

# **INSTRUCTIONAL PROGRAMS & MATERIALS 200**

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## **ORGANIZATION FOR INSTRUCTION**

### **Background**

The principal is held accountable for the organization of the plan for instruction at his/her school.

### **Procedures**

1. The principal, in consultation with staff, shall develop a school plan which shall clearly outline the:
  - 1.1 Organization of classes;
  - 1.2 Organization of teacher assignments;
  - 1.3 Course offerings of the school; and
  - 1.4 The extra and co-curricular activities.
2. The function of assigning students to classes is the responsibility of the principal, in consultation with all staff members affected at that instructional level. As much as possible, schools are to utilize heterogeneous grade level groupings of students.
3. It is further recognized that there may be a need to group students in different grades or different courses in the same class.

Reference: Section 85, 108, 109, 163, 168, 175, 179, Education Act

## **CURRICULUM**

### **Background**

The Director will implement a program of studies in the Division which meets the requirements of legislation.

In addition, the Division encourages the development of new, modified, and/or unique programs.

### **Procedures**

1. The Director or designate shall be responsible for the general supervision of the curriculum of the schools and shall have the authority to delegate the implementation and ongoing development of the program of studies to the professional staff, in accordance with Board policies and administrative procedures.
2. The principal is responsible for the organization of the curriculum of the school and for ensuring that the provincial and local curricula are implemented.
3. The Director may submit major modifications from the provincial curriculum to Saskatchewan Learning for approval.
4. The Director or designate shall be responsible for planning and monitoring curriculum development and curriculum evaluation.
5. The Director or designate shall be responsible for coordinating evaluation projects in the system and for preparing reports.
6. The Director or designate shall be responsible for the general coordination of K-12 system standardized testing and shall make periodic reports on the results of such standardized tests in the area of communicative and computational skills.
7. Pilot Programs
  - 7.1 Locally-developed instructional programs shall be submitted by the Director to the Saskatchewan Learning for approval prior to their implementation.
8. It is expected that teachers shall normally implement the program of studies as outlined in Saskatchewan Learning curriculum guides.
9. Teachers shall, in consultation with principals, adapt the approved program of studies to meet the needs of students as required using the Adaptive Dimension of the Core Curriculum.

10. Each subject shall receive the time allotment in accordance with the general guidelines of Saskatchewan Learning.

Legal Reference: Section 85, 87, 108, 109, 175, 176, Education Act  
Regulation 21-26, 37

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## **CITIZENSHIP EDUCATION**

### **Background**

The development of pride in our country and respect for the national symbols adopted by our government is an objective in the Division's schools. The pride is to stem from the values and qualities we hold as Canadian citizens and as a nation and from the place we hold as a respected nation in the international community.

### **Procedures**

1. Participation in and exposure to patriotic exercises is important in the development of positive attitudes and love of our country as well as contributing to the development of good citizenship. A form of patriotic exercise may be included as part of opening exercises in the classroom.
2. On occasion the flying of the Canadian and provincial flags and the singing of our national anthem are required activities in our schools.
  - 2.1 Principals, in consultation with the School Community Council, shall determine the occasions on which the national anthem will be sung.
  - 2.2 The Director may direct schools to lower flags. Requests to have flags lowered at individual schools are to be made to the Director.
3. Opportunities shall be found in the appropriate curriculum areas to develop, in our students, knowledge of and a sense of pride in our country and in patriotic activities.
4. The flag of Canada shall be prominently displayed inside and outside the school building.

Reference: Section 85, 87, 108, 109, 175, 184, Education Act

## **OPENING EXERCISES**

### **Background**

The Division exercises the discretionary authority granted to it through the Education Act in establishing these procedures with respect to opening exercises.

### **Procedures**

1. It is normally accepted that some patriotic/religious opening exercises may be conducted at the beginning of the school day.
2. Principals shall discuss the nature of school opening exercises with the School Community Council and in reflection of general community values, adopt an appropriate practice.
3. Opening exercises of a religious or patriotic nature may be adopted at the middle and secondary school levels.
4. At the elementary level, it is encouraged that the following exercises be carried out:
  - 4.1 The singing of 'O Canada' by the class or the playing of a recording of the same. This shall be done while the class stands at attention. It is strongly encouraged that students be taught to sing the anthem.
  - 4.2 The repetition of the Lord's Prayer by the class.
5. Where a teacher or other person providing religious or patriotic instruction receives a written request signed by a parent of a student that the student may be excluded from religious or patriotic instruction or exercises, or both, the teacher or other person shall permit the student
  - 5.1 To leave the classroom or place where the instruction or exercises are taking place for the duration of the instruction or exercises, or
  - 5.2 To remain in the classroom or place without taking part in instruction or exercises.

Reference: Section 85, 87, 108, 109, 175, 182, 184, Education Act

## **MULTICULTURAL EDUCATION**

### **Background**

The Division, in keeping with policy of Saskatchewan Learning and demand from within the community, approves in principle the provision of multicultural education where feasible.

### **Procedures**

1. The Principal is authorized to include appropriate multicultural learning opportunities in the programs of the school consistent with the legislation and other directives issued by the Minister, Saskatchewan Learning, Board policy and administrative procedures, and within the limitations established by the Director or designate.

Reference: Section 85, 87, 108, 109, 176, Education Act

## CONTROVERSIAL ISSUES

### Background

The Division believes that in providing students with the opportunity to deal with controversial issues it can fulfill its commitment to students to provide relevant, challenging, life-based learning opportunities. The Division, therefore, approves the exploration of controversial issues in its classrooms in a structured way to develop students' capacities to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view, and to reach sound judgments.

### Procedures

1. The treatment of controversial issues in the classroom is to grow out of the topic being studied as a part of the course of studies.
  - 1.1 Students shall be provided with opportunities to develop skills in selecting and organizing information in order to think clearly, to reason logically, to examine different points of view, and to reach sound conclusions.
  - 1.2 Information regarding controversial issues shall:
    - 1.2.1 Represent alternative points of view subject to the condition that resources used are not restricted by any federal or provincial law;
    - 1.2.2 Appropriately reflect the maturity, capabilities and educational needs of the students;
    - 1.2.3 Reflect the requirements of the course of study as stated in the Program of Studies; and
    - 1.2.4 Reflect the neighborhood and community in which the school is located, as well as provincial, national and international contexts.
2. Students shall be provided with the opportunity to explore controversial issues in an intellectually and emotionally safe environment.
  - 2.1 Sensitivity on the part of teachers, students and other participants in controversial issue discussions shall be exercised to ensure that students and others are not ridiculed, embarrassed, intimidated or degraded for positions which they hold.
3. The treatment of controversial issues in the classroom must take place within the framework of a set of rules developed by the principal and staff.
  - 3.1 The principal, in consultation with the School Community Council, shall ensure that school policy is developed regarding:
    - 3.1.1 Identification of controversial issues; and

3.1.2 The involvement of students, parents, teachers, administrators and the Council in issues related to the controversial issue to be studied.

4. The approval of the teacher's plan by the principal regarding the objectives, the resources and the teaching strategies.
5. Students shall be excused from class attendance on written parental request.

Reference: Section 85, 87, 108, 109, 175, 176, 182, 184, Education Act  
Saskatchewan Human Rights Code  
Canadian Charter of Rights and Freedom

## **HEALTH EDUCATION**

### **Background**

The Division recognizes the sensitive nature of some concepts covered in the provincial health curriculum, particularly in the areas of family life or sexual education, and HIV/AIDS education.

### **Procedures**

1. Instruction is to be provided by a teacher who has adequate training as approved by the principal or by a medical resource person under the supervision of a teacher.
2. Before teaching of this curriculum is initiated, parents shall be given adequate opportunity to understand the concepts to be learned, the learning resources to be used and teaching methods.
3. The principal is responsible for a clear and comprehensive program outline. The program outline is to be readily accessible to parents and community members.
4. Students shall be excused from class attendance on written parental request.

Legal Reference: Section 85,108, 109, 175, 176, 177, Education Act

## **EARLY INTERVENTION PLACEMENT PROGRAMS**

### **Background**

The Division recognizes that some children do require pre-school educational and social experiences in a structured setting in order to be ready for formal schooling at age of admission.

In facilitating such readiness programs, the Division will cooperate with other agencies.

### **Procedures**

1. Children are only to be considered for such programming under the recommendation of a qualified professional (child psychologist, speech and language therapist, physician, etc.)
2. Funding for such programs are to be in place before financial commitments for staffing, day-care placements and other related costs are made.
3. The extent of the program is to be limited to the funding obtained.
4. In special circumstances, the Board may consider requests for spending beyond the external funding obtained. Such requests are to be presented by the Director, with a recommendation.
5. The Director or designate is responsible for hiring support staff
6. The Director or designate will work closely with the sponsoring organization's supervisory staff (day-care centre executive director, etc.) in establishing and supervising the program. Support staff are to be responsible, through the organization's supervisory staff, to the Director.
7. Funding for transportation is to be obtained from the Department of Learning or other external agency. Procedures for recording and reimbursing travel are the responsibility of the Superintendent of Business Administration.

Legal Reference: Section 87, 108, 109, 178, 192, Education Act

## **STUDENTS WITH EXCEPTIONAL NEEDS**

### **Background**

The Division is committed to meeting the educational needs of exceptional students by providing special programming, services and facilities as recommended by the Director. The Division supports the integration of exceptional students when appropriate.

### **Procedures**

1. For the purpose of this administrative procedure, the term students with exceptional needs shall refer to students with a disability and students who are gifted.
2. Referrals pursuant to Section 178 of the Education Act shall be made by the principal of the school to the Director or designate.
3. When students are referred to the Director or designate for study and evaluation, such referrals will be in writing describing the reasons for such study and evaluation.
4. Following receipt of the referral, the Director or designate shall, in consultation with the principal, teacher, parent or guardian, determine the nature and scope of any study and evaluation required. A report of the findings shall be communicated to the principal, teacher, parent or guardian.
5. The identification of students with exceptional needs shall be in accordance with Section 186 of the Education Act and the regulations pursuant to that Act (Regulation 1, Sections 48 - 52).
6. The Director shall be responsible for the designation of students with exceptional needs, in accordance with legislation.
7. The Director or designate shall determine the nature and scope of programs to be established in special education, such establishment to be based upon one or more of the following criteria:
  - 7.1 In response to demonstrated need;
  - 7.2 In accordance with Section 185 and 186 of the Education Act and the regulations pursuant to the Education Act;
  - 7.3 As an innovative program.
8. The Director or designate, in consultation with respective principals and other Division personnel, parent(s) and/or guardians shall assign students to programs in special education.

9. The Director or designate, in cooperation with the respective principals and other Division personnel, parent(s) or guardians initiates and facilitates the integration of students with exceptional needs who have been identified as suitable candidates for integration into regular classes.
10. The Director or designate, in cooperation with other Division personnel, shall be responsible for monitoring and evaluating the effectiveness of the program and services provided to students with exceptional needs.
11. All new programs and significant changes to current programs for exceptional students shall require prior approval of the Director before being implemented.

Reference: Section 141, 142, 146, 156, 175, 178, 185, 186, 186.1, 187, 231, Education Act  
Regulations 48, 49, 50, 51, 52

## **PRE-KINDERGARTEN**

### **Background**

The Division recognizes that all children benefit from positive early childhood experiences. Vulnerable children in particular benefit from Pre-Kindergarten programs that facilitate the development of the whole child through an integrated, holistic approach. The key components of a Pre-Kindergarten program are a responsive learning program, a caring environment, family involvement, community partnerships and integrated services.

### **Procedures**

1. Children who are three and four years old will be eligible to attend Pre-Kindergarten.
2. An attempt will be made to balance the number of three and four year old children in the program. Whenever possible children with the greatest need will be provided with the opportunity to attend the program for two years.
3. In order to ensure that the children with the greatest need are served student selection criteria will be developed. Student selection may include but is not limited to the following criteria:
  - 3.1 Children who live in the area served by the Pre-Kindergarten program
  - 3.2 Referrals from the regional health authority, Ministry of Social Services, PECIP
  - 3.3 Socio-economic factors
  - 3.4 Indications of vulnerability
  - 3.5 Child displays developmental, social, behavioral, emotional or communication delays
  - 3.6 English is a second language for the child
  - 3.7 If necessary a prioritized waiting list may be compiled.
4. Family involvement is pivotal to an effective Pre-Kindergarten program. Pre-Kindergarten staff will actively encourage the involvement of parent and family members in the development and education of their children. In an ongoing process to support parents, staff will provide opportunities for parents to enhance their parenting and life skills.

Reference: Better Beginnings, Better Futures: Effective Practices Policy and Guidelines for Pre-Kindergarten 2004 Edition

**Updated: December 12, 2008**

## **KINDERGARTEN**

### **Background**

An integrated kindergarten will be provided to facilitate the transition of children from home to the school setting for children who meet the eligibility criteria for the program.

### **Procedures**

1. Children will be admitted into the kindergarten program when they will have reached the age of five years by December 31 in the year in which they are enrolling. Attendance is non-compulsory.
2. As a general practice, the Division will provide service on the all-day, every-other-day pattern.
3. The program will consist of not less than eighty (80) days and not more than one hundred (100) days.
4. Evaluations of child participation in the kindergarten program shall address the social, emotional, physical, and intellectual growth of each child. Progress reports will be made periodically to the parent.

Legal Reference: Section 85, 87, 108, 109, 163, 168, 175, Education Act

## **DRIVER EDUCATION**

### **Background**

The Division, in keeping with the policy of Saskatchewan Learning and demand from within the communities, will offer a formal driver education program for eligible students.

The Driver Education program will be provided by contracting the services of a qualified instructor. It shall be the responsibility of the principal to make scheduling arrangements with the driver instructor and to provide school-based equipment and facilities as the contractor may require.

### **Procedures**

1. The Division will offer a driver education course of study that is approved by Saskatchewan Learning.
2. Effective the beginning of the 2007-2008 school year, a student must attain the age of 15 years in the respective school year to be eligible to enroll in the driver education program.
3. In schools where the driver education program is offered in both semesters, students must attain the age of 15 years during the semester in which they enroll in the program.
4. In order to satisfy the testing requirements needed for a learners' license, testing will be conducted at the school by the driver instructor.
5. Central testing day(s) will be offered during the school year to further accommodate students who are eligible for their learners' license. The driver education instructors will notify students regarding the times and locations for the central testing day(s).

