Developing a Community-Based Therapeutic Recreation Program Plan for Greek Peak Adaptive Snowsports Program: A Year-Round Approach

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Emerging in 1974, Greek Peak Adaptive Snowsports, located in central New York, originated as a tri-track instructional ski program provided to a single participant. Shortly after, two additional instructors joined the program and began teaching persons with visual impairments. Within the year, a total of five instructors and three participants were actively involved, and a comprehensive adaptive ski program began to take shape. Today, the Greek Peak Adaptive Snowsports program runs January through March and provides instruction in adaptive skiing and snowboarding to persons ages 6 and up with various disabilities, including autism, cerebral palsy, visual impairments, developmental disabilities, and spinal cord injuries. As Greek Peak Adaptive Snowsports program has experienced growth in participant numbers, the organization expressed interest in learning more about the progression necessary for expanding their current seasonal program to a year-round community-based program. Prior to making this transition, Greek Peak Adaptive Snowsports identified various areas where further information regarding best practices would be helpful in assuring that the organization can develop, operate and sustain a successful year-round program.

Thus, in order to efficiently and effectively represent models of best practices actively being utilized in similar adaptive programs across the nation in the final program plan, a needs assessment interview was developed and conducted with 16 successful, sustainable year-round adaptive programs that originated as a seasonal program. Information and strategies regarding best practice methods for developing a productive year-round organization obtained during the interviews were analyzed and placed in various categories based on their relevance and importance in relation to administrative structure and function, programs, participants, and human and physical resources. Based on the needs assessment interview results, a comprehensive year-round program plan specific to the needs, goals and future interests of Greek Peak Adaptive Snowsports and their participants was developed as a blueprint and guide from which Greek Peak Adaptive Snowsports can refer to in the future, should they choose to expand from a seasonal to year-round format. The program plan provides a structure and template for financial planning, staffing, year-round programming, evaluation, participants, equipment and risk management.
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Chapter One

Introduction and Statement of the Problem

Introduction

Recent research has identified community-based therapeutic recreation programs as a service delivery model committed to offering a continuum of services for persons with disabilities. Community-based therapeutic recreation programs offer recreational and leisure experiences that seek to increase one’s overall well-being and quality of life, bridging the gap typically left between clinical healthcare treatment discharge and re-entry back into everyday life (Zabriskie, Lundberg, & Groff, 2005).

With this in mind, there is an essential need for research to focus on attaining a better understanding of the benefits, values and barriers related to recreation participation for persons with disabilities and their families (Roggenbuck, Loomis, & Dagostino, 1990). In addition, aspects of appropriate program characteristics and set-up should be examined in greater depth, so that models of best practice can be identified with regards to how a once seasonal program successfully expanded to a sustainable year-round program. Discovering what a comprehensive year-round community-based organization looks like structurally and functionally from an administrative and programmatic perspective will allow other programs looking to expand from a seasonal community-based program to a year-round inclusive program an opportunity to design their program based on those same ideas and practices.

Studies show that leisure positively affects holistic health by providing defense mechanisms and coping strategies when life situations present significant problems or challenges (Coleman & Iso-Ahola, 1993). Benefits of recreation participation for persons with disabilities can be broken down into three areas: physical, psychological and sociological. Research has
revealed that individuals who are consistently physically active are more adjusted, further satisfied with life and describe experiencing fewer days of restlessness, worry, hopelessness, and pain (Zabriskie, Lundberg & Groff, 2005). Individuals with disabilities who had a positive recreation experience demonstrated personal growth and a heightened view of themselves, including enhanced physical self-perception, increased confidence and a realization of redefined physical potential and competencies (Coleman & Iso-Ahola, 1993; Field & Hoffman, 1999; Zabriskie, Lundberg & Groff, 2005).

The major sociological benefit related to leisure and recreation programs involving persons with disabilities is recognized as being social interaction. Through social interaction, participants can experience companionship, thus helping to eliminate feelings of loneliness (Coleman & Iso-Ahola, 1993). Also, with social interaction comes social acceptance, which creates a sense of belonging, presents opportunities for developing relationships of equivalent status and ultimately subsiding assumed negative stereotypes invisibly placed on people with disabilities (Seigenthaler, 1997; Devine, 2004).

Research suggests that inclusion is a strong contributing factor to creating a successful recreation experience for persons with and without disabilities (Lord, 1997; Devine, McGovern & Hermann, 1998; McAvoy, 2001). In order to effectively construct an inclusive atmosphere, program elements cannot simply revolve around physical accessibility but must also involve social acceptance and facilitate connecting people of various backgrounds and abilities together.

As a result of equal socialization among diverse groups and abilities, particularly with family members and friends, satisfaction, interaction and stability are experienced. Successful socialization, personal adjustment and the strengthening of self-concepts come more naturally
and an improved quality of life for all parties involved is achieved (West & Merriam, Jr., 1970; Orthner & Mancini, 1990).

It has also been reported that as a result of families participating in inclusive recreation programs, a greater sense of satisfaction within the family unit, the development of a stronger family cohesion, and the decrease in perceived constraints results (Zabriskie, Lundberg, & Groff, 2005). By families simultaneously participating alongside their family members with a disability, new shared leisure skills are learned and knowledge of equipment and available adaptations develops that allows families to take part in life-long leisure in the future, independent of community programs (Zabriskie, Lundberg, & Groff, 2005).

Studies reveal that as the number of inclusive recreation programs increases, so does the need for continuous staff education including “disability awareness, attitudes and sensitivity” (Devine, McGovern & Hermann, 1998, p. 70) towards persons with various disabilities. Moreover, constant evaluation of the program’s effectiveness is also necessary to develop and maintain a successful all-inclusive program (Leyser & Kirk, 2004). A holistic foundation should be established, a clear mission should be identified and staff/volunteers should receive appropriate in-depth training (Sharpe, 2005). Keeping every developmental stage in mind, inclusive formats and programs should be in place for all participants and their specific activity interest (Field & Hoffman, 1999).

Contradictory to the benefits and value of inclusive recreation, there are often barriers and constraints that play a role in discouraging or preventing an individual from participating in a recreation or leisure experience. There are three types of barriers: structural, interpersonal and intrapersonal. Structural barriers are external constraints that directly correlate to an individual’s decision to participate in an activity or not (Burns & Graefe, 2007). As it involves connections
with other people, interpersonal barriers strongly interact and affect individual leisure interests and are considered to be unsteady, inconsistent and likely to change over time (Orthner & Mancini, 1990). Intrapersonal barriers are considered to be the most influential component that affects an individual’s intrinsic motivation and decision-making process regarding whether or not to participate in a program (Alexandris, Tsorbatzoudis & Grouios, 2002; Burns & Graefe, 2007).

Coleman and Iso-Ahola (1993) found that programs that stimulate higher stages of perceived autonomy and intrinsic enthusiasm are more likely to result in an individual experiencing a sense of internal control. As such, during program development, varying levels of activities should be considered. Such levels could include a beginner or introductory level, an intermediate skill development level and an experienced expert level that is dedicated to the all-out adventurer. The purpose of having varying levels of challenge within an activity allows participants to have options, based on their social goals or personal motivating factors related to their activity selection and desired recreation experience expectations.

Research has found that staff members and volunteers have often reported feeling less comfortable with program planning and program implementation when serving persons with disabilities. McAvoy (1982) suggests that this knowledge gap is associated with staff and volunteers not having sufficient training on the subject of working with various disabilities, medical implications involved, modified adaptive equipment availability and uses, and communication techniques (Herbert, 2000; Leyser & Kirk, 2004). With this in mind, guest lecturers, panel discussion, pre-service and in-service trainings should continuously be offered for organizational staff members and volunteers (Henderson, 1997; Leyser & Kirk, 2004).
As a result of persons with disabilities having access to leisure opportunities and an opportunity to independently choose to participate in recreation activities, personal growth is experienced, leisure skills and techniques are learned, social adjustment becomes easier, coping skills expand and positive behavior changes affecting one’s overall quality of life occur (Robb & Ewert, 1987; Seigenthaler, 1997; McAvoy, 2001; Duvdevany, 2002). Similarly, by integrating persons both with and without disabilities into shared recreational experiences, participants begin to break down barriers and stereotypical walls, seeing each other as unique individuals with unique qualities, skills and talents, rather than the traditional judgment that is placed on a person because of his/her perceived lack of ability.

In examining current leisure services typically provided to persons with disabilities, it has been found that there is still a substantial gap between the types of program and services desired and needed in comparison to those currently offered and made available (Dattilo & Schlein, 1994). With this in mind, increased efforts should be made by therapeutic recreation professionals in seeking to promote community-based therapeutic recreation programs and reliable research that acknowledges the benefits in doing so (Zabriskie, Lundberg, & Groff, 2005).

Statement of the Problem

Greek Peak Adaptive Snowsports (GPAS) located in central New York was interested in learning more about the progression necessary for extending a current seasonal program offered to persons with various disabilities into a year-round community based program, inclusive of both persons with disabilities and their extended social networks. Prior to making the transition, Greek Peak Adaptive Snowsports identified various areas where further information regarding best practices would be helpful in assuring that they can develop, operate and sustain a
successful year-round community-based program. In addition, prior to Greek Peak Adaptive Snowsports making this change in program format based on best practice models, a program plan needs to be developed for Greek Peak Adaptive Snowsports for the purpose of competently guiding them through the growth and expansion in programming.

**Project Purpose and Objectives**

The purpose of this project was to develop a comprehensive year-round program plan for Greek Peak Adaptive Snowsports, based on an assessment of national best practices. The project objectives include:

Objective 1: Develop an interview protocol for the purpose of identifying best practice models of currently existing year-round community-based therapeutic recreation programs.

Objective 2: Administer needs assessment interview to 15-20 pre-selected organizations.
   a. Distribute interview questions via email to organizations at least one week in advance of scheduled interview.
   b. Conduct recorded phone interview with the executive director of the organization.

Objective 3: Analyze needs assessment interview results and identify the following:
   a. Functional models of best practices being implemented in successful, sustainable year-round programs across the U.S.
   b. Areas for further program development, improvement and expansion (as identified by organizations interviewed).
   c. Effective strategies for overcoming barriers that interfere with participants and/or programs.

Objective 4: Based on interview results, develop a comprehensive year-round community-based therapeutic recreation program plan specific to the needs of Greek Peak Adaptive Snowsports and its participants.
Delimitations

The scope of this project is delimited to creating a comprehensive year-round community-based program plan for Greek Peak Adaptive Snowsports. Components (i.e. staffing, funding/budget, program format, facility/equipment) of the program plan were developed based on results from a needs assessment survey completed by sustainable and currently existing year-round community-based therapeutic recreation programs across the United States.

Limitations

This project may be limited in the fact that the needs assessment survey was only distributed to between 15-20 currently existing year-round adaptive programs that originated as seasonal snowsports programs and later expanded to year-round formats. Thus, several outstanding, high-quality adaptive programs (that began as year-round programs) were omitted from the survey sample.

Also, the needs assessment survey was co-developed between the investigator, the project committee and the Greek Peak Adaptive Snowsports board of directors. This being the case, the survey was specific to the questions, needs and wants unique to Greek Peak Adaptive Snowsports, their program set-up, facility availability, and participant base and may not be generalizable to other facilities or programs.

In addition, there are several limitations to be considered specific to Greek Peak Adaptive Snowsports and whether or not they currently have the capacity to implement a year-round program. Presently, Greek Peak Adaptive Snowsports is run strictly on a volunteer basis (i.e. board of directors, program instructors). Moreover, Greek Peak Adaptive Snowsports participants are currently charged a minimal user fee per visit. Incorporating a year-round program would require Greek Peak Adaptive Snowsports to structurally change the current set-
up by establishing paid staff positions to aid in the operation of year-round activities and the upkeep of facility/equipment. Also, an annual budget would have to be developed to ensure that program costs and personnel salaries were covered. Having an annual budget will change the dynamics of the program in that a steady flow of funding will need to be secured (i.e. grants, donations, scholarships, fundraisers, etc), which in turn could also affect the amount charged to users for participation, possibly effecting the Greek Peak Adaptive Snowsports participant base and their program attendance.

**Definition of Terms**

(1) Community-based Program – “services that are delivered in local facilities and agencies such as schools, community centers, parks and recreation facilities and senior centers” (Carter, Van Andel, & Robb, 1995, p. 7).

(2) Therapeutic Recreation – “refers to the specialized application of recreation and experiential activities or interventions that assist in maintaining or improving the health status, functional capacities, and ultimately the quality of life of persons with special needs. This process is not limited to certain categories of individuals or a particular setting” (Carter, Van Andel, & Robb, 1995, p. 10).

(3) Inclusive Program – offers recreation and leisure opportunities and equal choices for all participants regardless of disability for the purpose of supporting each individual in personal growth, independence and their reaching their highest potential (Lord, 1997; Devine, McGovern, & Hermann, 1998; McAvoy, 2001).

(4) Recreation - a “positive psychosocial response to a meaningful personal experience” (Carter, Van Andel, & Robb, 1995, p. 6).

(5) Leisure - a “multidimensional construct in which one feels relatively free from constraints, has a feeling of positive affect, is motivated by internal forces and allows the exercise of perceived competence” (Edginton, Jordan, DeGraaf, & Edginton, 2002, p. 6).

(6) Quality of Life - “psychological and spiritual well-being that is characterized by feelings of satisfaction, contentment, joy, and self-determination” (Carter, Van Andel, & Robb, 1995, p. 17).

(7) Disabilities - learning, emotional/behavioral, intellectual, physical, and speech impairments (Herbert, 2000; Leyser & Kirk, 2004).
(8) Benefit - as directly related to leisure, “an expected outcome, associated with therapeutic recreation intervention including changes in functional capacities, health status, and ultimately quality of life” (Carter, Van Andel, & Robb, 1995, p. 15).

(9) Physical Benefit - overall improved health, decreased symptoms of stress, increased muscular strength, improved endurance and general fitness (Coleman & Iso-Ahola, 1993; Zabriskie, Lundberg & Goff, 2005; Crandall, 1980).

(10) Psychological Benefit - an increased sense of self-determination, a “mastery of self-esteem” (Coleman & Iso-Ahola, 1993, p. 121), more positive moods, and improved self-confidence.

(11) Barrier - as directly related to leisure and recreation, any condition or event that prevents families or individuals from participating in or receiving the absolute range of benefits associated with having a complete recreation experience (Orthner & Mancini, 1990).

(12) Structural Barrier - include an individual’s financial status or lack of money, one’s awareness and perceived opinion of what leisure activities are available through the community or lack of time (Orthner & Mancini, 1990).

(13) Intrapersonal Barrier - perceived levels of physical condition, perceived levels of competency, and positive or negative attitudes resulting from previous experiences related to the same activity or program (Alexandris, Tsorbatzoudis, & Grouios, 2002; Burns & Graefe, 2007).

(14) Interpersonal Barrier - any condition or event attributed to other people that prevent families or individuals from participating in or receiving the absolute range of benefits associated with having a complete recreation experience (Orthner & Mancini, 1990).
Chapter Two

Review of Literature

This chapter reviews literature related to the discussion of community-based therapeutic recreation programs that serve persons with disabilities. The purpose for exploring this information is to identify the necessary elements required for developing a successful year-round community-based program. Benefits, barriers, and inclusive factors related to persons with disabilities and their participation in community programs are analyzed. The following sections are included: (1) introduction; (2) current models of outdoor therapeutic recreation programs; (3) benefits of participation; (4) barriers and constraints; (5) value of inclusive programs; (6) developing an outdoor therapeutic recreation program; and (7) summary.

Introduction

Recent research has identified community-based therapeutic recreation programs as a service delivery model committed to offering a continuum of services for persons with disabilities. Community-based therapeutic recreation programs offer recreational and leisure experiences that seek to increase one’s overall well-being and quality of life, bridging the gap typically left between clinical healthcare treatment discharge and re-entry back into everyday life (Zabriskie, Lundberg, & Groff, 2005). With this in mind, there is an essential need for research to focus on attaining a better understanding of the benefits and values related to recreation participation for persons with disabilities and their families (Roggenbuck, Loomis, & Dagostino, 1990). The purpose of this study was to examine the benefits and barriers associated with persons with disabilities participating in community-based recreation programs. Aspects of appropriate program characteristics and set-up are also studied so that models of best practice
can be identified and referenced when expanding a seasonal community-based program to a year-round inclusive program for both persons with disabilities and their family network.

**Current Models of Outdoor Therapeutic Recreation Programs**

The National Ability Center is a non-profit interdisciplinary organization that aspires to support individuals with disabilities in building life skills and competencies as a result of their involvement in adaptive sport and recreational activity programs. A primary focal point of the National Ability Center concentrates on increased integration of persons with and without disabilities through the provision of inclusive community programs and settings. Each recreational lesson is created to serve individual and/or family needs. For example, a goal might include the participant acquiring a new leisure skill; however, goals may also include other personal goals related to assessed participant needs or continued treatment goals. The National Ability Center conducts needs-based assessments with participants prior to participation, documenting progress and change during participation and evaluating participant gain and achievement upon their concluding a recreational program (Zabriskie, Lundberg, & Groff, 2005).

Wilderness Inquiry is a non-profit organization that provides outdoor opportunities for people with and without disabilities in an inclusive wilderness experience (Anderson, Schleien, McAvoy, Lais, & Seligmann, 1997). It is a program guided by the belief that social integration is of utmost importance regarding leisure experiences. Rather than serve one group or population at a time, they incorporate all people of diverse physical and social status into one group and one inclusive experience. This is so social inequality and discrimination issues can be addressed and perceived hierarchies can be dispersed (Devine, 2004; Sharpe, 2005).
Outward Bound is a not-for-profit organization that aims to educate participants via direct hands-on learning experiences in the natural, outdoor environment, absent of society distractions and routines. Outward Bound offers programs for underserved youth, both with and without disabilities. The overall goal of Outward Bound is to provide outreach to participants, encouraging and supporting program participants in self-discovery, confidence formation and character development for the purpose of integrating learned competencies into their personal lives upon their return to everyday life and routines (Watters, 1984).

**Benefits of Participation for Persons with Disabilities**

Research shows that leisure positively affects holistic health by providing defense mechanisms and coping strategies when life situations present significant problems or challenges (Coleman & Iso-Ahola, 1993). Benefits of recreation participation for persons with disabilities can be broken down into three areas: physical, psychological and sociological. Physical benefits obtained as a result of participation can include overall improved health, decreased symptoms of stress, increased muscular strength, improved endurance and general fitness (Coleman & Iso-Ahola, 1993; Zabriskie, Lundberg & Goff, 2005; Crandall, 1980). Research has also revealed that individuals who are consistently physically active are more adjusted, further satisfied with life and describe experiencing “fewer days of pain, depression, anxiety and sleeplessness” (Zabriskie, Lundberg & Groff, 2005, p.178; Krause & Kjorsvig, 1992).

Research reports that there are also significant psychological benefits associated with persons with disabilities and recreation participation. Examples of these findings include: an increased sense of self-determination, a “mastery of self-esteem” (Coleman & Iso-Ahola, 1993, p.121), more positive moods, and improved self-confidence. In addition, individuals with
disabilities who had a positive recreation experience demonstrated personal growth and a heightened view of themselves, including enhanced physical self-perception, increased confidence and a realization of redefined physical potential and competencies (Coleman & Iso-Ahola, 1993; Field & Hoffman, 1999; Zabriskie, Lundberg & Groff, 2005).

Research depicts the major sociological benefits related to leisure and recreation programs involving persons with disabilities as being social interaction. Often, persons with disabilities choose to take part in recreation activities for the purpose of expressing themselves, deviating from daily routines and typically experienced isolation with the purpose of interacting with others, enjoying friendships and developing an overall connection to their community (Crandall, 1980; Seigenthaler, 1997). Through social interaction, participants can experience companionship, thus helping to eliminate feelings of loneliness (Coleman & Iso-Ahola, 1993). Also, with social interaction comes social acceptance, which creates a sense of belonging, presents opportunities for developing relationships of equivalent status and ultimately subsiding assumed negative stereotypes invisibly placed on people with disabilities (Seigenthaler, 1997; Devine, 2004).

Research finds that at the conclusion of a recreation activity, particularly those self-directed or independently chosen, participants “gain a sense of accomplishment” (Sugerman, 1996, p.44) in having mastered a particular skill or independently having taken part in an activity they thought might not be realistic or possible for them to achieve (Duvdevany, 2002). Thus, as a result of persons with disabilities having access to leisure opportunities and choosing to participate in recreation activities, personal growth is experienced, leisure skills and techniques are learned, social adjustment becomes easier, coping skills expand and positive behavior
changes affecting one’s overall quality of life occur (Robb & Ewert, 1987; Seigenthaler, 1997; McAvoy, 2001; Duvdevany, 2002).

**Barriers and Constraints Related to Participation**

As directly related to leisure and recreation, a barrier can be defined as any condition or event that prevents families or individuals from participating in or receiving the absolute range of benefits associated with having a complete recreation experience (Orthner & Mancini, 1990). There are three types of barriers: structural, interpersonal and intrapersonal. Structural barriers are external constraints that directly correlate to an individual’s choosing whether or not to participate in an activity (Burns & Graefe, 2007). Structural barriers may include an individual’s financial status or lack of money, one’s awareness and perceived opinion of what leisure activities are available through the community or lack of time (Orthner & Mancini, 1990). Often there is a lack of encouragement or education from community-based organizations because they have inadequately trained staff, are concerned with legal liability issues or offer programs for persons with disabilities in a segregated program that is separate from the general public of “non-disabled” participants (Robb & Ewert, 1987; Herbert, 2000; Zabriskie, Lundberg & Groff, 2005). Research has found that organization staff are often “insufficiently prepared to address recreation needs of persons with disabilities” (Herbert, 2000, p. 17). Herbert found this to be associated with fears and anxieties of individual staff members due to the weight of responsibility felt by staff in their wanting to ensure safety for participants with disabilities while also providing an enjoyable experience free of stereotypes and stigmas (Herbert, 2000). Other structural barriers may include architectural constraints which can include both structural and environmental areas, recreational facilities being minimally or inadequately accessible, lack of organizational
resources, program modifications and adaptive equipment or the on-going issue of transportation availability (Devine, McGovern, & Hermann, 1998; Herbert, 2000; Leyser & Kirk, 2004; Devine & King, 2006).

Interpersonal barriers strongly interact and effect individual leisure interests; these types of constraints are also considered to be unsteady, inconsistent and likely to change over time (Orthner & Mancini, 1990). Interpersonal barriers are attitudes and behaviors that enhance or strain relationships between two or more people (Carter, Van Andel, & Robb, 1995). Unfortunately, often these constrictions develop as a result of persons with disabilities being socially misunderstood (Duvdevany, 2002). These types of constraints may include: stress, fear, anxiety, hopelessness, social influences or the perceived appropriateness of a leisure activity (Crawford & Godbey, 1987; Orthner & Mancini, 1990). For example, research provides a reminder that often persons with disabilities daily life and leisure choices are influenced or controlled by family members or caregivers. With this in mind, intrapersonal barriers frequently exist between a participant and their guardian in that the participant habitually longs for an opportunity to engage in self-directed choices and ultimately encounter the feeling of empowerment and freedom that accompanies their individual preference of choice (Henderson, 1994; Duvdevany, 2002). On the flipside, intrapersonal barriers can be defined as an internal conflict and the dealings experienced within oneself. Research has found that internal constraints are directly linked to a person’s character traits, as well as their mental and emotional standing (Alexandris, Tsorbatzoudis, & Grouios, 2002).

Intrapersonal barriers are considered to be the most influential component that effects an individual’s intrinsic motivation and decision-making process regarding whether or not to participate in a program. These factors include perceived levels of physical condition, perceived
levels of competency, and positive or negative attitudes resulting from previous experiences related to the same activity or program (Alexandris, Tsonbatzoudis & Grouios, 2002; Burns & Graefe, 2007). Primarily, a lack of social competency is the most highly recognized barrier when it comes to full inclusion. Research reports that this is due largely to the various communication deficits that co-occur with certain disabilities, as well as the lack of social exercise available to persons with disabilities (Lord, 1997).

As mentioned earlier, research identifies that parental/caregiver guidance plays an active role in decisions regarding what activities the participant with a disability takes part in. Often, and rightfully so, parents have concerns regarding staff and program participants’ attitudes and acceptance of their child. Questions and hesitations occur that include their child’s ability to make friends, whether they will be isolated during an activity, whether there will be adequate support for their child and whether or not their child’s participation in a certain activity will have a positive or negative impact on their emotional development and well-being (Leyser & Kirk, 2004). These factors of parental concern and anxiety can be considered intrapersonal barriers because the uneasiness and apprehension are initially created from past encounters directly experienced by the participant or parent, as well as the stories shared by families and participants of similar disabilities or circumstance. Bedini and Henderson (1994) note that social and psychological assurances are vital to the success of a positive recreation experience for persons with disabilities, as there is a great emotional toll taken in the event a negative encounter is experienced during a recreational activity. Likewise, there is discomfort and demeaning attitudes interpreted by persons with disabilities during social and/or recreation activities when they are pitied by their peers.
Values Associated with Implementing Inclusive Programming

Inclusive community-based recreation programming consists of persons with and without disabilities engaging in leisure pursuits collectively together (Devine, 2004) for the purpose of attaining normalization (Fennick & Royle, 2003). In order to successfully create an inclusive atmosphere, program elements cannot simply revolve around physical accessibility but must also involve social acceptance and facilitate connecting people of various backgrounds and abilities together. Recreation and leisure opportunities involving inclusive practices offer programs and equal choices for all participants regardless of disability for the purpose of supporting each individual in personal growth, independence and their reaching their highest potential (Lord, 1997; Devine, McGovern & Hermann, 1998; McAvoy, 2001). Inclusion entails the integration of participants where a structural and attitudinal barrier-free environment is offered with a “zero-exclusion policy, where no one is rejected based on ability” (Modell, Imwold, 1998, p.88), and must include the “approximately 19% of Americans who have a disability” (McAvoy, 2001, p.24). To be entirely inclusive, participants should have complete access to program components and activities versus their being required to participate in segregated, diluted or patronizing activities. In the event that achieving an inclusive program or activity means that additional time or assistance is required for a participant to successfully partake in and achieve program goals, then it should be the responsibility of the organization and its staff to ensure these supportive components are in place and available to all participants without discrimination (Dillenschneider, 2007).

Research tells us that recreation activities that entail minimal to no communication provide little benefit to individual or family unit participants. Therefore, inclusive environments should be encouraged as being an integral part of community-based therapeutic recreation
programs. When both elements of verbal and non-verbal communication exist within recreation program formats, group interaction and ultimately group cohesion are achieved (Orthner & Mancini, 1990). As a result of equal socialization among groups of varying backgrounds and abilities, particularly with family members and friends, satisfaction, interaction and stability are experienced. Successful socialization, personal adjustment and the strengthening of self-concepts come more naturally and an improved quality of life for all parties involved is achieved (West & Merriam, Jr., 1970; Orthner & Mancini, 1990).

It has also been reported that as a result of families participating in inclusive recreation programs, a greater sense of satisfaction within the family unit, the development of a stronger family cohesion, and the decrease in perceived constraints results. By families simultaneously participating alongside their family members with a disability, new shared leisure skills are learned and knowledge of equipment and available adaptations develops that allows families to take part in life-long leisure in the future, independent of community programs (Zabriskie, Lundberg, & Groff, 2005). Research states that one’s family involvement and active participation during recreation and leisure activities is important to the development and display of a participant’s personal expression and self-determination (Field & Hoffman, 1999). In addition, parents and caregivers of children with disabilities have reported positive constructive personal growth regarding their relationship and role as parent to their child with a disability. Included in the Sandler and Mistretta (1998) report were findings that displayed an increase in compassion, flexibility and tolerance among parents who participated in activities alongside their child with a disability. Having gained these competencies during leisure and recreation, parents can more easily transfer these skills and techniques into everyday life situations and more effectively model appropriate behaviors for their children when at home and faced with everyday
obstacles (Field & Hoffman, 1999). An additional benefit and component to consider when inclusively involving family members in recreation programs is that with increase in participant age and adolescence comes the increased need for participants to become independent. By including family members or caregivers in this process of transition, participants can learn personal independence and develop their own sense of identity while family members learn to progressively decrease their control regarding participant decisions. With both parties positively involved in this process, learned helplessness and enabling decreases while the support and encouragement of maximum independence increases (Field & Hoffman, 1999).

Because of inclusive recreation experiences, individuals with disabilities encounter positive changes in confidence levels, and gain belief and trust in themselves. Also, because of interpersonal contact within integrated activities, attitude, perception and behavior changes take place within the group that lead to an increased acceptance of persons with disabilities, diminished stereotypes of persons with disabilities and overall feelings of equality, community and togetherness (Anderson, Schleien, McAvoy, Lais, & Seligmann, 1997; Sharpe, 2005). So, while understanding differences is important, “similarities cannot be ignored” (Henderson, 1997, p. 25) as there are commonalities among all participants regarding needs and interests related to recreation experiences, including personal choice, pleasure and satisfaction for having participated and positive social interaction with others. These commonalities are where programming focus should lie, rather than the intense examination and identification of differences, such as which are better or worse and what they may or may not say about a person and their ability (Henderson, 1997).

Inclusive services are necessary and should not be an option, but an understood requirement in any recreation program set-up and service delivery model, because “people do not
just want leisure; they want to share their leisure with someone” (Devine, 2004, p. 153). With this in mind, the idea of recreation programs embracing inclusion should be a given responsibility and a way of life (McAvoy, 2001; Devine & King, 2006). This is because inclusive recreation and leisure opportunities provide an outlet for dispelling the preconceived, misleading myths, labels and stereotypes associated with persons with disabilities, which include the ideas that persons with disabilities are separate from the rest of society and thus must participate in separate services of “their own kind” (Dillenschneider, 2007). Thus, as the number of inclusive recreation programs increases, so does the need for continuous staff education including “disability awareness, attitudes and sensitivity” (Devine, McGovern & Hermann, 1998, p.70) towards persons with various disabilities, as well as the constant evaluation of its effectiveness (Leyser & Kirk, 2004), in order to develop and maintain a successful all-inclusive program.

Overall, by integrating persons both with and without disabilities into shared recreational experiences, participants begin to break down barriers and stereotypical walls, seeing each other as unique individuals with unique qualities, skills and talents, rather than the traditional judgment that is placed on a person because of their lack of perceived ability. Each participate is ultimately valued and appreciated for who they are. As a result, diversity is treasured, friendships are formed, and the widely experienced isolation and discomfort experienced by participants with and without disabilities ceases to exist (Sugerman, 1996).
Developing an Outdoor Therapeutic Recreation Program

Research suggests that in creating a community-based therapeutic recreation program, a primary goal of providing barrier-free leisure opportunities should be priority (Burns & Graefe, 2007). Rather than focusing on participant differences, focus on similarities. This encourages social integration, support and acceptance (Devine, 2004). A holistic foundation should be established, a clear mission should be identified and staff/volunteers should receive appropriate in-depth training (Sharpe, 2005). Keeping every developmental stage in mind, inclusive formats and programs should be in place for all participants and their specific activity interest (Field & Hoffman, 1999). To successfully achieve this, organizations should also consider the length, duration and frequency of programs offered. Research notes that in order to promote consistent participation and ultimately life-long leisure, programs should be offered in a longitudinal format as opposed to a short-term, one time experience (Zabriskie, Lundberg, & Groff, 2005).

When designing a program lay-out, research recommends that activities involve an individual being able to exercise control and freedom. Programs that stimulate higher stages of perceived autonomy and intrinsic enthusiasm are more likely to result in an individual experiencing a sense of internal control (Coleman & Iso-Ahola, 1993). Also, during program development, consider having varying levels of activities. These levels could include: a beginner or introductory level, an intermediate skill development level and an experienced expert level that is dedicated to the all-out adventurer. The purpose of having varying levels of activity allows participants to have options, based on their social goals or personal motivating factors related to their activity selection and desired recreation experience expectations. For example, a person may wish to participate in basic recreational leisure activity for the sake of fun and enjoyment, while a second individual may choose to participate in a high risk adventurous activity for the
sake of competition or an adrenaline high (Robb & Ewert, 1987). According to Hammitt, “Recreation is an experience, a state of mind stemming from participation in an activity, rather than the activity itself” (1980, p.107). With this in mind, an organization should focus not only on the on-site experience of a single activity, but also highlight the participant’s anticipation of experiencing a certain activity, their travel experience (mental and physical process) in arriving at the activity, debriefing the completed activity, recollecting the experience and reflecting personal thoughts and feelings experienced during the activity (Hammitt, 1980).

Research studies have found that staff members and volunteers have often reported feeling less comfortable with program planning and program implementation serving persons with disabilities. McAvoy (1982) suggests that this knowledge gap is associated with staff and volunteers not having sufficient training on the subject of working with various disabilities including: learning, emotional/behavioral, intellectual, physical, and speech impairments, medical implications involved, modifications and adaptive equipment availability and uses, and communication techniques (Herbert, 2000; Leyser & Kirk, 2004). With this in mind, guest lecturers, panel discussion, pre-service and in-service trainings should continuously be offered for organizational staff members and volunteers (Henderson, 1997; Leyser & Kirk, 2004). Orientation and educational topics should include disability awareness, program modification techniques, communication strategies for giving and modeling instruction and the appropriate uses of adaptive equipment so that staff and volunteers can confidently recognize and safely accommodate for individual differences and needs as necessary (Devine, McGovern & Hermann, 1998; Fennick & Royle, 2003; Dillenschneider, 2007).
When planning program activities, research suggests collaborative planning take place where staff, volunteers, participants and participant family members work together in planning effective recreational programs (Herbert, 2000). When planning recreational activities, it is important to keep in mind that all participants regardless of ability are looking for opportunities for exploring and experiencing new activities while interacting and socializing with friends and family. Knowing these two factors are of personal interest to participants, it is essential that programmers allow participants to partake and contribute to the given activity at their highest level of functioning ability (Dillenschneider, 2007).

**Summary**

In summary, research provides information on both broad and specific components needed for a successful, sustainable and beneficial community-based therapeutic recreation program. It has been identified that there are limited qualitative and quantitative data resources available that reflect the statistical gains of leisure participation (Robb & Ewert, 1987). Also, in examining current leisure services typically provided to persons with disabilities, it has been found that there is still a substantial gap between the types of program and services desired and needed in comparison to those currently offered and made available (Dattilo & Schlein, 1994). With this in mind, increased efforts should be made by therapeutic recreation professionals in seeking to promote community-based therapeutic recreation programs and reliable research that acknowledges the benefits in doing so (Zabriskie, Lundberg, & Groff, 2005). While there have also been few studies conducted on the inclusion of family units during recreation participation, current studies evaluated would suggest it to be positive. As therapeutic recreation practitioners, there has too often been a “focus on the “how tos” at the expense of the “whats” and “whys””
(Roggenbuck, Loomis, & Dagostino, 1990, p.113). Therefore, activities, programs and behavior management have become the driving force of recreation programmers, with modest thought being given to intrinsic leisure ideals and values of “introspection, self analysis and learning” (Roggenbuck, Loomis, & Dagostino, 1990, p.113). For this reason, recreational organizers need to be more critical, ask more questions and find complete answers to defining the “whats” and “whys” related to the life-long benefits achieved as a result of leisure and recreation participation so that it can progress and improve over time and additional research.
Chapter Three
Methods and Procedures

Introduction

Specific to the needs, goals and future interests of Greek Peak Adaptive Snowsports and its participants, a comprehensive year-round program plan was developed as a blueprint from which Greek Peak Adaptive Snowsports can refer to in the future, if and when they choose to expand from a seasonal program format to a year-round program. In order to efficiently and effectively represent models of best practices being utilized in similar adaptive programs across the nation in the final program plan, a needs assessment survey was developed and conducted with 15-20 successful, sustainable year-round adaptive programs that originated as a seasonal program, just as Greek Peak Adaptive Snowsports has. Information gathered through the organization interviews was analyzed and placed into various themes and/or categories based on relevance and importance in relation to administrative structure and function, programs, participants and human and physical resources.

Project Description

The following are objectives specific to the Master’s Project:

Objective 1: Develop an interview protocol for the purpose of identifying best practice models of currently existing year-round community-based therapeutic recreation programs.

Objective 2: Administer needs assessment interview to 15-20 pre-selected organizations.
   a. Distribute interview questions via email to organizations at least one week in advance of scheduled interview.
   b. Conduct recorded phone interview with the executive director of the organization.
Objective 3: Analyze needs assessment interview results and identify the following:
   a. Functional models of best practices being implemented in successful, sustainable year-round programs across the U.S.
   b. Areas for further program development, improvement and expansion (as identified by organizations interviewed).
   c. Effective strategies for overcoming barriers that interfere with participants and/or programs.

Objective 4: Based on interview results, develop a comprehensive year-round community-based therapeutic recreation program plan specific to the needs of Greek Peak Adaptive Snowsports and its participants.

The following are objectives that will be achieved by participants as a result of their experience in the proposed Greek Peak Adaptive Snowsports year-round program:

   Objective 1: Broaden range of personal leisure interests.
   Objective 2: Improve level of leisure skills and abilities.
   Objective 3: Improve overall health and level of physical fitness.
   Objective 4: Improve level of competence, confidence and self-esteem.
   Objective 5: Develop and improve social skills through social interaction and active communication with others.
   Objective 6: Establish desire for lifelong participation in leisure activities.

The following are objectives that will be met by the Greek Peak Adaptive Snowsports program and its personnel:

   Objective 1: Provide participants an opportunity to participate in inclusive recreation programs where both persons with and without disabilities as well as their extended social networks are included.
   Objective 2: Enhance participant’s knowledge and awareness of the different types of leisure activities and opportunities available.
   Objective 3: Promote independence by allowing the participant to experience freedom of choice and challenge within their recreation and leisure.
   Objective 4: Improve participant’s overall quality of life and well-being.
   Objective 5: Improve participant competence in leisure skills and ability.
   Objective 6: Encourage participants to explore, develop and pursue leisure interests with overall purpose of instilling lifelong leisure habits.


**Background of Participating Agency**

Emerging in 1974, Greek Peak Adaptive Snowsports, formerly known as Greek Peak Sports for the Disabled, originated as a tri-track instructional ski program provided to a single participant. Shortly after, two additional instructors joined the program and began teaching persons with visual impairments. Within the year, a total of five instructors and three participants were actively involved, and a comprehensive adaptive ski program began to take shape. Later, during the 1998-1999 ski season, Greek Peak Adaptive Snowsports introduced the mono-ski as a new instructional component to their program, in an effort to further their efforts in making the mountain and the excitement of snowsports available to everyone of all abilities. All Greek Peak Adaptive Snowsports activities occur at and through the support of Greek Peak Mountain Resort in Central New York. In 1995, a fully accessible Adaptive Training Center was built on the Mountain Resort property specifically for Greek Peak Adaptive Snowsports program and participants. Today, the Greek Peak Adaptive Snowsports program runs January through March and provides instruction in adaptive skiing and snowboarding to persons ages 6 and up with various disabilities, including autism, cerebral palsy, visual impairments, developmental disabilities, and spinal cord injuries. Greek Peak Adaptive Snowsports has over 30 ski and snowboard instructors with PSIA/AASI training and certification. In addition, the Greek Peak Adaptive Snowsports program is sustained with the support of a nine member board of directors and over 70 trained volunteers.
**Target Population**

As a result of this project, a comprehensive program plan was developed for Greek Peak Adaptive Snowsports. The purpose of the program plan is to provide a blueprint from which Greek Peak Adaptive Snowsports can work and expand their seasonal winter program into a year-round community-based adaptive program serving persons of all ages with various disabilities.

The target population for this project encompasses all Greek Peak Adaptive Snowsports participants including persons with physical, emotional, behavioral, intellectual, learning, and/or speech impairments. Additionally, an expanded target population includes a participant’s family, social network and/or support system for the purpose of efficiently addressing the needs and interests of all persons involved in the Greek Peak Adaptive Snowsports program.

**Procedural Steps for Project Completion**

1. Develop needs assessment interview, asking questions having to do with best practice strategies deemed critical to organizing and operating a year-round community-based adaptive recreation program.
   a. Develop needs assessment interview.
   b. Develop and submit Human Subjects Proposal.
   c. Pilot, review and revise needs assessment interview.

2. Contact and confirm interview sample consisting of 15-20 currently existing year-round community based adaptive programs within the United States that meet the following criteria:
   a. That the organization will have started out as a seasonal program and later expanded to a year-round format.
   b. That the organization have a sound reputation (e.g., a chapter of DSUSA), and have been recognized by an accrediting organization for an outstanding program or have received a “best practices” award from a recognized agency or organization.
3. Administer needs assessment interview to 15-20 pre-selected organizations.
   a. Distribute interview questions via email to organizations at least one week in advance of scheduled interview.
   b. Conduct recorded phone interview with executive director of the organization.
   c. Transcribe recorded phone interview responses within one week of having completed interview.

4. Analyze interview results, identifying critical program components and emerging themes necessary for operating a sustainable, successful year-round community-based program.

5. Utilize interview results to develop comprehensive year-round program plan draft for Greek Peak Adaptive Snowsports, incorporating key components:
   a. Administrative Structure and Function
   b. Human and Physical Resources
   c. Programs and Participants

6. Review, revise and finalize program plan with project committee and Greek Peak Adaptive Snowsports board of directors.

Role of the Project Agency

Included in the process of developing a needs assessment survey and program plan, input and feedback was continuously received from the Greek Peak Adaptive Snowsports board of directors based on their in-depth knowledge and experience with the program. Further input was also centered on the specific needs of Greek Peak Adaptive Snowsports and any potential questions needing answered when considering an expansion of their current program operation.

Greek Peak Adaptive Snowsports involvement with the project also included their conveying what questions and/or information they wished to obtain with the needs assessment survey. In addition, Greek Peak Adaptive Snowsports played a direct role in identifying the 15-20 currently existing year-round programs that framed the project sample size, as they are more aware of successful year-round programs that began just as they have (as a snowsports/seasonal program).


**Needs Assessment Instrument**

The needs assessment interview protocol was co-developed by the investigator, the project committee and the input of Greek Peak Adaptive Snowsports board of directors based on the elements considered critical to a sustainable and effective program. The needs assessment was an interview conducted via phone and included open-ended questions deemed applicable in defining best practice components involved in operating an organized community-based adaptive program. Questions were divided into three categories: 1) Administrative Structure and Function, 2) Human and Physical Resources, and 3) Programs and Participants.

Participating organizations and their executive directors were sent the interview questions via email at least a week prior to their scheduled interview to allow time for their reviewing and gathering information necessary for answering the questions. No more than minimal risk was involved as the interview questions pertained to the everyday operations of their organization, and in no way were invasive of personal information. Participants could choose to skip a question(s) and/or could withdraw from the interview and participation at any time without any consequence.

Participants were invited to participate in the project via email. Upon their consent and confirmation of participation, via return email, interviews were scheduled and interview questions were sent via email to organizations at least one week in advance of interview date. Informed consent was read to participants in the opening paragraph of the needs assessment interview. By completing the interview, participants gave their informed consent to participate. Because of the innocuous nature of the interview, and the focus on agency, and not individual, characteristics, this method of obtaining informed consent was sufficient.
The steps for instrument completion were as follows:

(1) Develop needs assessment survey, asking questions having to do with best practice strategies deemed critical to organizing and operating a year-round community-based adaptive recreation program.
   a. Develop needs assessment interview.
   b. Develop and submit Human Subjects Proposal.
   c. Pilot and review needs assessment survey.
   d. Revise needs assessment survey as needed.

