



Instructor Handbook Essentials Edition



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ABOUT US

The London Track 3 Adaptive Snow School has been a leader in providing downhill ski/snowboard programs for children and adults with disabilities since 1987. The London Track 3 Adaptive Snow 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 Adaptive Snow 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/riding is for Everyone!”

Mission Statement

The mission of the London Track 3 Adaptive Snow School is 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.

Statement of Values

The London Track 3 Adaptive Snow 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 Adaptive Snow 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 Adaptive Snow School.
- Enhancing our partnership with Boler Mountain 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 Adaptive Snow School. It may be revised from time to time resulting from changes in the organization. The most recent version will be posted to our web site 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

London Track 3 Adaptive Snow School Operations

The London Track 3 Adaptive Snow School operates seven days a week starting in early January (the program start date and other key event dates will be posted to our web site 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/Annual Refresher 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 web site.

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

Police Information and Vulnerable Sector Checks

All volunteers, eighteen and older, 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 Adaptive Snow School. These checks will be securely retained by the London Track 3 Adaptive Snow School for five years after which time they will be destroyed. In lieu of the London Track 3 Adaptive Snow School paying for these checks the Board of Directors has waived the yearly volunteer registration fee.

Track 3 will provide a letter confirming the checks are being conducted for a volunteer position which will reduce the fee charged by the Police Service conducting the check. Volunteer letters can be obtained from the Director of Risk Management at riskmanagement@londontrack3.ca.

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 authority or trust is also strictly prohibited.

A London Track 3 Adaptive Snow 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 program coordinator or the on-hill supervisor.

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

Insurance Waivers / Photo Release

All students and Track 3 volunteers (both on-hill and off-hill) are required to have a signed insurance waiver and photo release on file prior to their participation in the Track 3 program. These waivers are to be completed annually as part of the registration process.

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 Adaptive Snow 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 Adaptive Snow School.

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

Equipment

The London Track 3 Adaptive Snow School provides 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 adjust 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, contact a certified ski technician at the Boler rental shop.

If a piece of equipment needs to be replaced or repaired, notify your program 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 logbook. If there is an inadequate response from the parent/guardian, the instructor should request that the on-hill supervisor 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 volunteer be permitted to assist with the washroom requirements of their student unless they are personally related to or are the student's legal guardian. Parents or guardians must make the necessary arrangements to be present to assist with washroom use if necessary.

Confidentiality

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

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 CONDUCT

All volunteers are the front-line representatives of the London Track 3 Adaptive Snow School in dealing with our students and our students' parents or guardians. In this capacity all volunteers must exhibit appropriate professional conduct. Volunteer Instructors are expected to maintain up to date Track 3 training certification consistent with their 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. If an instructor is unable to function satisfactorily with their assigned student for whatever reason, they should discuss the situation with their on-hill supervisor 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 student has fun. Learning advanced techniques, although a desirable component of the program, should take second place to the fun aspect of the Track 3 experience.
- ✓ The program must emphasize, through actual skiing/riding experience, an orderly development of the key aspects (adjusted for the student's ability) of the CSIA/CASI progression.
- ✓ The training program where possible, should lead a skier/rider to developing personal responsibility for their development to independent safe skiing/riding.

Precautions

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

- ✓ Know your student's, and your own, 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.
- ✓ 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.
- ✓ AOT: Ask, Observe, Test. While you may be aware of your student's specific disability, ask questions relating to their abilities.
 - Are there any secondary disabilities that may impact the student's skiing/riding?
 - What other sports do they participate in?

SAFETY AND RISK MANAGEMENT

General

Discuss your student's abilities with your student or their parent/guardian prior to the start of the first lesson. It is important that you know your student's abilities and limitations. Ask, observe, test (AOT).

Duty of Care

When you, as an 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 completed.

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 owed 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 Adaptive Snow School respects the individual's choice to wear a helmet while skiing or riding it is the policy of the London Track 3 Adaptive Snow 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 and weather conditions, 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 West Hill offers terrain that 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 the on-hill supervisor to ensure that your student is ready for the greater challenges 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 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 help as the need arises.
- A certified Track 3 instructor must always be in reach of the student while riding the magic carpet.

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 the on-hill supervisor to ensure the student can ski the more difficult terrain serviced by the chairlifts.
- Before getting on the lift for the first time, have your student watch others load the chair and take the time to explain how it operates, where to stand, etc.
- For your first ride, have the attendant slow the lift to give your student extra time to load.
- A certified Track 3 instructor must always ride the lift with the student.
- 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 Responsibilities

Program Coordinators are responsible for their assigned program session. Program 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 Program Coordinator.

Program Coordinators, with the assistance of the assigned On-Hill Supervisor, 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/refresher training. During the first week Program Coordinators will provide their instructors with their student's name and profile allowing the training team members to focus the instructor's refresher training to the specific needs of their student. For a complete list of the Program Coordinator's duties and responsibilities please refer to the Coordinator Handbook.

