
Generic Section

Background

This document is a revision of the 1999 version of the Physical Education Intramural Safety Guidelines. These 2017 Ontario Physical Education Safety Guidelines (Safety Guidelines) were developed with the support and encouragement of the Ontario Physical and Health Education Association (Ophea), the Ontario School Boards' Insurance Exchange (OSBIE), the Ontario Association for the Support of Physical and Health Educators-(OASPHE), the Ontario Federation of School Athletic Associations (OFSAA), and the Canadian Intramural Recreation Association of Ontario (CIRA Ontario). The Elementary Intramural module of the Ontario Physical Education Safety Guidelines was developed to support The Ontario Curriculum, Grades 1-8: Health and Physical Education, 2015 (revised).

This particular Generic Section pertains to the Intramural module of the Safety Guidelines and is based on the Curricular module of the Safety Guidelines.

Intent of the Ontario Physical Education Safety Guidelines:

The primary responsibility for the care and safety of students rests with the school board 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, the safety guidelines writing team and physical educators across Ontario have identified and analyzed reasonable foreseeable risks and have developed these guidelines to reflect a consensus among qualified persons about procedures that help minimize, to the greatest extent possible, the risk of a preventable accident or injury. A guideline alone does not eliminate risk regardless of how well it is written or how effectively it is implemented. Safety awareness, practised by the intramural supervisor, based on up-to-date information, common sense observation, action, and foresight, is the key to safe programming. The intent of the Intramural Safety Guidelines is to provide a reference document that will assist the intramural supervisor to focus on safe instructional practices for each intramural 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 statements represent the minimum standards for risk management practice for school boards. An activity must not occur unless these statements have been addressed.

This document delineates minimum standards that must be used by teachers/intramural supervisors in addressing the safety component of intramural activities. Intramurals are defined as school-sponsored physical/recreation activities which are:

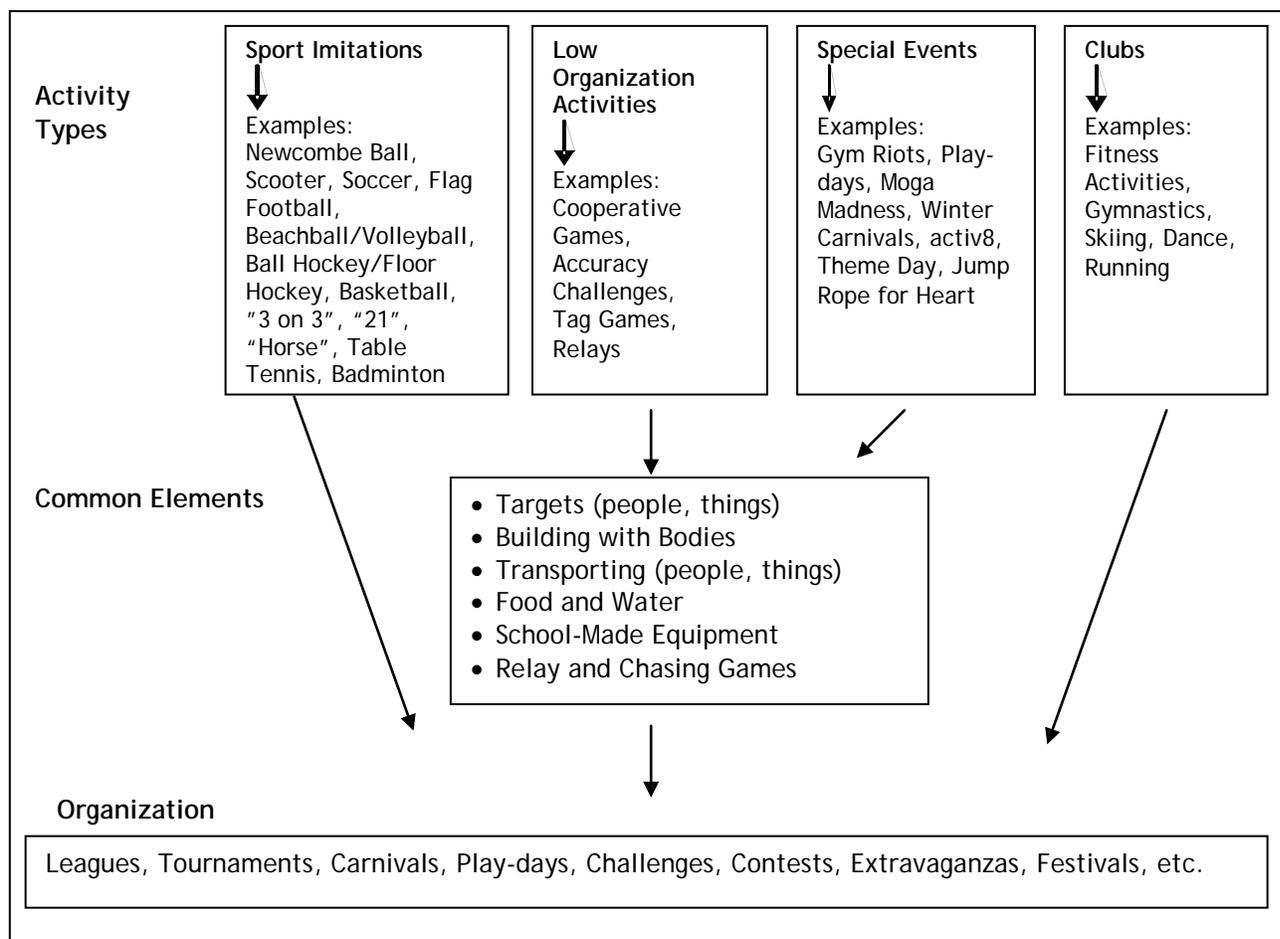
- outside the student's instructional time;
- not a selected school team/group;
- not a competition against another outside team/group.

