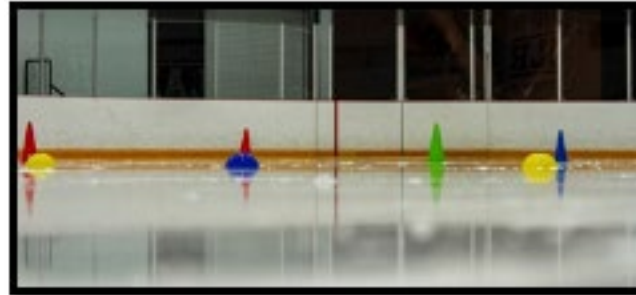




Program Requirements and Delivery Standards – CanSkate WITH COVID-19 CONSIDERATIONS



***CanSkate programs may resume effective September 1, 2020.**

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 [CanSkate Excellence Resource Chart](#).

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. Clubs/skating schools can delay reopening until they feel it is more stable and/or financially feasible to do so.



CANSKATE (Learn to Skate) with COVID-19 Considerations

With COVID-19, there are additional considerations and logistics to plan for when implementing a CanSkate session. In preparation, 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 space for all skaters and parents to maintain physical distancing 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 protocols for parents/guardians (spectator protocols vary by facility)
 - Options include waiting in the stands, standing by the boards, waiting in the lobby or another designated area, waiting outside the arena
 - Be cognizant of where parents/guardians are located and collect contact information (if necessary) in case skaters need to use the bathroom or in the event of 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 a 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

We highly recommend offering smaller session sizes when beginning CanSkate. For example, if your club/skating school normally plans for 30 skaters on a session, try reducing to 20 skaters for the fall season to allow your club, coaches and skaters to become familiar with the new protocols in smaller groups.

- 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.)
- Use Zoom or other video conferencing tools for virtual training
- Perform an off-ice session walk-through
- Consider creating a video showing your club/skating school physical distancing and hygiene protocols
 - [Sample Club/Skating School COVID-19 Safety and Protocols Video](#)
- If maximizing the number of skaters in registration, we strongly recommend the following:
 - For the first month, reduce the group size on each session and focus on the education of session flow, passing, physical distancing and hygiene measures



- For example, split the session into two groups: Group A and Group B
 - Group A will skate during weeks 1 and 3 and Group B will skate during weeks 2 and 4
- Combine groups after skaters understand the session flow and can adequately pass other skaters while maintain physical distancing
- Increase the number of PAs on the session

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

<p>Requirements</p>	<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>	<p>During COVID-19, all requirements must be met for all CanSkate sessions.</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
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 distance measures
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 protocols when passing skaters on the ice Consider drawing a passing lane in the circuit for a visual cue Provide a wide fast track area to allow for safe passing



	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 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 us. • 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"> • Instruct skaters NOT to touch the teaching aids or props • Remove all teaching aids that are porous or made of cloth • Sanitize all teaching aids before and after every session • Avoid sharing props and teaching aids <ul style="list-style-type: none"> • Designate individuals to set-up teaching aids to restrict the amount of contact • Keep teaching aids in separate containers <p>Example: Assign a program assistant to a fundamental station with a set of teaching aids to avoid additional exposure or risk. PAs will be responsible for all placement, clearing and cleaning of their assigned teaching aids.</p> <p>Examples of non-porous teaching aids: Rubber ducks, plastic rings, cones, hula hoops, pool noodles</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



<p>Program Assistants</p>	<p>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).</p>	<p>Assign a Program Assistant to each group for supervision and assistance. Use additional Program Assistants as required to offer an effective and efficient program.</p>	<ul style="list-style-type: none"> • PAs may not be required if the coach/skater ratio is low • PA roles may be modified to support physical distancing and hygiene measures <ul style="list-style-type: none"> • Health and safety program assistant • Teaching aid cleaning and placement (for each station) • Flow control with physical distancing (encouraging passing lanes)
<p>Program Assistant Training</p>	<p>Ensure Program Assistants are trained before assisting on the ice with a minimum of one training per season.</p>	<p>Offer multiple training and feedback sessions throughout the season to engage, support and monitor development of the program assistants.</p>	<ul style="list-style-type: none"> • Include training on hygiene, traffic flow and physical distancing measures • Ensure PAs understand any variations to their role from past seasons



	Minimum Delivery Standards	Advanced Delivery Standards	Minimum Standard must be met unless otherwise stated Strategies provided for meeting the standard during COVID-19
			<ul style="list-style-type: none"> • Provide virtual training for PAs <ul style="list-style-type: none"> • Consider adding an on-ice portion to review 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 • Strategies for on-ice demonstrations • Emphasize the importance of body language and verbal cues/feedback
<p>Session Format: 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 <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 <ul style="list-style-type: none"> • Try using the other direction for the group activity and cool-down • Use continuous lanes with staggered entry points or lead groups individually into the lanes for distancing • Educate skaters on physical distancing measures



