

# Program Requirements and Delivery Standards - STAR 1 - 5 WITH COVID-19 CONSIDERATIONS



**\*STAR 1 - 4 programs: skaters can join STAR 5 skaters effective June 29, 2020.**

The following document has been created for clubs/skating schools to use when planning for the return of STAR 1-5 programming. Please reference the [Skate Ontario Return to Play protocols](#) and the [STARSkate resource guide](#).

## General COVID Considerations:

It is the responsibility of the club/skating school to

- follow Skate Ontario and provincial government protocols,
- connect with facilities regarding municipal protocols, and
- explore options to share ice with other Skate Canada programs. For example, a family with skaters in STAR 1, STAR 3 and STAR 10 could be permitted to come to the arena at one time and, despite the different levels, have all three skaters on the same session. Consider assigning groupings so that skaters/families can arrive, skate and leave together.

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.



STAR 1 - 5 (Learn to Train for Figure Skating) with COVID Considerations			
Requirements	Ensure a minimum of one NCCP Regional Coach In-training coach or higher, on the ice always, who is registered and in good standing.  All coaches teaching the STAR 1-5 program must be wearing skates.  <u>All participants must be registered with Skate Canada.</u>  All Program Assistants (PAs) on the ice must be wearing skates and be registered with Skate Canada.*  Operate and deliver the STAR 1-5 program in accordance with the minimum delivery standards identified by Skate Canada.		During COVID-19, all requirements must be met for all STAR 1-5 sessions.
	Minimum Delivery Standards	Advanced Delivery Standards	Minimum Standard must be met unless otherwise stated Strategies provided for meeting the standard during COVID-19
Coach Directed Time	Program designed to include the minimum expectations for coach directed time: STAR 1-2: 75% STAR 3-4: 50% STAR 5: 25%	Program designed to exceed minimum expectations at all levels (STAR 1 through 5)	<ul style="list-style-type: none"> <li>Consider classes that use the full ice surface to support physical distancing instead of group lessons</li> <li>Use stations to keep skaters working while physical distancing on the ice                             <ul style="list-style-type: none"> <li>Be sure that all signs are laminated or in plastic page protectors.</li> </ul> </li> <li>Use Engaged Supervised Practice whenever possible</li> <li>Respect and demonstrate physical distancing measures when teaching</li> <li>Remind coaches to use demonstrations, key words, and diagrams/pictures to assist in comprehension and acquisition</li> </ul> <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>
Movement	90% movement during all session time	<ul style="list-style-type: none"> <li>Greater than 90% movement throughout the session.</li> <li></li> <li>Note: Skaters receiving 1 on 1 individual attention do not affect movement percentage, if the rest of the group is moving.</li> </ul>	<ul style="list-style-type: none"> <li>Inform skaters to adhere to physical distancing protocols when passing skaters</li> <li>Provide passing lanes in circuits or classes</li> </ul>



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Music	Age appropriate music for entire session including: Pattern Dance music Program Music	Age appropriate music for the session that is fun, energizing and contains signals to indicate session segment changes	<ul style="list-style-type: none"> <li>Assign one individual to play music</li> <li>Sanitize music equipment before and after each use.</li> <li>Avoid using CDs                             <ul style="list-style-type: none"> <li>Download music to an iPod or computer through email or shared online files</li> </ul> </li> </ul>
Program Assistants	Use program Assistants as required All Program Assistants on the ice must be in skates.	All minimum standards plus: Program assistants are used to supervise stations, lead circuits and demonstrate skills	<ul style="list-style-type: none"> <li>The use of PAs may not be required if the coach/skater ratio is low</li> <li>PA roles may be modified to support physical distancing and hygiene measures</li> </ul>
Program Assistant Training	Ensure Program Assistants are trained before assisting on the ice with a minimum of one training per season.	Offer multiple training sessions throughout the season to engage, support and monitor development of the program assistants.	<ul style="list-style-type: none"> <li>Include training on hygiene, traffic flow and physical distancing measures established by the club/skating school</li> <li>Provide virtual training for PAs Sample agenda:                             <ul style="list-style-type: none"> <li>Facility Guidelines</li> <li>Hygiene/Sanitizing measures</li> <li>On-ice protocols/new roles</li> <li>Strategies for physical distancing on-ice</li> <li>Strategies for demonstrations on-ice</li> <li>Importance of body language and verbal cues/feedback</li> </ul> </li> </ul>
Teaching Aids	Use of teaching aids as required	Use of a variety of teaching aids that engages the skaters learning and interest.	<ul style="list-style-type: none"> <li>Encourage skaters to bring their own teaching aids or props</li> <li>Remove all teaching aids that are porous or made of cloth</li> <li>Sanitize all teaching aids before and after every session</li> <li>Avoid sharing props and teaching aids                             <ul style="list-style-type: none"> <li>Designate individuals to set-up teaching aids to restrict the amount of contact</li> </ul> </li> </ul> <p>Example: Assign a coach or PA to a set of teaching aids to avoid additional exposure or risk. They will be responsible for all placement and cleaning of their assigned teaching aids.</p>