Intramurals encourage school-wide involvement with an emphasis on participation, as opposed to competition. Curricular and Interschool Guidelines can be found in their respective modules.

Intramurals can be categorized into four types: Sport Imitations, Low Organization Activities, Special Events and Clubs. When an intramural activity is played according to official rules and equipment (e.g., a common sport imitation or low organization game), refer to the Curricular module.

When an intramural activity is distinguished by one of the common elements listed in the chart below (e.g., dodge ball type games), reference the Curricular module.

When introducing an imitation sport or low organization game which is not described in the Curricular or Intramural guidelines, refer to the guidelines of the activity it most resembles.



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/intramural supervisor has the knowledge and ability in accordance with the safety guideline pages to teach/supervise the activity safely.
- The educational value vs. the entertainment value of the activity must be determined (e.g., is a dunk tank at a "Play-day" educational or entertainment?). Once the activity has been determined as educational by a board official, the inherent risks must be identified and minimized.

A. Generic Issues

Please Note

- All statements in the Safety Guidelines are the minimum standards
- The following statements in the Generic Section of the Safety Guidelines are not listed in any order of priority.
- Lists of examples in the Safety Guidelines are not exclusive.

There are many common guidelines for safety which apply to all Intramural/Club activities. Some commonalities are as follows:

1. Parents/guardians need to be made aware of intramural/club activities in which their child is to participate and the risks inherent in activities that mandate constant visual supervision.
2. Parental/guardian acknowledgment/permission must be received from each participant. For sample letter, refer to Appendix A.
3. **Medical Conditions:** Prior to participation in the intramural activity, teachers/intramural supervisors need to be aware of the medical background and physical limitations of students. This includes knowledge of students with heart disorders, asthma, diabetes, severe allergies, anaphylaxis, previous concussion etc. Each school needs to develop a process by which this medical information is shared with the intramural supervisor (refer to Appendix A).

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

To assist teachers/intramural supervisors with the management of a student with asthma when participating in physical activity Ophea has developed a Sample Management of Asthma Protocol (Appendix L).

4. **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/intramural supervisors 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 for school and parent information and responsibility and a sample form to be completed for return to activity after a fainting episode.

5. Apply your school's emergency action plan to deal with accidents in intramurals/clubs. For details on an emergency action plan, refer to Appendix E.
6. An appropriately-stocked first aid kit must be readily accessible. When activities are offered off campus, an appropriate portable first aid kit must be readily accessible. For a sample listing of first aid items, refer to Appendix D.
7. Universal precautions (e.g., using impermeable gloves) must be followed when dealing with situations involving blood and other bodily fluids (refer to Appendix K). Teachers/intramural

supervisors must refer to the school board protocol that addresses blood and bodily fluids procedures.

