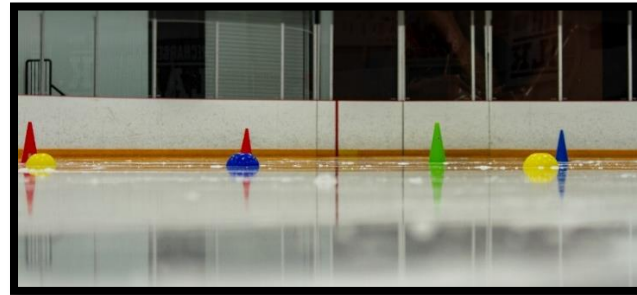


Program Delivery Requirements & Standards – CanSkate

(with COVID-19 Considerations)



The following document has been created for clubs/skating schools to use when planning for the return of CANSkate programming.

Please reference the [Skate Ontario Return to Play protocols](#), [CANSkate manual](#) and the [CanSkate Excellence Resource Chart](#).

General COVID Considerations:

It is the responsibility of the club/skating school to

- follow Skate Ontario and provincial government protocols,
- connect with facilities regarding municipal protocols.

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



CANSKATE (with COVID Considerations)

With COVID-19, there are extra considerations and logistics to planning the implementation of a CanSkate session.

Please note, according to Step 3 of the Ontario Roadmap to Reopen, physical distancing on the ice between individuals is not necessary during a CanSkate session. However, we have included references to places within CanSkate 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.

We have highlighted a few areas that will need extra thought prior to starting your CanSkate program.

- Health Screening – Consider how the process will work in your facility with larger groups of skaters/parents.
 - Location
 - Time required
 - Volunteers needed
- Skates – Consider the space needed for putting on skates at the arena
 - Is there enough room for all skaters and their parents while remaining physically distanced in the facility?
 - Is this allowed in your facility?
 - Would it be more suitable to require skaters have their skates on before entering the facility?
- Parent /Guardian viewing/waiting area – Check with your facility to confirm their protocols around parents/guardians. Spectator protocols vary by facility.
 - Options include waiting in the stands, standing around the boards, waiting in the lobby or another designated area in the facility, or even waiting outside the arena.
 - It is important to be aware of parent/guardian location and possibly collect contact information in case skaters need to use the bathrooms or in the event if an emergency.
- Drop off/Pick up ice side
 - Entry and exit to the ice (different doors for entering and exiting, how to best manage the flow of traffic)
 - Designating set location for skater drop off and pick up
 - Is there room for traffic flow?
 - Is there space to adhere to physical distancing guidelines?
 - Skate guards – Where will these be held during the session? (with parents or in a designated area)



Recommendations:

- Allow plenty of time for set-up prior to session start (sanitizing, setting up tape markers, etc.)
- Provide training for skaters and parents on session protocols on and off the ice (physical distancing, hygiene, passing lanes, staggered circuit entry, etc.)
 - Virtual training – using Zoom or other video conferencing tools
 - Consider creating a video that shows your club/skating school physical distancing and hygiene protocols.
 - [Club/Skating School Sample COVID-19 Safety & Protocols Video](#)

Make sure to reference Skate Ontario protocols and resources:

[Return to Play Protocols](#)

[Back to Operations – Starting the Conversation with your Facility](#)

[Club Checklist with COVID-19 Considerations Resource](#)

[Club/Skating School Sample COVID-19 Safety & Protocols Video](#)

Requirements	<p>A CSA approved hockey helmet required for all skaters up to and including Stage 5. Goalie helmets not acceptable. A minimum of one Skate Canada NCCP CanSkate Coach, In-training or higher, on the ice always, who is registered and in good standing. All coaches teaching the CanSkate program must be wearing skates or in a sled (sledge hockey).</p> <p><u>All participants must be registered with Skate Canada.</u> All Program Assistants (PAs) on the ice must be wearing skates or in a sled (sledge hockey) and be registered with Skate Canada. *</p> <p>Operate and deliver the CanSkate program in accordance with the minimum delivery standards identified by Skate Canada.</p>		During COVID-19, all requirements must be met for all CanSkate sessions.
	Minimum Delivery Standards	Advanced Delivery Standards	Minimum Standard to be met unless otherwise stated Strategies provided for meeting standard during COVID-19
Ratio	Minimum of 1:10 coach/PA to skater ratio	1:5 coach/PA to skater ratio including 1 coach for every 10 skaters.	Generally, a smaller ratio of skater to coach or PA is preferred. <ul style="list-style-type: none"> • Consider the number of coaches/PAs needed to effectively run a session with physical distancing (if necessary)