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<b>Session Format</b>	<p>All sessions have a set plan for warm up and cool down whether it be in class form or a private plan for the skater.</p> <p>Skaters are provided instruction in all disciplines: Freeskate, Dance, Skills, Artistic and Synchronized Skating</p> <p>All disciplines must be offered on a regular basis in all STAR 1-5 programs and may vary in frequency and time allotment. Some disciplines may be trained daily, weekly, or monthly and still be considered regular</p>	<p>All minimum standards plus:</p> <ul style="list-style-type: none"> <li>• Full ice surface is being used for the session and is available to all skaters in this program</li> <li>• Provide variety in programming format to keep the sessions motivating, challenging, and inspiring to meet the needs of the skater's development</li> </ul>	<ul style="list-style-type: none"> <li>• Educate skaters on physical distancing measures</li> </ul> <p>For disciplines that may involve contact (synchronized skating, pair, ice dance)</p> <ul style="list-style-type: none"> <li>• Perform skills side-by-side while maintaining physical distancing</li> <li>• Work on individual skating development</li> <li>• Use solo or shadow dance formats</li> <li>• Split up the session into two groups and rotate:                             <ul style="list-style-type: none"> <li>• Group 1: off ice training</li> <li>• Group 2: on ice training</li> <li>• Rotate</li> </ul> </li> <li>• Use more class type instruction to allow for more skater spots to be available</li> </ul>
<b>Session Format: Warm Up</b>	<p>Use of full ice.</p> <p>Include forward and backward skating in both directions.</p> <p>Warm up may also be included as a class or individual activity off the ice.</p>	<p>All minimum standards plus:</p> <ul style="list-style-type: none"> <li>• Inclusion of deep bends</li> <li>• Evidence of increased heart rate in participants.</li> <li>• Use of lanes or similar pattern to increase range of motion and balance.</li> </ul>	<ul style="list-style-type: none"> <li>• Use perimeter of ice, continuous lanes or highway lanes to help observe physical distancing</li> <li>• Educate skaters on physical distancing measures</li> <li>• Several warm-up strategies are available:</li> <li>• Warm-up off the ice in individually in designated areas</li> <li>• Warm-up as a class for the session</li> <li>• Assign skaters individual on-ice warm-up plans</li> </ul>
<b>Session Format: Lesson Time</b>	<p>All skaters are offered coach directed time in all disciplines on a regularly scheduled basis.</p> <p>Evidence of Stations, Lanes, circuits etc. under coach direction</p>	<p>All minimum standards plus:</p> <ul style="list-style-type: none"> <li>• Provide a variety of formats for learning. This could include: Stations, Classes, Group lessons, Private/semi-private lessons</li> </ul>	<p>Group Lesson Strategies:</p> <ul style="list-style-type: none"> <li>• Outline physical distance from coach to skater(s) – mark an X on the ice for each person</li> <li>• Utilize keywords, drawings/diagrams to enhance acquisition of taught skills</li> </ul> <p>Class strategies:</p> <ul style="list-style-type: none"> <li>• Utilize perimeter lanes, continuous lanes and highway lanes</li> <li>• Use the full ice surface for all skaters (open structure)</li> </ul>



