



Gymnastics For Life!

JUMP INTO GYMNASTICS

June 2021

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ACKNOWLEDGEMENTS

If you have any questions regarding topics included in this book or if you would like further information on gymnastics, please feel free to contact the Executive Director at Gymnastics Nova Scotia. The address and phone number are printed on the back cover.

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3rd edition June 2021 by Gymnastics Nova Scotia

Welcome

This document was created to provide a starting point for anyone wishing to start a gymnastics program or club in Nova Scotia.

Good luck in your endeavour and hopefully this booklet will provide you with useful information. We look forward to meeting you and welcoming your gymnasts and coaches into our family!

Gymnastic the ideal sport for building skills for life

Almost everyone starts out a natural born gymnast. Babies mark milestones in development like the first time we push our upper body off the ground to look around our world (supports) to the first time we roll over (twisting) to standing and then walking (balance and locomotion). As we grow, we begin to learn how our bodies handle swinging, jumping and climbing, falling and landing. Confidence in our physical selves translates to confidence in our mental selves. Encouraging children to be physically active is an important lesson if we are to be active and healthy for life.

Gymnastics is a foundation sport that develops body management skills through the practice of fundamental movement patterns, Landings, Statics, Locomotion's, Rotations, Swings, Springs and Object Manipulation. Through the development of these fundamental movement patterns, children develop a full range of physical and motor abilities (endurance, strength, power, flexibility, agility, balance, coordination, and speed). In addition, many gymnastics activities also develop rhythm and dance skills. The skills developed through these movement patterns are then transferable to any sport they may choose to play when they get older. If team sport is not their thing, it will form the basis for a lifetime of other recreational activity like paddling, climbing, hiking, cycling - whatever gets them moving. Gymnastics prepares children to participate in almost any other sport. If we really want to give our children a strong start on the journey to be active for life, then the ideal place to start is with enrolling in a gymnastics program.

GYMNASTICS NOVA SCOTIA

Gymnastics Nova Scotia is the Provincial Sport Organization (PSO) for Gymnastics, Trampoline and Tumbling. GNS also forms the Nova Scotia component of Gymnastics Canada Gymnastique, the National Sport Governing body.

When a club joins Gymnastics Nova Scotia, there are several attractive benefits:

- Membership in an organization that has been in operation since the early 1970's and has close to 7000 members.
- A liability and sport accident insurance package to protect its members. The cost for this is covered in the registration fee.
- The club will be included on a mailing list. This is a great opportunity to exchange information and dialogue with other member clubs.
- Distribution of materials and information on a number of programs administered by GNS for coaches, officials, gymnasts and volunteers. For example: National Coaching Certification Program, F.I.G. Code of Points, National Development Program, Media Information, etc.
- Coach and official's education for all disciplines through the National Coach Certification Program and Gymnastics Canada's official's courses.
- Access to funding programs for member clubs through various Support4Sport programs
- Access to bursaries for students
- The opportunity to participation on various committees of GNS and an active role in the promotion of gymnastics on a provincial (and sometimes national) level, not just on the local

level.

- The opportunity to run for Gymnastics NS and Gymnastics Canada elected positions.
- The opportunity to vote at the GNS Annual General Meeting
- Access to Gymnastics Canada programs such as CanGym, Officials Development, etc.

The purpose of Gymnastics Nova Scotia is to promote the sport of gymnastics as a multi-discipline sport providing the opportunity of participation and promoting fitness, well-being and social values at all levels of interest and ability, regardless of age, from the recreation to the high-performance level. Gymnastics Nova Scotia will adhere to the ideals of promoting a Safe Sport environment for all its members and inclusion in its sports disciplines for all participants regardless of age, physical limitations, sexual orientation, gender identity, race, religion, and for all of those who are members of a disadvantaged group.

So, with all that in mind-

Is your community ready for gymnastics?

Environmental scan –

Bringing gymnastics into your community or adding it to your program is a great way to encourage the fun, fitness and fundamentals of movement to all age groups.

Before you start the process of developing a gymnastics program,

- Are you a voice in the wilderness? Gather like-minded individuals who share your vision for the development of a gymnastics program. You will need a diverse and dedicated group to be successful.
- With the popularity of gymnastics, there are also other sports that are similar in training and set up. Look around your community and see if there are similar programs such as Dance, Freestyle skiing or Cheerleading to name a few. Are they struggling for participants or is there a wait list?
- Do they cater strictly to male or female or are they coed?
- What age groups do they serve? Is there a gap in the offerings for programming for certain age groups?
- Where will the club/program operate? Gym space can range in price from free to having a lease.
- Is your space accessible by transit or sidewalks? How easy is it to get to?
- Connect with your local municipal or town recreation department. Chances are they have carried out a recent recreation survey and will be able to share information that will help you to determine what the existing level of interest may be. They also may have funding programs to help with equipment purchases or coach training. They may be an avenue for the promotion of your program/club.
- Connect with your Regional Sport Consultant (through Sport Nova Scotia) to discuss various support programs and possible funding available through your area.
- Regardless of whether this is to be a “business or a not-for-profit” you will need to **create a business plan**. Support for this can come from the Municipality, your local business development centre, a business owner, local service groups and Gymnastics Nova Scotia. What will this Club/program look like in 2/5/10 years? Membership, board structure, expenses/revenues etc.

Once you have reviewed the information collected you will have a clearer idea of what type of Gymnastics Program you want to establish. This will also guide you in how your club/program will look

in the eyes of potential funders and the public and what training you will need for coaches and what coaching levels the coaches will need in order for your programs to run and be in alignment with Gymnastics Nova Scotia policies. (See Coaching later in this document)

It may also be helpful to visit other clubs around the Province to see how they have set up their gyms and how they run their programs. The Nova Scotia Gymnastics community is very welcoming and are happy to help develop their sport. For an up-to-date listing of all the local clubs in your area or around the province, contact Gymnastics Nova Scotia (902) 425-5450, ext. 338 or visit the GNS website www.gymns.ca and look under membership.

Defining your organization

If you are part of a larger existing organization such as a YMCA/YWCA, Big Brothers, Municipality or service group you will undoubtedly have a structure in place to address the administrative requirements for running a program complete with Value statements, Mission statements etc. If you are a private group trying to develop a program or club in your community, you will need to formalize your group. In Nova Scotia this is usually done through the Province of Nova Scotia Registry of Joint Stocks under the Societies Act.