Legal Reference: Section 189 Education Act

## **PHYSICAL EDUCATION PROGRAM: SAFETY GUIDELINES**

### **Background**

The Division is committed to maintaining a safe environment for all students and staff. Physical activity contributes to students' physical, academic and social well-being and thus is an important part of the educational program. The physical education program is deemed to include those physical activities, developmental games and sports that occur in instructional time during the school day. The Division recognizes that no activity is entirely risk-free. The potential benefits and risks of a particular activity must be weighed to determine the appropriateness of the activity.

The Director will prescribe practices and procedures to ensure reasonable standards of care for the safety of students and others.

### **Procedures**

1. Safety Guidelines
  - 1.1 The Good Spirit School Division Sport/Activity Handbook document will serve as the standard for the level of supervision and equipment required.
  - 1.2 Schools are encouraged to consider instructional alternatives to reduce risk in all physical activities. The potential benefits to students of a particular activity must outweigh the potential risks. Please refer to Administrative Procedure 215 Appendix for activities that have approval as well as activities that require approval.
  - 1.3 Any sport that is deemed "high risk" is not to be implemented in a school without the prior authorization of the principal.
  - 1.4 Sports and physical activities which are not recommended for in-class activity or physical activities in the Good Spirit School Division Sport/Activity Handbook document require the prior approval of the Director or designate and shall require parental consent for student participation.
2. Equipment Safety
  - 2.1 Teachers shall require students to wear safety and protective equipment as indicated in the Good Spirit School Division Sport/Activity Handbook document.
  - 2.2 The principal shall have general responsibility for ensuring satisfactory conditions of playground, gymnasium, and personal protective equipment.
  - 2.3 The Facilities Manager will respond directly and expeditiously to requests made by or on behalf of the principal to address safety concerns.
  - 2.4 The principal shall ensure that a supply of first aid materials is available in the school.

### 3. Instruction

- 3.1 Teachers shall provide appropriate instruction regarding safety procedures and precautions related to specific physical activities, developmental games and sports.
- 3.2 Teachers shall provide instructional activities which are appropriate to the skill and developmental level of the students and shall be guided by provincial safety guidelines, and specific approved activity/sport manuals.

### 4. Supervision

- 4.1 Supervision shall be provided that is appropriate to the risk level of the activity, the participant's skill level, and the participants' age and maturity.
- 4.2 All third-party instructors/supervisors shall be qualified and a teacher shall be present and in charge at all times unless the individual has been approved by the principal.
- 4.3 Students shall not be the sole supervisors of any physical activity in the physical education program.
- 4.4 The principal shall maintain current medical information on file for all students.
- 4.5 Regulations cited in Administrative Procedure 315 shall apply to emergencies and accidents.

### 5. Clothing and Footwear

- 5.1 Teachers shall be guided by recommendations and requirements for appropriate clothing, footwear, sun protection and jewelry as indicated in the Physical Education Safety Guidelines document.

Legal Reference: Section 85,108, 109 Education Act  
Saskatchewan Physical Education Safety Guidelines

## SPORT/ACTIVITY HANDBOOK

### Division Approved Sports/Activities

Note: if an activity is not listed, then approval must be sought through the Director or designate.

- Aerobics (see Fitness)
- Aquatics
- Backpacking (see Outdoor Education)
- Badminton (see Racquet Sports)
- Basketball (and related games)
- Benches and Chairs
- Bowling
- Broomball (Non-Ice and Ice)
- Camping (see Outdoor Education)
- Canoeing (see Outdoor Education)
- Cricket
- Cross Country Running and Orienteering
- Cross Country Skiing/Snowshoeing
- Curling
- Cycling
- Dance (see Rhythmic Activities)
- Dodgeball-Type Games/Tag Games
- Field Hockey
- Fitness (Aerobics, Circuit Training, etc.)
- Flat Water Kayaking (see Outdoor Education)
- Floor Hockey/Gym Ringette
- Football (Flag or Touch)
- Golf (4-8)
- Gym Ringette (see Floor Hockey)
- Gymnastics
  - General Guidelines (K-8)
  - Bars, Beams and Rings (K-8)
  - Beat Board (K-8)
  - Box Horse (K-8)
  - Climber (K-8)
  - Climbing Ropes (K-8)
  - Landing Mat (K-8)
  - Mats (K-8)
  - Mini-Tramp (K-8)
  - Springboard (K-8)
- Handball (see Racquet Sports)
- Hiking (see Backpacking)
- Ice Hockey
- In-Line Skating

Kayaking (see Outdoor Education)  
 Lake Swimming (see Outdoor Education)  
 Low Organizational Games  
 Newcombball (see Volleyball)  
 Orienteering  
 Outdoor Education    -    General Guidelines  
                                   -    Backpacking/Hiking  
                                   -    Camping (1-8)  
                                   -    Canoeing (4-8)  
                                   -    Flat Water Kayaking  
                                   -    Lake Swimming  
 Paddle Tennis (see Racquet Sports)  
 Paddle Ball (see Racquet Sports)  
 Parachute Activities  
 Pickleball (see Racquet Sports)  
 Ping Pong (see Table Tennis)  
 Racquet Sports        -    Racquetball, Paddleball, Handball, Squash  
                                   -    Tennis, Badminton, Pickleball, Paddle Tennis  
 Racquetball (see Racquet Sports)  
 Rhythmic Activities  
 Road Hockey  
 Scoopball  
 Scooter Boards  
 Shinny  
 Skating (Ice)  
 Skiing (Alpine) / Snowboarding  
 Skipping  
 Snowboarding (see Skiing-Alpine)  
 Snowshoeing (see Cross Country Skiing)  
 Soccer  
 Softball                -    Regulation  
                                   -    Slow Pitch / 3-Pitch  
 Squash (see Racquet Sports)  
 Table Tennis / Ping Pong  
 Tag Games (see Dodgeball-Type Games)  
 Team Handball  
 Tennis (see Racquet Sports)  
 Tetherball  
 Tobogganing  
 Track and Field        -    Discus  
                                   -    High Jump  
                                   -    Hurdles  
                                   -    Javelin  
                                   -    Shot Put  
                                   -    Track Events (Sprints, 400m, 800m, 1500m, 3000m, Relays)  
                                   -    Triple Jump, Long Jump  
 Volleyball/Newcombball  
 Waterpolo  
 Wrestling

## **Sports/Activities that Require Written Permission of the Director or Designate**

Archery

Baseball/Hardball

Boardsailing

Canoe Tripping

Horseback Riding (English or Western)

Lacrosse

Outdoor Education - Rock Climbing/Rope & Fixed-Face Climbs (Top Rope Climbs Only)  
- Sailing  
- Winter Camping

Rugby

Snorkeling

Weight Training

### **Three levels of supervision are referred to in the specific sport guidelines:**

1. "Constant visual supervision" means that the teacher/supervisor is physically present, watching the activity in question.
2. "On-site supervision" means that the teacher/supervisor is present but not necessarily constantly viewing one specific activity.
3. "In the area supervision" means that the teacher/supervisor could be in the gymnasium or activity area while another activity is taking place in an area adjacent to the gymnasium or activity area.

## AQUATICS

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b>ALL GRADES</b>				
	<p>Wear suitable swim wear.</p> <p>Tie hair back or wear it in a bun.</p> <p>Remove or secure jewelry as deemed necessary.</p> <p>If swimming outdoors, wear sunscreen.</p>	<p>Use school or community pool.</p> <p>(For pond/lake swimming, see outdoor education).</p>	<p>Adhere to the following regulations:\</p> <ul style="list-style-type: none"> <li>a) no running or pushing on deck</li> <li>b) no gum chewing</li> <li>c) no food in pool area</li> <li>d) stay clear of diving area</li> <li>e) no diving off deck into shallow end</li> <li>f) follow pool rules</li> </ul> <p>Take showers before entering the pool.</p> <p>Outline emergency procedures to students prior to entering the water.</p> <p>No students with infected cuts or sores in pool if pool is not chlorinated.</p> <p>Do screening/testing in shallow end initially.</p> <p>Use a parent permission form when students go off school board property to a pool.</p> <p>Inform in-charge person on deck of any student having medical problems that may affect the student's safety in the water. Conditions that require specific mention include a history of diabetes, asthma, heart condition, convulsions, epilepsy and frequent ear infections.</p> <p>Teach skills in proper progression.</p>	<p>Ensure there is an individual in the immediate vicinity who is readily accessible and who has current first aid qualifications.</p> <p>Ensure that teachers providing swim instruction have current Royal Life Saving Society Bronze Cross or equivalent certification.</p> <p>Suggested ratio of qualified lifeguard/ instructor to students: 1:25.</p> <p>Monitor change rooms closely and frequently.</p> <p>Provide on-site supervision.</p>

## BASKETBALL AND RELATED GAMES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b>ALL GRADES</b>				
<p>Where an end wall is close to the baseline, place protective gym mats or padding beyond the "key" area.</p> <p>Where a stage is close to the baseline, place gym mats over the edge of the stage and extend them to the floor.</p>	<p>Wear suitable footwear and clothing.</p> <p>Remove or secure jewelry as deemed necessary.</p>	<p>Don't locate winch for moving backboards up and down directly under the supporting wall-mounted structure.</p> <p>Use a playing surface (indoor or outdoor) and surrounding area that is clean, free of all obstacles and provides good traction.</p> <p>Use protective padding on rectangular backboard edges in secondary school facilities.</p> <p>Ensure that only trained adults or students under supervision use motorized or and winches to raise and lower baskets.</p>	<p>Teach skills in proper progression.</p> <p>Base games and activities on skills that are taught.</p> <p>If cross-court play involves immovable obstacles or confined space (e.g., doors and radiators under side baskets or wall close to the baseline), modify rules appropriately (e.g., no lay-ups).</p>	<p>Provide on-site supervision.</p>

## BENCHES AND CHAIRS

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b>ALL GRADES</b>				
<p>Use stacking chairs that are free of cracks or chipped corners with seats and backs that are secured to the supports.</p> <p>Use benches that are free of cracks, chipped corners or splinters on the useable surface.</p> <p>Secure bench tops on all supports.</p>	<p>Wear suitable footwear and clothing.</p> <p>Remove or secure jewelry as deemed necessary.</p>	<p>Provide enough space around chairs/benches for safe usage.</p> <p>Place benches and chairs so that landings occur safe distances away from walls and other equipment.</p>	<p>Teach all skills in a logical progression from simple to complex. Ensure that student demonstrates control of basic movement before moving to more complicated skills (e.g., forward jumping and landing before backward jumping and/or jumping with turns).</p> <p>Instruct students to jump down from chair/bench and land close enough so that chair/bench does not move.</p> <p>Instruct students never to jump from seat over back of chair.</p>	<p>Provide on-site supervision.</p>

## BOWLING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
ALL GRADES				
	<p>Wear proper shoes at all times, as provided or approved by the facility.</p> <p>Loose fitting street clothes are acceptable.</p> <p>No rings and dangling bracelets and watches.</p>		<p>Make parents aware of any off-campus activity and the mode of transportation being used.</p> <p>Follow rules and etiquette as outlined by the facility.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

## BROOMBALL NON-ICE AND ICE

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b>ALL GRADES</b>				
<p>Wear CSA approved hockey helmets if playing on ice. Helmets reduce the potential for injury.</p> <p>Have goalies wear a protective mask.</p> <p>Use regulation broomball sticks.</p> <p>Use hockey nets or pylons for goals.</p> <p>Use nerf ball, utility ball or regulation broomball ball.</p>	<p>When broomball is played on fields, blacktop, or on rinks, wear suitable footwear and clothing for weather conditions.</p> <p>Remove or secure jewelry as deemed necessary.</p>	<p>Use a playing surface that is free from obstructions.</p>	<p>Keep sticks below waist at all times.</p> <p>Play only non-contact broomball.</p> <p>Extend crease 2 m from goal line – defensive or offensive player cannot be in the crease area.</p> <p>Make parents aware of any off-campus activity and means of transportation.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

## CRICKET

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
ALL GRADES				
<p>Use uncracked bats with an adequate grip.</p> <p>Have batsman and wicket keeper wear regulation helmets and padding.</p>	<p>No cleats.</p> <p>Wear suitable footwear and clothing.</p> <p>Wear sun protection.</p> <p>Remove or secure jewelry as deemed necessary.</p>	<p>Inspect the playing surface for hazards such as holes, glass and rocks.</p> <p>Report holes and severely uneven surfaces to the principal and make students aware of them.</p> <p>Use a playing field that is located away from roadways and sidewalks so that students will not run into traffic.</p> <p>Organize play so there is a safe distance between the cricket pitch and all other activities.</p>	<p>Observe rules concerning forbidden types of pitches.</p> <p>Teacher players to lay down or drop the bat after hitting, not release it during the follow-through of the swing.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

## CROSS-COUNTRY RUNNING

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

## CROSS-COUNTRY SKIING; SNOWSHOEING

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

## CURLING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
ALL GRADES				
<p>Keep a first aid kit in an accessible location.</p> <p>Ensure sliders are not cracked.</p> <p>Brooms should be checked for loss of hair/straw. Poor quality brooms should not be used.</p>	<p>Wear clothing that is appropriate for cold temperature activity.</p> <p>Wear appropriate footwear.</p> <p>Remove or secure jewelry as deemed necessary.</p>	<p>Use a suitable ice surface for instruction.</p>	<p>Teach skills and etiquette in proper progression.</p>	<p>Provide on-site supervision.</p>

## CYCLING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b>ALL GRADES</b>				
<p>Have students inspect bikes before use for working brakes and inflated tires.</p> <p>Wear approved and correctly fitting helmets. Helmets reduce the potential for injury.</p> <p>Have one rider carry a bicycle tool kit.</p> <p>Have the supervisor carry a first aid kit.</p> <p>Cell phones are recommended.</p>	<p>Wear suitable clothing and footwear (no open-toed shoes).</p> <p>Wear sun protection.</p> <p>Remove or secure jewelry as deemed necessary.</p>	<p>Choose routes carefully in terms of length, amount of gravel and pavement, frequency of traffic, and number of complex intersections and railway crossings.</p> <p>Prior to initial use of route, have teacher do a safety ride-through to address safety and suitability.</p> <p>For off-road routes, obtain permission of landowner.</p>	<p>Review and emphasize the safety procedures to be followed (including group riding procedures) before activities begin.</p> <p>Leave a record of students and the route they will be travelling in the school with an appropriate person.</p> <p>Make students aware of emergency procedures in case of an accident.</p> <p>Racing is not a suitable in-class activity.</p> <p>Use a buddy system.</p> <p>Inform parents when cycling will take students off school property.</p> <p>No Walkmans.</p>	<p>Provide in the area supervision.</p>

## DODGEBALL-TYPE GAMES TAG GAMES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b>ALL GRADES</b>				
Use a "nerf" ball, soft foam ball, utility ball, volleyball (partially deflated), for dodgeball-type games.	<p>Remove or secure jewelry as deemed necessary.</p> <p>Wear suitable clothing and footwear.</p> <p>Wear sun protection if playing outdoors.</p>	<p>Remove obstructions (e.g., desks, chairs) from playing area.</p> <p>Close all access/exit doors.</p> <p>Use an outdoor playing area that is free of rocks and holes and provides good footing.</p>	<p>Modify rules to accommodate age, ability and physical development of participants.</p> <p>Establish rules for contact by the ball (e.g., no contact above shoulders / waist).</p> <p>Teach skills in proper progression.</p>	Provide constant visual supervision.

