Ski Vorlage

Snow School Instructor

Guidebook and

Risk Management Procedures
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Saturday:
Sunday:
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Training and technical Director:
Midweek and School group Director:
Weekend Program Director:
Administration Assistant:

Weekend Program Supervisors:
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Bantam:
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1. Welcome to the École de neige Vorlage snow school.
The world of snow sports is an exciting and inspiring place. Being an instructor for new inductees as well as enthusiasts to this world can be both fulfilling and rewarding. Thank you for wanting to be involved and for wanting to share your passion. This guidebook is meant to help provide information and answer common questions about our role in the Vorlage Corporation and the Snow sports industry.

I. The Vorlage Snow School Motive Statement
“We are passionate skiers and boarders. We love to be outside, to enjoy the mountain, the wind in our face. We love the sense of freedom that comes with being in the moment. We love to help; we want to guide new skiers and boarders, to welcome new and old enthusiasts into a sport that offers life long enjoyment. We want to inspire smiles and joy with our guests. We really care about our guests, their families and the experiences they share at Vorlage. We are a dynamic team; we have a common goal of providing excellent service through expertise, compassion, enthusiasm and dedication. We all benefit from our combined success.”

II. Guest Services
Our customers and all visitors to our area are considered our “Guests”. It is our common responsibility to provide our guests with sincere, friendly and caring service and to meet and exceed our guest’s snow sports and recreation expectations. These are a few examples of guest services;
✓ Meet people with a smile and an enthusiastic, positive attitude.
✓ Be available at all times to answer questions and provide helpful information.
✓ Be honest and sincere with advice and suggestions.
✓ Be helpful at all times with all guests. Look for opportunities to make a difference.

III. Instructor and TA responsibilities.
As a member of the snow school, identified by your uniform, you must always act as an ambassador for the corporation and for the sport;
✓ Behave as a professional at all times when on the hill or in and around the lodge.
✓ Be proud of the industry and the snow school you represent. Be fun and energetic.
✓ Be helpful and informative when interacting with guests and other Vorlage employees.
✓ Be proactive; ask people if they would like help when they appear disoriented, or in need.
✓ Be aware of others needs on the hills. Stop and offer to help skiers and boarders when they have fallen or if they are nervous or apprehensive.
✓ Be aware of your language and your attitude at all times; in the lift lines, on the lift, on the hill, in the lodge and before and after meeting with students.

IV. The Alpine Responsibility Code and the Instructors Code of Conduct
Adhere to the requirements of the Alpine Responsibility code and the CSIA, CASI or CSCF code of ethics at ALL TIMES. Please see the attached documents at the end of the guidebook.
2. Availability and Commitment.

I. Service Commitment

As a member of the Vorlage snow school team, your commitment to the corporation and our guests is extremely important and appreciated. We ask all instructors to be available to teach for a minimum of two days per week; either as a full season or 8 week commitment or available as an occasional call-in.

- When you make your availability offer we consider it to be a commitment of service on your part and will make scheduling arrangements based on that offer.
- Whenever you are at Vorlage either as a scheduled instructor or on your own time we ask that you always check in with the snow school office and make yourself available to teach lessons if you are needed.
- Your availability and loyalty is recognised and appreciated. We will make every consideration possible to respect your personal and working schedule and insure due notification is given in the event of any change to lessons or expected working hours.

II. Absences

If you anticipate an absence from your teaching availability schedule you must, as soon as possible and to the best of your ability;

- Please advise the weekend program director or your program supervisor, in writing (e-mail) or of anticipated absence. You should clearly indicate the date and reason for your absence, the time and ability level of the lessons you will miss and the name of your replacement instructor.
- You are responsible, to the best of your ability, to find a suitable replacement to teach your lessons.
- Your absence should not negatively impact on the progress and the experience of your class. Insure that your replacement has instructions of the class needs and direction. Inform your class of your anticipated absence and to the best of your ability provide information about your replacement.
- When you make a commitment of service, you are making a commitment to your students and our guests. It is vital to recognise that your students and the Vorlage snow school appreciate you being available for them for the entire 8 week program.
✓ If you are sick or expect to be unavoidably late, you must contact the snow school office at (819)459-2301 ex: 217 or the weekend Program director as soon as possible.
3. Daily Schedules and Typical Procedures.

I. Mid-Week Schedule

The mid-week schedule has most of our guests as generally school groups. We also have private lessons and a Wednesday mid-week adult program.

- Arrive at the hill between 9:00 am and 9:30 am. Be ready to be on the hill for 9:30 am.
- The Wednesday mid-week adult program starts at 1:00 pm. Please be at the hill for 12:00 to share a lunch with your students.
- Arrive at the hill between 4:30 pm and 5:00 pm. You must be ready to be on the hill for 5:00 pm for the after school ski clubs.
- The mid-week schedule will often be adjusted during the season. If you are unsure, always check with the mid-week program director.

II. Nighthawks Schedule

The Nighthawks program is an adult only weekly lesson program.

- Arrive at the hill between 6:45 pm and 7:15 pm. You must be ready to be on the hill by 7:15 pm.
- It is always desirable to arrive and prepare early enough to have the opportunity to have a run or two to assess the environment and snow conditions.
- We encourage all instructors to plan to stay around for some social time with your students and fellow instructors in the lodge after the lessons are finished, between 9:00 pm and 9:30 pm.