Sample Determination

The needs assessment sample population consisted of currently existing sustainable year-round community based adaptive programs within the United States. Fifteen to twenty of these programs were purposefully sampled. Criteria for selecting sample population required the following: (1) that the organization started out as a seasonal program and later expanded to a year-round format, or (2) that the organization has a sound reputation, or (3) has been recognized by an accrediting organization for an outstanding program or have received a “best practices” award from a recognized agency or organization. This is so the sample was parallel to the current model at Greek Peak Adaptive Snowsports. Organizations were identified through the Greek Peak Adaptive Snowsports board of directors, through the Disabled Sports USA (DSUSA) directory, and through articles published in “Challenge” magazine, the official publication of DSUSA.
Designing an Evaluation Plan

In the event that Greek Peak Adaptive Snowsports chooses to adapt and implement the program plan, the evaluation process to determine whether or not the process developed is working was based on stakeholder feedback as well as Greek Peak Adaptive Snowsports analyzing whether or not pre-identified program goals and objectives are being accomplished and connected to positive outcomes and the improvement of each participant’s quality of life and leisure lifestyle. The overall evaluation plan closely examines the effectiveness and efficiency of program components both in the program process and implementation as well as the impact on program participants. Methods for obtaining such information include activity debriefings, survey questionnaires, informal interviews with participants or staff/volunteers, focus groups and/or participation observation/assessment of leisure skills.
Chapter Four

Results

As a result of the needs assessment interviews, specific to the needs, goals and future interests of Greek Peak Adaptive Snowsports and their participants, a comprehensive year-round program plan was developed as a blueprint from which Greek Peak Adaptive Snowsports can refer to in the future, if and when they choose to expand from a seasonal program to a year-round format. This chapter contains the actual program plan, in the form of a handbook, *Greek Peak Adaptive Snowsports Program Plan and Handbook.*

Please note: Page numbers in the program plan and handbook table of contents have been omitted to eliminate confusion and overlap between the main document’s table of contents and the table listed at the beginning of the handbook.
Greek Peak Adaptive Snowsports
Program Plan and Handbook

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Recreation, Parks & Leisure Studies Department
State University of New York at Cortland
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Appendix B: Data Compilation from Needs Assessment
Introduction

The following program plan and manual was specifically designed for the mission, vision and purposes of Greek Peak Adaptive Snowsports. Developed as a comprehensive guide for improving and expanding organization operations, programs and services, this manual is meant to act as a blueprint and resource in which the stakeholders of Greek Peak Adaptive Snowsports can refer to and/or build upon in the future.

The manual is arranged in a series of sections related to: administrative function, human and physical resources, participants and programs. A table of contents is provided so that users can more easily maneuver through each of the subsequent sections:

- Greek Peak Adaptive Snowsports Logic Model
- Administration
- Year-Round Programming
- Program/Event Planning
- Volunteers & Interns
- Participants
- Evaluation
- Equipment
- Risk Management Plan

Each section is introduced with an overview page that explains the following:

a. **Purpose and Description**
   The purpose and description provides a brief summary explaining why that particular section or topic should be considered or included during an organization’s planning, implementation and/or evaluation processes.

b. **Procedure**
   The procedure segment provides information specific to how Greek Peak Adaptive Snowsports board of directors, staff and/or volunteers should or will carry out components or ideas introduced based on models of best practice within the operation of an adaptive sports/recreation program.

c. **Justification**
   This section directly focuses on the rationalization and validation of why the particular topic being discussed is significant and necessary to the success and operational design of an organization (based on best practices identified as a result of needs assessment).

This manual is only one of many resources available in which Greek Peak Adaptive Snowsports may choose to build upon or refer to as they continue to grow and improve their future services, programs and activities.
Purpose and Description

The purpose of the logic model is to provide an overview of Greek Peak Adaptive Snowsports as an organization. The logic model allows administrative staff and directors to communicate in a clear and concise format the “big picture” and purpose of Greek Peak Adaptive Snowsports that answers the following questions:

- Who is Greek Peak Adaptive Snowsports?
- What does Greek Peak Adaptive Snowsports do?
- Who does Greek Peak Adaptive Snowsports serve?
- What does Greek Peak Adaptive Snowsports want to accomplish, and how will they go about doing it?
- What short and long term results are accomplished as a result of its programs and activities?

Typically, a logic model is developed as part of the program planning process. However, just as programs progressively grow, change and evolve over time, so should the organization’s logic model.

Column 1 of the logic model is labeled “inputs.” Inputs include any resources that Greek Peak Adaptive Snowsports contributes towards the overall success and operation of the program.

Column 2 of the logic model is labeled “outputs.” Outputs include the various activities and levels of active participation that occur as a result of the inputs set in motion by Greek Peak Adaptive Snowsports.

Column 3 of the logic model is labeled “outcomes – impact.” Outcomes include the projected short and long term impacts that transpire as a result of the activities or outreach provided to the target audience and Greek Peak Adaptive Snowsports participants.

Procedure

All programs, activities and events developed and facilitated by Greek Peak Adaptive Snowsports should cohesively relate to the organization’s mission. The Greek Peak Adaptive Snowsports logic model provides a succinct, visual, start to end picture of Greek Peak Adaptive Snowsports – the “big picture” of why you do what you do. The Greek Peak Adaptive Snowsports logic model is a user-friendly road map that links the organizations resources, planning and programs to the projected and desired outcomes and long-term impacts.

As Greek Peak Adaptive Snowsports administration and staff prepare a new program or consider changes to an already existing program, they should refer to the logic model to ensure that their ideas and plans align with the philosophy and strategic plan displayed within the logic model. In doing so, program staff can justify the purpose or need for the program in relation to how it fits with the overall mission of the organization. As a result, the organization can justify the allocation of resources for that particular program. Referring to the logic model, program staff can explain how the program, activity or event has (or will) positively contribute and make a difference in the lives of the organization’s target audience.
Justification
A logic model is beneficial in keeping all organization staff and volunteers on the same page. With a clear and focused outline of operations, including delineated outcomes that indicate the direct results and positive impact of the organization, staff and volunteers are more likely to assure that the planning and implementation of programs interconnect with the organization’s mission and philosophy. By identifying the projected outcomes and impacts of a program, staff can work backwards within the logic model to identify the steps necessary (e.g. program components, facilitation techniques, funding, equipment, etc) for ensuring that the anticipated outcomes are successfully achieved.

In addition to planning, the logic model can be used as a tool for evaluation. Having a clear, concise logic model representative of the organization and its inputs and outputs, the following questions can be considered:

- Were specific inputs established as planned (with regards to quantity, quality, and timing)?
- Were individual programs implemented as planned (with regards to content, format, safety, quality, environment, and timing)?
- Was the desired level of participation attained?
- Did participants express satisfaction with the program as anticipated?
- Did participants demonstrate increased knowledge, awareness or motivation as a result of participation in program?
- Are there any program practices, facilitation techniques, policies or behaviors that require modification or improvement?

Regardless of whether a logic model is being utilized for planning purposes or as an evaluation tool, it is important that an organization not limit their thinking or strategic planning to only the items outlined within the inputs/outputs/outcomes. As mentioned above, a logic model should evolve and advance parallel to the growth of programs and changing interests of participants. It is a mistake for organizations to restrict themselves by thinking only within the contained logic model. Instead, the organization should operate based on the current logic model, while continuing to think creatively and “outside the box” for the purpose of generating new innovative ideas and formulas for operation and program facilitation.

Note: Stakeholders, potential funders, foundations and grant applications often request a copy of an organization’s logic model, as it provides a summarized view of the overall operation and vision of an organization.
Greek Peak Adaptive Snowsports

Mission Statement: To provide snowsports experiences and skill development for people with disabilities utilizing the safest and most effective adaptive equipment and qualified/trained volunteer staff in a supportive and positive learning atmosphere.

**Inputs**
- Board of Directors
- Staff
- Volunteers
- Interns
- Facility
- Funding
- Equipment
- Time
- Greek Peak Mountain Resort
- Community partners
- Safe environment

**Activities**
- Instructional lessons
- Leisure/recreation experience
  - Snow skiing
  - Snowboarding
  - Canoeing/Kayaking
  - Sailing
  - Biking/Handcycling
  - Overnight camping
- Weekend camps/clinics
- Staff/volunteer Training
- Professional certifications
- Internships
- Inclusive programs of persons with and without disabilities
  - Special events

**Outputs Participation**
- Individuals
- Families and friends
- Community groups
- Ages 6 and up
- Persons with various disabilities including: autism, cerebral palsy, visual impairments, developmental disabilities, and spinal cord injuries

**Assumptions**
The beliefs we have about the program, the people involved, and how we think the program will work. Assumptions about how program will operate, what program expects to achieve, participant motivations, internal and external environment.

**Outputs -- Impact**

<table>
<thead>
<tr>
<th>Short-term</th>
<th>Long-term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience fun and enjoyment</td>
<td>Enhance life satisfaction, overall well-being</td>
</tr>
<tr>
<td>Broaden range of personal leisure interests</td>
<td>Develop lifelong interest and skill in recreation activity</td>
</tr>
<tr>
<td>Exposure to new leisure/recreation activities</td>
<td>Actively participate in recreation activity on long-term basis</td>
</tr>
<tr>
<td>Improve level of leisure skills and abilities</td>
<td>Experience personal development/growth</td>
</tr>
<tr>
<td>Improve level of competence, confidence and self-esteem</td>
<td>Increase independence</td>
</tr>
<tr>
<td>Improve strength, coordination, endurance</td>
<td>Increase social network</td>
</tr>
<tr>
<td>Increase level of fitness and physical activity</td>
<td>Improve overall health and level of physical fitness</td>
</tr>
<tr>
<td>Experience sense of achievement</td>
<td>Increase inclusion in leisure and recreation activities</td>
</tr>
<tr>
<td>Manage and reduce stress and/or anxiety</td>
<td></td>
</tr>
<tr>
<td>Positive change in mood and behavior</td>
<td></td>
</tr>
<tr>
<td>Increase socialization skills</td>
<td></td>
</tr>
</tbody>
</table>

**External Factors**
Elements that affect program over which there is little control. Economic structure, background and experiences of participants, media, policies and procedures, demographic make-up, and biophysical environment.
Financial Planning

Purpose and Description
An organization’s ability to survive and thrive can be directly linked to how well it manages its financial resources. Thus, it is critical that non-profit organizations pay close attention to their annual and/or fiscal budget. Developing a financial plan is just as important as any other program or promotional planning that takes place. Once the financial plan is developed, it is imperative that the organization operate within those means and pre-determined boundaries.

The overall goal of a financial plan and budget is to:

- Develop a sound method for generating revenue.
- Create a plan for how acquired monies will be allocated.
- Develop a plan for documenting all transactions (revenues and expenditures) to ensure precision and accountability.
- Create a sustainability plan for self-sufficiency.
- Identify a strategy for maximizing and efficiently utilizing resources.
- Identify opportunities for collaborative partnerships.

Budget-relieving efforts can be created to aid in minimizing monetary expenditures. For example, partnering with other organizations, foundations or businesses allows for the sharing of resources and/or in-kind donations which can ultimately account for a large portion of one’s program budget.

Similarly, sponsorship packages can be developed and proposed to local businesses. By entering into a sponsorship agreement, businesses give a pre-determined amount of money in exchange for brand loyalty, visibility, and the marketing of an image/product. For most non-profits, corporate sponsorships are offered only for special events (i.e. weekend camp/clinic) or fundraiser events. In most cases, corporate sponsorships are packaged in a 3-tier or 4-tier format (i.e. titanium, gold, silver, bronze). For example:

<table>
<thead>
<tr>
<th>Titanium level sponsor</th>
<th>Gold level sponsor</th>
<th>Silver level sponsor</th>
<th>Bronze level sponsor</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5000</td>
<td>$2500</td>
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<tr>
<td>• Title of event</td>
<td>• Logo/ID on website</td>
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</tr>
<tr>
<td>• Title of award</td>
<td>• Logo/ID on all printed materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Logo/ID on all printed materials, website and media promotions</td>
<td>• Signage on-site</td>
<td></td>
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</tr>
<tr>
<td>• Logo on event t-shirt</td>
<td>• Two complimentary entries to event</td>
<td></td>
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</tr>
<tr>
<td>• Product sampling</td>
<td>• Exhibit/Vendor space</td>
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<tr>
<td>• Insert in goody bag</td>
<td>• Insert in goody bag</td>
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<tr>
<td>• Signage on-site</td>
<td>• PA announcements on day of event</td>
<td></td>
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</tr>
<tr>
<td>• Five complimentary entries to event</td>
<td>• Exhibit/Vendor space</td>
<td></td>
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</tr>
<tr>
<td>• PA announcements on day of event</td>
<td>• PA announcements on day of event</td>
<td></td>
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</tr>
</tbody>
</table>
The chart above is only an example of some of the benefits that may or may not be included in various levels of sponsorship packages. Sponsors may have specific requests that they propose be included in their sponsorship package. Thus, the non-profit should be prepared for negotiation with sponsors. It is important to listen to what the sponsor is looking for in exchange for their contribution to an event. Likewise, all sponsors may not abide by the 3-tier/4-tier format. The business may wish to contribute $6500, $2500, $750 or $150 in which none of these proposed amounts exactly aligns with the proposed sponsorship package; this is where communication and negotiation are essential in assuring that the sponsorship is secured while also providing fair exposure in relation to what other sponsors are being given based on their monetary gifts.

Depending on the type of event, having a 3-tier vs. 4-tier format may be all that is necessary. The amount of money assigned to each tier should be established based on the overall cost and estimated budget of the event. It is important to note that titanium sponsors are considered title sponsors, in other words, they are the primary sponsor. The event may be named the “Coco-Cola Ski Classic” or the “Greek Peak Adaptive Snowsports Ski Classic presented by Coco-Cola.” The title sponsor wants exclusivity. There should not be two title sponsors unless the two businesses agree to do so. A gold level sponsor is considered a major sponsor (an event may only have 2-3 major sponsors), a silver level sponsor is considered an associate sponsor and bronze level is a general sponsor (the most common level of sponsorship that businesses agree to).

Procedure
Included in the Greek Peak Adaptive Snowsports program plan are various worksheets that can assist the executive director in managing the annual or fiscal budget, and assist program staff or committees with individual budgets related to specific programs, special events or fundraisers.

*Annual Budget Worksheet* – provides an overview of income (both restricted and unrestricted revenues), and expenses related to administrative purposes, program costs, personnel salaries and benefits, equipment purchases, marketing and promotion.

*Fundraiser and Program/Event Worksheet* – provides an overview of income related to program/event registration fees, sponsorships, in-kind donations and individual donations. Also includes outline of expenses related to costs of insurance, equipment, supplies, stipends, contracts, marketing and promotion.

*Individual Program Budget Worksheet* – can be used by program coordinators as they plan for and propose a program budget. Worksheet provides format for determining instructor fees, equipment and facility costs. The second portion of the worksheet provides format for estimating program income based on number of participants, registration fees, and scholarship awarded.

*Seasonal Program Budget Worksheet* – this worksheet can be utilized when creating an estimated annual budget and operating costs for programs offered throughout the year. Worksheet provides format for estimating revenues based on number of program sessions offered per season or year x the number of participants registered for each individual program session x the registration fees acquired from participants for each session. For estimating expenditures, program staff identify number of instructors required for program sessions x number of program session offered each season/year x the duration of each individual session x hourly rate of instructors or staff.
Justification
Fiscal planning and accurate documentation of finances is required as finances, programming, marketing and overall functions of an organization are interdependent on one another. If one link is weak, the weakness is reflected throughout the whole operation. As a budget originates based on planning and projected happenings, it is imperative that an organization continually adjust the budget and monetary transactions as actual experiences and programs take place.

For example: if it is projected that 50 participants are going to attend the canoe/kayak program and only 15 attend, the organization is going to receive less money in registration fees than anticipated and projected within the budget. There will be a need to adjust the budget based on this reality so that the program does not immediately go over budget and cause other programs to have to modify their program plans to accommodate for the short fall.

Financial management processes including budget worksheets assist in the following ways:

- Need for all financial transactions, whether incoming or outgoing to be documented, verified and on record in both paper and electronic files.
- Need to ensure that expenditures are not made without prior approval.
- Knowing how much money organization has coming in vs. the money going out (in comparison to the projected income/expense).
- Provides summary of expenditures and revenues for individual programs and events.
- Need to verify that all monies (checks, cash) are deposited promptly and according to policy.
- Need to ensure books are organized, comprehensive and easy to understand for annual, external audit process.
- Need to ensure that appropriate reports related to local, state and federal tax requirements are generated.
- Need to ensure that monthly reports of financial activity and transaction are generated and provided to the organization’s board of directors.
# Greek Peak Adaptive Snowsports Annual Budget

## INCOME

### Unrestricted Funds

<table>
<thead>
<tr>
<th>Category</th>
<th>Monthly</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Annually</th>
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<tbody>
<tr>
<td>GPAS Memberships</td>
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<td>Program Registration Fees</td>
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<tr>
<td>Individual Gift(s)/Donation(s)</td>
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<tr>
<td>Grant(s)/Foundation(s)</td>
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<td>Sponsorships</td>
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</table>

**Total Unrestricted Funds**

### Restricted Funds

<table>
<thead>
<tr>
<th>Category</th>
<th>Monthly</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
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<th>Annually</th>
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<tbody>
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<td>Donations for Special Purpose (i.e. equipment)</td>
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<td>Grant(s)/Foundation(s)</td>
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<td>Sponsorships</td>
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**Total Restricted Funds**

### In-Kind

<table>
<thead>
<tr>
<th>Category</th>
<th>Monthly</th>
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**Total Income (w/out In-Kind)**

**Total Income**
## EXPENSES

<table>
<thead>
<tr>
<th>Category</th>
<th>Monthly</th>
<th>Q1</th>
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## EXPENSES (continued)

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<th>Monthly</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
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<td>Legal &amp; Accounting Fees</td>
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</table>

| Total Expenses                     |         |    |    |    |    |          |
| Total Surplas (spendable income - expenses/investments) | |    |    |    |    |          |
## Greek Peak Adaptive Snowsports - Example Budget for Specific Program

### INCOME

<table>
<thead>
<tr>
<th>Category</th>
<th>Monthly</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Annually</th>
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<tbody>
<tr>
<td>Program Registration Fees</td>
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<tr>
<td>Sponsorships</td>
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<tr>
<td>Individual Gift(s)/Donation(s)</td>
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<tr>
<td><strong>Total Unrestricted Funds</strong></td>
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</tbody>
</table>

### In-Kind

<table>
<thead>
<tr>
<th>Category</th>
<th>Monthly</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Annually</th>
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</thead>
<tbody>
<tr>
<td>In-Kind Donations</td>
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<tr>
<td><strong>Total Income (w/out In-Kind)</strong></td>
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<td><strong>Total Income</strong></td>
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## Greek Peak Adaptive Snowsports - Example Budget for Fundraiser Event

### INCOME

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<th>Category</th>
<th>Monthly</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Annually</th>
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</thead>
<tbody>
<tr>
<td>Program/Event Registration Fees</td>
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<tr>
<td>Sponsorships</td>
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<td>Individual Gift(s)/Donation(s)</td>
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<td><strong>Total Unrestricted Funds</strong></td>
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### In-Kind

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<tr>
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<th>Monthly</th>
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<th>Q2</th>
<th>Q3</th>
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<tbody>
<tr>
<td>In-Kind Donations</td>
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## EXPENSES

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<tr>
<th>Category</th>
<th>Monthly</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Annually</th>
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<tbody>
<tr>
<td><strong>Administrative</strong></td>
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</tr>
<tr>
<td>Fax/Copies/Printing</td>
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<tr>
<td>Postage &amp; Shipping</td>
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<tr>
<td>Office Supplies</td>
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<tr>
<td><strong>Insurance</strong></td>
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</tr>
<tr>
<td>Property &amp; Facility</td>
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<tr>
<td>Equipment</td>
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<tr>
<td>General Liability</td>
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<td></td>
</tr>
<tr>
<td><strong>Marketing, Advertising &amp; Promotion</strong></td>
<td></td>
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</tr>
<tr>
<td>Brochures</td>
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<td></td>
</tr>
<tr>
<td>Print/Newspaper/Magazine Ads</td>
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</tr>
<tr>
<td>Radio/TV Ads</td>
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</tr>
<tr>
<td>Online Ads</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Equipment &amp; Supplies</strong></td>
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</tr>
<tr>
<td>Facility &amp; Location</td>
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</tr>
<tr>
<td>Licenses &amp; Permits</td>
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<td>Rental</td>
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<td><strong>Wages, Stipends &amp; Salaries</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPAS Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interns, Part-Time/Seasonal Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total Expenses                  | $       |    |    |    |    |          |
| Total Surplas                   | $       |    |    |    |    |          |

*(spendable income - expenses/investments)* $
# Greek Peak Adaptive Snowsports
## Special Event Budget Worksheet

Event Name: ________________________________  Event Date: ________________________________

Event Location: __________________________  Event Coordinator: __________________________

## Estimated Income

<table>
<thead>
<tr>
<th>Category</th>
<th>Explanation/Description</th>
<th>Estimated Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Kind Donations</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Individual Donations</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Sponsorships</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Ticket Sales/Registration</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Vendor Booth Fees</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Merchandise Sales</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Food &amp; Beverage Sales</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Other/Misc.</td>
<td></td>
<td>$</td>
</tr>
</tbody>
</table>

**Total Income:**
## Estimated Expense

<table>
<thead>
<tr>
<th>Category</th>
<th>Explanation/Description</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staffing</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Facility Fees</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Equipment Needs</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Insurance</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Marketing &amp; Promotion</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Food &amp; Beverage</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Transportation</td>
<td>(on &amp; off site)</td>
<td>$</td>
</tr>
<tr>
<td>Waste Management</td>
<td>(restrooms, trash cans)</td>
<td>$</td>
</tr>
<tr>
<td>Rentals</td>
<td>(tables, tents, linens)</td>
<td>$</td>
</tr>
<tr>
<td>Technical Support</td>
<td>(stage, sound equipment)</td>
<td>$</td>
</tr>
<tr>
<td>Entertainment &amp; Hospitality</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Other/Misc.</td>
<td></td>
<td>$</td>
</tr>
</tbody>
</table>

**Total Expense:**
### Individual Program Budget Worksheet

**Program Name:**

**Program Location:**

**Program Description:**

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Estimated Cost</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel/Instructor Fees</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Facility Cost</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Equipment Cost</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Misc. Supplies and Materials</td>
<td>$</td>
<td></td>
</tr>
</tbody>
</table>

**Total Expense:** $ 

<table>
<thead>
<tr>
<th>Estimated Revenue</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program/Participant Fee</td>
<td></td>
</tr>
<tr>
<td>Total Participants Registered x Program Fee</td>
<td></td>
</tr>
<tr>
<td>Total Amount of Scholarship Monies Awarded</td>
<td></td>
</tr>
<tr>
<td>Minimum # of Participants Required to Break Even</td>
<td></td>
</tr>
</tbody>
</table>

**Total Income:** $ 

**Net Program**

(Income minus Expense): $
### Seasonal Program Budget Worksheet

**Budget Year:** ____________________  **Program Name:** ____________________

**Prepared By:** ____________________  **Date:** ____________________

#### Estimated Income

<table>
<thead>
<tr>
<th>Program Name</th>
<th># of Session per Year</th>
<th># of Registrants per Session</th>
<th>Program Fee per Session</th>
<th>Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Income:** $______________

#### Estimated Expenditures

<table>
<thead>
<tr>
<th>Instructor/Staff</th>
<th># of Session per Year</th>
<th># of Hours per Session (incl. prep time)</th>
<th>Hourly Rate</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>x</td>
<td>x</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>x</td>
<td>x</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>x</td>
<td>x</td>
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<tr>
<td>4</td>
<td>x</td>
<td>x</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>x</td>
<td>x</td>
<td>$</td>
<td></td>
</tr>
</tbody>
</table>

**Total Salaries:** $______________

#### Program Supplies (line items & cost)

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>x</th>
<th>Quantity Needed</th>
<th>=</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>x</td>
<td></td>
<td></td>
<td>=</td>
<td>$</td>
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<td>x</td>
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<tr>
<td>$</td>
<td>x</td>
<td></td>
<td></td>
<td>=</td>
<td>$</td>
</tr>
</tbody>
</table>

**Total Program Cost:** $______________

#### Operating/Misc. Supplies (line items & cost)

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>x</th>
<th>Quantity Needed</th>
<th>=</th>
<th>Total Cost</th>
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<tbody>
<tr>
<td>$</td>
<td>x</td>
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<td>=</td>
<td>$</td>
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<tr>
<td>$</td>
<td>x</td>
<td></td>
<td></td>
<td>=</td>
<td>$</td>
</tr>
</tbody>
</table>

**Total Operating Cost:** $______________

**Total of all Expenses:** $______________

**Net Program (Income minus Expense):** $______________
Job Descriptions

Purpose and Description
Having a position’s job description in writing and documented is beneficial for both the employer and the employee.

For the potential applicant or employee a job description:
- Provides prospective applicants information related to the skills or pre-requisites required.
- Acts a guide for employees, as it provides an outline of job expectations and responsibilities.
- Provides employees a baseline for what items to expect as part of their annual performance review.

For the employer/organization a job description:
- Assists in hiring the most qualified individual for the position outlined.
- Identifies areas for staff training and in-services.
- Serves as reference for evaluating and assessing an employee’s performance.
- Used as a baseline tool for an employee’s annual performance review.
- Provides a basis for fair employment practices and compliance with ADA and affirmative action.

Procedure
Three job descriptions are included in the Greek Peak Adaptive Snowsports program plan:
- Executive Director
- Program Director
- Volunteer Coordinator

Justification
While there are multiple staff positions that a non-profit organization may have, it is recommended that when expanding from seasonal to year-round, the organization first establish an executive director position. By having an executive director, the organization can be structured and led in a direction that is consistent with the organization’s mission and philosophy. The executive director also acts as a liaison between the organization’s board of directors and the staff or volunteers implementing day-to-day operations and programs. Without an executive director it is difficult for staff and volunteers to know and understand the chain of command within an organization. By having an executive director, revenue sources can be more consistently developed and maintained, policies and procedures can be implemented consistently and fairly, and staff or volunteers can better understand their roles, responsibilities and who their point of contact would be should an issue, question or concern arise.

A second position established early on in the development and expansion of a non-profit organization is the program director. While an executive director will continue to oversee programs, having a program director will relieve the pressure of the executive director directly having to plan and facilitate programs. Being relieved of this duty, the executive director can increase their focus on fundraising, collaborative partnerships, public relations and promotion of the organization. Meanwhile, the program director will directly supervise the development and implementation of programs, program staff and volunteers, making sure that all programmatic procedures align with the organization’s mission as well as short and long-term goals.

A third position highly recommended is the volunteer coordinator position. Most non-profits could not function and thrive without volunteers. Thus, it is imperative that volunteers are given an adequate amount of attention in order to keep them engaged, motivated, trained and interested in volunteering. Having a single person designated as the volunteer coordinator, ensures that the appropriate training, scheduling, organization, recognition and appreciation of organization volunteers takes place in a professional and efficient manner.
Greek Peak Adaptive Snowsports
Executive Director Job Description

Job Title: Executive Director

Reports To: Greek Peak Adaptive Snowsports Board of Directors

Purpose:
- To implement policies and procedures as determined by Board of Directors
- Provide guidance and leadership toward the achievement of organization’s philosophy and mission
- To implement organization’s strategic goals and objectives
- Provide direction and leadership throughout the day-to-day operations of Greek Peak Adaptive Snowsports, including programs, finances, fundraising, public relations, staffing and volunteers.

Responsibilities & Accountabilities:

Management & Administration
- Develop organization goals and objectives consistent with the philosophy and mission of Greek Peak Adaptive Snowsports.
- Develop and oversee operational policies and procedures.
- Supervise all business operations, ensuring authoritarian compliance as necessary.
- Supervise all organization programs, activities and special events.

Finances
- Develop annual budget and submit Board of Directors approval.
- Monitor annual budget.
- Generate financial reports on monthly basis.
- Efficiently manage organization’s resources, and approve all organization expenditures.
- Ensure state and federal compliance related to taxes, insurance and accounting.
- Develop and implement strategy for effective internal record keeping, in accordance with insurance requirements as well as state and federal law.
- Develop and make available to stakeholders the organization’s annual report.

Fundraising
- Develop and implement strategy for approaching potential funders and/or sponsors.
- Create annual goals and objectives relative to the progression and development of Greek Peak Adaptive Snowsports.
- Build and grow relationships with foundations, donors, patrons, Greek Peak Adaptive Snowsports members and stakeholders.
- Fundraise and/or secure grant funding for purpose of purchasing adaptive equipment.
- Understand the grant writing process for the purpose of writing and submitting grant proposals.
- Create and manage donor recognition programs.
Public Relations
- Act as liaison between Greek Peak Adaptive Snowsports and state, regional and/or national disability organizations.
- Develop and implement strategy for creating and maintaining partnerships and collaborations.
- Ensure that staff, volunteers and interns are appropriately representing the philosophy and mission of Greek Peak Adaptive Snowsports.
- Act as primary spokesperson for Greek Peak Adaptive Snowsports. As spokesperson, maintain continuous contact with the local community, promoting the organization and its mission. Duties may include public speaking, guest speaking, one-on-one meetings with other organizations and businesses.
- Develop and implement sound marketing plan for public outreach and promotion of organizations, programs, activities and special events.

Personnel
- Enforce personnel policy and procedure (as approved and dictated by Board of Directors).
- Abide by legal hiring, disciplinary action and termination protocol.
- Effectively manage staff and employees.
- Develop and execute effective structure for supervision and evaluation of all staff and volunteers.
- Provide internship opportunities.
- Ensure that all staff, volunteers and interns are trained appropriately before beginning work with Greek Peak Adaptive Snowsports participants.
- Promote and encourage active volunteer participation in all areas of Greek Peak Adaptive Snowsports work and operation.
- Encourage and support staff and volunteers in furthering education and training related to their specialized program or field of work and contribution to Greek Peak Adaptive Snowsports organization.

Programs & Services
- Oversee planning, implementation, evaluation and spending of programs, activities and special events.
- Oversee marketing and promotion of organization, programs, activities and special events.
- Develop strategy for further outreach and recruitment of participants.
- Develop strategy for progressively expanding from seasonal program to year-round program.
- Identify and communicate purpose, goals, objectives and evaluation processes for each program, activity or special event provided.

Board of Directors
- Maintain consistent communication and interface with Greek Peak Adaptive Snowsports Board of Directors.
- Act as liaison between Board of Directors and staff members.
- Assist in developing and/or improving Greek Peak Adaptive Snowsports policy and procedure.
- Assist and support the Board of Directors in securing funds and maintaining financial support.
- Participate on board committees as appropriate or necessary.
- Assist in recruiting new board members and/or in identifying potential board members.
Greek Peak Adaptive Snowsports
Program Director Job Description

Job Title: Program Director

Reports To: Greek Peak Adaptive Snowsports Executive Director

Purpose:
- Supervise Greek Peak Adaptive Snowsports programs, activities and special events.
- Oversee structure, scheduling and delivery of programs, activities and special events.
- Supervise and manage full-time/part-time staff, seasonal staff, interns and volunteers.
- Assist in marketing and promotion of programs, activities and special events.

Responsibilities & Accountabilities:

Program & Activity
- Plan, coordinator and oversee implementation of programs, activities and special events.
- Develop policies, procedures and safety guidelines for each program, activity and special event.
- Purchase, inventory and maintain program equipment supplies.
- Identify and communicate purpose, goals, objectives and evaluation processes for each program, activity or special event provided.
- Develop and implement evaluation plan for each program, activity and special event.
- Provide overview of proposed programs, activities and special events to Executive Director for approval.
- Continuously communicate status of programs, activities and special events to Executive Director.
- Develop strategy for progressively improving and expanding program services.
- Develop strategy for further outreach and recruitment of participants.
- Manage program budgets.
- Develop and implement process for program reporting and record keeping.

Staff & Volunteers
- Recruit staff (if applicable) and volunteers.
- Provide appropriate orientation and training to staff and volunteers.
- Provide in-services regularly throughout program season to staff and volunteers.
- Ensure that all staff and volunteers are thoroughly and appropriately trained before they are given clearance to work with Greek Peak Adaptive Snowsports participants.
- Effectively communication Greek Peak Adaptive Snowsports policy, procedure and safety protocol to staff and volunteers.
- Establish regularly scheduled meetings with staff and volunteers during program seasons.
- Provide verbal and written feedback to staff and volunteers regarding personal performance and/or program delivery and implementation.
- Appropriately schedule staff and volunteers to facilitate programs, activities and special events to ensure the safety and successful implementation of services.
- Develop and implement functional and efficient registration process.
Interns
- Promote and recruit for internship program.
- Provide professional supervision and direction to student interns.
- Provide formal orientation and training at the start of student internship.
- In cooperation with student intern, develop short and long term goals and objectives to be pursued throughout internship experience.
- Assist student interns in developing and completing special projects.
- In addition to mid and final evaluations, provide student intern with constructive feedback on a weekly basis.
- Communicate with student’s university/college internship supervisor/advisor as necessary.

Public Relations
- Assist with external communications related to promotion and marketing of a program, activity or special event. Duties may include: website updates, quarterly newsletter, email blasts, etc.
- Assist in outreach and recruitment of volunteers.
- Build and grow partnerships and collaborations with professional and community contacts.
- Provide community presentations and education as necessary (i.e. school groups, potential partners, volunteer fairs, conference expos, etc).
- Assist with fundraising.
- Develop and implement sound marketing plan for public outreach and promotion of organizations, programs, activities and special events.

Administration
- Enforce personnel policy and procedure (as approved and dictated by Board of Directors).
- Maintain program expenditures within budgeted parameters.
- Complete documentation and reporting as necessary.
Greek Peak Adaptive Snowsports  
Volunteer Coordinator Job Description

Job Title: Volunteer Coordinator

Reports To: Greek Peak Adaptive Snowsports Executive Director

Purpose:
- To recruit volunteers to assist in Greek Peak Adaptive Snowsports operations and program implementation.
- Generate community awareness of Greek Peak Adaptive Snowsports.
- Provide orientation, training and support to volunteers.
- Appropriately match and schedule placement for Greek Peak Adaptive Snowsports volunteers.

Responsibilities & Accountabilities:

Volunteer Recruitment
- Develop and implement strategy for volunteer recruitment or the purpose of increasing volunteer numbers.
- Schedule and deliver presentations to school groups, community based organizations, service clubs, etc. to create awareness of Greek Peak Adaptive Snowsports program and volunteer opportunities.
- Construct written documents for press release, newspaper, etc. announcing volunteer opportunities.
- Build, grow and maintain relations with businesses, organizations, schools, colleges/universities, service clubs that are potential outlets for volunteers.
- Respond to inquiries related to volunteer opportunities or questions from individuals or organization groups.

Volunteer Retention & Recognition
- Develop and implement strategies related to volunteer motivation, encouragement and support.
- Develop and implement process for volunteers to give feedback, suggestions, ask questions, share concerns, etc.
- Develop and implement activities that facilitate volunteers getting to know other volunteers and Greek Peak Adaptive Snowsports staff.
- Meet regularly with volunteers to maintain communication, and confirm assignments and responsibilities.
- Plan, organization and implement seasonal volunteer appreciation event.
- Maintain necessary annual paperwork and background checks on returning volunteers.
- Organize and implement in-service trainings throughout program services as needed.
Training & Scheduling

- Ensure that all required paperwork and documentation has been completed by volunteers prior to their starting work with Greek Peak Adaptive Snowsports.
- Maintain appropriate records of volunteer paperwork and documentation.
- Perform screening procedures as outlined in Greek Peak Adaptive Snowsports policies and procedures (reference check, background check, and interview).
- Develop and provide thorough orientation and training to new and returning volunteers.
- Assign volunteers to specific duties related to day-to-day operations, programs, activities or special events.

Programs & Services

- Assist in special events and fundraising.
- Create and maintain volunteer database.
- Develop and implement strategy for evaluation volunteer processes to ensure that program needs are being met effectively.
- Participate in staff meetings, communicating with program staff to determine volunteer needs.
- Provide written reports as required by Executive Director.
Purpose and Description
In order to ensure that Greek Peak Adaptive Snowsports programs operate in a safe and fun environment, it is necessary that policies and procedures be established and made known to all Greek Peak Adaptive Snowsports staff, volunteers, participants and participant parent(s)/guardian(s). It should be the expectation that all persons involved with Greek Peak Adaptive Snowsports follow the guidelines so that a positive atmosphere is present for all.

Procedure
Program outlines provide the following information:

- Registration process
- Program fees, schedule and location
- Staff/volunteer and equipment requirements
- Program policy and procedure
- Risk management procedures

All information included in the program outlines are specific to the individual program and the plans for implementation developed by Greek Peak Adaptive Snowsports staff. Instructor outlines accompany each individual program plan, as an additional resource for staff/volunteer instructors planning for or facilitating a lesson, program or activity.

Note: Outlines provide an overview of some things instructors may want to touch during a session. When planning a session it is important to give relevant information while also ensuring participants are given ample time to apply and try out what has been taught or discussed. Also, while wanting to facilitate fun, it is equally important that the participant learn something new about an activity and/or themselves and be able to transfer that knowledge or skill into other areas of their daily life.

Justification
The purpose of the program outline is to provide an organized document that highlights the key pieces necessary for successful and safe program implementation. The instructor outlines provide a quick summary of fundamental skills to teach as well as games or activities that can be used to teach those skills using a fun approach. Prior to the implementation of a program outline:

Orientation:
Orientation should be scheduled on a routine basis for new staff and/or volunteers. It is recommended that a volunteer orientation be conducted at the start of each Greek Peak Adaptive Snowsports summer and winter season. By successfully completing orientation, staff and volunteers will have a clear understanding of Greek Peak Adaptive Snowsports, its mission, philosophy, policies and procedures. In addition, staff and volunteers can become acquainted with one another, understand their responsibilities, expectations and procedural steps for becoming and maintaining staff/volunteer status.

Training:
Following orientation, additional training and/or in-service opportunities should be required and provided at the start of each program season. In addition, it is recommended that in-service trainings or certification trainings be offered to staff and volunteers throughout the entire program season so that they can maintain previously learned skills while also developing new skills. Training should be specific to the specific programs or activities offered by Greek Peak Adaptive Snowsports. Training should also cover topics including: disability awareness, the proper use of adaptive equipment and tips for teaching/instructing a beginner level program or activity.

Certification:
Outside of on-site trainings and in-services, it is recommended that Greek Peak Adaptive Snowsports encourage and support staff and/or volunteers who wish to become certified in PSIA/AASI, ACA, WSI, etc. As such certifications can become costly; Greek Peak Adaptive Snowsports should consider offering reimbursement to staff/volunteers who pass the certification exam. Reimbursement can range from 50-100% and assist the staff/volunteer in covering the cost of registration, training and exam. By having staff/volunteers with professional certifications, Greek Peak Adaptive Snowsports becomes a more credible, proficient and competent organization.
Greek Peak Adaptive Snowsports Policy & Procedure

In order to ensure a safe and fun environment for all participants, Greek Peak Adaptive Snowsports program participants will abide by the guidelines listed below:

I. No Greek Peak Adaptive Snowsports participant or volunteer shall, on the basis of age, sex, race, color, religion, national origin, disability, sexual orientation, marital status or veteran status, be denied equal access to programs, activities or instructional lessons.

II. Before a participant is allowed to take part in a Greek Peak Adaptive Snowsports program or activity, the following documents must be fully completed and returned to Greek Peak Adaptive Snowsports:
   - Registration form (specific to program or activity)
   - Waiver & Release of Liability
   - Photo Release
   - Medical Information
   - Pre-Assessment Intake Form

III. A participant’s registration fees must be paid in full at the time of registration unless other arrangements have been made with Greek Peak Adaptive Snowsports staff. Registration forms and fees may be submitted via mail, fax, email, online or in person at the GPAS main office.

IV. Pre-registration for all Greek Peak Adaptive Snowsports programs and activities is required at least one week in advance of the scheduled program, activity or event.
   - Successful registration will be confirmed by Greek Peak Adaptive Snowsports via email upon completed application and registration fee is received
   - If you do not receive confirmation via email, please call the GPAS main office.
   - Upon successful registration, the registered participant will receive an additional packet of information including medical information form, pre-assessment intake form, waiver and release of liability. These additional forms must be completed and returned to GPAS before or on the start date of the scheduled program or activity.
   - If a Greek Peak Adaptive Snowsports program or activity has reached full capacity during pre-registration, any additional participants who attempt to pre-register or walk-in will be placed on a waiting list and/or notified of the next available program date/time.
   - Greek Peak Adaptive Snowsports reserves the right to cancel a program, activity or event if minimum enrollment is not met.
   - Cancellation policy: participants must cancel their reservation at least 72 hours in advance in order to receive a 100% refund. Participants who cancel 48 hours in advance will receive a 50% refund, and participants who cancel less than 24 hours in advance will receive no refund. Exceptions will be made for documented medical emergencies that occurred and prevented participation and advanced cancellation.

V. When dropping off a participant for a Greek Peak Adaptive Snowsports program, activity or event, parent/guardians are required to check the participant in with a Greek Peak Adaptive Snowsports staff member upon their arrival, and check them out with a Greek Peak Adaptive Snowsports staff member before departing with the participant.

VI. To assure the safety of all participants, Greek Peak Adaptive Snowsports staff members and/or volunteers are not responsible for the supervision of participants who arrive prior to the scheduled program or activity start time, unless other arrangements have been made in advance.
VII. To assure the safety of all participants, if a participant is being picked up by someone other than their parent/guardian (as listed on registration form) such as another family member, babysitter, or neighbor, parent/guardians must let Greek Peak Adaptive Snowsports staff know prior to the program or activity conclusion and pick-up time.

VIII. Greek Peak Adaptive Snowsports staff members, volunteers, participants and participant parents/guardians are expected to demonstrate appropriate behavior at all times. Such appropriate behavior is to include:

- Respectful language and behavior towards all participants, volunteers and staff members.
- Refrain from foul language.
- Refrain from any behavior that might cause bodily harm to another.
- Respect Greek Peak Adaptive Snowsports equipment and facility.
- Represent Greek Peak Adaptive Snowsports in a manner that is consistent with the overall mission of Greek Peak Adaptive Snowsports.

IX. Out of consideration for all Greek Peak Adaptive Snowsports participants, staff members and volunteers, in order to prevent the spread of any contagious illness, it is highly advised that participants, staff members and volunteers refrain from attending a program or activity if they:

- Have a fever of 100 degrees or more.
- Have been vomiting within the last 24 hours.
- Have had persistent diarrhea within the last 24 hours.
- Have persistent cough/cold/flu-like symptoms.
- Contagious rash or skin irritation of unknown origin.
- Have Pink Eye or discharge from the eye.
- Have any symptoms related to chicken pox, measles, mumps or strep throat.

X. In the event of severe weather (blizzard, snow storm, thunderstorm), Greek Peak Adaptive Snowsports reserves the right to cancel or postpone a scheduled program, activity, training or event. Greek Peak Adaptive Snowsports will evaluate weather systems two hours prior to a program, activity or event to determine whether or not a program should be canceled or postponed.

XI. In the event a scheduled program, activity, training or event is postponed or canceled due to inclement weather conditions, Greek Peak Adaptive Snowsports staff members will make phone calls to each participant registered for that particular program, activity, training or event. In addition, announcements of all postponed or canceled programs, activities, trainings or events will be posted on the homepage of the GPAS website at www.gpadaptive.org.

XII. All programs, activities, trainings or events postponed or canceled due to inclement weather will be rescheduled when possible or participants registered for the event will receive a refund of their program registration fees.

XIII. Greek Peak Adaptive Snowsports discourages all participants and volunteers from bringing any valuable personal items (i.e. iPod, mp3 player, cell phone, etc). Greek Peak Adaptive Snowsports will not be responsible for the theft or loss of any such personal belongings.

XIV. Greek Peak Adaptive Snowsports reserves the right to dismiss a staff member, volunteer or participant if it is in the best interest of the Greek Peak Adaptive Snowsports program.