8. Concussion Protocol and Procedures Information

The Ministry of Education expects all boards in Ontario to develop and maintain a policy on concussion. In accordance with *PPM 158 School Board Policies on Concussions*, school board policy on concussion is expected to contain, at a minimum, the following:

- Development of Awareness;
- Prevention;
- Identification;
- Management Procedures for a Diagnosed Concussion; and
- Training and a process to support ongoing implementation and compliance.

The Ministry of Education considers the concussion protocol outlined in the Ontario Physical Education Safety Guidelines to be the minimum standard.

School boards may localize the components of the concussion protocol, to meet the specific needs of their school district, keeping in mind that they can raise the minimum standards but cannot lower the standards. Although it is important to be familiar with the Ontario Physical Education Safety Guideline Concussion Protocol, educators must ensure that they use their own board's concussion protocol. 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. Refer to list below.

- Appendix C-1 - Concussion Protocol: Prevention, Identification and Management Procedures
- Appendix C-2 - Sample Tool to Identify a Suspected Concussion
- Appendix C-3 - Sample Documentation of Medical Examination
- Appendix C-4 - Sample Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan
- Appendix C-5 - Sample Concussion Prevention Strategies

9. If a student misses an intramural activity 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 play. For a sample form, refer to Appendix B.

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.

10. Teachers must ensure parents/guardians are aware of safety precautions related to environmental factors (e.g., temperature, weather, air quality, humidity, UV index, insects, frost bite, dehydration) (refer to Appendix A).
11. Lightning is a significant weather hazard that may affect outdoor activities. Safety precautions and protocols must be developed and communicated to participants and spectators in response to potential lightning risk factors. At all times the Board'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 refer to Appendix F.
12. If students are transported away from the school for the intramural/club activities, it is important that parents are made aware of the mode of transportation and the student

expectations required. Refer to individual school board's field trip procedures related to the need for obtaining parent/guardian permission.

13. Consideration must be given to informing parents/guardians when students are involved in intramural/club activities which require students to go off the school property, into the immediate community (e.g., to adjacent parks, nearby ice surfaces refer to Appendix A). Refer to individual school board's field trip procedures related to the need for obtaining parent/guardian permission.
14. When taking students off-site for an intramural/club activity (e.g., ski resort) organized by an outside provider, share appropriate safety guidelines with activity provider prior to arrival. For more information on planning trips using outside providers, refer to Appendix P.
15. Students must be made aware of the locations of the fire alarms, fire exits and alternate routes from the playing area.
16. Prior to offering an intramural sport imitation activity, appropriate skills must be taught.
17. Prior to participating in the intramural activity, teachers/intramural supervisors must:
 - outline the possible risks of the activity;
 - demonstrate how to minimize the risks;
 - set procedures and rules for safe play; and
 - provide instruction on concussion prevention and awareness, e.g.:
 - the definition and the seriousness of a concussion
 - the signs and symptoms
 - the importance of reporting the suspicious of a concussion to teacher/parents
 - prevention techniques for the activity (refer to Appendix C-5).
18. If students are involved in any activity or sport (e.g., a low organization game) which is not described in this guideline, refer to the guidelines of an activity it most resembles.
19. Approval from a school board official must be received if a teacher/intramural supervisor wishes to include activities that are not in the guidelines and do not resemble an activity described in the guidelines. As part of this process, the teacher/intramural supervisor must demonstrate that all appropriate precautions will be taken in the interest of student safety.
20. Any modifications teachers/intramural supervisors make to guideline statements must RAISE the level of safety, NOT lower it.
21. Where an incident occurs that increases or could increase the risk of injury, corrective actions must take place to help prevent its recurrence (e.g., volleyball poles in equipment room are not secured to floor/walls and crash to floor and no one is injured - corrective action is to secure poles).
22. At the beginning of the activity, teachers/intramural supervisors must inform students if changing into gym wear is necessary, identify change room location and conduct expected.
23. Teacher/intramural supervisors must limit the number of active participants in any activity area at one time, based on the size of the area, risk level of the activity and maturity level of the participants.
24. Spectators at intramural activities must not present a safety concern.

25. Intramural activity officials must be knowledgeable and trained to carry out their duties.
26. The minimum requirement for first aid coverage of intramural activities is an individual who is accessible and who takes responsibility for providing first aid to injured participants throughout the entirety of the activity.