III. Week-end Schedule

The weekend is a busy time at the hill and the Snow school office is open for instructor communication and operations at 7:30 am. The Pro-room and the lodge are open at 8:00 am. All instructors and TA’s are encouraged to arrive at the hill as early as possible. This allows for better parking and more preparedness for early lessons and training sessions. If you have made an availability offer for a day on the weekend it is appreciated and understood that you be available to teach for the full day.

- Arrive at the hill between 8:00 am and 8:30 am. Check for scheduled privates posted outside the snow school window. Sign in for the day with the weekend supervisors at the weekend supervisor room, just inside the lodge beside the snow school office. Check in at the snow school office for a day pass (if applicable).
- Prepare and dress for the day skiing/riding, either in the Pro-room or in the lodge and be ready to be on the hill for 8:45 am.
III. Week-End Schedule (cont.)

- TA’s should go to the pro-room to sign out and pick up a TA vest.
- All instructors and TA’s are invited to participate in the morning session. Meet at the École de neige sign at 8:45 am.
- The weekend private lesson scheduled start times are; 9:00 am, 10:15 am, 12:30 pm, 1:45 pm and 3:00 pm. Private lessons often are pre-scheduled and posted, but not always. We do have many walk-in guests looking for our help with their technique.
  - Arrive at the “private” sign at least 5 mins. before the scheduled start time.
  - Always check in with the private lesson supervisor at each lesson start time EVEN if you have not been previously scheduled for a lesson. Private lessons are often assigned during the course of the day.
  - All instruction hours are registered by the program supervisors. You must inform your supervisor of your lesson start and finish time.
- The weekend group lesson scheduled start times are; 9:00 am, 10:45 am and 1:30 pm. Group lessons are mostly pre-booked but we do have special group lessons from week to week.
  - Whenever possible, arrive at the group lesson meeting area (Mosquito, Bantam, Snowboard or Adult respectively) 5-10 minutes prior to the start of the lesson.
  - Be prepared to actively identify and greet your students as they arrive.
  - Helping to organise your group as they arrive will insure a greater chance of starting your lesson on time.
  - All instruction hours are registered by the program supervisors. You must inform your supervisor of your lesson start and finish time.
- The weekend “Mini” private lesson scheduled start times are; 9:15 am, 11:00 am, 1:45 pm. The “Mini” private lessons are all pre-booked and are repeat students.
  - Arrive at the “Mini” sign at least 5 minutes before the scheduled start time for your lesson.
  - Communicate with your students parents and tailor your meeting and drop off times to better fit their needs, provided it does not interfere with your other lessons and the program supervisor has been notified.
  - All instruction hours are registered by the program supervisors. You must inform your supervisor of your lesson start and finish time.
All instructor and TA’s are invited to participate in the afternoon session. Meet at the École de neige sign at 3:15 pm.

IV. Holiday Program Schedule

Holiday lesson programming is similar to the weekend schedule. The office, pro-room and the lodge will be open at 8:00 am.

- Arrive at the hill between 8:00 am and 8:30 am. Check for scheduled privates posted outside the snow school window. Sign in for the day with the Week-day supervisors at the weekend supervisor room, just inside the lodge beside the snow school office. Check in at the snow school office for a day pass (if applicable)
- Prepare and dress for the day skiing/riding, either in the Pro-room or in the lodge and be ready to be on the hill for 8:45 am
- All instructors and TA’s are invited to participate in the morning session. Meet at the École de neige sign at 8:45 am
- The holiday private lesson scheduled start times are; 9:00 am, 12:00 pm and 3:00 pm. Private lessons often are pre-scheduled and posted, but not always. We do have many walk-in guests looking for our help with their technique.
  - Arrive at the “private” sign at least 5 mins. before the scheduled start time.
  - Always check in with the private lesson supervisor at each lesson start time EVEN if you have not been previously scheduled for a lesson. Private lessons are often assigned during the course of the day.
  - All instruction hours are registered by the program supervisors. You must inform your supervisor of your lesson start and finish time.
- The holiday group lesson scheduled start times are; 10:15 am or 1:30 pm. (check with the snow school office) Group lessons are mostly pre-booked but we do have special group lessons from day to day.
  - Whenever possible, arrive at the group lesson meeting area (Mosquito, Bantam, or Snowboard respectively) 15 minutes prior to the start of the lesson.
  - Be prepared to actively identify and greet your students as they arrive.
  - Helping to organise your group as they arrive will insure a greater chance of starting your lesson on time.
  - All instruction hours are registered by the program supervisors. You must inform your supervisor of your lesson start and finish time.
V. **Unscheduled Lesson time and Free Skiing/Riding**

All instructors and TA’s are encouraged to get out to the hill as often as possible to have fun with family and friends as well as to improve technique and enjoy the mountain experience.

✓ Once the 8 week programs are finished the snow school still has many private lesson opportunities. If you would like to earn some money be sure to let us know you will be at the hill prior to arrival. We can put you on our list of available instructors on that day.

✓ All instructors and TA’s must check in with the snow school office whenever you are at the hill to ski or ride. If you are not scheduled to teach and planning on free-skiing or riding for the day, that’s fantastic!! We will ask you to take a lesson *ONLY* if we really need your help.

