

Program Requirements and Delivery Standards - CanPowerSkate

(with COVID considerations)



The following document has been created for clubs/skating schools to use when planning for the return of CanPower programming. Skaters are required to have a **minimum skating level equivalent to Stage 4 (recommended Stage 6)** to be part of the CanPower Program.

Please reference the [Skate Ontario Return to Play Protocols](#) and the [CanPower Resource Guide](#).

General COVID Considerations:

It is the responsibility of the club/skating school to follow Skate Ontario and provincial government protocols and connect with facilities regarding municipal protocols.






























Ensure that your club/skating school is comfortable with all protocols before restarting operations.





HOCKEY - SKATING SKILL DEVELOPMENT PATHWAY



HOCKEY CANADA LTAD STAGES & AGE GROUPINGS	STAGES OF TRAINING	SKATING PROGRAMS
Discover/Active Start MF 0-4 years Learn to Skate	<ul style="list-style-type: none">  Introduce Skills  Physical Literacy  Learning to Skate 	
FUNDamentals 1 MF 5-6 years Initiation Program	<ul style="list-style-type: none">  Introduce Skills  Physical Literacy  Learning to Skate 	
FUNDamentals 2 MF 7-8 years Tyke, Pre-Novice	<ul style="list-style-type: none">  Introduce skills  Learning to Skate  Skating to Play 	
Learn to Play F 8-9 / M 9-10 years Novice, Atom	<ul style="list-style-type: none">  Develop Skills  Skating for Hockey Basics 	
Learn to Train F 10-11 / M 11-12 years Pee wee	<ul style="list-style-type: none">  Develop Skills  Skating for Hockey Basics 	
Train to Train F 11-15 / M 12-16 years Bantam, M. Midget	<ul style="list-style-type: none">  Develop Skills  Increased Hockey Specific Skating 	ADVANCED TECHNICAL POWER SKATING INSTRUCTION
Train to Compete F 16-18 / M 16-17 years Midget, Juvenile, Jr. A	<ul style="list-style-type: none">  Refine Skills  Individual Skating Mechanics  Game-situation Skating  Enhancement and Repetition 	
Train to Win F 18-22 / M 18-20 years Jr. A, University, Professional	<ul style="list-style-type: none">  Refine Skills  Individual Skating Mechanics  Game-situation Skating  Enhancement and Repetition 	ELITE TECHNICAL POWER SKATING INSTRUCTION
Train to Excel F 22+ / M 21+ years University, Professional	<ul style="list-style-type: none">  Refine Skills  Individual Skating Mechanics  Game-situation Skating  Enhancement and Repetition 	

**ACTIVE
FOR LIFE**
 ANY AGE
 RECREATIONAL

-  INTRODUCE SKILLS
-  DEVELOP SKILLS
-  REFINE SKILLS



CANPOWERSKATE with COVID Considerations

Please note, according to Step 3 of the Ontario Roadmap to Reopen, physical distancing on the ice between individuals is not necessary during a CanPowerSkate session. However, we have included references to places within CanPowerSkate where physical distancing would need to be reimplemented if necessary, based on future changes by the Ontario government and the fluid nature of the COVID-19 pandemic.

Name tag considerations:

- Sanitize name tags before placing them on the table
- Ask skaters to keep their own name tag (or possibly return the tag at the end of the session)

Requirements	<p>At least one Skate Canada NCCP CanPowerSkate coach on the ice always (In-training, Trained or Certified), who is registered and in good standing.</p> <p>All coaches and program assistants must be in hockey skates or a sled (sledge hockey) and use hockey/ringette stick and gloves. A CSA approved hockey helmet required for all participants, use of hockey/ringette sticks and gloves.</p> <p><u>All participants must be registered with Skate Canada.</u></p> <p>All Program Assistants (PAs) on the ice must be wearing skates or in a sled and be registered with Skate Canada. *</p> <p>Operate and deliver the CanPowerSkate program in accordance with the minimum delivery standards identified by Skate Canada</p>	<p>During COVID-19, all requirements must be met for all CanPowerSkate sessions.</p>		
	<table border="1" style="width: 100%;"> <tr> <th style="width: 50%;">Minimum Delivery Standards</th> <th style="width: 50%;">Advanced Delivery Standards</th> </tr> </table>	Minimum Delivery Standards	Advanced Delivery Standards	<p>Minimum Standard must be met unless otherwise stated Strategies provided for meeting the standard during COVID-19</p>
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Ratio	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Minimum 1:30 coach to skater ratio. PA's recommended</td> <td style="width: 50%;">1:10 coach to skater ratio</td> </tr> </table>	Minimum 1:30 coach to skater ratio. PA's recommended	1:10 coach to skater ratio	<p>During COVID-19, all requirements must be met for all CanPowerSkate sessions.</p>
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Movement	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Minimum 90% movement during the entire session.</td> <td style="width: 50%;"> <p>Greater than 90% movement throughout the session.</p> <p>Note: skaters receiving 1 on 1 individual attention do not affect movement percentage, if the rest of the group is moving.</p> </td> </tr> </table>	Minimum 90% movement during the entire session.	<p>Greater than 90% movement throughout the session.</p> <p>Note: skaters receiving 1 on 1 individual attention do not affect movement percentage, if the rest of the group is moving.</p>	<ul style="list-style-type: none"> • Educate skaters about physical distancing protocols when passing skaters on the ice (if necessary) • Provide passing lanes in circuits (if necessary) • Provide a wide fast track area to allow for safe passing (if necessary) • Use lanes when possible
Minimum 90% movement during the entire session.	<p>Greater than 90% movement throughout the session.</p> <p>Note: skaters receiving 1 on 1 individual attention do not affect movement percentage, if the rest of the group is moving.</p>			



