 as outlined in [Appendix C-3: Tool to Identify a Suspected Concussion](#).

c) STEPS REQUIRED FOLLOWING THE IDENTIFICATION OF A SUSPECTED CONCUSSION (signs observed and/or symptoms reported)

If sign(s) are observed and/or symptom(s) are reported and/or the student fails the Quick Memory Function Check (see Appendix C-3):

Responsible Adult Response

If a concussion is suspected – do not allow the student to return to the classroom or return to play in the activity, game or practice that day, even if the student states that they are feeling better.

- Contact the student’s parent/guardian (or emergency contact) to inform them:
 - of the incident;
 - that they need to come and pick up the student; and,
 - that the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that day.
- Monitor and document any changes (i.e., physical, cognitive, emotional/behavioural) in the student. If the parent/guardian of the student cannot be reached, the responsible adult must remain with the student. If symptoms worsen or red flags appear, contact 911. A designated responsible adult must accompany the student in the ambulance to the hospital.
- Refer to [Policy 129 – Procedure for Reporting Accidents on Public School Premises Appendix A - Accident Report Form](#) or your School District’s injury report form for documentation procedures.
- Do not administer medication (unless the student requires medication for other conditions – e.g. insulin for a student with diabetes).
- Stay with the student until the parent/guardian (or emergency contact) arrives.
- The student must not operate a motor vehicle.

Information Provided to Parent/Guardian

Parent/Guardian must be:

- provided with a copy of “**Appendix C-3: Tool to Identify a Suspected Concussion**”, **Appendix C-4: Documentation of Medical Examination**, **Appendix 5: Return to School Strategy**, **Appendix C-7: Return to Sport/Physical Activity Strategy**;
- informed that the student needs an urgent Medical Assessment (as soon as possible that day) by a medical doctor or nurse practitioner; and,
- informed that they need to communicate to the school principal the results of the medical assessment (i.e. the student does not have a diagnosed concussion or the student has a diagnosed concussion) prior to the student returning to school (refer to the sample reporting form “**Appendix C-4: Documentation of Medical Examination**”).

If no concussion is diagnosed: the student may resume regular learning and physical activities.

If a concussion is diagnosed: the student follows a medically supervised, individualized and gradual Return to School/Return to Sport/Physical Activity Strategies. (refer to **Appendix C-5: Return to School Strategy** and **Appendix C-7: Return to Sport/Physical Activity Strategy**)

d) STEPS REQUIRED WHEN SIGNS AND/OR SYMPTOMS ARE NOT IDENTIFIED BUT A POSSIBLE CONCUSSION EVENT WAS RECOGNIZED

If signs and/symptoms are not observed or reported and the student correctly answers all the Quick Memory Function questions, however, the responsible adult recognized that a possible concussion event occurred and since signs and symptoms can occur hours do days later, the procedures to be followed are:

Responsible Adult Response

- Students must not return to physical activity for a minimum of 24 hours as signs and/or symptoms can take hours or days to emerge.
- The student's parent/guardian (or emergency contact) must be contacted and informed of the incident.
- A record of all information given to the parent/guardian must be kept;
- The student must be monitored by school staff for delayed sign(s) and/or symptom(s).
- If any sign(s) and/or symptom(s) emerge (observed or reported) during the school day, a parent/guardian must be informed immediately that the student needs an urgent Medical Examination (as soon as possible that day).
- After a minimum of 24 hours under observation, if the student has not shown/reported any signs and/or symptoms, they may resume physical activity without Medical Clearance.

Information to be Provided to Parent/Guardian

Parent/Guardian must be:

- provided with a copy of "**Appendix C-3: Tool to Identify a Suspected Concussion**". If possible, provide parents with the signed copy of Appendix C-3 and provide the principal with the original copy to be added to the student's cumulative record folder;
- informed that the student can attend school but cannot participate in any physical activity for a minimum of a minimum of 24 hours;
- informed that signs and symptoms may not appear immediately and may take hours or days to emerge;
- informed that the student should be monitored following the incident for a minimum of 24 hours (at school and home) for the emergence of sign(s) and/or symptom(s);
- continued observation by parent/guardian (minimum 24 hours) may be necessary as signs and/or symptoms may take hours or days to emerge;
- informed that if any signs or symptoms emerge, the student needs an urgent Medical Examination (as soon as possible that day) by a medical doctor or nurse practitioner; and
- informed that if after 24 hours of observation sign(s) and symptom(s) do not emerge, the student may return to physical activity. Medical clearance is not required.

3. MANAGEMENT COMPONENT: PROCEDURES FOR A DIAGNOSED CONCUSSION – RETURN TO SCHOOL AND RETURN TO SPORT/PHYSICAL ACTIVITY

If a concussion is diagnosed by a medical doctor or nurse practitioner, the student follows a medically supervised, individualized, and gradual Return to School and Return to Sport/Physical Activity Strategies.

There are two parts to a student's Return to School and Return to Sport/Physical Activity Strategies. The first part occurs at home and prepares the student for the second part which occurs at school.

The home stages of Return to School and Return to Sport/Physical Activity Strategies occur under the supervision of the parent/guardian in consultation with the medical doctor or nurse practitioner or other licensed healthcare provider.

The management of a student's concussion is a shared responsibility, requiring regular communication between the home, school (Collaborative Team), and outside sports team (where appropriate), with consultation from the student's medical doctor or nurse practitioner. Other licensed healthcare providers (a healthcare provider who is licensed by a national professional regulatory body to provide concussion-related healthcare services that fall within their licensed scope of practice) may play a role in the management of a diagnosed concussion. Examples include nurses, physiotherapists, chiropractors, and athletic therapists.

The Collaborative Team Approach

The school collaborative team provides an important role in a student's recovery. In consultation with the parent/guardian, the team identifies the student's needs and provides learning strategies and approaches or adaptations for the prescribed stages in Table 1: Learning Strategies for Students Following a Concussion.

The collaborative team should consist of:

- school principal/designate (leads the team)
- the student;
- the student's parents/guardians;
- teachers and volunteers who work with the student; and
- the medical doctor or nurse practitioner and/or appropriate licensed healthcare providers (e.g. nurses, physiotherapists, chiropractors, and athletic therapists).

It is important for the school principal/designate lead, in consultation with other members of the collaborative team, to understand the student's symptoms and how they respond to various learning activities to develop appropriate strategies and/or approaches that meet the needs of the student. School staff and volunteers who work with the student need to be aware of the possible difficulties (i.e., cognitive, emotional/behavioural) a student may encounter when returning to learning activities following a concussion. These difficulties may be subtle and temporary but may significantly impact a student's performance.

Responsibility of Parent/Guardian

Parents and guardians need to understand what a concussion is and the potential effects on school learning and performance. Medical attention will be required and following professional guidance will ensure the most rapid and complete recovery possible.

Once a student has been diagnosed with a concussion, the parent/guardian must communicate to the school the results of the Medical Examination (see reporting form, **Appendix C-4: Documentation of Medical Examination**) who will then follow a medically supervised, individualized, and gradual Return to School and Return to Sport/Physical Activity Strategies. (**Appendix C-5, Appendix C-6 and Appendix C-7**)

Responsibility of the School Principal/Designate

Once the parent/guardian has informed the school principal/designate of the results of the Medical Examination, the school principal/designate must:

- inform all school staff (e.g. classroom teachers, physical education teachers, intramural supervisors, coaches) and volunteers who work with the student of the results of the Medical Examination;
- establish the collaborative team along with the concussion management lead;

- ensure that the student follows the stages of Return to School and Return to Sport/Physical Activity Strategy;
- inform the student that they will not be participating in any learning activity or physical activity until the parent/guardian submits the results of the medical examination to the school principal/designate by completing **Appendix C-4: Documentation for Medical Examination**;
- record the written statement (**Appendix C-4: Documentation of Medical Examination**) or written document from a parent/guardian regarding the results of the Medical Examination in the student's cumulative record folder; and,
- meet with parent/guardian, and where appropriate the student (record all steps taken with parents, including date, time and documents provided);
 - to receive from the parents a completed copy of the **Appendix C-4: Documentation of Medical Examination**;
 - to explain the stages of Return to School and Return to Sport/Physical Activity Strategy that occur at home;
 - to explain the importance of completing home preparations before returning to school;
 - to provide a copy of the Return-to-School Strategy and the Return to Sport/Physical Activity Strategy; and
 - to provide information about concussion recovery:
 - Most students who sustain a concussion while participating in sport/physical activities will make a complete recovery and be able to return to full school and sport/physical activities within 1-4 weeks of injury.
 - Approximately 15-30% of individuals will experience symptoms that persist beyond this time frame.
 - Individuals who experience persistent post-concussion symptoms (more than 4 weeks) may benefit from referral to a medically supervised multidisciplinary concussion clinic that has access to professionals with licensed training in traumatic brain injury that may include experts in sport medicine, neuropsychology, physiotherapy, occupational therapy, neurology, neurosurgery, and rehabilitation medicine.
- Ensure all documentation is filed as per school district (e.g. **Appendix C3: Tool to Identify a Suspected Concussion, Appendix C-4: Documentation of Medical Examination**, as well as, the Collaborative Team's Learning Strategies and Adaptations for Student Recovery).

Responsibility of the Teachers

Teachers can often help observe changes in a student, including symptoms that may be worsening. Teachers are also in a position to interact regularly with the student's parents, thereby providing a channel to obtain and share information with them about the student's progress and challenges. Teachers must also provide student feedback that is appropriate to their age, level of understanding, and emotional status.

Responsibility of the Student

The affected student should be actively involved and encouraged to share their thoughts about how things are going, and share the symptoms they are experiencing.

Responsibility of the Health Care Professionals

Health care professionals involved in the student's diagnosis and recovery should provide an individualized plan for a student returning to school to help manage cognitive and physical exertion following a concussion. As a student recovers, health care professionals can help guide the gradual removal of academic adjustments or supports that may be instituted as part of the recovery process. Health care professionals must also provide student feedback that is appropriate to their age, level of understanding, and emotional status. Health Care Professionals are encouraged to use Appendix C-3 – Tool to Identify a Suspected Concussion or complete a Medical Assessment using the Sport Concussion Assessment Tool 5 (SCAT5 or the Child-SCAT5).

The home stages of the Return to School and Return to Sport/Physical Activity Strategies occur under the supervision of the parent/guardian in consultation with the medical doctor or nurse practitioner. Initially the student needs cognitive and physical rest followed by stages of cognitive and physical activity which are best accommodated in the home environment.

Each stage should last a minimum of 24 hours. If symptoms reappear or if the student is unable to tolerate the suggested activities at any specific stage, they should return to the previous stage. The student may need to move back a stage more than once during the recovery process. If signs, symptoms appear, persist or worsen, consult a medical doctor or nurse practitioner as soon as possible to discuss the next steps to follow.

While the Return to School Strategy and the Return to Sport/Physical Activity Strategy are inter-related, they are not interdependent. Both Return to School and Return to Sport/Physical Activity Strategies can be done in parallel. **However, Return to School Strategy should be completed before starting Stage 5 of the Return to Sport/Physical Activity Strategy.** A student's progress through the stages of Return to School is independent from their progression through the Return to Sport/Physical Activity stages. Different students will progress at different rates.

A student that has no symptoms when they return to school must progress through all of the Return to School and Return to Sport/Physical activity stages and remain symptom free for a minimum of 24 hours in each stage prior to moving to the next stage.