- Register your name and group with NS Registry of Joint Stocks. This will give credibility to your group and if you choose the Not-for-Profit route, it will allow you to access funding sources dedicated to not-for-profit groups. <https://beta.novascotia.ca/register-business-or-non-profit-registry-joint-stock-companies-step-step>
- If this is to be a business, the same link will provide direction on how you are to proceed
- Register with Gymnastics Nova Scotia. This will provide insurance for your program and members and allow access to information, programs, and training for your coaches and officials. <https://gymns.ca/registration-information>

At this point, your organization will have been asked through the registry of Joint Stocks application to develop by-laws and some basic governance structure. You will also want to formalize your mission, vision and values as an organization.

Mission statement

If you do a google search you will find countless example of what this can look like. In short, a mission statement should simply say why your organization exists.

- What do we do?
- Who do we do it for?
- Why do we do it?

Vision statement

This is a statement that describes what your club's success will look like. It is meant to be inspiring and rational at the same time. "Giving all children an opportunity to be active for life by developing their inner gymnast"

It should include the concepts of:

- What success looks like for your club?
- What happens when we succeed?
- How are we special?

Value Statement

The value statement for the club describes the core beliefs of the organization that inspire and guide how you will operate and present yourselves to the public. It should be consistent with your mission and vision. It will be an important part of your decision-making process down the road.

There is some merit in getting help to develop these statements. You can find assistance through Recreation Nova Scotia, NS Communities, Culture and Heritage, Sport Nova Scotia and of course Gymnastics Nova Scotia.

There is more on this in a later section when we look at **Goals and Objectives**.

What will your club/program look like?

Gymnastics Nova Scotia and Gymnastics Canada promotes the development of Gymnastics while adhering to the Long-Term athlete development model. More information can be found here: http://www.gymcan.org/uploads/gcg_ltad_en.pdf

Long Term Athlete Development for gymnastics is divided into 8 stages. The first four are especially important to keep in mind when developing a new club or program as they will represent future competitors if that is what you are hoping to do and they will represent future coaches.

1. **Active Start**
2. **Fun, Fitness, and Fundamental Movement Patterns**
3. **Building the Skills of Gymnastics**
4. Specialization in a Gym Discipline
5. Becoming a Consistent Competitor
6. Winning at All Levels
7. International Excellence and Podium Performances
8. Gymnastics for Life/Active for Life which encompasses many different disciplines.

The disciplines that make up gymnastics sports in Nova Scotia include recreational streams and competitive streams.

Woman's Artistic Gymnastics – WAG

- The events that are included in this discipline are: Vault, Uneven Bars, Beam and Floor exercise

Men's Artistic Gymnastics – MAG

- The events that are included in this discipline are: Floor exercise, Pommel Horse, Rings, Vault, Parallel Bars and High Bar

Trampoline and Tumbling -TG

- The events that are included in this discipline are: Trampoline, Double Mini Trampoline and Power Tumbling

Rhythmic Gymnastics -RG

- uses five apparatus: the rope, the hoop, the ball, the clubs, and the ribbon performed on a carpet that is 13 m x 13 m. There is a separate Provincial Sport Organization for this discipline which you can reach through GNS

All these disciplines have recreational and competitive streams and can begin at the preschool level.

Recreational gymnastics programming starts during the very early years. In many clubs the first programming available is a Parent and Tot Program that often has participants starting at 18 months. Along with a parent or guardian they participate in a program that includes music games and gymnastic circuits designed to help children develop confidence with their bodies in a variety of gymnastic events. This is often the easiest way to develop a program as the requirements for equipment is less.

Tumblebugs is a Nova Scotia developed introductory program for basic movement and modified gymnastics that is fun, safe, inclusive, and developmentally appropriate for 3 ½ to 5-year-old children in early childhood settings. The consistent and progressive activity plans include both active and quiet segments with directed and exploratory learning. Tumblebugs is about fundamental movement skills that support healthy growth and development and improve physical literacy. More information about becoming a Tumblebugs Leader can be found on the GNS webpage: <https://gymns.ca/programs/tumblebugs>

Active Start gymnastics also targets preschool age and focuses on learning basic gymnastic movements through games and music however tends to make use of the gymnastics disciplines and equipment traditionally found in a gymnastics gym. Gymnastics Nova Scotia offers National Coach Certification Training (NCCP) in Active start at the Foundations level.

Recreational Gymnastics and or Trampoline

Recreational classes tend to be co-ed and are often set up by age groups. They work best if the participants are at the same developmental level and often these two things do not match up. Be prepared to move kids around the first couple of weeks to allow for the best learning opportunities. Coaches should remember they are coaching kids first and they will learn in different ways and at different speeds.

What would your organization like to have as a final product? Training youth for competition; recreational fun for children; co-ordination development for pre-schoolers or fitness for senior citizens; the possibilities are endless and will evolve over time.

Equipment

The quality and quantity of equipment you will need for your program will depend on the level and type of gymnastics programming you wish to develop. For example, the GNS Tumblebugs program can be offered in a large room or outside in a play area with minimal equipment. In fact, all the equipment you would need to set up your Tumblebugs program is contained in a kitbag and can be purchased when you take the course.

As your programming level increases and you have older gymnasts enrolled you will need greater variety of equipment such as:

- Tumbling strips or folding mats

These come in a variety of shapes and sizes. Four panel folding mats that Velcro together (often blue in colour)

- Safety Mats

These include 5X9 ft safety mats used for landing from height to “porta pits” 5X9X 18 -36 inches thick. These tend to be “squishy”. “Landing” mats are thicker but more dense safety mats and are designed to absorb impact when landing on the feet from height.

- Balance beam – with mats to go underneath

There are creative ways to make “practice beams” with strips of 10 cm wide carpet or dense foam or even painters’ tape on a floor.

- Beat boards or rebounders
- Vault horse (with safety mats)
- Bars – Uneven bars and/or Parallel bars - with safety mats to go underneath

**If you wish to include men’s events you would also need:

- Rings
- Pommel Horse or training mushroom - with mats to go underneath and around
- Single High bar - with mats to go underneath

Many clubs use “homemade” equipment and while this can work for some apparatus clubs need to be

aware of the potential liability should the equipment fail and an injury occur.

- Trampolines
- Mini Trampolines

** It is important to note that specialized training in trampoline is required to include trampoline gymnastics in your program.