For additional information, questions or concerns related to Greek Peak Adaptive Snowsports policies and procedures, please contact the GPAS main office or speak with a GPAS staff member.
## Skiing/Snowboarding Program Plan Outline

### Registration Process:
- Pre-registration is required. Participants are encouraged to register at least one week in advance of session.
- A waiting list will be created for any walk-ins that wish to participate in a session but did not pre-register.
- Participants can pre-register online, via mail, fax or phone.
- Once a participant has registered, GPAS staff will contact the participant and/or the participant’s parent/guardian via phone to complete a pre-assessment interview (in order to better plan for participant’s session).
- Prior to participation, participants must complete (in addition to registration form) a waiver/release form, medical form and pre-assessment.
- If the participant is also receiving financial aid/scholarship for participant, documentation related to the scholarship must also be completed prior to participation.

### Program Fees:
- For GPAS members, $25 for a half-day session (3 hrs), and $50 for a full-day session (6 hrs).
- For non-GPAS members, $45 for a half-day session (3 hrs), and $70 for a full-day session (6 hrs).
- Program fees include: instruction, lift ticket and equipment rentals.
- Program fees must be paid at the time of registration.
- Cancellation policy: Participants must cancel their reservation at least 72 hours in advance to receive 100% refund. Cancellations made 48 hours in advance will receive a 50% refund; cancellations made less than 24 hours in advance will receive no refund. Exceptions will be made for those with documented medical emergencies that occurred and prevented participation and advanced cancellation.

### Program Location, Environment & Schedule:
- Ski/Snowboard sessions offered Saturdays and Sundays, January through March. Morning sessions run from 9:00am to Noon. Afternoon sessions run from Noon to 3:00pm.
- Participants meet at GPAS facility at base of Greek Peak Mountain Resort (GPMR).
- Ski/snowboard sessions will take place primarily on Magic Carpet, Boardwalk and Alpha slopes at Greek Peak Mountain Resort. Depending on the participant’s skill level, participants may also ski or ride additional green or blue slopes.

### Program Objectives:
- Goals and objectives will be determined on an individual basis – dependent on the participant’s individual aspirations (i.e. leisure experience vs. skill development).
- Broaden range of participant’s leisure interests.
- Improve participant’s level of leisure skills and abilities.
- Improve participant’s overall health and level of physical fitness.
- Improve participant’s level of competence, confidence and self-esteem.
- Develop and improve participant’s social skills through social interaction and active communication with others.
- Develop knowledge on inclusive and lifelong opportunities for skiing and/or snowboarding.

### Staffing/Volunteer Requirements:
- The number of staff/volunteers required for an individual session will be determined based on the needs of the participant. At minimum, a 2:1 staff/volunteer to participant ratio must be maintained at all times. However, as needed, more than two staff/volunteers may assist and support during a lesson as necessary.

### Equipment Needed:
- Ski or snowboard rental
- Helmet
- Appropriate/warm clothing
- Adaptive equipment pertinent to participant’s need
- Lift ticket
Risk Management Procedures:
- Participants are not permitted or encouraged to ski/snowboard through the terrain park during program sessions.
- Participants are not permitted to ski/snowboard black slopes during program sessions.
- Staff will monitor participants. If at any time participant seems fatigued/too cold, they will return to GPAS facility.
- Participants and staff/volunteers must wear a helmet at all times during ski/snowboard session.
- Staff will immediately end a ski/snowboard session if at any time the slopes display hazardous conditions due to weather.

Emergency Action Plan:
If it is a MINOR emergency:
- Remove any immediate danger.
- Check injury and severity of accident.
- If other participants are with your group (in addition to the participant that is injured), have staff or volunteers distract and/or ski down mountain with them (move them away from the situation).
- Tend to injury up to the level of your training and provide first aid as necessary.
- Resume programming or return to GPAS facility depending on the participant’s preference, behavior and level of injury.
- Once the situation is over, the participant is safe or being appropriately cared for and the element of risk has ended, return to the main GPAS facility and complete an incident report.

If it is a LIFE THREATENING emergency:
- Remove any immediate danger.
- Check injury and severity of accident. DO NOT move participant if there is a possible injury to the head, neck or spine.
- Select one volunteer or staff member to contact 911 immediately. Ski patrol should be contacted if on the slopes, and unable to get to phone.
- Select one volunteer or staff member to contact Executive Director (if volunteer not available, flag down a ski school instructor or passerby skier/snowboarder).
- If other participants are with your group (in addition to the participant that is injured), have staff or volunteers distract and/or ski down mountain with them (move them away from the situation).
- Stay with participant. DO NOT leave them alone or unattended. If appropriate, tend to injury up to the level of your training/provide basic first aid until additional help/support arrives.
- Once additional help and/or ski patrol arrives, stay with the participant and assist ski patrol staff as best as possible, providing as much information re: the injury, what took place and how it happened.
- Once the emergency is over, the participant is safe or being appropriately cared for and the element of danger/risk has ended, return to the main GPAS facility and complete an incident report.

Important EMERGENCY CONTACT NUMBERS:
- GPMR Ski Patrol:
  a.) place skis criss-crossed in the snow/slope so that the form the shape of an “x”.
  b.) notify a lift operator, who will call ski patrol using their walkie-talkie.
- Greek Peak Mountain Resort can be contacted by calling: 607-835-6111.
I. **Staff/Volunteer Introduction**

II. **Orientation of Participant to Facility/Location**
   a. Overview of rules/expectations
   b. Location of restrooms
   c. Location of places to store their personal gear, bags, etc.

III. **Equipment**
   a. Appropriate layers for weather/temperatures
   b. Helmet
   c. Ski/Snowboard rentals & boots
   d. Get lift ticket

IV. **Fundamental Skills**
   a. Skiing/Snowboard stance
   b. Boot drills
   c. Maneuvering (sliding, skating, gliding, side-step)
   d. How to stop and slow down
   e. Making turns
   f. Riding the chairlift

V. **Games & Activities (subtle, fun ways to work on skills while also becoming comfortable in canoe/kayak)**
   a. Feeling comfortable in boots
      i. Obstacle course
      ii. Pop Goes the Weasel
   b. Practice maneuvering with skis/snowboard
      i. Follow the leader
      ii. Obstacle course
      iii. Falling leaves (practice leaning forward in boots)
   c. Practicing control
      i. Windshield wiper (skis) or Sideslip (snowboard)
      ii. Squash bugs

VI. **Participant Evaluations**
   a. Apples & Onions (to be completed at the end of each individual lesson)
   b. Evaluation form (to be completed at the end of the ski/snowboard season)

VII. **Teaching Resources**
   a. PSIA/AASI manual
   b. Teaching children manual
   c. AASI website/movement matrix
   d. PSIA website/movement matrix

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<thead>
<tr>
<th>Staff should carry the following:</th>
<th>Goals &amp; Objectives:</th>
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<td>• Props to assist in games/activities</td>
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<td>• Adaptive equipment</td>
<td>• Fun and enjoyment</td>
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<td>• Exposure to new activity</td>
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<td>• Self-confidence/self-esteem</td>
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<td>• Balance and coordination</td>
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<td>• Stimulate cognitive and psychosocial processes</td>
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<td>• Expand and enhance physical ability</td>
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<td>• Socialization skill/meet new friends</td>
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Canoeing/Kayaking Program Plan Outline

Registration Process:
- Pre-registration is required. Participants are encouraged to register at least one week in advance of session.
- A waiting list will be created for any walk-ins that wish to participate in a session but did not pre-register.
- Participants can pre-register online, via mail, fax or phone.
- Once a participant has registered, GPAS staff will contact the participant and/or the participant’s parent/guardian via phone to complete a pre-assessment interview (in order to better plan for participant’s session).
- Prior to participation, participants must complete (in addition to registration form) a waiver/release form, medical form and pre-assessment.
- If the participant is also receiving financial aid/scholarship for participant, documentation related to the scholarship must also be completed prior to participation.

Program Fees:
- Program will run for 3 weeks, with 2.5 hour paddling sessions being offered each week. For GPAS members, $40 for 3 paddling sessions (over the course of 3 weeks); for non-members, $75 for 3 paddling sessions (over the course of 3 weeks).
- Program fees include: instruction and equipment rentals.
- Program fees must be paid at the time of registration.
- Cancellation policy: Participants must cancel their reservation at least 72 hours in advance to receive 100% refund. Cancellations made 48 hours in advance will receive a 50% refund; cancellations made less than 24 hours in advance will receive no refund. Exceptions will be made for those with documented medical emergencies that occurred and prevented participation and advanced cancellation.

Program Location, Environment & Schedule:
- Canoe/Kayak sessions will be offered Saturdays, June 5-19th from 9:30pm to Noon; and Sundays, June 6-20th from 1:00 to 3:30pm.
- Dependent on the level of interest, additional sessions will be offered Saturdays, July 10-24th and Sundays, July 11-25th.
- Participants will meet at Hope Lake Park.

Program Objectives:
- Goals and objectives will be determined on an individual basis – dependent on the participant’s individual aspirations (i.e. leisure experience vs. skill development).
- Have fun.
- Exposure to new leisure activity.
- Improve participant’s level of leisure skills and abilities.
- Improve participant’s overall health and level of physical fitness.
- Improve participant’s level of competence, confidence and self-esteem.
- Develop and improve participant’s social skills through social interaction and active communication with others.

Staffing/Volunteer Requirements:
- The number of staff/volunteers required for an individual session will be determined based on the needs of the participant.
- A lifeguard will be present at all times.
- At minimum, a 1:2 staff/volunteer to participant ratio will be maintained at all times.

Equipment Needed:
- Canoes/Kayaks
- Paddles
- PFDs
- Adaptive grips/cuffs, etc. for paddles
- Foam padding (provide back support, prevent sensitive skin from rubbing against boat, etc) and other adaptive seating
- Noodles and duct tape (provide stabilizers/outriggers on boat – prevents boat from being so “tippy”)
- Water cooler
- First Aid kit, sunscreen, throw rope and rescue equipment
If it is a LIFE THREATENING emergency:

- Remove any immediate danger. If possible, remove the participant from the water, or get them to shoreline.
- Check injury and severity of accident. DO NOT move participant if there is a possible injury to the head, neck or spine.
- Select one vol./staff member to call 911 immediately. Select one volunteer or staff member to contact GPAS ED (if volunteer not available, flag down Hope Lake Park personnel to assist). Have GPAS ED contact the participant’s emergency contact (family, parent/guardian) to notify them of the situation.
- If participants are with group (in addition to injured participant), have staff distract/move participants away from situation.
- Stay with participant. DO NOT leave them unattended. Tend to injury to the level of your training until help arrives.
- Once additional help arrives, stay with participant and assist emergency personnel as best as possible, providing as much information re: the injury, what took place and how it happened.
- Once emergency is over, participant is safe/appropriately cared for and element of danger has ended, return to GPAS facility and complete an incident report.

If it is a MINOR emergency:

- Remove any immediate danger, and if applicable, remove the participant from the water and/or canoe/kayak.
- Check injury and severity of accident. Tend to injury up to the level of your training – provide first aid as necessary.
- If other participants are with your group (in addition to the participant that is injured), have staff or volunteers distract participants (move them away from the situation).
- Resume the program or return to GPAS facility based on participant’s preference, and/or level of injury.
- Once the situation or program is over, and participant is safe or appropriately cared for, return to the GPAS facility and complete an incident report.

Policy & Procedure:

- Staff will ensure that participants are appropriately dressed for the activity.
- At least one staff member must have a first aid kit, participant medical forms and a form of communication (cell phone or walkie-talkie) on their person at all times.
- Staff will maintain (at minimum) a 1:2 staff/volunteer to participant ratio at all times.
- Staff will have drinking water available to participants throughout the duration of the session.
- Prior to the start of a session, staff/vols. will confirm that participants have completed the necessary forms (i.e. waver/release, medical form, registration form, etc).
- Prior to the start of a session, staff/volunteers are responsible for reviewing the participant’s pre-assessment – making sure they are aware of any cognitive, behavioral, emotional or physical characteristics to be aware of.
- Upon completion of a session, staff/vols. are responsible for documenting the session (who participated, what skills were introduced, any positive and/or negative displayed by participants, etc).
- Upon completion of a session, staff/vols. are responsible for making sure that the parent/guardian of the participant is aware that the participant has returned (to prevent participant from wandering away from staff/volunteers, back into water, etc. without supervision).
- Staff/volunteers are responsible for reserving and signing out any adaptive equipment required for a participant’s lesson.
- Upon completion of the lesson, staff should immediately return the item to equipment check in/out area and document use, as well as any needed repairs.
- Staff/volunteers are responsible for drying out equipment (PFDs), stacking paddles in equipment area and flipping boats over to empty them of water and allow them to dry out.

Risk Management Procedures:

- Participants are required to complete a tip test prior to their participation in the program.
- Participants are required to wear a lifejacket (PFD) and maintain the “buddy system” at all times.
- Protective footwear is required during waterfront participation as there may be sharp objects/debris (sticks, stones) in various areas of the lake that cannot be foreseen by staff.
- Staff will immediately end a canoe/kayak session if at any time there is inclement weather including: thunderstorm, lightning or heavy rain (that would prevent visibility of lake). Staff will implement a safe evacuation of all waterfront participants to designated safe areas or facilities.
- Staff/vols. are responsible for inspecting waterfront area before and after each waterfront activity to see that all equipment and watercraft are properly inspected and secured to ensure a functional and safe area for all participants.
- Canoeing/kayaking must be supervised by on-duty certified lifeguard at all times.

Emergency Action Plan:

If it is a MINOR emergency:

- Remove any immediate danger, and if applicable, remove the participant from the water and/or canoe/kayak.
- Check injury and severity of accident. Tend to injury up to the level of your training – provide first aid as necessary.
- If other participants are with your group (in addition to the participant that is injured), have staff or volunteers distract participants (move them away from the situation).
- Resume the program or return to GPAS facility based on participant’s preference, and/or level of injury.
- Once the situation or program is over, and participant is safe or appropriately cared for, return to the GPAS facility and complete an incident report.

If it is a LIFE THREATENING emergency:

- Remove any immediate danger. If possible, remove the participant from the water, or get them to shoreline.
- Check injury and severity of accident. DO NOT move participant if there is a possible injury to the head, neck or spine.
- Select one vol./staff member to call 911 immediately. Select one volunteer or staff member to contact GPAS ED (if volunteer not available, flag down Hope Lake Park personnel to assist). Have GPAS ED contact the participant’s emergency contact (family, parent/guardian) to notify them of the situation.
- If participants are with group (in addition to injured participant), have staff distract/move participants away from situation.
- Stay with participant. DO NOT leave them unattended. Tend to injury to the level of your training until help arrives.
- Once additional help arrives, stay with participant and assist emergency personnel as best as possible, providing as much information re: the injury, what took place and how it happened.
- Once emergency is over, participant is safe/appropriately cared for and element of danger has ended, return to GPAS facility and complete an incident report.
Instructor Outline: Canoeing/Kayaking
Length of Activity/Program: 2.5 hour sessions (3 weekly sessions total)

I.  **Staff/Volunteer Introduction**

II.  **Orientation of Participant to Facility/Location**
   a. Overview of rules/expectations
   b. Location of restrooms
   c. Location of places to store their personal gear, bags, etc.

III. **Overview of Water Safety**
   a. PFD fitting
      i. Be aware of weight recommendations. Also, if participant has a seizure disorder, assure that appropriate type of PFD is provided to participant
      ii. Must be Coast Guard approved (adjustable straps around midsection should be pulled snug)
   b. Getting comfortable in the water (have participants wade around in shallow water)
   c. Tip test and review of what to do if canoe/kayak tips over

IV.  **Equipment**
   a. Introduce equipment (canoe/kayak, paddle)
   b. Safety awareness (seating positions, water safety)

V.   **Fundamental Skills**
   a. Parts of canoe/kayak (stern, bow)
   b. Getting comfortable in canoe/kayak
      i. Explain that canoe/kayak will move with participant’s movement (“tippy” feeling/balance)
      ii. How to enter and exit a canoe/kayak
   c. Choosing the right size paddle
      i. When held vertically, paddle tip should hit right between the shoulder and chin
   d. How to hold a paddle
   e. Basic paddle strokes
      i. Allow participants to help move the canoe/kayak, as it is empowering and increases the likelihood they will enjoy the experience and want to learn more.

VI.  **Games & Activities (subtle, fun ways to work on skills while also becoming comfortable in canoe/kayak)**
   a. Feeling comfortable in water (without being in canoe/kayak)
      i. Water polo (using intertubes)
   b. Practice maneuvering/steering skills/paddling skills
      i. Follow the leader, beach ball keep away or “whale hunt”
      ii. English gates or relay race/obstacle course
   c. Practice balance
      i. Blowing in the wind
      ii. “Tag” (by throwing soaked sponge ball at opponents)
   d. Focus on hearing and seeing the sights of nature

VII. **Participant Evaluations**
    a. Evaluation form (to be completed at the end of the ski/snowboard season)

VIII. **Teaching Resources**
    a. ACA manual and website

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<tr>
<td>• Duct tape/athletic tape for potential blister spots</td>
<td>• Experience and learn new activity</td>
</tr>
<tr>
<td>• Sunscreen</td>
<td>• Teamwork, cooperation &amp; communication</td>
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<tr>
<td>• Snacks &amp; Water for group</td>
<td>• Socialization skills/meet new friends</td>
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<tr>
<td>• Throw/tow rope</td>
<td>• Self-confidence/self-esteem</td>
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<td>• Balance, strength, coordination</td>
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**Registration Process:**
- Pre-registration is required. Participants are encouraged to register at least one week in advance of session.
- A waiting list will be created for any walk-ins that wish to participate in a session but did not pre-register.
- Participants can pre-register online, via mail, fax or phone.
- Once a participant has registered, GPAS staff will contact the participant and/or the participant’s parent/guardian via phone to complete a pre-assessment interview (in order to better plan for participant’s session).
- Prior to participation, participants must complete (in addition to registration form) a waiver/release form, medical form and pre-assessment.
- If the participant is also receiving financial aid/scholarship for participant, documentation related to the scholarship must also be completed prior to participation.

**Program Fees:**
- For GPAS members, $5 (if they have their own bike), $10 per session (2 hrs).
- For non-members, $10 (if they have their own bike), $20 per session (2hrs).
- Program fees include: instruction and equipment rentals (bike and helmet).
- Program fees must be paid at the time of registration.
- Cancellation policy: Participants must cancel their reservation at least 72 hours in advance to receive 100% refund. Cancellations made 48 hours in advance will receive a 50% refund; cancellations made less than 24 hours in advance will receive no refund. Exceptions will be made for those with documented medical emergencies that occurred and prevented participation and advanced cancellation.

**Program Location, Environment & Schedule:**
- Biking/handcycling sessions will be offered Saturdays, June 5-19th from 1:00pm to 3:00pm; and Sundays, June 6-20th from 10:00am to Noon.
- Dependent on the level of interest, additional sessions will be offered Saturdays, July 10-24th and Sundays, July 11-25th.
- Participants will meet at GPAS facility located on GPMR property.

**Program Objectives:**
- Goals and objectives will be determined on an individual basis – dependent on the participant’s individual aspirations (i.e. leisure experience vs. skill development).
- Broaden range of participant’s leisure interests.
- Improve participant’s level of leisure skills and abilities.
- Improve participant’s overall health and level of physical fitness.
- Improve participant’s level of competence, confidence and self-esteem.
- Develop and improve participant’s social skills through social interaction and active communication with others.
- Orientation to types of equipment available for personal purchase.

**Staffing/Volunteer Requirements:**
- The number of staff/volunteers required for an individual session will be determined based on the needs of the participant.
- At minimum, a 1:2 staff/volunteer to participant ratio will be maintained at all times.

**Equipment Needed:**
- Bikes/Handcycles
- Helmets
- Adaptive equipment pertinent to participant needs.
- Water
- First Aid Kit
- Map of bike route
**Policy & Procedure:**

- Staff will ensure that participants are appropriately dressed for the activity (footwear, helmet), sun and/or rain protection.
- At least one staff member must have a first aid kit, participant’s medical form and form of communication (cell phone) with them at all times.
- Staff will maintain (at minimum) a 1:2 staff/volunteer to participant ratio at all times.
- Staff will have drinking water available to participants throughout the duration of the session.
- Prior to the start of a session, staff/volunteers will confirm that participants have completed the necessary forms (i.e. waver/release, medical form, registration form, etc).
- Prior to the start of a session, staff/volunteers are responsible for reviewing the participant’s pre-assessment – making sure they are aware of any cognitive, behavioral, emotional or physical characteristics to be aware of.
- Staff will maintain a lead and sweep position at all times throughout the session and ride.
- Upon completion of a session, staff/volunteers are responsible for documenting the session (who participated, what skills were introduced, any positive and/or negative displayed by participants, etc).
- Upon completion of a session, staff/volunteers are responsible for making sure that the parent/guardian of the participant is aware that the participant has returned (to prevent participant from wandering away from staff/volunteers, back into water, etc. without supervision).
- Staff/volunteers are responsible for reserving and signing out any adaptive equipment required for a participant’s lesson. Upon completion of the lesson, staff should immediately return the item to equipment check in/out area.

**Risk Management Procedures:**

- Participants are required to wear a helmet at all times.
- Participants must abide my “road rules” at all times. An orientation of the “road rules” will be provided and reviewed with participants at the beginning of each bike/handcycle session.
- Protective close-toed footwear is required during participation (no flip-flops, crocs, etc).
- Staff will immediately end a bike/handcycle session if at any time there is inclement weather including: thunderstorm, lightning or heavy rain (that would prevent visibility). If participants are not close to the GPAS facility, staff will ensure that all participants are moved to a safe location, until the weather passes and the group is able to return to the GPAS facility.
- Route selection will be carefully planned and mapped out with flags designating appropriate routes of travel. Staff will maintain a lead/sweep position at all times. A sag wagon will also follow participants and staff to assist any who have mechanical or equipment malfunction or find the ride to strenuous.

**Emergency Action Plan:**

**If it is a MINOR emergency:**

- Remove any immediate danger.
- Check injury and severity of accident.
- If other participants are with your group (in addition to the participant that is injured), have staff or volunteers distract participants (move them away from the situation).
- Tend to injury up to the level of your training /provide basic first aid as necessary.
- Resume program or return to GPAS facility based on participant’s preference/behavior and/or level of injury.
- Once the emergency is over, the participant is safe or being appropriately cared for and the element of danger/risk has ended, return to the main GPAS facility and complete an incident report.

**If it is a LIFE THREATENING emergency:**

- Remove any immediate danger.
- Check injury and severity of accident. DO NOT move participant if there is a possible injury to the head, neck or spine.
- Select one vol./staff member to contact 911 immediately.
- Select staff member to contact GPAS ED. Have ED contact participant’s emergency contact to notify them of the situation.
- If other participants are with group (in addition to injured participant), have staff/vols. move them away from situation.
- Stay with participant. DO NOT leave them alone or unattended. Tend to injury up to the level of your training until additional help arrives.
- Once additional help arrives, stay with participant and assist emergency personnel as best as possible, providing as much information re: the injury, what took place and how it happened.
- Once the emergency is over, the participant is safe/being appropriately cared for and the element of danger has ended, return to the main GPAS facility and complete an incident report.
Biking/Handcycling
Length of Program/Activity: 2 hours

I. Staff/Volunteer Introduction

II. Orientation of Participant to Facility/Location
   a. Overview of rules/expectations
   b. Location of restrooms
   c. Location of places to store their personal gear, bags, etc.

III. Rules of the Road (safety talk)
   a. Road rules
      i. Always keep both hands on the handlebars
      ii. Always wear a helmet
      iii. Always stop and look for traffic
      iv. Never ride alone. Always ride with a “buddy”
      v. Wear brightly colored clothing
   b. Helmet fitting
      i. It should be worn level and cover participant’s forehead
      ii. Do not tip it back so forehead is showing
      iii. Straps should always be fastened
   c. Appropriate footwear
      i. Close-toed shoes required. No sandals, flip-flops, crocs, etc. permitted.

IV. Equipment
   a. Introduce equipment (bike, brake, helmet)

V. Fundamental Skills
   a. Make sure everyone is comfortable on and riding bike or handcycle
      i. Take a few rounds around the parking lot/venue location before heading out on trails.
   b. Route planning (speak about how to identify a safe and appropriate route, skill level, length, etc)
   c. Take a ride!

VI. Games & Activities (subtle, fun ways to work on skills while also becoming comfortable on bike/handcycle)
   a. Practice maneuvering/steering skills
      i. Follow the leader or relay race/obstacle course
   b. Focus on hearing and seeing the sights of nature
      i. Scavenger hunt
      ii. I Spy

VII. Participant Evaluations
   a. Evaluation form (to be completed at the end of the ski/snowboard season)

VIII. Teaching Resources
   a. Cornell Cooperative Extension
   b. International Bike Fund
   c. Bike New York
   d. SUNY Cortland Community Bike Project

Staff should carry the following:
- First aid kit
- Duct tape/athletic tape for potential blister spots
- Sunscreen
- Snacks & water for group
- Cell phone
- Rain gear

Goals & Objectives:
- Enjoyment & fun
- Experience/learn new activity
- Balance, coordination & muscle control
- Socialization skills/meet new friends
- Self-confidence
- Stimulate cognitive and psychosocial processes
- Overcome fear and anxiety
- Exposure to fresh air & nature
Overnight Camping Program Plan Outline

Registration Process:
- Pre-registration is required. Participants are required to register at least two weeks in advance of session.
- A waiting list will be created for any who register the week before the trip. In the event there is a cancellation, the participant will be contacted and offered a spot.
- Participants can pre-register online, via mail, fax or phone.
- Once a participant has registered, GPAS staff will contact the participant and/or the participant’s parent/guardian via phone to complete a pre-assessment interview (in order to better plan for participant’s session).
- Prior to participation, participants must complete (in addition to registration form) a waiver/release form, medical form and pre-assessment.
- Upon registration, participants will receive a packing/equipment list of what to bring, what not to bring, etc.
- If the participant is also receiving financial aid/scholarship for participant, documentation related to the scholarship must also be completed prior to participation.
- The overnight camping program is an inclusive program; families and/or friends of participants with disabilities are encouraged to register and participate in the camping trip. By participating in the camping trip with Greek Peak Adaptive Snowsports, participants, their family and friends can become more familiar with the various types of adaptive equipment available, become more familiar with local camping areas, etc. so that in the future they can plan and go camping independent of Greek Peak staff/volunteers.

Program Fees:
- For GPAS members, $60 (two days/one night); for non-members, $80 (two days/one night).
- Program fees include: equipment, food, lodging
- Program fees must be paid at the time of registration.
- Cancellation policy: Participants must cancel their reservation at least 72 hours in advance to receive 100% refund. Cancellations made 48 hours in advance will receive a 50% refund; cancellations make less than 24 hours in advance will receive no refund. Exceptions will be made for those with documented medical emergencies that occurred and prevented participation and advanced cancellation.

Program Location, Environment & Schedule:
- Overnight camping sessions will offered June 25-26th, and July 30-21st.
- Dependent on the level of interest, an additional session will be offered August 6-7th.
- Overnight camping trips will depart on Fridays at 1:00pm and return Saturdays at 2:00pm.
- Participants will meet at GPAS facility located on GPMR property. The group will then carpool to the designated campsite.
- Overnight camping trips will include: nature walk/hike, group games, how to set-up campsite (i.e. tent, cooking, etc).

Potential Locations for Overnight Camping

<table>
<thead>
<tr>
<th>Buttermilk Falls State Park</th>
<th>Taughannock Falls State Park</th>
<th>Robert H. Treman State Park</th>
<th>Finger Lakes Trail</th>
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<tr>
<td>Beach area</td>
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<td>Fishing area</td>
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<td>Hiking/Nature trails</td>
<td>Nature trails/hiking</td>
<td>Interpretive programs</td>
<td>Nature Trail</td>
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<td>Picnic area</td>
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<td>Bird Watching</td>
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<td>Picnic area</td>
<td>Tent camping</td>
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Program Objectives:
- Have fun
- Experience a new environment
- Improve leisure skills and abilities
- Increase awareness and appreciation for nature
- Gain independence
- Make friends and develop social skills
- Increase level of competence and self-esteem
**Staffing/Volunteer Requirements:**
- The number of staff/volunteers required for an individual session will be determined based on the needs of the participant.
- At minimum, a 1:3 staff/volunteer to participant ratio will be maintained at all times.

**Policy & Procedure:**
- Staff will ensure that participants have packed appropriate gear and clothing for the overnight trip.
- At least one staff member must have a first aid kit, participant’s medical form and form of communication (cell phone) with them at all times.
- Staff will maintain (at minimum) a 1:3 staff/volunteer to participant ratio at all times.
- Prior to the start of a session, staff/volunteers will confirm that participants have completed the necessary forms (i.e. waver/release, medical form, registration form, etc).
- Prior to the start of a trip, staff/volunteers are responsible for reviewing the participant’s pre-assessment – making sure they are aware of any cognitive, behavioral, emotional or physical characteristics to be aware of.
- Upon completion of a trip, staff/volunteers are responsible for documenting the session (who participated, what skills were introduced, any positive and/or negative displayed by participants, etc).
- Staff/volunteers are responsible for reserving and signing out any adaptive equipment required for the trip. Upon completion of the lesson, staff should immediately return the item to equipment check in/out area.

**Program Format:**
- Prior to departure, participants will be given a list of things to bring (i.e. clothing, medication, etc).
- Upon arrival, participants will be given orientation to new environment/setting. Staff will give brief overview of what is planned for the weekend.
- Staff will lead participants in a group games/ice breakers/initiatives.
- Participants will learn how to put up tent/assist in putting up tent. Setting up camp, by getting their sleeping area ready (lay out sleeping bag, etc), gathering fire wood/kindling for fire ring.
- Staff and participants will head out on afternoon nature hike. Consider incorporating scavenger hunt or another active participation activity into the hike. Opportunity to see waterfalls.
- Free time and afternoon activities may include: swimming, hiking, bird watching, etc. dependent upon participant interest and location.
- Staff and participants will prepare and cook dinner.
- Staff and participants will learn how/observe and assist in campfire. Campfire time will allow for debriefing of day, socialization, group games, etc. Make s’mores.
- Rise and shine. Staff and participants will prepare and cook b’fast.
- Morning activities will include initiative and group games and/or interpretive programs at state park.
- Staff and participants will prepare picnic lunch. Picnic lunch at beach area/scenic area?
- Staff will teach participants how to break-down camp/clean up, etc.
- Pack and return home.

**Equipment Needed:**
- Generate list of “what to bring” and “what not to bring” for participants.
- Staff create, develop, plan group activities and games. (To be used on nature hike, around campfire, etc).
- Accessible tent
- Sleeping bags and sleeping mats (Thermarest)
- Crazy Creek chairs
- Lantern
- Matches/Lighter
- Coolers (for food/water)
- Food & Water (b’fast x 1, lunch x 1, dinner x 1, snacks, s’mores). Be sure to make sure menu planned does not conflict with any participant’s diet restrictions, allergies, etc.
- First Aid kit
- All-terrain wheelchair
- Field guides
Risk Management Procedures:
- Staff will immediately evacuate participants to a safe shelter/location if at any time there is inclement weather including: thunderstorm, lightning or heavy rain.
- During mealtime, staff/volunteers will oversee the cooking and use of stove.
- Staff/volunteers will oversee campfire, and have a large bucket of water ready on-hand at all times in the event there is an emergency related to the fire.
- Staff will make sure participants are equipped with rain gear, bug repellent, screen tents, etc. prior to departure to ensure a safe and more enjoyable experience.
- Staff will make sure participants are drinking fluids regularly throughout the trip to prevent dehydration.

Emergency Action Plan:

If it is a MINOR emergency:
- Remove any immediate danger.
- Check injury and severity of accident.
- Designate one person to contact emergency personnel (if necessary call 911).
- If other participants are with your group (in addition to the participant that is injured), have staff or volunteers distract participants (move them away from the situation).
- Tend to injury up to the level of your training /provide basic first aid until additional help/support arrives.
- Once additional help, stay with the participant and assist emergency personnel as best as possible, providing as much information re: the injury, what took place and how it happened.
- Contact GPAS ED or Program Director.
- Once the emergency is over, the participant is safe or being appropriately cared for and the element of danger/risk has ended, return to the main GPAS facility and complete an incident report.

If it is a LIFE THREATENING emergency:
- Remove any immediate danger.
- Check injury and severity of accident. DO NOT move participant if there is a possible injury to the head, neck or spine.
- Select one volunteer or staff member to contact 911 immediately.
- Select one volunteer or staff member to contact GPAS ED (if volunteer not available, flag down Hope Lake Park personnel to assist). Have GPAS ED contact the participant’s emergency contact (family, parent/guardian) to notify them of the situation.
- If other participants are with your group (in addition to the participant that is injured), have staff or volunteers distract the participants (move them away from the situation).
- Stay with participant. DO NOT leave them alone or unattended. If appropriate, tend to injury up to the level of your training/provide basic first aid until additional help/support arrives.
- Once additional help arrives, stay with the participant and assist emergency personnel as best as possible, providing as much information re: the injury, what took place and how it happened.
- Once the emergency is over, the participant is safe or being appropriately cared for and the element of danger/risk has ended, return to the main GPAS facility and complete an incident report.

Important EMERGENCY CONTACT NUMBERS:
- Emergency/EMS: Dial 911
- GPAS ED can be contacted by calling: (607) 123-4567
- XYZ Park Ranger can be contacted by calling: (607) 123-4567
I. Welcome & Introductions  
   a. Executive Director  
   b. Program staff

II. Overview of GPAS  
   a. History/Background; Who we are/What we do  
   b. Disability awareness/Person-first language  
   c. Facility walk-through

III. GPAS Policy & Procedure  
   a. Dress code; drugs/alcohol/inappropriate behavior  
   b. Documentation processes

IV. Programs Offered  
   a. Overview of programs (goals & objectives) and registration process  
   b. Program schedules (what a typical program session looks like)  
   c. Lead staff (who to contact for each program)/chain of command  
   d. Equipment check in/out process  
   e. “Rain Plan” (in the event a program is canceled or interrupted by inclement weather)

V. General Responsibilities  
   a. Have fun, play and create fun for campers. We want to facilitate a positive experience for participants  
   b. Encourage and teach independence; be enthusiastic with a positive attitude  
   c. Promote and maintain safety in every activity; we are ALL responsible for ALL participants  
   d. Know the whereabouts of participants at all times (be mindful of creek area outside GPAS building, waterfront area at lake, etc.)  
   e. You are a role model - the best way to teach is by example  
   f. Give assistance where necessary with participant activities of daily living (transferring, etc)  
   g. Remind/ask participants if they need to use restroom prior to and/or after program sessions  
   h. Ensure participants are hydrated and sun-protected

VI. Staff Responsibilities  
   a. Confirm that participants have completed and returned required documentation (waiver, medical, etc.)  
   b. Complete orientation with group and/or individual participants before activity begins  
   c. Plan and implement outline/lesson plan for program activity  
   d. Prepare and organize facility/equipment for the program session  
   e. Ensure facility/equipment is safe and being utilized properly  
   f. Keep all participants involved/encourage participation  
   g. Clean-up area at the end of the day (return equipment, pick-up trash, etc.)

VII. Volunteer Responsibilities  
   a. Overview of assignments, roles, responsibilities and expectations  
   b. Assist instructors during program implementation; keep all participants involved/encourage participation  
   c. Provide one-on-one support to participants during activity as needed  
   d. Assist instructors with set-up/take down of equipment and venue area

VIII. Medical Emergencies  
   a. Emergency action plans  
   b. Incident reports  
   c. First Aid kit; Over the counter medication  
   d. Health precautions (i.e. skin precautions, heat and/or cold related illnesses)

IX. Communication  
   a. Hand held radios and cell phones

X. Evaluations  
   a. Participant and parent/guardian evaluations (at end of each program session)  
   b. Staff/volunteer evaluations (at conclusion of program offering)
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<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
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<tr>
<td>8-November</td>
<td>10am-Noon</td>
<td>Volunteer Orientation - Dry Land Classroom</td>
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<tr>
<td>10am-Noon</td>
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<td>- Introductions/Ice breakers</td>
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<td>15-November</td>
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<td>- History</td>
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<td>10am-Noon</td>
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<td>- Mission and vision of Greek Peak Adaptive</td>
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<td>Snowsports</td>
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<td>- Overview of winter programs &amp; special</td>
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<td>- Tour of facilities</td>
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<td>1pm-3pm</td>
<td>Disability Awareness - Dry Land Classroom</td>
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<td>- Medical/safety issues</td>
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<td>5-December</td>
<td>1pm-3pm</td>
<td>Adaptive Equipment - Outdoor Clinic</td>
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<tr>
<td>6-December</td>
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<td>- Types of equipment/modifications</td>
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<tr>
<td>10am-Noon</td>
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<td>- How to set-up equipment</td>
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<td>- How to use equipment during lesson</td>
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<td>- Check out/check in process</td>
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<td>- What to do with damaged/broken/unsafe</td>
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<td>5-December</td>
<td>10am-Noon</td>
<td>Tips &amp; Tools - On Snow Clinic</td>
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<tr>
<td>6-December</td>
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<td>- Strategies for making a lesson/program</td>
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<td>- Teaching progressions</td>
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<td>- Props that can be used to facilitate/support learning</td>
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<td>- Games to play during lesson/program</td>
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<td>- Communication strategies</td>
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<td>13-December</td>
<td>Ski 101 - On Snow Clinic</td>
<td>9am-Noon</td>
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<td>13-December</td>
<td>Snowboard 101 - On Snow Clinic</td>
<td>12:30pm-3:30pm</td>
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<tr>
<td>19-December</td>
<td>Ski 101 - On Snow Clinic</td>
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<td>Snowboard 101 - On Snow Clinic</td>
<td>12:30pm-3:30pm</td>
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- Etiquette & responsibility
- Signage on the mountain
- Getting to know the mountain terrain
- Review the basics: stop, side step, wedge, parallel
- Visual, physical and cognitive assessment
- Adaptive equipment/modifications available
- Teaching a beginner/never-ever ski lesson
- Skier position (upright stance, lean forward in boot, eyes forward, etc.)
- Importance of boot drills & familiarity with equipment
- Exercises in balance, coordination, range of motion
- Making a straight run
- Teaching the wedge and/or progressing to parallel
- How to get back up after a fall
- Teaching turns later linking turns
- Riding a chairlift
- Review the "Teaching Cycle" (see handout)
- Developing participants goals
- Observing and evaluating ski technique/movement analysis
- Behavior modification techniques

- Etiquette & responsibility
- Signage on the mountain
- Getting to know the mountain terrain
- Review the basics (movement with the board, strapping in to board)
- Visual, physical and cognitive assessment
- Adaptive equipment/modifications available
- Teaching a beginner/never-ever snowboard lesson
- The snowboarder’s stance
- Boots, stance & bindings (goofy or regular)
- How to get back up after a fall
- Teaching turns and linking turns (heel turn/toe turn)
- Review the "Teaching Cycle" (see handout)
- Developing participants goals
- Observing and evaluating snowboard technique/movement analysis
- Behavior modification techniques
<table>
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<tr>
<th>Date</th>
<th>Time</th>
<th>Clinic Name</th>
<th>Activities</th>
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<tr>
<td><strong>19-Dec</strong></td>
<td>1pm-3:30pm</td>
<td>Blind/VI Guiding - On Snow Clinic</td>
<td>- Types of visual impairments&lt;br&gt;- Communication techniques&lt;br&gt;- Guiding techniques&lt;br&gt;- Getting on and off chairlift&lt;br&gt;- Adaptive equipment/modifications available&lt;br&gt;- Drills and exercises</td>
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<td><strong>20-Dec</strong></td>
<td>9:30am-Noon</td>
<td>Slider/Tether/Snow Wing/Bamboo Pole - On Snow Clinic</td>
<td>- Types of disabilities/impairments&lt;br&gt;- Fitting, adjusting &amp; using&lt;br&gt;- Exercises/games that can be used to facilitate skill progression</td>
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<td><strong>3-Jan</strong></td>
<td>9:30am-Noon</td>
<td>3-Track/4-Track Ski - On Snow Clinic</td>
<td>- Types of disabilities/impairments&lt;br&gt;- Fitting, adjusting &amp; using outriggers&lt;br&gt;- How to clip in boots and bindings&lt;br&gt;- The skier's stance&lt;br&gt;- Making a straight run&lt;br&gt;- Teaching turns and linking turns (using outrigger)&lt;br&gt;- How to get back up after a fall&lt;br&gt;- Getting on and off chairlift</td>
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<td><strong>2-Jan</strong></td>
<td>9:30am-Noon</td>
<td>Mono Ski - On Snow Clinic</td>
<td>- Types of disabilities/impairments&lt;br&gt;- Fitting, adjusting &amp; using outriggers and mono-ski&lt;br&gt;- Exercises in balance and stability&lt;br&gt;- Teaching participants how to transfer in and out of mono-ski&lt;br&gt;- Making a straight run&lt;br&gt;- How to get back up after a fall&lt;br&gt;- Teaching turns and linking turns&lt;br&gt;- Getting on and off chairlift</td>
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<td><strong>3-Jan</strong></td>
<td>9:30am-Noon</td>
<td>Adaptive Snowboard - On Snow Clinic</td>
<td>- Teaching turns and linking turns (toe turn, heel turn); mobility exercises&lt;br&gt;- How to get back up after a fall&lt;br&gt;- Using the horse n' buggy, tetherings, snow-wing &amp; ski-pal&lt;br&gt;- Getting on and off chairlift</td>
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### Summer 2010 Staff/Volunteer Training Outline

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<th>Event Description</th>
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<td>Person-first language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medical/safety issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emergency action plan</td>
<td></td>
</tr>
<tr>
<td>15-May</td>
<td>Adaptive Equipment - Outdoor Clinic</td>
<td>1pm-3pm</td>
</tr>
<tr>
<td></td>
<td>Types of Equipment/Modifications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How to set-up equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How to use equipment during lesson</td>
<td></td>
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<tr>
<td></td>
<td>Check Out/Check In Process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What to do with damaged/broken/unsafe equipment</td>
<td></td>
</tr>
<tr>
<td>15-May</td>
<td>Tips &amp; Tools - Outdoor Clinic</td>
<td>10am-Noon</td>
</tr>
<tr>
<td></td>
<td>How to teach a beginner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategies for making a lesson/program fun</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Games to play during lesson/program</td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Date</th>
<th>Event Type</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>22-May</td>
<td>Bike/Handcycle 101</td>
<td>9am-Noon</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12:30pm-3:30pm</td>
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<tr>
<td></td>
<td></td>
<td>9am-Noon</td>
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<tr>
<td>23-May</td>
<td>Bike/Handcycle 101</td>
<td>9am-Noon</td>
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<td>12:30pm-3:30pm</td>
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<tr>
<td></td>
<td></td>
<td>9am-Noon</td>
</tr>
<tr>
<td></td>
<td>Overview of sport/activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intro to necessary equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adaptive equipment/modifications available</td>
<td></td>
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<tr>
<td></td>
<td>Teaching bike/handcycle</td>
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<tr>
<td></td>
<td>How to appropriately fit bike/handcycle for participant</td>
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<tr>
<td></td>
<td>What to do if participant has never been on a bike/handcycle</td>
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<tr>
<td></td>
<td>Tips/Activities to help participants with balance and coordination</td>
<td></td>
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<tr>
<td></td>
<td>Preventative safety (rules of the road, helmet, close-toed shoes, etc)</td>
<td></td>
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<tr>
<td></td>
<td>Overview of potential bike routes/trails</td>
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<tr>
<td></td>
<td>What to do if bike/handcycle breaks down while out on a ride</td>
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<tr>
<td>22-May</td>
<td>Canoe/Kayak 101</td>
<td>9am-Noon</td>
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<td></td>
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<td>12:30pm-3:30pm</td>
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<td>9am-Noon</td>
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<tr>
<td>23-May</td>
<td>Canoe/Kayak 101</td>
<td>9am-Noon</td>
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<td>12:30pm-3:30pm</td>
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<td></td>
<td></td>
<td>9am-Noon</td>
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<tr>
<td></td>
<td>Overview of sport/activity</td>
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<td></td>
<td>Basic water safety</td>
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<td></td>
<td>Basic strokes (forward, reverse, sweep, draws, j-stroke)</td>
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<td></td>
<td>Intro to necessary equipment</td>
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</tr>
<tr>
<td></td>
<td>Fitting paddles and canoe/kayaks</td>
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<td></td>
<td>Adaptive equipment/modifications available</td>
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<tr>
<td></td>
<td>Teaching canoe/kayak</td>
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<td></td>
<td>How to assist participant with transfer in/out of canoe/kayak</td>
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<td></td>
<td>What to do if participant is uneasy around water</td>
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<td></td>
<td>Tip test protocol</td>
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<tr>
<td></td>
<td>Paddling 101 (Basic Strokes, Basic Skills)</td>
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<tr>
<td></td>
<td>Preventative safety (PFD, foam padding in boat, etc)</td>
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<tr>
<td></td>
<td>Overview of lake area/boundaries</td>
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<td></td>
<td>Lake evacuation protocol</td>
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<tr>
<td>19-June</td>
<td>Overnight Camping</td>
<td>1pm-3:30pm</td>
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<tr>
<td>20-June</td>
<td></td>
<td>9:30am-Noon</td>
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<tr>
<td>24-July</td>
<td></td>
<td>9:30am-Noon</td>
</tr>
<tr>
<td></td>
<td>Overview of schedule/activities</td>
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<td></td>
<td>Intro to equipment</td>
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<tr>
<td></td>
<td>Adaptive equipment/modifications available</td>
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<td></td>
<td>In case of emergency</td>
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<tr>
<td></td>
<td>Game plan for creating unique, positive camping experience</td>
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</tbody>
</table>
Program/Event Planning

Purpose and Description
When developing a program or event it is necessary that planning begin far enough in advance that all aspects of the program or event can be thought through and established well in advance of the program/event start date. In order to map out the various categories involved in planning a program or event, it is recommended that the program coordinator, staff or committee create a timeline and plan of work – both working documents that will allow each person involved to clearly understand their delegated tasks and responsibilities including their deadline for having the task completed and confirmed.