Appendix C-2

Concussion Education Sheet

New 2019

WHAT IS A CONCUSSION?

A concussion is a traumatic brain injury that causes changes in how the brain functions, leading to signs and symptoms that can emerge immediately or in the hours or days after the injury.

WHAT CAUSES A CONCUSSION?

Any blow to the head, face or neck, or somewhere else on the body that causes a sudden jarring of the head may cause a concussion. Examples include getting body-checked in hockey or hitting one's head on the floor in physical education class.

WHEN SHOULD I SUSPECT A CONCUSSION?

A concussion should be suspected in any student who sustains a significant impact to the head, face, neck, or body and reports *ANY* symptoms or demonstrates *ANY* visual signs of a concussion. A concussion should also be suspected if a student reports *ANY* concussion symptoms to one of their peers, parents, teachers, or coaches or if anyone witnesses a student exhibiting *ANY* of the visual signs of concussion. Some students will develop symptoms immediately while others will develop delayed symptoms (beginning 24-48 hours after the injury).

WHAT ARE THE SYMPTOMS OF A CONCUSSION?

A student does not need to be knocked out (lose consciousness) to have had a concussion. Common symptoms include:

- Headaches or head pressure
- Dizziness
- Nausea and vomiting
- Blurred or fuzzy vision
- Sensitivity to light or sound
- Balance problems
- Feeling tired or having no energy
- Not thinking clearly
- Feeling slowed down
- Easily upset or angered
- Sadness
- Nervousness or anxiety
- Feeling more emotional
- Sleeping more or sleeping less
- Having a hard time falling asleep
- Difficulty working on a computer
- Difficulty reading
- Difficulty learning new information

WHAT ARE THE VISUAL SIGNS OF A CONCUSSION?

Visual signs of a concussion may include:

- Lying motionless on the playing surface
- Slow to get up after a direct or indirect hit to the head
- Disorientation or confusion or inability to respond appropriately to questions
- Balance, gait difficulties, motor incoordination, stumbling, slow labored movements
- Facial injury after head trauma
- Clutching head

- Blank or vacant stare

WHAT SHOULD I DO IF I SUSPECT A CONCUSSION?

You should stop playing right away. Continuing to play increases your risk of more severe, longer-lasting concussion symptoms, as well as, increases your risk of other injury.

Tell a responsible adult (coach, parent, official, teacher) that you think you may have a concussion.

Note:

If any student is suspected of sustaining a concussion during sports they should be immediately removed from play. Any student who is suspected of having sustained a concussion during sports or physical activity must not be allowed to return to physical activity.

It is important that ALL students with a suspected concussion undergo medical assessment by a medical doctor or nurse practitioner, as soon as possible. It is also important that ALL students with a suspected concussion receive written medical clearance from a medical doctor or nurse practitioner before returning to certain sport/physical activities.

WHEN CAN I RETURN TO SCHOOL AND SPORTS?

It is important that all students diagnosed with a concussion follow a step wise approach for Return to School and Return to Sport/Physical Activity Strategies. Every concussion case is different. Students are encouraged to work with a medical practitioner and their school throughout the recovery process.

HOW LONG WILL IT TAKE FOR ME TO RECOVER?

Most students who sustain a concussion will recover within 1- 4 weeks. Approximately 15-30% of patients will experience persistent symptoms (minimum or more than 4 weeks) that may require additional medical assessment and management.

HOW CAN I HELP PREVENT CONCUSSIONS AND THEIR CONSEQUENCES?

Concussion prevention, recognition and management require students to follow the rules and regulations of their sport, respect their opponents, avoid head contact, and report suspected concussions.

SIGNATURES (Highly Recommended): The following signatures certify that the student and his/her parent or legal guardian have reviewed the above information related to concussion.

Printed name of student: _____ Signature of student: _____ Date: _____

Printed name of parent: _____ Signature of parent: _____ Date: _____

Appendix C-3

Tool to Identify a Suspected Concussion

Revised 2019

This tool is a quick reference, to be completed by the responsible adult to help identify a suspected concussion and to communicate this information to parent/guardian.

An incident occurred involving _____ (student's name) at the following location: _____ . The student was observed for the presence of any one or more of the signs and symptoms of a concussion.

Date of incident: _____ Time: _____

Name of responsible adult monitoring student at the scene: _____

Description of incident: Blow to the head Hit to the body Uncertain

What happened? _____

1

Stop the activity immediately to determine if this is a medical emergency

- A) Initiate the first steps of the Emergency Action Plan such as:
 - Wear gloves if blood present.
 - If a student cannot start a movement by themselves, do not move the body part for them
 - Stay calm. Keep an even tone in your voice.
 - Instruct any bystanders not to approach the injured student.
- B) Identify if the student shows any of these **Red Flag** signs and symptoms at any time (check off any that appear).

RED FLAGS	
<p>You see:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vomiting <input type="checkbox"/> Seizure or convulsion <input type="checkbox"/> Deteriorating conscious state <input type="checkbox"/> Loss of consciousness <input type="checkbox"/> Increasingly restless, agitated or combative 	<p>The student complains of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Neck pain or tenderness <input type="checkbox"/> Double vision <input type="checkbox"/> Severe or increasing headache <input type="checkbox"/> Weakness or tingling/burning in arms or legs

- C) If there is serious injury OR any of the **Red Flags**
 - **Call 911**
 - Inform the parent of the situation and the steps that are being taken.
 - Stay with the injured student and monitor them until Emergency Medical Services arrives.
 - If the student is not lucid or fully conscious, a cervical spine injury should be assumed until proven otherwise.
 - If applicable, do not remove the student's helmet – let Emergency Medical Services or other trained individuals do it.

2

Remove the student from the activity

If the injury is **NOT** an emergency, **remove the student from participating in the activity** and do not let them return to any activities that day. Follow instructions in Step 3 to identify the signs and symptoms of a concussion. The student needs to be examined by a medical doctor or a nurse practitioner as soon as possible if a concussion is suspected (if at least **ONE** sign is observed or **ONE** symptom is reported).

3

Identify the signs and symptoms

A) Do not leave the student alone and ensure they are with a responsible adult **at all times**. In addition to the Red Flags, following signs and symptoms of concussion and **check off any that appear**.

SIGNS AND SYMPTOMS OF A SUSPECTED CONCUSSION	
<p>Possible Signs Observed A sign is something that is observed by another person (e.g. teacher, coach, supervisor, peer).</p> <p>Physical</p> <ul style="list-style-type: none"> <input type="checkbox"/> Slurred Speech <input type="checkbox"/> Poor coordination or balance <input type="checkbox"/> Dazed, or vacant look <input type="checkbox"/> Motionless on the ground or slow to get up <input type="checkbox"/> Grabbing or clutching of the head <p>Cognitive</p> <ul style="list-style-type: none"> <input type="checkbox"/> Difficulty concentrating <input type="checkbox"/> Easily distracted <input type="checkbox"/> General confusion <input type="checkbox"/> Slowed reaction time (e.g. answering questions) <p>Emotional/Behavioural</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strange or inappropriate emotions (e.g. laughing, crying, easily angered) <p>Other: _____</p>	<p>Possible Symptoms Reported A symptom is something that the student reports.</p> <p>Physical</p> <ul style="list-style-type: none"> <input type="checkbox"/> Headache <input type="checkbox"/> Ringing in the ears <input type="checkbox"/> Sensitivity to light or noise <input type="checkbox"/> Seeing stars, flashing lights <input type="checkbox"/> Fatigue or feeling tired <input type="checkbox"/> Balance problems or dizziness <input type="checkbox"/> Difficulty seeing or blurry/loss of vision <input type="checkbox"/> Feeling off / not right <p>Cognitive</p> <ul style="list-style-type: none"> <input type="checkbox"/> Difficulty concentrating or remembering <input type="checkbox"/> Slowed down, fatigue or low energy <input type="checkbox"/> Dazed or "in a fog" <p>Emotional/Behavioural</p> <ul style="list-style-type: none"> <input type="checkbox"/> Irritable, sad, more emotional than usual <input type="checkbox"/> Nervous, anxious, depressed <p>Other: _____</p>
IF ANY OBSERVED SIGNS OR REPORTED SYMPTOMS WORSEN, SEEK MEDICAL ATTENTION	

B) Ask these questions to test memory and check off if the response is correct or incorrect

Sample Quick Memory Test Questions	Correct	Incorrect
What is the date today?		
What time is it? (within 1 hour)		
Where are we in right now?		
What school do you go to?		
What is your teacher's (or coach's) name?		

4

Measures to be taken

If NO sign or symptom described above was noted.

A concussion is not suspected for the moment. The parent/guardian must be contacted and informed of the incident. The student must not return to physical activity for 24 hours.

If **ONE** sign is observed or **ONE** symptom is reported, or if the student fails to answer **ONE** of the above questions correctly, a concussion should be suspected.

A concussion is suspected. The student must be removed from the activity immediately, they should be given time to rest and should not be allowed to resume the activity even though they might feel better. Surveillance should be provided by a responsible adult at all times. The student must not leave the premises without parent/guardian (or emergency contact) supervision. The student should be examined by a medical doctor or nurse practitioner as soon as possible.

Continued surveillance undertaken by the parent/guardian: The student should be monitored during the first 24 to 48 hours after the injury since the signs and symptoms of a concussion can appear right after the incident or might arise many hours or days later. If signs or symptoms appear, the student should be examined by a medical doctor or nurse practitioner as soon as possible

Name of the responsible adult: _____ Date: _____

Signature of the responsible adult: _____

Appendix C-4

Documentation of Medical Examination

Revised 2019

This form to be provided to the parent/guardian of all students suspected of having a concussion for the assessment by a medical doctor or a nurse practitioner.

Student Name: _____

Date: _____

Prior to returning to school, the parent/guardian should inform the school administration of the results of the medical examination.

Results of Medical Examination

- The student has been examined and no concussion has been diagnosed and therefore may resume full participation in learning and physical activity with no restrictions.
- The student has been examined and a concussion has been diagnosed and therefore must begin a medically supervised, progressive and personalized **Return to School and Return to Sport/Physical Activity Strategies**.

Notice to parents/guardians:

Students diagnosed with a concussion will not be able to fully participate in regular physical education class, intramural activities and/or interschool activities which involve non-contact sports as well as team practice.

Parent/guardian signature: _____ Date: _____

Appendix C-5

Return to School Strategy

Revised 2019

This form is to be used by parents/guardians to communicate the recovery progress of the student with a diagnosed concussion.

Each stage of the return to school strategy should last at least 24 hours. If symptoms reappear or if the student unable to tolerate the suggested activities at any specific stage, they should return to the previous stage. The student may need to move back a stage more than once during the recovery process. If signs or symptoms appear, persist or worsen, consult a medical doctor or nurse practitioner as soon as possible to discuss the next steps to follow.

Date of the incident: _____ Date of the diagnosis: _____

Rest

- This step is to be completed at home.
- **Cognitive Rest** – includes avoiding all activities that require concentration and attention. (e.g., reading, texting, television, computer, video/electronic games).
- **Physical Rest**–includes avoiding participation in activities that require physical effort (e.g. training, sports, recreational activities).
- **Social Rest** -includes limiting social interactions that may elicit or worsen anxiety, nervousness, irritability, etc.
- Reminder: The parent/guardian must inform the school administration of the results of the medical examination.