Assorted loose parts or small equipment such as:

- Skipping ropes
- Balls, beanbags, scarves, small stuffed animals etc.
- Handstand bars
- Parachute
- Hula hoops
- Source of music

In many cases this equipment can be found in schools or in recreation centres. It may be older and could be in some disrepair so it should be evaluated by a trained gymnastics coach before it is used in your program. As well, older equipment was designed for older gymnasts. If your program will cater to preschool age participants, you may want to look at equipment design for smaller bodies. Gymnastics Nova Scotia can help with this. As your program or club grows, so will your need for equipment. There are suppliers in the region and across Canada. These include but are not limited to:

Spieth Canada	http://www.spiethamerica.com/
Flaghouse	https://www.flaghouse.ca/Gymnastics/
Rebound Products	https://www.reboundproducts.com/
Norberts	https://www.norberts.net/categories/Gymnastics-Equipment/

As well Amazon and other online retailers can provide recreational equipment. Equipment is expensive and you will want to make sure that what you are purchasing is of institutional quality and that the company stands behind their product.

Facility

All this equipment requires a fair amount of space. If this is to be a set up take down venture you will a large gym space and you will also need a large storage area. Schools often have both as do municipal recreation centres. Smaller community halls can work to run smaller programs and may be best suited for the Active Start stage. Depending on the equipment you will have in your program you will need to consider the floor hardware needed to set up equipment like bars. Is the ceiling able to suspend Rings or a climbing rope? If you plan to use trampolines in your program you will need a ceiling height to allow for the safe bouncing. Depending on the level of bouncer this may be as high as 8 metres. Knowing what equipment, you have or plan to use will help define what to look for in a gym.

Other issue to consider include:

- Change rooms that allow for winter boots and coats. The size and location of the bathrooms and are they gender separated?
- What about separate areas for staff? Office space, change areas bathrooms. These are important as we consider Safe Sport.
- Will you have access to a viewing area for parents?
- Do you have access to Wifi? Is it secure?
- Will you have access to parking for coaches and members?

More detailed information can be found in the GNS Policy manual under Appendix D Registration information.

ADMINISTRATION

“Administration” refers to the process of planning, organizing, staffing, and directing your Gymnastics program.

This will be a partnership between staff and your board. It is important to document clearly who will be responsible for what.

Administrative Functions

If administration is the process of planning, organizing, staffing, and directing the program, what specific tasks are involved? Some of the tasks are:

PLANNING: Determine a course of action based on goals and objectives, inventories or resources and priorities.

To do so:

- Establish or review short and long-term objectives that are based on neighborhood and community needs.
- review inventories of community organization, facilities, and leaders.
- determine available resources and set priorities; match these against the resources needed to reach the objective set.
- draft a plan of action that will move the program toward the goal that has been set and the objectives listed in the plan of action.
- formulate policy for recurring matters.
- selection procedures for the standardization of future trends.
- Select a method for coordinating community communication

ORGANIZING: Relate work and resources to accomplishing the objectives.

To do so:

- establish the organizational structure needed to carry out the plan.
- clarify relations with community interest groups and all public voluntary, private and commercial agencies to ensure cooperation.
- set up the budget and the methods for controlling it.
- develop job descriptions and the qualifications need to fill them.

STAFFING:

Choosing the right people to serve as coaches is key. They will be the face of your program. It is important to hire a strong leader to be Head Coach or Program Coordinator; they will be the link from the board of directors to the program, the participants, and the coaching staff. The relationship between the board and the staff should go through that position to avoid miscommunication. That Head Coach or Program coordinator will select or recruit program coaches, lead the development of programs and assess performance of full-time and part-time staff and all volunteer leaders.

For this to be successful:

- Make every effort to recruit coaches who represent the whole community. Young gymnasts benefit from seeing someone like them in coaching and supervisory roles. Having coaches who are representative of the black, Indigenous and people of color (BIPOC) community is something your gym should strive for.
- Coaches need to be sensitive to what young athletes are experiencing especially when it comes to gender identity. Have coaches sensitive to the Lesbian, Gay, Bisexual, Transgender, Queer or Questioning and Two-Spirit (LGBTQ2S). *GNS can help with this*

through presentations to coaches.

- Review the coach requirements found in the Gymnastics Nova Scotia Policy manual found here: <https://gymns.ca/policy-manuals>
- assign responsibilities and clarify authority.
- orient new staff to position and responsibility assigned.
- define procedures for maintaining accountability.
- appraise performance.
- provide administrative training, as required.
- appropriately recognize the contribution of all workers, especially volunteers.

The recruitment of coaches is an ongoing challenge for every club. If you are in a university town, chances are older athletes with gymnastics experience are there for school. Check with the guidance Councillor at the local High School. Placing a job ad online may get results but, in the end, your future coaches will come from within your program. As your athletes grow older (age 12 – 14) start recruiting them to assist with younger classes. At 14-15 they can enroll in the Coach in Training Program (CIT) and then at 16 15? they are able to take the NCCP Foundations Gymnastics Training. This information is available through Gymnastics Nova Scotia.

ASSESS YOUR ADMINISTRATIVE PRACTICES

Answering the following statements will help you understand what needs to be considered as you operate as a board on behalf of your club.

1. Is your registry of Joint Stocks status current and “active”
2. Does your club executive meet regularly at a defined time and place?
3. Does your club have a strategic plan and is it evaluated to show progress toward the statement of goals and objectives? This does not have to be a professionally prepared document, but it should outline where you see the club going and when and how you will get there. These are often done in 4-year cycles. (This is discussed further in the Purposes and Goals section below).
4. Does your club have a clear “Safe Sport” plan? More information on Safe Sport can be found on the GNS webpage <https://gymns.ca/safe-sport-framework>
5. Develop an Emergency Action Plan (EAP) for your Gym. This is a requirement for Foundations Coach Certification and is a learning module that can be access through CAC “the Locker”
6. Do you use the outcomes listed in your strategic plan to build your meeting agendas?
7. Does your board have one individual dedicated to accepting correspondence and responding as necessary and reporting to the board? This is often the secretary or “Recognized Agent”
8. Has your club executive named sub-committees to handle specific tasks, such as Safe Sport, HR, finance, programming, and facilities?
9. Have minutes of regular meetings been circulated to members of the board, as well as club executive members? Do you post minutes for the membership to review?
10. Does the club executive prepare an annual report that is to be shared with the club members or

sponsors?

11. Has the club executive discussed and established a statement of purpose for the gymnastics program?
12. Is the primary role of your gymnastics program to facilitate community recreation?
13. If the role of your club is exclusively for community recreation, are those who organize community events involved?
14. Is the club executive developing a close working relationship with other groups in the community?
15. Are accounting and bookkeeping for the club handled in a business-like manner?

If most of these questions were answered with a yes, then your board is operating in a positive and transparent manner.

