

Snowboarding

SECONDARY - CURRICULAR 2023

- A teacher must be the supervisor in charge of the trip/activity.
- A volunteer supervisor is an individual who is 18 years of age or older who is approved by the principal and has received instructions on their duties as a supervisor on the trip/activity.
- Consult [Risk Management](#).
- 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. For more information on planning trips using outside providers, consult [Outside Activity Providers](#).
- [OSBIE/OSRA's School Board/Snow Resort Safety Guidelines for Out-of-School Trips for Winter Sports Education Program](#) is a resource that can assist in planning trips.

Equipment

- Determine that all equipment is safe for use (for example, no sharp corners, cracks, or splinters). Students must be encouraged to report equipment problems to the teacher.
- When snowboarding at facilities both within and outside of Ontario a properly fitted (as per manufacturer's guidelines) and properly worn snow sport helmet certified by a recognized safety standards association (for example, ASTM F2040, CEN 1077, Snell RS98, CSA Z263.1) must be worn.
- When renting equipment, the facility operator must provide:
 - snowboards appropriate for the size and ability of the student;
 - snowboards with edges in good condition;

- an inspection and adjustment of boots and bindings by a knowledgeable equipment technician on-site;
- snow sport helmets that are in good condition and are certified by a recognized safety standards organization (for example, ASTM F2040, CEN 1077, Snell RS 98, CSA Z263.1);
- a check that rental helmets are properly fitted (as per manufacturer's guidelines) and properly worn.

Refer to the [**First Aid**](#) section for first aid equipment requirements.

Clothing/Footwear/Jewellery

- Appropriate clothing and footwear for outdoor activity must be worn (for example, use layering principles, hats, mitts or gloves). ("Comfort Tips" guidelines within the [**Safety and Risk Awareness section of the Ontario Snow Resorts Association**](#) website can assist snowboarders in determining appropriate clothing for a comfortable outdoor snow sport activity.) Long scarves are not permitted.
- Long hair must be secured. Devices (for example, hair pins, elastics and barrettes) used to tie back long hair must not present a safety concern.
- Students must not participate when the length of fingernails poses a safety risk to themselves or others.

Facilities

- Determine that all facilities are safe for use. Students must be encouraged to report facility problems to the teacher.
- Commercially-operated snowboarding facilities with suitable teaching areas (gentle slopes) must be used.
- The area must be patrolled by members of a recognized ski patrol.

- The facility provider must define the snowboarding area to the students so they are aware of the boundaries and hazards for the activity.
- When running takes place off school site for a warm up:
 - Teachers must do a safety check 'walk through' in order to identify potential problems prior to initial use of route or course.
 - Teachers must outline to the students the route or course (for example, notice of areas to approach with caution) before the start of the run.
 - Teachers must determine that students are not crossing busy intersections unless directly supervised.

Environmental Considerations

- When environmental conditions may pose a risk to student safety (for example, thunderstorms [lightning] or student(s) with asthma, triggered by air quality), teachers must take into consideration their school board/school's protocols and procedures related to:
 - environmental conditions (consult [Weather](#)); and
 - snow conditions (for example, snow/ice storms) and visibility.
- Students must receive instruction on safety procedures related to environmental conditions and be made aware of ways to protect themselves (for example, frostbite, hypothermia).
- The school board's weather procedures are the minimum standards at all times. In situations where a higher standard of care is presented (for example, outside activity providers, facility/program coordinators), the higher standard of care must be followed.

Special Rules/Instructions

- Be aware of students whose medical condition (for example, asthma, anaphylaxis, casts, previous concussion, orthopaedic device) may affect participation. Consult [Medical Conditions](#).