	Minimum Delivery Standards	Advanced Delivery Standards	Minimum Standard must be met unless otherwise stated Strategies provided for meeting the standard during COVID-19
Music		Age-appropriate music for the session that is fun, energizing and contains signals to indicate session segment changes ex. Fast Track laps and station rotation	<p>If music is used:</p> <ul style="list-style-type: none"> • Assign one individual to play music • Sanitize music equipment before and after each use
Teaching Aids	Use of teaching aids at each station (minimum of marker/signs and pylons)	Use of a variety of teaching aids that engages the skaters learning and interest.	<ul style="list-style-type: none"> • Remove all teaching aids that are porous or made of cloth • Sanitize all teaching aids prior to every session • Find ways to incorporate cleaning of teaching aids that may be used by multiple skaters <p>Example: Assign a program assistant to wipe down high use teaching aids throughout the session. They will be responsible for all placement, clearing and cleaning of teaching aids.</p>
Program Assistants	Use Program Assistants as required to meet minimum ratio	Assign a Program Assistant to each group for supervision and assistance. Use additional Program Assistants as required to offer an effective and efficient program.	<ul style="list-style-type: none"> • PA roles may be modified to support physical distancing (if necessary) and hygiene measures <ul style="list-style-type: none"> ○ Health and safety program assistant ○ Teaching Aid cleaning and placement (for each station) ○ Flow control (encouraging passing lanes)
Program Assistant Training	Ensure Program Assistants are trained before assisting on the ice with a minimum of one training.	Offer multiple training sessions throughout the season to engage, support and monitor development of the program assistants.	<ul style="list-style-type: none"> • Include training on hygiene, traffic flow and physical distancing measures (if necessary) • Ensure PAs understand any variations to their role from past seasons • Virtual training for Program Assistants is recommended <ul style="list-style-type: none"> ○ Include an on-ice portion to go over the set-up and flow of the session • Emphasize the importance of body language and verbal cues/feedback
Session Format:	Use of full ice	All minimum standards plus:	<ul style="list-style-type: none"> • Use the perimeter of the ice to help observe physical distancing (if necessary) <ul style="list-style-type: none"> ○ Consider widening the fast track to allow slower skaters to use the inside and faster skaters to pass on the outside
Warm Up	Include forward and backward skating in both directions.	<ul style="list-style-type: none"> • Inclusion of deep bends • Evidence of increased heart rate in participants. 	



			<ul style="list-style-type: none"> • Consider using only one direction of travel to prevent grouping when changing directions. Try using the other direction for Group Activity and Cool-Down. • Consider using continuous lanes with staggered entry points or lead groups individually into the lanes (if necessary for physical distancing) • Educate skaters on physical distancing measures (if necessary)
	Minimum Delivery Standards	Advanced Delivery Standards	Minimum Standard must be met unless otherwise stated Strategies provided for meeting the standard during COVID-19
<p>Session Format:</p> <p>Lesson Time</p>	<p>A minimum of 30 mins of lesson time including:</p> <ul style="list-style-type: none"> • 3 rotations to different learning stations • Use of circuits to teach and practice skills • A minimum 10-minute lesson to each group by a NCCP CanPowerSkate coach 	<p>All minimum standards plus:</p> <p>Use of circuits designed to fill 1/3 of ice, maximizing ice coverage or adapting the circuits to fill ½ or the full ice surface.</p>	<p>Lesson time may be less than 30 minutes, as session times may need to be adjusted.</p> <p>When possible, it is ideal to provide three stations to rotate to. If session time needs to be reduced, a minimum of two rotations is permitted during COVID-19.</p> <ul style="list-style-type: none"> • When rotating to a new station, remind skaters to avoid touching props and teaching aids <p>Circuit Strategies:</p> <ul style="list-style-type: none"> • Consider starting skaters at different spots on the circuit to accommodate physical distancing (if necessary) • Advise skaters to pass others when necessary (standing behind and/or close to another skater is not permitted) (if necessary) • Provide a passing lane in the circuit • Use a large amount of ice for the circuit to encourage physical distancing <p>Each group must receive a minimum of one 10-minute lesson.</p>