SAMPLE JOB RESPONSIBILITIES

Although the job responsibilities of a full-time club director/coordinator/head coach vary depending on the objectives as well as specific or individual requirements of an Executive, some tasks are universally expected of such a person. As well, remember the certification requirements for Head Coach as described in this document and in the GNS Policy Manual.

A full-time club director/coordinator/head coach may be dealing with:

- **Team Coaching responsibilities:** As head coach there will be coaching responsibilities for coordinating the Yearly Training Plan YTP for the competitive program to ensure coaches are on a safe and logical path for a successful season.
- **Supervision of Staff:** The director oversees the supervision, training and evaluation of all staff and acts as liaison between the staff and the Club Executive. The director/coordinator also enhance channels of communication and coordination with other clubs.
- **Budget Administration:** The director/coordinator prepares and executes the departmental budget, which includes reporting expenditures and auditing programs in progress.
- **Facility Design and Management:** In some cases, the full-time person is expected to be responsible for the construction, improvement, maintenance, and operation of facilities, ensuring that resources are fully utilized.
- **Leadership/Training:** The director/coordinator works toward the recruitment and development of volunteer leaders and staff, assisting them with confidence building and leadership training.
- **Promotion:** The director/coordinator is responsible for promoting recreational programs and should establish a promotional package.
- **Fund Raising:** The director/coordinator must be attuned to alternative funding sources.
- **Community Needs Assessment:** In planning the club's gymnastics programs for his or her area,

the director/coordinator must first take the needs and wishes of clients into consideration, encouraging them to become involved in the planning process and expand their areas of interest.

- **Program Planning:** The director/coordinator is responsible for planning, staffing, implementing and supervising the club's programs.
- **Evaluation of Club Programs:** The director/coordinator must consistently review the programs and services being offered and evaluate them for potential improvements. There are programs that will help document the quality of your program. GNS can help train staff in these programs.
- **Objective Up-dating:** The director/coordinator must systematically examine the short and long-term objectives of the club.

CLUB EXECUTIVE

While in many cases a club or program is started by a coach or teacher who has a background in gymnastics there needs to be a larger group of people in place for the program to be successful and to have some longevity. A successful, smooth-running club needs many individuals with specific areas of expertise. Accessing and utilizing the strengths of these volunteers will probably be your toughest job! Remember your job is to see to the administrative operation of the club.

There may be situations where your coaches are needed to serve in executive roles such as President or Secretary. While they are the experts in running the gym, staffing, programs and coaching the athletes in the sport, it would be advisable to have others fill the roles on the board. The coaches will be there to advise and provide feedback when needed but their primary role is to coach. Their time is best spent in that capacity. Develop your board using people with skill sets in particular board roles. Having an accountant serve as treasurer, having someone with a keen eye for detail as your registrar and or secretary are some examples. They do not need to have kids in the program.

Below are some people who help run the club, what they do and why. Knowing their roles may help you choose the right person for the job. It is very important that each position be provided with a job description, so they know what is expected of them.

- President:
- presides at meeting
 - provides the required leadership. coordination and supervision for all activities
 - requests and receives reports from officers of the Executive Committee
 - appoints standing and special sub-committees of Executive Committee as required and provides their terms of reference.
- Vice President:
- presides at meetings when President is absent.
 - acts as an advisor to the President
- Secretary:
- maintains all necessary correspondence of Executive Committee
 - responsible for preparation of notices of meetings; keeps minutes of meetings
 - maintains Registry of Joint Stocks status for club as a society
 - presides at meeting when President and Vice President are unable to attend
- *Treasurer:
- to be available on registration night(s) to take in fees.

- keeps track of all incoming and outgoing money
 - keeps track of pre-registration
- Registrar:
- takes the names, addresses, ages, etc., of all athletes who are going to participate in the club
 - be available for registration night(s)
 - registers the names of athletes, coaches, judges, volunteers and clubs with Gymnastics Nova Scotia (GNS)
- Media Rep:
- Someone comfortable with social media and has the ability to create ads, promote events and news stories in local print and audio media.
- Fund Raising:
- organizes events to raise money for the club

PURPOSES, GOALS AND OBJECTIVES DEFINED

One way your gym club can increase its credibility with other community partners is through its statements of purpose, goals and objectives.

This is the blueprint of the committee's intentions. And yet, many organizations are unable to produce clear printed statements for each of these items.

Too often, a club's statement of purpose is included somewhere in its by-laws, while its goals are implied by sub-committee titles. Any specific objectives remain hidden in the minds of individual committee members or staff and are never committed to paper. For some committees, these items have merely evolved in ad hoc fashion over time, without reason or pattern to their creation or their impact. It is essential then, that the committee's purpose, goals and objectives be clearly defined and set down.

Purpose:

This is a general statement that describes the primary function of an organization. It will be consistent with your mission statement. It is its very reason for being and as such, is usually a broad philosophical statement about the large-scale aim or mission of the organization.

Goals:

These are the outcomes your organization intends to achieve over a specific time frame. This time frame is often referred to as a strategic plan. Goals focus on particular results or outcomes, not the methods you will use to achieve them. Use the acronym SMART to help guide your goals. They should be:

Specific -Make sure your goals are focused on one thing at a time.

Measurable -Define how you will measure the progress or completion of the goal.

Attainable -Make sure you can accomplish the goal within a set time frame.

Realistic/relevant -Your goals should be in alignment with your values and objectives as an organization

Timely – Set a time by which they will be achieved so that you can prioritize and celebrate success.

Objectives:

Objectives are specific, actionable targets that need to be achieved within a smaller time frame, such as a year or less, to reach a certain goal. Objectives describe the actions or activities involved in achieving a goal.

POLICIES AND PROCEDURES

What is Policy?

A policy is a principle/written plan that is intended to guide decisions to achieve outcomes. Policies provide the framework for the rules under which the organization conducts its daily work and are generally formulated and adopted by the board of directors. Having well documented policies will allow for:

- a consistent approach to the delivery of services by staff and volunteers
- the protection of volunteers and staff who follow the documented policies in their decision making or actions.
- Streamline decision making for the board of directors and staff through transition

What is Procedure?

A procedure is a detailed statement indicating who does what, how, when and in what sequence; it arises from a policy and may be mandatory or discretionary.

Procedures are usually developed by the club executive. Authority to carry them out may be delegated to a director, when such a person has been hired.

Why have Policies?

Policies promote good club executive-staff relationships by clarifying the respective roles and authority of each. Policies save time and effort, provide stability, continuity and consistency in decision-making. They help to orient new board members and club executive members; they also contribute to positive staff morale. Policies should:

- separate decision-making from the functions of management
- accommodate growth and the increasing complexity of a recreation system
- recognize and reflect growing concerns by the public for the use of tax dollars

How to Develop a Policy Manual?

