<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>About Us</td>
<td>3</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>3</td>
</tr>
<tr>
<td>Statement of Values</td>
<td>3</td>
</tr>
<tr>
<td>Vision Statement</td>
<td>3</td>
</tr>
<tr>
<td>Operating Information</td>
<td>4</td>
</tr>
<tr>
<td>General Information</td>
<td>4</td>
</tr>
<tr>
<td>Ski School Operations</td>
<td>4</td>
</tr>
<tr>
<td>Training</td>
<td>4</td>
</tr>
<tr>
<td>Police Information and Vulnerable Sector Checks</td>
<td>4</td>
</tr>
<tr>
<td>Harassment Policy</td>
<td>5</td>
</tr>
<tr>
<td>Insurance Waivers</td>
<td>5</td>
</tr>
<tr>
<td>Photo Release</td>
<td>5</td>
</tr>
<tr>
<td>Non Track 3 Activity and Driving</td>
<td>5</td>
</tr>
<tr>
<td>Equipment</td>
<td>6</td>
</tr>
<tr>
<td>Student Comfort and Safety</td>
<td>6</td>
</tr>
<tr>
<td>Washroom Use</td>
<td>6</td>
</tr>
<tr>
<td>Confidentiality</td>
<td>6</td>
</tr>
<tr>
<td>Instructor Code of Practice</td>
<td>7</td>
</tr>
<tr>
<td>Priorities</td>
<td>7</td>
</tr>
<tr>
<td>Precautions</td>
<td>7</td>
</tr>
<tr>
<td>Get to Know Your Student</td>
<td>8</td>
</tr>
<tr>
<td>Safety and Risk Management</td>
<td>8</td>
</tr>
<tr>
<td>General</td>
<td>8</td>
</tr>
<tr>
<td>Duty of Care</td>
<td>8</td>
</tr>
<tr>
<td>The Duty of Care and Teaching Children</td>
<td>8</td>
</tr>
<tr>
<td>Helmet Policy</td>
<td>8</td>
</tr>
<tr>
<td>Terrain</td>
<td>9</td>
</tr>
<tr>
<td>Safe Use of Lifts</td>
<td>9</td>
</tr>
<tr>
<td>Coordinator Responsibility</td>
<td>10</td>
</tr>
<tr>
<td>Alpine Responsibility Code</td>
<td>10</td>
</tr>
<tr>
<td>Canadian Ski Patrol</td>
<td>11</td>
</tr>
<tr>
<td>If there’s an accident</td>
<td>11</td>
</tr>
<tr>
<td>Jacket Policy</td>
<td>12</td>
</tr>
<tr>
<td>Boler Mountain Usage</td>
<td>12</td>
</tr>
<tr>
<td>Ski Pass Procedure</td>
<td>12</td>
</tr>
<tr>
<td>Lift Lines</td>
<td>12</td>
</tr>
<tr>
<td>Public/Separate School Ski Trips</td>
<td>12</td>
</tr>
<tr>
<td>Student Evaluation</td>
<td>13</td>
</tr>
<tr>
<td>Student Report Codes</td>
<td>14</td>
</tr>
<tr>
<td>Ski Star Program</td>
<td>15</td>
</tr>
<tr>
<td>Sit Ski Star Program</td>
<td>17</td>
</tr>
<tr>
<td>Instructor Development</td>
<td>18</td>
</tr>
<tr>
<td>Instructor Training Steps</td>
<td>19</td>
</tr>
<tr>
<td>Refresher Training</td>
<td>20</td>
</tr>
<tr>
<td>Skier/Snowboarder Improvement</td>
<td>20</td>
</tr>
<tr>
<td>Level 2 Instructor</td>
<td>20</td>
</tr>
<tr>
<td>Level 3 Instructor Trainer/Examiner</td>
<td>20</td>
</tr>
<tr>
<td>Teaching Techniques</td>
<td>21</td>
</tr>
<tr>
<td>The 8 Ways</td>
<td>22</td>
</tr>
<tr>
<td>91 Ways to say “Very Good”</td>
<td>23</td>
</tr>
<tr>
<td>The Art of Teaching</td>
<td>24</td>
</tr>
</tbody>
</table>
ABOUT US
The London Track 3 Ski School has been a leader in providing downhill ski/snowboard programs for children, young people and adults with disabilities since 1987. The London Track 3 Ski School employs and has developed many techniques to assist individuals with a disability learn to ski/snowboard to the best of their abilities.

The philosophy of the London Track 3 Ski School is that individuals with disabilities should be given the opportunity to experience the joy and exhilaration of skiing/riding with full access to high quality instruction and equipment.

All of our instructors, coordinators, board members, and support staff are unpaid volunteers who share our motto “Skiing is for Everyone!”

Mission Statement
The mission of the London Track 3 Ski School shall be to provide a safe, enjoyable and rewarding downhill skiing/snowboarding experience for persons with a variety of physical and/or intellectual challenges and to further provide an enriching volunteer experience for students and adults alike.

Statement of Values
The London Track 3 Ski School, in pursuit of its mission, is committed to providing a safe, fun and rewarding student and volunteer experience which fosters a unique sense of belonging.