Usually, a program or event timeline is activated 12 months prior to the program/event start date by providing a progression of steps necessary for executing a successful program/event. The timeline carries staff or planning committees through each month preceding the event, highlights the necessary tasks required on the day of the program/event, and then concludes with a list of follow-up tasks to complete one week after the program/event has concluded.

A plan of work should accompany the timeline. Tasks and responsibilities should mirror the timeline, but also provide a listing of more specific duties based on the outline provided within the program/event timeline. Within the plan of work, each task should be delegated to the appropriate staff or volunteer and include a date for completion. Having a plan of work allows each person involved to know their specific responsibilities, but also provides a big picture in which the program/event coordinator can view and affirm what has been accomplished or still needs to be worked towards.

Procedure
As the program/event planning process begins to take shape, the program/event coordinator and/or committee should create a timeline and plan of work (based on attached examples) to ensure that all necessary tasks and logistics are successfully completed in a professional, timely manner.

Once the timeline and plan of work is developed, for the remainder of the planning process and into the implementation phase, program staff or committee members can continuously and consistently work from the same document and plan. The timeline and plan of work also acts as an agenda for meetings and progress reports.

Justification
Having both a timeline and plan of work provides a structured, organized format in which to run program/event planning meetings. Additionally, once a timeline and plan of work have been established, it can be kept on file as a guideline or example to work off of for future program/event planning.

Finally, the program/event planning guidelines should act as a reminder of what critical items to consider throughout the planning process. The planning process should incorporate the following:

- Connecting and reflecting organization’s mission and philosophy.
- Identify program/event target audience, their interests and needs.
- Identify potential program/event that will meet participant interest and needs.
- Identify desired program/event goals and objectives.
- Identify budget resources.
- Identify program resources (environment, facility, staff, and equipment).
- Identify program/event marketing and promotion strategy.
- Develop feasible and effective program/event evaluation plan.
I. Designate a lead contact/coordinator for the specific program/event.
   • Delegate responsibilities to staff/volunteers as appropriate.

II. Know and understand why you are planning the program/event.
   • What opportunities will the program/event create?
   • What is short-term/long-term vision of program/event?
   • Does the program/event have the capacity to grow or expand in the future?
   • What programs/events have worked well in the past? Why?
   • What programs/events have not worked well in the past? Why?

III. Identify target audience and their interests.
   • Who is to be served as a result of the program/event? What are their needs and interests?
   • Who will come to the program/event?
   • How do you ensure that people will return to program/event?

IV. Determine goals and objectives of overall program/event.
   • What do you want to achieve as result of program/event?
   • What do you want people to talk about/remember after program/event concludes?
   • How will you attain the outcome you expect?
   • Determine the best way for pursuing and accomplishing goals.
   • Identify specific, measureable outcomes that your program/event will achieve.
   • How will you know that the program/event achieved what you said that it would?

V. Develop a program/event plan and timeline for implementation of the plan.
   • Having a timeline allows you to be organized.
   • Having a timeline provides you and/or other staff a foundation to work off of in planning future similar programs/events.
   • Determine logistics – what equipment/supplies/resources are needed?
   • What does the program/event schedule look like?
   • What are staff/volunteer assignments?
   • Develop plan of work (see attached example).
   • Be flexible. Make adjustments to the plan as needed.

VI. Develop and know your budget for the program/event.
   • What funds are available for this program/event?
   • Be realistic and work within your means.
   • Utilize resources you already have or have access to (through collaborative partners).
   • Only spend after you have received approval to do so.

VII. Promote and market the program/event.
   • People cannot attend the program/event if they are not aware of it.
   • Newsletter, GPAS website, brochures, flyers, TV/newspaper/radio, email blast, press release, online posting, word of mouth.

VIII. Determine and facilitate evaluation plan for program/event.
   • Formative? Summative? Both formative and summative?
   • Evaluate participants? Participant parents/guardians? Volunteers? GPAS Staff?
   • What do you want to know as a result of the evaluation?
   • What worked? What didn’t work? Why? Recommendations for next year?

IX. Implement program/event.

X. Develop written summary of program/event.
   • Attach copy of program/event budget, volunteer/staffing requirements, marketing/promotion materials, collaborative partners, sponsors, program/event timeline and plan of work.
## Event Planning - Example Timeline

### Ten to Twelve Months in Advance of Event
- Debrief on previous year’s event.
- Review evaluations previous year’s event.
- Identify potential date for upcoming event. (Make sure it does not conflict with any other major events within the field or local community).
- Begin to formulate and confirm a budget for the upcoming event.
- Get necessary approval to proceed in planning upcoming event.
- Brainstorm potential event location/site/facility.
- Send out "save the date" cards to previous events attendees, sponsors and donors.
- Complete walk through of site/facility/location.
- Draft and complete all MOU's and contracts related to facility/rentals, etc.

### Seven to Nine Months in Advance of Event
- Recruit committee members to assist in planning and implementing the upcoming event (other GPAS staff, GPAS volunteers, GPAS members).
- Confirm event location/site/facility.
- Develop a back-up plan/rain plan for the event (if event is scheduled to take place outdoors).
- Secure necessary insurance and permits required for event and/or use of facility.
- Identify list of needed equipment and supplies.
- Develop marketing/promotion strategy (including marketing materials, and implementation of strategy).
- Develop list of potential vendors to invite to vendor booth/fair.
- Identify any keynote speakers/special guests that will be invited to event.
- Send out announcement of event (date, time, location) to all GPAS staff members and Board of Directors
- Draft evaluation plan.

### Five to Six Months in Advance of Event
- Order and/or reserve any necessary equipment or supplies related to event that GPAS does not already have access to.
- Create written and printed materials (flyers, brochures, PSA, press release, etc).
- Confirm entertainment, guest speakers, etc. for upcoming event.
- Design event t-shirt. Get quotes on printing costs.
- Contact previous year’s sponsors as well as potential sponsor’s (present sponsorship package).
- Contact potential businesses and organizations regarding in-kind donations.
- Draft tentative schedule of event.
- Develop volunteer recruitment strategy.
- Make transportation (on or off-site) arrangements (if necessary for event).
- Confirm evaluation plan.
- Determine how registration/ticket sales will work.

### Three to Four Months in Advance of Event
- Increase publicity and promotion of event.
- Send out "save the date" reminders.
- Finalize event schedule.
- Confirm and assign volunteers.
- Order t-shirts.
- Begin registration/ticket sales.
<table>
<thead>
<tr>
<th>One to Two Months in Advance of Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Confirm and assign volunteers.</td>
</tr>
<tr>
<td>- Identify need for directional signage at event.</td>
</tr>
<tr>
<td>- Order and/or create directional signage for upcoming event.</td>
</tr>
<tr>
<td>- Continue publicity and promotion.</td>
</tr>
<tr>
<td>- Follow-up with media as necessary.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Two Weeks in Advance of Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Confirm and assign volunteers.</td>
</tr>
<tr>
<td>- Confirm and assign GPAS staff and Board of Directors.</td>
</tr>
<tr>
<td>- Follow-up with media as necessary.</td>
</tr>
<tr>
<td>- Create &quot;packing list&quot; (so you can progressively gather materials for event)</td>
</tr>
<tr>
<td>- Pick-up t-shirts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week of Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Schedule, plan and implement volunteer orientation.</td>
</tr>
<tr>
<td>- Finalize details of drop-off/pick-up of equipment, rentals, vendors, etc.</td>
</tr>
<tr>
<td>- Pack for event (office box, equipment, supplies, decorations, paperwork, etc).</td>
</tr>
<tr>
<td>- Hold committee meeting to review event schedule and confirm that everything is ready to go/everyone on same page.</td>
</tr>
<tr>
<td>- Print schedules and evaluations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day Before Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Pack for event (office box, equipment, supplies, decorations, paperwork, etc).</td>
</tr>
<tr>
<td>- Go to site/facility if necessary to set-up venue, tables, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day of Event</th>
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</thead>
<tbody>
<tr>
<td>- Arrive early.</td>
</tr>
<tr>
<td>- Set-up registration.</td>
</tr>
<tr>
<td>- Set-up vendor area.</td>
</tr>
<tr>
<td>- Sound check of PA system (if necessary).</td>
</tr>
<tr>
<td>- Make sure facility parking gates and restrooms are unlocked, etc.</td>
</tr>
<tr>
<td>- Maintain communication with committee members.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week After Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Meet with committee to debrief event.</td>
</tr>
<tr>
<td>- Review event evaluations from attendees, vendors, GPAS staff and Board of Directors.</td>
</tr>
<tr>
<td>- Write-up summary report of event.</td>
</tr>
<tr>
<td>- Send thank you's to volunteers and GPAS staff/Board of Directors.</td>
</tr>
<tr>
<td>- Send thank you's to vendors. Invite them to next year's event.</td>
</tr>
<tr>
<td>- Send thank you's to sponsors (include photos of event). Invite them to next year's event.</td>
</tr>
<tr>
<td>- Send thank you to site/facility host (If event went well, reserve facility for next year's event).</td>
</tr>
<tr>
<td>- Return rental/borrowed equipment and supplies.</td>
</tr>
<tr>
<td>- Return receipts and expense reports.</td>
</tr>
<tr>
<td>- Finalize budget.</td>
</tr>
</tbody>
</table>
# Event Planning - Example Plan of Work

<table>
<thead>
<tr>
<th>Location &amp; Facility</th>
<th>Who is Responsible?</th>
<th>Comments</th>
<th>Task Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify potential site &amp; facility.</td>
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<tr>
<td>Contact potential site &amp; facility to ask about availability, fees, etc.</td>
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<tr>
<td>Schedule a walk through of site and facility prior to making decision on where to host event.</td>
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</tr>
<tr>
<td>Confirm site &amp; facility location.</td>
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<tr>
<td>Develop contract/memorandum of understanding between GPAS and site/facility director</td>
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<tr>
<td>Request tables, chairs, garbage cans, restrooms, etc.</td>
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<tr>
<td>If renting, confirm payment deadlines with site/facility. Make payments accordingly.</td>
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<tr>
<td>Determine directional signage needed for event.</td>
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<tr>
<td>Determine on and off-site transportaton needs.</td>
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<tr>
<td>Develop a rain plan.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Equipment &amp; Supplies</th>
<th>Who is Responsible?</th>
<th>Comments</th>
<th>Task Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop list of equipment needs/requirements.</td>
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<tr>
<td>Based off of equipiment list, determine what equipment GPAS already has or has acces to vs. the equipment that will need to be borrowed, rented or purchased.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Marketing &amp; Promotion</th>
<th>Who is Responsible?</th>
<th>Comments</th>
<th>Task Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create promotinal flyer or brochure (who, what, when, where).</td>
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<tr>
<td>Send blast email to GPAS members with flyer attached.</td>
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<tr>
<td>Send event information to past year's participants.</td>
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<td>Send event information to group homes, rehab centers, etc.</td>
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<tr>
<td>Create press release.</td>
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<tr>
<td>Submit press release to local television stations. Solicit media coverage of event.</td>
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<tr>
<td>Post announcement and information re: event on GPAS website.</td>
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<tr>
<td>Identify local radio stations to run PSA.</td>
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<tr>
<td>To-Do List</td>
<td>Who is Responsible?</td>
<td>Comments</td>
<td>Task Completed?</td>
</tr>
<tr>
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<tr>
<td><strong>Staffing Requirements</strong></td>
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<tr>
<td>Determine staffing requirements</td>
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<tr>
<td>for duration of event (include pre-</td>
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<tr>
<td>event preparation and post-event clean-up)</td>
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<tr>
<td>Confirm staff schedule and responsbilities for event.</td>
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<tr>
<td><strong>Fundraising</strong></td>
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<tr>
<td>Identify fundraising goal (monetary amount) based on event budget.</td>
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<tr>
<td>Develop sponsorship pagackge/proposal.</td>
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<tr>
<td>Contact &amp; meet with event's previous sponsors.</td>
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<tr>
<td>Contact &amp; meet with newly acquired partner's/potential sponsors.</td>
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<tr>
<td>Identify potential need for in-kind donations. Develop written letter requesting in-kind donations. Take letter and meet face to face with potential organizations/businesses considering giving in-kind.</td>
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<tr>
<td><strong>Volunteers</strong></td>
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<tr>
<td>Contact GPAS volunteers and members to recruit volunteers.</td>
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<tr>
<td>Recruit additional volunteers from local colleges/universities and rotary clubs.</td>
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<tr>
<td>Confirm volunteers for each required portion of the event.</td>
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<tr>
<td>Develop volunteer packet (waiver/liability, vol. schedule)</td>
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<tr>
<td>Assign volunteer duties.</td>
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<tr>
<td>Plan volunteer orientation prior to event.</td>
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<td>Complete paperwork: contact info, waiver/release</td>
</tr>
<tr>
<td><strong>Event Registration/Ticket Sales</strong></td>
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<tr>
<td>If registration required, determine how registration process will work (i.e. pre-registration, on-site/walk-in)</td>
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<tr>
<td>Determine how/who/where/when tickets be sold?</td>
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<tr>
<td>If ticket sales, determine cost of tickets.</td>
<td></td>
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</tr>
<tr>
<td>To-Do List</td>
<td>Who is Responsible?</td>
<td>Comments</td>
<td>Task Completed?</td>
</tr>
<tr>
<td>------------</td>
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</tr>
<tr>
<td><strong>Vendor Registration</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine location within site/facility for vendor booths.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Create invite list of vendors. Send invitation and/or call to invite.</td>
<td></td>
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</tr>
<tr>
<td>return to GPAS prior to event (have a deadline for confirming</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Configure logistics for vendor booths</td>
<td>Tables, set-up, take-down, schedule of vendor fair</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Merchandise Sales (Need $500 sponsor for back of t-shirts)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get quote for potential merchandise (ex. long sleeve and short sleeve t-shirt).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decide color (depends on shirt brand) &amp; design of shirt.</td>
<td>Send proof to committee b/f ordering.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask sponsors if they are interested in making $500 contribution for logo on t-shirt.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine how many shirts and of what sizes to order.</td>
<td>Consider youth sizes, adult sizes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine how much to sell shirts for.</td>
<td>Keep in mind the original cost per shirt that GPAS is having to pay.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Food &amp; Beverage</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine food, snack and beverage needs (type, quantity)</td>
<td>Grocery stores willing to donate gift cards that allow you to purchase requested in-kind items.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and speak with potential sponsors or businesses who would be willing to purchase or donate as in-kind.</td>
<td>Lunch donation - Chik-Fil-A, Panera Bread? Snack Donation - local grocery store, whole foods?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine if food and beverage available at entertainment/hospitality portion of event.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine if food and/or beverage will be sold at event.</td>
<td>If serving alcohol, you must have a permit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>General Items</strong></td>
<td></td>
<td></td>
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<tr>
<td>Directional Signage</td>
<td></td>
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<tr>
<td>Waiver/Release of Liability</td>
<td></td>
<td></td>
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<tr>
<td>Finalize budget.</td>
<td></td>
<td></td>
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<tr>
<td>Photography &amp; Photo Release</td>
<td></td>
<td></td>
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<tr>
<td>Communication during event (walkie-talkies, cell phone)?</td>
<td></td>
<td></td>
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<tr>
<td><strong>Opening/Closing Ceremonies</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Decide on format of what takes place</td>
<td>Parade, mascots, group picture?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop program for the day of event.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Configure logistics (PA system, sound system, schedule)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keynote speaker?</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Volunteers & Interns

Purpose and Description
The purpose of formulating and issuing a volunteer handbook to all organization volunteers is to fulfill risk management procedures while also ensuring that all volunteers are being provided consistent and accurate information relative to their roles, responsibilities and organization policy and procedure. Additionally, the volunteer manual allows the organization to elaborate on specific details that may not be covered during orientation (due to time constraints, relevance or level of importance).

Procedure
The volunteer application process should proceed as follows:
1. Complete volunteer application.
2. Complete and sign the reference check, providing Greek Peak Adaptive Snowsports permission to contact any or all of the three references listed on volunteer’s application.
3. It is recommended that for all volunteers over the age of 18, a background check be completed. An additional form must be completed and signed, giving Greek Peak Adaptive Snowsports permission to conduct the background check.
4. If applicable or necessary, conduct screening interview (see comment below).
5. Complete mandatory volunteer orientation and training (includes review of volunteer handbook).
6. Contingent upon the results of reference and/or background checks, receive volunteer assignment and start volunteering.

Note: Background checks can be completed on various levels (state/national), and can search for select items (i.e. driving record, criminal arrests, sexual abuse). It is up to the discretion of Greek Peak Adaptive Snowsports to determine the level at which background checks are conducted.

The internship application process should proceed as follows:
1. Complete and submit Greek Peak Adaptive Snowsports Internship Application.
2. Submit personal resume as well as a letter of interest/personal statement.
3. Submit two letters of recommendation, in addition to the names and contact information for three references.
4. Submit any information pertaining to your college or university requirements.
5. Submit a copy of your professional liability insurance.
6. Upon receiving a student’s complete internship application (including all documents listed above), Greek Peak Adaptive Snowsports will contact the potential intern to schedule an interview.
7. If selected for an internship position, students should complete mandatory orientation and training prior to their beginning work with participants or programs.

Justification
While background checks can be costly, due to the various populations that adaptive sports organizations provide programs for, it is considered a best practice to complete background checks on all staff and volunteers working directly with participants. Additionally, it is often a requirement for risk management and insurance purposes. To reduce the costs of full background checks, the organization may consider conducting a partial background check within the criminal areas that can be evaluated for free. Upon receiving results of the basic background check, if hesitations or red flags appear, a full background check analyzing all criminal areas can be completed.

Note: In addition to reference/background checks, several organizations interviewed conduct screening interviews with potential volunteers, for the purpose of weeding out any volunteers not appropriate for the program, but also for the purpose of learning more about the volunteer, their experience and interests – so that they can be assigned to a volunteer position that best suits their strengths and competencies.
# Greek Peak Adaptive Snowsports
## 2010-2011 Volunteer Application

**First Name:** __________________________ **Last Name:** __________________________

**Date of Birth:** __________________________ **Gender:**  
- Female  
- Male

**Address:** ____________________________________________

**City:** __________________________ **State:** __________ **Zip:** __________

**Home Phone:** __________________________ **Cell Phone:** __________________________

**Email Address:** ____________________________________________

**What is the best way to contact you?**  
- Home Phone  
- Cell Phone  
- Email

**Emergency Contact Name:** ____________________________________________  
**Emergency Contact Phone Number:** ____________________________________________

## Volunteer Opportunities

In which areas are you interested in volunteering *(please select all that apply)*?

- Ski/Snowboard Program  
- Bike/Handcycle Program  
- Fundraising Events  
- Office Assistance  
- Canoe/Kayak Program  
- Overnight Camping Trips  
- Special Events  
- Equipment Maint./Repair

What days/times of the week would be available to volunteer *(please select all that apply)*?

- Monday, 8:30am-Noon  
- Wednesday, 8:30am-Noon  
- Friday, 8:30am-Noon  
- Sunday, 8:30am-Noon  
- Monday, 1:00-4:00pm  
- Wednesday, 1:00-4:00pm  
- Friday, 1:00-4:00pm  
- Sunday, 1:00-4:00pm  
- Tuesday, 8:30am-Noon  
- Thursday, 8:30am-Noon  
- Saturday, 8:30am-Noon

## Program Experience

Please check the box that best describes your level of experience in each of the activities listed below:

### Winter Programs

<table>
<thead>
<tr>
<th>Activity</th>
<th>Interested in Learning How</th>
<th>Beginner</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand Up (2-Track)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3-Track Skiing</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4-Track Skiing</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Mono-Ski</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guiding for Visually Impaired</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snowboard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Summer Programs

<table>
<thead>
<tr>
<th>Activity</th>
<th>Interested in Learning How</th>
<th>Beginner</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canoe/Kayak</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bike/Handcycle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overnight Camping</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Have you had previous experience working with people who have disabilities? If yes, please briefly describe:

Additional Skills, Abilities, Certifications, Experiences:

Would you be willing to have your name and phone number listed on the ride share list?  

References

Reference #1

Name: ________________________________
Phone Number: ________________________________
Relationship to Applicant: ________________________________

Reference #2

Name: ________________________________
Phone Number: ________________________________
Relationship to Applicant: ________________________________

Reference #3

Name: ________________________________
Phone Number: ________________________________
Relationship to Applicant: ________________________________

I affirm that the information provided on this application is true and correct to the best of my knowledge. I release to Greek Peak Adaptive Snowsports the authority to verify the above information.

______________________________  ________________________________  ______________
Name (please print)  Signature  Date
TO BE COMPLETED BY VOLUNTEER APPLICANT

Applicant Name: ______________________________________________________________

Applicant Address: _____________________________________________________________

City: ___________________________ State: ___________________________ Zip: ______________

Applicant Email: ______________________________________________________________

I grant permission to Greek Peak Adaptive Snowsports to conduct a reference check on me, understanding that the reference check can include Greek Peak Adaptive Snowsports contacting any or all three of the references listed on my volunteer application. I understand that Greek Peak is not required to assign me a volunteer position. If assigned a volunteer position, I understand that I am subject to suspension or removal from that volunteer position in the event I violate Greek Peak Adaptive Snowsports policies.

Applicant Signature: ___________________________ Date: ___________________________

Greek Peak Adaptive Snowsports does not discriminate against any person on the basis of race, color, creed, gender, national origin, marital status, sexual orientation, or disability.

TO BE COMPLETED BY REFEREE

Approximately how long have you known the applicant? ________________________________

In what capacity do you know the applicant?

How well do you feel you know the applicant?  ○ Casually  ○ Well  ○ Very Well

Is/Was this applicant employed by your organization?  ○ Yes  ○ No

If yes, how long did/has the applicant been an employee with your organization? ____________

Is/Was this applicant a volunteer with your organization?  ○ Yes  ○ No

If yes, how long did/has the applicant volunteered with your organization? _________________

What is/was the nature of work and job/volunteer responsibilities of the applicant?
How would you rate the applicant in the following areas:

<table>
<thead>
<tr>
<th></th>
<th>Very Good</th>
<th>Good</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Player</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please indicate your overall recommendation below:

- [ ] Strongly Recommend
- [ ] Recommend with reservation
- [ ] Recommend
- [ ] Cannot recommend

Please add any additional comments:

Name of Referee (please print): ____________________________________________

Referee Signature: ___________________________ Date: ________________

Title/Position: ___________________________ Organization: ___________________________

Phone Number: ___________________________ Email: ___________________________

Please return completed form to:
Greek Peak Adaptive Snowsports
2000 State Route 392
Cortland, NY 13045
Fax # (607) 123-4567
As Greek Peak Adaptive Snowsports provides programs for youth and adults, it is required that all staff and volunteers have a complete background check on file before they are permitted to work directly with program participants.

If you have any questions or concerns regarding the background check, please speak directly with Greek Peak Adaptive Snowsports Executive Director, prior to complete this background check release form.

You must complete, sign, and date this release form in order for Greek Peak Adaptive Snowsports to conduct a background check which may include: sexual abuse/offender registry, criminal history, arrest history, DMV history and/or other background database reviews.

Last Name: __________________________ First Name: __________________________ Middle Initial: ________

Maiden Name (if applicable): __________________________________________________________________________

Any other name(s) previously used (if applicable): __________________________________________________________________________

Current Address: __________________________________________________________________________

City: __________________________ State: __________________________ Zip: __________

Date of Birth: ________________ Social Security Number: __________________________________________________________________________

Drivers License Number: __________________________________________________________________________ State of Issue: __________

Have you ever received a reckless driving citation, DUI, DUAI or DWI charge?
○ Yes ○ No

Have you ever been charged, convicted of or plead guilty to any crime(s)?
○ Yes ○ No

Have you ever been questioned or arrested on child abuse or child molestation?
○ Yes ○ No

Have you ever been arrested or convicted for driving while intoxicated or driving while under the influence?
○ Yes ○ No

By signing below, I grant permission to Greek Peak Adaptive Snowsports to conduct a full state and/or national background check and investigation on me prior to my volunteering with the organization.

Applicant Name (please print): __________________________________________________________________________

Applicant Signature: __________________________ Date: __________
Welcome to Greek Peak Adaptive Snowsports! Thank you for your willingness to volunteer with the GPAS program. January through March, Greek Peak Adaptive Snowsports provides ski/snowboard lessons to youth and adults of all ages and abilities. Unquestionably, the program would not be possible withoutYOU, so we thank you again for your commitment and look forward to a great season!

**Mission Statement**

The mission of Greek Peak Adaptive Snowsports is to provide snowsports experiences and skill development for people with disabilities utilizing the safest and most effective adaptive equipment and qualified/trained volunteer staff in a supportive and learning atmosphere.

**Greek Peak Adaptive Snowsports Program Priorities**

1. Safe Environment  
2. Fun Environment  
3. Learning Environment

**Volunteer Positions**

**Lead Guide/Instructor**
- Plan participant lesson (goals, skill development, slopes to ski, what adaptive equipment to use, etc.)  
- Implement and facilitate participant lesson  
- Model appropriate behavior and educate assistant guide/instructor that may shadow you during lesson

**Assistant Guide/Instructor**
- Provide direct assistance to lead guide/instructor and participant as needed throughout scheduled lesson

**Equipment Assistant**
- Assist in keeping accurate and current inventory of equipment  
- Assist in keeping equipment logs (i.e. frequency of use, scheduled use of equipment)  
- Assist in maintenance and repair of damaged equipment  
- Assist in adjusting equipment as needed for guides/instructors in preparation for participant lesson

**Office/Administrative Assistant**
- Assist with participant registration  
- Assist with lesson schedules (appropriately match and schedule participants with instructors)  
- Sign-in/out volunteers  
- Ensure that volunteers are appropriately logging their volunteer hours  
- Assist with planning volunteer appreciate days/events  
- Assist in keeping participant files organized and up-to-date  
- Assist in GPAS jacket check out/in

**Special Events Assistant**
- Assist in developing, sending and receiving event registration packets  
- Assist in planning efforts related to event (i.e. sponsors, press releases, transportation, logistics, etc.)  
- Assist in public relations/event promotions related to local community (i.e. speak with local business, distribute event information)  
- Assist in fundraising efforts  
- Assist in scheduling volunteers for event
Volunteer Requirements

- Volunteers must be at least 16 years old.
- Volunteers must have a willingness to increase knowledge and skills related to working with people with disabilities and adaptive programming.
- Appearance, dress, personal hygiene, ski/ride courtesy and behavior must meet Greek Peak Adaptive Snowsports and Greek Peak Mountain Resorts standards.
- **All** volunteers must complete and return the following documents before they are permitted to volunteer or participate in trainings/clinics:
  - Volunteer Application
  - Reference Check Consent
  - Background Check Consent
  - Waiver/Release
  - Medical Form
- **All** volunteers, regardless of assigned volunteer position assigned, are required attend and complete:
  - Orientation training
  - Disability Awareness training
  - Adaptive Equipment training
- If working directly with ski/snowboard program, volunteers must complete the following before they can become lead guide/instructor:
  - Attend and complete three full day trainings/clinics (or six half-day trainings/clinics).
  - Shadow lead guide/instructor for at least 3 lessons/program sessions.

*Note: Greek Peak Adaptive Snowsports staff reserves the right to determine which/when volunteers are prepared and ready to be designated lead guide/instructor, regardless of what training/shadowing has been completed.*

- If working directly with ski/snowboard program, volunteers must be able to comfortably ski/ride blue trails.
- If working directly with ski/snowboard program, volunteers must have their bindings checked, and provide documentation verifying that bindings have been inspected and are safe before they are permitted to volunteer with a participant out on a lesson/session.

Benefits of Volunteering

- Volunteers receive a free lift ticket for each day that they assist with a program lesson/session. Once the participant’s half-day lesson has concluded, the volunteer can free ski for the remainder of the day.
- Free equipment rentals are available to volunteers who do not have ski/snowboard equipment.
- Volunteers will gain direct, hands-on experience in working with people with disabilities, adaptive equipment and program planning.
- Documentation of volunteer hours can be provided to persons who are working towards a particular number of community service hours related to school requirements, continuing education hours, trainings or certifications.
<table>
<thead>
<tr>
<th>Training</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteer</td>
<td>November 8, 2009</td>
<td>10am-Noon</td>
<td>Dryland</td>
</tr>
<tr>
<td>Orientation</td>
<td>November 15, 2009</td>
<td>10am-Noon</td>
<td>GPAS Facility</td>
</tr>
<tr>
<td>Disability</td>
<td>November 8, 2009</td>
<td>1pm-3pm</td>
<td>Dryland</td>
</tr>
<tr>
<td>Awareness</td>
<td>November 15, 2009</td>
<td>1pm-3pm</td>
<td>GPAS Facility</td>
</tr>
<tr>
<td>Adaptive</td>
<td>December 5, 2009</td>
<td>1pm-3pm</td>
<td>Dryland</td>
</tr>
<tr>
<td>Equipment</td>
<td>December 6, 2009</td>
<td>10am-Noon</td>
<td>GPAS Facility</td>
</tr>
<tr>
<td>Tips &amp; Tools</td>
<td>December 5, 2009</td>
<td>10am-Noon</td>
<td>Dryland</td>
</tr>
<tr>
<td></td>
<td>December 6, 2009</td>
<td>1pm-3pm</td>
<td>GPAS Facility</td>
</tr>
<tr>
<td>Ski 101</td>
<td>December 13, 2009</td>
<td>9am-Noon</td>
<td>On-Snow</td>
</tr>
<tr>
<td></td>
<td>December 13, 2009</td>
<td>12:30-3:30pm</td>
<td>GPMR</td>
</tr>
<tr>
<td></td>
<td>December 19, 2009</td>
<td>9am-Noon</td>
<td></td>
</tr>
<tr>
<td>Snowboard 101</td>
<td>December 13, 2009</td>
<td>9am-Noon</td>
<td>On-Snow</td>
</tr>
<tr>
<td></td>
<td>December 13, 2009</td>
<td>12:30-3:30pm</td>
<td>GPMR</td>
</tr>
<tr>
<td></td>
<td>December 19, 2009</td>
<td>9am-Noon</td>
<td></td>
</tr>
<tr>
<td>Blind/VI Guiding</td>
<td>December 19, 2009</td>
<td>1pm-3:30pm</td>
<td>On-Snow</td>
</tr>
<tr>
<td></td>
<td>December 20, 2009</td>
<td>9:30am-Noon</td>
<td>GPMR</td>
</tr>
<tr>
<td></td>
<td>January 3, 2010</td>
<td>9:30am-Noon</td>
<td></td>
</tr>
<tr>
<td>Slider/Tether</td>
<td>December 19, 2009</td>
<td>1pm-3:30pm</td>
<td>On-Snow</td>
</tr>
<tr>
<td>Snow Wing/Bamboo</td>
<td>December 20, 2009</td>
<td>9:30am-Noon</td>
<td>GPMR</td>
</tr>
<tr>
<td>Pole</td>
<td>January 3, 2010</td>
<td>9:30am-Noon</td>
<td></td>
</tr>
<tr>
<td>3 Track/4 Track</td>
<td>January 2, 2010</td>
<td>9:30-Noon</td>
<td>On-Snow</td>
</tr>
<tr>
<td>Ski</td>
<td>January 2, 2010</td>
<td>1pm-3:30pm</td>
<td>GPMR</td>
</tr>
<tr>
<td></td>
<td>January 3, 2010</td>
<td>1pm-3:30pm</td>
<td></td>
</tr>
<tr>
<td>Mono-Ski</td>
<td>January 2, 2010</td>
<td>9:30-Noon</td>
<td>On-Snow</td>
</tr>
<tr>
<td></td>
<td>January 2, 2010</td>
<td>1pm-3:30pm</td>
<td>GPMR</td>
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<tr>
<td></td>
<td>January 3, 2010</td>
<td>1pm-3:30pm</td>
<td></td>
</tr>
<tr>
<td>Adaptive</td>
<td>January 2, 2010</td>
<td>9:30am-Noon</td>
<td>On-Snow</td>
</tr>
<tr>
<td>Snowboard</td>
<td>January 3, 2010</td>
<td>1pm-3:30pm</td>
<td>GPMR</td>
</tr>
<tr>
<td></td>
<td>January 2, 2010</td>
<td>9:30-Noon</td>
<td>On-Snow</td>
</tr>
<tr>
<td></td>
<td>January 31, 2010</td>
<td>1pm-3pm</td>
<td>GPMR</td>
</tr>
<tr>
<td>Ski 102</td>
<td>January 10, 2010</td>
<td>1pm-3pm</td>
<td>On-Snow</td>
</tr>
<tr>
<td>Snowboard 102</td>
<td>January 10, 2010</td>
<td>1pm-3pm</td>
<td>GPMR</td>
</tr>
</tbody>
</table>

*Please note: All volunteers are required to attend volunteer orientation, disability awareness and adaptive equipment trainings before they are allowed to go out with a participant and/or on a lesson.*

**Training dates and times are subject to change due to weather, slope conditions or availability of GPAS staff and/or trainers.*
Volunteer Responsibilities – WINTER programs

- Provide safe, fun learning environment for participants.
- Know, follow, and teach the skier’s/rider’s responsibility code at all times.
- Arrive at the Greek Peak Adaptive Snowsports facility at least 30 minutes in advance of your scheduled lesson/session.
- Be sure to greet and introduce yourself to your program participant immediately upon their arrival.
- Confirm that the participant has completed and returned all required registration paperwork.
- Assist participant in getting lift ticket and equipment rentals, as needed.
- Ensure that participant is appropriately dressed (i.e. warm clothing, layers, helmet), has proper equipment (i.e. boots fitted properly), etc. prior to heading out on-snow for lesson/session.
- Immediately act to stop and/or report any action which is detrimental to the program, its participants, staff, or volunteers.
- Maintain (at minimum) a 2:1 staff/volunteer to participant ratio at all times. At no time should volunteers ever be alone in an enclosed area with a participant.
- Stay with the program participant until the responsible parent/guardian or GPAS staff can take over and supervise participant.
- Only accept assignments for which you have the skills and preparation.
- Speak with participant’s responsible parent/guardian to arrange method of contacting them should the lesson end early and/or there be an emergency.
- Gather available information regarding the participant’s health and skiing/riding abilities by:
  - Speaking with participant’s parent/guardian
  - Speaking with participant
  - Reviewing participant’s pre-assessment intake form
  - Reviewing participant’s progress report form
- Determine who will be the lead guide/instructor will be before taking participant out on-snow.
- All staff/volunteers assigned to a program lesson/session should speak before going out on-snow to develop lesson plan (i.e. goal(s) for the participant, what skills to work on, strategies for accomplishing goal(s), adaptive equipment needed, etc).
- Regularly check with the participant for discomfort (i.e. too cold) or fatigue throughout the lesson/session.
- Do not take a participant or permit a participant to ski/ride a black diamond trail without prior approval from Greek Peak Adaptive Snowsports staff member.
- Do not take a participant or permit participant to ski/ride on Terrain Park.
- Should an accident or injury occur, after all involved are safe or medically being cared for, immediately return to Greek Peak Adaptive Snowsports facility and fill out an incident report.
- At the conclusion of a program lesson/session, return all adaptive equipment used to appropriately location. If applicable, ensure that participant returns all rental equipment.
- Report any missing, unsafe or damaged adaptive equipment to Greek Peak Adaptive Snowsports staff.
- At the conclusion of a program lesson/session, fill-in participant’s progress report form.
Volunteer Policy & Procedure

- **Attire/Dress Code:**
  - Volunteers are required to wear Greek Peak Adaptive Snowsports red jacket when working with the program and its participants.
  - The jacket should be checked out prior to the program lesson/session and returned to GPAS building at end of program lesson.
  - The jacket should be worn only when representing the GPAS program.
  - Jackets are not to be worn in restaurants, bars or in the smoking areas at Greek Peak Mountain Resort.

- **On-Site Storage for Personal Equipment and Gear:**
  - Lockers and equipment storage are available for volunteers on a first come, first serve basis.
  - Volunteers can reserve a locker for the entire winter season for $30.

- **Equipment Use**
  - GPAS equipment may be used only during GPAS program lesson/sessions or with prior permission by the Executive Director or at least two members of the Board of Directors.
  - GPAS equipment (i.e. snow wing, slider, outriggers, monoskis, tethers, etc.) is to be used only during official GPAS programs and authorized special events.
  - After every use of GPAS equipment, equipment will be inspected to assure that it is not damaged, unsafe or malfunctioning.

- **Building Use**
  - All volunteers must sign in and sign out on program days and non-program days.
  - Minors (volunteers under the age of 18) must be accompanied by an adult (age 18+) and should not be left in the building without adult supervision.
  - If the key in the ski/ride school office is used to unlock or lock the GPAS building, it must be returned to the ski/ride school office immediately.
  - When the building is closed/empty, it is imperative that the outside door to the work room, the creek-side door, the office door, the inside combination door and the main entrance door should be and remain locked.

- **Drugs/Alcohol/Controlled Substances**
  - The use of or presence of drugs, alcohol or any other controlled substance is strictly prohibited at GPAS site and facilities, while taking part in GPAS programs, using GPAS equipment, or wearing GPAS logo apparel.
  - Any violation of this policy will result in immediate termination.

- **Animals**
  - The only animals permitted in the GPAS facility are those deemed to be service animals.

- **Season Passes**
  - Once a volunteer has accrued and documented 45 hours of teaching, training or authorized work, the volunteer is eligible to apply for and receive a season pass compliments of GPAS. The season pass will only be awarded if the volunteer is committed and planning to continue volunteering with the GPAS program the following season.
  - Once a volunteer has accrued and documented 60 hours of teaching, training or authorized work for two consecutive years, the volunteer is eligible to apply for and receive a family season pass. The season pass will only be awarded if the volunteer is committed and planning to continue volunteering with the GPAS program the following season. The family is limited to a maximum of four dependents.
  - A volunteer who is eligible for an individual season pass but not a family pass is eligible to purchase season passes for dependents at half price.
  - Season pass applications and distribution will be handled by GPAS staff. These passes remain the property of GPAS and are for volunteers to be able to ski/ride when teaching, training or working.
  - Season passes will not be distributed until volunteers have attended required trainings and have provided documentation of binding checks.
• Binding Checks
  o Volunteers working directly on-snow with participants and/or GPAS programs are required to have their bindings check by a qualified pre-approved ski shop.
  o Volunteers will not be allowed to take part in on-snow programs until documentation from the qualified ski shop is provided for the volunteer’s file, indicating that the bindings are safe and when release if/when needed.
  o Volunteers are responsible for bringing in a copy of their documented binding check.

• PSIA/AASI Certification
  o GPAS will reimburse expenses incurred by volunteers who take and pass the level one PSIA/AASI adaptive certification exams. In order to be reimbursed, volunteers must inform and receive approval from the GPAS Executive Director in advance of their PSIA/AASI training dates.
  o GPAS does not reimburse PSIA membership, level two exams, level three exams or continuing education hours required by PSIA/AASI.

• Questions, Concerns, Suggestions
  o If there is a situation within the GPAS program that a volunteer feels needs attention, the volunteer should contact the GPAS Executive Director.
  o Volunteers who have experienced or are experiencing any problems within GPAS organization or with a GPAS volunteer, staff, or participant should contact the GPAS Executive Director.
  o The GPAS Executive Director will work with the volunteer to find the best resolution to the situation. If this is not suitable, the Executive Director will assist the volunteer in speaking with the GPAS Board of Directors, so that the situation can be reviewed.

Greek Peak Adaptive Snowsports reserves the right to terminate any volunteer at any time for any reason.

Dealing With & Reporting Accidents/Emergencies

If it is a MINOR emergency:
• Remove any immediate danger.
• If on-snow, cross skis/board on uphill side of injured participant so that it sticks up out of the snow and is visible to skiers/riders coming down the hill.
• Check injury and severity of accident.
• If other participants are with your group (in addition to the participant that is injured), have staff or volunteers distract and/or ski down mountain with them (move them away from the situation).
• Tend to injury and provide first aid as necessary.
• Resume programming or return to GPAS facility depending on participant’s preference, behavior and level of injury.
• Once the situation is over, the participant is safe or being appropriately cared for and the element of risk has ended, return to the main GPAS facility and complete an incident report.

If it is a LIFE THREATENING emergency:
• Remove any immediate danger. If on-snow, cross skis/board on uphill side of injured participant so that it sticks up out of the snow and is visible to skiers/riders coming down the hill.
• Check injury and severity of accident. DO NOT move participant if there is a possible injury to the head, neck or spine.
• Select one volunteer or staff member to contact 911 immediately. Ski patrol should be contacted if on the slopes, and unable to get to phone.
• Select on volunteer/staff member to contact Executive Director (if volunteer not available, flag down a ski school instructor or passerby skier/snowboarder).
• If other participants are with group (in addition to the participant that is injured), have staff/vols. distract and/or ski down mountain with them (move them away from the situation)
• Stay with participant. DO NOT leave them alone or unattended. If appropriate, tend to injury as best you can/provide basic first aid until additional help/support arrives.
• Once additional help and/or ski patrol arrives, stay with the participant and assist ski patrol staff as best as possible, providing as much information re: the injury, what took place and how it happened.
• Once emergency is over, participant is safe/being appropriately cared for and element of danger/risk has ended, return to GPAS facility and complete an incident report.
Welcome to Greek Peak Adaptive Snowsports! Thank you for your willingness to volunteer with the GPAS program. May through August, Greek Peak Adaptive Snowsports provides youth and adults of all ages and abilities an opportunity to learn and enjoy canoeing, kayaking, cycling and camping. Unquestionably, the program would not be possible with YOU, so we thank you again for your commitment and look forward to a great season!

