

ADMINISTRATIVE PROCEDURE 310	
SECTION: STUDENTS	
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Contact	Superintendent of Safe Schools

SUPERVISION OF STUDENTS

BACKGROUND

The District considers supervision of students an important aspect of the operation of each school. Ontario legislation under the Education Act establishes the responsibilities of Principals with respect to supervision of students.

The general test of the standard of care owed to a student by the staff is that of a reasonably prudent parent in these circumstances. The duty of care is to protect the student from foreseeable risks of harm. The Principal’s plan for the provision of adequate supervision is based upon such standard of care factors as the following:

- the age, maturity and number of students;
- the nature, condition and location of the school buildings, equipment and grounds;
- the presence of potentially dangerous areas, substances or activities;
- the age and degree of skill and training which the students have received in connection with planned exercises or activities;
- the expectations and aspirations of the school system, families and students.

PURPOSE

This administrative procedure has been developed to guide school Principals in the development of supervision schedules and procedures to ensure the efficient operation of the school, the safety of students and staff, protection of the Board from liability, protection of property, and foster an environment conducive to nurturing mental health and well-being.

DEFINITIONS

Formal Supervision: Supervision requirements is a planned and scheduled supervision

Informal Supervision: Supervision by all staff at all times as being alert to potential problems in safety, security or conduct and provide, informally, supervision as the situation may warrant.

Supervision: Supervision is the act or function of overseeing something or somebody. It is the process that involves guiding, instructing and correcting someone.

1. GUIDING PRINCIPLES

- 1.1 Safe and caring learning environments are foundational to student learning, engagement, and having a positive sense of belonging.
- 1.2 Non-instructional times of the school day provide critical opportunities for development of social, emotional and physical skills, which are essential for a student's mental health and well-being.
- 1.3 Students should be provided with ongoing opportunities to progressively increase their independence and engage in building skills, such as problem-solving, in an environment supported by caring adults.

2. GENERAL GUIDELINES FOR SUPERVISION

- 2.1 Principals shall develop, in writing, a supervision schedule and support the development of procedures to be followed during the course of supervision.
- 2.2. In order to provide appropriate supervision, the Principal shall:
 - 2.2.1 Facilitate the development of a shared understanding of the supervision procedures and areas to be supervised at or near the beginning of each school year;
 - 2.2.2 Share the current supervision schedule with all staff;
 - 2.2.3 Provide for increased supervision when necessary;
 - 2.2.4 Discuss safety and playground procedures on a regular basis with the students and staff and revise when necessary; and,
 - 2.2.5 Ensure the regular examination and assessment of the safety of the playground, outdoor spaces and equipment.
 - 2.2.6 Determine the level of supervision required based on the nature of the activity and your determination of foreseeable risk. Some activities require direct supervision, while other activities may be more generally supervised by a supervisor being in the area and accessible and ready to respond.

- 2.2.7 Determine a plan for communication during periods of supervision that does not rely on personal devices, ensuring appropriate tools are provided. When using two-way radio communication, careful consideration to privacy must be given (i.e., not using student names or giving personal information).
- 2.2.8 Communicate, with staff, procedures to be followed when a student is injured as well as any health or medical alerts that must be followed.
- 2.2.9 Engage, where possible, in the co-creation of written and visual expectations for students (i.e., safety, communication, etc.) during non-instructional times supports clarity and consistency for all.
- 2.2.10 Engage, where possible, in the co-creation of clear expectations (i.e., in the topics of: circulation, attention, responsiveness, visibility, communication, safety, etc.) for staff supervision during non-instructional times supports clarity and consistency for all.
- 2.3 In addition to the formal supervision in the Principal's plan for supervision, it is expected that teachers will at all times be alert to potential problems in safety, security or conduct and provide, informally, supervision as the situation may warrant.
- 2.4 Principals are expected to ensure that all members of staff are aware of their supervision responsibilities, both formal and informal, and understand procedures appropriate to the specific tasks.
- 2.5 In addition to the areas specified below in section 4 and 5, where additional formal supervision is required as part of the Principal's supervision plan, supervision as may be required in the following areas:
- washrooms;
 - hallways, especially locker bays;
 - change rooms;
 - exits and entrances;
 - any other areas where the Principal feels there is a likelihood of problems occurring.
- 2.6 Principals should share information with families to inform them of when supervision is provided by school staff, including as necessary when it is not (i.e., for spectators attending after school events).
- 2.7 Principals must ensure proper supervision of any extracurricular activities, including ensuring supervising staff are aware of their responsibilities for ensuring students have left the premises prior to their own departure, and if it is a sporting event that they follow proper OPHEA guidelines.

3. SUPERVISION SPECIFIC TO ELEMENTARY SCHOOLS

- 3.1 The following are specific requirements for inclusion in the supervision plan established by the Principal of each elementary school:
- 3.2 Each Principal shall prepare a supervision schedule for teachers prior to school opening in September. All members of staff are expected to participate in supervision responsibilities as assigned by the Principal. The Principal shall use the following guidelines in establishing the supervision schedule required for non-instructional time. The following areas are to be supervised when students are present:
 - 3.2.1 School playground—when the students are in attendance and no less than fifteen minutes before classes begin and during all recesses;
 - 3.2.2 Spaces where students eat during nutrition breaks;
 - 3.2.3 Other areas of the school where students are assigned for work or play, during nutrition breaks, or recess; and
 - 3.2.4 Transportation loading and unloading areas.
- 3.3 This list is not exhaustive, and the Principal shall consider the provision of additional supervision as required in a specific site or as needs arise or the reduction of the area(s) that will be supervised.
- 3.4 Supervisors must be clearly identified by all students (i.e. coloured vests).

4. SUPERVISION SPECIFIC TO SECONDARY SCHOOLS

- 4.1 The following are specific requirements for inclusion in the supervision plan established by the Principal of each secondary school:
 - 4.1.1 Each Principal shall prepare a supervision schedule for teachers by the Monday of the second week of each semester (subject to change due to operational requirements). All members of staff are expected to participate in supervision responsibilities as assigned by the Principal. The Principal shall use the following guidelines in establishing the supervision schedule:
 - 4.1.2 The following areas are to be supervised when students are present:
 - 4.1.3 Transportation loading and unloading areas, except for late transportation when the Principal feels it can be accomplished safely without staff supervision.

- 4.1.4. General supervision shall be provided in the school prior to the beginning of the first period when and after school transportation arrives.
- 4.1.5 In the cafeteria or other areas where a large number of students congregate to eat during the lunch periods.
- 4.1.6 In hallways during lunch.
- 4.1.7 In areas other than the cafeteria where students congregate or are assigned to at lunch, such as the library, and in all high risk areas, such as the gymnasium, shops, science labs, if any students are permitted access.
- 4.1.8 In the library where assistance to the library technician is required during the periods of time when there is a large number of students using the library during instructional time.
- 4.1.9 On school premises when a large number of students are expected to be present after school who are not involved in supervised extracurricular activities but may be present as spectators.

LEGAL REFERENCES

Education Act S. 264; S. 265; S. 170.2.1 (17)
 Guideline—Ontario Schools Code of Conduct
[Ontario College of Teachers: Duty of Care](#)

Procedure History

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