B. Introduction to Sport/Activity Page Components

Please note:

- All statements found on the sport/activity pages and supporting Appendices A-O are the minimum standards. An activity must 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 intramural activities/common elements in each class activity are outlined according to the following critical components:

| Equipment Clothing, Footwear and Jewellery Facilities | Special Rules/Instructions Supervision |
|---|---|
|---|---|

- b) With some exceptions, age divisions are not described on curricular or intramural 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., Rowing: “Grades 6 to 8 only”), the standard has been determined by experts in the field.

2. Equipment

- a) To provide a safe environment for intramural/club activities, the teacher/intramural supervisor must make a pre-activity check of the equipment to be used. This could be done visually or recorded on a check list (refer to Appendix I-2). 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 its size, mass and strength are appropriate.
- c) Equipment listed in the document applies only to safety.
- d) All balls must be properly inflated.
- e) There are many examples of equipment that can be made at school by board employees, adult volunteers and students who are under direct supervision. Refer to the School-Made Equipment page in this module. Home-made equipment is defined as equipment that is made and/or modified at home and then brought to school. This type of home-made equipment is not to be used in intramural programs (e.g., personal ball hockey sticks, floor hockey shafts).
- 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) **Protective equipment.** Prior to participation teacher/intramural supervisors are to check that the protective equipment, described under the Equipment section on the activity page, is being properly worn by the students (e.g., properly fitted (as per manufacturer’s guidelines) and properly worn cycling helmet with chin straps done up).

Where appropriate, teacher/intramural 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.

If purchasing protective eyewear, eyewear must meet the standard for that activity or must meet ASTM F803 standard or equivalent.

g) Helmets

Helmet requirements, Safety Standards Associations and/or certification standards, can be found (modules) on the specific activity/sport pages under Equipment.

Recognized Safety Standard Associations for Helmets:

The Ontario 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 Ontario 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: Parachute, Canada Safety Council, and the Ontario School Board Insurance Exchange.

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 Ontario 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 Parachute at www.parachutecanada.org

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) When equipment (e.g. fitness equipment) is purchased second hand or donated to your school/school board, follow the guidelines for new/donated equipment in Appendix H.
- i) Students must be encouraged to report equipment problems to teacher/intramural supervisor. For more information on the role of the student in safety, refer to Appendix J.

3. Clothing, Footwear and Jewellery

- a) Appropriate athletic footwear must be a minimum uniform requirement. Appropriate athletic footwear is a shoe designed for athletic activities with a sole that provides traction and which is secured to the foot. Some examples of shoes that are not appropriate include shoes with a rocker sole, a platform, wheels, cleats, spikes, open toes, or open heels. Students must wear appropriate clothing for intramural activities. Shorts or sweat pants and t-shirts or sweat shirts are examples of appropriate clothing. Deviations from this minimum are listed on intramural common elements guidelines and curricular activities pages. Some ill-fitting clothing, hard-soled shoes, and socks without shoes can inhibit movement and possibly cause injury during active movement. Where religious requirement presents a safety concern, refer to the school or school board policies/procedures for appropriate modifications.

b) Jewellery

Exposed jewellery being worn during physical activity can pose a hazard to the wearer and/or other participants and be the cause of an injury. Jewellery can be caught up in equipment, on another person or their clothing, or be hit by a projectile.

Sample types of jewellery:

- Hanging jewellery on neck, wrists, ears, torso
- Studs on ears, face, tongue, torso
- Loops/hoops/bars on ears, face, torso
- Rings on fingers, toes
- Watches/bracelets (hard material) on wrist/ankles
- Spacers on ears
- Hair pins, clips and barrettes

Medic alert identification and religious articles of faith that cannot be removed must be taped or securely covered.

Finger rings are not permitted for any activity.

Criteria for the removal and wearing of jewellery during physical activity:

- During group/team activities where there is a possibility of (incidental) contact with other participants or equipment, exposed jewellery is to be removed. Exceptions:
 - New piercings which present a safety concern can be accommodated during the required healing time period and must be securely covered during physical activity.
 - Spacers are permitted during physical activity.

- Chains/necklaces, under an article of clothing that can become exposed during physical activity are to be removed.
- During individual/group activities where there is little chance of (incidental) contact with other participants or equipment exposed jewellery does not have to be removed (e.g. skiing/snowboarding, curling, cross country running clubs).
- For those activities where there are safety concerns with wearing jewellery, statement can be found on individual pages (e.g. "No hanging jewellery").

For all activities the teacher is to be vigilant and to have the student remove any piece of jewellery they feel may pose a safety hazard to the wearer or other participants.