Vision Statement
The London Track 3 Ski School is dedicated to providing an exceptional downhill skiing or snowboarding experience for its students and an enriching volunteer experience by:

- Providing a safe, affordable student experience for as many people as possible.
- Ensuring that all student and volunteer opportunities are delivered in a fair and equitable fashion.
- Enhancing the public image and awareness of the London Track 3 Ski School.
- Enhancing our partnership with the London Ski Club and other partner community groups.
- Exploring and embracing innovative methods and equipment.
- Developing and maintaining relationships with a variety of funding partners.
- Providing exceptional training, social and volunteer experiences for our volunteers which allows for individual experiential growth.
- Providing a rewarding social outlet for students, parents and volunteers which encourages the development of long term supportive relationships.
OPERATING INFORMATION

This handbook is presented for the information of all volunteers associated with the London Track 3 Ski School. It may be revised from time to time resulting from changes in the organization. Updates will be posted to our website at www.londontrack3.ca. A printed version of this handbook should be considered out-of-date. Reference should always be made to the online version to ensure accuracy.

General Information
Phone number: 226-289-2943 General e-mail: info@londontrack3.ca
Contact information for our directors and program coordinators is available on our website at www.londontrack3.ca

Ski School Operations
The London Track 3 Ski School operates seven days a week starting in early January (the program start date and other key event dates will be posted to our website prior to the start of each season). The program is seven weeks in duration for instructors and coordinators and six weeks in duration for students. All volunteers are asked to commit to at least one session per week for the entire seven week program.

If you are aware of a scheduling conflict please advise your program coordinator in advance to discuss either finding a replacement instructor or rescheduling the missed lesson. **Note: an assistant instructor cannot take responsibility for a student and therefore cannot conduct a lesson on their own or in conjunction with another assistant instructor.**

Training
All new instructors are required to complete all aspects of Level 1 training which includes on-line self-learning modules, attendance at an evening off-hill session and an all-day on-hill session. For full details of the training requirements please review the “Level 1 Training” page under the “Instructors” tab on our website.

Returning and new instructors are required to attend annual professional development training during the first week of the program. During these sessions instructors will be paired with their student allowing the training session to be geared to the needs of the student.

Police Information and Vulnerable Sector Checks
All volunteers with the London Track 3 Ski School are required to obtain a police information check and vulnerable sector check every three years with the results to be reported to the Director of Risk Management of the London Track 3 Ski School. These checks will be securely retained by the London Track 3 Ski School for five years after which time they will be destroyed. In lieu of the London Track 3 Ski School paying for these checks the Board of Directors has waived the yearly volunteer registration fee.

**If a record check and vulnerable position screening is in progress but the results have not been received before the start of the Track 3 season a declaration form declaring that the process has been initiated will need to be completed.**
Harassment Policy
Harassment is defined by the Ontario Human Rights Code as: "engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome.” Harassment can come in many forms but is always unacceptable.

Sexual harassment is defined as "unwelcome or uninvited attention, conduct or communication of a sexual nature from a person who knows or ought reasonably to know that such attention is unwanted" and is strictly prohibited. Any sexual relationship where one is in a position of trust is also strictly prohibited.

A London Track 3 Ski School member who becomes aware of a situation involving harassment, including sexual harassment, of a student or volunteer is to notify a member of the Board of Directors forthwith either directly or through the established chain of command by speaking to their respective coordinator.

Any London Track 3 Ski School member who engages in harassment of any nature will be expelled from the program forthwith.

Insurance Waivers
All students and Track 3 volunteers (both on-hill and off-hill) are required to have a signed insurance waiver on file prior to their participation in the Track 3 program. These waivers are to be completed annually.

Photo Release
All students and Track 3 volunteers are asked to complete a photo release. The London Track 3 Ski School uses photos and video clips of our students and instructors to promote the ski school and to develop training material. Each member’s cooperation and participation in photo and video opportunities is appreciated; however the London Track 3 Ski School respects the rights of each individual and stress that participation in any photo and or video is voluntary. Once completed, the photo release will continue to be valid unless consent is withdrawn by the participant or their parent/guardian.

Non Track 3 Activity and Driving
Instructor involvement with their student is to be limited to scheduled lessons and events as approved by the Board of Directors. Instructors and students are not covered by the London Track 3 Ski School’s insurance carrier for events that are not sanctioned by the Board and therefore Instructors are not permitted to schedule private lessons or other events with their student as a representative of the London Track 3 Ski School.

Under no circumstances are instructors to transport a London Track 3 Ski School student that is not related to them or under their guardianship in their personal vehicle.
Equipment

The London Track 3 Ski School provides all students with the equipment needed to participate in their lessons, including specialized equipment such as sit skis and outriggers. Under no circumstances shall the equipment be used by any person other than a Track 3 member while engaged in a scheduled lesson or event approved by the Board of Directors.

Unless certified as a ski technician or trained in the specific piece of equipment (i.e. sit skis and outriggers) instructors must not make adjustments to a student’s equipment including but not limited to adjusting the tension on a binding or adjusting a binding to fit a ski boot. If equipment needs to be adjusted please contact one of the certified ski technicians at the rental shop near the main building.

If a piece of equipment needs to be replaced or repaired please notify your coordinator and ensure it is tagged and removed from use.

Student Comfort and Safety

Students are to wear and use safe, warm and comfortable clothing and equipment, including an approved helmet. It is the responsibility of the instructor to check to ensure that these conditions are met. This includes periodic checks of the student for their personal comfort (too cold or fatigued) as well as monitoring the safe condition and operation of the equipment.