Student symptoms have been sufficiently improving within a 24-hour period and will proceed to Stage A - Daily activities at home.

Student has been resting at home for a maximum of two days and will proceed to Stage A – Daily Activities at Home Date: _____

STAGE A - Daily Activities at Home

- This step is to be completed at home.
- Student may gradually be reintroduced to cognitive activities during a 15 to 30-minute session (e.g. reading, crossword puzzles, crafts, drawing, basic board games, etc.).

Student can tolerate 30 minutes of cognitive activity without a break. Student will proceed to Stage B - School Activities at Home.

Date: _____

STAGE B – School Activities at Home

- This step is to be completed at home.
- Gradually increase the duration and/or the number of the cognitive activities as tolerated (e.g. two 30-minute sessions or four 15-minute sessions).
- Parent/guardian should communicate with school administration to prepare academic accommodations for the student's return to school.

Student can tolerate 1 hour of cognitive activities in 30-minute increments and following the advice of a healthcare professional, they may proceed to Stage C – Back to School Part-time as an observer.

Student can tolerate 1 hour of cognitive activities in 30-minute increments and will proceed directly to Stage D – Return to School Part-time. Date: _____

Provide a copy of this complementary document to school administration.

Parent/guardian signature: _____

Date: _____

STAGE C – Back to School Part-time as an Observer

- The student may return to school part-time as an observer.
 - In the classroom, the student requires maximum usage of personalized accommodations which will allow for a gradual increase in cognitive activity (e.g. avoiding noisy locations, modifying the lighting, repeating instructions, etc.).
 - No homework or classroom evaluations.
- Student can tolerate a half-day of cognitive activity at school as an observer during 30–45-minute sessions.**
- Student will proceed to Stage D – Return to School Part-time.** Date: _____

STAGE D – Return to School Part-time

- Half a day at school with a gradual reintroduction of learning activities.
 - Requires a moderate usage of personalized accommodations for a return to learn as tolerated. (Start with 45-minute sessions, reduce the student's workload, extend deadlines to complete assignments, divide assignments into smaller parts).
 - Build to 30 minutes of homework per day as tolerated.
- Student can tolerate a half-day of cognitive activity during 30–45-minute sessions and following the advice of a healthcare professional, they may proceed to Stage E – Gradual Increase to Time in School.**
- Student can tolerate a half-day of cognitive activity during 30–45-minute sessions and will proceed directly to Stage F – Return to School full-time.** Date: _____

STAGE E – Gradual Increase in Time at School

- Full day at school with minimal usage of learning accommodations.
 - Gradual return to habitual functioning at school. Adapted classroom evaluations are permitted. Build to 1 hour of homework per day as tolerated.
- Student can tolerate school full-time with no learning accommodations.**
Student will proceed to Stage F – Return to School Full-time. Date: _____

STAGE F – Return to School Full-time

- Student returns to regular learning activities at school without any accommodations.
 - Student should not return to non-contact sport competition and/or team practice with contact (Stage 5 of the Return to Sport /Physical Activity Strategy) until they can tolerate their full academic workload.
- Student can tolerate their full academic workload at school and at home. Student may proceed with efforts to complete any remaining stages of their progressive and personalized Return to Sport /Physical Activity Strategy.** Date: _____

CONFIRMATION OF MEDICAL SUPERVISION

As a parent/guardian, I confirm that my child/ward is under the medical supervision of a medical doctor or a nurse practitioner to follow a progressive and personalized Return to Sport/Physical Activity Strategy. I also recognize that my child/ward will not be able to fully participate in regular physical education class, intramural activities and/or interschool activities which involve non-contact sports as well as team practice with contact (Stage 5) without having informed the school of the results from the medical examination from this medical professional.

Parent/Guardian signature: _____

Date: _____

Both Return to School and Return to Sport/Physical Activity Strategies can be done in parallel. However, the Return to School Strategy should be completed before starting stage 5 of the Return of Sport/Physical Activity.

Return to School Each stage must take a minimum of 24 hours, but could last longer depending on the student and their specific situation. If the student experiences new or worsening symptoms at any stage, they should go back to the previous stage for at least 24 hours. The student may need to move back a stage more than once during their recovery process.

		AT HOME			AT SCHOOL			
		REST	STAGE A	STAGE B	STAGE C	STAGE D	STAGE E	STAGE F
Goal & Objective of each stage		Cognitive, physical and social rest for at least 24 hours	Daily Activities at Home Gradual return to typical activities for at least 24 hours	School Activities at Home Increase tolerance to cognitive work for at least 24 hours	Back to School Part-time as an Observer Return to school with maximum usage of learning accommodations for at least 24 hours	Return to School Part-time Gradual increase of academic activities with moderate usage of learning accommodations for at least 24 hours	Gradual Elimination of Accommodations Work towards a full day at school with minimal usage of learning accommodations for at least 24 hours	Return to School Full-time Gradually resume full academic activities and catch up on missed school work for at least 24 hours
	Acceptable activities	Stay home in a quiet and calm environment and keep any social visits brief. Activities: • Short phone calls • Short and basic board and/or card games • Crafts Inform the school administration of the results of the medical examination.	Add activities during the day that do not provoke symptoms • Start at 5 to 15 minutes at a time and gradually build to a 15 to 30-minute session Activities from previous stage plus: • Limited TV • Drawing or building blocks • Board and/or card games • Easy reading	Build to the equivalent of 1 hour of school-type work in 30-minute increments Activities from previous stage plus: • Limited computer, laptop or tablet use • Limited texting or games with cell phone Contact school to prepare for the student's return to school part-time	Note: The student may proceed directly to Stage D, unless advised otherwise Attend school part-time as an observer with maximum usage of accommodations • Build to a half day of cognitive activity • Start with 30-45 min. intervals	Gradual decrease of learning accommodation usage as tolerated • Build towards 45-60 min. intervals of school work • Allow for classroom evaluations with adaptations Homework Build to 30 min. of homework per day	Note: The student may proceed directly to Stage F, unless advised otherwise • Gradually eliminate the use of learning accommodations as tolerated Homework Build to 1 hour per day as tolerated	Return to full days at school with no learning accommodations • Attend all classes • Resume routine schoolwork / homework • Resume all standardized evaluations • Resume full extracurricular involvement for non-sport activities (e.g. debating club, drama club, chess club)
Activities to be avoided		• No school work or reading • No physical exertion/sports • No TV or video games • No computer, laptop, tablet or cell phone use (texting) • No alcohol, tobacco, caffeine and no other stimulant use No driving until consulted by a healthcare professional	• No school or homework • No computer, laptop or tablet use • No texting or games with cell phone • No alcohol, tobacco, caffeine and no other stimulant use	• No school attendance • No alcohol, tobacco and other stimulant use • Limit caffeine use	• No music classes • No homework • No adapted tests • No standardized tests • No carrying heavy physical loads (e.g. backpacks)	• No standardized tests	• No more than one adapted test per day • No standardized tests	• No usage of any learning accommodations • No participation in any competitive sports
Timeline		When symptoms start to improve or after resting for 2 days max: No: Yes..... Begin STAGE A	When able to tolerate 30 min. of cognitive activity without a break: Begin STAGE B	When able to tolerate 1 hour of cognitive tasks in 2-3 increments: Begin STAGE C	When able to tolerate half a day at school as an observer: Begin STAGE D	When able to tolerate half day without or with minimal usage of learning accommodations: Begin STAGE E	When able to tolerate a full day with minimal usage of learning accommodations: Begin STAGE F	When able to tolerate a full academic workload, the Return-to-School Strategy is complete

Appendix C-6

Individualized Return to School Following Concussion

New 2019

Cognitive activities can cause a student's concussion symptoms to reappear or worsen. Awareness of the signs and symptoms of concussion and knowledge of how to properly manage a diagnosed concussion is critical in a student's recovery and is essential in helping to prevent the student from returning to learning or physical activities too soon and risking further complications. Ultimately, this awareness and knowledge could help contribute to the student's long-term health and academic success.

Educators and school staff also play a crucial role in the identification of a suspected concussion as well as the ongoing monitoring and management of a student with a concussion. Once a student is ready and able to return to school, one school staff (i.e. the school principal or designated lead) will serve as the main point of contact for the student, the parents/guardians, other school staff and volunteers who work with the student, and the medical doctor or nurse practitioner.

The **designated lead**, in consultation with other members of the collaborative team (student, parents/ guardian, healthcare provider, school principal, teachers and coaches), will attempt to identify the student's symptoms and how they respond to various learning activities to develop appropriate strategies and/or approaches that meet the needs of the student.

We encourage parents/guardians (with the help of the student) to use the **Learning Accommodations for Students Following a Concussion Table** to help identify and communicate, with the designated lead, which accommodations should be used to help with the student's Return-to-School Strategy.

Name of Designated Lead: _____

Contact Information: _____

It is important to note:

- Cognitive or physical activities can cause a student's symptoms to reappear.
- Steps are not days – each step must take a minimum of 24 hours and the length of time needed to complete each step will vary based on the severity of the concussion and the student.
- The signs and symptoms of a concussion often last for 7 – 10 days, but may last longer in children and adolescents.

Learning Accommodations for Students Following a Concussion Table

Post-Concussion Symptoms	Impact on Student's Learning	Potential Strategies and/or Approaches
Headache and Fatigue	Difficulty concentrating, paying attention or multitasking	<ul style="list-style-type: none"> ensure instructions are clear (e.g. simplify directions, have the student repeat directions back to the teacher) allow the student to have frequent supervised breaks, or return to school gradually (e.g. 1-2 hours, half-days, late starts) keep distractions to a minimum (e.g. move the student away from bright lights or noisy areas) limit materials on the student's desk or in their work area to avoid distractions provide alternative assessment opportunities (e.g. give tests orally, allow the student to dictate responses to tests or assignments, provide access to technology)
Difficulty remembering or processing speed	Difficulty retaining new information, remembering instructions, accessing learned information	<ul style="list-style-type: none"> provide a daily organizer and prioritize tasks provide visual aids/cues and/or advance organizers (e.g. visual cueing, non-verbal signs) divide larger assignments/assessments into smaller tasks provide the student with a copy of class notes provide access to technology repeat instructions provide alternative methods for the student to demonstrate mastery
Difficulty paying attention/concentrating	Limited/short-term focus on schoolwork Difficulty maintaining a regular academic workload or keeping pace with work demands	<ul style="list-style-type: none"> coordinate assignments and projects among all teachers use a planner/organizer to manage and record daily/weekly homework and assignments reduce and/or prioritize homework, assignments and projects extend deadlines or break down tasks facilitate the use of a peer note taker provide alternate assignments and/or tests check frequently for comprehension consider limiting tests to one per day and student may need extra time or a quiet environment
Anxiety	Decreased attention/concentration Overexertion to avoid falling behind	<ul style="list-style-type: none"> inform the student of any changes in the daily timetable/schedule adjust the student's timetable/schedule as needed to avoid fatigue (e.g. 1-2 hours/periods, half-days, full-days) build in more frequent supervised breaks during the school day provide the student with preparation time to respond to questions develop an exit strategy
Irritable or Frustrated	Inappropriate or impulsive behaviour during class	<ul style="list-style-type: none"> encourage teachers to use consistent strategies and approaches acknowledge and empathize with the student's frustration, anger or emotional outburst if and as they occur reinforce positive behaviour provide structure and consistency on a daily basis prepare the student for change and transitions set reasonable expectations anticipate and remove the student from a problem situation (without characterizing it as punishment)
Light/Noise Sensitivity	Difficulties working in classroom environment (e.g. lights, noise, etc.)	<ul style="list-style-type: none"> arrange strategic seating (e.g. move the student away from window or talkative peers, proximity to the teacher or peer support, quiet setting) where possible provide access to special lighting (e.g. task lighting, darker room) minimize background noise provide alternative settings (e.g. alternative work space, study carrel) avoid noisy crowded environments such as assemblies and hallways during high traffic times allow the student to eat lunch in a quiet area with a few friends where possible provide ear plugs/headphones, sunglasses
Depression/Withdrawal	Withdrawal from participation in school activities or friends	<ul style="list-style-type: none"> build time into class/school day for socialization with peers partner student with a "buddy" for assignments or activities

Appendix C-7

Return to Sport/Physical Activity Strategy

Revised 2019

This form is to be used by parents/guardians to communicate the recovery progress of the student with a diagnosed concussion.

