

It is the responsibility of the Division to ensure that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviors.

Scope

[Administrative Procedure \(AP\) 60-03 Field Trips, Excursions, National and International Tours](#) applies to ALL activities occurring off-site where the 'site' is the school grounds and buildings belonging to Pembina Hills Public Schools (PHPS). **This includes extracurricular activities.**

Guidelines for Co-curricular activities, courses and programs related to a specific course such as Work Experience, or programs such as Registered Apprenticeship or Green Certificate, can be found in [AP 60-14 Off-Campus Education](#).

This procedure defines the guidelines for extracurricular activities and includes the following contents:

- I. [Definitions](#)
- II. [Guiding Principles](#)
- III. [Guidelines for Participation](#)
- IV. [Coaching School Sponsored Teams](#)
- V. [Expectations for all Coaches](#)
- VI. [Expectations for Parents](#)

I. **Definitions**

Coach: The adult in charge of a school team. The coach provides instruction, leadership, and guidance to students on a school team.

Employee: For the purposes of this administrative procedure, an "employee" refers to a non-teaching employee of the Division. An employee acting in a volunteer capacity would be expected to have a more extensive understanding of the policies and procedures of the Division than a community volunteer.

Extracurricular Activities: Organized student activities selected because of a connection to broader educational goals of a social, sports-related or cultural nature, e.g. a school team traveling to a basketball tournament.

Supervision: To supervise means to watch over students to ensure they are attended, acceptably behaved, and safe.

Teacher: A certificated employee of the Division.

Volunteer: A community member who is not employed by the Division.

II. Guiding Principles

1. Safety in sporting events and related activities are guided by the [Safety Guidelines for Physical Activities in Alberta Schools](#) and the [Safety Guidelines for Secondary Interschool Athletics in Alberta](#).
2. School sports are also guided by the policies and procedures of the [Alberta Schools Athletic Association](#).
3. All coaches that represent Division schools are responsible for principles and expectations of the learning community. The Division has identified Principles of Fair Play as follows:

Table 1.1 Pembina Hills Public Schools (PHPS) Principles of Fair Play

Theme	Principle
1. Fun	In PHPS, extracurricular sporting activities will focus on fun. Participants will have positive experiences that will develop a desire for lifelong participation in physical activities.
2. Sportsmanship	In PHPS, extracurricular sporting activities are opportunities for coaches and adults to teach and model the virtues of sportsmanship; including respect, cooperation, fair play, and enjoyment of sport; in an environment of healthy competition. Coaches have high expectations for the pride students develop for their team and school and that they are representative of their communities.
3. Skill Development	In PHPS, extracurricular sporting activities, coaches seek to introduce basic skills in Division 1 and 2, further develop these skills in Division 3 and move towards mastery in Division 4. Opportunities for players to experience all aspects of team play begin in Division 1 and 2 and become more specialized through to Division 4.
4. Opportunity to Play	In PHPS, extracurricular sporting activities, all Division 1 and 2 students will have the opportunity to play on school teams. At Divisions 3 and 4, all possible efforts should be made by the school community to provide opportunities for as many players as possible to play at an appropriate level. It must be recognized that limitations in the number of available coaches and gym space will impact the number of players that can participate. Individual coaches will decide the number of players per team, to best suit the situation.
5. Playing Time	In PHPS, extracurricular sporting activities, playing time expectations are going to be different from Division 1 and 2 through to Division 4. See principle #1. The specific expectations need to be clarified prior to the start of the season. The 'time' might be different from one sport to the next. At Division 1 and 2, equal playing time is an expectation. See principle #1. At Division 3, playing time will depend on skills, level of competition and the situation. See principle #1. At Division 4, playing time will be based on the team philosophy and team goals. While it is the hope that every team member would play in each contest, it is understood that situations will not guarantee this.

III. Guidelines for Participation

1. The primary consideration for participation on a school sports team is safety. That is, if participation by a student puts the student in a situation of risk, or puts other students at risk, then the coach has the authority to restrict, or deny participation.
2. “Good Standing”: Participation in extracurricular school teams is a privilege of students who have demonstrated to principal(s), teachers, coaches and other staff that they are able to represent themselves and the school with dignity and respect. A student’s “Good Standing” is at the discretion of the principal and the coach involved and if it is questionable, should be discussed with the students and possibly their parents/guardians.
3. Transgender students are permitted to participate in athletic activities in accordance with their self-declared, lived gender identity. This is fully supported by the Alberta Schools’ Athletic Association in their Policy Handbook.
 - 3.1 Changing one’s gender identity in a school community is a thorough process. Transgender students and possibly their parents/guardians would be involved in conversations with school staff (administration, physical education teacher and coaches) about access to physical education classes and sports teams. Very careful consideration is given to what team the student plays on, and what information is shared with the coach, other team members, etc. This is a thoughtful process. A male student cannot simply announce he is female and sign up for a girls’ sports team, and vice versa.
 - 3.2 Including a transgender player should not be clandestine and the student should be involved in discussions about supporting their participation (e.g. dressing rooms, chaperones, etc.) and about informing other teams. If there is any question of safety to the individual, see #1 above.
4. See [Principles of Fair Play Table 1.1, #4 - Opportunity to Play](#)