This is a significant undertaking and while some of the policies may be unique to the particular club, in general there is no need to re-invent the wheel. Seek out examples of policy manuals from other clubs and review the Policy manual for Gymnastics Nova Scotia. This can be found on the GNS webpage or by contacting the GNS office. <https://gymns.ca/policy-manuals> Using these examples will allow for the creation of a Policy document that will guide the club executive and staff in their decision making.

In general, the policy document will include sections to cover:

1. An introduction – this will describe the organization's
 - Aim
 - Purpose
 - Mandate
 - Interpretation of the policies
 - Name of the organization
2. Registration
3. HR – staffing policies, hierarchy, complaint process
4. Competition (if your club is a competitive club)
5. Planning
 - recreation with the planning board

- facility standards being used
 - procedures for maintaining current, short and long-term plans.
 - relationships to be maintained for planning purposes.
6. The Purpose, Goals and Current Objectives of the Club Executive
7. The Duties and Responsibilities of the Club Executive
- the make up of the Board (positions, President, Vice President, Secretary, Treasurer, Directors)
 - procedures for appointing officers and sub-committees
 - duties of sub-committees and individual members
 - procedures for club executive and sub-committee meetings
 - procedures for recommending policy
8. Human Resources
- administrative structure and flowchart for communication
 - job titles, job description, authority assigned and to whom responsible
 - procedures for hiring
 - policies relating to the use of volunteers
 - policies for staff training and development
 - policies for evaluating staff
9. Training
- policies for recruiting and training part-time and volunteer leaders.
 - policies relating to the maintenance of an inventory of part-time and volunteer leaders
 - policies for supervising part-time and volunteer leaders
 - policies for evaluating part-time and volunteer leaders
 - policies around coach remuneration for training
10. Facilities and equipment
- agreements signed with other agencies concerning facilities.
 - policies for the provision of facilities
 - policies for coordinating the use of facilities owned by other agencies
 - policies regarding rental charges and usage
 - policies covering the operation and maintenance of facilities by volunteers
 - policies regarding the maintenance of an inventory of equipment
11. Budgeting and Finance
- budget preparation, approval and control
 - approval and payment of accounts
 - the handling of revenue
 - fees to non-residents
 - grants to community groups
12. Administrative Policies and Procedures
- handling correspondence
 - handling citizen requests and complaints
 - reports
 - insurance and handling of insurance claims
 - setting and receiving goals and objectives

Necessary, Continuous Process

Policy development is a continuous process that brings order to the making of decisions and provides continuity and consistency to the decisions made. Without policies, each problem dealt with, each item discussed, is done in isolation from all other similar situations. In such cases, each decision made is unrelated to all other decisions.

The cycle is not finished with policy adoption and implementation. Periodic policy review and evaluation is required.

PUBLIC RELATIONS

Public relations can be defined as a process that develops support, goodwill and understanding among municipal councillors, recreation committee (commission) members, the staff, community organizations, other agencies and the general public. It requires citizen participation, active neighbourhood groups, agency cooperation, and distribution of interpretive information and a coordinated, strong gym program.

An effective, well-planned program can be used to:

- ❖ recruit volunteers
- ❖ arouse public awareness
- ❖ create a sense of community cooperation
- ❖ solicit public support
- ❖ report on activities planned and work accomplished by club groups
- ❖ coordinate use of recreation resources
- ❖ explain policies and procedures
- ❖ increase participation in recreation activities and in the use of your recreation facility

Available Resources

The “tools” needed for planning and organizing public relations need not be expensive. Many of them are readily available in the community and accessible to your executive or staff members.

Some with little or no cost include:

- conversations with program participants
- messages from speakers
- community bulletins – TV or radio
- inviting the public to committee meetings
- visits to clubs and other community groups
- free entertainment (demos) by your club
- church bulletins, arranged through members of the congregation
- school announcements, made by an involved principal
- interviews with interesting people over the radio or community cable TV
- public meetings that focus on an expressed concern
- proclamations made by the mayor
- exhibitions that can include the results of an activity
- displays and demonstrations
- news items or references in newspaper columns
- Gymnastics Nova Scotia or club website

Others may involve some cost, such as:

- newsletters and news releases

- recognition awards
- annual report
- a news conference
- newspaper ads
- parades
- radio and TV spots
- posters
- program brochures
- flyers and pamphlets
- banners, buttons, and balloons
- billboards
- bus advertising
- slide presentation
- Club websites

Remember: The best tool of all is a happy, satisfied participant in a well-planned and organized activity. “One of the most effective means of communicating with others that is sometimes overlooked – people talking with each other, either face-to-face, over the phone, **by e-mail or social media**”.

Rules to Follow for Effective PR!

- Be internet savvy. You can benefit from You Tube, Instagram, twitter, snap chat, etc. but you need to be able to “feed the beast” with regular content, otherwise you lose the viewers.
- Be knowledgeable about your club. Understand the function of municipal recreation as a facilitator and how the PR program will help to meet your purposes, goals and objectives.
- Be selective in who to reach, how to do it and what to say.
- Be positive, concentrating on efforts that support community involvement.
- Be persistent but willing to re-think your position and consider change.
- Be imaginative, using creativity in your approach and eye-catching items in your material.
- Always thank your media people at the end of season.

If your club needs any information on Media Releases, contact the GNS Executive Director for help.

VOLUNTEERS

Volunteers in your club

Volunteers need to have duties that are clearly separated from those requiring professional attention. Frequently, too little thought is given to distinguishing and defining the jobs that can be done by the volunteer. Sometimes the volunteer is actually seen by staff as a threat to present or future job security.