Mission Statement

The mission of Greek Peak Adaptive Snowsports is to provide snowsports experiences and skill development for people with disabilities utilizing the safest and most effective adaptive equipment and qualified/trained volunteer staff in a supportive and learning atmosphere.

Greek Peak Adaptive Snowsports Program Priorities

4. Safe Environment  
5. Fun Environment  
6. Learning Environment

Volunteer Positions

Canoe/Kayak Assistant

- Assist lead guide/instructor and participant(s) as needed throughout scheduled lesson/program  
- Assist participants with adaptive equipment, PFD’s, entering and exiting canoe/kayak

Biking/Handcycling Assistant

- Assist lead guide/instructor and participant(s) as needed throughout scheduled lesson/program  
- Assist participants with adaptive equipment and helmet fittings

Equipment Assistant

- Assist in keeping accurate and current inventory of equipment  
- Assist in keeping equipment logs (i.e. frequency of use, scheduled use of equipment)  
- Assist in maintenance and repair of damaged equipment  
- Assist in adjusting equipment as needed for guides/instructors in preparation for participant lesson

Office/Administrative Assistant

- Assist with participant registration  
- Assist with lesson schedules (appropriately match and schedule participants with instructors)  
- Sign-in/out volunteers  
- Ensure that volunteers are appropriately logging their volunteer hours  
- Assist with planning volunteer appreciate days/events  
- Assist in keeping participant files organized and up-to-date

Special Events Assistant

- Assist in developing, sending and receiving event registration packets  
- Assist in planning efforts related to event (i.e. sponsors, press releases, transportation, logistics, etc.)  
- Assist in public relations/event promotions related to local community (i.e. speak with local business, distribute event information)  
- Assist in fundraising efforts  
- Assist in scheduling volunteers for event
Volunteer Requirements

- Volunteers must be at least 16 years old.
- Volunteers must have a willingness to increase knowledge and skills related to working with people with disabilities and adaptive programming.
- Appearance, dress, personal hygiene, ski/ride courtesy and behavior must meet Greek Peak Adaptive Snowsports and Greek Peak Mountain Resort standards.
- **All** volunteers must complete and return the following documents before they are permitted to volunteer or participate in trainings/clinics:
  - Volunteer Application
  - Reference Check Consent
  - Background Check Consent
  - Waiver/Release
  - Medical Form
- **All** volunteers, regardless of assigned volunteer position assigned, are required attend and complete:
  - Orientation training
  - Disability Awareness training
  - Adaptive Equipment training
- If working directly with program participants, volunteers must complete the following before they can become a lead guide/instructor:
  - Attend and complete three full day trainings/clinics (or six half-day trainings/clinics).
  - Shadow lead guide/instructor for at least 3 lessons/program sessions.
  *Please Note: Greek Peak Adaptive Snowsports staff reserves the right to determine which/when volunteers are prepared and ready to be designated lead guide/instructor, regardless of what training/shadowing has been completed.*
- If working directly with watersports program, volunteers must successfully complete and pass swim test.

### Volunteer Training Dates

<table>
<thead>
<tr>
<th>Training</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteer Orientation</td>
<td>May 8, 2010</td>
<td>10am-12pm</td>
<td>Dryland</td>
</tr>
<tr>
<td></td>
<td>May 9, 2010</td>
<td>10am-12pm</td>
<td>GPAS Facility</td>
</tr>
<tr>
<td>Disability Awareness</td>
<td>May 8, 2010</td>
<td>1pm-3pm</td>
<td>Dryland</td>
</tr>
<tr>
<td></td>
<td>May 9, 2010</td>
<td>1pm-3pm</td>
<td>GPAS Facility</td>
</tr>
<tr>
<td>Adaptive Equipment</td>
<td>May 15, 2010</td>
<td>1pm-3pm</td>
<td>Dryland</td>
</tr>
<tr>
<td></td>
<td>May 16, 2010</td>
<td>10am-noon</td>
<td>GPAS Facility</td>
</tr>
<tr>
<td>Tips &amp; Tools</td>
<td>May 15, 2010</td>
<td>10am-noon</td>
<td>Dryland</td>
</tr>
<tr>
<td></td>
<td>May 16, 2010</td>
<td>1pm-3pm</td>
<td>GPAS Facility</td>
</tr>
<tr>
<td>Canoe/Kayak 101</td>
<td>May 22, 2010</td>
<td>9am-noon</td>
<td>On-Water</td>
</tr>
<tr>
<td></td>
<td>May 22, 2010</td>
<td>12:30-3:30pm</td>
<td>On-Water</td>
</tr>
<tr>
<td></td>
<td>May 23, 2010</td>
<td>9am-noon</td>
<td>On-Water</td>
</tr>
<tr>
<td>Bike/Handcycle 101</td>
<td>May 22, 2010</td>
<td>9am-noon</td>
<td>On-Trails</td>
</tr>
<tr>
<td></td>
<td>May 22, 2010</td>
<td>12:30-3:30pm</td>
<td>On-Trails</td>
</tr>
<tr>
<td></td>
<td>May 23, 2010</td>
<td>9am-noon</td>
<td>On-Trails</td>
</tr>
<tr>
<td>Overnight Camping</td>
<td>June 19, 2010</td>
<td>1pm-3:30pm</td>
<td>Dryland</td>
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<td></td>
<td>June 20, 2010</td>
<td>9:30am-noon</td>
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</tr>
<tr>
<td></td>
<td>July 24, 2010</td>
<td>9:30am-noon</td>
<td>GPAS Facility</td>
</tr>
</tbody>
</table>

*All volunteers are required to attend volunteer orientation, disability awareness and adaptive equipment trainings before they are allowed to go out with a participant and/or assist with a lesson/program.*

**Training dates and times are subject to change due to weather or availability of GPAS staff and/or trainers.**
Volunteer Responsibilities

- Provide safe, fun learning environment for participants.
- Arrive at the Greek Peak Adaptive Snowsports facility at least 30 minutes in advance of your scheduled lesson/session.
- Be sure to greet and introduce yourself to your program participant and/or GPAS staff immediately upon your arrival.
- Confirm that the participant has completed and returned all required registration paperwork.
- Ensure that participant is appropriately dressed, and has proper equipment prior to heading off-site for canoe/kayak or bike/handcycle program (i.e. helmet, close-toed shoes, swimsuit, towel).
- Immediately act to stop and/or report any action which is detrimental to the program, its participants, staff, or volunteers.
- Maintain (at minimum) a 2:1 staff/volunteer to participant ratio at all times. At no time should volunteers ever be alone in an enclosed area with a participant.
- Stay with the program participant until the responsible parent/guardian or GPAS staff can take over and supervise participant.
- Only accept assignments for which you have the skills and preparation.
- Speak with participant’s responsible parent/guardian to arrange method of contacting them should the lesson end early and/or there be an emergency.
- Gather available information regarding the participant’s health and canoe/kayak/bike/handcycle abilities by:
  - Speaking with participant’s parent/guardian
  - Speaking with participant
  - Reviewing participant’s pre-assessment intake form
  - Reviewing participant’s progress report form
- All staff/volunteers assigned to a program lesson/session should speak before going out on to develop lesson plan (i.e. goal(s) for the participant, what skills to work on, strategies for accomplishing goal(s), adaptive equipment needed, etc).
- Regularly check with the participant for discomfort (i.e. too cold, too hot, pain) or fatigue throughout the lesson/session.
- Do not take a participant or permit a participant to canoe/kayak, bike/handcycle by themselves without a GPAS staff/volunteer.
- Should an accident or injury occur, after all involved are safe or medically being cared for, immediately return to Greek Peak Adaptive Snowsports facility and fill out an incident report.
- At the conclusion of a program lesson/session, return all adaptive equipment used to appropriately location. If applicable, ensure that participant returns all rental equipment.
- Report any missing, unsafe or damaged adaptive equipment to Greek Peak Adaptive Snowsports staff.
- At the conclusion of a program lesson/session, fill-in participant’s progress report form.

Benefits of Volunteering

- Free equipment rentals are available to volunteers who do not have their own equipment.
- Volunteers will gain direct, hands-on experience in working with people with disabilities, adaptive equipment and program planning.
- Volunteers will gain direct, hands-on experience in methods/strategies for teaching and facilitating adaptive sport lessons/programs including: canoeing, kayaking, biking, handcycling, overnight camping, skiing and snowboarding.
- Documentation of volunteer hours can be provided to persons who are working towards a particular number of community service hours related to school requirements, continuing education hours, trainings or certifications.
Volunteer Policy & Procedure

- **Attire/Dress Code:**
  - Volunteers are required to wear Greek Peak Adaptive Snowsports red t-shirts when working with the program and its participants.
  - The t-shirt should be worn only when representing the GPAS program.

- **On-Site Storage for Personal Equipment and Gear:**
  - Lockers and equipment storage are available for volunteers on a first come, first serve basis.
  - Volunteers can reserve a locker for the entire winter season for $30.

- **Equipment Use**
  - GPAS equipment may be used only during GPAS program lesson/sessions or with prior permission by the Executive Director or at least two members of the Board of Directors.
  - GPAS equipment (i.e. canoes, kayaks, paddles, bikes, handcycles, etc.) is to be used only during official GPAS programs and authorized special events.
  - After every use of GPAS equipment, equipment will be inspected to assure that it is not damaged, unsafe or malfunctioning.

- **Building Use**
  - All volunteers must sign in and sign out on program days and non-program days.
  - Minors (volunteers under the age of 18) must be accompanied by an adult (age 18+) and should not be left in the building without adult supervision.
  - If the key in the ski/ride school office is used to unlock or lock the GPAS building, it must be returned to the ski/ride school office immediately.
  - When the building is closed/empty, it is imperative that the outside door to the work room, the creek-side door, the office door, the inside combination door and the main entrance door should be and remain locked.

- **Drugs/Alcohol/Controlled Substances**
  - The use of or presence of drugs, alcohol or any other controlled substance is strictly prohibited at GPAS site and facilities, while taking part in GPAS programs, using GPAS equipment, or wearing GPAS logo apparel.
  - Any violation of this policy will result in immediate termination.

- **Animals**
  - The only animals permitted in the GPAS facility are those deemed to be service animals.

- **American Canoe Association (ACA)/Water Safety Instructor (WSI) Certification**
  - GPAS will reimburse expenses incurred by volunteers who take and pass the level one ACA/WSI certification exams. In order to be reimbursed, volunteers must inform and receive approval from the GPAS Executive Director in advance of their ACA/WSI training dates.
  - GPAS does not reimburse ACA/WSI membership or continuing education hours required by ACA/WSI.

- **Questions, Concerns, Suggestions**
  - If there is a situation within the GPAS program that a volunteer feels needs attention, the volunteer should contact the GPAS Executive Director.
  - Volunteers who have experienced or are experiencing any problems within GPAS organization or with a GPAS volunteer, staff, or participant should contact the GPAS Executive Director.
  - The GPAS Executive Director will work with the volunteer to find the best salutation to the situation. If this is not suitable, the Executive Director will assist the volunteer in speaking with the GPAS Board of Directors, so that the situation can be reviewed.

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Greek Peak Adaptive Snowsports reserves the right to terminate any volunteer at any time for any reason.
Dealing With & Reporting Accidents/Emergencies

If it is a MINOR emergency:
- Remove any immediate danger.
- Check injury and severity of accident.
- Designate one person to contact emergency personnel (if necessary call 911).
- If other participants are with your group (in addition to the participant that is injured), have staff or volunteers distract (move them away from the situation).
- Tend to injury and provide first aid as necessary.
- Resume programming or return to GPAS facility depending on the participant’s preference, behavior and level of injury.
- Once the situation is over, the participant is safe or being appropriately cared for and the element of risk has ended, return to the main GPAS facility and complete an incident report.

If it is a LIFE THREATENING emergency:
- Remove any immediate danger.
- Check injury and severity of accident. DO NOT move participant if there is a possible injury to the head, neck or spine.
- Select one volunteer or staff member to contact 911 immediately.
- Select on volunteer or staff member to contact the Executive Director (if volunteer not available, flag down Hope Lake Park personnel to assist). Have GPAS ED contact the participant’s emergency contact (family, parent/guardian) to notify them of the situation.
- If other participants are with your group (in addition to the participant that is injured), have staff or volunteers distract and/or ski down mountain with them (move them away from the situation)
- Stay with participant. DO NOT leave them alone or unattended. If appropriate, tend to injury as best you can/provide basic first aid until additional help/support arrives.
- Once additional help and/or ski patrol arrives, stay with the participant and assist ski patrol staff as best as possible, providing as much information re: the injury, what took place and how it happened.
- Once the emergency is over, the participant is safe or being appropriately cared for and the element of danger/risk has ended, return to the main GPAS facility and complete an incident report.
Greek Peak Adaptive Snowsports Volunteer Medical Form

First Name: ___________________________ Last Name: ___________________________

Height: ________________ Weight: ________________ Date of Birth: ____________________

Disability or Level of Injury: ___________________________ Date of Onset: ________________

Doctor Name: ___________________________ Doctor Phone Number: ________________

Insurance Provider: ___________________________ Insurance ID#: ____________________

Primary Emergency Contact: ___________________________ Emergency Contact #: ________________

Backup Emergency Contact: ___________________________ Emergency Contact #: ________________

Current Medications (please include name of drug, dosage, and times of day when taken):

________________________________________________________

________________________________________________________

Drug, Food and/or Other Allergies (please describe allergy and symptoms of allergic reaction):

________________________________________________________

________________________________________________________

History of Seizures? Please circle one: Yes          No
If yes, please give the date of the most recent one? __________________________

Past Surgeries: __________________________

Have you ever been knocked out or had a concussion?     Y   N  (circle one)
If yes, describe the incident. __________________________

Do you have a history of heart disease, heart murmurs, or high blood pressure?     Y   N (circle one)

Have you ever been dizzy or passed out with exercise?     Y   N (circle one)

Have you ever had any fractures, sprains or strains (F=fracture, S=strain or sprain)?
  Neck ________________ Arm ________________ Hip ________________ Knee ________________
  Fingers ________________ Back ________________ Hand ________________ Ankle ________________

Release of Participant Medical Information

I, ___________________________, authorize Greek Peak Adaptive Snowsports staff to seek medical treatment on my behalf at the Greek Peak Mountain Resort Ski Patrol Unit, the Cortland Regional Medical Center or another nearby facility should the need for medical attention become necessary. I understand that my personal health information will be shared strictly on a “need to know” basis. I understand that this authorization is given in advance of any specific diagnosis, treatment or hospital care, and that it is given to provide the program staff authority to seek medical treatment, and to provide a licensed health care provider the authority to administer this treatment as s/he judges necessary on my behalf.

I accept responsibility for payment of all services rendered. I understand that whenever possible, the Greek Peak Adaptive Snowsports program staff will make a good faith effort to contact the above-named emergency contact person(s) before seeking treatment. If this is not possible, I understand that the Program staff will notify the designated emergency contact(s) as soon as possible of any and all diagnoses and treatments.

Volunteer Signature ___________________________ Print Name ___________________________ Date ___________________________

Parent/Guardian Signature ___________________________ Print Name ___________________________ Date ___________________________

(if volunteer under age 18)
Greek Peak Adaptive Snowsports Volunteer Waiver & Release Form

Name________________________________________________Phone__________________
Address____________________________________________________________________________

Parent/Guardian______________________________________ Phone__________________

In consideration of being allowed to participate in any way in GREEK PEAK ADAPTIVE SNOWSPORTS programs, related events and activities, I and/or the minor participant, for myself, and on behalf of my heirs, assigns, personal representatives and next of kin, the undersigned:

1. Agree that prior to participating, will inspect, or if a parent and/or legal guardian I will instruct the minor participant to inspect, the facilities and equipment to be used and if I believe to the best of my ability that anything is unsafe, I and/or the minor participant will immediately advise GREEK PEAK ADAPTIVE SNOWSPORTS of such condition(s) and refuse to participate.

2. Acknowledge and fully understand that I and/or the minor participant, will be engaging in activities that involve risk or serious injury, including permanent disability and death, and severe social and economic losses which might result only from my own actions, inactions, or negligence of others, the rules of play, or the condition of the premises or any equipment used. Further, that there may be other risks not known to me or not reasonably foreseeable at this time.

3. Assume all the foregoing risks and accept personal responsibility for the damages following such injury, permanent disability or death.

4. Release, waive, discharge and covenant not to sue GREEK PEAK ADAPTIVE SNOWSPORTS, its affiliates, their representative administrators, directors, agents, coaches and other employees of the organization, other participants, sponsoring agencies, sponsors, advertisers, their heirs, and if applicable, owners and leasers of premises used to conduct the event, all of which hereinafter referred to as "releasee," from demands losses or damages on account of injury, including death or damage to property, caused or alleged to be caused in whole or in part by the negligence of the releasee or otherwise.

5. Voluntarily and without compensation authorize visual images to be made of me by or on behalf of GREEK PEAK ADAPTIVE SNOWSPORTS. I also authorize GREEK PEAK ADAPTIVE SNOWSPORTS to reproduce, modify, publicize and/or display any such visual images with or without my name, without notice or payment of any royalty, fee or other compensation.

I/We have read the above waiver and release, understand that I/we have given up substantial rights by signing it, have not changed it orally, and sign it voluntarily.

Volunteer Signature
Print Name
Date

Parent/Guardian Signature
(Print Name)
(Date)
(if volunteer under age 18)
Introduction to Greek Peak Adaptive Snowsports

Emerging in 1974, Greek Peak Adaptive Snowsports, located in central New York, originated as a tri-track instructional ski program provided to a single participant. Shortly after, two additional instructors joined the program and began teaching persons with visual impairments. Within the year, a total of five instructors and three participants were actively involved, and a comprehensive adaptive ski program began to take shape.

As the Greek Peak Adaptive Snowsports program experienced growth in participant numbers, in 2010, the organization expanded their seasonal program to a successful year-round program which includes: canoe/kayak, bike/handcycle and overnight camping programs.

Today, the Greek Peak Adaptive Snowsports program runs November through July and provides instruction in adaptive skiing, snowboarding, canoeing, kayaking, biking, handcycling and camping to persons age 6-60 with various disabilities, including autism, cerebral palsy, visual impairments, developmental disabilities, and spinal cord injuries.

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- Responsibilities of Greek Peak Adaptive Snowsports
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Interning with Greek Peak Adaptive Snowsports

The purpose of the Greek Peak Adaptive Snowsports Internship Program is to support students in making a successful transition from the classroom to the professional community-based setting.

In order to assure a smooth transition, Greek Peak Adaptive Snowsports staff members will provide opportunities for growth in understanding the process and implementation practices based on the fundamental theories and methods introduced in the classroom.

Greek Peak Adaptive Snowsports internships are offered twice a year; in the summer and winter seasons.

<table>
<thead>
<tr>
<th>Internship Position</th>
<th>Start</th>
<th>End</th>
<th>Application Deadline</th>
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<tbody>
<tr>
<td>Winter Internship</td>
<td>January</td>
<td>April</td>
<td>October 1, 2010</td>
</tr>
<tr>
<td>Summer Internship</td>
<td>May</td>
<td>August</td>
<td>March 1, 2011</td>
</tr>
</tbody>
</table>

Work schedules for student interns will vary from week to week depending on program, activity and special event plans. Interns should expect to work weekends and occasional evenings periodically throughout the internship.

The internship program may provide academic credit to student’s if an agreement has been made in advance (prior to internship start date) between Greek Peak Adaptive Snowsports and the student intern’s college or university.

In order to satisfy educational requirements, a student intern’s performance will be regularly evaluated in order to maintain the standards of both the student’s college/university and Greek Peak Adaptive Snowsports.

A limited number of stipends are available. Stipends are not guaranteed to all interns who apply and/or are selected for an internship position with Greek Peak Adaptive Snowsports. Consideration will be given to the date of received student application and qualifications met by the applicant.

Transportation, room and board are not provided to student interns. Greek Peak Adaptive Snowsports staff members may be able to assist student interns with potential housing arrangements.

Mileage reimbursement will be available to compensate interns for any pre-approved travel expenses related to job responsibilities that are directly linked to Greek Peak Adaptive Snowsports programs or participants.

What Greek Peak Adaptive Snowsports is looking for in a student intern:

- Enthusiasm & initiative
- Willingness to learn
- Dependability
- Strong organizational skills
- Good written & verbal communication skills
- Ability to instruct, lead & supervise activities
- Ability to establish & maintain professional working relationships with supervisors & colleagues
- Ability to establish & maintain good rapport with participants and public community
- Creative leadership
- Good judgment
- Flexibility
- Strong work ethic
- Good time management skills
- General knowledge in recreation programs
- General knowledge in organizing & implementing recreation programs
- Neat & appropriate appearance

Please Note: Greek Peak Adaptive Snowsports reserves the right to terminate an internship position, prior to the agreed upon end date, if it is deemed to be in the best interest of the student and/or Greek Peak Adaptive Snowsports.
Responsibilities of Student Intern

Prior to applying for an internship with Greek Peak Adaptive Snowsports, the student will have had sufficient education and experience to fulfill their university's requirements for internship eligibility.

Prior to applying for an internship with Greek Peak Adaptive Snowsports, the student will notify and obtain approval from their academic advisor.

If selected for an internship position, the student will have no conflicting commitments during the internship dates, unless otherwise arranged and approved through both the internship agency supervisor and the internship college/university supervisor.

If selected for an internship position, the student must obtain, complete and submit an internship contract from his/her college or university to Greek Peak Adaptive Snowsports prior to the internship start date.

The student is required to hold current professional liability insurance throughout the duration of their internship. Documentation providing proof of insurance will be requested by Greek Peak Adaptive Snowsports and kept in student file.

The student will be required to grant Greek Peak Adaptive Snowsports permission to conduct a state and/or national level background check. Any student who refuses a background check will not be considered or selected for an internship position.

Expectations of Student Intern:

- The student is expected to create a list of goals they would like to pursue and accomplish during their internship experience.
- The student is expected to be available to work at various times throughout the week. Additionally, evenings and/or weekends may be assigned periodically.
- The student is expected to attend orientation and staff training at the start of their internship.
- The student is expected to understand and adhere to all Greek Peak Adaptive Snowsports policies and procedures as outlined and explained during orientation.
- In addition to university requirements, the student is expected to complete weekly reports as well as mid and final evaluations.
- The student is expected to perform all duties as assigned in an efficient and professional manner.
- The student is expected to attend and participate in weekly staff meetings throughout duration of internship.
- The student is expected to meet with internship supervisor on a weekly basis to discuss progress and upcoming responsibilities.
- The student is expected to participate in the planning, organizing and implementation of Greek Peak Adaptive Snowsports programs and special events.
- The student is expected to work with youth and adults with various abilities and functional differences.
- The student is expected to understand and appropriately implement the use of adaptive equipment.
- The student is expected to work professionally and cooperatively with Greek Peak Adaptive Snowsports staff and volunteers.
Responsibilities of Greek Peak Adaptive Snowsports

Greek Peak Adaptive Snowsports will provide professional supervision and direction to student intern. Intern supervisors will have a minimum of two years work experience in the professional field.

Greek Peak Adaptive Snowsports will provide a formal orientation and training at the start of the student’s internship. This orientation and training will include: Greek Peak Adaptive Snowsports policies and procedures, organizational structure and operation, working with participants with various disabilities, adaptive equipment, and adaptive sport and recreation activities.

In cooperation with the intern, Greek Peak Adaptive Snowsports will develop both short and long term goals and objectives to be pursued and completed as a result of internship experience.

**Greek Peak Adaptive Snowsports will provide student interns an opportunity to:**

- Gain practical experience relative to the professional field under professional supervision and leadership in a professional, safe, fun and positive environment.
- Gain knowledge and experience in working with persons with various disabilities and functional differences.
- Gain knowledge in assessing an individual’s leisure needs, interests, strengths and goals.
- Gain knowledge and skills sets related to planning and facilitating adaptive recreation activities and sports programs.
- Take the lead in teaching or instructing a program or activity.
- Gain knowledge, skills and experience in documentation and evaluation processes.

Greek Peak Adaptive Snowsports will assist students in developing special project proposals, and assist students with completion of special project as necessary.

In addition to mid and final evaluations, the Greek Peak Adaptive Snowsports intern supervisor will provide student with constructive feedback on a weekly basis.

Greek Peak Adaptive Snowsports will communicate with student’s university/college internship supervisor/advisor as necessary.

Responsibilities of Student’s College or University

To understand Greek Peak Adaptive Snowsports organization structure, programs, goals and objectives for the purpose of appropriately facilitating intern placements with Greek Peak Adaptive Snowsports.

Guarantee that the potential student intern has successfully completed all academic requirements prior to accepting an internship position with Greek Peak Adaptive Snowsports.

Assist students as necessary in completing the appropriate procedure for applying and securing internship position, including the submission of college or university internship contract to Greek Peak Adaptive Snowsports.

Identify a faculty member and/or advisor to act as a liaison between the college/university, Greek Peak Adaptive Snowsports and student intern.

Provide Greek Peak Adaptive Snowsports with required documentation mandated by the student intern college/university (i.e. mid-term/final evaluation forms, weekly report forms, etc).
Applying for an Internship Position

Students interested in completing their internship with Greek Peak Adaptive Snowsports should submit an internship application by completing the following steps:

I. Complete and submit Greek Peak Adaptive Snowsports Internship Application
   a. Application
   b. Release Form giving Greek Peak Adaptive Snowsports permission to complete state and/or national background check

II. Submit personal resume

III. Submit letter of interest/personal statement
   a. Include the dates for which you are applying
   b. Personal strengths
   c. Professional goals
   d. Why you would like to intern with Greek Peak Adaptive Snowsports

IV. Two letters of recommendation
   a. At least one letter must be received from a University faculty member and/or advisor
   b. These can be included in the application submission, or mailed separately and directly to Greek Peak Adaptive Snowsports.

V. Provide three references
   a. Include name, title/organization, phone number and email address
   b. At least one of the three references must be a previous or current employer/supervisor

VI. Submit any information pertaining to your college or university requirements
   a. Number of weeks required
   b. Number of hours required
   c. Evaluation processes
   d. Special projects

VII. Submit a copy of your professional liability insurance

VIII. Upon receiving a student’s complete internship application (including all documents listed above), Greek Peak Adaptive Snowsports will contact the potential intern to schedule an informal interview (via phone or in person).
Greek Peak Adaptive Snowsports Internship Application

In order to be considered for an internship, you must submit a signed and completed application form including the following attachments: letter of interest/personal statement and resume. All application items must be submitted as a complete package. Incomplete applications will not be reviewed.

First Name: _______________________________ Last Name: _______________________________

School Address: _______________________________

City: __________________ State: ____________ Zip: __________________

Permanent Address: _______________________________

City: __________________ State: ____________ Zip: __________________

Home Phone: __________________ Cell Phone: __________________

Email Address: ____________________________

Are you legally eligible to work in the U.S.?  ☐ Yes  ☐ No

If you are not a U.S. citizen, are there any restrictions on your eligibility for employment in the U.S.? If yes, please describe:

Are you requesting that your college grant you credit hours for your internship?  ☐ Yes  ☐ No

What internship position are you applying for?  ☐ Summer  ☐ Winter

Please list and describe any experience, certifications or training relevant to the position you are applying for:

Please explain why you would like to complete an internship with Greek Peak Adaptive Snowsports:

Educational Background

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Name of Institution</th>
<th>Location of Institution</th>
<th>Major</th>
<th>Date of Degree Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
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<tr>
<td>Undergraduate</td>
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<tr>
<td>Graduate</td>
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</tr>
</tbody>
</table>
**Employment History**

**Most Recent Employer:**

Name of Organization/Agency/Business:  
Address:  
City:  
State:  
Zip:  
Supervisor Name:  
Supervisor Title:  
Phone Number:  
Email Address:  
Applicant’s Position/Title:  
Start Date:  
End Date:  
Applicant’s Position Responsibilities:  
Applicant’s Reason for Leaving:

**Employer #2:**

Name of Organization/Agency/Business:  
Address:  
City:  
State:  
Zip:  
Supervisor Name:  
Supervisor Title:  
Phone Number:  
Email Address:  
Applicant’s Position/Title:  
Start Date:  
End Date:  
Applicant’s Position Responsibilities:  
Applicant’s Reason for Leaving:
References

Reference #1
Name: 
Phone Number: 
Relationship to Applicant: 

Reference #2
Name: 
Phone Number: 
Relationship to Applicant: 

Reference #3
Name: 
Phone Number: 
Relationship to Applicant: 

I affirm that the information provided on this application is true and correct to the best of my knowledge. I release to Greek Peak Adaptive Snowsports the authority to verify the above information. I understand that untruthful answers may be grounds for Greek Peak Adaptive Snowsports to refuse my application and/or opportunity for an internship position with their organization.

Name (please print)  Signature  Date
Participants

Purpose and Description
The purpose of having thorough documentation completed and on file prior to a participant taking part in a Greek Peak Adaptive Snowsports program or event is to fulfill risk management procedures. It also ensures that all necessary medical and emergency information is obtained in the event an injury or accident were to occur during participation. In addition, by completing the pre-assessment intake with the participant and/or their parent/guardian, significant information can be obtained to ensure that appropriate supports and accommodations are in place prior to the participant’s arrival. Also, by conducting the pre-assessment Greek Peak Adaptive Snowsports staff/volunteers can begin to establish a rapport with the participant, allowing them to better formulate goals specific to the individual’s interests and aspirations.

Procedure
Prior to a participant taking part in a Greek Peak Adaptive Snowsports program or activity, the following documents should be completed and on file:

- Program Registration Form (specific to individual program they are participating in)
- Waiver and Release of Liability
- Medical Form
- Scholarship Application (if applicable)
- Pre-Assessment Intake Form

Registration for a Greek Peak program can occur via mail, email, fax, phone, or in person. To ensure that a personal welcome is communicated with participants, upon receiving a registration/waiver/medical info (via mail, email, phone, etc), Greek Peak Adaptive Snowsports staff will follow-up with a phone call or in person chat, welcoming the participant to the program, clarifying any questions or items on the application and completing the pre-assessment intake form.

Pre-registration is required at least one week in advance (preferably two weeks). The organization can better utilize resources by scheduling time and volunteers based on demand, eliminating the issue of having too many participants and not enough volunteers or vice versa. Greek Peak Adaptive Snowsports cancellation policy is:

Participants who cancel a scheduled lesson 72 hours in advance receive a 100% refund; participants who cancel 48 hours in advance receive a 50% refund; and participants who cancel less than 24 hours in advance receive no refund.

The cancellation policy is in writing within Greek Peak Adaptive Snowsports policy and procedures. It is also printed on registration forms and explained thoroughly as part of participant orientation.

A waiting list and/or walk-ins on the day of the program/event are allowed if space and staffing permits. If and when cancellations are received, the participant next in line on the waiting list can be scheduled for a lesson or program. Similarly, if a walk-in arrives on the day of the lesson or program, and staff/volunteers are available, the participant can be accommodated.

Participants requesting scholarship or financial assistance in relation to program registration fees can complete the scholarship application form. In addition to the application, they also submit a copy of their current or previous year’s federal tax form. Scholarship or financial aid can be awarded on a case by case basis, and at varying levels. Scholarships and financial aid can range from 5%-100% coverage.
**Justification**
By completing the registration form for each individual program (ski/snowboard, canoe/kayak, etc.), staff and volunteers are able to access information related to the level of previous exposure or experience the participant has had in that particular activity. Having this information allows staff/volunteers to better plan the program/activity in such a way that the content and skill development components are tailored to that individual.

In addition, by obtaining a completed pre-assessment intake form, program staff and volunteers are better able to plan for a program/activity/lesson based on the individual’s need for mobility, peer, environmental or behavioral supports – thus more likely creating a safe, positive and educational experience for the participant.

The scholarship application is not meant to expose or embarrass a participant or a participant’s family. All scholarship applications are to remain confidential at all times, and be kept on file in a secured, classified location. The reason for requiring documentation of the scholarship application (including a copy of federal tax return form) is to verify the information provided on the application (so that people do not take advantage of the system, thus eliminating a scholarship for another participant seeking financial assistance). Additionally, having a record of the number of scholarships awarded as well as the monetary amount provided to participants can be helpful in determining future budget needs.

*For example:* if you know that you gave 62% of your program budget went towards scholarships and financial aid this year, you can better plan and prepare for next year by instituting a annual campaign specific to fundraising that will be ear marked 100% for participant scholarships.

It is important to note that several organizations interviewed that provide scholarship monies to participants do not have a formal application process or paper record of scholarships or financial aid provided to participants. Rather, scholarships are based on the honor system: if a participant or family member speaks with program staff and says they cannot afford to pay, their word is good enough and all that is needed. A scholarship is provided on some level, and the organization typically asks the participant to pay what they are comfortable or able to pay.

One organization shared that part of their mission is to build self-esteem and pride within their participants. Based on this idea, the organization explained that in asking someone to provide evidence or explain that they were in financial need or “poor” felt contrary to building up one’s self-esteem. Therefore, the organization only asks participants to share in a private conversation with staff that they have financial limitations. The individual is still encouraged to pay what they can, be it $1 or $10. Other organizations mentioned that if an individual is unable to provide money, they are encouraged to give back to the organization in other ways (e.g. assist in event planning, mailing envelopes, straightening up equipment room or facility after program, etc).

With these various scholarship application processes and formats it is the organization’s decision as to what level of documentation, if any, they require or request for scholarship and financial assistance.
Greek Peak Adaptive Ski & Snowboard Program
Participant Registration Form

Participant Information

First Name: ___________________________ Last Name: ___________________________
Date of Birth: ___________________________ Gender: ___________________________
Address: ________________________________________________________________
City: ___________________________ State: ___________________________ Zip: ___________________________
Phone Number: ___________________________ Email: ___________________________
Disability: ___________________________ Mobility Device Used: ___________________________
Emergency Contact Name: ________________________________________________
Emergency Contact Phone Number: __________________________________________

Parent/Guardian Information

First Name: ___________________________ Last Name: ___________________________
Home Phone: ___________________________ Cell Phone: ___________________________
Email Address: ___________________________________________________________

Who is Authorized to Pick-up Participant from GPAS program?

First Name: ___________________________ Last Name: ___________________________
Home Phone: ___________________________ Cell Phone: ___________________________
Relationship to Participant: ________________________________________________

Payment of Program Fees

Registration Fees:
- For GPAS members, $25 for a half-day session (3 hrs), and $50 for a full-day session (6 hrs).
- For non-GPAS members, $45 for a half-day session (3 hrs), and $70 for a full-day session (6 hrs).

Program Dates:
- Saturdays & Sundays; 1st Saturday in January through the 2nd Sunday in March (or as snow permits).
- Morning sessions run from 9:00am to Noon. Afternoon sessions run from Noon to 3:00pm.

Total Amount Paid: $ __________ Payment Type: ◊ Cash ◊ Check ◊ Credit Card

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<thead>
<tr>
<th>Credit Cardholder Name</th>
<th>Exp. Date</th>
<th>Credit Card Number</th>
<th>Charge Amount</th>
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Printed Name of Participant ___________________________ Signature of Participant ___________________________ Date ___________________________

(or Parent/Guardian if under 18)

**Please note: For your convenience, GPAS sends written confirmation of registration via email.

For more information please contact GPAS at 607-835-6111 or email gpadaptive@yahoo.com. Please return completed form in person, mail, email or fax to: Greek Peak Adaptive Snowsports, 2000 State Route 392, Cortland, NY 13045.
Greek Peak Adaptive Canoe & Kayak Program
Participant Registration Form

**Participant Information**

First Name: __________________________  Last Name: __________________________
Date of Birth: __________________________  Gender: __________________________
Address: __________________________________________________________
City: _____________________ State: ___________________ Zip: _____________________
Phone Number: __________________________  Email: __________________________
Disability: __________________________  Mobility Device Used: __________________________
Emergency Contact Name: ________________________________________________
Emergency Contact Phone Number: _________________________________________

**Parent/Guardian Information**

First Name: __________________________  Last Name: __________________________
Home Phone: __________________________  Cell Phone: __________________________
Email Address: __________________________________________________________

**Who is Authorized to Pick-up Participant from GPAS program?**

First Name: __________________________  Last Name: __________________________
Home Phone: __________________________  Cell Phone: __________________________
Relationship to Participant: ________________________________________________

**Payment of Program Fees**

Registration Fees:
- For GPAS members: $40 for three 2 ½ hour sessions
- For non-members: $75 for three 2 ½ hour sessions

Program Dates:
- Saturdays, June 5-19th from 9:30am to Noon
- Sundays, June 6-20th from 1:00pm to 3:30pm

Total Amount Paid: $ __________________________  Payment Type:  ◊ Cash  ◊ Check  ◊ Credit Card

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Printed Name of Participant  Signature of Participant (or Parent/Guardian if under 18) Date

**Please note: For your convenience, GPAS sends written confirmation of registration via email.**

For more information please contact GPAS at 607-835-6111 or email gpadaptive@yahoo.com. Please return completed form in person, mail, email or fax to: Greek Peak Adaptive Snowsports, 2000 State Route 392, Cortland, NY 13045.
Greek Peak Adaptive Bike & Handcycle Program
Participant Registration Form

Participant Information
First Name: ___________________________ Last Name: ___________________________
Date of Birth: ___________________________ Gender: ___________________________
Address: ____________________________________________
City: ___________________________ State: ___________________________ Zip: ___________________________
Phone Number: ___________________________ Email: ___________________________
Disability: ___________________________ Mobility Device Used: ___________________________
Emergency Contact Name: ___________________________
Emergency Contact Phone Number: ___________________________

Parent/Guardian Information
First Name: ___________________________ Last Name: ___________________________
Home Phone: ___________________________ Cell Phone: ___________________________
Email Address: ___________________________

Who is Authorized to Pick-up Participant from GPAS program?
First Name: ___________________________ Last Name: ___________________________
Home Phone: ___________________________ Cell Phone: ___________________________
Relationship to Participant: ___________________________

Payment of Program Fees
Registration Fees:
• For GPAS members, $5 (if they have their own bike), $10 per two-hour session.
• For non-members, $10 (if they have their own bike), $20 per two-hour session.

Program Dates:
• Saturdays, June 5-19th from 1:00pm to 3:00pm
• Sundays, June 6-20th from 10:00am to Noon

Total Amount Paid: $ ____________ Payment Type: ◊ Cash ◊ Check ◊ Credit Card

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<th>Charge Amount</th>
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Printed Name of Participant ___________________________ Signature of Participant (or Parent/Guardian if under 18) ___________________________ Date ____________

**Please note: For your convenience, GPAS sends written confirmation of registration via email.
For more information please contact GPAS at 607-835-6111 or email gpadaptive@yahoo.com. Please return completed form in person, mail, email or fax to: Greek Peak Adaptive Snowsports, 2000 State Route 392, Cortland, NY 13045."
Greek Peak Adaptive Overnight Camping Trip
Participant Registration Form

Participant Information
First Name: ___________________________ Last Name: ___________________________
Date of Birth: ___________________________ Gender: ___________________________
Address: ________________________________________________________________
City: ___________________ State: ___________________ Zip: __________________________
Phone Number: ___________________________ Email: __________________________
Disability: ___________________________ Mobility Device Used: __________________________
Emergency Contact Name: ____________________________________________________
Emergency Contact Phone Number: _____________________________________________

Parent/Guardian Information
First Name: ___________________________ Last Name: ___________________________
Home Phone: ___________________________ Cell Phone: ___________________________
Email Address: _____________________________________________________________

Who Is Authorized to Pick-up Participant from GPAS program?
First Name: ___________________________ Last Name: ___________________________
Home Phone: ___________________________ Cell Phone: ___________________________
Relationship to Participant: ___________________________________________________

Payment of Program Fees
Registration Fees:
- For GPAS members, $60 (two day/one night trip).
- For non-members, $80 (two day/one night trip).

Program Dates:
- June 25-26, 2010
- July 30-31, 2010

Total Amount Paid: $ __________________ Payment Type: ☑ Cash ☑ Check ☑ Credit Card

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<th>Credit Cardholder Name</th>
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<th>Credit Card Number</th>
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</tr>
</tbody>
</table>

Printed Name of Participant ___________________________ Signature of Participant ___________________________ Date __________
(or Parent/Guardian if under 18)

**Please note: For your convenience, GPAS sends written confirmation of registration via email.**
For more information please contact GPAS at 607-835-6111 or email gpadaptive@yahoo.com. Please return completed form in person, mail, email or fax to: Greek Peak Adaptive Snowsports, 2000 State Route 392, Cortland, NY 13045.
Greek Peak Adaptive Snowsports is a non-profit 501(c)(3) organization. Greek Peak Adaptive Snowsports does not receive state or federal funding, thus in order to maintain successful, sustainable programs are dependent on our member’s donations, grants, fundraising events and program revenues.

Greek Peak Adaptive Snowsports program offers partial and full scholarships and/or financial aid to participants on an annual basis to assist and/or waive registration fees required for their participation in winter or summer programs.

This application is only for the 2010-2011 program year. Participants requesting scholarship/financial assistance must re-submit a scholarship application each year for each individual program, regardless of whether or not you have applied in previous years, so that up-to-date information is obtained.

Applying for a scholarship and/or financial aid does guarantee that the applicant will receive scholarship or financial assistance. Similarly, having applied for a scholarship or receiving scholarship/financial assistance in previous years, does not automatically guarantee that the applicant will receive full scholarship/financial assistance for the current year in which they are applying.

In order to be considered for partial or full scholarship, participants must submit:
1. a completed and signed scholarship application form; as well as
2. a copy of your current or previous year’s federal tax return W-2 form

In the event the tax return is not representative of the participant’s current need for financial assistance, participants and/or a participant’s parent/guardian may attached an addendum explaining any extenuating circumstances.

It is the policy of Greek Peak Adaptive Snowsports that all information and documentation related to a participant’s application or request for scholarship or financial assistance will be kept confidentially secured.

It is the policy of Greek Peak Adaptive Snowsports that NO individual will be turned away or denied participation in Greek Peak Adaptive Snowsports summer or winter activities due to their inability to pay registration fees.

It is the policy of Greek Peak Adaptive Snowsports to maintain a nondiscriminatory process related to financial assistance and/or scholarships. Greek Peak Adaptive Snowsports does not award or provide financial assistance and/or scholarship based upon age, sex, race, color, religion, national origin, disability, sexual orientation, marital status or veteran status.

Scholarships and financial aid are provided to applicants based on financial and therapeutic needs. Recipients of scholarship or financial assistance are determined on an individual, case by case basis relative to each individual’s personal circumstance.

Scholarship and financial aid is provided through the generosity of sponsors, foundations, and donations made by individuals, families and businesses. Therefore, it is greatly appreciated and highly encouraged that recipients of scholarship or financial assistance write a thank you letter that can be sent to supporters who have made contributions to the Greek Peak Adaptive Snowsports program.

If you have any questions, would like more information, or would like to speak in person with GPAS staff regarding the financial assistance/scholarship process, please contact Greek Peak Adaptive Snowsports Executive Director.