VI. **Meeting Areas for Training Sessions and Lessons**

It is important to do your best to arrive at your lesson meeting location prior to the arrival of the guests. It is extremely impressive and goes a long way to earn respect when you are ready and eager to meet your students as they arrive, sometimes for the first time, for a lesson. To avoid confusion, and insure your supervisor knows you have your student(s) always meet your class in the same location, don’t change the meeting area. Once your lesson is completed always return to the *SAME* meeting area that you left from. If you are teaching a junior program be sure to tell the parents where and when they are to meet with you and pick up their children. If the parents or guardians are more than 5 minutes late, advise your supervisor and leave any detailed comments for the parents with your supervisor.

✓ Private lessons always meet at the “privé” sign just outside the lodge towards the beginner hill.

✓ “Mini” lessons always meet at the “Mini” sign. This is the same location as the private lessons.

✓ Mosquito programs always meets at the “Mosquito” sign beside the beginner “bump” just outside the lodge on the way to “Pente-douce”.

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✓ Bantam program, both ski and snowboard always meets at the “Bantam” sign directly outside the main lodge opposite the snow school office.
✓ Adult programs always meet at the “Adult” sign directly opposite the Mosquito program and beside the Bantam program, on the way towards Pente-douce
✓ All technical sessions will meet under the École de neige sign directly outside from the snow school office.

VII. Instructors Pro-room and Lockers

The Pro-room is a building that has been set up for the use of instructors and TA’s. It is located at the far right end of the main buildings to the right of the Administration and rental/ski shop building. There are designated lockers, available in the pro-room, which can be shared by instructors and TA’s that wish to leave their equipment at the hill.

✓ You can use the room to change and store some personal belongings while you are at the hill teaching. Please keep your valuables (wallets, phones etc.) on your person. Your ski and boards should be locked when not in use; either in the lockers in the pro-room or in the lockable racks around the lodge.
✓ There is a micro-wave and refrigerator in the pro-room that can be used and you are welcome to pack a lunch and take advantage of the amenities. PLEASE pick up your litter and keep the pro-room tidy.
✓ Lockers are available to all instructors and TA’s. The lockers can hold up to three individuals equipment (one board or pair of skis please) and are to be shared. You must register with the snow school office and a locker number, along with buddies will be assigned.
✓ The pro-room is for the exclusive use of instructors and TA’s. Please do not bring friends or guests into the room.

VIII. Dress code

Instructors and TA’s are expected to look professional and well groomed, especially when you are dressed for teaching.

✓ Instructors should have a Ski Vorlage snow school jacket ($100 annual deposit).
✓ If a jacket is not available, or if you are an occasional instructor, a similar blue jacket, a CSIA red jacket or a mono colored jacket can be acceptable.
✓ Black or grey winter pants PLEASE.
TA’s should wear a blue Ski Vorlage TA vest when at the hill in a scheduled working role. Black or grey pants are preferred.

All instructors and TA’s are expected to wear a name tag provided by the snow school identifying them as members of the Ski Vorlage team.

4. Guest Communication and Time Management for Lessons

Your communication with your students and parents is vital and is key to creating a trusting and positive relationship. While waiting to gather a group or meet with a private, be proactive, look for the arrival of students and greet them with enthusiasm. You should always arrive early for a scheduled lesson.

How you should communicate with your students and their parents.

I. Private Lessons

At the Start of the Lesson;

✓ Introduce yourself to students and parents (when applicable)
✓ Smile and shake hands
✓ Ask what the student’s experience is, and what they are expecting from the lesson. Repeat what you have heard. Add your interpretation and a brief description of how you will meet their expectations.
✓ Explain to the parents or guardians where the lesson will start, where you expect to ski/ride and when and where to meet at the end of the lesson

At the end of the Lesson;

✓ Explain to parents/ repeat to students what you worked on, where you went and what they accomplished during the lesson in pursuit of their goals and expectations.
✓ Smile, shake hands and thank students for their time and patronage when you say goodbye.
✓ Give parents or students your name and offer your services for further privates at their request through the snow school office.
If your student is a repeat guest, give them a short preview of what you expect the next lesson will cover.

If you know ahead of time that you will be absent for a pre scheduled private lesson with a repeat student, make sure to inform them and the parent (if applicable) and be available to rebook the lesson at a different day/time at their request.

Be honest, sincere and supportive in your assessment of your student’s progress and recognise and positively encourage their efforts.

II. Group Lessons
   a) AM and PM classes

At the start of the lesson;

- Plan your time to arrive early at your meeting area.
- First day, introduce yourself to students and parents. Smile and shake hands. Ask about student’s abilities, experiences, concerns and special needs. Explain the overall objective for the program and the specific tasks for the first day.
- Take attendance, LEARN YOUR STUDENTS NAMES; repeat the names of your students OFTEN when you first meet to help them to feel known and welcomed.
- Explain to the parents or guardians where the lesson will start, where you expect to ski/ride and when and where to meet at the end of the lesson
- Always, every week, greet students and parents enthusiastically with a smile and a handshake. Proactively look for students as they arrive, call out to them and welcome them to the group.