- 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 (refer to Appendix A).
- d) Long hair must be secured so as not to block vision.

4. Facilities

- a) To provide a safe environment for intramural/club activities, the teacher/intramural supervisor must make a pre-activity check of the facilities and equipment to be used. This could be done visually or recorded on a checklist (refer to Appendices I-1, I-2, I-3). 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. Only equipment related to safety concerns is included in this document. Students must be encouraged to report equipment or facility problems to the teacher. For more information on the role of the student in safety, refer to Appendix J.
- c) In an emergency situation (e.g., lightning, severe weather, medical emergency) the supervisor in charge of the excursion must follow School Board protocol. If the excursion takes place at an outdoor education facility whose emergency protocol has a higher standard of care than the School Board 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.
- e) Moving portable goals
 - Teacher/supervisor must supervise moving portable goals.
 - Teacher/supervisor must inform students of procedures for moving portable goals and review periodically
 - If assisting the teacher/supervisor in the moving of portable goals, only students who have been properly trained can be used. Constant visual supervision is required
 - Teacher/supervisor is to designate an area a safe distance from the path of moving portable goal in which other students are to stay. Check that the path is clear (no obstructions and/or students in the way)
- f) Equipment/furniture which is hazardous to the activity must not be stored around the perimeter of the area in use for intramurals/clubs. A reasonable number of benches, as well as mats secured to the wall, are exceptions to this statement. Devices projecting from the wall (e.g., chin-up bars, pegs on a peg board) must be set at a height that will minimize the chance of injury or be removed when not in use.

- g) For all indoor activities, walls and stages must not be used for turning points or finish lines. A line or pylons could be designated in advance of the wall or stage.
- h) Foreseeable risks must be identified and precautions taken to minimize risks.
- i) For safety precautions when using in-school non-gym areas for intramurals (e.g., concourses, hallways, classrooms, stages), refer to Appendices G, I-3 and N.
- j) Playing areas must be free from hazards (e.g., holes, glass, and rocks). Severely uneven surfaces must be brought to the attention of the principal and students, and modifications made when necessary. Playing areas must allow for safe footing and traction.
- k) 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.
 - Teacher/staff member **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 Ontario 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 door/curtains must seek assistance from appropriate support staff and/or refrain from using equipment until instructional support is received.

l) Natural Ice Locations (Lakes, Ponds, Rivers):

Only Board/school approved natural ice locations are to be used.

An approved natural ice location is one that is:

- Monitored and tested by a recognized organization (e.g., local municipality, police, and snowmobile clubs) and/or a recognized knowledgeable individual (e.g., winter camp supervisor) that measures ice thickness for activity safety.

Prior to activity on natural ice surface teacher/supervisor must check with recognized/knowledgeable source for thickness of ice for specific activity. Ice surface is to be measured in several places.

For the following activities ice thickness must be a minimum of:

- Cross Country Skiing = 15 cm (6")
- Walking = 15 cm (6")
- Skating (group) games = 15 cm (6")

The use of natural ice involves some risk. Safety criteria to follow:

- For natural ice surfaces where conditions cannot be measured - stay off the ice.
- Stay away from unfamiliar paths or unknown ice, avoid traveling on ice at night unless necessary
- Obey all ice warning signs.
- Teacher/supervisor must be in close proximity to students on the ice surface.
- Teachers/supervisors are to be knowledgeable of procedures to follow for rescuing an individual who has fallen through the ice.
- Students are to be informed of ice safety and ice rescue procedures prior to activity e.g., not to go on the ice surface alone.

5. Special Rules/Instructions

- a) The Intramural Safety Guidelines do not support contact. In this document, contact is defined as intentional physical contact with the purpose of gaining an advantage in the specific activity (e.g., body contact, stick-on-body, stick-on-stick).
- b) Intramural activities must be modified to the age and ability level, language and experience of the students and the facility available. It is important to balance teams on the basis of physical ability and skill level.
- c) Teachers/Intramural supervisors must be encouraged to stay current with respect to safe exercise techniques.
- d) Intramural games must be based on skills that are taught. Any games/activities that are not part of the curricular program must be preceded by skill instruction (e.g., cross-country skiing).
- e) Before involving students in outdoor activity, teachers must take into consideration:
 - environmental conditions (temperature, weather, air quality, humidity, UV index, 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
- f) Students must be made aware of ways to protect themselves from environmental conditions (e.g., use of hats, sunglasses, sunscreen, personal water bottles, insect repellent, appropriate clothing).
- g) Students must receive instructions on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, tornadoes). Refer to Appendix F.
- h) Adequate liquid replacement (personal water bottles, water fountains) must be accessible for students before, during and after physical activity at all indoor and outdoor sites to prevent dehydration.
- i) Students must receive instructions on the importance of reporting symptoms related to a suspected concussion.
- j) If students are using body paint, allergy and floor traction concerns must be addressed.
- k) For the safe lifting, supporting and transporting of students, refer to Appendix O.