Each stage of the **Return to Sport/Physical Activity Strategy** should last at least 24 hours. If symptoms reappear or if the student is unable to tolerate the suggested activities at any specific stage, they should return to the previous stage. The student may need to move back a stage more than once during the recovery process. If signs or symptoms appear, persist or worsen, consult a medical doctor or nurse practitioner as soon as possible to discuss the next steps to follow.

Rest

- This step is to be completed at home.
- Cognitive Rest – includes avoiding all activities that require concentration and attention. (e.g., reading, texting, television, computer, video/electronic games).
- Physical Rest – includes avoiding participation in activities that require physical effort (e.g. training, sports, recreational activities).
- Social Rest - includes limiting social interactions that may elicit or worsen anxiety, nervousness, irritability, etc.
- Reminder: The parent/guardian must inform the school administration of the results of the medical examination.

Student symptoms have been sufficiently improving within a 24-hour period and will proceed to Stage 1 – Symptom Limited Activities

Student has been resting at home for a maximum of two days and will proceed to Stage 1 – Symptom Limited Activities Date: _____

STAGE 1 – Symptom-limited Activity

- Student may participate in daily activities (daily household task) that do not provoke symptoms.
- Students should avoid any intense physical activities.

Student can tolerate symptom-limited activities without any new or worsening symptoms for 24 hours. Student will proceed to Stage 2 – Light Aerobic Activity. Date: _____

STAGE 2 – Light Aerobic Activity

- The student may start light aerobic activities and/or exercises individually with the aim of gently increasing their heart rate (e.g. stair climbing, stationary cycling or walking for 15-30 minutes).

Student can tolerate light aerobic activities without any new or worsening symptoms for 24 hours. Student will proceed to Stage 3 – Sport-specific Physical Activity and Exercise Date: _____

STAGE 3 – Sport-specific Physical Activity and Exercise

- The student may begin sport-specific physical activities individually without contact (e.g. skating drills in hockey, running drills in soccer, agility ladders, or shooting hoops, target games, yoga).
- Restricted recess activities (walking allowed, no tag games, no catching activities, no climbing).
- The student may progressively increase the duration of their workout to 60 minutes.
- Reintroduction to sporting equipment use (e.g. skates, basketball, hockey stick).
- Avoid activities that involve sudden jarring movements and head impacts (e.g. serves in volleyball, heading a soccer ball, hitting a baseball).
- No full participation in physical education class or intramural activities.

Student can tolerate light physical activity or sport-specific exercises without any new or worsening symptoms for 24 hours. Student will proceed to Stage 4 – Non-contact Training Drills. Date: _____

STAGE 4 – Non-contact Physical Activity

- The student may begin activities where there is no body contact (e.g. dance, badminton, tennis); light resistance/weight training; training exercises and/or team practice.
- The student may progress to more complex training drills (e.g. passing drills) and activities which involve high speed stops and sprinting to increase exercises, coordination and cognitive load.
- Recess activities can include running, games with no body contact or activities with risks of falling.
- No full participation in physical education class or intramural activities.

- Student can tolerate non-contact training drills without any new or worsening symptoms for 24 hours. The student will proceed to Stage 5– Full Contact Practice and/or Return to Non-Contact Sports after receiving a medical clearance from a medical doctor or nurse practitioner.*

Date: _____

MEDICAL EXAMINATION

- Student must receive medical clearance from a medical doctor or nurse practitioner.*

Date: _____

- The school has been notified of the results of the medical examination (authorization to pass to Stage 5)*

Parent/guardian signature: _____ Date: _____

STAGE 5 – Full Physical Education, Full Contact Practice and/or Return to Non-Contact Sports

- The student may resume regular physical education class, intramural activities and/or interschool activities which involves non-contact sports as well as full training/practices for contact sports.

- Student has successfully completed Stage 5 and is symptom free after participating in regular physical activities which involves non- contact sports and/or full-contact practice. The student will proceed to Stage 6 - Return to Sport.*

Date: _____

STAGE 6 – Return to Sport Competition

- The student may resume full participation in any physical activity and/or sport competition with no restrictions.

- Student has successfully completed Stage 6 and is symptom free after their full participation in contact sports.*

- Not applicable*

Date: _____

Both Return to School and Return to Sport/Physical Activity Strategies can be done in Parallel.
However, the Return to School Strategy should be completed before starting stage 5 of the Return of Sport/Physical Activity.