At the end of the lesson;

- Explain to parents/ repeat to students what you worked on, where you went and what they accomplished during the lesson in pursuit of their goals and expectations.
- Smile, shake hands and thank students for their time and patronage when you say goodbye.
- For group lessons, your student is often a repeat guest, so give them a short preview of what you expect the next lesson will cover. Suggest drills and skills that can be worked on before the next lesson.
- If you know ahead of time that you will be absent for an upcoming group lesson with repeat students, make sure to inform them and the parents (if applicable) and let them know who will be replacing you. If possible introduce your replacement.
✓ Fill in your class cards with attendance, your name and the skiing objectives your class is working towards. Include the runs the group is comfortable on and the general ability of the group. Give your card to the program supervisor at the end of each week.
✓ Be honest, sincere and supportive in your assessment of your student’s progress and recognise and positively encourage their efforts.
✓ At the end of the program, all students will receive an evaluation form and card filled out by the instructor. Be prepared, assess your students throughout the program and prepare your evaluations ahead of time.
✓ After the program is finished, leave a copy of your attendance card at the snow school. The card should identify all students that were in your class and the evaluation level your students were given at the end of the classes. This information will be valuable to providing great guest service to returning clients in the following seasons.

b) All day classes

At the start of the lesson;
✓ Plan your time to arrive early at your meeting area.
✓ First day, introduce yourself to students and parents. Smile and shake hands. Ask about student’s abilities, experiences, concerns and special needs. Explain the overall objective for the program and the specific tasks for the first day.
✓ Take attendance, LEARN YOUR STUDENTS NAMES; repeat the names of your students OFTEN when you first meet to help them to feel known and welcomed.
✓ Explain to parent or guardians where the lesson will start, where you expect to ski/ride and when and where to meet at the end of the morning for lunch break.
✓ When you break for lunch, explain where and what time the group will start for the afternoon session.
✓ Repeat the same procedure as greeting your class in the morning. Be early, greet your students with enthusiasm, and explain your plan, ending time, meeting place and pick-up expectations.
✓ Always, every week, greet students and parents enthusiastically with a smile and a hand shake. Proactively look for students as they arrive, call out to them and welcome them to the group.

At the end of the lesson;
✓ Explain to parents/ repeat to students what you worked on, where you went and what they accomplished during the lesson in pursuit of their goals and expectations.
✓ Smile, shake hands and thank students for their time and patronage when you say goodbye.
✓ For group lessons, your student is often a repeat guest, so give them a short preview of what you expect the next lesson will cover. Suggest drills and skills that can be worked on before the next lesson.
If you know ahead of time that you will be absent for an upcoming group lesson with repeat students, make sure to inform them and the parents (if applicable) and let them know who will be replacing you. If possible introduce your replacement.

Fill in your class cards with attendance, your name and the skiing objectives your class is working towards. Include the runs the group is comfortable on and the general ability of the group. Give your card to the program supervisor at the end of each week.

Be honest, sincere and supportive in your assessment of your student’s progress and recognise and positively encourage their efforts.

At the end of the program, all students will receive an evaluation form and card filled out by the instructor. Be prepared, assess your students throughout the program and prepare your evaluations ahead of time.

After the program is finished, leave a copy of your attendance card at the snow school. The card should identify all students that were in your class and the evaluation level your students were given at the end of the classes. This information will be valuable to providing great guest service to returning clients in the following seasons.

5. **Lift Line Procedures**

In order to maximize the time our students have to experience the mountain and increase the opportunity we have to enhance their experience, all the chair lifts have a designated entrance allowing for snow school lesson groups and ski patrol to merge with the regular line.

- Always be respectful of the guests in the regular line. Ask politely if you may merge your group in the line before assuming they will not mind.
- The lift staff and attendants have control of the flow of the line and the merging of classes. Insure they have given your students approval to load before beginning to merge. Follow the directions of the lift staff and ALWAYS, be polite and say thanks.
- Private and semi-private lessons have priority in the snow school line.
- When using the snow school line with your groups make sure, to the best of your ability, that you and your students ride in pairs and that there are no singles on the chair.
- When skiing or riding on your own time or in sessions, always act professionally and use the regular lift lines.
- For more information on using the chairlifts, especially with children, see the risk management and safety procedures section (sec. 6)
6. SNOW SCHOOL RISK MANAGEMENT AND SAFETY PROCEDURES

I. PROCEDURES FOR INJURED STUDENTS

| Secure the Location. | • Make sure your group is in a safe location on the hill.  
|                      | • Place a person uphill from the injured person for others to notice the incident.  
|                      | • Comfort the injured person.  
|                      | • Never move the injured person.  
|                      | • Keep the injured person warm.  
| Immediately Report the Incident | • If on hill, immediately report the incident to the Ski Patrol or your Supervisor by way of another responsible person, by radio or by cell phone.  
| | • If at bottom of hill, talk to the lift attendant who will then contact the Ski Patrol by radio.  
| Take Notes. | • Snow conditions, location of the instructor, location of the student and how the accident happened.  
| | • If another person is involved get the name, address & other information. Verify if other students are able to make a statement and if so, take their comment, name and contact information.  
| | • Take note of how and what instructions were given to the class and how the injured person reacted to them.  
| | • Take note of the time, date and other details that may have had influence on the given instructions.  
| | • Fill out an incident report at the snow school office when you return to the lodge.  

II. PROCEDURES FOR FINDING A MISSING STUDENT

The following procedure is applied when you lose sight of a student.