Benefits brought by the Volunteers:

A give and take partnership can be developed among the Executive, staff and volunteers. It should be flexible enough to meet changing and personal needs. This partnership will help the committee to:

- identify jobs that can be done by volunteers
- write job descriptions
- draft joint goals and objectives for activities using volunteer skills
- list common expectations for performance
- state the skills and resources needed
- work out the interpersonal relationships between paid and volunteer workers
- consider the recognition that volunteers expect to receive

Most volunteers will:

- clarify the needs of the membership.
- be the face of your organization
- broaden the base of community of community awareness of your club through their friends and acquaintances which will improve public relations for the club itself and help recruit more volunteers, often for specific tasks
- bring fresh approaches and new ideas to the program
- help with the evaluation of the Executive's policies and procedures
- contribute vocational/professional skills which will benefit the recreation activity

Recruitment and Placement

Volunteers must be carefully sought out. Use "word-of-mouth" through volunteer boards of the educational system, in clubs for seniors, in the churches and through unions. Run an advertising campaign in cooperation with voluntary agencies. Volunteers should be recruited as carefully as full-time staff. Select them for specific tasks, with identifiable skills and competencies. It will be necessary to:

- have a job inventory.
- prepare job descriptions
- plan and organize a variety of strategies for reaching different groups of potential volunteers

Come to grips with such questions as:

- Will paid staff work in partnership with volunteers?
- Are experience and informal education satisfactory credentials?
- Is the work challenging?
- Are out-of-pocket expenses to be reimbursed?
- Is a suitable program of recognition in place?

Use a selection of interview where:

- the total job inventory is made known to the volunteer.
- the job description is carefully reviewed and becomes a frame of reference for the work to be done, for supervision and for evaluation
- it is established that job requirements match the interest and skills of the volunteer
- time requirements are clearly established

Recognition

Types of recognition appreciated by volunteers:

- increased responsibility – desirable when it included a better understanding of the total mandate of the agency.
- regular feedback from staff – especially if it included job assessment and opportunities for self-improvement through training
- no formal recognition of any kind – providing there were opportunities to meet and talk with paid staff and other volunteers
- some form of tangible reward – providing an inexpensive plaque, pin, or luncheon.
- Municipalities, Towns and Villages often have annual recognition ceremonies and put forward volunteer for Provincial recognition. Using this avenue to recognize your volunteer shows how valuable they are to your organization.
- Most volunteers just want to be told they are appreciated.

Once you are up and running as a club, the day-to-day challenges can be such that it is easy to forget about the volunteers who make up the organization. The checklist below can help remind you to step back and review the organizational values and how well your group is functioning as a board.

A QUICK CHECKLIST ON VOLUNTEERS!

1. We are living up to the mission and values we established as a board?
2. Our volunteers have received appropriate orientation and training for their roles?
3. We provide opportunities for volunteers to assume greater responsibility.
4. Volunteers are involved in decision-making situations.
5. Dissatisfied volunteers receive an attentive hearing.
6. At least once a year our program is evaluated, and volunteers are involved in this evaluation

7. Specific people have responsibility for coordinating all aspects of our volunteer program.
8. We use several different means of recruiting new people as volunteers.
9. We have celebrated the work done by our volunteers on an annual basis.

HIRING PROCEDURES

Regardless of the position you want to fill or the number of staff you are hiring, there are five basic steps that should be followed when hiring a recreational professional:

1. Consult with the Nova Scotia Provincial Department that Sport and Physical Activity currently fall under before beginning your hiring procedure. Valuable assistance is available from department personnel. Ask for this help directly.

2. Define the job. It should:
 - define the priority functions. Prepare a list, in order of priority of the roles and responsibilities expected of a director/coach who will meet the needs of the hiring group.
 - prepare a job description that can be shared with the applicant.
 - state the duties and responsibilities to be carried out.
 - indicate the qualifications desired, such as formal education and experience.
 - establish a salary schedule.
 - Clearly indicate the authority to be granted and to whom the individual is responsible and accountable.
 - indicate how performance is evaluated.

3. Advertise widely. Make the opening known both inside and outside the local area; advertising should reach all who might be interested regionally, provincially, and nationally.

4. Interview the best. After narrowing the number of applicants, personally interview them with a team named for this purpose. Assign areas of questioning to each interviewer ahead of time so questions are uniform for each applicant and carefully thought out. State when a decision will be made and offer an opportunity for applicant's questions.

5. Notify each applicant that the position has been filled or of any other action which has been taken.

COACHING

One of the most challenging and rewarding positions is that of the coach and it is often underestimated for young athletes and parents. The coach often, unknowingly, has a significant impact on impressionable children and has a long-lasting effect on developing athletes.

When a club is going to choose a coach, they should know exactly what type of coach they want to have

for the club. What is the club's philosophy? Choosing a highly competitive coach to run a recreational program may not be a good fit. The coach they choose will be an important liaison between the child, club and parents, and they should understand what each is trying to achieve.

Gymnastics Nova Scotia has identified in its Policy manual <https://gymns.ca/policy-manuals> minimal coach training requirements.

Staffing (From the GNS policy manual page 75)

i. Competitive Gymnastics

Supervisory Instructor

- 19 years of age or older
- Minimum Full NCCP Level II or Competition 1 Certified Class Instructors 16 years of age or older
- Minimum Full NCCP Level II or Competition 1 Trained Assistant Instructors in training to certify as an NCCP Level 1 or Foundations gymnastics instructor.

-The supervisory instructor must be present (in the gym) during classes.

-The supervisory instructor may or may not be directly involved with instruction of the class.

ii. Recreational Gymnastics

Supervisory Instructor 19 years of age or older

- Minimum Full Level I or Foundations NCCP Gymnastics Certification Level II or Competition 1 Trained Class Instructors 16 years of age or older
- Minimum NCCP Level I Gymnastics Certification or "Trained" Status in NCCP Foundations Artistic (see exemption process – Appendix H.1) Assistant Instructors In training to certify as an NCCP Level 1 or Foundations gymnastic instructor.

-The supervisory instructor must be present (in the gym) during classes.

-The supervisory instructor may or may not be directly involved with instruction of the class.

Introduction Letters

Introduction letters are important because it shows both parent and child, they are now part of a group and will be kept informed of the rules and who is coaching their child.

It should:

- Welcome parent and child to the club.
- List rules (such as tie hair back, no jewelry, etc.)
- State when parents can view their children in class.
- Contain a list of coaches' names and experience of each.
- Explain who to contact in case of questions.
- Have a list of special events that take place each year, (such as fund raising, meets, parties).

Coaching Tips

- Remember these children are in the gym to have fun and not to become elite gymnasts.
- Keep conditioning simple for recreational athletes, so you do not discourage them.
- Coaches should be able to use some of their own ideas. The head coach should give them a rough draft of what the club would like to see accomplished with each group.
- Have some awareness of various outside pressures (family problems, uninterested parents,

school friends, etc.) in order to plan a strategy in motivating and providing the best class for their ability.