	Minimum Delivery Standards	Advanced Delivery Standards	Minimum Standard to be met unless otherwise stated Strategies provided for meeting standard during COVID-19
Movement	Minimum of 90% movement throughout the session	Greater than 90% movement throughout the session Note: skaters receiving 1 on 1 attention does not affect movement percentage, if the rest of the group is moving.	<ul style="list-style-type: none"> Educate skaters about physical distancing (if necessary) when passing skaters on the ice Consider drawing a passing lane in the circuit for a visual queue Provide a wide fast track area to allow for safe passing
Music	Age-appropriate music for the entire session	Music that is fun, energizing and contains signals to indicate session segment changes. (ex. Fast track laps and station rotation)	<ul style="list-style-type: none"> Assign one individual to play music Sanitize music equipment before and after each session. Avoid using CDs <ul style="list-style-type: none"> Download music to an iPod or computer through email or shared online files
Teaching Aids	Use of teaching aids at each station, including marker/skill signs and pylons.	Use 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> <p><u>Examples of non-porous teaching aids:</u> Rubber ducks, plastic rings, cones, hula hoops, pool noodles, plastic ringette sticks</p>
Station Identification	Use of Station Identification signs at each station	Fun Zone or Challenge station must be included in one of the three stations	<ul style="list-style-type: none"> All signs should be made of plastic or laminated for easy cleaning



	Minimum Delivery Standards	Advanced Delivery Standards	Minimum Standard to be met unless otherwise stated Strategies provided for meeting standard during COVID-19
Program Assistants	Use Program Assistants as required to meet minimum ratio. All Program Assistants on the ice must be in skates or a sled (sledge hockey PA).	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 per season.	Offer multiple training and feedback 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 • Sample agenda: <ul style="list-style-type: none"> ○ Facility guidelines ○ Hygiene/sanitizing measures ○ On-ice protocols/new roles ○ Strategies for on-ice physical distancing (if necessary) ○ Strategies for on-ice demonstrations • Emphasize the importance of body language and verbal cues/feedback



	Minimum Delivery Standards	Advanced Delivery Standards	Minimum Standard to be met unless otherwise stated Strategies provided for meeting standard during COVID-19
<p>Session Format:</p> <p>Warm Up</p>	<p>Use of full ice or Fast Track</p> <p>Include forward and backward skating in both directions</p>	<p>All minimum standards plus:</p> <p>Inclusion of deep knee bends</p> <p>Evidence of increased heart rate in participants</p> <p>Choreographed movements matching the music</p>	<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 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)
<p>Session Format:</p> <p>Lesson Time</p>	<p>A minimum of 30 mins lesson time.</p> <p>Rotation of three different learning or review stations.</p> <p>Use of circuits to teach and practice skills. A minimum 10 min. lesson to each group by a NCCP Skate Canada coach.</p> <p>Inclusion of the Fun Zone or Challenge station at one of the stations. May be grouped with a learning station.</p>	<p>All minimum standards, plus:</p> <p>Use of circuits designed to fill 1/3 of ice, maximizing ice coverage. Each station has a designated coach that stays at that station to ensure all skaters who visit that station have the same quality instruction on the topic of the day.</p> <p>Fast track laps to be done between every lesson rotation for skaters Stage 2 and up. (Stage 1 skaters may go directly to the next station)</p> <p>Fun Zone or Challenge station included with a learning station in a creative and engaging way.</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"> Designate a coach or PA to move the group marker to the next station <p>Circuit Strategies:</p> <ul style="list-style-type: none"> We recommend using a 3-station session format with groups of up to 12 skaters <ul style="list-style-type: none"> Use the 'inside circuit' diagram from the Skate Canada Lesson plans Use a large amount of ice for the circuit to encourage physical distancing (full third of the ice, all the way to the boards) 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) <ul style="list-style-type: none"> Consider drawing the passing lane for skaters as a visual queue