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IV. Coaching School Sponsored Teams

1. School sponsored teams in PPHS may be coached by teachers, non-certificated support staff and or community volunteers as approved by the principal.
 - 1.1 In accordance with the Alberta Schools’ Athletic Association By-laws section V, section A: Every school team competing in Zone or Provincial Championships must be coached or supervised by a teacher of that school jurisdiction.
 - 1.2 The Alberta Schools’ Athletic Association allows for supervision of individual athletes and/or teams at all other competitions by an ‘agent of the school jurisdiction they represent’.
2. Non-teaching employees, whether they are being paid for their coaching time or acting as volunteers, and non-employee volunteers from the community, must be authorized by the principal to supervise and coach school sponsored teams. The principal’s authorization makes them an agent of the school and jurisdiction they represent.
 - 2.1 Before a principal authorizes a non-teaching employee or volunteer in lieu of a teaching employee, the principal must be satisfied that the individual has the skills necessary to supervise and coach students for the specific team and sport.
 - 2.2 The supporting documents to this administrative procedure provides resources to help principals assess and authorize potential coaches.

V. **Expectations for all Coaches**

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1. **Expectations for Supervision**

- 1.1 A coach, while providing instruction or supervision, must maintain, under the direction of the principal, order and discipline among the students while they are in school or on school grounds and while they are attending or participating in activities sponsored or approved by the Division.
- 1.2 Students must be supervised at all times, whether on or off school property, and until parent/guardian or other Division staff resumes supervision.
- 1.3 It is understood that supervision cannot be expected to achieve constant 'eyes-on' each student. Therefore, all efforts to manage risk must be undertaken ahead of time. This includes, but is not limited to physical space management, and assignment of supervision duties. This is undertaken with consideration of the age of the students and the type and extent of the activity.
- 1.4 Supervision of students necessitates supervisory skills and knowledge.
 - 1.4.1 Teaching employees are presumed to have appropriate expertise in the area of student supervision.
 - 1.4.2 Non-teaching employees, whether they are being paid for their coaching time or acting as volunteers, and non-employee volunteers from the community, approved by the principal to coach, will maintain the same standard of supervision, order and discipline in the coaching environments as is expected of teachers.
- 1.5 Supervision of students on overnight events involves an increased level of risk for the students and the supervisor.
 - 1.5.1 Teachers who are currently employed by the Division may supervise teams at events that require overnight stays.
 - 1.5.2 Non-teaching employees, whether they are being paid for their coaching time or acting as volunteers, and non-employee volunteers from the community, approved by the principal to coach, will not be permitted to supervise teams on events that require overnight stays.
 - If required, a teacher employed by the Division may accompany the team as primary supervisor.

2. **Expectations for Coaching**

- 2.1 All PHPS coaches are expected to align with and follow the [Principles of Fair Play](#) described above (see Table 1.1)
- 2.2 It is highly recommended that coaches have a valid (and current) First Aid certificate.
 - 2.2.1 PHPS regularly organizes First Aid training sessions that are available to both staff and community members.
- 2.3 PHPS encourages coaches to develop qualities and skills specific to coaching in order to benefit students' character and skill development.
 - 2.3.1 The [National Coaching Certification Program](#) (NCCP) is recognized across Canada as a reliable and credible agency whose definitions of coaching and qualifications is accepted as a Canadian standard. The NCCP lists the following as characteristics and skills of a coach:
 - Enjoys working with children
 - Ability to be creative and to improvise
 - Communication and interpersonal skills
 - Ability to work within a team environment
 - Ability to lead effectively
 - Problem-solving skills

- Critical-thinking skills

2.3.2 The [Respect in Sport Activity Leader/Coach Program](#) is a program designed to support an organization's youth leaders to recognize, understand and respond to issues of bullying, abuse, harassment and discrimination (BAHD). It is well regarded as an important training for leaders to create a safe, healthy, and positive environment for children and youth.