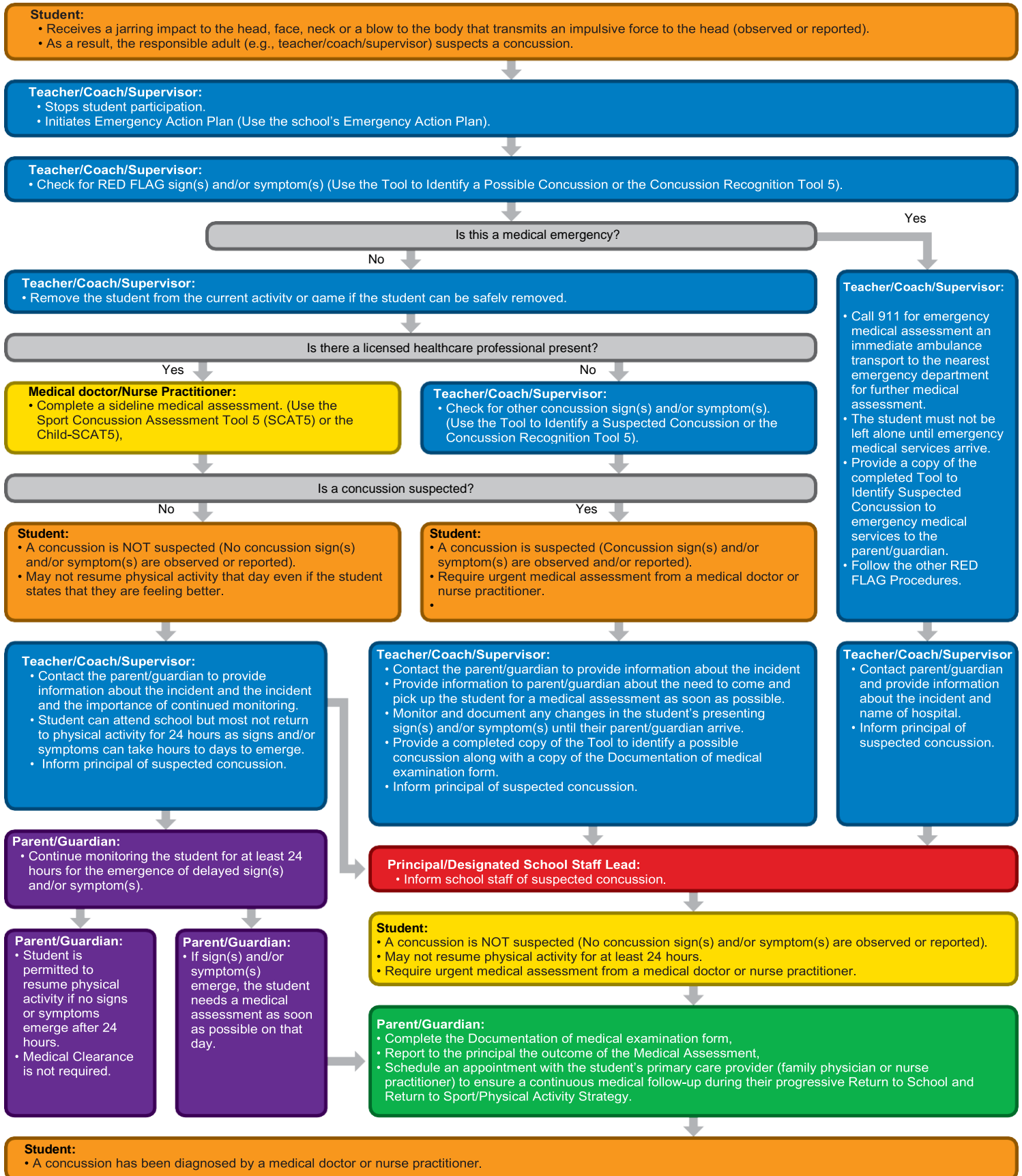
**Return to Sport/
Physical Activity**

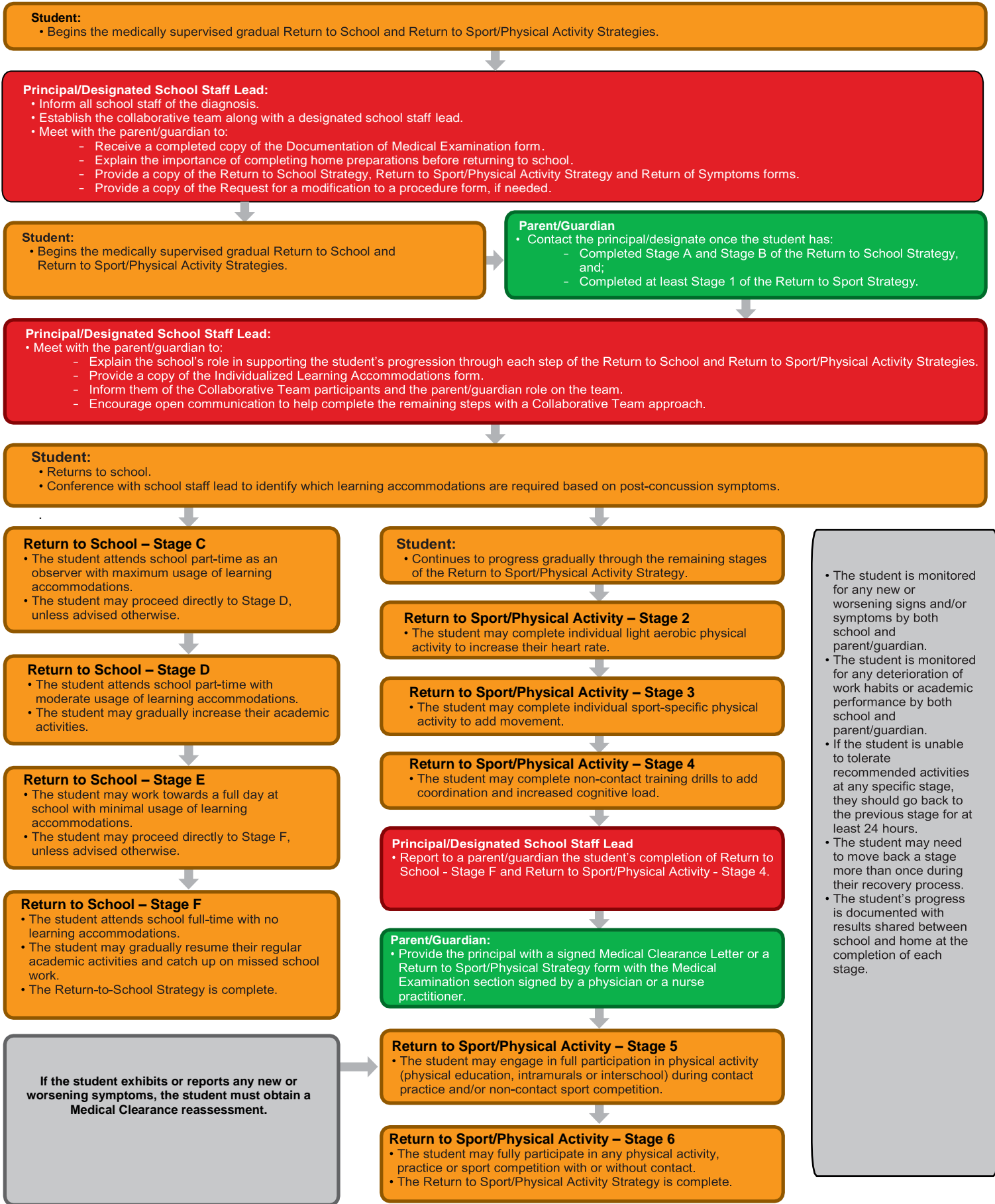
Each stage must take a minimum of 24 hours, but could last longer depending on the student and their specific situation. If the student experiences new or worsening symptoms at any specific stage, they should go back to the previous stage for at least 24 hours. The student may need to move back a stage more than one during their recovery process.

	REST	STAGE 1	STAGE 2	STAGE 3	STAGE 4	<p>ALL Students are required to obtain a medical clearance before moving to STAGE 5</p>	STAGE 5	STAGE 6
Goal & Objective of each stage	Cognitive, physical and social rest for at least 24 hours	Symptom-limited Activity Gradual reintroduction of daily activities after a period of rest of at least 24 hours	Light Aerobic Activity Increase heart rate	Sport-specific Physical Activity/Exercise Addition of movement	Non-contact Physical Activity Exercise, coordination, and increased cognitive load		Full Physical Education Class, Full Contact Practice and Return to Non-contact Sports Restore confidence and assess functional skills by coaching staff	Return to Competitive Sport Continued assessment of athletic performance
Acceptable activities	<p>Stay home in a quiet and calm environment and keep any social visits brief.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Short phone calls • Short and basic board and/or card games • Crafts <p>Inform the school administration of the results of the medical examination.</p>	<p>Daily activities that do not provoke symptoms</p> <p>Add activities that do not increase heart rate or break a sweat</p> <ul style="list-style-type: none"> • Walking at a slow/medium pace • Daily household tasks: <ul style="list-style-type: none"> - meal preparation - doing dishes, - doing the laundry 	<p>Progressively increase duration of workout to 15-30 minutes</p> <ul style="list-style-type: none"> • Walking/jogging • Stationary cycling at slow to medium pace 	<p>Progressively increase duration of workout to 60 minutes</p> <p>Practice sport-specific drills individually</p> <ul style="list-style-type: none"> • Skating drills in hockey • Running drills in soccer • Shooting drills in basketball <p>Individual activities in physical education</p> <ul style="list-style-type: none"> • Shooting hoops • Agility ladders <p>Restricted recess activities</p>	<ul style="list-style-type: none"> • May start progressive resistance training • Progression to more complex training drills (e.g. passing drills) • May include activities which involves high speed stops, sprinting • May participate in activities without any body contact: <ul style="list-style-type: none"> - Zumba/aerobics - Badminton/tennis • May participate in recess activities with no contact or risk of falling 		<p>Full participation in physical education classes</p> <p>Full participation in intramural activities</p> <p>Full participation in any non-contact activity and non-contact sport competition</p> <p>Full participation in recess activities which involves contact</p>	<p>Full participation in any physical activity or sport competition</p>
Activities to be avoided	<ul style="list-style-type: none"> • No school work or reading • No physical exertion/sports • No TV or video games • No computer, laptop, tablet or cell phone use (texting) • No alcohol, tobacco, caffeine and no other stimulant use <p>No driving until consulted by a healthcare professional</p>	<ul style="list-style-type: none"> • No intense physical exertion of sports 	<ul style="list-style-type: none"> • No resistance or weight training • No training drills or team/group practice • No physical activities which involves using sports equipment 	<ul style="list-style-type: none"> • No full participation in physical education class and intramural activities • No activities involving head impacts <ul style="list-style-type: none"> - No heading soccer balls • No activities involving jarring motions <ul style="list-style-type: none"> - No hitting a baseball - No high-speed stops 	<ul style="list-style-type: none"> • No full participation in physical education class and intramural activities • No participating in any competitive activity • No activities involving body contact <ul style="list-style-type: none"> - No hockey, football or rugby - No judo/wrestling 		<ul style="list-style-type: none"> • No competition involving body contact 	<ul style="list-style-type: none"> • Avoid bad sportsmanship • Avoid disrespecting the rules of the sport
Timeline	<p>When symptoms start to improve or after resting for 2 days max:</p> <p>No: Continue Physical Rest Yes: Begin Stage 1</p>	<p>Able to tolerate symptom-limited activity without any new or worsening symptoms for 24 hours?</p> <p>No: Continue Physical Rest Yes: Begin Stage 2</p>	<p>Able to tolerate light aerobic activity without any new or worsening symptoms for 24 hours?</p> <p>No: Return to Stage 1 Yes: Begin Stage 3</p>	<p>Able to tolerate sport-specific exercise without any new or worsening symptoms for 24 hours?</p> <p>No: Return to Stage 2 Yes: Begin Stage 4</p>	<p>Able to tolerate non-contact training drills without any new or worsening symptoms for 24 hours?</p> <p>No: Return to Stage 3 Yes: Begin Stage 5</p>		<p>Symptom-free for 24 hours?</p> <p>No: Return to Stage 4 Yes: Begin Stage 6</p>	<p>Symptom-free for 24 hours?</p> <p>No: Return to Stage 5 Yes: The Return-to-Sport Strategy is complete</p>

Appendix C-8 Decision-Making Pathway for Concussions

New 2019





• The student is monitored for any new or worsening signs and/or symptoms by both school and parent/guardian.

• The student is monitored for any deterioration of work habits or academic performance by both school and parent/guardian.

• If the student is unable to tolerate recommended activities at any specific stage, they should go back to the previous stage for at least 24 hours.

• The student may need to move back a stage more than once during their recovery process.

• The student's progress is documented with results shared between school and home at the completion of each stage.

- Student
- Parent/Guardian/School
- Principal/Designated School Staff Lead
- Parent/Guardian
- Teacher//Coach/Supervisor
- Medical Doctor/Nurse Practitioner

Appendix D

Sample First Aid Kits

First Aid Kit Contents

For in-school first aid kit contents, see also Schedule C of the New Brunswick Occupational Health and Safety Act.

The following are first aid kit contents that are to be included in a first aid station accessible to the gymnasium:

First Aid Kits Contents	Sample Portable Off-Site Kit Contents	Outdoor Education Sample Kits Contents
<p><u>Scissors</u></p> <ul style="list-style-type: none"> • 1 pair of universal scissors • 1 pair of splinter tweezers <p><u>Bandages/Dressings/Tape</u></p> <ul style="list-style-type: none"> • Adhesive bandages, individually wrapped (variety of sizes) • 2 rolls of adhesive tape • 12 rolls of 4cm (1.5") -wide gauze bandage • 48 sterile gauze pads • 8 rolls of 8cm x 8cm (3"x3") gauze bandage • 8 rolls of 10cm (4") gauze bandage individually wrapped • 6 sterile surgical pads suitable for pressure dressings, individually wrapped • 12 triangular bandages • splints of assorted sizes • 2 rolls of splint padding • 6 sterile strips (butterfly-wound closures) <p><u>Ice</u></p> <ul style="list-style-type: none"> • 1 rubber ice bag or plastic bags and access to ice or frozen gel pack <p><u>Other</u></p> <ul style="list-style-type: none"> • 1 St. John ambulance emergency first aid book • 15 antiseptic towelettes • 24 safety pins (small and large) • 1 basin, preferably stainless steel • 6 pair disposable gloves (latex free) • 2 5cm (2") tensors 	<p><u>Scissors</u></p> <ul style="list-style-type: none"> • 1 pair universal scissors or 1 pair tweezers <p><u>Bandages/dressings/tape</u></p> <ul style="list-style-type: none"> • 12 adhesive bandages • 1 roll adhesive tape • 1 roll gauze bandage • 2 triangular bandages • 1 sterile surgical pad suitable for pressure dressing, individually wrapped • 3 sterile strips (butterfly-wound closures) <p><u>Ice</u></p> <ul style="list-style-type: none"> • Access to ice and 1 plastic self-sealing bag or 4 cold packs <p><u>Other</u></p> <ul style="list-style-type: none"> • 5 antiseptic towelettes • 1 pocket first aid manual • 1 5cm (2") tensor bandage • 1 10cm (4") tensor bandage • 2 pairs disposable gloves • Emergency phone numbers 	<p>Quantity is determined by destination and length of trip</p> <p><u>Bandages/dressings/tape</u></p> <ul style="list-style-type: none"> • Adhesive Bandages – variety of sizes • Butterfly Closure Bandages • Knuckle Bandages • Wound Closure Strips • Adhesive Tape Roll • Elastic Wrap • Non-Adherent Gauze Pads • Sterile Sponge Dressings • Trauma Pads • Gauze Rolls • Triangular Bandage w/safety pins • Tensor Bandages (variety of sizes) <p><u>Medications</u></p> <ul style="list-style-type: none"> • Antacid Tablets • Epinephrine Auto-Injector (e.g., Epi-Pen®) • Fast-Acting Liquid Antihistamine (e.g., Benedryl®) • Burn Cream Packets • Lip Ointment Packets • Antibacterial Ointment Packets • Antiseptic Towelettes • Alcohol Prep Pads • Sting Relief Pads (for insect bites) • Sterile Water Packets <p><u>Other</u></p> <ul style="list-style-type: none"> • First Aid Instruction Guide

First Aid Kits Contents	Sample Portable Off-Site Kit Contents	Outdoor Education Sample Kits Contents
<ul style="list-style-type: none"> • 2 10cm (4") tensors • 1 blanket 		<ul style="list-style-type: none"> • Arm Splint • Finger Splints • Round Eye Pad • Thermal Blanket • Instant Cold Packs • Cotton Tip Applicators (e.g., Q-tips ©) • Examination Gloves (latex-free) • Pair of Tweezers • Scissors • Plastic Whistle • Penlight and extra batteries • Fluorescent tarp (in any bright colour)

Outdoor Education Trip:

When going on an outdoor education trip with students, a properly-stocked first aid kit is essential. The type of trip affects the size and extent of your first aid kit. Will you be taking your vehicle, pulling up next to your tent site with electric availability, or are you going to be trekking in a remote area, with a backpack and tent on your back for several days? First aid kits should be tailored to the type and length of trip you are taking, as well as to the number of people who are going. Clearly, when camping close to your vehicle, first aid can remain very basic, as there is transportation to get to a clinic or hospital within a reasonable amount of time. However, if the group is going to be kilometres away in the forest or other rustic-type atmosphere, more pre-planning is required.