Instructors should inform parents/guardians if their student is inadequately prepared or clothed for the prevailing conditions and should be confident in recommending appropriate attire when required. Recommendations should be recorded in the student’s log book. If there is an inadequate response from the parent/guardian, the instructor should request that the coordinator become involved to assist in resolving the situation. Students will not be allowed to participate in the program if they are not appropriately dressed for the conditions.

Instructors are to ensure that their student has adequate break periods through consultation with or close monitoring of their student.

Washroom Use

Students are expected to be able to take themselves to the washroom should they require it. Under no circumstances will a Track 3 instructor be permitted to assist with the washroom requirements of their student unless they are personally related to, or directly responsible for the student. Parents or guardians must make the necessary arrangements to be present to assist with this if necessary.

Confidentiality

A student’s disability and abilities are personal matters between the student, their parents/guardians, the London Track 3 Ski School and the instructor. An instructor shall not divulge private student information to any person except to an authorized London Track 3 Ski School official or instructor in accordance with the need to develop and deliver an appropriate training program for the skier.

Instructors may discuss their personal experience in the program and their student’s achievements in general terms; however care must be taken to ensure that they do not divulge personal information.
INSTRUCTOR CODE OF PRACTICE

Instructors are the front line representatives of the London Track 3 Ski School in dealing with an assigned student and the student’s parents or guardians. In this capacity the instructor must exhibit appropriate professional conduct at all times. Instructors are expected to maintain up to date Track 3 training certification consistent with the student’s disabilities and the equipment being used. The instructor has a personal responsibility to monitor the needs of their student and their own ability to respond to those needs. In the event that an instructor may be unable to function satisfactorily with their assigned student for whatever reason, they should discuss the situation with their coordinator to attempt to find a solution.

Priorities:

The following priorities should guide the activities of all Track 3 Instructors.

✔ The student’s program and activities are to be organized with safety as the top priority.
✔ The training program must ensure that the skier has fun. Learning advanced techniques, although a desirable component of the program, must take second place to the fun aspect of the Track 3 experience.
✔ The program must emphasize, through actual skiing experience, an orderly development of the key aspects (adjusted for the skier’s disability) of the CSIA progression.
✔ The training program where possible, should lead a skier to developing personal responsibility for their development to independent safe skiing.

Precautions

The following precautions will help ensure a safe season for you and your student;

✔ Know your student’s limitations and capabilities and adjust your lesson plan to stay within them
✔ Make sure you and your student are properly dressed for the weather
✔ Take frequent breaks in the Track 3 building to avoid frostbite or hypothermia (more frequent in colder weather)
✔ Keep your student clear of any hazards such as snow fences, lift towers, other skiers, etc.
✔ Stay out in the open to be seen and avoid blind corners or areas of low visibility
✔ Stop if your student is getting tired as this is when accidents are more likely to happen
✔ Be alert and pay attention to what is happening around you and your student at all times
✔ Always wear a helmet – it is mandatory for you and your student (reference the helmet policy discussed later)
✔ Prior to using a lift, explain the operation to your student so they know what to expect (getting on, lowering the bar, etc.)
✔ Signal the lift operator to slow the lift if your student is unsure of it or using it for the first time
Get To Know Your Student
Contact your student or their parents/guardian in advance of the 1st session
✓ tell them who you are and a little about yourself
✓ ask about the student’s disability and what interests they have

SAFETY AND RISK MANAGEMENT

General
Discuss your student’s disability with your student or their parent/guardian prior to the start of the first lesson. It is important that you know your student’s disability and limitations.

Duty of Care
When you, as a ski instructor, agree to undertake the instruction of a person you enter into a special relationship with that person, out of which the court will impose upon you a duty of care for the safety of your student. This duty of care commences when you first meet your student at the start of your lesson and does not end until the lesson is competed.

The Duty of Care and Teaching Children
When working with children, the actual instruction of downhill skiing/snowboarding is only one element of your overall concern. Courts in Canada have found that the Duty of Care owned by a person charged with the supervision of a child is that of the “careful or prudent parent” in similar circumstances. This duty increases as the age and experience of the child decreases. This would also hold true for an adult student with diminished capacity of a nature that would render them incapable of making their own decisions. You will not have discharged your duty of care until such time as the student has been safely released into the care of another responsible adult.

Helmet Policy
While the London Track 3 Ski School respects the individual’s choice to wear a helmet while skiing or boarding it is the policy of the London Track 3 Ski School that all students and instructors must wear an approved helmet while participating in the program.
Terrain
Boler Mountain offers easy, intermediate, and advanced slopes. Remember to always pick your terrain based on the snow conditions at the time, your student’s ability and alertness, and your own ability and alertness. The more advanced slopes offer a greater challenge for our students and caution must be exercised before taking a student on an advanced trail.

Caution: The new West Hill offers terrain that far exceeds the capabilities of most of our students. Before taking a Track 3 student to the West Hill you must have your student’s skiing/riding ability evaluated by a Level 3 Trainer/Examiner to ensure that your student is ready for the greater challenge offered by the West Hill.

Safe Use of Lifts
Boler Mountain has two different kinds of lifts, the magic carpet, and three chairlifts. Safe practices require an understanding of how each lift operates and an awareness of the risks.