## FIELD HOCKEY

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b>ALL GRADES</b>				
<p>Use regulation field hockey sticks.</p> <p>Have goaltender wear mouth guard, shin guards and full goalie equipment if regulation ball is used.</p> <p>Check sticks regularly for cracks.</p> <p>Use regulation field hockey balls or indoor "soft" balls.</p> <p>If a "soft" ball is used, use of goalie equipment is recommended.</p> <p>Shin guards are to be worn for all games.</p>	<p>Wear suitable footwear and clothing.</p> <p>Remove or secure jewelry as deemed necessary.</p> <p>Wear sun protection.</p>	<p>Bring holes and severely uneven surfaces to the attention of the principal and make students aware of them.</p> <p>Check playing surface regularly. A good playing surface is clear from debris and provides good footing.</p>	<p>Never bring stick above waist level.</p> <p>Implement a soccer-size crease area other than the scoring circle for the protection of the goalie.</p> <p>Don't allow any player except the goalie in the crease.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

## FITNESS ACTIVITIES: AEROBICS, CIRCUIT TRAINING, ETC.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b>ALL GRADES</b>				
<p>Use stationary bicycles, benches, chinning bars, peg boards and other fitness equipment that is in good repair.</p> <p>Use electrical equipment that is in good working order.</p> <p>Use steps and/or slides that are in good repair and equipped with non-slip treads.</p> <p>Use tubing/elastic strips that are the proper tension and length for level of participant.</p> <p>Don't use free weights at the elementary level.</p> <p>Use age-appropriate medicine balls.</p>	<p>Wear suitable footwear and clothing.</p> <p>Remove or secure jewelry as deemed necessary.</p>	<p>Do fitness activities in a floor area that is free of all obstacles (e.g., tables and chairs).</p> <p>Allow adequate space between fitness activities and equipment to provide free flow of motion.</p>	<p>Modify fitness activities to reflect the age and ability level of students, the facilities and the equipment available.</p> <p>Where fitness equipment is being used (e.g., stationary bicycle, medicine ball, chinning bar, tubing), instruct students in the proper use of the equipment before they begin using it.</p> <p>Use a proper progression of activities:</p> <ol style="list-style-type: none"> <li>1. warm up</li> <li>2. stretching</li> <li>3. peak work activities (which may include muscle strength and endurance activities)</li> <li>4. cool-down activities including tapering off, stretching and relaxation.</li> </ol> <p>Stress correct body alignment for injury prevention.</p> <p>Permit student to work at personal levels of intensity (e.g., low impact to high impact, low intensity to high intensity).</p> <p>Teach skills in proper progression.</p> <p>Promote a buddy system where appropriate.</p>	<p>Provide on-site supervision.</p>

## FLOOR HOCKEY GYM RINGETTE

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



## FOOTBALL FLAG OR TOUCH FOOTBALL

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

## GOLF

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
GRADES 4-8				
<p>Check equipment, especially grips, regularly and repair as needed.</p> <p>Use plastic "whiffle" or regulation golf balls.</p>	<p>Wear suitable footwear and clothing.</p> <p>Remove or secure jewelry as deemed necessary.</p> <p>Wear sun protection.</p>	<p>Allow adequate space for full back-swing and follow-through.</p>	<p>Instruct students on proper golf etiquette.</p> <p>Teach skills in proper progression.</p> <p>Establish a safe routine for hitting and retrieving golf balls.</p> <p>Designate a safe area for use of real balls while chipping.</p> <p>If space permits, real golf balls may be used.</p>	<p>Provide on-site supervision for initial instruction and when chipping with real golf balls.</p> <p>Provide in the area supervision following initial instruction.</p>

# GYMNASTICS GENERAL GUIDELINES

<b>A. <u>SUPERVISION</u></b>	
<b>KINDERGARTEN TO GRADE 8</b>	
<p>The Basic Movement Pattern (BMP) approach to gymnastics used in the Saskatchewan physical education curriculum is such that safety considerations are built in to the program. By teaching landings – one of the basic movement patterns – teachers prevent injuries. Many injuries that occur in a gymnastics context – and in other physical activities – are the result of landing incorrectly. Teach students how to land safely in a variety of situations and have students practice landing regularly so they are learned to the point of becoming reflex reactions.</p> <p>Spotting – manual assistance provided to participants while performing skills on the floor or on equipment – is seldom appropriate in the elementary gymnastics program. Many gymnastics injuries are the result of attempting skills that students are not ready to perform. If the student needs spotting, this is a good indication that the student lacks the necessary physical or motor skills. Rather than have the student attempt the skill with a “spot”, more activities that lead up to the skill can be provided. Not only does this approach prevent the tendency for students to become dependent on a spotter, it reflects the reality that in a large group setting, the teacher cannot spot all the students.</p> <p>Don't force students to perform skills that are beyond their level of ability. When a student displays hesitation verbally or non-verbally, discuss the reason(s) for doubt with the student. After the discussion, if the teacher believes that a potential hesitancy during the performance of the skill could put the student at risk, the student can be directed toward a more basic skill.</p> <p>Mat work comes before use of equipment. A teacher who is unfamiliar with any gymnastics equipment can seek assistance from appropriate support staff and/or refrain from using the equipment until help is received.</p> <p>Skills are best taught in a logical progression from simple to complex. Students who demonstrate control of basic movement patterns are ready to go on to more complicated skills. For example, landing on the feet should be performed with control on the floor before working on an elevated surface such as a box horse.</p> <p>Teachers who wish to instruct high-risk gymnastic activities require written permission from the board of education.</p>	

## GYMNASTICS BARS, BEAMS AND RINGS

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b>KINDERGARTEN TO GRADE 8</b>				
<p><b>PARALLEL BARS:</b> (Grades 7-8 only) <b>STILL RINGS:</b> (Grades 7-8 only) <b>BALANCE BEAM:</b> (K-Grade 8) <u>UNEVEN</u> <u>PARALLEL BARS:</u> (Grades 7-8 only)</p> <p>Inspect and test equipment on a regular basis and repair as required.</p> <p>Check all locking mechanisms before use.</p>	<p>Wear close fitting gym clothing.</p> <p>Bare feet are acceptable. Wear running shoes or gymnastic slippers. Remind students to tie their shoelaces securely.</p> <p>Remove or secure jewelry as deemed necessary.</p> <p>Tie back long hair.</p> <p>Secure or remove glasses.</p>	<p>Situate mats around/under apparatus to create a landing area with no open spaces.</p> <p>Attach Velcro mats.</p> <p>Properly secure equipment to floor/ceiling.</p> <p>Allow sufficient space between apparatus to allow free movement on the apparatus and space to dismount.</p>	<p>No inversions unless instructed by teacher and a 30.5 cm – 60.9 cm (12 – 24”) landing mat is in place.</p> <p>Use balance beams that are appropriate for students’ height.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision for balance beam, parallel bars and uneven bars.</p> <p>Provide constant visual supervision for inversions.</p> <p>Provide constant visual supervision during initial teaching on still rings. After instruction, and when there are no inversions, provide on-site supervision.</p>

## GYMNASTICS BEAT BOARD

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b>KINDERGARTEN TO GRADE 8</b>				
<p>Use Velcro mats.</p> <p>Inspect beat board for any signs of damage.</p>	<p>Wear close fitting gym clothing.</p> <p>Bare feet are acceptable. Wear running shoes or gymnastic slippers. Remind students to tie their shoelaces securely.</p> <p>Remove or secure jewelry as deemed necessary.</p> <p>Tie back long hair.</p> <p>Secure or remove glasses.</p> <p>No sock feet.</p>	<p>Design floor plan to allow enough space around each piece of apparatus for safety of movement.</p> <p>Design floor plan to allow for landing at safe distances from walls and other equipment.</p> <p>Remove excess furniture and equipment (e.g., tables and chairs) from perimeter of gym.</p>	<p>Introduce beat board activities in a developmental sequence (e.g., take-offs and landing from beat board to mat before beat board to box horse).</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

## GYMNASTICS BOX HORSE

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b>KINDERGARTEN TO GRADE 8</b>				
<p>Don't use the beat board with the box horse at the primary level.</p> <p>Use Velcro mats to designate the landing area.</p> <p>Check box horse for damage.</p>	<p>Wear close fitting gym clothing.</p> <p>Bare feet are acceptable. Wear running shoes or gymnastic slippers. Remind students to tie their shoelaces securely.</p> <p>Remove or secure jewelry as deemed necessary.</p> <p>Tie back long hair.</p> <p>Secure or remove glasses.</p> <p>No sock feet.</p>	<p>Design floor plan to allow enough space around each piece of apparatus for safety of movement.</p> <p>Design floor plan to allow for landing at safe distances from walls and other equipment.</p> <p>Remove excess furniture and equipment (e.g., tables and chairs) from perimeter of gym.</p>	<p>No aerial somersaults off the box horse.</p> <p>Use a box horse that is a suitable height for students (e.g., below shoulder height) and appropriate to the activity.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

## GYMNASTICS CLIMBER

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b>KINDERGARTEN TO GRADE 8</b>				
<p>Use trestles or wall climber.</p> <p>Do equipment set-up and adjustment under teacher direction.</p> <p>Check clamps and feet of trestles, wall lever and floor pins of wall climber to ensure climber is secure.</p> <p>Check equipment prior to use for defective parts.</p> <p>Place mats on landing area.</p>	<p>Wear close fitting gym clothing.</p> <p>Bare feet are acceptable. Wear running shoes or gymnastic slippers. Remind students to tie their shoelaces securely.</p> <p>Remove or secure jewelry as deemed necessary.</p>	<p>Design floor plan to allow enough space around each piece of apparatus for safety of movement.</p> <p>Design floor plan to allow for landing at safe distances from walls and other equipment.</p> <p>Remove excess furniture and equipment (e.g., tables and chairs) from perimeter of gym.</p>	<p>Place mats on all designated landing areas.</p> <p>Hanging inversions require direct instruction of teacher and a place of a 30.5 cm – 60.9 cm (12” – 24”) landing mat.</p> <p>Avoid overcrowding by students.</p> <p>Adjust equipment so it is appropriate to height of students and activity being performed.</p> <p>A child may climb on top of a horizontal ladder or bars that are at chest height. No hanging and travelling when the horizontal ladder or bars are above the chest height of the student (stretch height). No travelling on top of horizontal ladders or bars.</p> <p>No jumping from anything higher than the jumper’s own shoulder height.</p> <p>No approaching horizontal ladders and bars of trestles from the side as trestles could slide sideways.</p> <p>Teach skills in proper progression.</p>	<p>Provide constant visual supervision.</p>

## GYMNASTICS CLIMBING ROPES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b>KINDERGARTEN TO GRADE 8</b>				
<p>Check ropes regularly for fraying. Don't use severely frayed ropes.</p> <p>For inversion activities use a 30.5 cm – 60.9 cm (12" – 24") landing mat.</p>	<p>Wear close fitting gym clothing.</p> <p>Bare feet are acceptable. Wear running shoes or gymnastic slippers. Remind students to tie their shoelaces securely.</p> <p>Remove or secure jewelry as deemed necessary.</p> <p>Tie back long hair.</p> <p>Secure or remove glasses.</p> <p>No sock feet.</p>	<p>Design floor plan to allow enough space around each piece of apparatus for safety of movement.</p> <p>Design floor plan to allow for landing at safe distances from walls and other equipment.</p> <p>Remove excess furniture and equipment (e.g., tables and chairs) from perimeter of gym.</p>	<p>No inversions in which the student hangs more than 1.5 m above the floor.</p> <p>Introduce rope activities in a developmental sequence.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p> <p>Provide constant visual supervision for inversions.</p>

## GYMNASTICS LANDING MAT

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b>KINDERGARTEN TO GRADE 8</b>				
<p>Use a landing mat that is 30.5 cm – 60.9 cm (12” – 24”) thick.</p>	<p>Wear close fitting gym clothing.</p> <p>Bare feet are acceptable. Wear running shoes or gymnastic slippers. Remind students to tie their shoelaces securely.</p> <p>Remove or secure jewelry as deemed necessary.</p> <p>Tie back long hair.</p> <p>Secure or remove glasses.</p>	<p>Design floor plan to allow enough space around each piece of apparatus for safety of movement.</p> <p>Design floor plan to allow for landing at safe distances from walls and other equipment.</p> <p>Remove excess furniture and equipment (e.g., tables and chairs) from perimeter of gym.</p>	<p>Use mats under elevated inverted body positions.</p> <p>Place landing mats to minimize movement of mat on impact.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p> <p>Provide constant visual supervision for inversions.</p>