Organization of your kit is important. The kit itself should be waterproof. Very large Ziploc© type bags are inexpensive and function well for this purpose. They can also be used to carry water.

Always remember to replenish over-the-counter medications, as well as sterile bandages, that may have been torn open every year.

Some additional items that could be included in an outdoor education first aid kit:

1. Matches in a waterproof container;
2. A backup magnesium fire starter;
3. A knife;
4. A reflective mirror for signaling;
5. Some parachute cord, which has a tensile strength of about 230 kg, and can be used for a variety of emergencies.

Cotton balls that are saturated in Vaseline© can also be used as a fire starter.

Appendix E

Emergency Action Plan

Given that there is an element of risk in all physical activity, an encounter with an injury or medical condition is highly possible. Recognizing this fact, it is necessary to establish a plan of action. The key to the Emergency Action Plan is getting professional care to the injured/ill student as quickly as possible. For that to happen efficiently and effectively, you must be prepared with an Emergency Action Plan.

SAMPLE EMERGENCY ACTION PLAN

A. Preparation

You should know the following information:

1. Location and access to the first aid kit.
2. Location and access to a telephone.
3. Emergency telephone number of ambulance and hospital (911).
4. Directions and best access routes to the nearest hospital.
5. The whereabouts of a suitable and available means of transportation.
6. Identity of students with medical conditions (e.g., asthma, life-threatening allergies, diabetes).
7. Location of medication (e.g., epinephrine auto injector, asthma reliever, etc.)
8. Emergency communication procedures (e.g., cellular phone) for off-site activities.

B. When an injury/medical condition occurs:

1. Initially, when coming in contact with the injured/ill student, take control and assess the situation. Exercise universal precautions related to blood/bodily fluids (see Appendix J).
2. Keep in mind the cardinal rules of injury care:
 - DO NOT MOVE THE INJURED STUDENT;
 - IF A STUDENT CANNOT START A MOVEMENT BY HIMSELF/HERSELF, DO NOT MOVE THE BODY PART FOR HIM/HER.
3. Stay calm. Keep an even tone in your voice.

4. Instruct any bystanders to leave the injured/ill student alone.
5. Do not remove the student's equipment if there is a risk of further injury.
6. Evaluate the injury/condition. Once you have assessed the severity, decide whether or not further assistance is required or medication is needed.
7. For student with an identified medical condition, administer medication as per School District Policy (e.g. asthma inhaler).
8. If an ambulance is not needed, then decide what action is to be taken to remove the injured/ill student from the playing surface.
9. **Because physical activity is a common trigger for many sudden cardiac deaths, it is important for teachers to recognize possible symptoms/warning signs.**
 - fainting or seizure during physical activity;
 - fainting or seizure resulting from emotional excitement, emotional distress or being startled (e.g. a sudden loud noise such as a school fire alarm system).

School response:

- immediately call 911;
- inform parents and provide information about SADS – www.sads.ca;
- the student is not to participate in physical activity until cleared by a medical assessment and documentation is provided to the school administrator/designate.

Refer to Appendix M – Sudden Arrhythmia Death Syndrome – SADS for school and parent information and responsibility and a sample form to be completed for return to activity after a fainting episode.

10. In any of the following emergency situations, call 911:
 - loss of consciousness (including fainting) - altered level of consciousness or lack of awareness of surroundings;
 - uncontrolled bleeding;
 - anaphylactic reaction, asthma or any other phenomenon that compromises the airway and/or ability to breathe;
 - other life-threatening injuries;
 - if the patient cannot be transported legally in a passenger vehicle.
11. If an ambulance is required:
 - request assistance from the other person (e.g., teacher/administrator/parent);
 - have this person call an ambulance with the following information:
 - the nature of the emergency;
 - the location and closest cross-streets; and
 - the telephone number from where you are placing the call;
 - have the other person report back to the in-charge person to confirm that the call was made and give the estimated time of ambulance arrival; and
 - go to the access entrance and wait for the ambulance.

12. Once the call has been placed, observe the student carefully for any change in condition and try to reassure him/her until professional help arrives.
13. Do not be forced into moving the student unnecessarily.
14. In the case of dehydration, move the student to a cooler environment and provide small amounts of water (100ml) every 5 minutes until symptoms resolve. However, do not provide an injured student with food or drink if:
 - the student is showing signs of decreased level of consciousness;
 - the student has sustained a significant head injury;
 - you anticipate an operation will be necessary e.g., broken leg.
15. When ambulance attendants arrive, inform them of what happened, how it happened and what you have done. If aware, you can inform them about any medical-related problems or past injuries of the participant.
16. The in-charge person or a designated adult should accompany the injured student to the hospital to help reassure the student and give the relevant medical history and injury circumstances to the physician.
17. The parents/guardians of the injured/ill student must be contacted as soon as possible.
18. Complete an accident report and file with the appropriate School District official and school administrator.

Appendix F

Lightning Protocol

The following safety protocol is a sample of what can be developed for individuals and groups participating in outdoor activities.

Chain of Command:

The persons filling the roles listed below are responsible for making the decision to remove a group or individuals from the playing field, stopping the activity, and determining when/if it is safe to resume the activity:

- curricular activities – teacher;
- intramurals – teacher, intramural supervisors;
- interschool – Practices: teacher/coach; Games: teacher/coach in consultation with official;
- Outdoor Education Trips – teacher in consultation with trip Leader;
- Off-Site Activity Providers – teacher in consultation with facility Monitor;
- camps – teacher in consultation with camp director.

Plan Your Evacuation and Safety Measures in Advance

A lightning response plan must be planned in advance of the outdoor activity. The following must be taken into consideration:

1. Weather Conditions:

Monitor weather conditions prior to outdoor activity or event. Be aware of potential thunderstorms that may form during scheduled outdoor physical education activities, e.g., local weather forecasts (from The Weather Channel, local radio/ TV stations); or from Environment Canada. (www.weatheroffice.gc.ca).

2. Shelter:

Know where the closest 'safe structure or location' is to the field or playing area, and know how long it takes to get to that safe structure or location.

Safe structure or location is defined as:

- any building normally occupied or frequently used by people (e.g., a building with plumbing and/or electrical wiring that acts to electrically ground the structure);
- in the absence of a safe structure, any vehicle with a hard metal roof (not a convertible or golf cart) and rolled-up windows can provide a measure of safety (It is not the rubber tires that make a vehicle a safe shelter, but the hard metal roof which dissipates the lightning strike around the vehicle.);
- DO NOT TOUCH THE SIDES OF THE VEHICLE.

Alternate location: If there is no safe structure or location:

- find the low ground;
- seek cover in clumps of bushes or a dry ditch;
- remove all metal objects;
- minimize your body's surface area in contact with the ground;

- do not lie flat on the ground (Lightning current often enters a victim through the ground rather than by a direct overhead strike);
- PLACE YOUR FEET TOGETHER, LOWER YOUR HEAD, CROUCH DOWN WITH ONLY THE BALLS OF YOUR FEET TOUCHING THE GROUND, AND WRAP YOUR ARMS AROUND YOUR KNEES;
- if you are in a group in the open, spread out, keeping several metres apart.

Unsafe shelter includes:

- all outdoor metal objects (e.g., football standards);
- near flag poles;
- fences and gates;
- near light poles;
- metal bleachers;
- golf carts;
- machinery, etc.

AVOID trees, water (ponds, creeks), open fields, and high ground.

Detection and Response:

When you first see lightning or hear thunder, activate your emergency plan and seek shelter immediately (go to a building or a vehicle).

Lightning often precedes rain, so don't wait for the rain to begin before suspending activities.

Apply the following lightning safety slogan: **'IF YOU SEE IT, FLEE IT; IF YOU HEAR IT, CLEAR IT'**.

Resumption of the Activity:

Wait a **minimum** of 30 minutes from the last visual observation of lightning or sound of thunder before resuming activities.

Injured persons do not carry an electrical charge and can be handled safely. Call 911 or send for help immediately. Apply first aid procedures if you are qualified to do so.

Appendix G

Safety in Activity Rooms

Includes areas other than gymnasiums that are used for physical activities, (e.g., concourse, church hall, empty classroom, school basement, cafeteria, stage).

The following is recommended to optimize safety when using an activity room for physical education instruction:

1. An activity room is best suited for activities which have a controlled amount of activity (e.g., aerobics, mat work, fitness stations, skipping, wrestling, dance, beanbag activities, and chair activities). Avoid ball-throwing for distance, dodge ball-type games and games which are “action-packed” and go end-to-end (e.g., tag, soccer, floor hockey).
2. In game activities, implement “no body contact” rule.
3. Plan activities that engage a large number of participants in small spaces that will not jeopardize safety standards.
4. If the activity “room” is an open area, student traffic should go around, not through, the class.
5. Structure drills to provide as much organization as possible.
6. Caution students not to throw objects (e.g., beanbags) against the ceiling, thereby knocking down tiles, dust, lights, etc.
7. Keep activity away from drinking fountains, stage steps, trophy cases, etc. Centre all activities to allow for a “safety zone” of at least one metre around the perimeter. Create visual boundaries, if possible, with cones/pylons.
8. Precautions are needed to guard against doors opening into the activity area.
9. Do not allow students to be involved in an activity that requires constant visual or on-site supervision while the teacher goes to the gym or to a storage area in another part of the school to get equipment.
10. Check to determine if the floor surface provides safe traction and is conducive to activity (e.g., not slippery from water or dirt).
11. Check to determine that the equipment/furniture does not present a hazard.

Appendix H

Fitness Equipment – Existing, Newly Purchased or Donated

Refer to School District Policies and Procedures related to the purchase of new, or the acceptance of donated equipment, as well as the installation and repair of both.

1. All newly purchased (new or used) or donated fitness equipment must comply with Canadian Standards Association (CSA) and/or Underwriters Laboratories Ltd. (UL) or Underwriters' Laboratories of Canada (ULC) standards.
2. Equipment installation must be done by qualified personnel (e.g., manufacturer/vendor) in accordance with the CSA and/or UL or ULC standards. Volunteer installations must not be permitted unless supervised by qualified personnel.
3. All used equipment must be inspected by qualified personnel prior to use.
4. Retain inspector's checklist for future reference.
5. An audit of all existing fitness equipment needs to be conducted to determine the general age, condition and compliance level with the CSA and/or UL or ULC standards. A plan needs to be in place to systematically replace the oldest equipment (or that which is in disrepair) with equipment that complies with the CSA and/or UL or ULC standards. Unsafe equipment must be removed from service immediately.
 - The audit should be conducted by a reputable fitness equipment/repair company (e.g., the equipment manufacturer, a local fitness distributor/installation company).
 - The audit should refer to the manufacturer's manual for each piece of fitness equipment regarding maintenance, criteria for inspection, proper use of equipment and expected lifespan of the equipment.
 - Any equipment which is in disrepair must be replaced with equipment which complies with a regulated standards association (e.g., CSA, ASTM, and/or UL or ULC standards).
 - Unsafe equipment must be removed from service immediately.