Magic Carpet
The magic carpet is one of the most popular beginner lifts as it is easy to use and safe. Track 3 students can learn to ride this lift independently by following these few steps:
• When getting on the lift, have the student keep their skis parallel or like “French fries.”
• Remind them to keep their hands by their side and to stay still while riding the carpet.
• Allow the carpet to slide them off and then move out of the way as quickly as possible.
• With very young students or students that are unable to support themselves, you should ride directly behind them and either control their balance, or support them as the case may be.
• For all students it is important that you ride directly behind them to offer assistance as the need arises

Chairlifts
Many precautions need to be taken when riding the chairlift with Track 3 students.
• Before using a chairlift for the first time with a Track 3 student you must have your student evaluated by a Level 3 Trainer/Examiner to ensure the student is capable of skiing the more difficult terrain serviced by the chairlifts.
• Before getting on the lift for the first time have the attendant slow the lift to give your student extra time to load.
• A qualified Track 3 instructor must ride the lift with the student at all times.
• The safety bar must be lowered as soon as possible and not lifted until you have reached the top.
• Students should sit back in the seat as far as they can.
• When getting off the lift clear the unloading area as soon as possible
Coordinator Responsibility

The coordinator is responsible for the program day along with their co-coordinator. Coordinators will ensure that the equipment used by each student is removed from the equipment room and is readily available for the students’ use prior to the start of the lesson. Instructors should not enter the equipment room without the expressed permission of the coordinator.

Coordinators will complete their instructor student pairings prior to the start of the Track 3 season. The first week of the program is dedicated to annual professional development training. During the first week coordinators will provide their instructors with their students name and profile allowing the trainers to focus the instructor’s refresher training to the specific needs of their student. For a complete list of the coordinator’s duties and responsibilities please refer to the Coordinator Handbook.

ALPINE RESPONSIBILITY CODE

There are elements of risk that common sense and personal awareness can help reduce. Regardless of how you decide to use the slopes, always show courtesy to others. Please adhere to the code listed below and share with others the responsibility for a safe outdoor experience.

1. Always stay in control. You must be able to stop or avoid other people or objects.
2. People ahead of you have the right-of-way. It is your responsibility to avoid them.
3. Do not stop where you obstruct a trail or are not visible from above.
4. Before starting downhill or merging onto a trail, look uphill and yield to others.
5. If you are involved in or witness a collision or accident, you must remain at the scene and identify yourself to the Ski Patrol.
6. Always use proper devices to help prevent runaway equipment.
7. Observe and obey all posted signs and warnings.
8. Keep off closed trails and closed areas.
9. You must not use lifts or terrain if your ability is impaired through use of alcohol or drugs.
10. You must have sufficient physical dexterity, ability and knowledge to safely load, ride and unload lifts. If in doubt, ask the lift attendant.

Know the Code – Be Safety Conscious – It is Your Responsibility
CANADIAN SKI PATROL

Effective rescue services require a clear, concise and rapid transmission of information. In order to ensure the safety of our students and instructors we rely on the local members of the Canadian Ski Patrol System (CSPS). In the event an accident occurs that results in injury to either a student or an instructor it is important to be aware of the appropriate method of obtaining help from the Ski Patrol.

If there’s an accident . . .

1. Secure the area and mark the site such as with crossed skis or poles uphill from the injured skier.
2. Send someone to get the Ski Patrol. (see above for hand and whistle signals) while you stay with the injured skier.
3. If a patroller is in sight you can signal to them by facing the patroller being signalled and raising one arm upright.
4. If you have a whistle you should blow three blasts to summon help from the patrollers. Any patroller hearing this will respond with either one blast signifying that they understand your call for help, or two blasts requesting that you repeat your three blast request.
5. Send another skier to the Track 3 building to inform the coordinator
6. Remain with the skier throughout until such time as the skier has recovered on the hill or the patroller has handed off the injured skier to their parents or EMS workers.
7. If medical attention is needed, ensure that their equipment is returned to the equipment room, isolated to prevent further use and red tagged without making any changes or adjustments to it. This may be needed for further investigation of the accident
8. Do not comment on any aspect of the accident to anyone but your coordinator!
9. Your coordinator will obtain the number of any Ski Patrol Accident Report for our files
10. Make personal notes about the incident and leave them with your coordinator who will make additional notes in order to inform the Board of Directors. Your notes should include;
    a. Who was injured?
    b. What is the nature of the injury?
    c. Where did the accident occur?
    d. What time did it occur?
    e. How did the accident happen?
    f. What were the weather, snow and lighting conditions at the time of the accident?
    g. These notes should not contain any narrative as to fault or responsibility . . . just the specifics noted above.
**JACKET POLICY**

Approved jackets are available at the Ski School for instructor use on all program nights.

- Jackets are to be worn by all qualified Track 3 instructors and assistants while participating in a scheduled lesson/event.
- All instructors and assistants are to adhere to the alpine responsibility code while wearing a Track 3 Jacket.
- When wearing your Track 3 jacket in off hill situations, you are a representative of the London Track 3 Ski School and every effort must be made to conduct yourself in a manner that will ensure the best representation and public image for London Track 3 Ski School.
- Name tags will be provided for all instructors, assistants, and coordinators and are to be worn while involved in a Track 3 event.

