
Generic Section

Background

This document is a revision of the 1999 version of the Physical Education Curricular 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 – Ontario (CIRA). The Secondary Curricular module of the Ontario Physical Education Safety Guidelines was developed to support The Ontario Curriculum, Grades 9-12: Health and Physical Education, 2015 (revised).

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 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 provide a reference document that will assist the teacher to focus 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 statements represent the minimum standards for risk management practices for school boards. An activity must 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 their respective 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 behavioral 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 Ontario Physical Education Safety Guidelines, 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 board 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 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 physical education class activities. Some commonalities are:

1. **Medical Conditions:** At the beginning of the school year/semester, 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, previous concussion etc. Each school needs to develop a process by which medical information is available to teachers at the beginning of the school year (refer to Appendix A).

To address a student's medical condition (e.g., asthma, life threatening allergies, diabetes, epilepsy, heart disorders) teachers are to refer to their school board'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 Ophea has developed a 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 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.

3. A fully stocked first aid kit must be readily accessible to the gymnasium. For a sample listing of first-aid items, refer to Appendix D. When activities are offered off-campus, an appropriate, portable first aid kit must be readily accessible.
4. 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 must refer to the school board protocol that addresses blood and bodily fluids procedures.
5. Follow the school's emergency action plan including accessibility to a vehicle for transportation of a student to hospital (refer to Appendix E).

6. 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 the 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

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 teacher must receive communication from the student's parent/guardian giving him/her permission to return to physical activity. 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/illness 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 index, insects, frostbite, dehydration) (refer to 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 Board's lightning procedures are the mandatory minimum standards. In situations where a higher standard of care is presented (e.g., by trip guides, facility/program coordinators) - the higher standard of care is to be followed. For lightning procedures, refer to 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 the school board'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., camp activities), the appropriate safety guidelines must be shared with the provider prior to trip confirmation. The outside provider must agree to abide by the mandates of the Safety Guidelines. For more information on planning trips using outside providers, refer to Appendix N.
13. Students must be made aware of the locations of the fire alarms, the fire exits and alternate routes from the gymnasium.
14. Prior to teaching the skills of the activity, the teacher 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).
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 increase 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 board 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 must fill out an *Application for New or Revised Safety Guideline Activity Page* form, available at <http://safety.ophea.net/modify-safety-guidelines>.

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 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 each class activity are outlined according to the following critical components:

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

Age divisions are not described on curricular or intramural activity pages. It is the responsibility of each School Board to determine the age appropriateness of these activities.

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 (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 it is size, mass and strength appropriate.
- c) **Protective equipment.** Prior to participation teachers and 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, 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).

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

- d) All balls must be properly inflated.
- e) No home-made equipment is to be used (e.g., personal ball hockey sticks). Equipment can be made at school by Board employees, adult volunteers and by students who are under direct supervision. Refer to the School-Made Equipment page in the Intramural module.
- 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.

Helmet requirements, Safety Standards Associations and/or certification standards, can be found 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 multipurpose 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:

- Reference the specific activity page in the Ontario Physical Education Safety Guidelines
- Consult the sport governing body of the activity.
- Consult a reputable provider (retailer) of the equipment for information on the most suitable helmet.
- 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) 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 board, follow the guidelines for new/donated equipment in Appendix H.

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 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 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, hard-soled shoes, and socks without shoes can inhibit movement and possibly cause injury during active movement. Where religious requirements present 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 may be worn (e.g. skiing/snowboarding, curling, track events, water activities-boating).
 - For those activities where the wearing of jewellery is a safety concern, statements are located on the individual sport/activity pages (e.g. in Gymnastics - No exposed 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 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 (refer to Appendices I-1 to 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) Any use of a facility must be supervised.
- f) **Moving portable goals**
- Teacher/staff member must supervise moving portable goals.
 - Teacher/staff member must inform students of procedures for moving portable goals and review periodically
 - If assisting the teacher/staff member in the moving of portable goals, only students who have been properly trained can be used. Constant visual supervision is required
 - Teacher/staff member 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)
- g) 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.

- h) 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.
- i) 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 gym classes, refer to Appendices G and I-3.
- 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, students must be made aware of them, 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 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 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).
- l) Where running takes place off school site for a warm up or conditioning run and/or is an integral part of the activity:
- 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).

- m) 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) Class activity must be modified according to the age and ability level, language and experience of students and the facility available.
- b) Teachers, instructors and supervisors must be aware of the possibility of peer pressure and make sure no student is coerced into participating. 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, or be allowed to select a challenge at their comfort level, including the choice to not participate.
- c) Teachers must be encouraged to stay current with respect to safe exercise techniques.
- d) All class sessions must include appropriate warm-ups and cool-downs.
- e) Skills must be taught in a proper progression. Refer to skill progression resources (e.g., school board's core curriculum documents, commercial resources).
- f) Games and activities must be based on skills that have been taught.
- g) 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
- h) 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).
- i) Students must receive instruction on safety procedures related to severe weather conditions (e.g., lightning, funnel clouds, severe winds, and tornados). Refer to Appendix F.
- j) Students must receive instruction on the importance of reporting symptoms related to a suspected concussion.

- k) 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.
- l) 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., Ophea: Steps to Inclusion, Active Living Alliance for Canadians with a Disability: Resource Library).
- m) 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.
- n) 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.
- o) While moving, students must not be required to close their eyes or be blind-folded. The activity of goalball is an exception to this statement.
- 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 parent/guardian signed permission indicating it is safe for him/her to participate.
- r) Casts/orthopedic devices must not present a safety concern to students or other participants. Modifications might have to be made.
- s) An exposed orthopaedic apparatus must be soft or padded and must be approved by the person in charge prior to the commencement of the activity.

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) A supervisor, as referred to below, 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 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 board policy regarding volunteers. These volunteers must not be the sole supervisors of any activity.
- b) 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 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.
- c) 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. 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 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 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., alpine skiing, cross-country running). 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 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 practicing 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.
- d) 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 J for more information on student behaviour.
- e) 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.
- f) Co-op students or other secondary students must not be the sole supervisor of any activity.
- g) Occasional Teacher Coverage:

- The occasional teacher must have students participate in physical activities commensurate with his/her ability to safely teach that activity/sport.
- Include the Safety Guidelines sheet for the activity with the lesson plans.
- Inform the 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.