<p>Session Format: Lesson Time</p>	<p>A minimum of 30 mins lesson time. Rotation of three different learning or review stations.</p>	<p>All minimum standards, plus: Use of circuits designed to fill 1/3 of ice, maximizing ice coverage.</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">• Remind skaters to avoid touching props and teaching aids when rotating to a new station• Designate a coach or PA to move the group marker to the next station
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	Minimum Delivery Standards	Advanced Delivery Standards	Minimum Standard must be met unless otherwise stated Strategies provided for meeting the standard during COVID-19
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	<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>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>Circuit Strategies:</p> <ul style="list-style-type: none"> • Use a 3-station session format with groups of up to 12 skaters (recommended) <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 • 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 cue • Consider adding an extra skills lane for skater to pass (if space is available) • Use multiple stationary boxes to help keep skaters move through the circuit • Inform skaters to avoid touching teaching aids and props • Consider using the boards for stationery assisted skills • Remember to use lesson plans for progressions <p>Sample Circuits A full set of sample circuits with guidelines are in the process of being created for coaches to use for planning. Sample circuits are adapted versions of the Skate Canada circuits that include modifications for physical distancing.</p> <ul style="list-style-type: none"> • Sample CanSkate B1 2-3 Diagram • Each group must receive a minimum of one 10-minute lesson • Minimum standard must be met for the inclusion of the Fun or Challenge station <p>Example of a shorter session:</p> <ul style="list-style-type: none"> • Warm Up: 5 minutes • Lesson Time: 2 x 10 minutes • Group Activity: 3 minutes • Cool Down: 2 minutes
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<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 • Consider widening the fast track to allow slower skaters to use the inside lane and faster skaters to pass on the outside • Consider using only one direction of travel to prevent grouping when changing directions <ul style="list-style-type: none"> • Try using the other direction for warm-up • Use continuous lanes with staggered entry points or lead groups individually into the lanes for distancing • Educate skaters on physical distancing measures
<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 • Consider widening the fast track to allow slower skaters to use the inside lane and faster skaters to pass on the outside • Consider using only one direction of travel to prevent grouping when changing directions <ul style="list-style-type: none"> • Try using the other direction for warm-up • Use continuous lanes with staggered entry points or lead groups individually into the lanes for distancing • Educate skaters on physical distancing measures



<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 • within their lesson and circuit, without stopping the entire group. 	<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 • May need to use a louder voice for distance (and possible mask) • 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
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	Minimum Delivery Standards	Advanced Delivery Standards	Minimum Standard must be met unless otherwise stated Strategies provided for meeting the standard during COVID-19
			<ul style="list-style-type: none"> • CS skills videos, • Ask an Expert, • CanSkate Tutorials, etc. <ul style="list-style-type: none"> • 'CanSkate Descriptions and Performance Standards' (located in section 7 of the CanSkate Manual) • Encourage coaches to share best practices to create a safe environment for their skaters. <p>Please note: Coaches must maintain a distance of 2m from skaters at all times when in the facility. “Hands on” coaching is prohibited.</p>
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



<p>Parent Information Sessions</p>	<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"> • One parent available for each skater is required • Tie skates outside the arena or in a designated area • For taking a skater to the bathroom • For blowing your skater’s nose, etc. • Method to track parent in the arena or how to contact them if they are outside the building (cell number) <p>Sample parent information session agenda:</p> <ul style="list-style-type: none"> • Facility guidelines • Club/skating school protocols • What to expect on and off the ice • Parent roles • Review EAP • Q & A
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	Minimum Delivery Standards	Advanced Delivery Standards	Minimum Standard must be met unless otherwise stated Strategies provided for meeting the 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 Distribute report cards via email versus hard copies
Off-Ice Classes	<p>Offer off ice class to CanSkate participants to increase physical literacy and help prepare the body for the on-ice demands.</p>		<p>Depending on where off-ice classes are offered, the following protocols need to be observed:</p> <ul style="list-style-type: none"> If you are using facility property to conduct off-ice classes, please follow Skate Ontario Return to Play Protocols and facility protocols If you are using an outdoor area (not part of the facility), please adhere to provincial physical distancing guidelines



	<p align="center">Minimum Delivery Standards</p>	<p align="center">Minimum Standard must be met unless otherwise stated Strategies provided for meeting the standard during COVID-19</p>
<p>Maximum number of skaters per session</p>	<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>	<p>Follow provincial regulations and Skate Ontario Return to Play Protocols for the current number of individuals permitted in a gathering.</p> <ul style="list-style-type: none"> • Maximum of 36 skaters • Maximum of 45 individuals on the ice (including skaters, parents/guardians, PAs and coaches) • CanSkate Stage 2 (or equivalent level skaters) and up • Stage 1 skaters can join the session if they can get up on their own and manoeuvre without hands-on assistance
<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) <p>Incentives:</p> <ul style="list-style-type: none"> • Scan colouring sheets and send digital version to skaters • Air high fives • Sticker chart on bulletin board assigned to a PA or volunteer to update 		