**BOLER MOUNTAIN USAGE**

As users of Boler Mountain we are given the privilege of skiing during program hours at no cost. This privilege is extended to Track 3 volunteers and students only. **Under no circumstances is a ticket provided to a Track 3 member to be transfer to another person for their personal use. Failure to comply with this requirement may result in dismissal from the program.**

**Ski Pass Procedures**

All instructors will be issued a lift ticket by their coordinator at the start of each program session or event. This is for the instructor’s personal use only for your class but you may continue to ski with the pass once your class has finished.

You may purchase a discounted season pass subject to the terms in effect at the time between the London Track 3 Ski School and Boler Mountain. Generally the season pass is discounted 50% of the pre-season price for London Track 3 Ski School volunteers. Just go to the Boler Mountain main desk, identify yourself as a Track 3 Instructor and pay the fee.

**Lift Lines**

At Boler Mountain the Snow School lift lines are for the exclusive use of the Boler Mountain Snow School with the exception, for safety reasons, of sit ski students. Track 3 students and their instructors are to use the regular lines at all times. The ski school lines are reserved for the regular snow school as their lesson time with their students is much shorter than ours.

**Public/Separate School Ski Trips**

At various times throughout the year local schools bring their students to Boler Mountain for a ski day. Occasionally there is a need for Track 3 instructors to assist the regular ski school that day by working with a student with disabilities. Please advise your program coordinator or send an e-mail to info@londontrack3.ca if you are interested in participating in this program.
STUDENT EVALUATION

Procedures

1. Instructors are required to complete the Progress Report form in their student’s progress book following each instruction session.
2. The Program Coordinator is responsible for ensuring that the instructor completes this evaluation after each session.
3. The instructor must return the progress book to the coordinator after completing the evaluation form. The book must not be left out as it contains confidential information regarding the student’s health.
4. The Program Coordinator will discuss progress, problems etc., of each student in his/her program with that student's instructor on a weekly basis.
5. The Program Coordinator will conduct periodic on-hill audits of the progress of each student and of the training techniques employed by each instructor in his/her program.
6. At the end of the season an evaluation of each student will be conducted by the Program Coordinator with all instructors in the program to ensure that problems, achievements, innovative instructional techniques are noted by all program instructors.
7. The Program Coordinator, in concert with their instructors, will determine graduation criteria for each program based on ability of potential graduates to ski independently.
8. Program Coordinator recommends potential graduates for his/her program to the Board of Directors.
9. Board of Directors considers recommendation from each Program Coordinator and makes the final determination.
10. Approved graduates are awarded graduation award or certificate at end of season ceremony.
STUDENT REPORT CODES

UPHILL STAGE
1  Taken up - pushed etc.
2  Assisted to climb
3  Climb Unassisted
4  Supported on magic carpet
5  Assisted on magic carpet
6  Unassisted on magic carpet
7  Assisted on chairlift
8  Unassisted on chairlift

DOWNHILL STAGES
1  Moving on flat ground supported
2  Moving on flat assisted
3  Moving on flat unassisted
4  Straight run slight grade - supported
5  Straight run slight grade - assisted
6  Turning slight grade - supported
7  Turning full beginner hill - supported
8  Turning intermediate hill - supported
9  Straight run slight grade unassisted
10 Turn into hill slight grade unassisted
11 Turn into fall line slight grade unassisted
12 Turn both directions slight grade unassisted
13 Link turns on beginner hill unassisted and under control
14 Slow skiing, turning, side slipping, stopping on intermediate hill unassisted and under control
15 Controlled faster skiing - intermediate hill
16 Controlled faster skiing - advanced hill
SKI STAR PROGRAM

The Ski Star Program is used to indicate and recognize a student’s level of skiing ability. The different levels of progress are identified by coloured star pins that are awarded to the students at the end of each season. The pin to be awarded is determined by the instructor in consultation with the coordinator, two weeks before the end of the season and the pin is presented at the final class of the season. There is also a ‘participation award’ for students who may not have yet developed sufficiently to receive a star pin. Discuss the program with your coordinator and set goals to ensure the student’s development.

White Star ⭐

This is the first step in our progression. It is relatively easy and should provide encouragement to continue but should not be given automatically. The skier may or may not ride lifts. As with all of the Ski Stars, students must pass the basic manoeuvre and at least 4 exercises and skills.

Basic Manoeuvre: Single snowplow turns to the left and the right on gentle terrain.

Exercises and Skills:
- Carry equipment; put on/take off equipment; remove snow from boots
- Climb side step; start on a slope
- Straight run and snowplow stop
- Star turn; step turn while skiing
- Slalom pole duck under (pole held at ½ skier’s height)
- Know trail sign colours

Yellow Star ⭐

The Yellow Star means a skier can ski a gentle slope under control without stopping. The skier is able to ride lifts with assistance. Skiers must pass basic manoeuvre and 4 of 5 exercises and skills.

Basic Manoeuvre: Linked snowplow turns on gentle to moderate terrain (at least 4 turns)

Exercises and Skills:
- Snowplow exercise, open into snowplow at least three times keeping body in the fall line
- Herringbone climb
- One type of kick turn
- Push with ski poles and slide
- Athletic stance while standing still
**Green Star ★**

The Green Star indicates the skier can do basic Christie turns; i.e. skis must be parallel for part of the turn. The skier can come down most intermediate runs and use lifts with minimal assistance.