- Keep a class structured, so children are never sitting or waiting a long time in a line up. (Example – when child is finished with skills you are working on as a group, send him/her over to a place there they can practice with an assistant.)
- All coaches should take part in class warm-ups and games.
- Call any child who has missed more than two classes, so the parents will know you care. Doing this can catch any problems before they escalate.
- Have a special meet for the kids within the club (or between a couple of clubs) but make it more fun than competitive, just to give them an idea of what takes place in competitions.
- Have a year end show for parents and set aside at least one day per term for parents to stay and watch.
- Be loyal to your coaches and your club. Look into a problem before you blame either coach or club and before you side with a parent on an issue.

Be Positive!

The attitude of the coach is one of the most important factors when working with children. Each child should be treated equally no matter how fast or slow they learn. Be enthusiastic toward the job you are going to do. Whether you are a paid employee or a volunteer, children can tell if you are genuine. So, remember, show your enthusiasm and the children will look forward to the next class!

Motivation:

Get the children involved. It is up to you to motivate them. Let them see the pot of gold at the end of the rainbow. Give them something to work for – a certificate at the end of the term, ribbons, demonstration for an audience (applause can do wonders for an ego). The club may be interested in using the Gymnastics Canada Gymnastique CanGym Badge Program - different levels of advancement with coordinating badges (inquire at GNS). Make your class enjoyable to attend. Feedback plays a key role in motivation. If a child sees and hears that you are pleased, he or she will probably try harder to improve.

Always use positive language

“Jessica, your cartwheel is getting better, now try and straighten your legs.”

“Pam, your arms look great, now try and point your toes.”

Positive reinforcement is always more effective in developing higher self-esteem than is the punitive approach.

Something else to consider is your demonstrating techniques, children are more apt to try something if you are willing to show them or even have another child demonstrate. Try to stay away from explaining in great detail, instead, show them how to do a certain skill. They can get tired or lost if you are explaining at length.

Lesson planning is very important for any age or level of class, with every program having a Long and Short Term Plan. An example of a Long Term Plan might be a list of skills you wish each group be able to perform by the end of each term and a Short Term Plan would divide the skills up weekly starting with easier skills and using progression to learn the more difficult skills.

Lesson Planning: Use a booklet to keep track of skills your class has worked on or new ones introduced, this way the coach will be prepared for the next time they meet and will be able to spend more time working at the skills instead of trying to think of new ones.

NATIONAL COACHING CERTIFICATION PROGRAM

The National Coaching Certification Program (NCCP) provides standardized, inclusive, and safe sport education to coaches and coach developers across 65 sports. The CAC manages and delivers NCCP training through its partner network of 65 National Sport Organizations and Provincial/Territorial Sport Organizations.

With the Provincial/Territorial Gymnastics Organizations, Gymnastics Canada mandates that any individual coaching in a Gymnastics Canada member club must be a trained or certified coach under the NCCP for the gymnastics discipline in which they are coaching. Along with the development and delivery of the NCCP to coaches throughout the country, Gymnastics Canada works closely with the Provincial/Territorial Gymnastics Organizations (who are responsible for hosting and scheduling NCCP courses) to ensure that our member clubs continue to provide sound training programs in a safe learning environment that meet the needs of all gymnastics participants.

For more information about the specific training and certification levels required for coaches working with provincial/territorial recreational and competitive level gymnasts, please visit <https://gymns.ca/programs/coaching> or contact Gymnastics Nova Scotia. For more information about the specific training and certification levels required for coaches working with national level gymnasts, please refer to Gymnastics Canada's respective program's Technical Regulations (MAG, RG, TG and WAG programs).

RISK MANAGEMENT

“What the coach calls innovation, the court may call negligence!”

Safety in the gym is the most important factor a coach and club should take into consideration. Parents entrust their child to a club under supervision of a coach whose responsibility it is to prevent serious injury.

Care of equipment and security checks each time the equipment is moved is mandatory. A coach should show his/her gymnasts what he looks for when preparing a gymnasium for practice, as it teaches the athletes in their development to be careful.

Prevention of injury stems from safe apparatus, a thorough warm-up, physical preparedness and a well developed progression of new skills.

There are many rules to follow in a gymnasium! Rules for the athletes, rules for coaches and rules for equipment. If these are followed there should not be any trouble.

Some examples of important steps to follow are:

1. Equipment must be used only when protected by proper netting as recommended by the International Gymnastics Federation. If in doubt concerning proper netting, do not use the equipment.
2. Know your own limitations of the equipment. Follow progressive learning techniques.
3. Always inspect equipment for proper stability before each use. Always inspect equipment for loose fittings and parts. Replace any worn, defective or missing parts before using the equipment. Always inspect equipment for improper or unsafe installation. If in doubt, do not use the equipment.
4. Make sure the area under trampoline apparatus is clear.
5. Do not use apparatus without qualified supervision.

6. Wear proper attire and use chalk when necessary to prevent slipping.
7. When attempting a new or difficult skill, a qualified spotter should be used. When in doubt, always use a spotter – check with your instructor first.
8. No “horse play” at any time while on or around gymnastics equipment!
9. Remove jewelry during practice.
10. Be sure hair will not block your vision, no matter what your body position is. Remove gum, candy, etc., from mouth.
11. Use appropriate footwear while on the field of play. This applies to coaches as well.
12. A procedure for accident emergencies, including a complete accident form, should be established. The EAP (Emergency Action Plan) is a requirement for coach certifications at the foundations level. Support for developing an EAP can be obtained through GNS.
13. Safety rules, regulations, and procedures should be established and enforced.
14. Maintain an active membership with Gymnastics Nova Scotia. This membership provides access to liability and accident insurance which can minimize the impact if there is ever a liability claim.
15. Maintain open communication with your membership. Clear and timely information can reduce conflicts.

These are only a few examples of rules. For further information regarding a Risk Management Program for your club, please contact GNS. In the long run, it is worth it!

WORDS OF ADVICE FOR COACHES

Risk is a natural part of life and therefore, a part of many sports. There is always a risk of injury when participating in sports. Because of this risk of injury, there is also a risk of a lawsuit. The lawsuit in many cases will have to be proven on an unintentional tort (negligence) against you or your club. If so, in order to prove that negligence occurred, the injured party must establish three facts:

- damages were substantiated.
- duty relationship existed between the parties
- the conduct of the negligent party was below an acceptable standard of care

This can play a significant role in how you coach and making sure that you are coaching skills that you are trained for. For example, if you are Foundations trained or certified and that is as far as you have gone in your coach education to date you are not considered trained to coach somersaults. If someone was injured while you were teaching a somersault skill that may be grounds for legal action as the coach was acting in a negligent manner by teaching skills, they were not formally trained to teach/coach.