- l) Modify activities which involve students with special needs to address safety issues for all students. Teachers/Intramural supervisors need to refer to resources designed to maximize safe opportunities for students with physical, intellectual, and behavioural exceptionalities (e.g., Ophea: Steps to Inclusion, Active Living Alliance for Canadians with a Disability: Resource Library).
- m) Activities that do not promote a healthy, active lifestyle (e.g., starve-a-thons, eating contests) are not appropriate.
- n) Some activities refer to an "In-Charge" person. While the teacher/intramural supervisor is "In-Charge" and responsible for the overall safety and well-being of students 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 safety of the participants.
- o) While moving, students must not be required to close their eyes or be blindfolded.
- p) Emphasize controlled movement when requiring students to walk or run backwards. Avoid backward-running races.
- q) Any student playing with a cast must provide a doctor's note or parents/guardian signed permission indicating it is safety for him/her to participate.
- r) An exposed apparatus must be soft or padded and must be approved by the person in charge prior to the commencement of the activity.
- s) Casts or orthopaedic devices must not present a safety concern. Modifications might have to be made.

6. 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. An intramural supervisor is defined as a teacher, principal or vice-principal employed by the school board. A volunteer (not necessarily a teacher) could assist in the supervision of intramurals. Examples of volunteers are: educational assistants, retired teachers, parents, co-op students, teacher candidates and trained senior students. These volunteers must not be the sole supervisor of the intramural activity. Refer to your school board's policy regarding volunteers.

- a) Students must be informed that facilities and equipment must not be used without authorization and supervision. In addition to written or verbal communication, at least one of the following deterrents must be in place:
 - locked doors;
 - signs on doors 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. Three categories of supervision are designated in this document: "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. The three levels of supervision described below are not hierarchical but represent the type of supervision that an activity requires and the type of supervision that is inherently possible.

- **“Constant visual”** supervision means that the teacher/intramural supervisor 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/intramural supervisor presence but not necessarily constant viewing of one specific activity. Momentary presence in adjoining rooms to the gymnasium is considered part of the on-site supervision.
- **“In-the-area”** supervision occurs:
 - a) in activities in which students may be out of sight for periods of time and the location of the teacher/supervisor is not nearby (e.g., scavenger hunt). At least one of the following criteria must be in place:
 - teacher/supervisor is circulating; and
 - location of teacher/supervisor has been communicated to students and supervisors
 - b) in single activities and those that may be combined (e.g., other in-the-area activities such as badminton, table tennis, handball - wall) the following criteria must be in place:
 - Teacher/supervisor informs students of the location of the activities.
 - Teacher/supervisor must be circulating between the activities and readily accessible.

Example: During a school outdoor special events day, some students are involved in parachute games, some in relay games, and others in a team scavenger hunt around the school.

- **“Constant visual”** supervision - Parachute - Teacher/intramural supervisor is at the event and is observing activity.
 - **“On-site”** supervision - Relay Games - Students are participating on the playground and can be seen by the teacher/intramural supervisor.
 - **“In-the-area”** supervision - Scavenger Hunt - Students are running around the school grounds and at times may be out of sight.
- c) If there is an increase in risk factors (e.g., large number of students with special needs) then the number of supervisors and the level of supervision must be increased (e.g., from in-the-area to on-site).
 - d) The level of supervision must be commensurate with the inherent risk of the activity. The level of risk increases with the number of participants, the skill level of the participants, and the type of equipment used. The list on pages 16-18 outlines appropriate supervision for each type of activity. The list is not exhaustive. For an unlisted activity, refer to the activity it most resembles. For outdoor education activities, reference the Curricular module in order to be aware of ratios, qualifications and supervision requirements.
 - e) Establish routines, rules of acceptable behaviour and appropriate duties of students at the beginning of the activity and reinforce throughout the year. Intramural supervisors must sanction students for unsafe play or unacceptable behaviour, and must exercise that responsibility at all times. Refer to Appendix J for more information on student behaviour.