Please Note: participants submitting a scholarship application are NOT automatically registered for the program/activity in which they are requesting the scholarship/financial assistance. A registration form must be submitted in addition to the completed scholarship application.
Participant/Applicant Information

First Name: ____________________________ Last Name: ____________________________

Address: ________________________________________________________________

City: ____________________________ State: _______________ Zip: ____________________________

Phone Number: ____________________________ Email: ____________________________

Disability/Diagnosis: ________________________________________________________

Parent/Guardian Information (if participant is under the age of 18)

First Name: ____________________________ Last Name: ____________________________

Home Phone: ____________________________ Cell Phone: ____________________________

Email Address: ____________________________

Financial Information

Monthly Household Income (i.e. wages, SS, SSDI, other): $________

<table>
<thead>
<tr>
<th>Monthly Household Income</th>
<th>Applicant/Participant</th>
<th>Parent/Guardian (if living in same household)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wages</td>
<td></td>
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<tr>
<td>Social Security</td>
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<tr>
<td>SSDI/Medicaid</td>
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<td>Medicare</td>
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<tr>
<td>Food Stamps</td>
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<tr>
<td>Other</td>
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</tbody>
</table>

Monthly Household Expense (i.e. rent/mortgage, medical costs): $________

Number of people living in household: __________

Number of people under the age of 18 living in household: __________

Please select the option that best describes your current living environment:

- [ ] Living with parent/guardian
- [ ] Living temporarily in group home/facility
- [ ] Living independently/alone
- [ ] Living permanently in group home/facility
- [ ] Living with spouse
- [ ] Living with roommate(s)
Please select the duration of the program/activity you are requesting scholarship and/or financial assistance:

- Weekly Program
- Seasonal Program
- Year-round Program

Please select the specific program/activity you are requesting scholarship and/or financial assistance:

- Ski/Snowboard
- Bike/Handcycle
- Canoe/Kayak
- Overnight Camping

Have you previously participated in GPAS programs?  
- Yes
- No

If yes, what activities/programs have you participated in? For how many years?

Please provide any additional information you think GPAS should know when reviewing your application (attach additional pages if needed):

Please read the statement below:

I understand that in order to complete the scholarship application, I will be asked to provide a federal tax return W-2 form from the current or previous year as proof of financial information listed in application.

I also affirm that the information provided on this application is true and correct to the best of my ability and knowledge. I release Greek Peak Adaptive Snowsports the authority to verify the above information in the course of determining my need for scholarship/financial assistance.

If you understand and agree to these application requirements, please sign below.

Printed Name of Participant  
Signature of Participant  
(or Parent/Guardian if under 18)  
Date

Thank you for your application. Greek Peak Adaptive Snowsports will contact applicants or the applicant’s parent/guardian via phone or speak with in person to notify the level of financial assistance/scholarship Greek Peak is able to provide.

To ensure that your application is reviewed in an efficient manner, please make sure that you have remembered to:

- Sign your scholarship application
- Answer and complete all portions of the scholarship application
- Attach a copy of your current or previous year’s federal tax return W-2 form
- If applicable, attach a letter or personal statement regarding any extenuating circumstances you feel are not reflected on federal income tax return
Greek Peak Adaptive Snowsports Participant Medical Information

First Name: ___________________________ Last Name: ___________________________

Height: ______________ Weight: ______________ Date of Birth: ______________

Disability or Level of Injury: __________________________ Date of Onset: ______________

Type of Disability (please check all that apply):

- [ ] Amputation
- [ ] Autism
- [ ] Cerebral Palsy
- [ ] Diabetes
- [ ] Epilepsy
- [ ] Hearing Impairment
- [ ] Intellectual Disability
- [ ] Learning Disability
- [ ] Spinal Cord Injury
- [ ] Traumatic Brain Injury
- [ ] Vision Impairment
- [ ] Down’s Syndrome
- [ ] Other

Note: If the participant has Down’s Syndrome, GPAS requires an x-ray for Atlantoaxial instability be completed prior to the program participation. Please provide documentation/doctor’s note confirming that the x-ray has been completed, including date of x-ray as well as x-ray results.

Insurance Provider: __________________________ Insurance ID#: __________________________

Primary Emergency Contact: __________________________ Emergency Contact #: __________________________

Backup Emergency Contact: __________________________ Emergency Contact #: __________________________

Current Medications (please include name of drug, dosage, and times of day when taken):

__________________________________________________________________________

__________________________________________________________________________

Drug, Food and/or Other Allergies (Please describe allergy and symptoms of allergic reaction):

__________________________________________________________________________

__________________________________________________________________________

History of Seizures? Please circle one: [ ] Yes [ ] No If yes, please give the date of the most recent one: __________

Are participant’s seizures controlled with medication? Please circle one: [ ] Yes [ ] No

What does a participant’s seizures look like? (please describe):

__________________________________________________________________________

__________________________________________________________________________

Has participant had a pressure sore within the last 6 months? If yes, is it fully healed? __________

Has participant ever had any heart related problems? If yes, please explain:

__________________________________________________________________________

__________________________________________________________________________

Does participant have a shunt? If yes, explain any specific problems experienced:

__________________________________________________________________________

__________________________________________________________________________

Release of Participant Medical Information and/or Treatment

I, the parent/guardian of the above-named participant, authorize GPAS staff to seek medical treatment for the participant at the Greek Peak Mountain Resort Ski Patrol Unit, the Cortland Regional Medical Center or another nearby facility should the need for medical attention become necessary. I understand that participant’s health information will be shared strictly on a “need to know” basis. I also understand that this authorization is given in advance of any specific diagnosis, treatment or hospital care, and that it is given to provide the program staff authority to seek medical treatment, and to provide a licensed health care provider the authority to administer this treatment as s/he judges necessary to the above-named participant.

I accept responsibility for payment of all services rendered. I understand that whenever possible, the Greek Peak Adaptive Snowsports program staff will make a good faith effort to contact me or the above-named emergency contact person(s) before seeking treatment. If this is not possible, I understand that the Program staff will notify me or the designated emergency contact as soon as possible of any and all diagnoses and treatments.

Parent/Guardian/Participant Signature __________________________ Print Name __________________________ Date __________________________

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In consideration of being allowed to participate in any way in GREEK PEAK ADAPTIVE SNOWSPORT’s program, and related events and activities, I and/or the minor participant, for myself, and on behalf of my heirs, assigns, personal representatives and next of kin, the undersigned:

1. Agree that prior to participating, will inspect, or if a parent and/or legal guardian I will instruct the minor participant to inspect, the facilities and equipment to be used and if I believe to the best of my ability that anything is unsafe, I and/or the minor participant will immediately advise GREEK PEAK ADAPTIVE SNOWSPORTS of such condition(s) and refuse to participate.

2. Acknowledge and fully understand that I and/or the minor participant, will be engaging in activities that involve risk or serious injury, including permanent disability and death, and severe social and economic losses which might result only from my own actions, inactions, or negligence of others, the rules of play, or the condition of the premises or any equipment used. Further, that there may be other risks not known to me or not reasonably foreseeable at this time.

3. Assume all the foregoing risks and accept personal responsibility for the damages following such injury, permanent disability or death.

4. Release, waive, discharge and covenant not to sue GREEK PEAK ADAPTIVE SNOWSPORTS USE, its affiliated clubs, their representative administrators, directors, agents, coaches and other employees of the organization, other participants, sponsoring agencies, sponsors, advertisers, their heirs, and if applicable, owners and leasers of premises used to conduct the event, all of which hereinafter referred to as "releasee," from demands losses or damages on account of injury, including death or damage to property, caused or alleged to be caused in whole or in part by the negligence of the releasee or otherwise.

5. Voluntarily and without compensation authorize visual images to be made of me by or on behalf of GREEK PEAK ADAPTIVE SNOWSPORTS. I also authorize GREEK PEAK ADAPTIVE SNOWSPORTS to reproduce, modify, publicize and/or display any such visual images with or without my name, without notice or payment of any royalty, fee or other compensation.

I/We have read the above waiver and release, understand that I/we have given up substantial rights by signing it, have not changed it orally, and sign it voluntarily.

Participant__________________________________ Date________________

Parent/Guardian _______________________________ Date________________
### Greek Peak Adaptive Snowsports
#### Participant Pre-Assessment Intake

**Participant Name:** ___________________________  
**Participant Age:** ________________

**What programs are you interested in participating in?**
- [ ] Ski/Snowboard
- [ ] Canoe/Kayak
- [ ] Overnight Camping
- [ ] Bike/Handcycle

#### Ski/Snowboard Program

**Have you ever been skiing and/or snowboarding?**  
- [ ] Yes  
- [ ] No

*If yes, please describe your previous experience (i.e. attended ski school, have had ski/snowboard lesson):*

**Overall, please select the option that best describes your skiing/riding ability:**
- [ ] Interested In Trying It Out  
- [ ] Beginner  
- [ ] Intermediate  
- [ ] Advanced

#### Canoe/Kayak Program

**Have you ever been canoeing and/or kayaking?**  
- [ ] Yes  
- [ ] No

*If yes, please describe your previous experience and/or swimming ability:*

**Please select the option that best describes your swimming ability (please check all that apply):**
- [ ] Feels Comfortable Around/Loves Water  
- [ ] Strong Swimmer  
- [ ] Beginner Swimmer  
- [ ] Nervous/Afraid Around Water  
- [ ] Cannot Swim

#### Overnight Camping Trip

**Have you ever been tent camping?**  
- [ ] Yes  
- [ ] No

**Have you ever spent the night away from home?**  
- [ ] Yes  
- [ ] No

*If yes, please describe your previous camping experience:*

**Do you have any dietary restrictions?**  
- [ ] Yes  
- [ ] No

**Will you be bringing any special foods with you?**  
- [ ] Yes  
- [ ] No

**If yes, will they require refrigeration?**  
- [ ] Yes  
- [ ] No

#### Bike/Handcycle Program

**Have you ever ridden a bike or handcycle?**  
- [ ] Yes  
- [ ] No

*If yes, please describe your previous experience:*
### Functional Skills

Please describe your disability/impairment:

<table>
<thead>
<tr>
<th>Do you use any type of adaptive device for assistance in mobility?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ No, I am independently ambulatory</td>
</tr>
<tr>
<td>☐ Yes, I use a walker</td>
</tr>
<tr>
<td>☐ Yes, I use a cane</td>
</tr>
</tbody>
</table>

If an adaptive device is used for assistance in mobility, how often does the participant use the device?

<table>
<thead>
<tr>
<th>Do you have difficulty with any of the following (please select all that apply)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Muscle tone</td>
</tr>
<tr>
<td>☐ Loss of sensation</td>
</tr>
<tr>
<td>☐ Chronic pain</td>
</tr>
<tr>
<td>☐ Diabetes</td>
</tr>
<tr>
<td>☐ Hearing loss</td>
</tr>
</tbody>
</table>

### Communication, Behavior & Attitude

Please describe participant’s attention span and level of distractibility. What techniques are most effective in re-focusing, re-directing and/or motivating participant?

Please describe the participant’s communication skills. What strategies are most effective when communicating with the participant? Does the participant use any communications devices?

Please describe the participant’s ability to understand and follow directions (i.e. one-step directions vs. multi-step directions). What techniques are most effective in explaining directions to participant in clear and concise manner?

Please describe any situations that may cause the participant to become nervous and/or anxious. What strategies are most effective in calming the participant during these types of situations?

Please describe the participant’s behavior, interaction and level of comfort in social settings with peers and adults.

Are there any other supports or accommodations that would benefit the participant and/or assist the program staff in facilitating a positive experience for the participant?
I. Welcome & Introductions
   o Board of Directors
   o Executive Director
   o Program Staff
   o Volunteer Coordinator
   o Volunteers

II. Who is Greek Peak Adaptive Snowsports?
   o History
   o Mission/Philosophy
   o Vision

III. Overview of Program
   o Ski/Snowboard
   o Canoe/Kayak
   o Bike/Handcycle
   o Overnight camping
   o Special events
   o Registration process

IV. Required Documentation
   o Waiver/Release of Liability
   o Medical Information
   o Medical Release
   o Photo Release
   o Pre-assessment intake
   o Registration form

V. Orientation to Facilities
   o GPAS main facility (restrooms, lockers, kitchen area, emergency exits)
   o GPMR equipment rental area
   o Waterfront location
   o Bike route (show map)

VI. Sign-In, Sign-Out Procedures
   o How to sign-in participant
   o How to sign-out participant
   o Make sure list of who is approved to pick-up participant is up-to-date and accurate
   o What if I will be late picking up participant?

VII. Participant Expectations
   o Behaviors
   o What to bring
   o What not to bring

VIII. In Case of Emergency
   o What if something happens to your child/family/friend?
   o What if you need to get in touch with child/family/friend out on program/lesson/activity?
   o What if my child/family/friend needs to take medication during program/activity?
   o What if weather is bad? How will I know if program is postponed or canceled?

IX. Questions
Evaluation

Purpose and Description
Completing some level of evaluation throughout program implementation and at the conclusion of a program/event is critical. Evaluation helps Greek Peak Adaptive Snowsports accomplish the following:

- Improve teaching or instructional style.
- Improve the overall program/event.
- Determine if the program is worth the cost of providing the program.
- Determine how well goals and objectives are (or were) achieved.
- Provide data for potential funders considering whether or not to support the program.

Evaluation can be a formal or informal process. At the conclusion of each program or lesson, instructors can simply ask the participant(s) to share what their favorite/least favorite part of the day was, and what their least favorite part of the day was. This method is more informal but provides immediate feedback to staff/volunteers while the experience is still fresh on the mind of the participant. Correspondingly, the evaluation process can be more formal by providing participants, participant parent/guardian, staff and volunteers with an evaluation questionnaire at the end of a program/event. Gathering information from all persons directly or indirectly involved provides the organization a holistic view of the program components that worked as well as those areas that could use further improvement.

In addition to individual evaluations, an overall debriefing and evaluation of the program as a whole should be completed at the conclusion of a program/event. Any persons involved including the planning committee can provide input and feedback regarding the strengths and weaknesses of the process as a whole: planning, facilitating, concluding and evaluating a program/event.

Procedure
The following evaluation forms are available within the Greek Peak Adaptive Snowsports program plan:

*Participant Evaluation* – Evaluation is completed by the participant at the end of a program/activity/lesson. Evaluations will be administered by the staff or volunteers assigned as lead instructor/guide of that program or activity. Staff/volunteer will return completed evaluations to the drop box in the main Greek Peak Adaptive Snowsports office.

*Participant Evaluation (youth)* – Evaluation is completed by the participant at the end of a program/activity/lesson. Evaluations will be administered by the staff or volunteers assigned as lead instructor/guide of the program or activity. Parent/guardian of participant or staff/volunteer may need to assist child in understand or answer questions. Staff/volunteer will return completed evaluation to the drop box in the main Greek Peak Adaptive Snowsports office.

*Participant Parent/Guardian Evaluation* – Evaluation is completed by the parent/guardian of the participant at the conclusion of a program/activity/lesson. Evaluations will be administered by staff or volunteers assigned as lead instructor/guide of the program or activity. Staff/volunteer will return completed evaluation to the drop box in the main Greek Peak Adaptive Snowsports office.
**Staff Evaluation** – Evaluation is completed by all staff that assisted in program/activity/lesson following the completion of the program. Evaluations will be returned to the drop box in the main Greek Peak Adaptive Snowsports office.

**Volunteer Evaluation** – Evaluation is completed by all volunteers that assisted in program/activity/lesson following the completion of the program. Evaluations will be returned to the drop box in the main Greek Peak Adaptive Snowsports office.

**Program Evaluation** – Evaluation is completed by all staff/volunteers that assisted in the planning and/or implementation of a special event or program. Evaluations will be discussed at the special event/program follow-up/debrief meeting. Evaluations will be returned to the drop box in the main Greek Peak Adaptive Snowsports office.

As evaluations are received, Greek Peak Adaptive Snowsports staff will review and make notes of any issues, questions, or recommendations pertinent to the program or operational functioning of Greek Peak Adaptive Snowsports. Any items requiring discussion will be brought to weekly staff meetings. Any items needing to be relayed to volunteers will be announced or handled by the volunteer coordinator (after procedure for doing so has been discussed and approved by program staff).

Any changes needing to be made as a result of evaluations that can be applied (before the program season concludes) should be immediately implemented. Any suggestions requiring further planning or brainstorming will be incorporated into future planning and implementation of programs, activities and special events.

**Justification**

Evaluations assess the quality of a program based on the organization’s logic model, mission and the targeted goals and objectives of the specific program involved.

The purpose of conducting evaluation is to:

- Determine to what degree projected program or participant goals and objectives were successfully accomplished.
- Make adjustments and revisions to program operation and format for the purpose of better meeting the needs and interests of participants and organization stakeholders.
- Make adjustments and revisions to program operation and format for the purpose of better targeting and meeting expectations regarding anticipated program outcomes.
- Determine if pre-determined program operation and format is functioning according to the performance standard necessary for accomplishing organization mission, vision, goals and objectives.
- Determine if and/or what shortcomings exist within program operation or format.
- Determine effectiveness of program operation, format, staff, volunteers, facility, equipment, and environment.
- Determine financial efficiency within program operation and format.

Based on the findings and results and of evaluations, organizations can improve the quality, effectiveness and efficiency of their program in future planning and implementation of best practices and suggested changes, additions or modifications.
Greek Peak Adaptive Snowsports
Participant Evaluation Form

Name of Program/Activity You Participated In: ______________________________________

Participant Name: __________________________________ Date: ____________________

How did you hear about the program/activity?
☐ Online/Internet  ☐ Newsletter  ☐ TV/Newspaper/Radio  ☐ Friend/Family Member
☐ Printed Brochure  ☐ Flyer/Poster  ☐ Ski Resort  ☐ Other

Information provided to me about the program/activity was clear, accurate and received in a timely manner.
☐ Strongly Agree  ☐ Agree  ☐ Disagree  ☐ Strongly Disagree

Overall, I was satisfied with the program/activity.
☐ Strongly Agree  ☐ Agree  ☐ Disagree  ☐ Strongly Disagree

Overall, the program/activity met my expectations.
☐ Strongly Agree  ☐ Agree  ☐ Disagree  ☐ Strongly Disagree

The program/activity provided me an opportunity to learn new skills.
☐ Strongly Agree  ☐ Agree  ☐ Disagree  ☐ Strongly Disagree

The facility and equipment available were safe, adequate and up-to-date.
☐ Strongly Agree  ☐ Agree  ☐ Disagree  ☐ Strongly Disagree

The duration of the program was satisfactory.
☐ Strongly Agree  ☐ Agree  ☐ Disagree  ☐ Strongly Disagree

The cost of the program was satisfactory.
☐ Strongly Agree  ☐ Agree  ☐ Disagree  ☐ Strongly Disagree

The program/activity provided me a fun, enjoyable learning experience.
☐ Strongly Agree  ☐ Agree  ☐ Disagree  ☐ Strongly Disagree

The program/activity allowed me an opportunity to make new friends.
☐ Strongly Agree  ☐ Agree  ☐ Disagree  ☐ Strongly Disagree

The program/activity was well organized.
☐ Strongly Agree  ☐ Agree  ☐ Disagree  ☐ Strongly Disagree

I felt safe throughout the program/activity.
☐ Strongly Agree  ☐ Agree  ☐ Disagree  ☐ Strongly Disagree

Program/activity staff and volunteers were organized, prepared, enthusiastic, caring and friendly.
☐ Strongly Agree  ☐ Agree  ☐ Disagree  ☐ Strongly Disagree
The program/activity was implemented in a safe, fair and respectful environment.
- **Strongly Agree**
- **Agree**
- **Disagree**
- **Strongly Disagree**

I would participate in another GPAS program/activity.
- **Strongly Agree**
- **Agree**
- **Disagree**
- **Strongly Disagree**

How would you rate your overall experience?
- **Excellent**
- **Good**
- **Okay**
- **Needs Improvement**

How would you rate the program/activity staff and volunteers?
- **Excellent**
- **Good**
- **Okay**
- **Needs Improvement**

I would participate in this program/activity again.
- **Strongly Agree**
- **Agree**
- **Disagree**
- **Strongly Disagree**

I would recommend this program/activity to a friend or family member.
- **Strongly Agree**
- **Agree**
- **Disagree**
- **Strongly Disagree**

What did you like about the program/activity?

What did you not like about the program/activity?

What suggestions do you have for improving the program/activity?

What additional opportunities or programs would like to see added to GPAS?

Do you have any additional comments you would like to share?
Greek Peak Adaptive Snowsports
Participant Evaluation Form (Youth)

Participant Name: ___________________________________________

Which program/activity did you participate in?

- Ski/Snowboard
- Bike/Handcycle
- Canoe/Kayak
- Overnight Camping

Was the program/activity fun?

- Yes
- No
- Not Sure

Did you learn something new?

- Yes
- No
- Not Sure

Did you make new friends?

- Yes
- No
- Not Sure

Were the staff/volunteers helpful and friendly?

- Yes
- No
- Not Sure

Did you feel safe during the program/activity?

- Yes
- No
- Not Sure
Would you participate in this program/activity again?

Yes  No  Not Sure

Would you invite your friends or family to participate in this program/activity with you?

Yes  No  Not Sure

What was your favorite part of the program/activity?

What did you not like about the program/activity?

Is there anything that would have made the program/activity more fun for you?
# Greek Peak Adaptive Snowsports

## Parent/Guardian Evaluation Form

<table>
<thead>
<tr>
<th><strong>Parent/Guardian Name:</strong></th>
<th></th>
<th><strong>Date:</strong></th>
<th></th>
</tr>
</thead>
</table>

### What program/activity did your child participate in?
- [ ] Ski/Snowboard
- [ ] Bike/Handcycle
- [ ] Canoe/Kayak
- [ ] Overnight Camping

### How did you hear about Greek Peak Adaptive Snowsports?
- [ ] Online/Internet
- [ ] Newsletter
- [ ] TV/Newspaper/Radio
- [ ] Friend/Family Member
- [ ] Printed Brochure
- [ ] Flyer/Poster
- [ ] Ski Resort
- [ ] Other

### When deciding to register your child for a Greek Peak Adaptive Snowsports program, what were the most effective tools for gaining additional information?
- [ ] Online/Internet
- [ ] GPAS Paperwork
- [ ] Email GPAS
- [ ] GPAS Website
- [ ] Call GPAS Facility
- [ ] Ask family/friend

### The registration process and documentation was clear and easy to complete.
- [ ] Strongly Agree
- [ ] Agree
- [ ] Disagree
- [ ] Strongly Disagree

### Information provided to me about the program/activity was clear, accurate and received in a timely manner.
- [ ] Strongly Agree
- [ ] Agree
- [ ] Disagree
- [ ] Strongly Disagree

### Communication with Greek Peak Adaptive Snowsports including staff/volunteers was satisfactory and helpful.
- [ ] Strongly Agree
- [ ] Agree
- [ ] Disagree
- [ ] Strongly Disagree

### My child and I were well informed for program/activity format and expectations.
- [ ] Strongly Agree
- [ ] Agree
- [ ] Disagree
- [ ] Strongly Disagree

### Overall, I was satisfied with the program/activity.
- [ ] Strongly Agree
- [ ] Agree
- [ ] Disagree
- [ ] Strongly Disagree

### Overall, the program/activity met my expectations.
- [ ] Strongly Agree
- [ ] Agree
- [ ] Disagree
- [ ] Strongly Disagree

### The program/activity provided my child an opportunity to learn new skills.
- [ ] Strongly Agree
- [ ] Agree
- [ ] Disagree
- [ ] Strongly Disagree

### The facility and equipment available were safe, adequate and up-to-date.
- [ ] Strongly Agree
- [ ] Agree
- [ ] Disagree
- [ ] Strongly Disagree

### The duration of the program was satisfactory.
- [ ] Strongly Agree
- [ ] Agree
- [ ] Disagree
- [ ] Strongly Disagree

### The cost of the program was satisfactory.
- [ ] Strongly Agree
- [ ] Agree
- [ ] Disagree
- [ ] Strongly Disagree

### The program/activity provided my child a fun, enjoyable learning experience.
- [ ] Strongly Agree
- [ ] Agree
- [ ] Disagree
- [ ] Strongly Disagree
The program/activity allowed my child an opportunity to make new friends.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The program/activity was well organized.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

My child was safe throughout the program/activity.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Program/activity staff and volunteers were organized, knowledgeable, enthusiastic and friendly.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The program/activity was implemented in a safe, fair and respectful environment.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I would register my child for another GPAS program/activity.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

How would you rate your child’s overall experience?

- Excellent
- Good
- Okay
- Needs Improvement

How would you rate the program/activity staff and volunteers?

- Excellent
- Good
- Okay
- Needs Improvement

I would recommend this program/activity to a friend or family member.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

What did you like about the program/activity?

What did you not like about the program/activity?

What suggestions do you have for improving the program/activity?

What additional opportunities or programs would you like to see added to GPAS?

Do you have any additional comments you would like to share?
# Greek Peak Adaptive Snowsports
## Staff Evaluation Form

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

### The orientation and training I received was adequate and beneficial in preparing me for my job responsibilities.
- [ ] Strongly Agree  
- [ ] Agree  
- [ ] Disagree  
- [ ] Strongly Disagree

### I feel that I positively contribute to the planning process of GPAS programs and activities.
- [ ] Strongly Agree  
- [ ] Agree  
- [ ] Disagree  
- [ ] Strongly Disagree

### I would like to be more involved in the planning process of GPAS programs and activities.
- [ ] Strongly Agree  
- [ ] Agree  
- [ ] Disagree  
- [ ] Strongly Disagree

### Communication between upper administration and staff is frequent and satisfactory.
- [ ] Strongly Agree  
- [ ] Agree  
- [ ] Disagree  
- [ ] Strongly Disagree

### I am provided information and resources needed to implement and complete my duties well.
- [ ] Strongly Agree  
- [ ] Agree  
- [ ] Disagree  
- [ ] Strongly Disagree

### Adequate in-service trainings are provided throughout the season to better my skills and knowledge.
- [ ] Strongly Agree  
- [ ] Agree  
- [ ] Disagree  
- [ ] Strongly Disagree

### I feel the staff and volunteers at GPAS work as a team, towards shared goals.
- [ ] Strongly Agree  
- [ ] Agree  
- [ ] Disagree  
- [ ] Strongly Disagree

### Upper administration gives me adequate support.
- [ ] Strongly Agree  
- [ ] Agree  
- [ ] Disagree  
- [ ] Strongly Disagree

### Upper administration treats me with respect.
- [ ] Strongly Agree  
- [ ] Agree  
- [ ] Disagree  
- [ ] Strongly Disagree

### Positive and productive cooperation is displayed between GPAS upper administration, staff and volunteers.
- [ ] Strongly Agree  
- [ ] Agree  
- [ ] Disagree  
- [ ] Strongly Disagree

### My comments and suggestions related to programs/activities are welcomed, heard, and appreciated.
- [ ] Strongly Agree  
- [ ] Agree  
- [ ] Disagree  
- [ ] Strongly Disagree

### Upper administration and staff members are very accessible and approachable to provide me guidance or answer questions.
- [ ] Strongly Agree  
- [ ] Agree  
- [ ] Disagree  
- [ ] Strongly Disagree

### I feel accepted and supported by GPAS upper administration, staff and volunteers.
- [ ] Strongly Agree  
- [ ] Agree  
- [ ] Disagree  
- [ ] Strongly Disagree
I am trusted to complete important tasks.
   ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree

I positively contribute to the mission of Greek Peak Adaptive Snowsports.
   ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree

My skills are valued and put to good use for the benefit of GPAS.
   ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree

The level of recognition and appreciation given to staff members is satisfactory.
   ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree

I receive regular, sufficient feedback regarding my job performance.
   ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree

GPAS policies and procedures are enforced and followed in a fair and consistent manner.
   ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree

The amount of work I am expected to do is reasonable.
   ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree

What did you like about your job, role, responsibility or programs/activities you facilitate?

What did you not like about your job, role, responsibility, or programs/activities you facilitate?

What do you feel could be improved or implemented differently to make your job more enjoyable or beneficial?

Do you have any additional comments you would like to share?
Greek Peak Adaptive Snowsports
Volunteer Evaluation Form

Volunteer Name: ____________________________ Date: ____________________________

Volunteer Position: ____________________________

How did you hear about volunteering opportunities with Greek Peak Adaptive Snowsports?

- Online
- GPAS Website
- Ski Resort
- School/College/University
- Family/Friend
- Other

The orientation and training I received was adequate and beneficial in preparing me for my volunteer responsibilities.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

My role and responsibilities as a volunteer were clearly outlined and explained to me.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The program/activity I worked with was well organized and implemented.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The program/activity offered participants an opportunity to learn new skills.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The program/activity offered participants a fun, enjoyable, positive experience.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The program/activity offered participants an opportunity to meet new friends.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Communication between GPAS staff and volunteers was positive, helpful and supportive.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The program staff and volunteers were knowledgeable and experienced in the program/activity.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Staff and volunteers were very accessible and approachable to provide me guidance or answer questions.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I felt accepted and supported by GPAS staff and volunteers.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Volunteers are trusted to complete important tasks.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
My volunteering positively contributes to the mission of Greek Peak Adaptive Snowsports.
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree

My skills are valued and put to good use for the benefit of GPAS.
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree

The level of recognition and appreciation given to volunteers is satisfactory.
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree

I was provided adequate resources for accomplishing my assigned tasks.
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree

I receive regular, sufficient feedback regarding my performance and volunteer position.
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree

I would and/or plan to volunteer with GPAS in the future.
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree

I would recommend volunteering with GPAS to a family and/or friend.
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree

Overall, I am satisfied with my volunteer experience?
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree

What do you enjoy most about volunteering with GPAS?

What did you benefit from the most through your volunteer experience?

What do you feel could be improved or implemented differently to make the volunteer experience more enjoyable or beneficial?

Do you have any additional comments you would like to share?
## Greek Peak Adaptive Snowsports
### Program/Event Committee Follow-Up & Evaluation

**After conclusion of program/event, wrap up by completing the following:**

- Meet with committee to debrief event.
- Review event evaluations from attendees, vendors, GPAS staff and Board of Directors.
- Write-up summary report of event.
- Send thank you's to volunteers and GPAS staff/Board of Directors.
- Send thank you's to vendors. Invite them to next year's event.
- Send thank you's to sponsors (include photos of event). Invite them to next year's event.
- Send thank you to site/facility host (If event went well, reserve facility for next year's event).
- Return rental/borrowed equipment and supplies.
- Return receipts and expense reports.
- Finalize budget.

**Questions to consider during committee meeting’s debrief of program/event:**

- Did this program/event align with and promote the mission of GPAS? Why or why not?
- What were positives of program/event? What went/worked well?
- What were negatives or challenges of program/event? What did not work well or could use improvement?
- How well was plan of work and program/event timeline implemented?
- What were strengths and weaknesses of the program/event plan, and facilitation of program/event plan?
- To what degree did the program/event achieve its pre-determined goals and objectives?
- How well were program/event goals transferred into measurable objectives?
- What impact was made on the program/event participants or target audience?
- What evidence exists to justify that program/event goals and objectives were appropriate and accomplished?
- What alternative goals should be considered for next year?
- Return receipts and expense reports.
- What long-term effects may be predicted as a result of the program/event?
- How well did program/event committee abide by budget guidelines? Did we meet financial objectives?
- How would you evaluate the site/facility/location in which the program/event took place?
- How would you evaluate the marketing/promotion strategy related to the program/event?
- Were there any unexpected challenges or situations that should be factored in to next year’s planning?

**Remember to attach the following to program/event write-up:**

- A copy of program/event budget.
- A copy of volunteer/staffing requirements and assignments.
- A copy of marketing and promotion materials (i.e. press release, ads, newsletter, etc).
- A list of collaborative partners and sponsors of the program/event (include level of sponsorship, donation, & contact information).
- A copy of the program/event timeline.
- A copy of the program/event plan of work.
### Greek Peak Adaptive Snowsports
### Program Evaluation Form

This document is designed to obtain your evaluation of our committee’s effectiveness in planning XYZ program/event. Circle the number on the rating scale that best corresponds to your evaluation of the program/event committee’s performance in each category. Number 1 indicates poor performance/failed to meet expectations and number 5 indicates outstanding performance/exceeded expectations, as illustrated by the statements nearest those numbers.

**Program/Event Name:** ________________________________  **Date of Program/Event:** ________________________________

<table>
<thead>
<tr>
<th>Clarity of Role, Responsibility and Function</th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacks. We were unclear of our roles and responsibilities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>We were clear on our roles and responsibilities, and implemented management functions efficiently.</td>
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</table>

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominated by one or a few persons. Other resources within the program/event committee were overlooked and never utilized.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>Shared among all members of the planning committee. All persons were invited to share their skills and insights.</td>
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<table>
<thead>
<tr>
<th>Important Issues</th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any issues were never addressed to or by the program/event committee. Issues were “swept under the rug”.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>Any issues were immediately on the agenda and discussed, for the purpose of problem solving or making a necessary decision.</td>
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<tr>
<th>Preparation</th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacks. We were consistently caught off guard with unexpected situations. Committee members were continuously without accurate up-to-date information related to program/event.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>Exceptional. We completed all necessary preliminary work in a timely manner. All committee members were informed of accurate information and any changes related to the program/event plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication of Ideas</th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor communication. Members of program/event committee rarely met as an entire planning committee. We did not consider or listen to others input and ideas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>Good communication. All members of the committee were approachable and accessible for discussions related to the program/event. All feedback and insights were heard, acknowledged and implemented when appropriate.</td>
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</table>

<table>
<thead>
<tr>
<th>Climate of Relationships</th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of unfriendliness, intolerance, distrust and uneasiness.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>One of mutual trust, authenticity, and professionalism. Relaxed and friendly atmosphere.</td>
</tr>
</tbody>
</table>

Ball & Ball, 2009
<table>
<thead>
<tr>
<th>Decision Making</th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-participatory. Decisions made without the input of others. Decisions were “announced” without ever being discussed by the entire program/event committee.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<thead>
<tr>
<th>Action Plans</th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-existent. The committee never set target dates or created a plan of work assigning committee members areas of responsibility or follow through.</td>
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<td>2</td>
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<td>4</td>
<td>5</td>
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<table>
<thead>
<tr>
<th>Fiscal Accountability</th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacks. The committee did not outline a projected budget or consider the cost of the program/event or individual items until after the money had been spent.</td>
<td>1</td>
<td>2</td>
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<table>
<thead>
<tr>
<th>Continuity</th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacks. Each program/event meeting we seemed to “start from scratch”, re-hashing prior decisions or items agreed upon.</td>
<td>1</td>
<td>2</td>
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<table>
<thead>
<tr>
<th>Productivity</th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low. Many of our program/event meetings were irrelevant, non-productive and a waste of time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Program/Event Implementation</th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsuccessful. The program/event was not implemented as planned. Committee members, staff and volunteers were not able to follow program/event outline.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Program/Event Goals &amp; Objectives</th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsuccessful. Program/event goals and objectives were not achieved as planned or hoped for.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
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</table>
### Participant Goals & Objectives

<table>
<thead>
<tr>
<th>Poor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Outstanding</th>
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<tbody>
<tr>
<td>Unsuccessful. Participant goals and objectives were not achieved as planned or hoped for.</td>
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<td></td>
<td>Successful. Participant goals and objectives were achieved successfully as planned and hoped for.</td>
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</table>

Overall, from preliminary planning to facilitation and implementation of the program/event, what worked well? Why?

____________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

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Overall, from preliminary planning to facilitation and implementation of the program/event, what did not work well? Why?

____________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

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Overall, from preliminary planning to facilitation and implementation of the program/event, what could improve and/or be done differently? Why?

____________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

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**Overall, how would you rate the success of this program/event?**
- Excellent
- Good
- Okay
- Needs Improvement

Ball & Ball, 2009
**Purpose and Description**
Having current and up-to-date information on equipment available to staff and volunteers can allow for more efficient programming and ensures the safety of the participants using the equipment. Thus, it is recommended that Greek Peak Adaptive Snowsports create a systematic process for keeping a current inventory of equipment. Additionally, as part of the risk management process and insurance requirements, a tracking system and log of maintenance or repairs should also be kept manually or installed as an electronic database.

**Procedure**
Included in the Greek Peak Adaptive Snowsports program plan are three spreadsheets that can be used for equipment inventory and tracking either as an Excel spreadsheet or as a live, continuously updated electronic database.

*Equipment Inventory Spreadsheet* – Inventory should be kept up-to-date on a daily basis and include the following information: equipment serial #, type of equipment, item description, location of equipment, purchase date, information re: how equipment was acquired (e.g. donated, gently used, purchased new), and the estimated purchase value.

*Equipment Use Tracking Spreadsheet* – Tracking of equipment use should be kept up-to-date on a daily basis and include the following information: date equipment was checked in or out, item/equipment that was checked in or out, equipment serial #, who (staff/volunteer) checked the equipment in or out, and in what condition the piece of equipment was in at the time of being checked in or out (good condition, needs repair, needs replacing).

*Equipment Maintenance Spreadsheet* – Maintenance of equipment should be documented and kept up-to-date on a daily basis and include the following information: date of maintenance or repair, piece of equipment repaired, equipment serial #, reason for maintenance/repair, who completed the repair, and what (if any) costs accrued as a result of making the repair.

*Note:* It is recommended that Greek Peak Adaptive Snowsports have an equipment manager, committee or specific volunteers assigned solely to overseeing the tracking and inventory process, so that a consistent group of people are regularly supervising and keeping track of equipment use and maintenance.
**Justification**
It is important to keep an accurate inventory of all equipment as it is required for safety, risk management and insurance purposes.

By maintaining and tracking up-to-date inventory the organization can do the following:

- Have an easily accessible list of equipment (both youth and adult size) available for program use
- Keep track of the equipment available vs. equipment that is desired or will be acquired. Many organizations have a “wish list” with various types of supplies or adaptive equipment listed for those businesses or individuals looking to give a donation towards a specific item.
- Insurance and audit requires a current list of equipment.
- Keep track of where equipment is located (whether it is checked in or out, or reserved by instructor/volunteer for program or lesson).
- Keep track of what equipment is in need of repair or replacing. It would be unfortunate for staff/volunteer to plan to use a particular piece of equipment, arrive on the day of the scheduled program/lesson to pick up the equipment to learn that it is not safe to use or in working condition.

By maintaining an up-to-date maintenance/repair log the organization can do the following:

- Keep track of how often a particular piece of equipment is breaking (is it because it being used incorrectly during programs, is that particular brand or design malfunctioning?).
- Want to maintain safety standards for all equipment being utilized by program staff, volunteers or participants.
- Keeping track of monies spent to repair or replace equipment can assist in determining the amount of money that needs to be set aside in the organization’s operational budget. All organizations should have money put into an account strictly earmarked for equipment.
- Adaptive equipment is a huge part of the organization, and all programs rely on it continuously. Replacements and/or repairs will need to be maintained so that programs can continue to flourish. At times repairs will require the purchase of individual parts or pieces.
- Risk management procedure requires a log of maintenance and repair. In the event a participant was to get injured or have an accident while using a piece of equipment, it would need to be on record what condition the equipment was in, who check it in/out, who made recent repairs, etc. in case the participant were to come back and bring a lawsuit against the organization.
<table>
<thead>
<tr>
<th>Serial #</th>
<th>Item/Type of Equipment</th>
<th>Description</th>
<th>Location</th>
<th>Date of Purchase</th>
<th>Vendor (how/who was equipment acquired?)</th>
<th>Purchase Value</th>
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**Canoe/Kayak**

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<th>Serial #</th>
<th>Item/Type of Equipment</th>
<th>Description</th>
<th>Location</th>
<th>Date of Purchase</th>
<th>Vendor (how/who was equipment acquired?)</th>
<th>Purchase Value</th>
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**Bike/Handcycle**

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<tr>
<th>Serial #</th>
<th>Item/Type of Equipment</th>
<th>Description</th>
<th>Location</th>
<th>Date of Purchase</th>
<th>Vendor (how/who was equipment acquired?)</th>
<th>Purchase Value</th>
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**Overnight Camping**

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<tr>
<th>Serial #</th>
<th>Item/Type of Equipment</th>
<th>Description</th>
<th>Location</th>
<th>Date of Purchase</th>
<th>Vendor (how/who was equipment acquired?)</th>
<th>Purchase Value</th>
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**Miscellaneous**

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<tr>
<th>Serial #</th>
<th>Item/Type of Equipment</th>
<th>Description</th>
<th>Location</th>
<th>Date of Purchase</th>
<th>Vendor (how/who was equipment acquired?)</th>
<th>Purchase Value</th>
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</thead>
</table>
### Greek Peak Adaptive Snowsports - Equipment Tracking Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Item/Type of Equipment</th>
<th>Serial #</th>
<th>Staff/Vol. Checking Out</th>
<th>Staff/Vol. Checking Out</th>
<th>Good Condition</th>
<th>Needs Repair</th>
<th>Needs Replacing</th>
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</table>

### Greek Peak Adaptive Snowsports - Equipment Maintenance & Repair Log

<table>
<thead>
<tr>
<th>Date of Maintenance and/or Repair</th>
<th>Item/Type of Equipment</th>
<th>Serial #</th>
<th>Reason for Maintenance and/or Repair</th>
<th>Maintenance and/or Repair Completed By</th>
<th>Items Purchased for Repair</th>
</tr>
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<tbody>
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Risk Management Plan

Purpose and Description
The purpose of a risk management plan is to have a written action plan for dealing with unexpected incidents that may occur during a program/event. Certainly there is no way to truly know what will or will not occur on any given day, yet it is encouraged that the organization take an educated guess as to what might occur based on their knowledge and experience of the program activity and participant base. Risk management involves the following:

- What can go wrong? It is important to recognize areas of risk (i.e. financial, technological, human related). After identifying the areas of risk, you should prioritize them based on their level of severity and frequency. How likely is that risk to occur?
- What will our organization do pre and/or post incident to prevent, minimize and manage risk?
- How will we pay for items related to risk management (i.e. background checks)?
- Once a risk management plan has been created, it is imperative that the organization remain committed to the plan; it is a mistake to write a policy or plan that you cannot or will not implement. Second to commitment, it is also crucial that the organization communicate the plan to all staff/volunteers.

Procedure
Once the risk management plan is thoroughly reviewed by upper administration and any external parties (i.e. organization insurance company or lawyer), it should be explained and made available to all Greek Peak Adaptive Snowsports staff members. Risk management policies and procedures should be in place and adhered to at all times. Any policy and procedure that it appropriate for sharing with volunteers should be explained during volunteer orientation.

All documents (registration form, waiver, release of liability, medical information, job applications) should align with the pre-determined agreed upon risk management plan.

All emergency actions plans (natural hazards/disasters, missing person, contacting parent/guardian in the event of emergency, incident report) should be followed as outlined within the risk management plan.

Having the risk management plan finalized and in written form is important. But more critical is that the plan be thoroughly explained and reviewed with all necessary parties so that all staff/volunteers are aware of what to do in the event an emergency, accident or incident occurs and can respond in an efficient, professional manner. Risk management procedures should be introduced at staff/volunteer orientation, and continuously revisited throughout the season, particularly if a change or modification has occurred within the plan.

Justification
The primary goal of any risk management plan is to establish and maintain a standard of safety (to the extent in which you can control it). Regarding safety, the two biggest factors that play a role in risk management involve: (a) staff/volunteer training, and (b) the quality and upkeep of appropriate equipment.
Any event that occurs related to the organization’s risk management plan should be documented. If it is not in writing and documented, then it is assumed to have never happened. Items requiring documentation include: staff/volunteer training sessions, program registration forms, staff/volunteer/participant waiver and release forms, informed consents, and accident/incident reports.

For example: If something were to go wrong during a program involving an instructor, and a claim against your organization goes to court - you will need to provide documentation that the staff/volunteer involved in the incident was trained and approved to provide instruction in that particular program.

It is critical that the organization take as many preventative steps as possible in working towards avoiding an incident. By documenting these efforts (i.e. staff/volunteer training, equipment safety checks), the organization’s effort to make program operations as safe as possible are on file.

It is equally important that all documentation be kept on record for an extended period of time, as recommended by legal counsel. Greek Peak Adaptive Snowsports can scan paper copies into an electronic read-only version to avoid storage issues and increase confidentiality.