## GYMNASTICS – MATS

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b>KINDERGARTEN TO GRADE 8</b>				
<p>Place mats on all designed landing areas and around equipment.</p> <p>Where mats are side by side, Velcro them together.</p> <p>Do not overlap mats.</p> <p>Check mats regularly for wear and tear.</p> <p>Appropriate sizes for mats are:</p> <ul style="list-style-type: none"> <li>- ensolite 3.8 cm (1½")</li> <li>- trocellen 5.1 cm (2")</li> <li>- ethefoam 3.8 cm (1½")</li> <li>- sarneige 3.8 cm (1½")</li> <li>- mats of equivalent compaction rating</li> </ul> <p>Use of 30.5 cm – 60.9 cm (12" – 24") landing mat when a student is in an inverted body position.</p>	<p>Wear close fitting gym clothing.</p> <p>Bare feet are acceptable. Wear running shoes or gymnastic slippers. Remind students to tie their shoelaces securely.</p> <p>Remove or secure jewelry as deemed necessary.</p> <p>Tie back long hair.</p> <p>Secure or remove glasses.</p>	<p>Design floor plan to allow enough space around each piece of apparatus for safety of movement.</p> <p>Design floor plan to allow for landing at safe distances from walls and other equipment.</p> <p>Remove excess furniture and equipment (e.g., tables and chairs) from perimeter of gym.</p>	<p>Be aware of the physical limitations of students (e.g., strength, flexibility, weak wrists, epilepsy).</p> <p>Discourage students from attempting to perform front and back walkovers and backward rolls (directly over head). Backward shoulder rolls can be performed instead.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision for mats and utility boxes.</p> <p>Provide constant visual supervision if students are doing inversions on this equipment.</p>

## GYMNASTICS MINI-TRAMP

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b>KINDERGARTEN TO GRADE 8</b>				
<p>Cover frame and springs with secure protective padding.</p> <p>Place Velcro mats/ crash mats to designate landing area. Allow no gaps between mini-tramp and landing surface.</p>	<p>Wear close fitting gym clothing.</p> <p>Bare feet are acceptable. Wear running shoes or gymnastic slippers. Remind students to tie their shoelaces securely.</p> <p>Remove or secure jewelry as deemed necessary.</p> <p>Tie back long hair.</p> <p>Secure or remove glasses.</p> <p>No sock feet.</p>	<p>Design floor plan to allow enough space around each piece of apparatus for safety of movement.</p> <p>Design floor plan to allow for landing at safe distances from walls and other equipment.</p> <p>Remove excess furniture and equipment (e.g., tables and chairs) from perimeter of gym.</p>	<p>No aerial somersaults off the mini-tramp unless proper progressions are taught and skill level is present.</p> <p>Teach skills in proper progression.</p>	<p>Provide constant visual supervision.</p>

## GYMNASTICS SPRINGBOARD

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b>KINDERGARTEN TO GRADE 8</b>				
<p>Use Velcro mats/ crash mats to designate landing area with no gaps between springboards and mats.</p>	<p>Wear close fitting gym clothing.</p> <p>Bare feet are acceptable. Wear running shoes or gymnastic slippers. Remind students to tie their shoelaces securely.</p> <p>Remove or secure jewelry as deemed necessary.</p> <p>Tie back long hair.</p> <p>Secure or remove glasses.</p>	<p>Design floor plan to allow enough space around each piece of apparatus for safety of movement.</p> <p>Design floor plan to allow for landing at safe distances from walls and other equipment.</p> <p>Remove excess furniture and equipment (e.g., tables and chairs) from perimeter of gym.</p>	<p>Avoid aerial somersaults off the springboard.</p> <p>Teach skills in proper progression.</p>	<p>Provide constant supervision.</p>

## ICE HOCKEY

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

# IN-LINE SKATING

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

## LOW ORGANIZATIONAL GAMES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
ALL GRADES				
<p>Use equipment that is in good repair.</p> <p>Use equipment that is appropriate for the age, size, strength and skill level of students.</p>	<p>Wear suitable footwear and clothing.</p> <p>Remove or secure jewelry as deemed necessary.</p> <p>Wear sun protection for outdoor games.</p>	<p>Use an outdoor playing area that is free of debris and obstructions and provides safe footing.</p> <p>Use an indoor playing area that is free of hazards such as tables and chairs both in the area and on the perimeter of the area.</p>	<p>Teach students to stop playing immediately when a signal (such as a double whistle blast) is given.</p> <p>When students are playing games indoors that involve a goal line or running to a line, don't use walls as a goal. Draw a goal line at least 3 meters from the wall and mark with cones.</p>	<p>Provide on-site supervision.</p>

## ORIENTEERING

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

## OUTDOOR EDUCATION – GENERAL GUIDELINES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
ALL GRADES				
<p>Have all outdoor education excursions approved by the principal or designate.</p> <p>Approval can include consideration of itinerary, suitability of trip activities to the curriculum, travel time, safety factors, supervision arrangements, age appropriateness (refer to board of education's field trip policy).</p> <p>Notify the Director of principal approval and details of excursion.</p> <p>Have parents complete parental consent forms prior to any student going on outdoor education trip.</p> <p>Typical information on parent consent forms includes itinerary, date, relationship of trip activities to curriculum, supervision arrangements, cost per student, behavioral expectations, inherent risks and, where applicable, date and time of parent information meeting.</p> <p>For all trips requiring transportation, prepare a list of all the students in each vehicle, provide it to the chaperones, and leave a copy at the school.</p> <p>For overnight trips, have student provide medical information to the chaperone, including their health care number and any special health information.</p> <p>Make supervisors on trip aware of any students with medical problems and any student on medication.</p> <p>Have students on vital medication bring an extra supply. Be sure this medication is in a clearly marked container in the supervisor's possession. Handle all medication in accordance with the board of education's policy on dispensing medication.</p> <p>Provide trip supervisors with a list of parent contact/emergency contact numbers.</p> <p>Use only staff or volunteer drivers who comply with board of education requirements for insurance.</p> <p>Provide the teacher supervising the trip with telephone number and location of nearest doctor, and location of nearest hospital and nearest phone.</p> <p>Define maximum number of days allowed for outdoor education trips in board of education policy.</p> <p>Provide students with a list of recommended clothing and personal items suitable for the specific activity.</p> <p>Wear sun protection for all outdoor education activities.</p> <p>Cell phone is recommended.</p>				<p>Provide both male and female chaperones for mixed gender groups on overnight trips.</p> <p>Have access to a vehicle for emergency purposes.</p> <p>Designate a supervisor (e.g., teacher or parent) who is not the supervisor in charge of the trip to transport an injured student to hospital.</p>

## OUTDOOR EDUCATION BACKPACKING/HIKING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b>GRADES 4-8</b>				
<p>Collect and check all necessary equipment before the trip.</p> <p>Equipment includes:</p> <ul style="list-style-type: none"> <li>- compass</li> <li>- whistle or other signaling device</li> <li>- first aid kit</li> <li>- nutritious food which does not require preparation</li> <li>- adequate water</li> <li>- sun protection</li> <li>- matches in waterproof container</li> </ul> <p>A cell phone is recommended.</p>	<p>Wear comfortable and durable flat shoes or boots.</p> <p>Wear clothing in layers suitable for the season.</p> <p>Wear sun protection.</p> <p>Remove or secure jewelry as deemed necessary.</p>	<p>Use only designated trails.</p> <p>Take a map of the route on the trip and leave a copy with the supervisor at the school.</p> <p>Ensure that teacher is familiar with the route.</p> <p>If backpacking trip originates from base camp, leave a map with the supervisor at base camp.</p>	<p>Have trip supervisors carry any necessary medication for designated students.</p> <p>Plan trip so that length and difficulty is appropriate for age and ability of students.</p> <p>Use a buddy system.</p> <p>Familiarize students with the route.</p> <p>Postpone trip if there is any indication of threatening weather that could put student safety at risk.</p> <p>Make students aware of:</p> <ul style="list-style-type: none"> <li>- emergency procedures</li> <li>- signal to assemble</li> </ul> <p>Avoid travelling in darkness.</p> <p>Ensure that trip supervisors are aware of location of nearest phone and/or help in an emergency.</p>	<p>Provide on-site supervision.</p> <p>Recommended ration of supervisors to students:</p> <ul style="list-style-type: none"> <li>- day hikes – 1:15</li> <li>- local overnight hikes – 1:15</li> <li>- distant overnight hikes – 1:8</li> </ul>

## OUTDOOR EDUCATION – CAMPING

An extended overnight camping experience in an outdoor environment. No canoeing.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
GRADES4-8				
<p>If cooking on stoves, use propane/liquid gas type stoves.</p> <p>Collect and check all necessary equipment before the trip.</p> <p>Equipment includes:</p> <ul style="list-style-type: none"> <li>- whistle or other signaling device</li> <li>- first aid kit</li> <li>- flashlight</li> <li>- shovel</li> <li>- sun protection</li> <li>- waterproofed matches</li> <li>- tent</li> </ul>	<p>No bare feet in campsite area.</p> <p>Wear clothing in layers suitable for the season.</p> <p>Clothing for overnight camping includes:</p> <ul style="list-style-type: none"> <li>- sleeping bag/blanket</li> <li>- rain gear.</li> </ul> <p>Wear sun protection.</p> <p>Remove or secure jewelry as deemed necessary.</p>	<p>Plan trip so that washroom facilities are accessible.</p> <p>Have access to a phone (cell phone or regular phone within walking distance).</p>	<p>Plan program in detail with contingency plans for inclement weather.</p> <p>Remove all food items, gum and cosmetics from tents at night and keep in bear-proof containers or cars.</p> <p>Filling and lighting camping stoves is an adult responsibility.</p> <p>Make students aware of behavioral expectations, boundaries for activity, assembly procedures.</p> <p>Plan program activities that are age and skill level appropriate.</p> <p>No open flames near tents.</p> <p>Develop a process to account for students and to identify any students who may be missing.</p> <p>Provide food and drink of a nutritious quality and quantity appropriate for a high energy outdoor activity.</p>	<p>Provide constant visual supervision when filling and lighting camp stoves.</p> <p>Provide on-site supervision for other activities.</p> <p>Have at least one leader with current first aid certification.</p> <p>Have some leaders with previous tent camping experience.</p> <p>Have access to a vehicle for emergency purposes.</p> <p>Designate an adult supervisor who is not the “in-charge” supervisor to accompany an injured student to hospital</p> <p>Recommended ration of supervisors to students: - grades 4-8 – 1:8</p>

## OUTDOOR EDUCATION – CANOEING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
GRADES 4-8				
<p>No aluminum canoes in pools.</p> <p>Check paddles for cracks and splinters.</p> <p>50-foot floating throw rope.</p> <p>Bailing can.</p>	<p>Wear correctly fitting, Transport Canada approved P.F.D./life jackets, with whistle attached for open water canoeing.</p> <p>Wear clothing that is appropriate for open water canoeing.</p> <p>Wear sun protection.</p> <p>Remove or secure jewelry as deemed appropriate.</p>	<p>Select water conditions appropriate for the skill level of the group.</p>	<p>Beginning canoeing skills:</p> <ul style="list-style-type: none"> <li>- power stroke</li> <li>- "J" stroke</li> <li>- sweep stroke</li> <li>- draw stroke</li> <li>- backwater stroke</li> <li>- proper entry/exit from canoe</li> <li>- self rescues into dray and/or swamped canoes</li> <li>- canoe over canoe rescue procedures</li> <li>- synchronized strokes, positioning of the paddlers, and packing the canoe</li> </ul> <p>Have a rescue craft on shore and accessible while students are canoeing on open water.</p> <p>Students must demonstrate a reasonable level of competency of the beginning canoeer skills before attempting a canoe trip.</p>	<p>Provide adequate on-site supervision by an experienced instructor when students are canoeing.</p> <p>Provide on-site supervision when students are canoeing.</p> <p>Have access to a vehicle for emergency purposes.</p> <p>Designate a supervisor (e.g., teacher or parent) who is not the "in-charge" person to transport an injured student to hospital.</p> <p>Have at least one supervisor with:</p> <ul style="list-style-type: none"> <li>- National Lifeguard Service Lifeguard certificate, or</li> <li>- Current first aid qualifications, or</li> <li>- St. John Emergency First Aid certificate, or</li> <li>- Royal Life Saving Society Aquatic Emergency Care certificate, or</li> <li>- Canadian Ski Patrol First Aid certificate</li> </ul> <p>Ratio of supervisors to students:</p> <ul style="list-style-type: none"> <li>- grades 4-8 – 1:10</li> </ul>

## OUTDOOR EDUCATION – FLAT WATER KAYAKING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
GRADES 4-8				
Equipment includes: - kayak with adequate floatation in nose and stern to prevent the kayak from filling with water and sinking - kayak paddle	Wear correctly fitting, Transport Canada approved P.F.D./life jackets, with whistle attached for open water kayaking.  Wear clothing that is appropriate for open water kayaking.  Wear sun protection.  Remove or secure jewelry as deemed appropriate.	Choose water conditions appropriate for the type of kayak being used and the skill level of the group. (Flat water involves paddling on lake water or river where no rapids exist and eddies are very slight).	As a prerequisite for open water kayaking, demonstrate basic competence in: - launching kayak - getting in and out - emptying the kayak (beach and dock) - T-rescue - Wet exit - Forward stroke - Back stroke - Front sweep - Stopping - Draw stroke - Bracing.  Prior to extensive water activities, successfully complete the following swim test: - swim 100 m continuously any stroke - tread water for 3 minutes - put on life jacket in water - demonstrate the help/huddle position.  Teach skills in proper progression.	Provide adequate on-site supervision by an experienced instructor when students are kayaking.  Have a rescue craft on shore and accessible while students are kayaking on open water.  For the purpose of providing first aid coverage, have at least one supervisor with: - Lifeguard certificate, or - Current first aid qualifications, such as: <ul style="list-style-type: none"> <li>• St. John Emergency First Aid certificate, or</li> <li>• Canadian Red Cross Emergency First Aid certificate, or</li> <li>• Royal Life Saving Society Aquatic Emergency Care certificate, or</li> <li>• Canadian Ski Patrol First Aid certificate.</li> </ul>