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<p>Session Format:</p> <p>Development Time</p>	Use of Development Time to enhance skills and speed.	<p>All minimum standards plus:</p> <ul style="list-style-type: none"> Evidence of “challenge” skills Use of continuous lanes or similar 	<ul style="list-style-type: none"> Use the perimeter of the ice to help observe physical distancing (if necessary) Educate skaters on physical distancing measures (if necessary) Establish a wide fast track for physically distanced passing and use continuous lanes with staggered entry points or lead each group individually (if necessary) Consider using a two to four lane highway with slower skaters in one lane and faster skaters in another
<p>Session Format:</p> <p>Cool Down</p>	Evidence of gliding stretches to increase range of motion and lower heart rate, for example: Toe touch while gliding (hamstring stretch)	<p>All minimum standards plus:</p> <ul style="list-style-type: none"> Use of continuous lanes or similar pattern to increase range of motion and balance Use of slower music to support lowered heart rate 	<ul style="list-style-type: none"> Use the perimeter of the ice to help observe physical distancing (if necessary) Educate skaters on physical distancing measures (if necessary) Establish a wide fast track for physically distanced passing and use continuous lanes with staggered entry points or lead each group individually (if necessary) Consider using a two to four lane highway with slower skaters in one lane and faster skaters in another
<p>Quality Coaching</p>	<p>Coach ensures that each skater in the lesson receives one on one attention on the circuit during the lesson time.</p> <p>Coaches know and teach the standards of the skills as per the CanPowerSkate Resource Toolkit and videos</p>	<p>All minimum standards, plus:</p> <p>Coach gives each skater:</p> <ul style="list-style-type: none"> Individual feedback Individual corrections Individual challenges based on their level of development <p>within their lesson and circuit, without stopping the entire group.</p>	<ul style="list-style-type: none"> Remind coaches to use exaggerated demonstrations, key words, and diagrams/pictures to assist in comprehension and acquisition of taught skills during COVID-19 <ul style="list-style-type: none"> Consider adding extra pictures to the glass at the boards to show good positions (sit glide, spiral, 1 foot, etc.) Coaches need to use clear descriptions of the skills when teaching
<p>Branding and Marketing</p>	Must advertise and refer to the program as CanPowerSkate and use the official CanPowerSkate logo	<p>All minimum standards plus:</p> <ul style="list-style-type: none"> Use ALL Skate Canada CanPowerSkate tools 	<ul style="list-style-type: none"> Consider moving posted material behind plexiglass Consider increasing your virtual identity through social media and via an up-to-date website



	Use the official Skate Canada CanPowerSkate report card (min. 1 per session)	and promotional materials	
	Minimum Delivery Standards	Advanced Delivery Standards	Minimum Standard must be met unless otherwise stated Strategies provided for meeting the standard during COVID-19
Parent Information Session	<p>Offer a minimum of 1 parent information or interaction session per season.</p> <p>Offer a written source of information about the program and other club opportunities (Info letter, website, bulletin board, etc.)</p>	<p>Offer multiple opportunities for parents to connect with CanSkate Coordinators and/or coaches. This could include but is not limited to:</p> <ul style="list-style-type: none"> • In-person information session • In-person progress update opportunities • In-person “next steps” touch base to guide skaters into next appropriate program (CPS, Figure Skating etc.) <p>Offer several written sources of information about the program and other club opportunities (inf letter, website, bulletin board, etc.)</p>	<ul style="list-style-type: none"> • Consider hosting virtual meetings that can be recorded for future reference • Distribute information to parents via email • Use tables, tape on the floor or pylons to identify spacing needed for face-to-face conversations <p>Sample parent information session agenda:</p> <ul style="list-style-type: none"> • Facility guidelines • Club/school protocols • What to expect on and off the ice • Review EAP • Q & A
Awards	<p>Use official Skate Canada badges and award them at the end of each season.</p> <p>Maintain records of the skater’s progress</p>	<p>All minimum standards plus:</p> <ul style="list-style-type: none"> • Track and maintain records of skater’s progress digitally 	<ul style="list-style-type: none"> • Consider placing badges and ribbons in envelopes for each skater <ul style="list-style-type: none"> ◦ Designate one person to do this task • Consider distributing report cards via email versus hard copies



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Off Ice Classes		Offer off ice classes to increase physical literacy, awareness, and coordination	Follow Skate Ontario Return to Play and facility protocols for off-ice classes.
	Minimum Delivery Standards		Minimum Standard must be met unless otherwise stated Strategies provided for meeting the standard during COVID-19
Maximum number of skaters per session	<p>The number of skaters on a session must allow for the following:</p> <ul style="list-style-type: none"> • Promote a safe environment • Ensure all skaters have enough room to move freely around the ice and circuits • An organized flow of rotation • Proper coach/skater ratios <p>Ideally sessions should not exceed 30 skaters.</p> <p>Clubs or Skating Schools who wish to offer programs with more than 30 skaters must receive Section permission.</p>		Follow Skate Ontario Return to Play and your facility protocols for the current number of individuals permitted in a gathering.