Overall, a risk management plan should incorporate the following key themes:

<table>
<thead>
<tr>
<th>• Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Planning</td>
</tr>
<tr>
<td>o policy &amp; procedure</td>
</tr>
<tr>
<td>o program planning</td>
</tr>
<tr>
<td>o personnel policy</td>
</tr>
<tr>
<td>• Warnings</td>
</tr>
<tr>
<td>o waivers and release</td>
</tr>
<tr>
<td>o informed consent</td>
</tr>
<tr>
<td>• Staff/Volunteer Competencies</td>
</tr>
<tr>
<td>o education and training</td>
</tr>
<tr>
<td>o understanding skills/abilities of participants</td>
</tr>
<tr>
<td>• Safe Physical Environment</td>
</tr>
<tr>
<td>o facility</td>
</tr>
<tr>
<td>o evacuation procedures</td>
</tr>
<tr>
<td>• Proper Equipment</td>
</tr>
<tr>
<td>o inspection</td>
</tr>
<tr>
<td>o staff/vol. training in how to use (and how to prevent improper use)</td>
</tr>
<tr>
<td>• Medical Response</td>
</tr>
<tr>
<td>o procedure responding to emergency</td>
</tr>
<tr>
<td>o staff/vol. training (i.e. first aid, CPR, WSI, lifeguard, ACA, PSIA/AASI)</td>
</tr>
</tbody>
</table>

All programs and activities involve various skills and therefore involve varying levels of risk. While it is impossible to remove all risk, it is the organization’s duty to consider all risk factors and do all within their power to minimize or prevent them. Risk factors usually involve one or more of the following areas: physical, human, operational or financial resources. It is the responsibility of the organization to:

- Develop and implement safety regulations for each individual program/activity/event offered.
- Immediately address safety concerns related to an individual, program, activity or event.
- Update safety regulations as necessary.
- Have safety regulations in writing, posted if appropriate and addressed during mandatory staff/volunteer orientation and training.
- Develop a plan (in advance) for dealing with potential risk factors that may emerge.
- Develop a plan for continually evaluating, reducing and controlling any risk or losses that might occur.
- As appropriate, clearly explain and describe safety policies, procedures and regulations to staff, volunteers, participants and participant parent/guardian.
Greek Peak Adaptive Snowsports Risk Management Plan

Emerging in 1974, Greek Peak Adaptive Snowsports (GPAS) located at Greek Peak Mountain Resort in Central New York, originated as a tri-track instructional ski program provided to a single participant. Shortly after, two additional instructors joined the program and began teaching persons with visual impairments. Within the year, a total of five instructors and three participants were actively involved, and a comprehensive adaptive ski program began to take shape. Later, during the 1998-1999 ski season, GPAS introduced the mono-ski as a new instructional component to their program, in an effort to further their efforts in making the mountain and the excitement of snowsports available to everyone of all abilities.

As the Greek Peak Adaptive Snowsports program experienced growth in participant numbers, in 2010, the organization expanded their seasonal program to a successful year-round program which includes: canoe/kayak, bike/handcycle and overnight camping programs. Today, the Greek Peak Adaptive Snowsports program runs November through July and provides instruction in adaptive skiing, snowboarding, canoeing, kayaking, biking, handcycling and camping to persons age 6-60 with various disabilities, including autism, cerebral palsy, visual impairments, developmental disabilities, and spinal cord injuries.

GPAS has over 30 ski and snowboard instructors with PSIA/AASI training and certification. In addition, the GPAS program is sustained with the support of a nine member board of directors and over 70 trained volunteers. GPAS currently has zero paid staff positions; the board president in conjunction with the other eight board members whom all voluntarily serve act as an Executive Director and/or Program Director would – organizing, planning, instructing, marketing and recruiting for the GPAS program.

As the GPAS program does take place on the Greek Peak Mountain Resort campus, there are several elements that should be incorporated in an organization’s risk management plan that are not part of the GPAS program, including the following:

- Utility systems (i.e. water, sewage, electricity, gas, etc.) are an important element with re: to an organization facility. Who to contact in the event there is an emergency and/or malfunction with utility services. Knowing where fuse boxes, breaker boxes, and water shut-off valves are of utmost importance. Conducting annually checks and/or maintenance to ensure all systems are safe and working correctly, etc. All of these items are significant and necessary for risk management; however, GPAS does not deal with these areas directly because their facility is considered a part of the GPMR property. Therefore, GPMR personnel and maintenance crews take on this responsibility.

- Similarly, the storage and/or handling of hazardous, poisonous and/or flammable materials including where these items are stored and what they are used for are significant to risk management policies. However, GPAS building does not house any hazardous, poisonous or flammable materials. Cleaning supplies are housed in the main GPMR facility.

- Food handling and the prevention of food-borne illnesses is critical for organizations, however GPAS does not provide food services to participants and/or staff, so while refrigeration temperatures, personal hygiene, sanitized kitchen areas/food preparation and health department regulations are vital elements to consider – it is not an area that applies to GPAS. Participants, staff and volunteers bring sack lunches/snacks from home to eat between programs.

- Having written policies re: employment practices (i.e. wages, paid time off, vacation time, sick leave, interoffice relationships, etc) are necessary for all organizations and/or businesses. However, as GPAS has zero paid staff positions neither part-time nor full-time, therefore such policies do not apply or exist. In the event GPAS expands to a year-round program format, paid positions will be introduced to the organization, at which time an employee handbook with specific policy and procedures will be completed.

- Issues re: transportation of staff/volunteers, participants and/or equipment is not included as part of the GPAS risk management plan because transportation is not provided to staff/volunteers or participants. GPAS as an organization does not own any vehicles, nor do any program activities take place off-site. In the event GPAS expands to a year-round format, transportation may need to be introduced for the purpose of travel to off-site locations. If/when this occurs, information including: staff/volunteer driving records, vehicle inspections, insurance, van training, etc. will be developed and added to the risk management plan as well as staff/volunteer training protocol.

- Risk management plans include information re: staff/volunteer guidelines for use of organization’s technology sources (i.e. computer, printer, fax machine, telephone, internet, etc). This does not currently apply to GPAS as they do not have a computer/fax/printer/internet services. The telephone in the GPAS office is property of GPMR. All computers and/or printers used are personal computers of volunteers and/or board members.

The risk management plan was developed using the Risk & Crisis Management Planning Workbook. Coutellier, 2008.
## Who’s in Charge Where?

### 1. In case of emergency, who will be in charge?

<table>
<thead>
<tr>
<th>At the main office?</th>
<th>Executive Director</th>
<th>Backup Person</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At the site of the emergency if not at a program site or the office?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If emergency takes place on the slopes, notify ski patrol immediately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If emergency takes place off-site at the waterfront, campsite or bike route, notify 911 and EMS services immediately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If an emergency takes place in the GPAS building, notify Executive Director, program staff or GPMR.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If an emergency is facility related (i.e. fire, flood, etc.) contact Executive Director and/or GPMR staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>While staff are traveling/on a trip?</strong></td>
<td>Not applicable at this time.</td>
<td>Not applicable at this time.</td>
</tr>
</tbody>
</table>
3. How often will contact be made between the office and the site of emergency if not at the office (e.g., every hour, twice per day)?

The GPAS facility is at the base of the GPMR slopes, where all GPAS programs take place. Two off-site camping trips will be planned and implemented at local state parks, specialized emergency action plans will be put into place for these two trips.

4. If the office is not the emergency location, what are the additional responsibilities of the person in charge at the office?

All volunteers should report to the Executive Director or Program Director in the event there is an emergency at the facility site, the waterfront or on the mountain. If neither the Executive Director nor Program Director is available, the volunteer should notify the designated GPAS emergency contact or BOD president.

5. Who determines if the office or emergency site will not be operational?

The Executive Director, along with BOD will determine whether or not the bike routes, office and/or GPAS facility and building will be operational. Greek Peak Mountain Resort supervisory staff will determine whether or not the waterfront, ski slopes and/or ski lifts are operational. Park staff will determine whether or not campsite areas are operational.

6. In case of emergency, who has the authority to develop brief factual statements, or “key messages,” for media release?

The Executive Director, Program Director and/or GPAS board members. Volunteers will not be responsible for speaking with the media. Staff members should not speak with the media without first notifying and speaking with the Executive Director or GPAS board of directors.

7. Who has the authority to approve brief factual statements? Executive Director or GPAS BOD President

8. Who is the official spokesperson designated to respond to the media during an emergency? Executive Director

9. When and how are other staff members informed and/or trained in their roles (or non-roles) in dealing with the media?

Staff members and volunteers will be informed and trained in their roles on what to do in the event an emergency occurs during staff and/or volunteer training. Training topics related to emergency procedures will include: medical emergencies, injuries on-snow, injuries that occur at GPAS facility, injuries that occur at the waterfront, injuries that occur off-site (i.e. bike program, camping trip), weather-related emergencies, missing persons and evacuation procedures for waterfront, on-snow, ski lift or facility evacuation. For each topic, staff will be informed and trained on organization policy and procedure. In addition, the emergency action plan for each situation including roles, chain of command and the order in which things should be taken care of will be shared and discussed with volunteers and staff.

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**Emergency Contact Numbers**

1. Information to give to an official or medical service:

   The name of the reporting party: Greek Peak Adaptive Snowsports
   
   The site address: 2000 State Route 392
   Cortland, NY 13045-9541
   
   The site phone #: 607-835-6111
   
   Directions to be given in case of emergency:

   Follow NY-215 South, turn left at NY-392 East, turn right at Alpha Circle, take first left onto Arcadia Road, Greek Peak Mountain Resort entrance will be on your right. After turning into main entrance, take an immediate left. The GPAS building is the last building on the right.

2. What are the emergency phone numbers and service information for:

<table>
<thead>
<tr>
<th>Local Officials</th>
<th>Name or Service Community</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire (Emergency: Dial 911)</td>
<td>Dryden County Fire Department</td>
<td>(607) 844-8124</td>
</tr>
<tr>
<td></td>
<td>Cortland County Fire Department</td>
<td>(607) 753-5064</td>
</tr>
<tr>
<td>Police (Emergency: Dial 911)</td>
<td>Dryden County Police Department</td>
<td>(607) 844-8118</td>
</tr>
<tr>
<td></td>
<td>Cortland County Police Department</td>
<td>(607) 756-2811</td>
</tr>
<tr>
<td>Sheriff</td>
<td>Cortland County Sheriff Department</td>
<td>(607) 753-3311</td>
</tr>
<tr>
<td>Health Department</td>
<td>Cortland County Health Department</td>
<td>(607) 756-3416</td>
</tr>
<tr>
<td>Hospital</td>
<td>Cortland Regional Medical Center</td>
<td>(607) 756-3500</td>
</tr>
</tbody>
</table>

**Directions from GPAS to the hospital:**

Turn left on to NY-392 West. Turn right on County Road 122/Page Green Road. Continue on Main Street, turn left on Tompkins Street. Take the first right on Prospect Terrace, turn right on Stevenson Street. Turn left at Groton Avenue.NY-222 West. Turn right on West Rd/County Rd 281. (approximately 20 minutes of travel time)
3. Medical Services

<table>
<thead>
<tr>
<th>Needed?</th>
<th>Where located?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health history</td>
<td>GPAS Office, Participant/Staff/Volunteer Personal File</td>
</tr>
<tr>
<td>Physical exam form</td>
<td>GPAS Office, Participant/Staff/Volunteer Personal File</td>
</tr>
<tr>
<td>Parent permission</td>
<td>GPAS Office, Participant/Staff/Volunteer Personal File</td>
</tr>
<tr>
<td>Insurance forms</td>
<td>GPAS Office, Participant/Staff/Volunteer Personal File</td>
</tr>
</tbody>
</table>

Do parents need to be reached before treatment will be given? Yes.

Who should transport injured to hospital?
In the event of an emergency, an ambulance should transport the participant, staff or volunteer to the hospital. If it is a minor injury (i.e. sprained ankle), the parent/guardian or immediate family member (i.e. spouse) should transport the participant, staff or volunteer to the hospital. If a parent/guardian is not available to transport the injured participant, volunteer, or staff to the hospital, a GPAS board member and/or staff member will transport the injured participant, volunteer or staff member with permission of parent/guardian (if injured under the age of 18).

Emergency Media Plan

1. Approved media contacts

The members of the media crisis-management team are: GPAS Board of Directors and Executive Director

Who is the official spokesperson?

Executive Director  
Phone # 607-123-4567

Who is the backup spokesperson(s) if the official spokesperson is unavailable?

President, GPAS Board of Directors  
Phone # 607-123-4567

2. In case of emergency, who has the authority to develop the brief factual statement or “key message” for media release? GPAS Board of Directors and/or Executive Director

3. Who has the authority to approve brief factual statements? GPAS Board of Directors and/or Executive Director

4. Use the following as an outline for forming key messages in a brief statement:

- The scenario facts (nature of situation and who – by title or role – is involved
- Indicate cooperation with the authorities
- State concern for those involved
- Restate the facts of the scenario without editorializing
- Indicate openness for future updates and responses

5. The following people can approve a more detailed media release:

<table>
<thead>
<tr>
<th>Person</th>
<th>Local</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Board president</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Organization legal counsel</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Staff person in charge of the event</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Organization public relations specialist</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

6. When and how are other staff members informed and/or trained in their roles (or non-roles) in dealing with the media?

Staff members and volunteers will be informed and trained in their roles on what to do in the event an emergency occurs during staff and/or volunteer training.

First Aid, CPR and Blood-borne Pathogens

1. Who has current certification in first aid and/or CPR?

Currently, GPAS does not have any paid staff members; they are a 100% volunteer based organization. Staff members will be hired and records of any certifications pertinent to medical emergencies will be documented and kept in personnel files. In addition to first aid and CPR certifications, WFR, WFA, Lifeguard, ACA and WSI will also be asked about. Personnel files will include: what current certifications the employee holds, a copy of certification card, as well as the date certification was acquired and when it will expire. In addition to staff/personnel certification records being kept on file, volunteer applications will ask for information re: current certifications that are pertinent to first aid and medical emergencies. Copies of their certification card as well as the date of expiration will be kept on file.
2. First aid supplies

Where are they located?
The master first aid kit is kept in the GPAS office located within the GPAS building at the bottom of Alpha slope. First aid kits are also provided by GPMR at each ski lift booth and at the main GPMR facility. In addition, ski patrol regularly patrols each slope and trail, carrying individual first aid kits on their person. In the event a participant sustains a serious injury and is unable to ski/snowboard down, additional ski patrol and medical supplies can be called in to the slope.

For canoe/kayak, bike/handcycle and overnight camping programs, portable first aid kits will be fully stocked and carried on staff/volunteer’s person at all times.

Who is responsible for restocking first-aid kits?
The master first aid kit located in the GPAS office will be re-stocked/maintained by the Program Director and designated staff/volunteers. Lead staff overseeing canoe/kayak, bike/handcycle and overnight camping will be responsible for maintaining and re-stocking portable first aid kits as necessary. The GPMR and ski patrol first aid supplies will be maintained by their own personnel.

How often?
The master first aid kit as well as all portable first aid kits will be checked and evaluated the first Saturday of each month. In the event there is an accident or injury and the first aid kit is used, the staff member/volunteer who provided the first aid should notify the Executive Director or Program Director, so that the kit can be immediately re-stocked. Additional first aid kits will be provided by GPAS for special events (i.e. ski-a-thon).

Suggested first-aid kits include:

- Non-latex gloves
- Alcohol swabs and/or peroxide
- Antimicrobial soap or hand sanitizer
- Instant cold pack
- Ziploc bags (for additional ice pack)
- Scissors
- No barrier resuscitation mask (CPR mask)
- AED (automatic external defibrillator)
- Gauze pads
- Non-stick adhesive pads
- Band-Aids® (in various sizes)
- Triangle bandage
- Butterfly bandage
- Tweezers
- Butterfly bandage
- AED (automatic external defibrillator)

Protective equipment, including resuscitation masks, gloves, and plastic sealable bags for disposing contaminated materials or items exposed to blood-borne pathogens are located in the GPAS first aid kit located in the GPAS office.

3. If a staff/volunteer/participant is exposed to a blood-borne pathogen:

- Report exposure to Executive Director or designated GPAS emergency contact.
- Contact local medical service or family doctor to set-up medical assessment.
- Have the staff/volunteer/participant scrub the affected area for a minimum of 15-seconds with bacteriostatic soap, followed by application of disinfectant. Any articles of clothing, non-latex gloves, and any items used for cleaning affected area and therefore exposed to blood-borne pathogen should be removed and placed in either a biohazard bag or a sealable plastic bag.
- Staff/volunteer/participant should make arrangements for vaccination within 24 hours of exposure.
- Staff/volunteers involved should complete an incident report.
- GPAS insurance company will be notified by Executive Director.

4. What are the procedures for disposing of contaminated equipment or waste?
All items contaminated or believed to be exposed by blood-borne pathogen or un-safe chemical will immediately be placed in a biohazard bag. In the event a biohazard bag is not available, the items will be placed in a sealable plastic bag. Such items may include: articles of clothing, non-latex/latex gloves, masks, first aid equipment (i.e. gauze, bandages, tweezers, scissors, etc) as well as any materials used to clean affected area (paper towels, clothing items, towels, etc). Once the items are placed in a sealed bag, it should be double bagged (with another sealed bag) and transported to medical service area so that it can disposed of biohazard dumpster. DO NOT placed contaminated items or sealed bag of contaminated items in regular trash can inside facility or dumpster located outside of facility.

5. What is the exposure control plan for persons who have had exposure but are not employees/volunteers?
Any participants, visitors or family members exposed to a potential blood-borne pathogen while at the GPAS facility or participating in a GPAS program or event will be assisted in following the procedures listed below:

- Contact local medical service or family doctor to set-up medical assessment.
- Have the participant scrub the affected area for a minimum of 15-seconds with bacteriostatic soap, followed by application of disinfectant. Any articles of clothing, non-latex gloves, and any items used for cleaning affected area and therefore exposed to blood-borne pathogen should be removed and placed in either a biohazard bag or a sealable plastic bag.
- Participant should make arrangements for vaccination within 24 hours of exposure.
- GPAS staff/volunteers that assist participant during this process should complete an incident report to be kept on file at GPAS.
Contacting Parents of Participants Involved in Incident/Accident

1. What is the policy about notifying parents of a participant’s illness, injury, or involvement in another incident?

In case of injury or illness, staff and/or volunteers will stay with the participant until the parent/guardian arrives. Staff/volunteers may provide basic first aid if necessary. If the injury/illness is serious and/or life-threatening, professional medical personnel (911 and/or ski patrol) will be notified immediately. The parent/guardian of the injured or sick participant will also be notified immediately.

2. In the case of a serious accident, how will the parent contact be made?

Who does the contacting?
GPAS Executive Director or appointed staff member.

Backup person?
Program Director or Volunteer Coordinator.

When should contact be made?

In the event a participant becomes seriously injured, sick or is involved in an incident, the parent/guardian should be notified immediately. In the event the participant sustains a minor injury (something that can be handled with Neosporin and band-aid), and/or is involved in a minor incident (i.e. behavior) the parent/guardian will be made aware of the situation when they arrive to pick up participant at the end of the program session and/or lesson.

3. What is done if the parents or guardian cannot be reached or do not have a phone?

If the parent/guardian is not reached, the secondary emergency contact will be contacted. In the event the participant must be transferred or moved from the GPAS site/facility (i.e. hospital) and the parent/guardian has not yet arrived, GPAS staff will accompany participant to the secondary location and remain with participant until family/parent/guardian arrive.

4. In the event of a major emergency or disaster, what is the plan to contact the parents of all participants to relieve their anxiety and inform them about what their children are facing?

Depending on the situation:

- phone calls may be made to each individual participant home
- a continuous update may be posted on the GPAS website
- a meeting specifically for participants, parents/guardians may be scheduled

5. How do parents receive a phone number at the program site to call in case of family emergency?

GPAS contact information will be provided to parents/guardians upon their signing up participant for GPAS program. Contact information will also be provided at welcome/orientation at the beginning of the season. Additional emergency contact information will be posted on GPAS website under “contact us” tab.

Parent Notification of Changes

<table>
<thead>
<tr>
<th>1. Parents are notified the following takes place:</th>
<th>By whom?</th>
</tr>
</thead>
<tbody>
<tr>
<td>X A change in the program location</td>
<td>Program Staff and/or Program Director</td>
</tr>
<tr>
<td>X A change in the pick-up or drop-off time</td>
<td>Program Staff and/or Program Director</td>
</tr>
<tr>
<td>X An emergency related to the inappropriate conduct of other participants, such as: fight between participants, alcohol/smoking, bullying, harassment, sexual misconduct, etc.</td>
<td>Program Director and/or Executive Director</td>
</tr>
<tr>
<td>X An emergency related to a natural or man-made disaster</td>
<td>Program Director and/or Executive Director</td>
</tr>
<tr>
<td>X An emergency related to the inappropriate conduct of staff or volunteers, such as: injury or illness due to unsafe program conditions or equipment.</td>
<td>Program Director and/or Executive Director</td>
</tr>
<tr>
<td>X An emergency related to an injury or illness, such as: head injury, spinal injury, broken bone, cut/laceration, stomach virus, etc.</td>
<td>Program Director and/or Program Staff</td>
</tr>
</tbody>
</table>
## Emergency Procedures for Hazards and/or Disasters

### 1. Natural Hazards

<table>
<thead>
<tr>
<th>Type Common to Area</th>
<th>Warning Signs</th>
<th>Safety Precautions Taken</th>
<th>Emergency Action Required</th>
</tr>
</thead>
</table>
| **Snow Storm** and/or **Ice Storm** | Weather reports predicting affected areas.  
Local weather reports with live coverage of area storm.  
Below average temperatures, that may have negative impact on participants/staff that are exposed to temperatures and/or extreme wind chills while out on the slope (i.e. hypothermia, frost bite, etc).  
Routes of travel and road used for transportation piling up with snow faster than city can plow them. It is important that GPAS staff be concerned with safety of road travel to and from GPAS site and facility, as many participants travel from Syracuse, Ithaca, Binghamton and Cortland. | GPAS BOD and program staff keep close watch on weather updates.  
GPAS will keep participants, parents, volunteers and additional staff informed of whether or not a GPAS program is canceled by posting updates on the GPAS website.  
Board members and staff can also begin phone chain, calling participants and volunteers scheduled to attend program.  
GPAS Executive Director or BOD president will stay in close communication with GPMR staff when evaluating and keeping track of current weather status as well as predicted weather status.  
Go over “what to do” during staff and volunteer training.  
As participants register for a program, inform parent/guardian of inclement weather procedure and chain of communication that will take place in order to notify them of program cancellation or postponement. | Postpone and/or cancel scheduled GPAS program.  
Inform participants, volunteers and staff scheduled to attend program or event that program has been canceled via website announcement, email and/or phone calls.  
If participants/staff/vols. have already arrived at facility, DO NOT allow them to leave facility (either to travel home or to get out on slopes) until the storm has passed and either driving or ski conditions are safe.  
GPAS will stay in contact with GPMR, and align with any decision made by GPMR. For example, GPMR may update website to inform guests that trails and/or lifts are closed. Thus, GPAS would also inform participants that the slopes and therefore scheduled lesson is canceled. |
| **Thunderstorm** and/or **Lightning** | Weather reports predicting areas affected by lightning.  
Weather reports predicting areas under a thunderstorm watch or warning.  
Visibly seen by participant/staff/volunteer.  
Heard by participant/staff/volunteer.  
Reported by ski patrol, lift operator, or GPMR. | Go over “what to do” during staff and volunteer training, so that if and when the time arrives, everyone will know procedure and what to do should the situation arise.  
GPAS Executive Director or BOD president will stay in close communication with GPMR staff when evaluating and keeping track of current weather status as well as predicted weather status. | Have participants/staff/volunteers retreat from waterfront, bike route, slopes/trails and high peaked areas to GPAS building or GPMR facility.  
Do not allow programs or lessons to proceed until GPMR/GPAS directors give clearance and/or 30 minutes without thunder or lightning has occurred or been reported. |
### Change in Snow Condition or Terrain

- Ski slopes become slushy due to melting or afternoon exposure to the sun (can affect the speed of slopes).
- Ski slopes become icier due to exposure to sun or change in temperatures.
- Change in terrain, steepness, bumpiness or moguls due to change in weather or GPMR purposely changing design of slopes and/or setting up race course, etc.
- Word of mouth between staff members and volunteers, letting everyone know of change in slopes or speed of trails due to changes in weather or GPMR adding snow/changing design of trails.
- No emergency action required. Important that staff and volunteers are aware of changes in terrain and trail design so that they can better plan for their participant’s lesson.

### 2. Natural and Man-Made Disasters

<table>
<thead>
<tr>
<th>Type Possible in Area</th>
<th>Warning Signs</th>
<th>Safety Precautions Taken</th>
<th>Emergency Action Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fire</strong></td>
<td>Visible smoke seen from inside or outside of building.</td>
<td>Fire extinguisher placed in GPAS office area.</td>
<td>Implement evacuation plan.</td>
</tr>
<tr>
<td></td>
<td>Smell of smoke</td>
<td>Fire extinguishers available in GPMR facilities.</td>
<td>Have all staff, volunteers and participants exit the facility immediately. After exiting the building, everyone must stand at least 100 feet away from area affected by the fire.</td>
</tr>
<tr>
<td></td>
<td>Extreme heat coming from particular area of building and/or from behind a door.</td>
<td>Evacuation plan (for evacuating facility) posted on the back of all doors leading in and out of GPAS facility.</td>
<td>Dial 911, so that local fire department can respond and arrive to the scene.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evacuation plan introduced to staff and volunteers during training.</td>
<td>If any participants, staff or volunteers are believed to be suffering from smoke inhalation, have someone stay with that person and assist in any way possible until emergency medical personnel or ski patrol staff arrive and take over.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fire drills conducted with staff, volunteers and participants at the beginning of each program season.</td>
<td></td>
</tr>
<tr>
<td><strong>Power Outage</strong></td>
<td>Lights and/or electrical power in GPAS facility goes out.</td>
<td>As GPAS program takes place during daylight hours, a power outage will not affect programs and/or participants.</td>
<td>Report power outage to GPMR as they oversee utilities and maintenance of GPAS program building.</td>
</tr>
<tr>
<td>Types Included</td>
<td>Warning Signs</td>
<td>Safety Precautions Taken</td>
<td>Emergency Action Required</td>
</tr>
<tr>
<td>----------------</td>
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<td>---------------------------</td>
</tr>
</tbody>
</table>
| **Intruders**  | Signs of forced entry at any of the entry points to GPAS building.  
GPAS building and/or office trashed or discombobulated.  
Office equipment, adaptive equipment or program equipment missing (i.e., document files, computer, jackets, ski equipment).  
Participant, staff or volunteer equipment or personal belongings missing, unaccounted for or stolen. | Lockers provided to staff and volunteers.  
GPAS building secured and locked when programs and lesson not in session.  
Equipment area secured with door that requires security code to be entered before door will open. Only designated board members and staffers have access the security code.  
Participants and volunteers informed that GPAS is not responsible for any items left out in the open and unattended.  
Inventory of adaptive equipment, program equipment and office equipment kept up-to-date at all times, so that GPAS will know what items are accounted for, and if any items are unaccounted for or missing. | In the event the GPAS building has been broken in to, police authorities should be notified immediately.  
In the event a participant, volunteer or staff has a personal item go missing, they should inform the Executive Director, so that the incident can be documented.  
When at first someone’s personal item goes missing, staff member will make an announcement to group in the event that the item has been accidentally misplaced or borrowed by another participant or volunteer. |
| **Missing Person** | Participant, volunteer or staff member unaccounted for. | Protocol for missing persons introduced to staff and volunteers during training.  
Train staff and volunteers on how to complete GPAS incident report. | Internally at GPAS site, question who saw the person last? Was the person upset or excited about something? Did the person speak of any plans to go somewhere, meet up someone (i.e. friend, program staff, family member, etc)? Where was the person last seen? At what time? Who with? Document all of this information (so that it can be given to law enforcement official in the event person is not found).  
Check the area where the person was last seen.  
Check the “index card” and “buddy board” system to see if the person checked-out for the day, and if so, with whom? |
### Missing Person
(continued)

If the person is not found, notify police authorities immediately. Upon their arrival, provide as much information as possible (i.e. description of missing person, where they were last seen, who they were last seen with, etc).

Create hasty search by organizing staff and volunteers, searching for missing person within GPAS facility, GPMR facility and ski slopes.

Notify lift operators and ski patrol, so that they can also search slopes and trails.

Notify parent/guardian or emergency contact of missing person to inform them of situation.

Document and complete incident report.

### Drugs and Alcohol

| Slurred speech | During staff and volunteer training, make it abundantly clear that the presence or use of alcohol, drugs and/or controlled substances are strictly prohibited and will NOT be tolerated. |
| Nausea or vomiting | Train staff and volunteers on how to complete GPAS incident report. |
| Unsteady gait | Notify Executive Director immediately. |
| Impairment in attention or memory | If necessary, depending on the severity of the situation, notify police authorities. |
| Irritable mood/aggressive behavior | If the situation involves a participant, notify parent/guardian. |
| Impaired judgment | If situation involves a participant, implement consequences as appropriate (i.e. immediate dismissal, probation from program, etc). |
| Impaired social or occupational functioning | |

**4. Safety orientation provided to participants, staff members, and volunteers that includes:**

| X | Safety regulations and emergency procedures. |
| X | Boundaries for where they can go. |
| X | Expectations for behavior. |
| X | Precautions for natural and man-made hazards on the site. |
1. Organization policies and procedures include:
- Always having two adults on a program site at all times.
- Designing programs for groups and avoiding any one-to-one activities.
- Encouraging open, comfortable, informal discussions and not encouraging “secrets”.
- Providing facilities with a respect for privacy, but not so private that a person screaming for help could not be heard.

2. Staff training includes:

<table>
<thead>
<tr>
<th>Information on the four types of abuse: neglect, emotional, sexual, and physical.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Neglect</strong>: failure to provide basic care for a child, including: food, clothes, health care, shelter, and supervision.</td>
</tr>
<tr>
<td><strong>Emotional Abuse</strong>: involves belittling, criticizing, and making person feel worthless, unloved and generally put down, most often verbally. This mistreatment may result in vicious emotional scars that impair psychological growth and development. These scars may include: feelings of rejection, humiliation, intimidations, fear and guilt.</td>
</tr>
<tr>
<td><strong>Physical Abuse</strong>: when someone inflicts bodily harm on another, resulting in physical injury. Most injuries are visible, such as burns, cuts and bruises. However, broken bones, head injuries, and internal injuries may not be visible.</td>
</tr>
<tr>
<td><strong>Sexual Abuse</strong>: includes a variety of inappropriate behaviors, including those that are both direct and indirect. Indirect forms include: pornography, voyeurism, or observation of a person while they are undressing or bathing. Direct forms include: fondling private parts, observing masturbation, making oral-genital contact or penetration. This can be adult to adult, adult to child, child to adult or child to child.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information on the signs of childhood stress and signs of abuse.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicators of Abuse:</strong></td>
</tr>
<tr>
<td>- Low self-esteem</td>
</tr>
<tr>
<td>- Anger</td>
</tr>
<tr>
<td>- Guilt</td>
</tr>
<tr>
<td>- Aggressive or disruptive behavior</td>
</tr>
<tr>
<td>- Withdrawal</td>
</tr>
<tr>
<td>- Delinquent behavior</td>
</tr>
<tr>
<td>- Poor school performance</td>
</tr>
<tr>
<td><strong>Indicators of Neglect:</strong></td>
</tr>
<tr>
<td>- Being late or arriving early and staying late</td>
</tr>
<tr>
<td>- Being tired, listless or exhausted</td>
</tr>
<tr>
<td>- Attempting suicide</td>
</tr>
<tr>
<td>- Begging or stealing food</td>
</tr>
<tr>
<td>- Being hungry</td>
</tr>
<tr>
<td>- Appearing dirty or inappropriately dressed having unattended physical problems</td>
</tr>
<tr>
<td>- Being detached or overly dependent</td>
</tr>
<tr>
<td><strong>Indicators of Emotional Abuse:</strong></td>
</tr>
<tr>
<td>- Antisocial behaviors</td>
</tr>
<tr>
<td>- Withdrawn</td>
</tr>
<tr>
<td>- Suicidal behaviors</td>
</tr>
<tr>
<td>- Act out abuse by being abusive to others</td>
</tr>
<tr>
<td><strong>Indicators of Physical Abuse:</strong></td>
</tr>
<tr>
<td>- Frequent unexplained injuries, bruises or burns</td>
</tr>
<tr>
<td>- Fear of receiving medical help</td>
</tr>
<tr>
<td>- Abdominal swelling</td>
</tr>
<tr>
<td>- Avoidance of physical contact with others</td>
</tr>
<tr>
<td>- Wearing of clothing that covers arms and legs (even in hotter weather)</td>
</tr>
</tbody>
</table>
### Indicators of Sexual Abuse:
- Have unusual interest in, or knowledge of sexual matters
- Are extremely moody
- Fear touching by others
- Have poor relationships with the opposite sex
- Are reluctant to be left alone with a particular person
- Exhibit overly aggressive behavior
- Cry easily
- Draw genitals or other related objects
- Receive unexplained fits or money
- Run away from home often
- Have nightmares or insomnia
- Exhibit regressive behaviors, such as bed wetting
- Having itching or pain in genital areas

### Information on child abuse procedures, including groups being supervised by two adults or being within sound or sight of a second adult

### Clear expectations about adult–child contact

### Procedures to protect adults from unfounded allegations of abuse

### Dealing with disclosure of abuse and reporting requirements

### Techniques for preventing child-to-child abuse

### 3. Staff members sign a statement indicating:
- They have received and read appropriate policies/procedures and they have received training.
- They have read and agreed to a code of conduct.
- They understand reporting procedures.
- They understand that contacting participants outside of the program is not appropriate.

### 4. Program guidelines or policies to provide an emotionally and physically safe environment include:
- Participants know how to get help with problems.
- Participants are under the supervision of a staff member at all times.
- “Hazing” of children is not permitted.
- Bullying is not tolerated.
- Excessive tickling, teasing, wrestling, personal jokes, etc., is not appropriate.

### 5. What are essential guidelines to remember if speaking with a victim of abuse? (Coutellier, 2008, pg. 75-76)

In some cases, a child/participant/adult will disclose abuse to a trusted staff member and/or volunteer. This report may stem from a situation at home or at some other place or program. Staff members should take the person seriously and find a place that seems safe to the person. The pace should be private and free from distractions, but within view of others. Staff members/volunteers should assure privacy, but should not promise that they will not tell anyone or say something that may contradict the authorities. Staff/volunteers should explain that the information will be confidential unless someone is hurting them. Additionally, staff/volunteers should adhere to the following guidelines:
- Be calm and show concern
- Believe the person
- Gather information but do not make judgments
- Report situation to Executive Director
- Report to local child protective services
- Leave the investigation to the authorities
- Reassure the person that it is not s/he’s fault.
- Report again if the suspected abuse continues

### 6. What is the procedure for staff members to report suspicion or disclosure of abuse:

Volunteers, staff members and/or other participants suspicious of abuse should immediately contact the Executive Director and/or President of BOD to disclose information and file report.

### 7. What are the reporting requirements in the state? (Information below provided by www.childwelfare.gov)

The circumstances under which a mandatory reporter must make a report vary from State to State. Typically, a report must be made when the reporter, in his or her official capacity, suspects or has reasons to believe that a child has been abused or neglected. Another standard frequently used is when the reporter has knowledge of, or observes a child being subjected to, conditions that would reasonably result in harm to the child.
A report is required when the reporter has reasonable cause to suspect:

- A child coming before him or her in his or her professional or official capacity is an abused or maltreated child.
- The parent, guardian, custodian, or other person legally responsible for the child comes before the reporter and states from personal knowledge facts, conditions, or circumstances that, if correct, would render the child an abused or maltreated child.

Written reports shall be made in a manner prescribed and on forms supplied by the commissioner of the Office of Children and Family Services and shall include the following information:

- The names and addresses of the child and the child's parents or other person responsible for the child's care.
- The child's age, sex, and race
- The nature and extent of any injury, abuse, or maltreatment, including any evidence of prior injuries, abuse, or maltreatment to the child or the child's siblings
- The name of the person or persons alleged to be responsible for causing the injury, abuse, or maltreatment, if known
- Family composition
- The source of the report
- The name and contact information of the person making the report
- Actions taken by the reporting source
- Any other information that the reporter believes may be helpful or required by regulation

A person is guilty of falsely reporting an incident in the third degree when, knowing the information reported, conveyed, or circulated to be false or baseless, he reports, by word or action, to the statewide central register of child abuse and maltreatment, an alleged occurrence or condition of child abuse or maltreatment that did not in fact occur or exist. Falsely reporting an incident in the third degree is a class A misdemeanor.

8. What is a reportable incident?
(information provided by NYS-OMRDD; www.omr.state.ny.us/document/hp_brochures_incident.jsp)

The following incident may be either a reportable or serious reportable incident as determined by each agency:
Sensitive Situations, those not covered by other categories but need to be addressed.
The following are the different types of abuse:
- Mistreatment;
- Neglect;
- Physical abuse;
- Sexual abuse;
- Psychological abuse;
- Seclusion;
- Unauthorized or inappropriate use of restraint, aversive conditioning or time out; or
- Violation of a person's civil rights

9. What is the timeframe for reporting?

- Report an incident within first 72 hours of incident.
- New York State hotline for reporting abuse: 800-342-3720; 518-474-8740
### Missing Persons

#### 1. Preparation and training:

<table>
<thead>
<tr>
<th>Who has written copies of the plan?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written copies of policy and procedure re: missing persons are provided in the GPAS risk management plan. A written copy of the plan is located in the GPAS main office. The Executive Director and the BOD also has a second written copy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When are staff members trained in the procedure?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff and volunteers are trained in the missing persons procedure during pre-season training, so that everyone is aware and comfortable with the plan prior to regular season programming and the arrival of participants.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How often is a head count made?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A head count of volunteers, staff and participants on-site is made at the beginning of each program session, and again at the end. Upon arrival, staff and volunteers pull their “index card” and place on check-in table to signify that they are present and on-site. Similarly, when a participant arrives, their “index card” and personal progress sheet (lime green sheet) is pulled and placed on the check-in table to signify that they are present and on-site. In addition, there will be a buddy board, where participants, volunteers and staff place a tag with their name on it up on the board, to signify when they are out on a lesson/up on the mountain.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who is responsible for making a head count?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designated staff/volunteers will staff the check-in table for both volunteers and participants – so they will have the final head count, and be responsible for making sure everyone is accounted for at the beginning and end of each program session. However, once a participant is assigned to a staff member and/or volunteer, it is the responsibility of the staff/volunteer to keep track and account for the participant.</td>
</tr>
</tbody>
</table>

#### 2. Immediate or first steps to take when someone is thought to be missing:

- Internally at GPAS site, question who saw the person last? Was the person upset or excited about something? Did the person speak of any plans to go somewhere, meet up someone (i.e. friend, program staff, family member, etc)? Where was the person last seen? At what time? Who with? Document all of this information (so that it can be given to law enforcement official in the event person is not found).

  - Check the area where the person was last seen.

  - Check the “index card” and “buddy board” system to see if the person checked-out for the day, and if so, with whom?

  - If the person is not found, notify police authorities immediately. Upon their arrival, provide as much information as possible (i.e. description of missing person, where they were last seen, who they were last seen with, etc).

  - Create hasty search by organizing staff and volunteers. Search for missing person internally within GPAS facility, the GPMR facilities, ski slopes, waterfront and/or bike route.

  - Notify GPMR staff, lift operators and ski patrol, so that they can assist with search of property, slopes and trails.

  - Notify parent/guardian or emergency contact of missing person to inform them of situation.

  - Designate staff and/or additional volunteers to implement diversion activities with the rest of participants, so that an atmosphere of panic does not spread amongst participants.

  - Document and complete and incident report.

#### 3. Method or plan for search:

| Name of designated persons for internal search of the site: | Executive Director and BOD. |
|------------------------------------------------------------|

<table>
<thead>
<tr>
<th>Names or position of designated persons for a water search for a lost person:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable at this time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>At what point would notification of law enforcement officials take place?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law enforcement officials will be notified of missing person situation immediately after GPAS staff/volunteers have searched area to make sure participant is not hiding, in the bathroom, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>At what point would notification of the executive director take place?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director and/or president of GPAS are always on-site during program hours, so they will be notified of situation immediately.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>At what point would notification of parents take place?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/guardian of missing person will be notified immediately after GPAS staff/volunteers have searched area to make sure participant is not hiding, in the bathroom, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who from the organization is responsible to work with law enforcement and the media in case an Amber Alert is issued?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Executive Director and/or president of GPAS BOD will be the designated person for speaking with law enforcement officials, parent/guardian of missing person and/or media personnel.</td>
</tr>
</tbody>
</table>
Site Evacuation

1. Reasons the site might need to be evacuated:
Evacuation of GPAS building may be necessary due to fire. Additionally, in the event there is an extreme snow or ice storm headed for the region GPAS is located, programs may be canceled and participants sent home, so that they can safely get home before the storm hits (i.e. prevent getting snowed-in at GPAS facility, prevent participants, staff and volunteers from having to drive on un-safe/un-plowed roads).

2. Who has copies of the written site evacuation plan?
- Copies of the written site evacuation plan will be kept in the GPAS office.
- The Executive Director and president of GPAS BOD will also have a copy written site evacuation plan.
- GPMR administrative personnel will also have a copy of the GPAS evacuation plan, as the GPAS building is located on the GPMR campus.

Safe locations to go to:
If the GPAS building is evacuated due to fire, all participants, volunteers and staff will be directed outside to the GPMR parking lot area, so that everyone is at least 100 feet away from the building. As a back-up, if the fire has affected both the GPAS building and the GPMR buildings, everyone will be directed to the bottom of Alpha slope and at least 100 feet away from the building.

In the event the site needs to be evacuated due to a snow or ice storm, and participants, staff and volunteers are not able to leave before the storm hits, everyone will be required to stay inside at the GPAS facility and/or the lower level of the GPMR equipment rental area so that everyone can stay warm, safe and accounted for. Once the storm has passed, everyone will be allowed to leave. If the storm remains for a longer period of time, food and water will be provided by GPAS (attained from the GPMR snack/dining area).

Alternate routes out of the site:
The main entry door (with automatic push button) will be the primary entry/exit point for evacuations at the GPAS building. If for some reason that door is blocked off or unavailable for use, the secondary point of entry/exit will be the side door that provides access to the equipment room. A third option for entry/exit will be the side door located off the main room (where participants/volunteers/staff eat lunch and rest between lessons); the door leads out the side of the building that is closest to the Alpha slope.

3. Evacuation responsibilities:
Who determines the need for an evacuation?
If there is a fire, there will be a mandatory evacuation. Any other evacuation will be determined by GPAS Executive Director, and/or Program Director.

Who is in charge of evacuation?
Board members and/or Executive Director with assistance from program staff will be in charge of the evacuation (which will have been reviewed and practiced during staff training).

Who is responsible for bringing the first-aid kit?
Designated staff will be responsible for bringing the first aid kit, as they remain in the GPAS building facility (not out on slopes) during GPAS programs and will be the closest to grabbing the first aid kit (located in the main office).

4. Take the following information/documentation (based on the emergency, possible return, and time of day):

| X | Participant and staff list with home phone numbers |
| X | Participant and staff health forms |

5. What valuable papers that cannot be replaced, such as deeds, historical documents, policies, etc., should be taken?
Participant, staff and volunteer contact information (kept in 3-ring binder) as well as participant, staff and volunteer medical/health forms (kept in 3-ring binder) will be taken in the event there is an evacuation. Depending on the time available, board members and/or program staff may grab additional files deemed valuable and irreplaceable. During regular program season, all important files should be kept in fire-proof cabinet in the main GPAS office.