## OUTDOOR EDUCATION – LAKE SWIMMING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b>GRADES 4-8</b>				
<p>Equipment includes:</p> <ul style="list-style-type: none"> <li>- buoy line</li> <li>- whistle or other signaling device</li> <li>- first aid kit(s)</li> <li>- throw line</li> <li>- reaching assists.</li> </ul>	<p>Wear appropriate swimming attire.</p> <p>Wear sunscreen.</p> <p>Remove or secure jewelry as deemed appropriate.</p> <p>Tie back long hair or wear it in a bun.</p>	<p>Use a swimming area that is:</p> <ul style="list-style-type: none"> <li>- clearly marked</li> <li>- free from hazards</li> <li>- roped off with floating devices</li> <li>- of suitable water temperature</li> <li>- reasonably clear.</li> </ul> <p>No swimming in fast-moving rivers or streams.</p> <p>Prior to trip, check with local authorities to determine whether water is safe for swimming.</p>	<ul style="list-style-type: none"> <li>- written parental permission for child to be involved in any swimming activity is desirable. Permission note can indicate child's swimming ability (e.g., non-swimmer, capable swimmer).</li> <li>- Identify and observe non-swimmers.</li> <li>- Follow posted rules and regulations of swimming area.</li> <li>- Use a definite counting system at regular intervals (e.g., number students and every 15 minutes blow whistle and have them count off).</li> <li>- Use a buddy system.</li> <li>- No swimming if there are any indications of bad weather.</li> <li>- No swimming after dark.</li> <li>- Swimming allowed only in designated area.</li> <li>- No distance swims.</li> <li>- Position lifeguard so s/he is clearly visible to all swimmers at all times.</li> <li>- In an emergency situation, lifeguard is in charge.\</li> <li>- Have an emergency action plan in place.</li> <li>- Inform students of acceptable standards of behavior in the water.</li> <li>- No diving.</li> <li>- No floatation devices.</li> <li>- Practice an emergency water drill (e.g., assemble on shore with 3 loud whistle blasts).</li> <li>- Length of swim depends on skill and age of swimmers, condition of atmosphere, condition of water, time of day.</li> <li>- Teach skills in proper progression.</li> </ul>	<p>Provide on-site supervision.</p> <p>Have on supervisor with current certification:</p> <ul style="list-style-type: none"> <li>- National Lifeguard Service Lifeguard certificate waterfront option, or</li> <li>- National Lifeguard Service Pool certificate with two years waterfront experience.</li> </ul> <p>Provide at least one other adult supervisor in addition to the lifeguard.</p> <p>Have access to a vehicle for emergency purposes.</p> <p>Designate a supervisor (e.g., teacher or parent) who is not the "in-charge" supervisor to transport an injured student to hospital.</p> <p>Lifeguard to swimmer ratio – 1:25.</p>

## PARACHUTE ACTIVITIES

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

## RACQUET SPORTS RACQUETBALL, PADDLEBALL, HANDBALL, SQUASH

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
ALL GRADES				
<p>Personal eye wear protection is recommended. Safety eye goggles reduce the potential for injury.</p> <p>Use balls that are appropriate to the skill level of players (e.g., foam tennis balls or vinyl balls).</p> <p>Check racquets for wear and tear.</p>	<p>Wear suitable clothing and footwear.</p> <p>Remove or secure jewelry as deemed necessary.</p> <p>If playing outdoors, wear sun protection.</p>	<p>Clearly define court boundary lines.</p> <p>In side-by-side court situations, establish safety procedures.</p>	<p>When teaching skills, allow adequate space for each player to make an uninterrupted swing.</p> <p>Teach and enforce the code of etiquette for court play (e.g., not entering a court in use).</p> <p>Adapt the number of players to the playing area for handball, paddleball and racquetball.</p> <p>Teach skills in proper progression.</p>	<p>During initial instruction, provide on-site supervision.</p> <p>After instruction, provide in the area supervision.</p>

## RACQUET SPORTS TENNIS, BADMINTON, PICKLEBALL, PADDLE TENNIS

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
ALL GRADES				
<p>Use racquets that have a good grip and are in safe playing condition.</p> <p>Personal eye wear protection is recommended. Safety eye goggles reduce the potential for injury.</p>	<p>Wear suitable clothing and footwear.</p> <p>Remove or secure jewelry as deemed necessary.</p> <p>If playing outdoors, wear sun protection.</p>	<p>Use a playing area that is free from debris and obstructions and provides safe footing.</p>	<p>When teaching skills, allow adequate space for each player to make an uninterrupted swing.</p> <p>Teach and enforce the code of etiquette for court play (e.g., not entering a court in use).</p> <p>Teach skills in proper progression.</p> <p>Modify activities/skills to the age and ability level of the participants.</p>	<p>During initial instruction, provide on-site supervision.</p> <p>After instruction, provide in the area supervision.</p> <p>During equipment set-up, provide on-site supervision.</p>

## RHYTHMIC ACTIVITIES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
ALL GRADES				
Use electrical equipment that is in good working order.	Wear appropriate clothing and footwear (gymnastic slippers or running shoes). Bare feet are acceptable.  Remove or secure jewelry as deemed necessary.	Use a gym or very large room free from obstacles for instruction.	Teach skills in proper progression.	Provide on-site supervision for rhythmic activities.  Provide in the area supervision for dance.

## ROAD HOCKEY

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
ALL GRADES				
<p>Use a ball or sponge puck.</p> <p>Check sticks often for cracks and splinters.</p>	<p>Remove or secure jewelry as deemed necessary.</p> <p>Wear properly fitting footwear.</p>	<p>Ensure that the playing surface is free from debris and deep ruts.</p>	<p>No slap shots.</p> <p>No body contact and stick on body contact.</p> <p>Base games on skills that are taught.</p> <p>Modify the game to suit equipment available and ability of students.</p> <p>Outline and enforce all rules.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

## SCOOPBALL

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

# SCOOTER BOARDS

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

## SHINNY BOOT, SKATE

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
ALL GRADES				
<p>Wear CSA approved hockey helmet with cage.</p> <p>Use a sponge puck or ball.</p> <p>Check sticks often for cracks and splinters.</p>	<p>Remove or secure jewelry as deemed necessary.</p> <p>Wear suitable footwear.</p>	<p>Use ice surface that is free from debris and deep ruts.</p>	<p>No slap shots.</p> <p>No body contact and stick on body contact.</p> <p>Base games on skills that are taught.</p> <p>Modify the game to suit equipment available and ability of students.</p> <p>Outline and enforce all rules.</p> <p>Teach skills in proper progression.</p> <p>Stick blade must be below the waist.</p> <p>Puck or ball must not be raised over the height of the shoulder.</p>	<p>Provide on-site supervision.</p>

## SKATING (ICE)

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b>ALL GRADES</b>				
<p>Wearing a CSA approved helmet is recommended. Helmets reduce the potential for injury.</p> <p>If the school is not bringing a kit to the arena, ensure that the arena manager has a kit available and knows its location.</p>	<p>Clothing/gear includes:</p> <ul style="list-style-type: none"> <li>- properly fitted skates</li> <li>- gloves or mitts</li> </ul> <p>When skating outdoors, dress for weather conditions.</p> <p>Remove or secure jewelry as deemed necessary.</p> <p>If skating outdoors, it is recommended to wear sunscreen on exposed parts of the body.</p>	<p>Before skating on outdoor ponds, determine ice safety with absolute certainty. Contact local authorities for information.</p>	<p>Select activities that are appropriate to the skill level of the students.</p> <p>Teach skills in proper progression.</p> <p>Provide ice space for beginning skaters separate from accomplished skaters until beginning skaters master basic skills.</p> <p>Make students and parents aware of the need for extra caution and control on the ice, including common procedures such as skating in the same direction during a free skate.</p> <p>Inform parents by letter of their child's involvement in skating and the importance of wearing a helmet and proper hand covering.</p> <p>Discuss recognizing and treating frostbite prior to outdoor skating.</p> <p>Stress skating technique, not speed, in all games, challenges, and drills.</p>	<p>Provide on-site supervision.</p>

## SKIING (ALPINE) SNOWBOARDING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b>ALL GRADES</b>				
<p>Use only rental equipment that is inspected and issued by a certified technician.</p> <p>Make students supplying their own equipment aware that the equipment must be checked and in good repair.</p>	<p>No long scarves.</p> <p>Tie back or tuck in long hair.</p> <p>Wear clothing adequate for winter out-of-doors activity.</p> <p>Remove or secure jewelry as deemed necessary.</p> <p>Wear sunscreen on exposed parts of the body.</p>	<p>Ski/snowboard only in appropriate areas as identified by a qualified ski instructor.</p> <p>Ski in a commercially operated ski facility.</p> <p>Ski in an area patrolled by members of a recognized ski patrol.</p>	<p>Test and group students appropriately as determined by a qualified ski instructor. Require those identified as needing instruction to participate in an instructional lesson.</p> <p>Teach students the importance of skiing in control at all times. Discourage hot-dogging, jumping and bullet skiing.</p> <p>Ensure that students are thoroughly familiar with alpine skiing safety rules (including lift procedures) and the role of the ski patrol.</p> <p>Prior to the excursion, discuss the following:</p> <ul style="list-style-type: none"> <li>- proper clothing</li> <li>- frostbite and hypothermia</li> <li>- sunburn.</li> </ul> <p>Inform parents by letter of their child's involvement in skiing and make them aware of the importance of suitable clothing and equipment</p>	<p>Have access to a vehicle for emergency.</p> <p>Provide on-site supervision.</p> <p>Clearly outline duties of the supervisors.</p> <p>Designate a supervisor (e.g., teacher or parent) who is not the "in-charge" person to arrange transportation and accompany an injured student to hospital.</p>

## SKIPPING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
ALL GRADES				
Use ropes of appropriate length for size and ability of students.	Wear suitable clothing and footwear.  Remove or secure jewelry as deemed necessary.	Use an area that is free from obstructions to enable safe movement.  Provide adequate personal space.	Teach skills in proper progression.	Provide in the area supervision.

## SOCCER

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

## SOFTBALL REGULATION

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

**SOFTBALL  
SLOW PITCH, 3-PITCH**

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

## TABLE TENNIS

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
ALL GRADES				
<p>Use regulation size table tennis paddles and balls.</p> <p>Check tables and paddles to ensure they are in good condition.</p>	<p>Wear suitable clothing and footwear.</p> <p>Remove or secure jewelry as deemed necessary.</p>	<p>Set up tables to that students can move around them.</p> <p>Play where floor surfaces are smooth, level and dry.</p> <p>Play in an area that is free of all obstacles.</p>	<p>Teach skills in proper progression.</p> <p>Establish a careful routine for set-up and dismantling of tables with direct teacher supervision.</p>	<p>Provide on-site supervision during set-up and dismantling of tables.</p> <p>Provide in the area supervision during play.</p>

## TEAM HANDBALL

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

## TETHERBALL

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

## TOBOGGANING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
ALL GRADES				
<p>Use only equipment that has been approved by the school.</p> <p>Make students supplying their own equipment aware that the equipment must be checked and in good repair.</p> <ul style="list-style-type: none"> <li>- toboggans</li> <li>- Crazy Carpets</li> <li>- plastic sleds with steering mechanisms and brakes.</li> </ul>	<p>Wear clothing adequate for winter outdoor activities.</p> <p>No long scarves.</p> <p>Tie back or tuck in long hair.</p> <p>Remove or secure jewelry as deemed necessary.</p>	<p>Toboggans only in appropriate areas as identified / approved by the school.</p>	<p>Ensure that the runway/slope/slide-out has enough distance for students to come to a complete stop away from fences, trees, roads, walls, building or other obstruction that could pose a danger to them.</p> <p>Students need to keep a safe distance between and among themselves.</p> <p>No standing is allowed.</p>	<p>Provide on-site supervision.</p>

## TRACK AND FIELD DISCUS

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

## TRACK AND FIELD – HIGH JUMP

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
ALL GRADES				
<p>Use a landing area that is appropriate for the age, size and skill level of the students. The minimum mat size is a single 1.5 m x 3 m x 50 cm (5' x 10' x 20') mat.</p> <p>Rope or elastic may be used rather than a crossbar.</p> <p>Check poles for cracks regularly.</p> <p>Check pits regularly for damage.</p> <p>Place standard utility mats around the landing surface with no gaps.</p> <p>No metal crossbars.</p> <p>Recommend plastic or fiberglass crossbars.</p>	<p>Wear suitable clothing and footwear.</p> <p>Remove or secure jewelry as deemed necessary.</p> <p>If jumping outdoors, wear sun protection.</p>	<p>For both indoor and outdoor jumping, design area so that approach area is clear, smooth, dry and traffic-free.</p> <p>Indoor jumping only when the floor provides a non-slip surface.</p>	<p>Require student bar monitors to stay in front and to the side of standards at all times.</p> <p>Stress progressions and technique rather than competition.</p> <p>Stress a short, controlled approach (between 3 and 9 steps).</p> <p>If students is using "flop style", encourage take-off closer to the nearest upright on approach.</p> <p>Ensure that landing mats and Velcro mats are firmly secured and do not slide when jumper lands.</p> <p>Teach skills in proper progression.</p>	<p>Provide constant visual supervision.</p>

## TRACK AND FIELD – HURDLES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
ALL GRADES				
<p>Use “scissor” hurdles, light hurdles or loose crossbars for classroom instruction.</p>	<p>No track spikes.</p> <p>Wear suitable gym clothing and footwear.</p> <p>Remove or secure jewelry as deemed necessary.</p> <p>If hurdling outdoors, wear sun protection.</p>	<p>Use an appropriate area that provides a flat, clear surface.</p>	<p>Instruct students on how to set up equipment properly.</p> <p>Modify heights and distances to accommodate different ability levels.</p> <p>Teach skills in proper progression.</p>	<p>Provide constant visual supervision.</p>

## TRACK AND FIELD – JAVELIN

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

## TRACK AND FIELD – SHOT PUT

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
ALL GRADES				
<p>Use only shots designed for indoor activity in the indoor program.</p> <p>Use equipment of appropriate size and weight for age and strength of student.</p>	<p>Wear suitable clothing and footwear.</p> <p>Remove or secure jewelry as deemed necessary.</p> <p>Wear sun protection.</p>	<p>Use a landing area that is well marked and free of people during activity.</p> <p>Use a throwing area that is safe underfoot.</p>	<p>Establish safe routines for throwing and retrieving of shots.</p> <p>Have only one specified throwing direction, completely free from traffic.</p> <p>Teach skills in proper progression.</p> <p>Transport all shots safely to and from throwing area.</p> <p>No turn throws.</p>	<p>Provide constant visual supervision.</p>

## TRACK AND FIELD – TRACK EVENTS

### Sprints, 400m, 800m, 1500m, 3000m, Relays

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

## TRACK AND FIELD – TRIPLE JUMP, LONG JUMP

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
ALL GRADES				
Equipment includes: - sand pit - rake - shovel or spade.	Wear suitable clothing and footwear.  Wear shoes.  Remove or secure jewelry as deemed necessary.  If jumping outdoors, wear sun protection.	Use a pit filled with sand.  Ensure that landing area is soft with plenty of sand and no foreign objects.  Dig pit at least once a season.  Locate pits so they are removed from high traffic areas and away from other activity sites (e.g., ball diamonds).  Ensure takeoff board/area is flat and immovable.	No jumping when there are slippery conditions.  Teach skills in proper progression.  Train students to be rakers. As part of training, include rules such as: - remove rake before next competitor begins approach - begin raking after competitor is out of pit - rake sand into the middle of the pit rather than out to the sides.  Triple jump is recommended for Grades 4-8 only.	Provide constant visual supervision during initial lessons.  Provide on-site supervision after skills have been taught.