Appendix I-1

Sample Safety Checklist Gymnasium Facilities

Each school is to develop a procedure for regular inspection with appropriate follow-up.

Site Name: _____

Inspection Date: _____ Time: _____ Inspected By: _____

Item:	Meets Safety Guidelines		Comments/ Follow-up Action
	Yes	No	
Adjustable Stage			
• rollers run smoothly			
• locking mechanism secure			
Archery Net Assembly			
• cable, bracket are in good condition			
Basketball Backstop			
• backboards in good condition			
• cable and attachment from backboard to wall secure			
• rims attached and straight			
• velcro strips on walls behind backboards in good condition to hold mats			
• winch condition not located directly below a wall-mounted backboard			
• foam at base of backboard is attached			
• wall padding securely attached			
• condition of pulleys and cables			
Benches			
• top and supports free from cracks and splinters			
• benches stable, not loose			
Bleachers			
• secured to wall			
• seats and risers free from cracks and splinters			
Ceiling			
• tiles and panels in place			
• lights, diffusers, fans, speakers and their guards attached			
Change Rooms			
• free of objects that create a hazard (e.g., tables, chairs, pianos)			
• floor provides safe traction			
• benches free from cracks and splinters			

Item:	Meets Safety Guidelines		Comments/ Follow-up Action
	Yes	No	
Chinning Bars and Pegboards			
• attachment is secure to wall			
• adjustable parts in good condition			
• peg holes and pegs in good condition			
Climbing Walls – Permanent			
• guide wires secure			
• wall anchors secure			
• platforms properly secured			
Entrances/Exits			
• free of obstructions			
• no doorknobs, protruding handles on gym side of door			
• doors open away from gym area			
• exit signs in working order			
Floors			
• clean and dry			
• provide good traction			
• clear of objects which may cause tripping/slipping			
• sockets covered and flush with floor			
• plates flush with floor and in good condition			
Folding Doors, Suspended Curtain			
• switches or controls working as designed			
• runs smoothly			
• fabric in good condition (check for rips and tears)			
• storage pocket clear of equipment			
Fitness Centre/Weight Room			
• chin-up/dip bars are secure			
• pulleys not frayed on weight machines			
• weights secure on machines			
• padding on benches not torn			
• tops/seats on benches secure			
• floor padding in good repair			
• free-weights welds secure			
• cycles, step machines, treadmills in proper working order			
Gymnasium Space			
• free of “stored” furniture, boxes, equipment along perimeter walls and corners			
Ropes			
• not frayed			
Stairs			

Item:	Meets Safety Guidelines		Comments/ Follow-up Action
	Yes	No	
• clear of obstacles			
• treads in good condition			
• railings secure			
• free of protruding nails, cracks and splinters			
Storage Room			
• floor clean and walking area clear of equipment			
• equipment stored on designated shelves			
• volleyball/badminton poles secured to prevent injuries from tripping and from falling poles			
Walls			
• all outlets, switches, registers, etc., which pose a hazard must be padded or flush with wall surface			
• free of protruding hooks, nails, etc.			
• protective wall mat covers free of tears/wearing			
• mat strips secured to wall, Velcro in good condition			
• covers on fire alarm stations			
Other			
•			
•			

Appendix I-2

Sample Safety Checklist Gymnasium Equipment

Each school is to develop a procedure for regular inspection with appropriate follow-up.

Site Name: _____

Inspection Date: _____ Time: _____ Inspected By: _____

Item:	Meets Safety Guidelines		Comments/ Follow-up Action
	Yes	No	
Badminton			
• rackets useable (no splinters or broken strings)			
Badminton Net			
• free of exposed wires along top and frayed wires along poles			
• free of tears and holes			
• no sharp edges			
Badminton Posts			
• hooks, pulleys and ratchet in good condition			
Ball Hockey/Floor Hockey			
• goals have welds and frames in good condition			
• wooden floor hockey sticks free of splinters			
• plastic ball hockey sticks free of cracks and broken edges/ends			
• stick blades secure to shaft			
Emergency Equipment			
• first aid kit fully stocked and accessible			
• emergency phone numbers posted			
• access to phone/office via P.A. System			
Gymnastics Equipment:			
Balance Beam			
• no tears in covering (rips may be glued down)			
• height-adjustment mechanism functional and in good condition			
• balance beam is stable, level			
Floor Exercise Tumbling Mats			
• no holes (rips may be taped)			
• uniform thickness and compaction throughout			
• Velcro in good condition			
Pommel Horse			

Item:	Meets Safety Guidelines		Comments/ Follow-up Action
	Yes	No	
• horse is stable and level			
• no tears in covering (rips may be taped or glued down)			
• height-adjustment mechanism in good condition			
• pommels smooth, no chalk build-up			
Rings			
• ring stand (if used) secure and vertical (see Uneven Bars)			
• no kinks or knots in steel cables			
• no exposed frayed wire			
• leather/webbing straps checked for wear			
• no splinters, cracks or chalk build-up			
Take-off board (not a springboard)			
• free of splinters and broken tops/legs			
• floor protection pads in good condition			
• carpeted non-slip take-off surface in good condition			
• all bolts tightened and rubber non-slip pads in good condition			
Uneven Parallel Bars/High Bar/Parallel Bars			
• floor hooks in good condition			
• no "S" hooks			
• if quick-links are used, must be fully threaded			
• turnbuckle hooks functional and fully threaded			
• no kinks or knots in steel cables			
• no exposed frayed cables			
• loops on cables checked for wear			
• height-adjustment mechanism in good condition			
• wood/fibreglass rails have no cracks, splinters or caked-on chalk			
• steel rail is straight			
Vault and Box Horse			
• pad and cover free from tears and wearing			
• sufficient padding to absorb impact			
• inner posts solid (box horse)			
• height-adjustment mechanism in good condition			
• free of cracks and splinters			
• nuts, bolts and screws tight			
Mats (e.g., gymnastics, wrestling)			
• covers free of tears and wearing			
• foam in good condition			
• velcro fasteners functional			
High Jump			

Item:	Meets Safety Guidelines		Comments/ Follow-up Action
	Yes	No	
• standards, base, attachments and uprights in good condition			
• portable pit cover free of tears			
• portable pit foam in good condition			
• fibreglass crossbars free of cracks and splinters			
Hoops			
• free of cracks and bends			
Permanent Climbing Walls			
• inspect all climbing elements, (e.g., ropes, zip lines, harnesses, carabiners, helmets and ladders)			
Pool Equipment			
• reaching assists in working order			
• lane ropes in working order			
• life jackets in good condition			
• spinal District in good condition			
• ring buoy in good condition			
• starting blocks are secure when in place			
• bench tops and supports free from cracks and splinters			
• bolts and screws secure			
Scooter Boards			
• wheels secure			
• Districts free of cracks and broken edges			
Softball			
• wooden and metal bats not cracked			
• good grip end to prevent slippage			
Volleyball Net			
• free of exposed wires along top and frayed wires along poles			
• free of tears and holes			
Volleyball Posts			
• hooks, pulleys and ratchet in good condition			
Other			
•			
•			

Appendix I-3

Sample Safety Checklist

Outside Facilities

Each school is to develop a procedure for regular inspection with appropriate follow-up.

Site Name: _____

Inspection Date: _____ Time: _____ Inspected By: _____

Item:	Meets Safety Guidelines		Comments/ Follow-up Action
	Yes	No	
Basketball Backstops			
• backboards in good condition			
• rims secure and straight			
• pole anchors stable, in good condition and covered			
• poles corrosion-free			
Basketball Playing Surface			
• asphalt level and free of holes and broken asphalt			
• level playing surface, good drainage			
• free of ruts, trash and animal feces			
Benches/ Bleachers			
• free of protruding nails, splinters, cracked or rotted wood			
• anchors to ground safely covered			
Goalposts (soccer, football)			
• wooden posts free of rot, cracks and splinters			
• posts free of corrosion			
• posts secure			
Jumping Pits and Runways			
• runway level/free of holes, ruts, trash and animal feces			
• sand at appropriate level and free of rocks, glass, etc.			
• boards free of rot and splinters			
• provides safe traction			
Metal Fencing			
• clips and attachments safely secure			
• fencing tight and secure to frame			
• no holes in fence or at ground level			
• anchors to ground stable, in good condition and safely covered			
• posts corrosion-free			

Item:	Meets Safety Guidelines		Comments/ Follow-up Action
	Yes	No	
Potential Hazards on School Yard (e.g., trees, exposed roots, posts, streams, bees nests and other environmental hazards)			
• hazards identified to all staff and students			
• warning signs and barriers are displayed			
Softball Backstop			
• fencing, clips and attachments safely secure			
• fencing tight and secure to frame			
• no holes in fence or at ground level			
• anchors to ground stable and safely covered			
• posts corrosion-free			
Softball Playing Surface			
• level ground with good drainage			
• free of holes, ruts, trash and animal feces			
Stairs			
• clear of obstacles			
• treads in good condition			
• railings secure			
• wooden sections free of protruding nails, cracks or splinters			
Track			
• provides safe footing			
Walking and Playing Surfaces			
• asphalt areas level and free of holes and broken asphalt			
• grass and dirt areas free of holes and ruts			
• clear of broken glass, cans, rocks, animals feces, etc.			
• free of drainage problems			
• clear of trip hazards (e.g., exposed footings, roots or other environmental obstacles)			
Other			
•			
•			

Appendix J

Students' Responsibilities

Students are to conduct themselves in ways that show respect for the safety and well-being of both themselves and others.

Provincial Student Code of Conduct Guidelines (Policy 703 – Appendix D)

« As a student, I am responsible for my own behaviour to the best of my abilities:

- I will be responsible for my own personal choices.
- I will respect others' differences, ideas and opinions and treat everyone fairly.
- I will not tolerate bullying of any kind and I will report bullying when I have knowledge of it.
- I will do whatever I can to help those around me who may be struggling.
- I will respect the school's rules.
- I will attend my classes, do my homework, and be prepared and on time.
- I will behave in a way that is empathetic, responsible and civil to those around me.
- I will resolve my conflicts in a constructive manner.
- I will treat school property and the property of others with respect.”

Foolhardy behaviour, the use of alcohol, and the non-medical use of drugs, including performance enhancing drugs, must be viewed as safety hazards and must be strictly forbidden at all times.

This prohibition extends to all curricular activities, whether they take place inside school or off school property (e.g., cross-country skiing field trip, in-the-gym basketball activity).

Students must understand how to follow safety procedures and why they should do so.

Students must be informed of the importance of contributing to their own safety.

Responsibility for safety in physical education activities in grades 7 and 8 should begin to shift from the teacher to the student in keeping with the age and maturity level of the student.

The standards of safety are affected by the student's skill and understanding.

See Policy 703- Positive Learning Environment and the School's Code of Conduct

Appendix K

Universal Precautions Blood and Bodily Fluids

- Use impermeable gloves if blood, or bodily fluids containing visible blood, are anticipated.
- Stop the bleeding, cover the wound and change the student's clothing if contaminated with excessive amounts of blood.
- Follow accepted guidelines for control of bleeding and for any bodily fluids containing blood.
- Wash hands and other affected skin areas after contact with blood.
- Clean any surfaces or equipment with appropriate disinfectant.
- Clean clothes or skin with soap and water or an appropriate antiseptic.
- Use proper disposal procedures for contaminated clothing and equipment.
- Use a ventilation device for emergency resuscitation.
- Avoid direct contact with student if you have an open skin condition.