- Students must not participate in the activity until they receive information on concussion prevention specific to the activity, inherent risks of the activity (for example, outline possible risks and ways to minimize the risks), and procedures and rules for safe play. Students must receive instruction on the importance of reporting symptoms related to a suspected concussion.
- Refer to school board policies and procedures (i.e., transportation, excursion/field trip) for communication with parents/guardians, the location of an off-site activity, means of transportation, supervision ratios, and parent/guardian permission.
- Activities must be modified according to the age, ability level, language, and experience of students, number of participants, and the facility available.
- Previous training, fitness level, and the length of time and intensity of physical activity must be taken into consideration.
- Activities must be based on skills that are taught.
- Skills must be taught in proper progression.
- A proper warm-up and cool-down must be included.
- While moving, students must not be required to close their eyes or be blind-folded.
- Emphasize controlled movement when requiring students to walk or run backwards. Backward-running races are not permitted.
- All students must be tested and grouped appropriately as determined by a qualified snowboarding instructor.
- An instructional component is mandatory for all students at all levels of ability.
- Students must be taught the importance of snowboarding in control at all times.
- Students must snowboard in areas identified as appropriate by the qualified instructor.
- In order to snowboard in more challenging areas of the facility/site, specific instruction must be given (for example, instruction on mogul hill, instruction on the half pipe/terrain park).
- Communicate to students the importance of being aware of the location of other skiers, around them, to avoid interference and collisions.

- When a student displays hesitation (verbally or non-verbally) with participating, 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 permitted to select a role within the activity at their comfort level, including the choice to not participate.
- Prior to participation, the teacher must reference and apply their school board's policy on equity and inclusion as it affects student participation and makes appropriate accommodations/modifications to provide a safe learning environment. Consult the Intent subsection within the [About section](#).
- Adequate liquid replacement (personal water bottles, water fountains) must be accessible for students before, during, and after physical activity to prevent dehydration.

Supervision

- All activities must be supervised.
- In-the-area supervision is required.
- Responsibilities of all supervisors must be clearly outlined, including circulating to all hills/terrains that students are using for snowboarding and in the chalet(s).
- All supervisors must:
 - be familiar with applicable elements of this activity page; and
 - be aware of risks of the activity and the ways to minimize them and participate safely (for example, watching a safety video such as [A Little Respect: ThinkFirst](#)).
- A process must be in place by which supervisors can contact students (for example, check-in time).
- The level of supervision must be commensurate with the inherent risk of the activity. The level of risk is related to the number of participants, the skill level of the participants, the type of equipment used, and environmental conditions.
- A volunteer could assist in the supervision of physical education activities. Examples of volunteers are educational assistants, retired teachers, co-op students, parents/guardians, early childhood educators, and teacher candidates. Refer to your school board's policy regarding volunteers. These volunteers

must be accompanied by a supervisor.

Supervision Ratios

- Grades 9-10: 1 supervisor per 15 students
- Grades 11-12: 1 supervisor per 20 students

First Aid

- A fully stocked first aid kit must be readily accessible. (Consult [Sample First Aid Kit](#))
- A working communication device (for example, cell phone) must be accessible.
- Follow the school's first aid emergency response (consult [First Aid Plan and First Aid Emergency Response](#)) and the school board's concussion protocol (consult [Concussions](#)).
- An emergency action plan and response to deal with evacuations and lock downs must be followed and communicated to students.

Information for Parents/Guardians

- Parents/guardians must be informed of the following:
 - The location of the activity is off school property
 - The means of transportation
 - The education program content:
 - Assigned groups by ability
 - Mandatory lesson
 - Designation of trails commensurate with ability as determined by snow resort teaching staff (for example, progressive sticker procedure, opportunity to upgrade)
 - The importance of wearing suitable clothing

- The importance of sun protection
- The Alpine Responsibility Code found in the [Safety and Risk Awareness section of the Ontario Snow Resort Association website](#)
- (Where appropriate) Freestyle terrain information
- That their child/ward must wear a properly fitted (as per manufacturer's guidelines) and properly worn snow sport helmet certified by a recognized safety standards organization (for example, ASTM F2040, CEN 1077, Snell RS 98, CSA Z263.1) as appropriate for snowboarding
- Of the importance of their child/ward wearing wrist guards
- That when their child/ward uses their own personal equipment or borrows equipment:
 - Of the importance of instructing their child/ward on how to wear their helmet properly
 - An equipment inspection by a knowledgeable equipment technician must take place prior to the activity to ensure:
 - snowboards are appropriate for the size and ability of the student
 - all bindings are in working order and set to the proper tension
 - all bindings meet current manufacturer's guidelines
 - boots and bindings are compatible

Information for Students

- Review with the students prior to the trip:
 - Emergency procedures
 - A properly fitted (as per manufacturer's guidelines) and properly worn snow sport helmet certified by a recognized safety standards association (for example, ASTM F2040, CEN 1077, Snell RS 98, CSA Z263.1) as appropriate for snowboarding must be worn
 - The importance of wearing wrist guards