			<ul style="list-style-type: none">○ If space available, consider adding an extra skills lane for skater to pass○ Use multiple stationary boxes to help keep skaters moving through the circuit● Consider using the boards for stationery assisted skills (if necessary)● Remember to use lesson plans for progressions. <p><u>Sample Circuits with physical distancing</u> We have created a full set of sample circuits (in partnership with Patinage Quebec) for coaches to use in their planning in the case physical distancing is necessary. They are adapted versions of the Skate Canada circuits that include modifications for physical distancing.</p> <p>Each group must receive a minimum of one 10-minute lesson.</p> <p>Minimum standard must be met for the inclusion of the Fun or Challenge station. This can be included in any fundamental station.</p> <p>Example of a shorter session: Warm Up: 5 minutes Lesson Time: 2 x 10 minutes Group Activity: 3 minutes Cool Down: 2 minutes</p>
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	Minimum Delivery Standards	Advanced Delivery Standards	Minimum Standard to be met unless otherwise stated Strategies provided for meeting standard during COVID-19
<p>Session Format: Group Activity</p>	<p>Use of full ice</p> <p>Activities include skill enhancing development and speed development.</p>	<p>All minimum standards, plus:</p> <p>Use of music to match activity.</p> <p>Evidence of “challenge” skills</p> <p>Use of continuous lanes or similar format.</p>	<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 • Consider using only one direction of travel to prevent grouping when changing directions. Try using the other direction for Warm-up. • Use continuous lanes with staggered entry points or lead groups individually into the lanes for distancing (if necessary) • Educate skaters on physical distancing measures (if necessary)
<p>Session Format: Cool Down</p>	<p>Use of full ice.</p> <p>Evidence of gliding stretches to increase range of motion and lower heart rate, for example: Toe touch while gliding (hamstring stretch)</p>	<p>All minimum standards, plus:</p> <p>Use of slower music to support lowered heart rate.</p> <p>Use of continuous lanes or similar pattern</p>	<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 • Consider using only one direction of travel to prevent grouping when changing directions. Try using the other direction for Warm-up. • Use continuous lanes with staggered entry points or lead groups individually into the lanes for distancing (if necessary) • Educate skaters on physical distancing measures (if necessary)
<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 CanSkate 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



			<ul style="list-style-type: none"> • Coaches may need to use a louder voice due to mask usage • Consider moving with skaters while giving instructions and corrections. • Ensure skills are demonstrated with accuracy. Refer to following resources. <ul style="list-style-type: none"> ○ Skating Development Video Library <ul style="list-style-type: none"> ▪ CS skills videos, ▪ Ask an Expert, ▪ CanSkate tutorials, etc. ○ CanSkate Elements – Description & requirements (located in the Skate Canada digital materials store, login required) • Encourage coaches to share best practices to create a safe environment for their skaters.
Branding and Marketing	<p>Must advertise and refer to the program as CanSkate and use the official CanSkate logo.</p> <p>Use the official Skate Canada CanSkate Report Card (min one per season)</p>	<p>All minimum standard, plus:</p> <p>Use of Skate Canada CanSkate promotional tools, including marketing toolkit items.</p>	<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
Parent Information Sessions	<p>Offer a minimum of one 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 • Set parent roles <ul style="list-style-type: none"> ○ Required to have one parent available for skater ○ Tying skates (outside arena or in designated area) ○ taking skater to bathroom ○ blowing skaters nose, etc. • May need a method to track parent in the arena or how to contact them if outside the building (cell number) <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



			<ul style="list-style-type: none"> • Parent Roles • Review EAP • Q & A
	Minimum Delivery Standards	Advanced Delivery Standards	Minimum Standard to be met unless otherwise stated Strategies provided for meeting standard during COVID-19
Awards	<p>Use official Skate Canada ribbons and badges for STAGES 1-6, in balance, control and agility.</p> <p>Ensure all rewards are given to skaters within one week of achieving.</p> <p>Maintain records of the skater's progress.</p>	<p>All minimum standards, plus:</p> <p>Award all ribbons and badges on the same day of achievement.</p> <p>Track and maintain records of skater's progress digitally.</p>	<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
Off Ice Classes		Offer off ice class to CanSkate participants to increase physical literacy and help prepare the body for the on-ice demands.	Follow Skate Ontario Return to Play and facility protocols for off-ice classes.
	Minimum Delivery Standards		Minimum Standard to be met unless otherwise stated Strategies provided for meeting 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 50-60 skaters.</p> <p>Clubs or Skating Schools who wish to offer programs with more than 60 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.
<p>Name tag considerations:</p> <ul style="list-style-type: none"> • 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) 			