## VOLLELYBALL / NEWCOMBALL

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

## WATERPOLO

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
ALL GRADES				
	<p>Wear appropriate swimming attire.</p> <p>Remove or secure jewelry as deemed necessary.</p> <p>Tie hair back or wear it in a bun.</p> <p>If playing outdoors, wear sunscreen.</p>	<p>Use a school or community swimming pool.</p> <p>Don't use backyard pools for class instruction.</p>	<p>Inform swim instructor of any students having any medical problems that may affect the student's safety in the water.</p> <p>Require students to meet a minimum swimming standard (e.g., swim 100 m any stroke and tread water for 3 minutes).</p> <p>Trim fingernails closely.</p> <p>Modify rules to accommodate age and ability of participants.</p> <p>Teach skills in proper progression.</p>	<p>Have a certified lifeguard on duty at all times.</p> <p>Provide constant visual supervision.</p>

## WRESTLING

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

## **INSTRUMENTAL MUSIC EDUCATION**

### **Background**

Effective the 2008/09 school year, the band program shall be open to all students beginning at the Grade 5 level. Division-owned instruments will supplement individually owned instruments in an effort to involve all students.

### **Procedures**

The band teacher shall:

1. Be responsible for the direction and instruction of the instrumental (band) program.
2. Be officially responsible to the Director or designate and shall be directly responsible to the principal of the school at which he/she is operating at any one time.
3. Discuss and work with the Director or designate regarding absences from regular duty for adjudication of festivals, clinics and conferences.
4. Be responsible for the care and maintenance of all school instruments.
5. Retain an adequate record of equipment, gowns and uniforms issued to students.
6. Retain an adequate record of all students involved in the instrumental program.
7. Advise the principal and make recommendations concerning the purchase of music instruments, equipment and supplies and repairs for budget purposes.
8. Maintain an inventory (including serial number where possible) on all band supplies and equipment within his/her jurisdiction.
9. Provide a record of all inventories for the principal's office.
10. Administer the instrumental rentals.
11. Provide a record of the Division-owned instruments rented for summer use for the principal's office.
12. Work cooperatively with the local Band Parents' Association.
13. Requests for exceptions to this procedure can be brought forward to the local School Community Council

Legal Reference: Section 85, 87, 108, 109, 175, Education Act

**Updated: April 19, 2007**

## **SPECIAL PROJECT CREDIT**

### **Background**

The Division believes in providing all students with opportunities which include out-of-school initiatives in areas of study such as cadet training, community service, in depth research in academics, technology, the performing arts, athletics and entrepreneurship.

### **Procedures**

1. Special project credit shall be restricted to work proposed and completed by individual students outside the regular and extra-curricular program.
2. General Requirements
  - 2.1 If a Special Project is related to a specific school subject, the content of the project shall be distinct from, and in addition to regular course requirements.
  - 2.2 A Special Project shall be used only once as an elective to meet the 24-credit requirement at the secondary level.
  - 2.3 Students shall undertake the course during the academic year in which they are applying for the Special Project credit. The course designation (10, 20, 30) shall be determined by the year of completion of the project. Past completion of a course shall not qualify for a Special Project credit.
3. Restrictions
  - 3.1 The project proposal shall be approved by the Area Superintendent of Education prior to commencement of the project. The Special Project will be approved by the supervising teacher and the principal and shall be carried out under the supervision of the teacher. In the event the project lies outside the expertise of the supervising teacher, a mentor acceptable to both the student and the supervising teacher shall be involved in the supervision, reporting, and evaluation of the project.
  - 3.2 The course shall be approved and evaluated by the principal.
  - 3.3 Students shall submit a clearly planned project proposal.
  - 3.4 The project shall qualify as part of the minimum required course load during one academic year.
  - 3.5 Provisions of the Work Experience Education Guidelines for coordination and monitoring shall apply when a project requires a student to be off campus.
  - 3.6 A copy of each Special Project shall be kept on file at the school for a minimum of four years.

Reference: Section 85, 87, 108,109, 175, 176, Education Act  
Forms Manual: Form 217-1

**Updated: September 22, 2006**

## **SECONDARY STUDENT CREDIT REQUIREMENTS**

### **Background**

The Division expects that, whenever possible, students at the secondary level shall take the equivalent of eight or more credits in each academic year.

### **Procedures**

1. The principal or designate shall monitor the credit enrolment of secondary students on an ongoing basis.

Reference: Section 85, 87, 108, 109, 175, 176, Education Act  
Regulations 26, 27, 32

## COURSE CHALLENGE

### Background

Some students are able to demonstrate a high level of achievement of the learning objectives of a particular course without spending the required hours enrolled in the course. Saskatchewan Learning is allowing students to challenge a maximum of two provincially-developed courses at the 10 or 20 level for credit and to demonstrate the course requirements through a rigorous and comprehensive challenge process in order to move on to further learning.

In accordance with Saskatchewan Learning requirements, the Director has outlined a course challenge process for students enrolled in the Division consistent with the procedures outlined by the Department of Learning.

### Procedures

1. In keeping with Saskatchewan Learning guidelines, the following restrictions apply:
  - 1.1 To challenge a course, the student must be enrolled in the Division.
  - 1.2 Students registered in home-based education with the Division may not challenge a course.
  - 1.3 Only provincially-developed courses at the 10 and 20 level may be challenged.
  - 1.4 Each student may challenge a maximum of two courses.
2. General Requirements
  - 2.1 Students requesting to challenge a course shall be provided with a *Request to Challenge a 10 or 20 Level Provincially-Developed Course Form* and an outline of the course challenge process including course objectives, required evidence that demonstrates readiness to challenge, and assessment strategies to be administered in the course challenge process.
  - 2.2 A variety of assessment techniques that measure the level of student attainment of course objectives shall be included in the course challenge process.
  - 2.3 Students shall attain a minimum of 80% through the course challenge process in order to be granted credit. The percentage mark attained will be recorded on the student's transcript.
  - 2.4 Students who are not successful in the course challenge process shall not be allowed to challenge the same course a second time. In order to receive a credit for the course, these students will be required to register in and successfully complete the course.

- 2.5 The principal shall administer the course challenge process within Saskatchewan Learning policy, procedures and guidelines and Division policy, procedures and guidelines.
- 2.6 A teacher who has previously taught the course at least twice shall supervise the course challenge process.
- 2.7 Only courses offered within the Division within a current school year may be challenged.

Legal Reference: Section 85, 87, 108, 109, 168, 169, 170, 175, 231 Education Act

## ALTERNATIVE EDUCATIONAL SERVICES

### Background

Generally, most students should be able to successfully complete the regular education program. In many cases, appropriate adaptations may be required and applied as outlined in *The Adaptive Dimension in Core Curriculum*, Saskatchewan Education, 1992. However, there may be occasions when the learning objectives in a specific area of study are not appropriate for a student. Students who are in Kindergarten to Grade 9, and under the age of 14 years, 8 months, will continue to receive most of their programming within the regular classroom, but will require a Personal Program Plan to outline the learning outcomes and instructional strategies for the student. Students in Grades 10 to 12 may be placed in Modified Courses or Alternate Programs if the learning outcomes of the regular education program are too rigorous.

An Alternative Education Program **may** be considered for a student who:

- is at least 14 years, 8 months old (Note: This reflects the age at which a student would typically be entering the tenth grade)
- has below average cognitive functioning

Other characteristics of a student considered for an Alternative Education Program may include:

- 5 or more grade levels behind peers in core subject areas;
- does not have potential for success in a regular or modified program of study;
- requires life skills and vocational training;
- has significant problems with attendance/motivation/work habits;
- is at risk for dropping out of school; and/or
- has a history of low achievement and significant student services involvement (assessment, intervention and programming).

An Alternative Education Program **is not considered appropriate** for students with average to above average cognitive ability who may have learning disabilities, behavioral disorders, mental health impairments, or for whom English is a second language or dialect.

### Procedures

Selection process for admittance into an Alternative Education Program:

1. The student support teacher recommends a student for an Alternate Program. This recommendation is discussed with the student, parents or guardians, regular class teacher(s), school administrator, career guidance counselor, school division coordinator of student services, and any other consultants or agencies as deemed appropriate by the school administration and team members.

2. Achievement and cognitive assessments have been completed prior to making a final placement decision.
3. The following information must be provided to parents and students prior to placement in an Alternative Education Program:
  - 3.1 program goals and content;
  - 3.2 differences between Regular, Modified and Alternative Education Programs;
  - 3.3 differences between Regular and Alternative Grade 12 diploma;
  - 3.4 differences between Regular and Alternative Education Programs as they apply to entry into career and post-secondary institutions;
  - 3.5 method of program delivery; and
  - 3.6 rationale for recommending an Alternative Education Program.
4. Based on discussions and assessments, the educational team, including the student support teacher, the principal, the student and his/her parent(s)/caregiver(s), will make a decision as to the program placement.
5. If the decision has been made to place the student in an Alternative Education Program, parent(s)/caregiver(s) and student must complete and sign Form 220-1 and Form 220-2 indicating their agreement. **Once the decision is made to place the student in one Alternative course, the student will be on an Alternative Education Program his or her remaining high school years unless application for transfer is made and approved by the Ministry of Education.**
6. Only Alternative Education courses at the 18, 28 and 38 levels that have been approved for the Good Spirit School Division by the Ministry of Education may be used. Administrators should consult with school division Superintendent/Coordinator of Student Services to determine status of approval. Copies of these programs, along with course codes, will be available from the school principal or student support teacher.
7. The course monitoring form (each semester) and consent for placement in an Alternative Education Program (yearly) will be placed in the student's cumulative file. A Personal Program Plan may be developed for a student on an Alternative Education Program.

Reference: Section 87, 108, 109, 176, 177, 186, Education Act  
Forms Manual: Form 220-1; Form 220-2

**Updated: December 12, 2008**  
**August 18, 2009**

## **LOCALLY MODIFIED (BASIC) COURSE(S)**

### **Background**

Generally, most students should be able to successfully complete the regular program of studies at their grade level. In many cases, appropriate adaptations may be required as outlined in the Core Curriculum guidelines for the Adaptive Dimension. However, there may be occasions when the learning outcomes identified in a specific area of study may not be appropriate for a student. Students who are in Kindergarten to Grade 9, and under the age of 14 years, 8 months, will continue to receive most of their programming within the regular classroom, but will require a Personal Program Plan (PPP) to outline the objectives and instructional strategies for the student. Students in Grades 10 to 12 may be placed in Modified or Alternate Courses if the academic requirements of the regular program are too rigorous.

A Locally Modified (Basic) Course(s) may be considered for a student who has one or more of the following characteristics:

- Student is in Grade 10, 11 or 12,
- Functioning at least two years below grade level,
- Borderline or Low Average cognitive functioning,
- History of failure in class,
- At risk for dropping out of school,
- Poor work habits, motivation, and/or attendance,
- Easily distracted, and/or
- Behavioral/emotional problems.

Students who possess one or more of these characteristics *do not* necessarily require a Locally Modified (Basic) Course(s).

### **Procedures**

Selection process for enrolment in a Locally Modified Course(s):

1. In most cases, students enrolling in Grade 10 should be placed in regular programs. Consideration for placement in a locally modified course should be determined after the student has had an appropriate time to attempt the regular course.
2. A teacher recommends a student for a modified course. This recommendation is discussed with the learning resource teacher, the school administrator, the career guidance counselor, the student and his/her parents or guardians and any other consultants or agencies as deemed appropriate by school administration.
3. Achievement testing shall be completed by the learning resource teacher prior to making a final placement decision. Cognitive testing is also recommended.

4. The following information must be provided to parents and students prior to placement in a modified course:
  - 4.1 Course goals and content;
  - 4.2 Differences between regular and modified courses;
  - 4.3 Career and post-secondary implications;
  - 4.4 Method of course delivery; and,
  - 4.5 Rationale for recommending the course(s).
5. Based on discussions and assessments, the principal or designate, the learning resource teachers, and the student and his or her parents, will make a decision as to the course(s) in which the student will be placed.
6. If the decision is made to place the student in a modified course, parents and student must sign a form indicating their agreement to have the student in a modified course(s). This agreement must be signed for each modified course in which the student is enrolled and therefore must be kept up to date. Student refusal should be noted on the form.
7. Only modified courses at the 11, 21 or 31 level that have been approved for Good Spirit School Division by Saskatchewan Learning may be used. Administrators should consult with the Superintendent of Program Development to determine status of approval. Copies of these courses will be available from the school principal and the learning resource teacher.
8. The classroom teacher is responsible for delivery of the course. The learning resource teacher may provide support for the course.
9. A student in a modified course may remain in the regular classroom, with adjustments to content and assessment. It is also possible to deliver a modified course as a separate course.