**YOU SHOULD:**

- Stop and wait on the hill when you realize that one of your students is missing  
- Re-group your students in a secure place on the hill  
- Observe your surroundings and take note of possible on hill landmarks or physical references.  
- Wait a short time (1-2 minutes) to allow your student to appear in case of a possible small delay.  
- Notify your Supervisor by radio or by cell phone. Request assistance from another instructor or the Ski Patrol  
- Then take all your students down the hill  
- Wait at the bottom of hill with your students until you speak to your Supervisor  
- Give a detailed description of the missing student and last confirmed location of student to your Supervisor.  
- Following the directions of the Supervisor; Continue to teach your group on the same hill, in the same area. Or place your group in control of another instructor, identified by the Supervisor, and assist with the search for the missing child.
III. PROCEDURES FOR LOADING AND UNLOADING A CHAIR LIFT

The following is the procedure to follow before going up a ski lift with your students

WITH YOUR CLASS YOU SHOULD:

a. Observe other people loading on to the chair lift and explain the following steps:
   - How to safely approach and join the line.
   - When to go forward to board the next chair.
   - How to look back while waiting for the chair.
   - How to sit on the chair.
   - How to hold onto the outside bar of the chair.
   - How to sit with your back leaning against the back of the chair.
   - How to lift up the base of the skis or snowboard.
   - How and when to lower the security bar and indicate to the person beside you that you are lowering the security bar.

b. Explain, before boarding the chair lift, the procedures to follow while sitting on the chair:
   - How to hold the bar with your hands once the security bar is lowered.
   - That you should sit with your back against the back of the seat on the way up to the top.
   - How to behave while going up to the top of the hill (Be calm, without shouting or excessive movement).
   - How you should concentrate on your arrival at the top and watch for the signs for when to raise the bar.

c. Explain, before boarding the chair lift, procedures on how to get off the chair once at the top of the hill:
   - How and when to raise the security bar (when you have seen the signs indicating it is safe to do so).
   - That when raising the bar, you should remain sitting with your back in contact with the back of the chair.
   - That you should indicate to the person beside you that you are raising the security bar.
   - Explain how to get off the chair.
   - That you should lift the bottom of your skis or snowboard.
   - That you should push yourself forward with your hand or hands as you get off the chair.
   - How to slide off in a straight line and rapidly clear the unloading zone.
   - That you should find your group and wait for your instructor.
IV. PROCEDURES FOR ASSISTING CHILDREN ON THE CHAIRLIFT

a. All children 6 yrs old and younger or less than 1.2 m in height must be accompanied on the chairlift:

- Always pair young children with adults or assistants that are capable of properly assisting them during loading and unloading and supervise the child while on the chair.
- If you require assistance with your students always look first for help from: A teaching assistant, another instructor, a snow school supervisor or a member of the ski patrol.
- If no snow school staff or ski patrol is available you may ask for the assistance of the skiing public in the chairlift line provided: The person is deemed to have a level of maturity to be considered a mature and responsible individual. The person, when asked, agrees to assist the child during loading and unloading of the chair and supervise the child while on the chairlift. The person agrees to wait at the top of the hill with the child after unloading until your arrival.

b. Loading procedures for small children:

- As you approach the loading ramp indicate to the lift attendant that you will require assistance in loading the child. Ask the attendant to “PLEASE” slow the lift down, where possible, to assist with loading.
- Always approach the loading ramp with the child on the side that will bring them closest to the lift attendant.
- Maintain contact with and assist the child from the line to the loading area, insuring they are placed appropriately for the approaching chair.
- When loading onto the chair: Place your poles (if applicable) across the chest of the child. Using both hands lift the child onto the chair. DO NOT LET GO until you are certain the child has moved completely to the back of the chair.
- Maintain contact with the child with one hand, with the other hand reach up in the centre for the safety bar. NEVER turn away from the child.

c. Chairlift ride and unloading procedures for small children:

- During the chairlift ride to the top, maintain contact and insure the child stays seated as far back on the chair as possible. Gently place your ski poles (if applicable) across the child’s waist as a secondary security bar.
- Insure the child’s attention is maintained primarily forward. Avoid excessive movement on the chair and turning to look sideways or backwards.
- When preparing to unload, face in the direction of the child and use your poles or hands to insure the child is secure and as far back on the chair as possible. With one hand lift the security bar in the centre. Direct the child to wait until you say it is time to stand. NEVER let go of the child at this point.
- When unloading on to the ramp use BOTH hands to assist/lift the child off of the chair and on to the unloading ramp. Continue to maintain contact with the child, supporting and directing as required until you have fully cleared the unloading area. Some children are better balanced and may slide on their own. Maintain your speed to stay beside them until you are both clear of the unloading zone.
Move all children to the pre-designated safe and visible meeting location away from the chairlift and skier/snowboarder traffic.

V. GROUP MANAGEMENT PROCEDURES

a. Choosing an appropriate run for your students:

- Always choose a run that is suitable for the student in your group having the most trouble maintaining control while skiing or snowboarding.
- Keep an eye open for changes in the conditions, the temperature and the time of the day.
- Observe your student’s abilities on each portion of the run. Make adjustments to your speed accordingly.
- A difficult run is not a good method to improve your student(s) skills. It is preferable to use exercises and tactics on a run they will feel more confident on, to improve the skills of your students.
- YOU are responsible for choosing a run where your students will learn, have fun and build confidence. Do not be influenced by parents or students. Consult your Supervisor when in doubt.

b. Maintain visual contact with your students at all times:

- On a run that may be long or have blind turns; Plan to make stops where, as the instructor, the group will always be in visual connection. Tell your students where and when you plan to stop. If you wish to allow your group to continue around a bend to a predetermined stopping point, place yourself midway around the bend to be able to observe the group from the start and continuously to the end of the run.
- On steeper slopes, and where the terrain falls away at a pitch or roll, stop at the break of the pitch to observe the terrain and traffic below. Have your students stop with you or allow them to continue to the bottom while you stay at the pitch to watch for oncoming hill traffic and observe your class’s progress down the hill.
- When skiing/riding as a group check often that your group is keeping pace with each other and are staying on your predetermined path.
- Always stay together as a group. As much as possible move and stop together. Always wait for the last person in your group before continuing down the hill or towards the chairlift. Make sure to change the order of your students in the group when sliding down the hill.
- When skiing/riding as a group keep your turns smaller and in a small corridor on the hill. Avoid leading your group in a long line across the fall line.