- f) Students must be made aware of the rules of activities or games. Rules must be strictly enforced and modified to suit the age and physical, emotional, social and intellectual abilities of the participants.
- g) The teacher must be vigilant to prevent one student from pressuring another into trying skills or activities for which he/she is not ready.
- h) When an intramural activity includes activities that require constant visual supervision (e.g., winter carnival snow and ice activities) or more than one higher-risk activity, the ratio of intramural supervisors/volunteers to participants must satisfy safety concerns.
- i) Prior to an occasional teacher supervising an intramural activity the school administrator/designate must address the occasional teacher's knowledge of the activity and ability to safely supervise that activity/sport as outlined in the appropriate activity/sport page.

Administrator/absent intramural supervisor must:

- include the Safety Guidelines pages for intramural activity;
- inform occasional 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.

Introduction to the Appendices

Information in the Appendices addresses the required elements previously described in the Generic Section.

School Boards are to address all of the safety elements in the Appendices (e.g., parental permission, medical information).

Each appendix was developed as a sample for School Boards to localize as needed.

C. Supervision of Intramurals

The following tables provide an overview of the supervision required for the three types of intramural activities: sport imitation, low organization activities/special events, and clubs. Supervision types may be classified as "constant visual", "on-site" or "in-the-area" (refer to B. 6. b) above). In some cases, the supervision type required is different for initial instruction/set-up of the activity and playing of the activity itself.

Supervision of Intramurals - Sport Imitation

All guidelines described in the Elementary Curricular Ontario Physical Education Safety Guidelines Module must be implemented.

Constant Visual Supervision

Activity

- swimming
- wrestling, combatives

On-Site Supervision

Initial Instruction/Set-up

- racquet-type games (racquetball, paddleball, handball, tennis, badminton, pickleball, paddle tennis)
- table tennis
- ultimate disc
- volleyball (newcombe ball, beach volleyball)

Activity

- basketball-type games (bordenball, endball, benchball)
- ball hockey, floor hockey
- bowling
- broomball
- cricket
- curling
- field hockey
- football-type games (e.g., tag, flag)
- lacrosse
- rugby (non-contact)
- skating games
- soccer
- softball-type games
- team handball
- scooter games (scooter basketball, scooter soccer)

In the Area Supervision

Activity

- cross-country running, orienteering
- racquet type games (racquetball, paddleball, handball, tennis, badminton, pickleball, paddle tennis)
- table tennis
- ultimate disc
- volleyball (newcombe ball, beach volleyball)

Supervision of Intramurals - Low Organization Activities/Special Events

All guidelines described in the Elementary Curricular Ontario Physical Education Safety Guidelines Module must be implemented.

Constant Visual Supervision

Activity

- aquatic games (as per pool regulations)
- transporting people relays
- human target games (e.g., dodgeball)
- building with bodies - initial instruction
- parachute (primary)
- water activities (e.g., water-balloon relays)
- obstacle courses with climbing or inverted activities

On-Site Supervision

Activity

- cooperative games
- accuracy challenges
- skill-related relays (e.g., basketball dribbling)
- building with bodies - practice, kneeling and lying
- parachute games (junior/Intermediate)
- transporting things
- obstacle courses without climbing apparatus (no inversions)
- scooterboard relays
- disc throwing
- skating and skating activities
- indoor running relays/indoor chasing games

In the Area Supervision

Activity

- board games
- outdoor running relays/outdoor chasing games
- jump rope for heart
- mass participation events (e.g., walkathons, dance-a-thons)

Supervision of Intramurals - Clubs

All guidelines described in the Elementary Curricular Ontario Physical Education Safety Guidelines Module must be implemented.

Constant Visual Supervision

Activity

- gymnastics - higher-risk moves and skills
- archery

On-Site Supervision

Initial Instruction/Set-up

- fitness club activities
- cycling
- golf
- horseback riding
- in-line skating

Activity

- cricket
- gymnastics - lower-risk skills
- martial arts (self defense)
- bowling

In the Area Supervision

Activity

*refer to the curricular module for supervision ratios

- cross-country running
- cross-country skiing
- cycling
- dance/rhythmic
- fitness club activities
- golf
- horseback riding
- in-line skating
- running
- skiing (alpine)
- snowboarding
- snowblading