Legal Reference:

Forms Manual: Form 221-1; Form221-2

## **HOME-BASED EDUCATION**

### **Background**

The Division recognizes the legal right of parents to educate their children at home, subject to the provisions of the Education Act.

### **Procedures**

1. The Director or designate must comply with provincial regulations for home-based education.
2. The Director or designate may conduct orientation meetings with home-based educators to assist them with informed decision making about home-based and school-based education.
3. The Director or designate may, if requested by the home-based educator, provide materials, information, equipment and access to facilities and selected curricular programs for the purpose of enhancing home-based education programs.
  - 3.1 The Division will provide home-based educators with access to textbooks as available. A refundable caution fee may be requested.
  - 3.2 The Division will provide home-based educators with access to common educational resources, such as libraries provided that they do not interfere with the regular program.
  - 3.3 The Division will enable home-based educators to enroll in distance learning educational programs provided by Saskatchewan Learning on the same basis as regular students. They will be reimbursed for costs for up to two (2) courses taken per student. For each course, a bond of \$100.00 will be supplied by the student and, upon receiving a passing grade, the \$100.00 bond will be reimbursed.
  - 3.4 The Division will provide home-based educators with access to Driver Education.
  - 3.5 Home-based educators will be provided with a programming allowance of up to \$200.00 per student upon application that includes supporting documentation (i.e. receipts) and is completed by September 30 to the Director or designate.

Legal Reference: Section 85, 87, 108, 109, 157 Education Act  
Home-Based Program Regulations 17, 18.

Cross Reference Administrative Procedure 240

**Updated November 15, 2006**  
**October 31, 2007**

## **HOME-BOUND EDUCATION**

### **Background**

The Division recognizes that a student may be unable to attend school due to illness (or for other reasons) for an extended period of time.

A home-bound student is defined as a student exempted from attendance in a school who is under a program of instruction approved and directed by the Division for a specific reason.

Funding recognition is provided for costs incurred by the Division relating to the monitoring and provision of other educational services relating to these students.

### **Procedures**

TBD

## **DISTANCE LEARNING**

### **Background**

While schools have the responsibility to provide instructional programs that ensure students will have an opportunity to meet the provincial graduation requirements and be prepared for entry into the workplace or post-secondary studies, the Division recognizes that situations may arise where students may not be able to take desired courses from the school. The Division, therefore, supports the registration of students in distance learning when circumstances dictate such action.

### **Procedures**

1. Approval of registration in distance learning shall be given by the principal only when the specific course is not offered by the school, or where a timetable conflict or other extenuating circumstances prevent the student from completing his/her program of studies.
2. The principal will arrange for the support, monitoring and guidance at the school for those students enrolled in correspondence school courses.
3. A course fee of \$100 will be charged for each course at time of registration for each course. The course fee of \$100 will be refundable provided the student successfully achieves a passing mark.
4. Where circumstances dictate that a student take distance learning, reasonable instructional assistance and access to learning resources will be provided.

Legal Reference: Section 85, 87, 108, 109, 176, Education Act

## **EXTRA-CURRICULAR ACTIVITIES**

### **Background**

The Division believes that a total educational program involves not only curricular activities during regular school hours, but also extra-curricular activities that provide opportunity for participation by all students and staff. The Division is prepared to consider some measure of financial support for extra-curricular programs which have their origin within the school or the school system.

The Division will cooperate with agencies at the local, provincial, and federal levels in programs involving students, provided such activities have the approval of the principals and the Director.

### **Procedures**

1. The Director authorizes the development of an extra-curricular program in each school and further authorizes the implementation of such programs by its staff, parents and volunteers within school hours or at other times, on the school site and beyond. All such programs shall be approved by the principal.
2. The principal shall include extra-curricular activities in the program of the school within the limitations resulting from approved budgets, legislation, Board policy, Saskatchewan High Schools Athletic Association guidelines and administrative procedures.
3. The principal shall implement and manage the extra-curricular program to ensure that student participation is voluntary and that it represents a balanced and well-rounded program of inter-school and intramural activities and athletics, activities such as student council, social activities, classroom-related and special interest clubs, performing arts, publications, educational tours, and the like. The extra-curricular program shall reflect student needs and the availability of staff and facilities.
4. The principal, in consultation with staff and the School Community Council, shall prepare on an annual basis a written outline of the goals and objectives of the extra-curricular program, the extra-curricular activities provided and the individuals responsible for the activities.
5. The principal shall arrange for persons to be responsible for each of the extra-curricular activities, subject to the guidelines established by the Saskatchewan High Schools Athletic Association and in each school.
6. The principal shall arrange for an annual independent check of the financial transactions of the student council or other school accounts.

7. On an annual basis, the principal shall inform the teaching staff and others who have volunteered their services of their responsibility and authority for the supervision of extra-curricular activities during school hours or at other times, on the school site and beyond.

Reference: Section 85, 87, 108, 109, 175, 179, Education Act

Forms Manual: Form 261-1; Form 261-2; Form 261-3; Form 261-4A; Form 261-4; Form 552-1; Form 552-2

**Updated: September 22, 2006**

## **FIELD TRIPS**

### **Background**

The Division recognizes the value of educational opportunities that abound outside the school building and therefore encourages and permits certain field trips. Further, the Division expects that in the planning and execution of any Division approved field trip the assurance of educational value and student safety will be of primary concern.

### **Procedures**

1. All field trips shall be categorized as follows for approval purposes :
  - ♦ Category A - a field trip that takes place within the town in which the school is located. Principal approves.
  - ♦ Category B - a field trip that takes place beyond the town in which the school is located but within the province of Saskatchewan or 150 kilometers into the province of Manitoba. Principal approves.
  - ♦ Category C - an extended field trip that extends beyond the province but within Canada. Director or designate approves.
  - ♦ Category D - an extended field trip that extends out of the country. The Board approves.
  
2. Application for approval of field trips must be made using the appropriate field trip approval form and must demonstrate adequate preparation and contain all the information necessary for the principal for Category A and B trips, or the Director or designate for Category C and D trips, to make an informed decision when considering the approval of the activity.

In the event that the principal or the Director or designate does not have sufficient knowledge or experience relative to a specific activity that is included in the field trip plan, the principal or the Director or designate shall obtain information and advice from someone who has the required knowledge and experience.
  
3. The principal shall keep a record of all approved field trips. The record for approved field trips shall contain:
  - 3.1 Parental/legal guardian consent;
  - 3.2 Agendas and minutes of any parent/legal guardian meetings;
  - 3.3 All information provided to parents/legal guardians;
  - 3.4 A list of participating students;
  - 3.5 All information provided to students relative to the field trip;
  - 3.6 A list of supervisors and volunteers;

- 3.7 Agendas and minutes of meetings held with volunteers;
  - 3.8 All information handouts given to volunteers;
  - 3.9 Any injury or unusual incident reports as completed on Form 165-6 "School Incident Report Form For Insurance Purposes"; and
  - 3.10 Signed medical forms for all students, staff and volunteers (for Category B, C and D trips).
4. The record of all approved field trips shall be retained according to the following schedule:

The records for field trips where no injury occurred or where no unusual incident report was filed shall be considered transitory documents and may be destroyed at the end of the school year.

The records for field trips where an injury occurred or where an unusual incident report was filed shall be considered permanent documents and shall be retained according to the schedule for student cumulative records.

5. Transportation

- 5.1 It is recommended that any private vehicles used to transport students on an approved field trip carry a minimum of \$1,000,000.00 third party liability insurance per occurrence non-cumulatively. Evidence of such insurance may be filed with the principal as part of the proposal for which approval is sought and such evidence shall conform to the requirements of the Division's AP 552 – Transportation of Students in Private Vehicles (see also AP 530). The principal shall ensure that Form 552-1 and Form 552-2 are submitted before approval of a driver of a private vehicle.
- 5.2 When private vehicles are used to transport students on Division approved field trips, a parental/legal guardian consent form signed by the parent(s)/legal guardian(s) must be obtained for each student. One consent form could cover a series of trips if such trips are included in the schedule provided under Procedure 8.3. The method of transportation and the drivers, if known, must be indicated on the parental/legal guardian consent form to be signed.
- 5.3 No students, regardless of age, may transport other students, on school-sponsored travel activities as defined in this administrative procedure.

6. Student safety:

Student safety is our first and primary interest. Therefore staff will take appropriate actions to assess any risk associated with proposed field trip activities and the proposed site associated with the field trip and take safety measures to minimize any such risk. The conducting of the risk assessment may or may not require a pre-visit to the field trip site.

Organizers of field trips are also required to take the following actions to enhance student safety:

- 6.1 ensure emergency procedures are in place for reasonably foreseeable contingencies that may arise during the field trip.
- 6.2 ensure that students, staff and volunteers have the required extended medical coverage before they are allowed to participate in any extended field trip that involves travel out of the country (see AP 530);
- 6.3 ensure that all supervisors are advised of the role, responsibilities and expectations
- 6.4 ensure that training, preparation and orientation of all student participants and supervisors is provided;
- 6.5 ensure that student supervision is available at appropriate levels at all times;
- 6.6 ensure that all student participants are assigned to a supervisor;
- 6.7 ensure that each supervisor has a list of the students for whom they are responsible;
- 6.8 ensure an appropriately equipped portable first aid kit is available and accessible and that sufficient Division staff and volunteer supervisors are able to use its contents appropriately;
- 6.9 ensure, when traveling out of province, that all students are carrying their Personal Health Card or an immediate supervisor has access to the health card number.
- 6.10 be responsible for carrying:
  - ◆ A list of student participants;
  - ◆ Information regarding medication and medical needs of all student participants;
  - ◆ Telephone contact numbers; and
  - ◆ A cell phone (when available or appropriate).
- 6.11 provide for the determination of student abilities where relevant.

## 7. Supervision

All approved trips will be adequately supervised in accordance with the procedures set out herein. The principal shall ensure adequate supervision for all approved field trips.

- 7.1 The principal shall ensure that competent persons capable of giving instruction, in skill and safety, to students, have been provided for all approved field trips where the activities included in the trip require special skill and/or training. Competence may be established by virtue of a certificate from a governing body for such activities as skiing, swimming and canoeing or by virtue of experience and demonstrated expertise. In areas where certificates are not issued, competency may be that recognized by virtue of experience and demonstrated expertise in the activity resulting in general public acceptance and peer acceptance as an expert.

- 7.2 Supervision shall be provided for all students with disabilities or students requiring special attention at a level that maximizes the safety of the students and the opportunity for success for the students in the field trip.
- 7.3 At least one of the supervisors shall be in possession of a first aid kit and be trained in first aid to a level acceptable to the nature of the risks that are reasonably foreseeable in relation to the field trip.
- 7.4 Division approved field trips involving overnight stays, and/or swimming activities, and involving both male and female students shall have adequate numbers of both male and female adult supervisors.
- 7.5 All supervisors, staff members and volunteers, shall be advised of their duties and responsibilities, and of the expectations placed upon them in their role of supervisor. Information regarding duties, responsibilities and expectations shall be provided to the supervisors in writing

## 8. Special Considerations for CATEGORY A and B Field Trips

### 8.1 The principal in considering approval will:

Consider any guidelines published by Saskatchewan Learning regarding the activities for students, to the extent that they may be relevant.

In the event that a school strongly desires to incorporate a high risk activity in their school program a detailed application must be made to the Director or designate. The activity can be incorporated into the schools program only after written approval is received from the Director or designate. Current division-approved activities are listed in AP 215 "Physical Education Program: Safety Guidelines" with details indicated in AP 215 Appendix "Sport/Activity Handbook".

- 8.2 Consent forms signed by the parent or guardian are required for Category A and B trips.
- 8.3 A single parental/legal guardian permission is sufficient for more than one trip outside the boundaries of the school such as walking field trips in the neighborhood of the school, whether scheduled or not, or for swimming sessions, physical education classes, outdoor education classes, or interschool sports, if the information to the parent or legal guardian includes a schedule of all field trips.
- 8.4 Students may, with permission of the direct supervisor, parent and principal, drive a vehicle on school-sponsored travel activities as defined in this administrative procedure.

## 9. Special considerations for CATEGORY C and D Field Trips

### 9.1 Consent and waiver forms signed by the parent or guardian are required for Category C and Category D trips.

The following provision shall be observed for all waivers:

- The waiver contains specific information about the activity;

- The waiver contains specific information about the nature of the rights being given up;
  - The waiver is fully explained to those signing it; and
  - The waiver is signed either by both parents or both guardians and the student, where the student is 16 years of age or older.
- 9.2 The teacher-leader through the principal shall consult with the Director or designate and submit any preliminary planning documents for preliminary approval before any information is given to students or parents regarding the possibility of a Category D field trip. The preliminary approval shall be obtained a minimum of six (6) months in advance of the date for the field trip.

The preliminary planning documents shall include:

1. The trip concept;
  2. The curriculum relevance;
  3. A preliminary risk assessment;
  4. The identification of the grade and number of students;
  5. The equipment requirements;
  6. Transportation requirements;
  7. Accommodation requirements;
  8. Food requirements;
  9. Procedures for accident or injury; and
  10. Any special requirements.
- 9.3 Final approval of Category D field trips must be obtained from the Board three (3) months prior to the date of the trip.
- 9.4 Any parental/legal guardian permission shall include consent from the parent(s)/legal guardian(s) authorizing the supervisors to arrange for necessary medical treatment at the cost of the parent(s)/legal guardian(s) and shall include an acknowledgement that, in the event of an emergency or in the event that the student's conduct or other circumstances warrants it, the student may be transported back to Canada and the parent(s)/legal guardian(s) agree that they shall be responsible for the cost of transporting the student and one supervisor back to the town in which the school is located.

10. Adherence to this administrative procedure is required and any serious breach may result in disciplinary action as determined by the Director.