Basic Manoeuvre: Basic Christie turns, at least 4 of them, with or without pole plant.

Exercises and Skills:

- ✔ Skating on flat terrain with or without ski poles.
- ✔ Side slipping vertically or diagonally for at least two meters.
- ✔ Christie uphill with or without a pole plant on both sides.
- ✔ Straight running on one ski at least 5 meters ((other ski off the snow)
- ✔ Introduction to use of ski poles: correct use of inside pole in at least three consecutive turns of any type.
- ✔ Hockey stop to either side.

**Blue Star ★**

The Blue Star means that the skier can do basic parallel turns consistently on a moderate slope, show speed control and the use of the ski poles. The skier can come down all but the most difficult runs and ride any lift without assistance.

Basic Manoeuvre: At least 4 basic parallel turns with pole plant on moderate terrain; while the turns need not be linked there should be some speed control.

Exercises and Skills:

- ✔ Skate without poles in a figure 8 on flat terrain
- ✔ Diagonal side-slip, both sides at least 5 meters without stopping
- ✔ Traverse a moderate slope on edge showing good positioning, traverse same slope on the downhill ski with the uphill ski raised off the snow.
- ✔ Introduction to bumpy terrain; at least 4 turns on the top of bumps without falling (turns need not be linked)

**Red Star ★**

The Red Star indicates that the skier has fairly well developed edging skills, the ability to control speed on steeper slopes, a high degree of ski performance and the ability to link turns smoothly. The skier can safely get down any hill and stay in control.

Basic Manoeuvre: At least three linked parallel turns on moderate terrain; turns should be quite round.
Exercises and Skills:
- ✔ Power plow showing good bending of outside ski.
- ✔ Step turns showing a good edge platform before the step.
- ✔ Hop Christies.
- ✔ Downhill stop.
- ✔ At least 4 single ski turns, keeping the inside ski lifted.

**SIT SKI STAR PROGRAM**

Due to the specialized nature of the equipment, a Ski Star program has been developed that is unique to sit ski students. The same award process as applies to the regular Ski Star program is to be followed for sit ski students.

**White Star ★**

The White Star skier will be able to participate by understanding instructions, left and right and showing the ability to turn the ski aided by the instructor. This skier would use pontoons and possibly a handle bar. The sit ski is tethered. All participants in their first year would receive this level.

**Yellow Star ★**

Skier can complete at least 3 linked turns by shifting their weight under the direction of the instructor. The sit ski would be tethered but would not use a handle bar unless necessary for their disability.

**Green Star ★**

The skier is able to do controlled turns without direction from the instructor but is still tethered. Skiing is done in a safe and controlled manner. Pontoons will be all the way in.

**Blue Star ★★★**

The skier skis the unit with the pontoons and handle bar removed, and controls turns with the use of outriggers. The student is skiing without direction from the instructor and the tethers are loose. The skier is skiing in a safe and controlled manner.

**Red Star ★★★★★**

The skier is skiing un-tethered in either the Bi-ski or Mono-ski. Their skiing is controlled and confident and demonstrates safe use of the equipment while skiing. If the equipment allows for self-loading the skier should be able to perform this activity unassisted.
### INSTRUCTOR DEVELOPMENT

Track 3 encourages instructors to develop their skills to the extent that they wish to. The levels that instructors can attain are:

<table>
<thead>
<tr>
<th>INSTRUCTOR LEVEL</th>
<th>FUNCTION</th>
<th>QUALIFICATION REQUIREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSISTANT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Those who are less than 16 years of age or have not fully qualified in all the required Track 3 Training courses.</td>
<td>Help a Level 1 instructor on the hill but not have the sole responsibility for a student.</td>
<td>▪ Sufficient skiing/riding ability to be able to carry out assigned tasks safely.</td>
</tr>
<tr>
<td><strong>LEVEL 1 Instructor</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning level for a Track 3 instructor</td>
<td>Can teach students that can hear, see and have been deemed capable of supporting themselves while skiing/riding. May assist a Level 2 Instructor after additional training.</td>
<td>▪ Successful completion of all Level 1 training components ▪ Skiing ability must be at CSIA STEP 5 or above ▪ Snowboarding ability must be at CASI STEP 4 or above</td>
</tr>
<tr>
<td><strong>LEVEL 2 Instructor</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced level of instructor (see Instructor Training Categories)</td>
<td>Can teach skiing to students requiring specialized training and/or specialized equipment. Level 2 disciplines are: 3 and 4 Track Skiing Sit Ski – Mono and Dual Vision</td>
<td>▪ Serve one year teaching at Level 1 ▪ Successfully complete training in the chosen discipline ▪ Skiing ability must be at CSIA step 6 or above ▪ Snowboarding ability must be at CASI step 5 or above</td>
</tr>
<tr>
<td><strong>LEVEL 3 Instructor/Examiner</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highest level of Instructor</td>
<td>Conduct/examine training sessions for Level 1 instructors. Conduct/examine training sessions for Level 2 Instructors in which the Level 3 Instructor/Examiner has been certified.</td>
<td>▪ Serve for at least 3 years as a Level 1 Instructor ▪ Successful completion of Level 2 discipline(s) being taught ▪ CADS Level 1 certification ▪ Member in good standing of CADS ▪ CSIA or CASI Level 1 certification ▪ Member in good standing of CSIA or CASI</td>
</tr>
</tbody>
</table>
INSTRUCTOR TRAINING STEPS

LEVEL 1 (Including Assistants)

Step 1 Recruitment/Registration
The London Track 3 Ski School conducts recruitment sessions in various locations to educate the public about our program; however many of our volunteers learn about the program through word-of-mouth. Either way the first step is to learn about Track 3 then register on-line at www.londontrack3.ca.