3. **Expectations for Communication with Parents/Guardians**

3.1 All PHPS coaches are expected to maintain regular and efficient communication with parents related to but not limited to:

- 3.1.1 Coaching philosophy
- 3.1.2 Expectations for participation
- 3.1.3 Team goals for the season
- 3.1.4 Logistics of practices and games (including pick up times after events)

4. **Expectations for Communication with School and Administration**

4.1 All PHPS coaches are expected to maintain regular and efficient communication with the school office and administration with regard to especially:

- 4.1.1 Relevant administrative procedures (field trip forms, transportation forms, etc.)
- 4.1.2 Schedules for games and practices
- 4.1.3 Specific transportation logistics (especially on game days and tournaments)
- 4.1.4 Fees and fundraising
- 4.1.5 Student pick up arrangements
- 4.1.6 School appointed team manager (in cases where a non-employee community member is the primary coach)

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VI. **Expectations for Parents**

1. Coaches are strongly encouraged to communicate with parents before and during the season to establish clear understanding of expectations. These communications should highlight the following:

1.1 PHPS's [Principles of Fair Play](#)

1.2 Role clarification:

- 1.2.1 Coaches will coach and make decisions on behalf of the team
- 1.2.2 Parents are partners and supporters of all players involved.

1.3 Parents are encouraged to complete [Respect in Sport for Parents](#)

2. Coaches may provide players' parents with a Code of Conduct that can include the following: (derived from the National Association for Sport and Physical Education, "A Coach's Guide to Parental Roles and Responsibilities in Sport").

- 2.1 Let the coach(es) do all the coaching for all team members.
- 2.2 Support the program by volunteering to assist the team.
- 2.3 Be your child's number 1 fan and support them unconditionally.
- 2.4 Acknowledge your child's efforts and their support of their team members.
- 2.5 Support and cheer for all team members.
- 2.6 Model good sportsmanship at all times, in practices and in competitions.
- 2.7 Guide your child to the enjoyment of participation and responsibility to the team rather than offering other incentives for good performance.
- 2.8 Rather than speaking for your child, encourage them to speak directly with the coach(es) if they are having difficulties in practices or games, or if they can't make a practice or game.
- 2.9 Cheer and support teams appropriately. Watch the game, make positive remarks, and do NOT berate players on either team, the coaches or officials.

- 2.10 Monitor your child's stress level. Ask questions to ensure that the child is able to balance their activities. Ensure they continue to enjoy the sport experience.
- 2.11 Monitor eating and sleeping habits. Ensure that your child is eating the proper foods and getting rest.
- 2.12 Help your child to set priorities and develop schedules to balance schoolwork, family responsibilities, chores, work, free time, and participation in organized activities.
- 2.13 Keep sports in perspective. Sports should be fun for you and your child.
- 2.14 If your child's performance produces strong emotions in you, maintain a calm demeanor. Your relationship with your child remains long after competitive sport days are over. Keep your goals and needs separate from your child's experience.
- 2.15 Help your child understand losing as well as winning. If your child's team loses but has played its best, help your child see that as a "win". Remind him or her to focus on "process" and not only "results". Children should derive fun and satisfaction from "striving to win", and playing well and hard.
- 2.16 Let other family members and friends who might attend your child's games know what constitutes appropriate and supportive behavior.

Additional Resources are available for school administrators [here](#). These include:

- A guideline for assessing potential coaches and assigning coaching duties
- A sample interview script (for use when assessing an individual's capacity as a coach)
- A set of links to related administrative procedures (for Coaches to reference)
- Samples of a coach/player/parent handbook
- Scenarios that exemplify some elements of this administrative procedures
- Player contracts (coming soon)

Reference

[AP 30-06 Student Fees](#)

[AP 40-60 Volunteers in Schools](#)

[AP 50-09 Student Code of Conduct](#)

[AP 50-17 Student Health and Safety](#)

[AP 60-03 Field Trips, Excursions, National and International Tours](#)

[AP 70-105 Student Transportation Services - Rules, Responsibilities and Student Discipline Process](#)

[AP 70-120 Student Transportation in Private Vehicles](#)

[Alberta Schools Athletic Association](#)

[National Coaching Certification Program](#)

[National Association for Sport and Physical Education, "A Coach's Guide to Parental Roles and Responsibilities in Sport"](#)

[Respect in Sport Activity Leader/Coach Program](#)

[Respect in Sport for Parents](#)

[Safety Guidelines for Physical Activities in Alberta Schools](#)

[Safety Guidelines for Secondary Interschool Athletics in Alberta.](#)