- Possible risks of the activity (for example, the dangers of impact with obstacles, notably: trees, lift towers, fences, and snow-making and –grooming equipment) and the ways to minimize them and participate safely (for example, watching a safety video such as [**A Little Respect: ThinkFirst**](#)).
- An instructional component, that includes the proper wearing and use of equipment, is mandatory for all students at all levels of ability
- All students must be tested and grouped appropriately as determined by a qualified snowboarding instructor
- The importance of:
 - snowboarding only on designated trails commensurate with ability as determined by snow resort teaching staff
 - selecting proper clothing for the activity and weather of the day (for example, no jeans)
 - taking rest/breaks during the day and not getting overtired
- Safety procedures related to cold weather conditions (for example, temperature, wind chill) and methods for preventing frostbite and hypothermia
- Ways to protect themselves from environmental conditions (for example, use of hats, sunscreen, sunglasses, personal water bottles)
- Activities that are not permitted include jumping and inversions (hips must be below head level at all times)
- The Alpine Responsibility Code found in the [**Safety and Risk Awareness section of the Ontario Snow Resort Association website**](#)
- Lift use guidelines
- Where appropriate freestyle terrain information

Definitions

- **In-charge Person:**

- Some activities refer to an “In-Charge” person. While the teacher is in-charge and responsible for the overall safety and well-being of students under their care, sometimes there are other personnel who must be identified as “In-Charge” related to specific situations (for example, a pool lifeguard). In activities where an “In-Charge” person is designated, that person, in consultation with the teacher, must make final decisions regarding safety of the students

- **Supervision:**

- The vigilant overseeing of an activity for regulation or direction. Activities, facilities, and equipment have inherent risks, but the more effectively they are supervised, the safer they become.
- The Ontario Physical Activity Safety Standards in Education designate three categories of supervision, Constant visual supervision, On-site supervision, and In-the-area supervision. The categories take into consideration the risk level of the activity, the participants’ skill level and the participants’ maturity. The three levels of supervision described are not hierarchical but represent the type of supervision that an activity requires and the type of supervision that is inherently possible.

- **Supervisor:**

- A supervisor is defined as a teacher, vice-principal or principal with a current certification from the Ontario College of Teachers and under contract by the school/school board. The supervisor is legally responsible for the students.

- **Types of Supervision:**

- **Constant Visual Supervision:**
 - 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.

- Curricular example: During a track and field session, some students are involved in high jump, some are practising relay passing on the track while a third group is distance running around the school. For high jump, the teacher is at the high jump area and is observing the activity.
- Intramural 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. For parachute, the intramural supervisor is at the event and is observing activity.

○ **In-the-area Supervision:**

- In-the-area supervision means that the teacher could be in the gymnasium while another activity is taking place in an area adjacent to the gymnasium. In-the-area supervision requires the teacher to be readily accessible.
- In-the-area supervision occurs:
 - in activities in which students may be out of sight for periods of time and the location of the teacher is not nearby (for example, alpine skiing, cross-country running). At least one of the following criteria must be in place:
 - The teacher is circulating
 - The location of teacher has been communicated to students and volunteers
 - in single activities and those that may be combined (for example, other in- the- area activities such as badminton, table tennis, handball – wall) with the following criteria in place:
 - The teacher must be circulating between the activities and readily accessible
 - The teacher informs students of the location of the activities
- Curricular example: During a track and field session, some students are involved in high jump, some are practising relay passing on the track while a third group is distance running around the school. For distance running, the students are running around the school and at

times may be out of sight.

- Intramural 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. For a scavenger hunt, the students are running around the school grounds and at times may be out of sight.

- **On-site Supervision:**

- On-site supervision entails teacher presence but not necessarily constantly viewing one specific activity. Momentary presence in adjoining rooms (for example, equipment room) to the gym is considered part of “on-site supervision”.
- Curricular example: During a track and field session, some students are involved in high jump, some are practising relay passing on the track while a third group is distance running around the school. For a relay, the students are practising on the track and can be seen by the teacher who is with the high jumpers.
- Intramural 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. For relay games, the students are participating on the playground and can be seen by the intramural supervisor.

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