11. The Director reserves the right to cancel any field trip up to and including the day of departure.

12. The Division will not consider refunds and/or compensation for any cancelled field trip.

Legal Reference: Section 85, 87, 108, 109, 175, 179, 231, Education Act  
Forms Manual: Form 261-1; Form 261-3; Form 261-4A; Form 261-4; Form 552-1; Form 552-2

**Updated: September 22, 2006**  
**November 15, 2006**

## Administrative Procedure 261 Appendix

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### FIELD TRIP CHECKLIST

#### CATEGORY A Field Trip Form

##### Section A (To be completed by the teacher)

1. Teacher Name
2. School Name
3. Date of Application
4. Date of proposed field trip
5. Purpose of field trip
6. Curriculum relevance to enhance student learning
7. Grade and number of students
8. Schedule and itinerary of field trip
9. Identified safety risks and actions taken to mitigate risk e.g. site hazards or special needs of individual students (attach if more room is required)
10. Transportation arrangements
11. Names of supervisors
12. Assigned duties and expectations for supervisors
13. Information to be provided to parents/legal guardians
14. Arrangement for coverage (if required)
15. Funding arrangements

##### Section B Checklist and Approval (To be completed by the principal)

1. Y N Sufficient educational value
2. Y N Required third party liability insurance if transported in private vehicles
3. Y N Acceptable provision to mitigate any safety risks as per AP 261 requirements
4. Y N Adequacy and appropriateness of supervision considering all factors (e.g. nature of the field trip, gender of students and supervisors, ability and age of students, appropriateness of named supervisors, number of supervisors)
5. Y N Appropriate communication to parents and guardians
6. Approval granted: Date \_\_\_\_\_

Approval withheld pending the following \_\_\_\_\_

Approval not granted due to \_\_\_\_\_

#### CATEGORY B and C Form

As per category A with the following additions:

Section A: Accommodations to be used

Compliance with any permit and certified guide requirements such as those required by Parks Canada is mandatory.

#### CATEGORY D Form

As per category B and C PLUS additional documentation and approval stages required in AP 261.

## **SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT**

### **Background**

The Division is responsible for all matters relating to the operation of its schools, including the selection of all instructional materials and equipment. The selection of such materials and equipment shall be made in accordance with the criteria and objectives as found in these procedures.

### **Procedures**

1. The primary objective in the selection of materials is to implement, enrich and support the educational program of the school.  
To this end, the Division upholds these objectives and asserts that the responsibilities of schools, with respect to the provision of books and materials, shall include:
  - 1.1 materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served;
  - 1.2 materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;
  - 1.3 a background of information which will enable students to make intelligent judgments in their daily life;
  - 1.4 materials that assist students to develop under guidance the practice of critical analysis of all print and non-print material;
  - 1.5 materials representative of the many groups which contribute to the Canadian heritage.
  - 1.6 the placement of principle above personal opinion and reason above prejudice in selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of our school libraries;
  - 1.7 materials that do not portray groups of people in a discriminatory fashion.
2. The responsibility for the judicious selection of instructional materials and equipment for use in schools is delegated to the professionally trained personnel employed by the system; including the Director, superintendents, principals, teachers, and teacher-librarians. These persons are to be guided by the lists of instructional materials recommended by Saskatchewan Learning.
3. The criteria for the selection of materials shall include:
  - 3.1 needs of the individual school, based on knowledge of the curriculum and the existing collection, shall be given first consideration;

- 3.2 materials for purchase shall be considered on the basis of overall purpose, importance of the subject matter, quality of the writing and production, readability and popular appeal, authoritativeness, reputation of the author, reputation of the publisher, format and price.
4. For the challenge of any materials, a formal complaint in writing must be provided to the principal. The principal shall establish a process for dealing with formal complaints regarding materials used in the school. The principal's decision with respect to a challenge of materials may be appealed to the Director.
5. The Director shall establish a Challenged Materials Committee to which he or she may refer challenges and objections concerning specific materials. The committee shall consist of:
  - 5.1 a Superintendent
  - 5.2 a member of the community at large,
  - 5.3 two teachers,
  - 5.4 a principal.
6. The Challenged Materials Committee shall review the complaint or objection and make a recommendation to the Director concerning the suitability of material for use in schools. After reviewing the recommendation of the Committee, the Director shall make a final decision.

Reference: Section 85, 87, 108, 109, 175 Education Act  
Section 37, Education Act Regulations

Forms Manual: Form 270-1

**Updated: September 22, 2006**

## **LEARNING RESOURCE CENTERS**

### **Background**

One of the key concepts in education is resource-based learning. This premise refers to planned educational programs which involve students in the meaningful use of a wide range of appropriate print, non-print and human resources. The information explosion makes it imperative that we teach students "to learn how to learn". That is, we seek to teach students how to find, retrieve, assess, organize and present information in all mediums. The teaching of these learning skills is the responsibility of the classroom teacher and/or teacher-librarian.

The Division believes Learning Resource Centers are an integral part of the educational program. The purposes of Learning Resource Centers are:

1. To facilitate and improve the learning and teaching process;
2. To stimulate the curiosity of students and staff, and motivate further research and study;
3. To encourage the exploration of new media and technologies in the learning/teaching process;
4. To provide information and guidance to students and staff on the assessment, selection, and effective use of learning resources;
5. To develop in students initiative, self-direction, and independence in the use of learning resources.

### **Procedures**

1. The principal, in consultation with staff and/or the teacher librarian, shall plan and organize the school Learning Resource Centre to utilize fully its materials and resources in a manner that is consistent with the School Improvement Plan.

Legal Reference: Section 85, 87, 108, 109, 175 Education Act  
Section 37, Education Act Regulations

## **PROGRAM EVALUATION**

### **Background**

Program evaluation is part of a continuous process in the annual development cycle for plans and results reports. Programs will be continuously evaluated with respect to the achievement of provincial goals and strategies determined by Saskatchewan Learning, the local goals and strategies determined by the Division, and the school goals and strategies to ensure that students have the opportunity to meet the requirements of education set by the Minister.

### **Procedures**

1. The principal has the primary responsibility for the evaluation of programs in the school.
2. The Director has the primary responsibility to carry out program evaluations at the Division level.
3. The evaluation of programs at the school level and at the Division level is part of the continuous improvement cycle.

Legal Reference: Section 85, 87, 108, 109, 175, Education Act

## **DIVISION ASSESSMENT PROGRAM: GUIDING PRINCIPLES**

### **Background**

To ensure effective assessment and evaluation practices are in place, the Division Assessment Team has determined the need for general guiding principles. These principles are consistent with the *Fair Student Assessment Practices for Education in Canada* and the legislation concerning freedom of information and privacy.

### **Procedures**

**1. Cooperation and Shared Responsibility**

All participants work together to formulate assessment programs, standards and reporting approaches. There is shared responsibility at the classroom, school, division and provincial levels for reliable and timely accountability measures.

**2. Equity and Fairness**

Evaluation practices recognize that the determinants of educational outcomes vary greatly among classrooms, schools, and communities. Procedures are sensitive to individual student needs by providing differentiated treatment based on circumstances.

**3. Comprehensiveness**

Assessment and evaluation practices endorse a broad range of performance indicators (including process, context, and outcome indicators) to provide a holistic and balanced picture of system performance as well as student learning and experience.

**4. Continuous Improvement that Promotes Quality and Excellence**

We are committed to gathering evaluation information and providing supportive feedback of results to enable continuous improvement throughout the education system.

**5. Teacher Professionalism**

Evaluation activities empower teachers by respecting and reflecting on their central role in education and contributing to their professionalism and continuous professional development. Self-evaluation and reflection on practice with a view to continuous improvement are part of professional practice.

**6. Authenticity and Validity**

All activities are designed to facilitate authentic assessment (ie connected to curriculum objectives, non-biased, performance based). The information gathered in an assessment meets the needs of intended users - students, teachers, administrators and the Ministry.

## **7. Honesty and Openness**

All assessment procedures and instruments are open for scrutiny, with evidence used in drawing conclusions and recommendations freely available. Both strengths and weaknesses are reported and all evaluative practices are transparent.

Legal Reference: Adapted from *Saskatchewan Learning Assessment for Learning Program. Policy: Supporting Data-Guided Decision-Making to Improve Student Learning*. June 2006. Draft Copy.

## **DIVISION ASSESSMENT PROGRAM: CANADIAN ACHIEVEMENT TEST (CAT)**

### **Background**

Canadian Achievement Tests (CAT) are administered on an annual basis within the Division. Testing is applied Division-wide in order to satisfy the Board's desire for annual student achievement data, to improve student learning by providing information that informs instruction and to provide a 'snapshot' of individual student performance. The results are not definitive. They do not tell the whole story. Testing information is always used best when considered along with all other information about students.

### **Procedures**

1. The CAT is to be administered not more than once in each school year.
2. When new versions of CAT materials are implemented, all previous version materials are to be destroyed.
3. All students will participate in the test with the exception of those students who are provided with intensive support. The Principal, the Classroom Teacher, and the Student Support Teacher must verify students as non-participating students.
4. Instruction for students requiring the help of an Educational Assistant as per attached Schedule A.
5. It is recommended the Division ensure sample tests are available for all Classroom Teachers administering the test, and that the Classroom Teachers administer the test.
6. Parent Reports should only be given to parents after a discussion regarding interpretation of results (refer to background).
7. Student Reports are to be placed in the student's cumulative file.
8. School and Division Reports may be used for program decision making.
9. CAT tests are to be administered within the last two weeks of September of each school year.

Legal Reference:

## Accommodations For the Administration of CAT Testing

Refer to the *Classroom Coordinator's Handbook* for the relevant CAT grade level and subject for specific instructions regarding accommodations for students with diverse learning needs.

Procedures for exempting students from participating are outlined in the *Classroom Coordinator's Handbook* and these exemptions must be verified by the Principal, the Classroom Teacher, the Student Services Teacher and if possible the Student Services Coordinator for the school.

Type of Adaptation	Allowable Accommodations and Guidelines
Changes in timing or scheduling the assessment	<ul style="list-style-type: none"><li>• Extended time</li><li>• Frequent breaks</li><li>• Divide testing over several sessions</li><li>• Administer at time of day most beneficial to student</li></ul>
Changes in the test directions	<ul style="list-style-type: none"><li>• Read or reread directions to student</li><li>• Translate directions orally</li><li>• Clarify directions</li><li>• Auditory amplification devices, hearing aids, noise buffers may be used</li></ul>
Changes in how the test questions are presented	<ul style="list-style-type: none"><li>• Large print version of test</li><li>• Read mathematics and science (not reading items) and response choices aloud to the student</li><li>• Visual magnification devices</li><li>• Auditory amplification, noise buffers may be used</li></ul>
Changes in how the student responds	<ul style="list-style-type: none"><li>• Answers marked in test booklet and transcribed onto answer sheet by staff</li><li>• Specially printed examination paper (colored paper)</li><li>• Student points to or dictates multiple-choice responses to scribe</li></ul>
Changes in test setting	<ul style="list-style-type: none"><li>• Test an individual student in separate location</li><li>• Test a small group of students in separate, but familiar location</li><li>• Minimize distractions</li></ul>

The Educational Assistant may:

- Supervise extended writing time.
- Provide feedback regarding time remaining.
- Supervise writing in a quiet space.
- Support students with time management.
- Check to ensure all questions have been completed.
- Mark student's choices on response sheet.
- Read directions to student(s). Educational Assistant's must be neutral in responding to the student during test administration. Assistance in test administration must not give away the correct answer. The student's response must accurately represent the student's own choice.

The Educational Assistant may not:

- Provide interpretation or clarification of terms.
- Question the student to elicit greater detail.
- Provide content for the student.
- Provide problem-solving strategies.

## **RESEARCH STUDIES**

### **Background**

The Division recognizes its responsibility to share educational experiences and provides opportunities for individuals to interact with the system and its schools.

### **Procedures**

1. All applications to undertake research projects or surveys within the school system or to obtain assistance from the system with respect to studies or research projects shall be submitted to the Director or designate.
2. After due consideration and applying the criteria identified in this administrative procedure, an application will, depending upon its nature, be approved or denied.
3. Research projects undertaken by or for the system shall be conducted and/or coordinated by the Director or designate.
4. The Superintendent of Business Administration shall be responsible for the financial arrangements for research projects.
5. Externally initiated research projects may be terminated at any time if, in the judgment of the Director or designate, the guidelines established for the study have been violated.
6. Research studies will be approved and conducted according to the following procedures.
  - 6.1 All applications shall be satisfactorily completed at least one month in advance of the study and must be submitted to the Director or designate. Timelines shorter than one month will be considered if extenuating circumstances exist.
  - 6.2 Requests to undertake graduate level research or survey studies must be submitted to the Director.
  - 6.3 Upon completion of the study, the researcher shall be required to submit to the Director a complete report plus an abstract describing the project and the findings.
  - 6.4 The following criteria will be used by the Director or designate in considering research studies:
    - 6.4.1 the study should have recognizable value to the school system and/or to education in general;

- 6.4.2 the content of any proposed questionnaire or survey instrument must not be objectionable to staff, students, or parents;
- 6.4.3 the involvement of students or teachers does not require an unreasonable amount of time;
- 6.4.4 the willingness of schools or individuals to participate;
- 6.4.5 the number of research studies planned or underway in the school system.

7. The Director or designate shall, when necessary, ensure that the contents of a study are held in confidence.

Legal Reference: Section 85, 87, 108, 109, 110, 175, Education Act

## **STUDENT TEACHERS AND INTERNS**

### **Background**

The Division will support and assist in the field experience program for students attending the faculties of education by accepting student teachers and interns in the schools of the Division. Arrangements will be made through the Director, who will keep the Board informed.

### **Procedures**

1. The placement of student teachers and interns shall be approved by the Director in consultation with the principals.
2. Student teachers and interns are subject to a clear criminal records check prior to serving in the Good Spirit School Division.
3. The said teacher or principal shall be responsible for the actions of the student teacher or intern in the approved activities which the said student teacher or intern undertakes as part of his/her student teaching or internship experience. Such activities shall normally be assigned by the responsible teacher or principal and shall be recognized as part of the approved instructional and/or co-curricular activities in the school system.
4. Pursuant to procedure 1 above, the student teacher shall be recognized by the Division for the purposes of the student teacher's or intern's legal status as a member of the teaching staff under the jurisdiction of the Director.
5. Interns shall be paid an allowance of \$150.00 a month to a maximum of \$600.00 for the term they are completing their field experience in the Division.

Legal Reference: Section 85, 87, 108, 109, 175, 231 Education Act  
Forms Manual: Form 295-1

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