c. Appropriate meeting places:

- Before going up the chairlift, discuss a meeting place at the top of the hill for the students to wait for you and the group.
- Choose secure, visible and easily identifiable stopping points on the way down the run. Avoid narrow terrain, blind corners, the down side of a pitch and high traffic areas such as merging trails.
- Discuss a meeting point before arriving at the bottom of the hill so your group won’t get mixed up in the crowd.
- Try to use the same meeting places on trails and at the top and base of chairlifts, so your students will learn to recognise safe areas to stop and gather when on the hill.
Before you begin your lesson; Discuss, with your group, a predetermined and consistent plan for your students should they become separated from the rest of the group. Tell your students, if they get separated to continue to the base of the last chairlift the group took together. Tell them to always WAIT AT THE BOTTOM tell them to never take the chairlift without the group.

VI. What to do in emergency situations such as severe weather conditions, broken equipment or a difficult descent:

- ALWAYS stay with and keep your group together at all times
- Re-group your students in a secure place on the hill. Consider your options. Make a quick and prudent decision.
- In the case of severe weather; lead the group to safe shelter using the most direct and safest route available. If the conditions are not safe, remove equipment and walk. Stay to the side of the trail and stay together. If it is an emergency leave the equipment on the side of the hill in a safe location.
- In severe cold; check often with your students for signs of frostbite on exposed skin, discomfort and cold or numb extremities. Use your hands, or direct your student, to cover and warm any visible frostbite. Move directly to shelter (lodge) Keep the group together and moving. During cold weather take small breaks often. Stay close to shelter. Tell your students ahead of time when and for how long you will go in to warm up. Always frame your breaks with the expectation of returning outside for more sliding.
- In the case of a student having broken or damaged ski or snowboard equipment; immediately stop and examine the equipment. DO NOT continue to slide on damaged or unsafe equipment. DO NOT attempt to correct or fix equipment that may be broken. Take off your equipment then ask, or help, your student to remove the equipment. Carry the equipment and walk to the base of the hill, keep to the side of the hill as much as possible. If you have a group, ask, or help, everyone in the group to do the same. KEEP THE GROUP TOGETHER.
- In the case of having ended up on a trail that is too difficult for ONE OR MORE of your students; stop your group and ask them to move as much as possible to the side of the trail and sit down and stay sitting in the snow. One at a time and with your assistance have your students walk sideways down the fall line, one step at a time. Move the group down the hill in small increments (3-4 metres at a time) to keep the group together and maintain direct control of the groups movement as much as possible. In extreme circumstances ask, or help, your students to remove their skis/snowboard. Take care to place the equipment with the base facing UPWARDS or with the tail(s) stuck firmly in the snow. Once the group has reached the bottom and re-grouped, continue to the base of the chairlift. The next run for the group should be an EASY challenge to help in rebuilding confidence.
- Whenever possible enlist the help of a T.A., ski patrol or another responsible individual to find and notify a snow school supervisor or the snow school office of your location and the nature of your emergency. NEVER release any of your students to anyone other than a parent or a Vorlage snow school staff member. If available use a cell phone or radio to contact the snow school or a supervisor.
VII. SNOWPARKS AND CONTOURED TERRAIN FEATURES.

a. Park safety first.

- Instructors that use the snowpark and contoured terrain features to assist in the development of their students must be familiar with all park safety rules and demonstrate a fundamental understanding of safe teaching practices.
- Participation in a CSIA or CASI park certification course and/or snow school organized park safety sessions are MANDATORY for all instructors wishing to use ANY park features with their students.
- No Instructor is to use the park features for student development without first consulting with the program supervisor.
- A CSA approved helmet is mandatory for all participants in the snowpark.
- Observe and adhere to all park signage with regards to park features.
- You must familiarize yourself with park etiquette and have a fundamental understanding of rules pertaining to user traffic, waiting for your turn, spotting of landings and communication with other park users when using the features with your students.
- Always communicate your intentions and directions clearly to your students and other park users.

b. Use of contoured terrain features, natural and machine made.

- Always inspect terrain features before allowing your students to use them. Check for terrain conditions related to weather and snow coverage. Check for visibility and unseen hazards. Evaluate difficulty of the terrain.
- Relate difficulty of terrain and your approach speed to your student’s abilities. Adjust your approach, your speed control and your verbal directions with regards to your student’s abilities to increase the safety factor for your students.
- Communicate clearly all safety rules to your class. Maintain good class control in regards to group movements. Identify safe places to stop and gather.
- Explain to your students the importance of; obeying ALL signage and terrain markers, sharing of terrain with other users, maintaining good traffic flow, appropriate stopping and gathering spots, respect for, and communication with, other users of snowparks and on hill terrain features.
- The use of contoured terrain features can be a rich and fun teaching environment. It is FUNDAMENTAL that all instructors exercise a thorough inspection of all terrain features and explain ALL safety rules to students BEFORE using this environment in a lesson.
7. Resources and Assistance

There are many sources of assistance and guidance available to instructors. Do not hesitate to ask for help, it is what we do in our snow school and we are all happy to support each other.