Here in Canada, we do have a defense in sport called the “Volenti Doctrine”. The courts have recognized and understand that in any sport there are risks that are “obvious”, ie. “Foreseeable” and “necessary” for the accomplishment and enjoyment of sport. In other words, the risk of the minor injury or injury is both foreseeable and necessary if one is to learn the sport. The risk of receiving blows to the body are both foreseeable and necessary to boxing, football, soccer, rugby, hockey and other bodily contact sports if

one is to accomplish the end result of the sport. In gymnastics, the risk of minor injury is both foreseeable and necessary in light of the impact of a gymnast's body with the apparatus, and with the take-off and landing surfaces.

Nevertheless, in the case of the accident or injury you must understand and conduct yourself in the standard of care required by the situation. Therefore, if your gymnast or participant is injured, then:

- secure proper medical attention immediately
- if injury is serious, notify or transport individual to the nearest hospital
- make sure you have gymnasts/participants data sheet
- notify parents and follow-up on condition

The Last word –

Since William B. Eady (1893), the legal precedent was set that an individual (coach) owed a duty to act as the “careful parent of a large family”: a concept adopted almost universally since then to present day.

The ruling was, “Once a youngster had become hurt, would not a prudent father want to know what and why his child had become hurt in order to avoid the same kind of risk to another child? I think he would have.”

Therefore, as a coach it is paramount that supervision of activities under your control are directly related to the complexity of the training session at hand. The rule of thumb is how much supervision would you give if it were your child? Your answer to this question should dictate your actions.

COACHES / PARTICIPANTS DATA SHEET

Name of Coach: _____

Address: _____

Postal Code: _____ Phone: _____

The following information is important to help your son or daughter have an enjoyable time and also allow the coach to be more knowledgeable about your son or daughter.

Name: _____ Nick Name: _____

Address: _____

Postal Code: _____ Phone: _____

e-mail address: _____

Birth date: _____ Weight: _____ Height: _____

Name of Family

Doctor: _____

Phone Number: _____ M.S.I.: _____

If No, why not? _____

Any other health problems or allergies, please explain: _____

NOTICE OF WARNING

There is a potential risk for injury involved in training and participating in any sport, and we have tried to create a safe and controlled environment for a safe participation and, that the coach has established rules for participation and conduct on and about the gymnastic area that should be followed:

Signature of Legal Guardian or Parents

Date Completed

NOTE:

This information is to keep on file for easy reference for all club and/or coach personnel in case of accident.

THE ROLE OF THE GOVERNMENT

As a club you will find yourselves dealing with different levels of government. This maybe to seek a tax exemption or building permits for gym work municipally. You may be seeking funding This may be for Registry of joint stocks, each level of government has a part to play in building an integrated national delivery system for recreation. The responsibility of the various levels of government has been addressed by numerous individuals and associations and by provincial, territorial, and federal government in a national policy statement of recreation.

Generally, the responsibilities of each government level can be identified as follows:

Municipal - the primary agent in the public recreation sector. It should provide basic services. It stimulates, assists and gives fiscal support to community recreation through organizations and interest groups which provide, or have the potential to provide, needed opportunities for recreation participation.

Provincial - the Nova Scotia Department that Physical Activity, Sport and Recreation falls under assists communities and their organizations by providing technical assistance and financial support through the municipal recreation authority and department. It also works directly with the Provincial Sport Organization (PSO) to develop their resources and their potential for providing opportunities for participation within their area of interest.

Federal - through cooperative planning with provincial governments and the National Sport Organization (NSO); provides financial support and technical assistance.

It is the collective responsibility of all levels of government to ensure that opportunities for participation in recreation activities are available to all Canadians – regardless of their geographic location, socio-economic status, level of ability or area of interest.

Before this delivery system will work, there must be coordination of recreation programs and services within each level of the senior governments. In other words, the province should formulate one policy statement that can be uniformly applied to all ministries to provide recreation programs or services.

NOVA SCOTIA DEPARTMENT OF COMMUNITIES, CULTURE & HERITAGE

The Department of Communities, Culture and Heritage is responsible for contributing to the well-being and prosperity of Nova Scotia's diverse and creative communities through the promotion, development, preservation and celebration of our culture, heritage, identity and languages, and; by providing leadership, expertise and innovation to our stakeholders.

The Department of Communities, Culture & Heritage (Communities Sport and Recreation Division) was developed to “encourage, promote, establish, develop, co- ordinate and implement sport programs and services beneficial to the people of Nova Scotia.”

Even though there are many different sports across the province, the department has found common elements that make it easy for the administration of several programs. The most common element is the Sport Development Tool that allows the Government of Nova Scotia to make contributions towards the support of specific sport programs in the province.

These contributions make the government a “partner” rather than a controlling interest in the development of a particular sport. As a partner, “Government has a responsibility to provide support in all areas of sport development, not simply financial assistance.”

The Department is available for the promotion of sport and to ensure the effective and efficient development of sport. Many programs have been developed by the government to assist in the growth

of sport across the province so make sure you contact your local representative for help.

Sport and Recreation Funding Programs

Sport and Recreation leads government efforts and collaborates with communities to improve the quality of life of Nova Scotians through sport and recreation. It supports the sector to develop an effective and integrated system of high-quality opportunities and supports for Nova Scotians to live actively.

[Active Communities Fund](#)

[Community Recreation Capital Grant](#)

[Recreation Facility Development Grant](#)

[Gender Equity Capacity Building Support Fund](#)

[Planning Assistance Program](#)

[Provincial Recreation/Physical Activity Project Funding](#)

[Recreation Community Development Grant](#)

[Sport Hosting](#)

List of Nova Scotia Regional Sport Representatives

<http://www.sportnovascotia.ca/Funding/StartanApplication/ForCommunitySportOrganizations/SportFund/tabid/2197/sportnovascotia.ca/Programs/CommunitySportDevelopment/Contact/tabid/1368/Default.aspx>

Senior Regional Sport Consultants:

Halifax - Janessa MacPherson	902-266-5368	<u>jmacpherson@sportnovascotia.ca</u>
Valley Region - Melissa Sullivan	902.306.0100	<u>msullivan@sportnovascotia.ca</u>
South Shore Region - Nicole Kenny	902.298.9531	<u>nkenney@sportnovascotia.ca</u>
Fundy Region - Courtney Nicholson-Patriquin	902.890.3793	<u>cnicholsonpatriquin@sportnovascotia.ca</u>
Highland Region - Gina MacInnis	902.318.4852	<u>gmacinnis@sportnovascotia.ca</u>
Cape Breton - David Ogbuah	902.225.6693	<u>dogbuah@sportnovascotia.ca</u>



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