Training Team Member / On-Hill Supervisor Responsibilities


Each program session will have a member of the training team assigned to the program to act as the On-Hill Supervisor. The On-Hill Supervisor is responsible for the safety of all Track 3 participants while engage in a Track 3 event. The On-Hill Supervisor's responsibilities include, but are not limited to:

- Ensuring the safety of all Track 3 participants while engaged in a Track 3 event/lesson.
- Ensuring all Track 3 participants adhere to Track 3 policies and procedures.
- Monitoring instructor's and students' on-hill activities and assisting with instructor/student development as needed.
- Conducting student assessments for authorization to use the chairlift for the first time, and or to access the West Hill.
- Monitoring weather and snow conditions and taking appropriate actions to ensure the safety of all Track 3 participants. For clarity, the On-Hill Supervisor may:
 - Restrict access to certain areas of the ski club, i.e. the West Hill.
 - Cancel the session due to weather and or snow conditions.

ALPINE RESPONSIBILITY CODE

All Track 3 participants are to adhere to the Alpine Responsibility Code while engaged in a Track 3 event. Instructors are to ensure their students understand and follow the code. For students with diminished cognitive abilities that may not be able to understand their responsibility to follow the code, it is incumbent on the instructor(s) to ensure their student stays in control and does not place others in danger.

ALPINE RESPONSIBILITY CODE








THERE ARE ELEMENTS OF RISK THAT COMMON SENSE AND PERSONAL AWARENESS CAN HELP REDUCE. 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 people or objects.
- 2** People ahead or downhill of you have the right-of-way. You must avoid them.
- 3** Stop only where you are visible from above and do not restrict traffic.
- 4** Look uphill and avoid others before starting downhill or entering a trail.
- 5** You must prevent runaway equipment.
- 6** Read and obey all signs, warnings and hazard markings.
- 7** Keep off closed trails and out of closed areas.
- 8** You must know how and be able to load, ride and unload lifts safely. If you need assistance, ask the lift attendant.
- 9** Do not use lifts or terrain when impaired by alcohol or drugs.
- 10** If you are involved in a collision or incident, share your contact information with each other and a ski area employee.

Know the Code - It is Your Responsibility

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08/2023

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 of an accident 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 is 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 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 Program Coordinator and the On-Hill Supervisor.
6. Remain with the skier until such time as the skier has recovered or the patroller has handed off the injured skier to their parents/guardian or EMS workers.
7. If medical attention is needed, ensure the student's 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 Program Coordinator and On-Hill Supervisor.
9. Your Program Coordinator or On-Hill Supervisor 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 Program Coordinator or On-Hill Supervisor who will make additional notes to inform the Board of Directors. Your notes should include.
 - a. Who was injured.
 - b. The nature of the injury.
 - c. Where the accident occurred.
 - d. The time it occurred.
 - e. How the accident happened.
 - f. 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 Track 3 jackets are available for instructor use on all program nights.

- ✓ Approved Track 3 jackets are to be worn by all 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 Track 3 branded material in off hill situations, you are a representative of the London Track 3 Adaptive Snow School, and every effort must be made to conduct yourself in a manner that will ensure the best representation and public image for the London Track 3 Adaptive Snow 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 and students will be issued a lift ticket by their coordinator at the start of each program session or event. This is for the instructor's and student's personal use only for your assigned session. If the pass has not expired, you may continue to ski/ride with the pass once your session has finished.

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.

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 schoolgroups@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 and the On-Hill Supervisor are responsible for ensuring instructors complete their student's 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 On-Hill Supervisor will discuss progress, problems etc., of each student in their program with the student's instructor(s) on a regular basis.
5. The On-Hill Supervisor will conduct periodic on-hill audits of the progress of each student and of the training techniques employed by each instructor in their program.
6. At the end of the season an evaluation of each student will be conducted by the On-Hill Supervisor with all instructors in the program to ensure that problems, achievements, innovative instructional techniques are noted by all program instructors.
7. The On-Hill Supervisor, in concert with their instructors, will discuss the student's progress during the season and recommended next steps.

<u>LONDON TRACK 3 SKI SCHOOL</u> SKIER PROGRESS REPORT				
SKIER:		PROGRAM:		
YEAR: 2008		<i>Student's Name</i>		<i>Program Day Here</i>
WK	INSTRUCTOR	STAGE UP/DOWN	LESSON	COMMENTS
1	<i>Your name here</i>		<i>Record what you taught here</i>	<i>Record the results here</i>
2		↑ <i>Reference next page for stage descriptions</i>		
3				
4				
5				
6				
7	<i>Use this area if you have a make-up week with your student</i>			