Step 2 Off-Hill Training (Mandatory)
Off-Hill Training consists of on-line self-learning modules and an in-class session. The on-line modules should be completed prior to attending the in-class session. The in-class session includes lectures from invited guests from organizations such as Autism Ontario, a review of this booklet, and a mandatory test based on the Instructor Handbook.

Step 3 On-Hill Training (Mandatory)
On-hill training is an all-day session which is broken into two ½ day sessions; progression training and adaptive training.

Progression training is taught by Level 2 CSIA ski instructors. In this session you will be introduced to the techniques developed by the CSIA/CASI to introduce a new skier/boarder to skiing/riding. We focus on the lower end of skier/boarder progression as many disabled skiers/boarders take a long time, if ever, to progress to an advanced level.
In addition your skiing/riding ability will be assessed to ensure that you have the necessary skills to deliver instruction to a student in a manner that is safe for you and your student.

Adaptive training — in this session your Track 3 Instructor/Trainer will describe and demonstrate the various methods used to teach a person with a disability to ski/snowboard. You will be given to opportunity to use the equipment and practice the teaching methods in a controlled environment to ensure you are comfortable with both.

NOTE: Students must be 16 years of age or older to be certified as a Level 1 instructor. Students under the age of 16 or those that are unable to successfully complete the require training can be certified as an assistant instructor.
Junior (under 16) assistant instructors must complete Step 3 every year until they have reached the age of 16.
Assistant instructors that did not successfully complete all Level 1 requirements will be certified as Level 1 instructors when the missed component has been successfully completed or on-hill deficiency has been corrected.

If the candidate is a CSIA/CASI instructor in good standing the progression training is waived.
Refresher Training
The first week of the Track 3 season is dedicated to instructor refresher training. All new and returning instructors are required to attend refresher training during their regular scheduled date/time. During this session instructors will be paired with their students and if required a second instructor. Once familiar with your student’s disability your refresher training can be tailored to the needs of your student.

Skier/Snowboarder Improvement
The London Track 3 Ski School offers skier/snowboarder improvement sessions during the Track 3 season. These sessions are conducted by Level 2 CSIA/CASI Instructors and are offered free to all current instructors. As the sessions are Board approved Track 3 events your lift pass will be provided free of charge. Not only is this a great opportunity to hone your skiing/riding skills, it is a great opportunity to meet new people and enjoy an evening of skiing. The sessions are held on an as needed basis so if you are interested in coming out for an evening or two please send an e-mail to the Director of Training at training@londontrack3.ca.

Level 2 Instructor
A Level 1 instructor with at least one year experience may apply to become a Level 2 instructor. If you are interested in certifying in a Level 2 disciplines please contact the Director of Training at training@londontrack3.ca or speak with the coordinator for that discipline. The Level 2 disciplines are:

- 3 Track
- 4 Track
- Vision Impaired
- Hearing Impaired
- Sit Ski – Mono, and
- Sit Ski – Dual

Level 2 Instructors may, upon successful completion of the CADS Level 1 course, conduct training courses for Level 1 and Level 2 Instructors but may not certify the candidates.

Note: You must complete the certification process for each discipline to become certified in that discipline.

LEVEL 3 Instructor/Examiner
Level 3 Instructor/Examiners are qualified to conduct training sessions and certify Level 1 and Level 2 instructors. To become a Level 3 Instructor/Examiner you must be a certified CADS Level 1 Instructor and a certified CSIA or CASI Level 1 Instructor.

If you wish to become involved in training please contact the Director of Training at training@londontrack3.ca.
TEACHING TECHNIQUES

It is important to call your students "skiers" or "athletes" or some other name YOU wouldn't mind being called. Being patient is likely the most important factor for successful instruction. Constant encouragement and praise is the next most important factor allowing you to build confidence.

Important methods:

- MODELLING of the task – show your student the skill you are going to teach them.
- REPETITION – practice it with your student repeatedly.
- PHYSICALLY ASSISTING the skier – help them to properly position their skis etc.
- Teach ONE-STEP at a time making the task as simple as possible
- REINFORCEMENT of doing a good job or trying hard with verbal praise (see 91 Ways to say “Very Good” on Page 22), hot chocolate rewards...

Some skiers will have difficulty hearing you in a noisy background. Make sure you have their attention before you start talking to them and speak clearly and loudly enough to be heard. Have them repeat important instructions to ensure they understood what you said. Speak directly by saying, "Do this..." rather than "Would you like to do.....". Let your skier know that you are introducing a new skill and that you feel they are ready to learn it.

At the end of each lesson, talk with your skier to find out what they liked/disliked. Go over their improvement and point out one or two areas to think about working on for the next lesson. Record your progress, difficulties and new techniques that "clicked". Refer to these notes before you head back out to the hill the next time.