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			Station strategies: <ul style="list-style-type: none"> <li>• Laminate station signs or place in plastic page protectors</li> <li>• Post station signs behind the glass</li> <li>• Limit the number of skaters per station or assign stations and rotate</li> <li>• Ensure stations are spaced out around the perimeter</li> </ul> Circuit Strategies: <ul style="list-style-type: none"> <li>• Consider starting skaters at different spots on the circuit to accommodate physical distancing</li> <li>• Advise skaters to pass others when necessary (standing behind and/or close to another skater is not permitted)</li> <li>• Inform skaters to avoid touching teaching aids and props</li> <li>• Provide a passing lane in the circuit</li> <li>• Use a large amount of ice for the circuit to encourage physical distancing</li> </ul>
<b>Session Format:</b> <b>Cool Down</b>	Evidence of gliding stretches to increase range of motion and lower heart rate, for example: Toe touch while gliding (hamstring stretch)  Cool down may also be included as a class or individual activity off the ice.	All minimum standards plus: <ul style="list-style-type: none"> <li>• Use of lanes or similar pattern to increase range of motion and balance.</li> <li>• Use of slower music to support lowered heart rate</li> </ul>	<ul style="list-style-type: none"> <li>• Use the perimeter of the ice, continuous lanes or highway lanes to observe physical distancing</li> <li>• Educate skaters on physical distancing measures</li> <li>• Establish a wide fast track for physically distanced passing and use continuous lanes with staggered entry points or have coach lead each group separately</li> </ul>
<b>Quality Coaching</b>	Coach ensures that each skater on the session receives one on one attention during the lesson time.  Coaches know and teach the standards of the skills as per the STAR 1-5 Resource Toolkit and videos	All minimum standards, plus:  Coach gives each skater: <ul style="list-style-type: none"> <li>• Individual feedback</li> <li>• Individual corrections</li> <li>• Individual challenges based on their level of development within their lesson and training session. Introduce technology to enhance the learning environment for skill analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Remind coaches to use demonstrations, key words and diagrams/pictures to assist in comprehension and acquisition of taught skills during COVID-19</li> </ul> Please note: Coaches must maintain a distance of 2m from skaters at all times when in the facility. "Hands on" coaching is prohibited.



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<b>Assessment</b>	<p>Assess skaters when ready to ensure solid development.</p> <p>Establish an assessment procedure with coaches that outlines a clear process.</p> <p>Skater receives result and assessment sheet on day of assessment</p> <p>Results are submitted to Skate Canada in an appropriate and timely manner (once a month)</p>	<p>All minimum standards plus:</p> <ul style="list-style-type: none"> <li>Results are filed within one week following assessment online</li> </ul>	<ul style="list-style-type: none"> <li>Establish a non-contact process to submit assessment fees (online, e-transfer, etc.)</li> <li>Consider scanning and sending assessment sheets to skaters digitally</li> <li>Respect physical distancing measures throughout assessments</li> <li>Submit all results to the Assessment Chair electronically/ digitally</li> </ul>
<b>Branding and marketing</b>	<p>Must advertise and refer to the program as STAR and use the official STARSkate logo</p> <p>Use the official Skate Canada Assessment sheets</p>	<p>All minimum standards plus:</p> <ul style="list-style-type: none"> <li>Use ALL Skate Canada STAR/ tools and promotional materials</li> </ul>	<ul style="list-style-type: none"> <li>Consider moving posted material behind plexiglass</li> <li>Consider increasing your virtual identity through social media and via an up-to-date website</li> </ul>
<b>Parent Information Sessions</b>	<p>Offer a minimum of 1 parent information or interaction session per season.</p> <p>Offer a written source of information about the program and other club opportunities (Info letter, website, bulletin board, etc.)</p>	<p>Offer multiple opportunities for parents to connect with the coaches. This could include but is not limited to:</p> <ul style="list-style-type: none"> <li>In-person information session</li> <li>In-person progress update opportunities</li> <li>In-person "next steps" touch base to guide skaters into next appropriate step in their development</li> </ul> <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"> <li>Consider hosting virtual meetings that can be recorded for future reference</li> <li>Distribute information to parents via email</li> <li>Use tables, tape on the floor or pylons to identify spacing needed for face-to-face conversations</li> </ul> <p>Sample parent information session agenda:</p> <ul style="list-style-type: none"> <li>Facility guidelines</li> <li>Club/school protocols</li> <li>What to expect on and off the ice</li> <li>Review EAP</li> <li>Q &amp; A</li> </ul>

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Off Ice Classes	Offer off ice classes to increase physical literacy, awareness, and coordination Note: Off ice classes can be used for Warm Up and/or Cool Down	All minimum standards plus: Offer a well-rounded content in off ice training that include physical and mental training.  Examples include: <ul style="list-style-type: none"> <li>• Off ice jump technique</li> <li>• Goal setting</li> <li>• Dance class</li> <li>• ballet, creative movement etc.</li> <li>• Flexibility</li> <li>• Nutrition, Hydration, Sleep</li> <li>• Etc</li> </ul>	<ul style="list-style-type: none"> <li>• Depending on where off-ice classes are offered, the following protocols need to be observed:</li> <li>• If you are using facility property to conduct off-ice classes, please follow Skate Ontario Return to Play Protocols and facility protocols</li> <li>• If you are using an outdoor area (not part of the facility), please adhere to provincial physical distancing guidelines</li> <li>• Ask skaters to bring their own equipment (mats, jump ropes, etc.)</li> <li>• Use virtual platforms for mental training, session planning, goal setting, etc.</li> </ul>
Maximum number of skaters per session	Follow provincial regulations and Skate Ontario Return to Play Protocols for the current number of individuals permitted in a gathering.		