I. Snow school resources and teaching tools
- You can visit the snow school office and ask for assistance at any time.
- There are teaching tools available to be signed out from the weekend supervisors; discs stubbies, brushes, balls and toys.
- You can visit the Vorlage snow school website and blog page. Visit vorlagesnowschool.wordpress.com be sure to click the “follow” button for regular updates.

II. Management and supervisors
- The management team of the snow school is there to organise and structure the daily operations of the programs. But they are also available at anytime for assistance and advice. The door is always open.
- Program supervisors are on the hills at all times during the lessons and are eager to help you in almost every situation.
- Program supervisors are directly responsible to the instructors of the programs. Refer all parent or student “issues” directly to them.

III. Teaching assistants
- TA’s are 13-14 yrs. old assistants that are in training to receive a level 1 certification. They have received pre-season training for risk-management, lift safety and class management.
- TA’s are an invaluable part of our team and can be an invaluable resource to help instructors teaching young children.
- TA’s can help; motivating and moving groups, assisting with chairlift duties, helping fallen students, bringing children to the lodge or washroom.
- TA’s are future instructors that receive ongoing training during the season. They are to be supported and treated with respect.
- At no time should a TA be assigned a group without a certified instructor or be left alone in charge of a group of students.
IV. **Patrol**
- Patrollers can be helpful with chair lift safety.
- They can be helpful on the hill for reminding students of the Alpine Responsibility code.
- Can be reached by radio or by signalling with a raised arm. They assist with injured students.

V. **Snow school instructors**
- Other instructors are an endless source of information and inspiration. Share your ideas and ask others for theirs.
- Share your ideas with others on our snow school website and blog.
- If you are on the hill and you have an emergency situation, you can always count on assistance from your fellow instructor.
- We are all on the same team.

VI. **Professional associations**
- Be a regular visitor to your professional association’s web site.

8. **Training Opportunities**

I. **December training**
A schedule will be created for all staff new and returning. It is recommended to attend as much training as possible in order to be refreshed, informed and aware of snow school operations.

a) **Rookie training**
- Rookie instructors and uncertified level 1 candidates will have 2-4 days available for pre-season training.
- We ask all rookies to be available to train for 2 full days.

b) **Certified Instructor Training**
- Certified instructors will have 2-4 days of pre-season training available.
- We ask all returning instructors to be available for one day of training as a refresher and to receive new sport and resort information.

II. **Regular training season**

a) **Weekend regular sessions**
Every Saturday and Sunday morning at 8:45 am we meet on snow. Specific themes might include:
✓ Program needs
✓ Skills development
✓ Pedagogy (teaching to teach)
✓ Short radius
✓ Long radius
✓ Skiing objectives, beginner, intermediate, advanced
✓ Guest services

b) Weekday and Evening sessions
Every Monday evening and during week days
✓ A start date will be published at the beginning of the season for the first Monday night session. Session start at 7:00 pm and finish at 9:00 pm
✓ Monday night session continue during the season and end the final week of the programs
✓ Week day sessions are offered daily and are scheduled around the school group lessons.
✓ Sessions during the holiday lesson programs are daily and start at the same time as and follow similar themes as weekend sessions.
✓ Specific theme training sessions are available by request and with a minimum number of participants for Instructors planning taking educational and certification courses.

Your personal development depends entirely upon the effort you put into it. No one can talk you into skiing/riding better. You need to push the envelope and step out of your comfort zone!

CSIA Skier Evaluation Quick Reference.

The CSIA evaluation system allows for a format of development that helps to reference student’s development and abilities to a pre-determined scale. It is also a great reference for skill development guidelines.


CASI Quickride Program Quick Reference.

8 Week Lesson Model

Week 1
✓ Meet and greet
✓ Be sure class is well balanced
✓ Assess their skills
✓ Work stance & balance
✓ Any drill to get them centered is good

Week 2
✓ Keep up the stance & balance
✓ Mileage is important
✓ Choose terrain to get results
✓ Pivoting is the skill that helps you turn feet without turning the body
✓ You will encourage movement to help this happen

Week 3
✓ Reinforce acquired skills
✓ Discover new terrain if possible
✓ Turn shape can help students get results

Week 4
✓ Edging can be introduced first skidding then refined to a more steered turn
✓ Side slipping is excellent for discovering edge control
✓ Edge control is important at all levels
✓ Choose flat terrain for best results
✓ Students must be centered to achieve success

Week 5
✓ Once the student is centered, steering, and able to edge, it’s time to “have fun”
✓ New hills, bumps, more speed, long and short turns, excite them
✓ Keep them in terrain that encourages confidence.

Week 6
✓ Timing & Coordination
✓ At this stage you can start to refine skills and eliminate unnecessary moves
✓ Make the skier more efficient
✓ Maintain a cadence
✓ Ski from the feet up as opposed to the head down
**Week 7**
- Pressure control can be of help when skiing more challenging hills
- Review and put it all together
- By now you should be able to give your pupils a clear picture of how they ski/ride and suggest simple ways to move forward
- Hopping to help keep them centered
- Tall small for range of motion

**Week 8**
- It's feel good time
- Positive! Positive! Positive!
- Last lesson
- Have fun, be sure you finish strong
- Your attitude goes a long way in proving your professionalism
- Be sure your paper work is done neatly

**NOTES:**
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
The CSIA Code of Ethics

The CSIA Code of Ethics has been developed to help members achieve a level of personal conduct that is consistent with the position and profession of Alpine Ski Instructors. It contains standards of behavior expected of members while they perform their duties. The following Code of Ethics is organized around four principles:

a) Respect for Participants
This principle challenges members to act in a manner respectful of the dignity of all participants in the sport.

b) Responsible Teaching
This principle demands that the activities of members will be done safely and with the best interest of all participants in mind.

c) Integrity in Relationships
This principle holds that members are expected to be honest, sincere and honorable in their relationships with others.

d) Honouring Sport
This principle challenges members to recognize, act on and promote the value of sport for individuals and other partners in the sport.