INSTRUCTOR DEVELOPMENT

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

INSTRUCTOR LEVEL	FUNCTION	QUALIFICATION REQUIREMENT
ASSISTANT Instructor		
Those who are less than 16 years of age or have not fully qualified in all required Track 3 Level 1 training components.	Help a Level 1 instructor on the hill but not have the sole responsibility for a student.	<ul style="list-style-type: none"> ▪ Sufficient skiing/riding ability to be able to conduct assigned tasks safely. Skiing/riding ability will be assessed during the On-Hill Level 1 training.
LEVEL 1 Instructor		
Beginning level for a Track 3 instructors.	<p>Can teach students that can see and have been deemed capable of supporting themselves while skiing/riding.</p> <p>May assist a Level 2 Instructor after additional training.</p>	<ul style="list-style-type: none"> ▪ Successful completion of all Level 1 training components ▪ Sufficient skiing/riding ability to be able to conduct assigned tasks safely. Skiing/riding ability will be assessed during the On-Hill Level 1 training.
LEVEL 2 Instructor		
Advanced level of instructor.	<p>Can teach skiing to students requiring specialized training and/or specialized equipment.</p> <p>Level 2 disciplines are: 3 Track/4 Track Skiing Sit Ski – Quad/Dual/Mono Vision Impairment</p>	<ul style="list-style-type: none"> ▪ 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
LEVEL 3 Instructor/Course Conductor		
Entry level to the training team.	<p>Conduct training sessions for Level 1 instructors.</p> <p>Act as the On-Hill Supervisor.</p>	<ul style="list-style-type: none"> ▪ Serve for at least 3 years as a Level 1 Instructor ▪ CADS Level 1 certification and or CSIA/CASI Level 1 certification ▪ Must be working toward dual certification.

INSTRUCTOR LEVEL	FUNCTION	QUALIFICATION REQUIREMENT
LEVEL 4 Instructor/Examiner		
Highest level of Track 3 Instructor	<p>Conduct/examine training sessions for Level 1 instructors.</p> <p>Conduct/examine training sessions for Level 2 Instructors in which the Level 3 Instructor/Examiner has been certified and has gained at least three years experience.</p> <p>Act as the On-Hill Supervisor.</p>	<ul style="list-style-type: none"> ▪ Serve for at least 3 years as a Level 1 Instructor. ▪ CADS Level 1 certification or higher. ▪ Member in good standing of CADS. ▪ CSIA or CASI Level 1 certification or higher. ▪ Member in good standing of CSIA or CASI. ▪ Successful completion of Level 2 discipline(s) being taught and a minimum of three years experience in the discipline being taught.

Professional Development/Refresher Training

All returning instructors are required to maintain their certification by attending the annual Professional Development/Refresher Training sessions during the first week of the Track 3 season. 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 Adaptive Snow School offers skier/snowboarder improvement sessions during the Track 3 season. These sessions are conducted by certified CSIA/CASI Instructors and are offered at no cost to all current volunteers. As the sessions are Board approved Track 3 events your lift pass will be provided free of charge. Not only is this a fantastic opportunity to hone your skiing/riding skills, but it is also a great opportunity to meet new people and enjoy an evening of skiing.

Members will be notified by email when these sessions are scheduled.

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 discipline, 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
- Sit Ski – Quad
- Sit Ski – Dual/Mono

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

Training Team Members

Level 3 and Level 4 Training Team members conduct Level 1 and Level 2 courses, refresher training sessions, skier/rider improvement sessions, and act as the On-Hill Supervisors during program sessions. Training team members wear grey jackets for easy identification.

Track 3 members are invited to join the training team based on their experience and subject matter expertise. Level 4 training team members are required to be certified CSIA or CASI Level 1 or higher instructors in good standing and CADS Level 1 or higher instructors in good standing.

Level 3 Instructor/Course Conductor

Level 3 Instructors/Course Conductors are members of the Training Team that are not dual certified. A Level 3 Instructor/Course Conductor must be either a CSIA or CASI Level 1 Instructor in good standing, or a CADS Level 1 Instructor in good standing, and must be working towards dual certification. A Level 3 Instructor/Course Conductor may conduct a Level 1 Course but may only certify candidates based on their certifications.

Level 4 Instructor/Examiner

Level 4 Instructor/Examiner is the highest level of instructor for the London Track 3 Adaptive Snow School. Level 4 Instructors/Examiners conduct Level 1 courses and can certify candidates in Progression and Adaptive. Level 4 Instructors/Examiners also conduct Level 2 courses and can certify candidates in any Level 2 discipline in which they have developed an expertise.

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 are the next most important factors 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 student – help them to properly position themselves.
- Teach ONE-STEP at a time making the task as simple as possible.
- DESIGN a task based on the student, the environment, the objective, and the skill being taught.
- CHANGE one VARIABLE at a time (if you change more than one variable at a time, you won't know what worked).
- REINFORCEMENT of doing an excellent job or trying hard with verbal praise or hot chocolate and other 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 student 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 student 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 student's ability to learn may require adjustments in your teaching methods. If the student'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 student should help to alleviate anxiety. If your student becomes anxious attempt to find out what provoked the anxiety 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.

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:
 - Fatigue,
 - Boredom,
 - 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!