Appendix L

Sample Management of Asthma Protocol

Teachers should be familiar with their School District's and school's asthma policy/protocol.

Asthma: Definition, Symptoms

Asthma is a chronic inflammatory disease of the airways in the lungs. Inflammation in the airways makes the lungs more sensitive to substances in the environment called "asthma triggers." When people with asthma are exposed to their triggers, they may experience a narrowing of the airways (resulting from the contraction [squeezing] of the airway muscles), increased airway inflammation, and extra mucus production, making breathing more difficult. Narrowing of the airways causes people to experience asthma symptoms.

Asthma symptoms include:

- difficulty breathing;
- coughing;
- wheezing (whistle sound);
- chest tightness; and
- shortness of breath.

Not all people with asthma have the same triggers. Triggers can bring on an asthma attack, which can be life-threatening if left untreated. Physical activity is a common asthma trigger in children and youth. Exposure to other common asthma triggers can occur during physical activity and steps should be taken to reduce exposure to:

- extremes in weather (cold and hot);
- poor air quality;
- dusty gym mats;
- pollen (trees, grasses, flowers, weeds);
- mould (found in decaying leaves, water-damaged areas, areas around swimming pools and skating rinks); and
- cleaning products.

Exercise-Induced Asthma (EIA)

Vigorous activity is a common asthma trigger, resulting from the cooling and drying of the airways caused by breathing through the mouth (versus the nose) at a rapid rate. For students with asthma, this fast-paced breathing triggers airway narrowing and the experience of asthma symptoms. Exercise-induced asthma symptoms (coughing, wheezing, trouble breathing) can start several minutes into the activity and up to 30 minutes after completion of the activity. Asthma symptoms from exercise are often due to poorly managed asthma, and a visit to a health care provider may be required. Exercise-induced asthma is more commonly experienced when physical activity is performed:

- in cold environments;
- in conjunction with an upper respiratory infection (cold);
- with sustained running;
- during high pollen count days; or

- during poor air quality days.

Preventive Strategies for Exercise-Induced Asthma

Physical activity is part of a healthy lifestyle, and asthma should generally not be used as an excuse to avoid participating in physical activity if the asthma is well-controlled. With rare exceptions, students with asthma can participate in physical activity similar to students without asthma. The following strategies can be used to help students with asthma participate in physical activity.

- Ensure a slow warm-up has occurred before activities requiring sustained exertion.
- Be aware of potential asthma triggers in the area and remove the student from triggers.
- Encourage the student to wear a scarf or facemask in cold weather to help warm and humidify the air.
- Move planned outdoor activities to well-ventilated indoor sites if there are extreme weather conditions (cold, hot, humidity, wind), high pollen counts, or poor air quality.
- Check pollen levels in your community at www.theweathernetwork.ca and air quality forecasts and smog alerts at http://weather.gc.ca/airquality/pages/provincial_summary/nb_e.html
- Have parents/guardians inform staff if any modifications or considerations are required for participation in physical activity.
- Notify parents/guardians if the student is not able to fully participate in physical activity because of asthma symptoms; this can be a sign of poorly controlled asthma.

Strategies for Managing Exercise-Induced Asthma

- The student should NOT participate in physical activity if s/he is already experiencing asthma symptoms.
- If the student starts having asthma symptoms after starting physical activity, have him/her stop the activity and take the reliever inhaler (two puffs given one puff at a time, with 30 seconds between puffs). When the student is fully recovered, s/he may resume the activity.
- If the symptoms are not relieved within 10 to 15 minutes after using the reliever inhaler, repeat the two puffs of the reliever medication, monitor the student's status, and do not allow him/her to return to the activity.

If the student's asthma symptoms do not improve, or worsen, this is an emergency situation and 911 should be called. Follow the steps outlined below in the Asthma Attacks poster on the following pages to help identify and treat an asthma emergency.

Resources

For more information on asthma, go to www.lung.ca (http://www.lung.ca/diseases-maladies/asthma-asthme_e.php)

See also Policy 704 – Health Support Services.

Managing Asthma Attacks

ASTHMA PLAN OF ACTION

MILDER SYMPTOMS	ASTHMA EMERGENCY
<p>If any of the following symptoms occur:</p> <ul style="list-style-type: none"> • Constant coughing • Trouble breathing • Chest tightness (like a tight band around chest) • Wheezing (whistling sound in chest) 	<p>If any of the following symptoms occur:</p> <ul style="list-style-type: none"> • Breathing is difficult and fast • Difficulty speaking • Lips or nail beds are blue or gray • Skin on neck or chest sucked in with each breath <p>Person may also be anxious, confused or tired.</p>
<p>Step 1:</p> <p>Immediately use fast-acting reliever inhaler (usually blue).</p> <p>Check symptoms. Only return to normal activity when all symptoms are gone.</p>	<p>Step 1:</p> <p>Call 911 for an ambulance</p> <p>Wait for ambulance - Do not drive person to hospital</p>
<p>Step 2:</p> <p>If symptoms get worse or do not improve within 10 minutes, this is an emergency - immediately follow these steps.</p>	<p>Step 2:</p> <p>Immediately use fast-acting reliever inhaler (usually blue).</p> <p>Continue to use reliever inhaler every 5-15 minutes until medical help arrives.</p>
<p>While waiting for medical help to arrive:</p> <ul style="list-style-type: none"> ✓ Have person sit up with arms resting on a table (do not have person lie down unless it is a life threatening allergic event) ✓ Stay calm, reassure and stay with the person ✓ Notify parent/guardian or emergency contact 	
<p>To learn about asthma call The Lung Association's Lung Health Information Line at 1-888-344-LUNG (5864) or visit www.on.lung.ca</p>	
<p>Ophea Public Health School Asthma Program Dec 2012</p> <p>THE LUNG ASSOCIATION™</p> <p>Ontario</p>	

Appendix M

Sudden Arrhythmia Death Syndrome -SADS

Information:

Sudden Arrhythmia Death Syndrome (SADS) refers to a variety of cardiac disorders which are often genetic and undiagnosed that can be responsible for sudden death in young, apparently healthy people.

- e.g., Long QT Syndrome (LQTS) - a genetic condition that predisposes individuals to arrhythmias, fainting spells and sudden death. It is often symptomless and can therefore remain undiagnosed.

Research suggests that over 700 Canadians under the age of 35 die each year from an undiagnosed cardiac rhythm disorder.

Resources:

Sudden Arrhythmia Death Syndrome Educational Video – www.sads.ca

Prevention of Sudden Cardiac Death:

Recognition of the warning signs and early medical intervention are the keys to preventing sudden cardiac death in children and young adults.

WARNING SIGNS (*student with no previously diagnosed heart condition*):

- fainting or seizure during physical activity;
- fainting or seizures resulting from emotional excitement, emotional distress or being startled (e.g., a sudden noise such as a school fire alarm system);
- all situations where there is fainting even when the individual wakes up quickly and seems fine.

Note: These symptoms are not conclusive in and by themselves; however, the presentation of any one symptom requires an immediate cardiac evaluation.

School Response to a Fainting Episode:

- call 911 immediately: it is important to provide EMS with information of what led up to the individual fainting;
- contact parents/guardians as soon as reasonably possible;
- provide parents/guardians with:
 - information on Sudden Arrhythmia Death Syndrome;
 - documentation of a Fainting Episode Form - to be returned to the school principal/designate (see page 4 of this Appendix).

Return to Physical Activity:

- No participation in physical activity until a medical assessment is completed and information from the parent/guardian is provided to the school administrator/designate.
- School administrator/designate informs staff who provide student with physical activity that the student is not to participate in physical activity until parents have returned the completed Documentation of a Fainting Episode form (see page 4 of this appendix).
- Once the completed form has been returned, the school administrator/designate informs relevant staff (physical education teacher, coach, intramural supervisor) whether the student can participate in physical activity based on the information provided.
- School administrator/designate files Documentation of a Fainting Episode form in the student's File.

Parent/Guardian Response to a Fainting Episode:

- Parent/guardian is to seek immediate medical attention for the child/ward, requesting a cardiac assessment to be completed (e.g., analysis of the heart rhythm by a cardiologist or an electrophysiologist).
- Parent/guardian returns the completed Documentation of a Fainting Episode Form to the school administrator/designate.

Parent/Guardian Sample Information Form – Sudden Arrhythmia Death Syndrome

Dear Parent(s)/Guardian(s):

Your son/daughter/ward has experienced a fainting episode at school. Fainting can be caused by a number of varying conditions. Our school protocol is to inform you of a medical condition called Sudden Arrhythmia Death Syndrome (SADS) along with our school response and required parental/guardian follow-up for your child/ward to return to physical activity.

SADS refers to a variety of cardiac disorders which are often genetic and undiagnosed that can be responsible for sudden death in young, apparently healthy people.

- e.g., Long QT Syndrome (LQTS) - a genetic condition that predisposes individuals to arrhythmias, fainting spells and sudden death. It is often symptomless and can therefore remain undiagnosed.

For more information on SADS access: www.sads.ca

Prevention of Sudden Cardiac Death:

Recognition of the **warning signs** and early medical intervention are the keys to preventing sudden cardiac death in children and young adults.

WARNING SIGNS:

- fainting or seizure during physical activity;
- fainting or seizures resulting from emotional excitement, emotional distress or being startled (e.g., a sudden noise such as a school fire alarm system);
- all situations where there is fainting even when the individual wakes up quickly and seems fine.

Note: These symptoms are not conclusive in and by themselves; however, the presentation of any one symptom requires an immediate cardiac evaluation.

School Response to a Fainting Episode:

- call 911 immediately: provide EMS with information of what led up to the individual fainting;
- contact parents/guardians as soon as reasonably possible;
- provide parents with information on SADS and a documentation form to be returned to the school administrator/designate;
- no participation in physical activity until a medical assessment is completed and information from the parent/guardian is provided to the school administrator/designate.

Parent Response to a Fainting Episode:

- parent/guardian is to seek immediate medical attention for the child/ward, requesting a cardiac assessment to be completed (e.g., analysis of the heart rhythm by a cardiologist or an electrophysiologist);
- return the completed Documentation of a Fainting Episode Form to the school administrator/designate.

Documentation of a Fainting Episode Form

This form is to be completed by the student’s parent/guardian and returned to your school administrator/designate.

Name of student: _____

Teacher: _____

As a result of a fainting episode, my child was seen by a medical doctor.

Results of Medical Examination

- My child/ward has been examined by a doctor who determined that a cardiac assessment was not necessary or required.
- My child/ward has been examined by a doctor. A cardiac assessment was completed and no rhythm disorders were diagnosed. My child/ward may resume full participation in physical activity with no restrictions.
- My child/ward has been examined by a doctor. A cardiac assessment was completed and a rhythm disorder was diagnosed. My child/ward therefore must begin a medically supervised return to physical activity plan. Refer to comments below and/or attached physician’s information.

Parent/Guardian signature: _____ Date: _____

Comments:

Physician’s input attached: Yes No