Each main principle is followed by an explanation of a key word that is supportive of the main principle. The Board of Directors shall take appropriate disciplinary action should any breach of the Articles of the Code occur.

a) Respect for Participants

1. Respect
   • Treat all participants in sport with respect at all times.
   • Provide feedback to participants in a caring manner that is sensitive to their needs.
   • Refrain from engaging publicly in demeaning descriptions of others in sport (e.g., statements, conversations, jokes, presentations, and media reports).

2. Rights
   • Respect people as autonomous individuals and refrain from intervening inappropriately in personal affairs that are outside the generally accepted jurisdiction of a ski instructor.

3. Equity
   • Treat all participants equitably within the context of the sport regardless of gender, race, place of origin, athletic potential, colour, religion, political beliefs, socio-economic status, sexual orientation, or any other status.

4. Empowerment
• Encourage and facilitate participants’ abilities to be responsible for their own behavior, performance and decisions.

5. Confidentiality
• Exercise discretion in recording and communicating information so that information is not interpreted or used to the detriment of others.
b) Responsible Teaching

6. Professional Training
   • Be responsible for achieving and maintaining a high personal level of professional competence through appropriate training.
   • Keep themselves up-to-date with relevant information through personal learning discussions, workshops, courses, conferences, etc., to ensure their services will benefit others.

7. Self-Knowledge
   • Evaluate how their own experience, attitudes, beliefs, values, and stresses influence their actions as ski instructors and integrate this awareness into all efforts to benefit others.

8. Teaching Limits and Safety
   • Take the limits of their knowledge and capacity into account in their teaching practice. In particular, members must not assume responsibilities for which they are insufficiently prepared.
   • Refrain from working in unsafe or inappropriate situations that significantly compromise the quality of their services and the health and safety of participants.

9. Complete Effort
   • Ensure that every reasonable effort has been applied to help participants reach their potential.

10. Sexual Relationships
    • Be acutely aware of power in teaching relationships between you, the instructor, and the participants:
    • Avoid sexual intimacy with participants. The principle of zero tolerance should be exercised where minors are involved.
    • Abstain from and refuse to tolerate in others all forms of harassment, including sexual harassment.
    Sexual harassment includes either or both of the following:
    a) The use of power or authority in an attempt to coerce another person to engage in or tolerate sexual activity. Such uses include explicit or implicit threats of reprisals for noncompliance or promises or reward for compliance.
    b) Engaging in deliberate or repeated unsolicited sexually oriented comments, anecdotes, gestures, or touching that:
       i. are offensive and unwelcome;
       ii. create an offensive, hostile or intimidating environment;
       iii. can be expected to be harmful to the recipient.

11. Extended Responsibility
    • Recognize and address harmful personal practices of others in the sport e.g., drug and alcohol use/addiction, physical and mental abuse, and misuse of power.

c) Integrity in Relationships

12. Honesty
    • Accurately represent their qualifications, experience, competence and affiliations in spoken and written communication, being careful not to use descriptions or information that could be misinterpreted.
13. Conflict of Interest
• Declare conflicts of interest when they arise and seek to manage them in a manner that respects the best interests of all those involved.

14. Equipment
• Avoid discrediting specific ski equipment, manufacturers, sponsors, suppliers and/or other industry partners.

15. Financial
• Members must meet professional financial obligations promptly and conduct all their business dealings in a manner befitting the standards of the organization.

16. Positive Role Model
• Maintain the highest standard of personal conduct and project a favorable image of skiing and of ski teaching to participants and the public in general.

17. Responsibility to Industry Partners
• Promote cooperation with resorts, ski schools, the skiing public, and other groups that participate in and promote skiing.

18. Respect for Other Members
• Respect the good efforts of other members in the field. Refrain from vilifying the actions of other colleagues in public or private.

19. Resort Respect
• In a resort, privileges are often given, and under no circumstances should these be taken as a right nor be abused so as to cause embarrassment to any instructor, director or operator.

Recommended Process and Procedures
In cases where a violation of CSIA Code of Ethics is suspected, the following process and procedure is recommended.
1. Students or responsible associates may contact the CSIA directly to seek advice if they are unsure of what to do.
2. Make every possible effort to deal with and resolve a suspected Code of Ethics violation locally and/or regionally before the involvement of a national body (CSIA) is requested.
3. Document, in writing, the facts. No action should be considered on the basis of hearsay, innuendo or undocumented information.
4. Submit complaints to the CSIA in writing to:
   CSIA Disciplinary Committee
   Canadian Ski Instructors’ Alliance
   401-8615 St-Laurent Blvd
   Quebec (Quebec) H2P 2M9
5. The Disciplinary Sub-Committee of the CSIA Board of Directors shall consider cases of suspected breach of CSIA Code of Ethics.