Teaching Tidbit

People generally remember:

20% of what they HEAR
50% of what they SEE
90% OF WHAT THEY DO
### The 8 Ways

There are 8 considerations to make your lesson an enjoyable experience for your student:

1. **Motor Function** - It is surprising what children can do!!! Particularly children with disabilities. Motor function is dependent upon flexibility, muscle strength, endurance, efficiency of movement and balance. This is especially important for children with disabilities, as they tend to have fewer opportunities to participate in sport.

2. **Sensory Capabilities** - The ability to know where your hand or foot is at any given time is a necessary ingredient in muscle action of that area. Decreased tactile sensation whether due to pain or pressure must be carefully monitored. If sensation is decreased, the skier may not know when problems are beginning to develop.

3. **Capacity To Organize Perceptions** - The skier's ability to learn may require adjustments in your teaching methods. If the skier’s learning style is auditory, verbal instructions may be sufficient. Most children learn by demonstration and hands on assistance. Learning may require many repetitions and returning to basic steps.

4. **Past Learning** - It is helpful to talk to the parents about previous successes your student has had. This may give you insights into how best to make your lesson a success.

5. **Maturation** - For most students the social aspect of skiing/riding should be emphasized. Introducing your student to others and playing up the party atmosphere is generally the right approach.

6. **General Level of Adjustment** - Praise! Praise! Praise every slight improvement.

7. **Anxiety** - Developing a good rapport with your skier should help to alleviate anxiety. If your student becomes anxious attempt to find out what provoked the anxiety in order to reduce it.

8. **Frustration** - All sports have a degree of frustration. Allowing your student to understand this will go a long way to help alleviate any frustration your student may be experiencing.
91 Ways to say “Very Good”

Congratulations!
Couldn’t have done it better
Excellent!
Fantastic!
Fine!
Good for you
Good going
Good job (name)
Good remembering
Good work
Great!
I knew you could do it
I think you’ve got it now
I’m happy to see you working so hard
I’m proud of the way you worked today
I’m very proud of you
I’ve never seen anyone do it better
Keep it up!
Keep on trying
Keep up the good work
Keep working on it
Look at you go!
Marvelous!
Much better
Nice going
Not bad
Nothing can stop you now!
Now that’s what I call a fine job
Now you have it
Now you’ve figured it out
Now you’ve got the hang of it
One more time and you’ll have it
Outstanding!
Perfect!
Right on!
Sensational!
Super!
Superb!
Terrific!
That makes me feel good
That’s the way to do it
That’s a great job
That’s better than ever
That’s coming along nicely
That’s first class work
That’s good!
That’s great!
That’s it!
That’s much better
That’s quite an improvement
That’s really nice
That’s right!
That’s the best ever
That’s the best you’ve ever done
That’s the right way
That’s the way
Tremendous!
Very good!
Way to go!
Wonderful!
WOW!
You are learning fast
You are really learning a lot
You are very good at that
You did a lot of work today
You did it that time
You did very well
You figured that out fast
You haven’t missed a thing
You make it look easy
You must have been practicing
You out did yourself
You really make my job fun
You remembered
You’re doing a good job
You’re doing beautifully
You’re doing fine
You’re getting better
You’re getting better every day
You’re on the right track
You’re really going to town
You’re really improving
You’re right
You’ve got it made
You’ve just about got it
The Art of Teaching

Things to Remember

- Remember the Submarine Sandwich . . . it only takes one small bite at a time to enjoy it
- Know your student and their capabilities, don’t try to accomplish too much at once
- Analyze the skill, reduce it to its basic components and teach each part in its turn
- Learning is fun . . . games and your enthusiasm will ensure your lessons are enjoyable for both you and your student.

Guidelines for Success

- ALWAYS:
- Check clothing and equipment
- Do warm up exercises
- Select terrain that is appropriate for your student and the skill to be taught
- Talk as little as possible (learn by doing)
- Demonstrate often (exaggerate as needed)
- Provide positive feedback . . . “look at that turn, you are way ahead of me”
- Adjust the pace to the student’s skill development
- Be aware of psychological factors such as fear
- Practice and repetition
- End with encouragement and a feeling of fulfillment

Basic Steps:

- At what level is my student?
- Set a goal to achieve during that particular lesson. i.e. straight running
- Basic skills or tasks – balance, body position, stance
- Teaching Progression:
  - Easy terrain – slow speed
  - Increase speed by using steeper terrain
  - Introduce the next step at easier terrain
- Remember that the slower you go at first the faster you can progress later . . . don’t be in a hurry to get there . . . remember the submarine sandwich, one small bite at a time
- Practice – use games – airplanes, canoeing, tall/small, etc. to re-enforce what the student has learned.
- Always end on a positive note, tell the student what they did well and tell them what you will work on next. The next lesson should begin with a review (usually in a game context).
Skiing/riding should be fun . . . enjoy the time with your student . . . ask how their week went?

✓ How do they feel?
✓ What do they like or do outside of skiing/riding?
✓ Use this knowledge to keep them interested and talking to you, that way you can watch for the lesson ending signs:
  o Fatigue,
  o Boredom, and
  o Fear.

Safety

• Always stop before the student is tired
• Always position yourself between the student and potential danger
• Use the lesson to make the student aware of the ALPINE RESPONSIBILITY CODE
• Know your student’s capabilities and limitations
• Know your own capabilities and limitations
• Begin each session with an equipment check and warm up exercises (make sure the student sees this or is aware that it has been done….we are teaching lifetime skills as well)

Have a great season!