6. Method to account for persons on the site:
When a volunteer arrives, their “index card” is pulled, notifying the Volunteer Coordinator that they are present and on-site. Similarly, when a participant arrives, their “index card” is pulled. So participants, volunteers and staff will be accounted for using their “index card”. In addition to the index cards, a buddy board will be used so that everyone (staff/volunteers/participants) can place their tag up on the buddy board to signify that they are out participating in a lesson/program/activity (i.e. up on the mountain, out on bike route, out on waterfront). When a participant, volunteer or staff member leaves for the day, they should return their index card to the Volunteer Coordinator.

Training/orientation will need to emphasize the importance of keeping index cards and buddy board current and up-to-date – pulling them when present and on-site, returning them to box upon departure.

7. Notification of authorities:

<table>
<thead>
<tr>
<th>Who makes the call?</th>
<th>Who needs to be notified?</th>
<th>What is the phone number?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director</td>
<td>Police/Fire Department; GPMR</td>
<td>Dial 911; GPMR located on-site.</td>
</tr>
</tbody>
</table>
8. What are the procedures for contacting parents/guardians?
If parents/guardians are already on-site (several parents/guardians stay on-site during participant lesson). In this case, parents/guardians will already be apprised of the situation.

If parents/guardians are off-site, they will be notified immediately using the emergency contact information provided at the time of program registration. Any parents/guardians that GPAS is not able to contact or get in touch with, GPAS staff and/or board members will stay with the participant until the parent/guardian arrives on-site to pick up participant.

9. Who determines safe return to the site?
The Executive Director, GPAS staff and the input of GPMR and local authorities will determine when it is safe and appropriate to return to the GPAS site and/or resume programming.

10. What is the plan to provide follow-up information to parents?
Up-to-date information will posted on the GPAS website, and sent to parents/guardians, volunteers, staff and participants via email.

### Emergency Drills

<table>
<thead>
<tr>
<th>1. What kinds of emergency drills are needed?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warning System</strong></td>
</tr>
<tr>
<td>Fire alarms located inside GPAS building.</td>
</tr>
<tr>
<td>Verbal warning and/or notification of fire and need for evacuation.</td>
</tr>
<tr>
<td>Fire</td>
</tr>
<tr>
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<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

2. How often are emergency drills conducted with participants and staff members?
Fire drills will be conducted with staff and volunteers during training, prior to the start of season and arrival of participants. A second fire drill will be conducted at the start of the season, once staff, volunteers and participants are present. A third fire drill may be conducted mid-season, if staff and/or board of directors feel it is necessary.

3. Who initiates an emergency drill?
The Executive Director, with the assistance of pre-designated staff or volunteers will initiate the fire drill.

4. Who is responsible for the list of all participants and staff members?
The Program Director or Volunteer Coordinator will be responsible for the list of participants and staff members who should be accounted for (the list will be based on what participants/staff/volunteers had checked-in and were present on that particular program day).

5. How are staff members and participants given procedures on drills?
Staff members and volunteers will be informed and trained on fire drill policy and procedure during pre-season training. Participants will be provided information on evacuation plan at beginning of season/program kick-off.
## Security

1. What is your security plan regarding the following?

<table>
<thead>
<tr>
<th>Plan</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lighting</strong></td>
<td>Not applicable at this time, as GPAS programs only take place during daylight hours.</td>
</tr>
<tr>
<td><strong>Alarms</strong></td>
<td>Area of GPAS facility with equipment, gear and locker room has a secured door that requires a security code to open. Only a handful of staff know the security code and have access to opening it during non-program hours.</td>
</tr>
<tr>
<td><strong>Boundary barriers</strong></td>
<td>Participants are instructed to stay in the main area of the GPAS facility (told not to go into back room, equipment room or locker room area).</td>
</tr>
<tr>
<td><strong>Brush and undergrowth around buildings</strong></td>
<td>GPMR maintains the grounds of the GPAS facility as it is on the GPMR campus.</td>
</tr>
<tr>
<td><strong>Keys and locks</strong></td>
<td>GPMR and GPAS BOD have keys to access the GPAS building.</td>
</tr>
<tr>
<td><strong>Personal belongings</strong></td>
<td>Participants, volunteers and staff are informed during orientation and at the beginning of the season that each person is responsible for their own belongings, and GPAS is not responsible. Lockers are available for volunteers to rent per season, in order to keep personal belongings in a secured area.</td>
</tr>
<tr>
<td><strong>Parking area</strong></td>
<td>Parking areas are maintained and regulated by GPMR staff and personnel.</td>
</tr>
<tr>
<td><strong>Money at the office</strong></td>
<td>Money (cash or check) will be kept in a locked box in the GPAS office, which remains locked. Also, only BOD and staff are allowed access to the office area.</td>
</tr>
<tr>
<td><strong>Private files</strong></td>
<td>Private files (personnel and participant files, medical information, waivers, etc) are kept in the GPAS office, which remains locked and closed off to volunteers and participants. Only GPAS BOD and staff are allowed access to the office area.</td>
</tr>
</tbody>
</table>

2. How are staff members informed of security plans?

Staff, participants and volunteers are informed of security and what areas are off limits, etc. during orientation and training during pre-season training and again at the start of the regular program season.
**Maintenance and Safety**

1. List regular responsibilities for maintaining facilities and equipment in good repair and in a safe, clean, sanitary condition.

Volunteers will rotate taking responsibility for the keeping the areas listed below safe and sanitary. The schedule/volunteer assignments will be posted in the GPAS facility bulletin board at the beginning of each month.

<table>
<thead>
<tr>
<th>What are the responsibilities for:</th>
<th>Who?</th>
<th>How often?</th>
<th>By whom?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitchen or food areas</td>
<td>Assigned volunteer</td>
<td>Saturday AM, Sunday PM</td>
<td>Volunteer Coordinator will supervise and/or assist as needed</td>
</tr>
<tr>
<td>Bathroom areas</td>
<td>Assigned volunteer</td>
<td>Saturday AM, Sunday PM</td>
<td>Volunteer Coordinator will supervise and/or assist as needed</td>
</tr>
<tr>
<td>Equipment area (back room and shed)</td>
<td>Assigned volunteer</td>
<td>Saturday AM, Sunday PM</td>
<td>Equipment Manager will supervise and/or assist as needed</td>
</tr>
<tr>
<td>Office area</td>
<td>Assigned volunteer</td>
<td>Saturday AM, Sunday PM</td>
<td>Volunteer Coordinator will supervise and/or assist as needed</td>
</tr>
<tr>
<td>Program areas (large open room)</td>
<td>Assigned volunteer</td>
<td>Saturday AM, Sunday PM</td>
<td>Program Director will supervise and/or assist as needed</td>
</tr>
<tr>
<td>Locker room area</td>
<td>Assigned volunteer</td>
<td>Saturday AM, Sunday PM</td>
<td>Volunteer Coordinator will supervise and/or assist as needed</td>
</tr>
</tbody>
</table>

2. The routine safety check for fire prevention and safety includes:

<table>
<thead>
<tr>
<th>Inspection of:</th>
<th>How often is the safety check done?</th>
<th>By whom?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire extinguisher</td>
<td>The first Saturday of each month</td>
<td>Designated program staff</td>
</tr>
<tr>
<td>Smoke detectors</td>
<td>The first Saturday of each month</td>
<td>Designated program staff</td>
</tr>
<tr>
<td>Electrical cords</td>
<td>The first Saturday of each month</td>
<td>Designated program staff</td>
</tr>
<tr>
<td>Alarm systems</td>
<td>The first Saturday of each month</td>
<td>Designated program staff</td>
</tr>
<tr>
<td>Exits</td>
<td>The first Saturday of each month</td>
<td>Designated program staff</td>
</tr>
<tr>
<td>Emergency lighting</td>
<td>The first Saturday of each month</td>
<td>Designated program staff</td>
</tr>
<tr>
<td>Appliances</td>
<td>The first Saturday of each month</td>
<td>Designated program staff</td>
</tr>
<tr>
<td>Kitchen areas</td>
<td>The first Saturday of each month</td>
<td>Designated program staff</td>
</tr>
</tbody>
</table>

3. Where are records of safety checks kept?

Records of safety checks will be kept in a log sheet form in the GPAS office area. In the event there is an issue with any of the items listed above, program staff should document the issue as well as the request to have it fixed. Once the item has been repaired and/or replaced, the date of repair/replacement should be included on the log sheet.

---

**Office Operations, Record Retention and Destruction**

1. Does the record-retention policy include:

<table>
<thead>
<tr>
<th>The following categories?</th>
<th>Key person accountable:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting and fiscal records</td>
<td>Executive Director</td>
</tr>
<tr>
<td>Communications records</td>
<td>Executive Director</td>
</tr>
<tr>
<td>Corporate records</td>
<td>Executive Director</td>
</tr>
<tr>
<td>Insurance records</td>
<td>Executive Director</td>
</tr>
<tr>
<td>Fund-development records</td>
<td>Executive Director</td>
</tr>
<tr>
<td>Deeds and legal records</td>
<td>Executive Director</td>
</tr>
<tr>
<td>Office supplies and printing records</td>
<td>Executive Director, Program Staff</td>
</tr>
<tr>
<td>Participant records</td>
<td>Program Director</td>
</tr>
<tr>
<td>Personnel records</td>
<td>Executive Director</td>
</tr>
<tr>
<td>Property/facilities records</td>
<td>Executive Director</td>
</tr>
<tr>
<td>Public relations records</td>
<td>Executive Director</td>
</tr>
<tr>
<td>Program records</td>
<td>Executive Director, Program Staff</td>
</tr>
<tr>
<td>Purchasing records</td>
<td>Executive Director</td>
</tr>
<tr>
<td>Security records</td>
<td>Executive Director</td>
</tr>
<tr>
<td>Tax records</td>
<td>Executive Director</td>
</tr>
</tbody>
</table>

2. Are both paper and computer files considered in the policy?

<table>
<thead>
<tr>
<th>Are computer records backed up?</th>
<th>How frequently?</th>
<th>Who is authorized to retrieve them?</th>
<th>Are copies of paper and computer records stored off-site?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes.</td>
<td>Weekly.</td>
<td>Executive Director and/or BOD</td>
<td>No.</td>
</tr>
</tbody>
</table>
3. Records that should be dated with the year and kept until the youngest participant is 18 or 21 (circle one), plus the statute of limitations:

<table>
<thead>
<tr>
<th>Type of Records</th>
<th>When and How Stored</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Participant registration, including permission to participate and to give emergency medical care and photo releases</td>
<td>Registration and emergency contact forms kept for 2 years following the program year it applied to. Photo release and waivers will be kept permanently. An updated registration form, medical form and waiver must be completed for both return and new participants each program year. All forms will be kept in the GPAS office, locked away and kept confidential.</td>
</tr>
<tr>
<td>X Health histories and physical exams</td>
<td>All medical information/forms will be kept for a minimum of 6 years. All forms will be kept in the GPAS office, locked away and kept confidential. Only brought out in case of emergency and/or if participants travel off-site for a program.</td>
</tr>
<tr>
<td>X Incident reports and related medical records</td>
<td>All incident reports will be kept on file permanently. These reports will be locked up in the GPAS office at all times.</td>
</tr>
<tr>
<td>X Staff list with positions</td>
<td>Documentation will be kept permanently or at least 6 years after employee termination/resignation. All information will be kept in personnel files, locked in GPAS office.</td>
</tr>
<tr>
<td>X Staff training records and content</td>
<td>Documentation will be kept permanently or at least 6 years after employee termination/resignation. All information will be kept in personnel files, locked in GPAS office.</td>
</tr>
<tr>
<td>X Staff applications, qualifications, certifications, criminal-record checks, interview notes, and references (or policies showing staffing procedures)</td>
<td>Staff applications/resumes/references will be kept for a minimum of 7 years. Criminal records and background checks will be filed and stored permanently. All information will be filed and kept in the GPAS office.</td>
</tr>
<tr>
<td>X Brochure and marketing tools</td>
<td>Brochures and marketing tools will be kept a minimum of 10 years.</td>
</tr>
</tbody>
</table>

4. Yearly program-administration records that should be kept permanently:

<table>
<thead>
<tr>
<th>Type of Record</th>
<th>Where and How Stored</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Incident reports of child abuse (at home or in the program)</td>
<td>Incident reports will be kept on file permanently.</td>
</tr>
<tr>
<td>X Organizational standards or policies</td>
<td>Organization standards and policies will be kept on file permanently.</td>
</tr>
<tr>
<td>X Insurance records</td>
<td>Insurance records will be kept on file permanently.</td>
</tr>
<tr>
<td>X Risk-management plan</td>
<td>Risk management plan will be kept on file permanently.</td>
</tr>
</tbody>
</table>

5. How is the security of personal information protected in storage and in the destruction process?

**Storage:**

All documentation and records will be kept on file in a fire-proof filing cabinet, and locked in the GPAS office.

**Destruction:**

No documentation and/or record may be eliminated without approval from the Executive Director. In the event a document containing important or confidential information is approved for elimination, it must be shredded before being disposed of.
# Staff and Volunteer Screening

1. **The documentation to support the screening process includes:**
   - Job descriptions for each position, shared with the applicant
   - Application forms completed for each applicant
   - A personal interview with each applicant
   - Verification of previous work (including volunteer) history and two references
   - Criminal background check (or voluntary disclosure statement for those under 18)
   - Signature agreeing to drug testing. □ pre-employment, □ random, and/or □ regular
   - Driving record for anyone regularly transporting children
   - Documentation of skills required for the job
   - Any minimum age requirements for supervising children

2. **The interview process includes:**
   - A face-to-face or phone interview
   - A set of consistent questions that will help determine skills specific to the job, or if appropriate, the suitability of staff to work with, or have access to, children
   - An explanation of the job expectations, working environment, and the organizations’ philosophy and/or goals for youth development that pertain to the job

3. **The procedure for reference checks includes:**
   Background checks will be conducted for all staff and volunteers over the age of 18. Reference checks will be conducted for all staff and volunteers under the age of 18. Reference checks consist of potential volunteers or staff providing three references (references cannot include family members) including name of reference, contact information for reference and relationship of reference to potential volunteer or staff. The Executive Director and/or volunteer coordinator will follow-up with each of the three references asking pre-determined consistent questions to determine important information required for the consideration of bringing them on as staff or volunteer.

4. **The criminal records background check procedures:**
   The organization secured for doing criminal record background checks is: DSUSA

   **The person or position responsible is:**
   The Executive Director and/or president of GPAS BOD will submit and review background and/or reference checks for potential employees. The volunteer coordinator will submit and review background checks for volunteers.

<table>
<thead>
<tr>
<th>Types of positions</th>
<th>“Hits” or records that disqualify a person are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director</td>
<td>Felonies or misdemeanor charges, possession or distribution of controlled substances, child pornography, abuse, fraud, burglary, harassment, etc.</td>
</tr>
<tr>
<td>Staff/volunteers with direct access to children</td>
<td>Felonies or misdemeanor charges, possession or distribution of controlled substances, child pornography, abuse, harassment, etc.</td>
</tr>
<tr>
<td>Staff/volunteers with direct access to children’s personal information</td>
<td>Felonies or misdemeanor charges, possession or distribution of controlled substances, child pornography, abuse, harassment, etc.</td>
</tr>
<tr>
<td>Drivers transporting children</td>
<td>DUI, DWI, reckless driving, excessive number of speeding tickets</td>
</tr>
<tr>
<td>Staff/volunteers w/ access to money for financial records</td>
<td>Felonies or misdemeanors related to fraud, burglary, embezzlement</td>
</tr>
</tbody>
</table>

   **Procedures for handling situations in which the criminal record check recovered a “hit” or record are:**

   Depending on the severity of the charge, and timeline in which it took place, the person will be:
   - disqualified from the potential hire list (will not be eligible to be hired at GPAS)
   - subject to undergoing a more detailed criminal and/or national background check
   - subject to having to discuss in depth the situation with the BOD and/or Executive Director

5. **The hiring process for employees and the forms reviewed:**

   Before any one is hired on as a part-time, full-time or seasonal employee, the applicant must be reviewed and approved by the BOD and Executive Director. Before any one is brought on as a volunteer, the applicant must be reviewed by and approved by the Volunteer Coordinator.
### Staff Training

1. The board has approved a budget for staff training based on a need for basic and ongoing staff development that includes:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Training for supervisors</td>
</tr>
<tr>
<td>X</td>
<td>Training for direct programmers/instructor</td>
</tr>
<tr>
<td>X</td>
<td>Training for support staff</td>
</tr>
<tr>
<td>X</td>
<td>Training for volunteers</td>
</tr>
</tbody>
</table>

2. **Training topics for all staff include:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Purpose, needs, and outcomes desired for participant development</td>
</tr>
<tr>
<td>X</td>
<td>General characteristics of program organization, mission, structure, activities offered, competencies required and program operating procedures</td>
</tr>
<tr>
<td>X</td>
<td>Nature of participant groups served</td>
</tr>
<tr>
<td>X</td>
<td>Recognition, prevention, and reporting of child abuse (child to child or adult to child) during or outside the program</td>
</tr>
<tr>
<td>X</td>
<td>Safety regulations and emergency procedures and staff role</td>
</tr>
<tr>
<td>X</td>
<td>Behavior management and supervision techniques for providing a physically and emotionally safe environment</td>
</tr>
<tr>
<td>X</td>
<td>Clear expectations for staff performance and conduct, and effectively relating to participants and other staff members</td>
</tr>
<tr>
<td>X</td>
<td>General procedures for operation, including organizational policy and procedure</td>
</tr>
</tbody>
</table>

3. **Training records are:**

   **Completed by:** Staff/volunteers who participate in training, then confirmed and signed off on by ED and/or BOD

   **Labeled and stored in:** GPAS Office

   **Training records include:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Outline and objectives of training/clinic topic</td>
</tr>
<tr>
<td>X</td>
<td>Roster of participants, staff and/or volunteers in attendance</td>
</tr>
<tr>
<td>X</td>
<td>Dates of training</td>
</tr>
<tr>
<td>X</td>
<td>Number of hours (hours of completion)</td>
</tr>
<tr>
<td>X</td>
<td>Instructor(s) and/or guest speakers</td>
</tr>
<tr>
<td>X</td>
<td>Summary statement of training</td>
</tr>
<tr>
<td>X</td>
<td>Procedures for providing training for late hires and/or persons who missed part of the training</td>
</tr>
</tbody>
</table>

4. **To provide a safe, secure environment, both participants and staff members must discuss and/or receive information/training on how to:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Focus attention on participant needs and interests</td>
</tr>
<tr>
<td>X</td>
<td>Show respect when speaking with all children</td>
</tr>
<tr>
<td>X</td>
<td>Respond appropriately to socially sensitive issues</td>
</tr>
<tr>
<td>X</td>
<td>Create a supportive environment</td>
</tr>
<tr>
<td>X</td>
<td>Guide group behavior in a developmentally appropriate manner</td>
</tr>
<tr>
<td>X</td>
<td>Emphasize that bullying, including cyberbullying, will not be tolerated</td>
</tr>
</tbody>
</table>

5. **Staff members also receive training in:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Physical, social, emotional, and intellectual age characteristics</td>
</tr>
<tr>
<td>X</td>
<td>Prevention and intervention techniques for inappropriate behaviors</td>
</tr>
<tr>
<td>X</td>
<td>Appropriate discipline methods</td>
</tr>
<tr>
<td>X</td>
<td>The consequence of inappropriate behavior of participants or staff</td>
</tr>
</tbody>
</table>

6. **Staff, participants, & user groups are advised in writing of the policies for possession of the following:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Alcohol and drugs</td>
</tr>
<tr>
<td>X</td>
<td>Vehicles</td>
</tr>
<tr>
<td>X</td>
<td>Animals</td>
</tr>
<tr>
<td>X</td>
<td>Personal equipment (sports and electronic)</td>
</tr>
<tr>
<td>X</td>
<td>Weapons (refer to Worksheet P-49: Weapons and Firearms)</td>
</tr>
<tr>
<td>X</td>
<td>Cigarettes, cigars, pipes, etc.</td>
</tr>
</tbody>
</table>
### 1. What training in first-aid and emergency procedures is provided to staff?

- Location of first aid kit at GPAS facility, as well as location of portable first aid kits.
- Dealing with minor injuries.
- Medical emergencies/life-threatening injuries that take place at GPAS facility.
- Medical emergencies/life-threatening injuries that take place while out on the slopes, on the waterfront, or bike route.
- Medical emergencies or sudden illness related to specific types of disabilities.
- Medical emergencies or sudden illness related to cold temperatures.
- Roles of staff and volunteers working directly with emergency situation.
- Roles of staff and volunteers not directly involved in emergency situation (provide diversion activities).
- Responsibility while out on mountain with re: to medical equipment necessary “in case” of situation (i.e. magnet for participant with seizures, inhaler for participant with asthma, epi-pen for participant with allergy, etc).
- Roles of staff/volunteers related to fire drills and fire related emergencies.
- Roles of staff/volunteers related to weather related emergencies.
- Roles of staff/volunteers related to missing persons emergency.
- Who to contact in the event of an emergency.
- How to complete a GPAS incident report.

### What written first-aid and emergency procedures are supplied to staff members?

All emergency policy and procedures will be discussed during staff/volunteer training, but will also be provided in employee handbooks. In addition, pocket-size handouts will be provided to staff and volunteers re: the types of disabilities served, characteristics of those types of disabilities served, the types of disabilities served, communication strategies, tips/tools for successful lesson, suggested use of adaptive equipment, etc. In addition to pre-season training, in-service trainings and clinics will be offered to staff and volunteers throughout the regular program season.

### How and when?

Staff training will be provided pre-season, additional in-services and clinics will be provided throughout the regular program season. Training will involve discussion of policies and procedures as well as role-play activities.

### How and when are first-aid and emergency situations reviewed and rehearsed?

Role-play activities will allow staff and volunteers to practice various scenarios that may occur when working with a participant during pre-season training. Staff will go through fire drill during pre-season training, and then again at the beginning of the regular program season once participants have arrived.

### 2. Physical and Behavioral characteristics staff & volunteers should be aware of when working with participants:

- **Participants who have ADD/ADHD**
  - Hyper, impulsive behavior may be a factor during lessons.
  - May need extra support with following directions.
  - May have varying moods.

- **Participants who have Amputation**
  - Be aware of any pressure sores, bruising or bleeding.
  - Make sure area is properly padded/protected (not exposed to adaptive equipment or cold temps).
  - Area may be susceptible to frost bite if temperatures are extremely cold.
  - Balance may be a challenge.
  - May fatigue easily.

- **Participants who have Arthritis/Rheumatoid Arthritis**
  - Be aware of inflammation and swelling.
  - May fatigue easily.
  - Cold temperature may increase pain and discomfort associated with arthritis.

- **Participants who have Autism**
  - May have hyper/impulsive behaviors.
  - May have different communication patterns (i.e. non-verbal, use of pictures, etc).
  - May have learning disability.
  - May have different social patterns.
  - May have repetitive routines, and therefore, may not get upset to changes in the routine.
  - May be sensitive to touch, light, loud noises, or large crowds.
  - May have a fixation on particular objects or subjects.

- **Participants with Down Syndrome**
  - May have a mental impairment.
  - May have a heart problem.
  - May be susceptible to having a seizure.

- **Participants who have a Mental Impairment**
  - May fatigue easily.
  - May have a learning disability.
- **Participants who have Cerebral Palsy**
  - May have balance problems.
  - May have bladder/bowel problems.
  - May fatigue easily.
  - May have a mental impairment.
  - May have muscle control problems (i.e. ataxic, spasticity, muscle spasms, etc).
  - May have difficulty with verbal communication.
  - May be susceptible to having a seizure.

- **Participants who are Diabetic**
  - May fatigue easily.
  - May be susceptible to frost bite or hypothermia due to extremely cold temperatures.
  - May be susceptible to having a seizure if blood sugar gets too low.
  - May have a visual impairment.
  - May need to carry sugar tablets and/or snacks along with them on lesson in case blood sugar gets low during lesson. Also, depending on time of day, participant may need to take a break from lesson to check blood sugar and/or give a self-injection of insulin.
  - May have an amputation.

- **Participants who have Multiple Sclerosis**
  - May have balance problems.
  - May have bladder/bowel problems.
  - May feel disoriented at times.
  - May fatigue easily.

- **Participants who have Muscular Dystrophy**
  - May have difficulty breathing.
  - May fatigue easily.
  - May have heart problems.
  - May have muscle control problems and/or loss of motor control.
  - May be emotionally stressed at times.
  - May have circulation problems; be aware of cold temperatures.

- **Participants who have Spina Bifida**
  - May have balance problems.
  - Are allergic to latex (can cause anaphylactic shock or seizures).
  - May have bladder/bowel problems.
  - Will have muscle weakness and sensory loss below affected area.

- **Participants who have a Spinal Cord Injury**
  - May have muscle spasms.
  - May have bladder/bowel problems.
  - Are susceptible to becoming dysreflexic (symptoms: headache, flush skin, blurred vision, sweating, trouble communicating and/or comprehending).
  - Be aware of pressure sores; participants will need to do weight shifts periodically.
  - Will have muscle weakness and sensory loss below affected area.
  - May have difficulty regulating temperature; be aware of extremely cold temperatures.

- **Participants who have a Learning Disability**
  - May have difficulty understanding and/or following directions.
  - May have difficulty deciphering between left and right; be aware of this during lessons when you ask them to turn left or right.
  - May have problems with eye-hand coordination.
  - May have impulsive behaviors and varying moods.
  - May display child-like behaviors at times.

- **Participants who have a Traumatic Brain Injury**
  - May have balance problems.
  - May be disoriented at times.
  - May have hyper or impulsive behaviors.
  - May have short-term or long-term memory loss.
  - May be susceptible to having a seizure; cold temperatures may increase their susceptibility.
  - May have difficulty with verbal communication.
  - May have inappropriate social behaviors.

- **Participants who have a Visual Impairment**
  - May be partially sighted, have blurred vision, blank spots in central vision, tunnel vision, or color blindness.
  - Will need continuous verbal instruction.
  - Will need physical guidance when walking in GPAS facility, putting on ski equipment, and loading on ski lift.
### Incident/Accident Reports

1. The organization's policy regarding incident reports includes:

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is responsible for completing incident reports?</td>
<td>GPAS staff and/or volunteers involved in the accident/incident.</td>
</tr>
<tr>
<td>What incidents are reported on incident reports?</td>
<td>Injuries, illnesses, accidents, and/or behavioral situations.</td>
</tr>
<tr>
<td>How soon after the incident must the incident report be completed?</td>
<td>The incident report must be completed within 24 hours of the incident/incident occurring.</td>
</tr>
<tr>
<td>Who is given copies of incident reports?</td>
<td>GPAS Executive Director, insurance company, personnel file of staff member it involves, GPAS master files.</td>
</tr>
<tr>
<td>Where are completed incident reports kept?</td>
<td>Completed incident reports are kept confidential and locked in GPAS office.</td>
</tr>
<tr>
<td>Who is allowed access to completed incident reports?</td>
<td>GPAS BOD and Executive Director.</td>
</tr>
</tbody>
</table>

2. Where are blank incident report forms kept?

Blank incident reports will be kept in the GPAS office.

### Dealing with Complaints

1. Staff positions that may deal with complaints from parents regarding:

<table>
<thead>
<tr>
<th>Category</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration/fees</td>
<td>Executive Director, Program Director and/or Program Staff</td>
</tr>
<tr>
<td>Program/activities</td>
<td>Program Director and/or Program Staff</td>
</tr>
<tr>
<td>Program administrator</td>
<td>Executive Director, Program Director and/or Program Staff</td>
</tr>
<tr>
<td>Program leader(s)</td>
<td>Executive Director, Program Director and/or Program Staff</td>
</tr>
<tr>
<td>Supervision</td>
<td>Executive Director, Program Director and/or Program Staff</td>
</tr>
<tr>
<td>Facilities</td>
<td>Executive Director, Program Director and/or Program Staff</td>
</tr>
</tbody>
</table>

2. Staff positions that may deal with complaints from funders:

Executive Director and/or BOD

3. Staff positions that may deal with complaints from collaborations:

Executive Director and/or Program Director

4. Staff positions that may deal with complaints from youth:

Program Staff and/or Volunteers

5. Staff training for handling complaints includes:

- Discuss with person making complaint
  - Ask the right questions
  - Listen effectively
  - Use positive nonverbal communications
  - Identify the problem, not just the symptoms
  - Establish comfort, rapport, and trust
  - Disagree without becoming argumentative
  - Understand another's point of view
  - Remain firm when no change is possible
  - Stay calm when the complainer is being abusive
  - Defuse explosive situations and confront anger
  - Convey respect and maintain a positive attitude
- Discuss with supervisor and/or other program staff as necessary
- Document and complete report form
Risk Reduction Analysis

1. Staff positions that may deal with complaints from parents regarding:

<table>
<thead>
<tr>
<th>Area</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration/fees</td>
<td>Executive Director, Program Director and/or Program Staff</td>
</tr>
<tr>
<td>Program/activities</td>
<td>Program Director and/or Program Staff</td>
</tr>
<tr>
<td>Program administrator</td>
<td>Executive Director, Program Director and/or Program Staff</td>
</tr>
<tr>
<td>Program leader(s)</td>
<td>Executive Director, Program Director and/or Program Staff</td>
</tr>
<tr>
<td>Supervision</td>
<td>Executive Director, Program Director and/or Program Staff</td>
</tr>
<tr>
<td>Facilities</td>
<td>Executive Director, Program Director and/or Program Staff</td>
</tr>
</tbody>
</table>

2. Staff positions that may deal with complaints from funders:

<table>
<thead>
<tr>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director and/or BOD</td>
</tr>
</tbody>
</table>

3. Staff positions that may deal with complaints from collaborations:

<table>
<thead>
<tr>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director and/or Program Director</td>
</tr>
</tbody>
</table>

4. Staff positions that may deal with complaints from youth:

<table>
<thead>
<tr>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Staff and/or Volunteers</td>
</tr>
</tbody>
</table>

5. Staff training for handling complaints includes:

- Discuss with person making complaint
  - Ask the right questions
  - Listen effectively
  - Use positive nonverbal communications
  - Identify the problem, not just the symptoms
  - Establish comfort, rapport, and trust
  - Disagree without becoming argumentative
  - Understand another's point of view
  - Remain firm when no change is possible
  - Stay calm when the complainer is being abusive
  - Defuse explosive situations and confront anger
  - Convey respect and maintain a positive attitude
- Discuss with supervisor and/or other program staff as necessary
- Document and complete report form

Supervision of Staff

1. List the positions that supervise staff members, including the executive director or his or her designee:

<table>
<thead>
<tr>
<th>Supervisors</th>
<th>People They Supervise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director</td>
<td>Program Director, Volunteer Coordinator, Program Staff</td>
</tr>
<tr>
<td>Program Director</td>
<td>Program Staff, part-time and full-time instructors</td>
</tr>
<tr>
<td>Volunteer Coordinator</td>
<td>Volunteers</td>
</tr>
</tbody>
</table>

2. Have all staff members been provided a chart showing:

- Job descriptions?
- Reporting lines and accountability
- Personnel policies?
- Orientation to the organization, their jobs, and other information?
- Information on safety issues and general office procedures?
- W-2 and other forms?

3. What are the guidelines for acceptable and unacceptable staff behaviors?

- Abide by all organization policy and procedures as outlined in employee handbook.
- Ensure participants are supervised at all times.
- Ensure the safety of participants at all times.
- Lead and assist with activities as assigned.
- Be aware of and enforce rules and safety guidelines re: participant behavior and implementation of programs.
- Communicate with staff, volunteers and supervisor regularly.
- Complete documentation and reports as assigned.
- Report any issues of concern including: possible abuse, behavioral issues, injury and/or illness.
- Maintain appropriate relationships with staff, volunteers, participants and participant family members.
- Use of alcohol and controlled substances is strictly prohibited.
- Harassment, abuse and/or bullying of other staff, volunteers and/or participants are strictly prohibited.
4. What problems might occur in terms of supervision?
- Supervisor has to take unexpected leave of absence.
- Supervisor has too many staff to supervise, and cannot respond to staff needs in efficient or effective manner.
- Supervisor is peer of staff member and unable to successfully fulfill role of supervisor.
- Staff members do not accurately report or communication situations, incidences or program needs, therefore supervisor is unaware of issues that need tending to.
- Supervisor receives reports and/or rumors of staff member behaving inappropriately and/or not fulfilling their job responsibilities, however, supervisor has not first-hand witnessed situation.

5. How have supervisors been instructed to handle these problems?
- Communication is of utmost important. Communicate with staff member re: inappropriate/unacceptable behaviors.
- Supervisor should communicate with Executive Director to receive further guidance on what specific actions to take re: situation with staff member.
- Enforce consequences (established in employee handbook), i.e. probation, warning, dismissal, etc.
- Document all conversations and/or incidences for organization and personnel files.

6. How and when do staff conferences and/or evaluations take place?
- Staff meetings take place once a week, where communication of issues/situations can be discussed.
- Program evaluations are completed at the conclusion of each individual program.
- Staff evaluations are completed twice a year, with performance appraisals being completed annually.
- Staff evaluations can also be schedule by appointment or as necessary at any point throughout the year.

---

**Supervision of Participants**

1. What ratio of staff members to participants has been established for general supervision?

<table>
<thead>
<tr>
<th>Participant Ages</th>
<th># of Staff</th>
<th># of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>4–5</td>
<td>Minimum of 3</td>
<td>1</td>
</tr>
<tr>
<td>6–8</td>
<td>Minimum of 2</td>
<td>1</td>
</tr>
<tr>
<td>9–14</td>
<td>Minimum of 2</td>
<td>1</td>
</tr>
<tr>
<td>15–18</td>
<td>Minimum of 2</td>
<td>1</td>
</tr>
<tr>
<td>Participant Needs</td>
<td># of Staff</td>
<td># of Participants</td>
</tr>
<tr>
<td>Constant or individual assistance</td>
<td>Minimum of 1</td>
<td>1</td>
</tr>
<tr>
<td>Close but not constant assistance</td>
<td>Minimum of 1</td>
<td>1</td>
</tr>
<tr>
<td>Occasional assistance</td>
<td>Minimum of 1</td>
<td>1</td>
</tr>
<tr>
<td>Minimal assistance</td>
<td>Minimum of 1</td>
<td>1</td>
</tr>
</tbody>
</table>

2. What are the policies and procedures for supervision of participants in the following types of activities?

Roles and responsibilities when supervising structured times of the program:

Staff/volunteers assigned to individual participants for the purpose of providing ski/snowboard lessons, should remain with the participant at all times. Staff/volunteers and participant should place their “tag” up on the “buddy board” in the GPAS building to signify that they are out on the slopes/out on a lesson. When they return to the GPAS building at the end of a lesson or for lunch, etc. they should remove their “tags” from the buddy board. This allows GPAS staff to keep a count of where people are and when, etc. Staff/volunteers are responsible for making sure participants are safely secured in equipment and appropriately dressed appropriately for the program/activity and weather requirements. If at any time during the lesson, the participant seems fatigued or cold, it is the responsibility of the staff/volunteer to continuously check in with the participant to see how they are feeling and if necessary, ski them down the mountain for a break to either rest or warm up or remove them from the waterfront area and on to shore. For ski/snowboard program, at least one staff/volunteer should ride the lift with the participant at all times. In the event there is an emergency involving the participant, one staff/volunteer can ski down to get help; however, the second staff/volunteer should remain w/ the participant until help arrives. The participant should never be left alone/unattended once the parent/guardian has trustingly left them under the case of GPAS.

Roles and responsibilities when supervising “unstructured” times of the program:

Staff/volunteers should ensure that participants remain in the GPAS facility when not out on a lesson. This is for their safety, as GPAS does not want participants wandering around un-supervised either on the slopes or on the GPMR campus. Additionally, there is a creek right outside of the GPAS building, with running water in it. It is absolutely necessary that no participant get close to the water or creek area, as it is not safe. Staff/volunteers should also make sure that participants are eating/drinking as necessary so that they can retain energy and stay hydrated. Participants should never be left alone and/or unsupervised in the GPAS facility; this is for their own safety. Staff/volunteers will wait with participants until parent/guardian arrives to pick them up or resume responsibility for supervision.
3. When are program leaders/counselors instructed on how to supervise the participants in their charge?

What are the resources given to leaders/counselors on supervising participants?

Resources re: supervision of participants and responsibilities of GPAS staff/volunteers will be provided and reviewed with staff/volunteers during pre-season training.

Where can they be found?
The written policies re: supervision of participants and the responsibilities/roles of staff/volunteers can be found in the employee and volunteer handbook.

---

**Participant Registration**

1. Procedures for registration include securing and maintaining the following information on each participant:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Name</td>
</tr>
<tr>
<td>X</td>
<td>Age</td>
</tr>
<tr>
<td>X</td>
<td>Home address, telephone, and cell phone</td>
</tr>
<tr>
<td>X</td>
<td>Who to contact in case of emergency</td>
</tr>
<tr>
<td>X</td>
<td>Who is authorized to pick up the participant (including phone number and relationship to participant)?</td>
</tr>
<tr>
<td>X</td>
<td>Is anyone not authorized to pick up the participant (including relationship)?</td>
</tr>
</tbody>
</table>

2. Where is this information kept?

Information is kept on participant “index cards” and participant files.

3. Who has access to the information?

Executive Director, Volunteer Coordinator and designated program staff.

---

**Tracking Participant and Staff Whereabouts**

1. What method do you have for knowing the whereabouts of each participant and staff member at all times?

Does the organization have a list of participants and staff members?

- All information re: GPAS staff and employees can be found in personnel files in the GPAS office.

- All information re: GPAS volunteers can be found in the volunteer notebook (alphabetically organized) as well as the “index card” filing system.

- All information re: participants can be found in the participant notebook (alphabetically organized), the medical notebook (medical/health forms alphabetically organized), and the “index card” filing system.

- When participants, volunteers and staff arrive on-site, their index card is pulled, signifying that they are present at GPAS. Once they depart for the day, their index card is returned to the file box. This allows GPAS staff to keep a head count of who is present, how many are present, etc.

- When participants, staff and volunteers go out on the mountain for a lesson, they place their tags up on the buddy board, so that GPAS staff will know who is out on the slopes.

Who makes the lists?

Updated index cards and buddy board tags are made at the beginning of each season. Any additional volunteers/staff or participants that come to program for the first time after regular season starts will be added to the index card filing system after they have completed the required documentation (i.e. waiver, application, registration form, medical/health form, emergency contact information, etc).

Who keeps the information on the whereabouts of each person?

Executive Director and Program Director.
2. Information on each participant index card includes:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Full name of participant</td>
</tr>
<tr>
<td>X</td>
<td>Name of parent/guardian or responsible adult</td>
</tr>
<tr>
<td>X</td>
<td>Emergency contact information</td>
</tr>
<tr>
<td>X</td>
<td>Participant birth date</td>
</tr>
<tr>
<td>X</td>
<td>Home address</td>
</tr>
<tr>
<td>X</td>
<td>Telephone number</td>
</tr>
<tr>
<td>X</td>
<td>Email address</td>
</tr>
<tr>
<td>X</td>
<td>Any special information the program leaders should know (i.e. medications, allergies, etc.).</td>
</tr>
</tbody>
</table>

3. Participant welcome/orientation at start of regular program season includes:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Information about the program</td>
</tr>
<tr>
<td>X</td>
<td>Complete required documentation (waiver/release, medical form, registration form, etc.).</td>
</tr>
<tr>
<td>X</td>
<td>Orientation to facility (i.e. kitchen areas, bathrooms, where to eat lunch, get equipment, etc.).</td>
</tr>
<tr>
<td>X</td>
<td>The sign-in/sign-out procedures</td>
</tr>
<tr>
<td>X</td>
<td>Introduction to staff/volunteers</td>
</tr>
<tr>
<td>X</td>
<td>Participant expectations (i.e. behavioral, what to bring, what not to bring).</td>
</tr>
<tr>
<td>X</td>
<td>What happens if injury/illness occurs</td>
</tr>
</tbody>
</table>

4. Procedures in case of injury or illness:

In case of injury or illness, staff and/or volunteers will stay with the participant until the parent/guardian arrives. Staff/volunteers may provide basic first aid if necessary. If the injury/illness is serious and/or life-threatening, professional medical personnel (911 and/or ski patrol) will be notified immediately. The parent/guardian of the injured or sick participant will also be notified immediately. If the parent/guardian is not reached, the secondary emergency contact will be contacted. In the event the participant must be transferred or moved from the GPAS site/facility (i.e. hospital) and the parent/guardian has not yet arrived, GPAS staff will accompany participant to the secondary location and remain with participant until family/parent/guardian arrive.

---

**Medical Information Obtained from Participants, Staff and Volunteers**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How much information re: participants and/or staff/volunteer health and medical history?</td>
<td>If none is required, what is the rationale?</td>
</tr>
<tr>
<td>Please see attached participant and staff/volunteer medical forms.</td>
<td>Not applicable.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Health/medical information reviewed with parent/guardians, participants, staff/volunteers prior to program participation include:</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Review of health history prior to arrival</td>
</tr>
<tr>
<td>X</td>
<td>Restrictions or concerns</td>
</tr>
<tr>
<td>X</td>
<td>Allergies and diet restrictions</td>
</tr>
<tr>
<td>X</td>
<td>Check of health history for signature of either participant or, if minor, a parent or guardian</td>
</tr>
<tr>
<td>X</td>
<td>Current medication collected and treatment reviewed</td>
</tr>
<tr>
<td>X</td>
<td>Changes in health status, medications, or history since the form was completed</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Does this program require participants to have a health exam within the past 24 months?</td>
<td>Yes.</td>
</tr>
<tr>
<td>If yes, is the exam signed, dated, and include:</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Information on any physical restrictions</td>
</tr>
<tr>
<td>X</td>
<td>Information on any current or ongoing treatment or medications</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Where are participants’ health examinations and/or health-history forms kept?</td>
<td></td>
</tr>
<tr>
<td>Participant health exams and medical forms kept confidential; information only shared on a “need to know” basis. Forms will be kept in participant files in locked GPAS office. In the event a GPAS program takes place off the GPAS facility campus, medical forms (with emergency contact info, allergies, current medications, etc. will travel to off-site location).</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Where are staff members’ health forms kept?</td>
<td></td>
</tr>
<tr>
<td>Staff/volunteer medical forms are kept confidential; information only shared on a “need to know” basis. Forms will be kept in personnel files and volunteer files in locked GPAS office.</td>
<td></td>
</tr>
</tbody>
</table>
6. In the event of emergency treatment:
Parent/guardians of participants and/or volunteers and staff have agreed to and signed the following statement prior to participation in any GPAS program:
I, _______________________________, authorize Greek Peak Adaptive Snowsports staff to seek medical treatment on my behalf at the Greek Peak Mountain Resort Ski Patrol Unit, the Cortland Regional Medical Center or another nearby facility should the need for medical attention become necessary. I understand that my personal health information will be shared strictly on a “need to know” basis. I understand that this authorization is given in advance of any specific diagnosis, treatment or hospital care, and that it is given to provide the program staff authority to seek medical treatment, and to provide a licensed health care provider the authority to administer this treatment as s/he judges necessary on my behalf.

I accept responsibility for payment of all services rendered. I understand that whenever possible, the Greek Peak Adaptive Snowsports program staff will make a good faith effort to contact the above-named emergency contact person(s) before seeking treatment. If this is not possible, I understand that the Program staff will notify the designated emergency contact(s) as soon as possible of any and all diagnoses and treatments.

7. Health histories are current or updated prior to participation, signed, and include:

| X | Name, address, and phone number | X | Description of current physical- or mental-health conditions |
| X | Name, address, and business phone numbers of adult(s) responsible for minor | X | Age |
| X | Name, address, and phone number of the child’s physician or healthcare facility | X | Past medical treatment |
| X | Emergency contact number while the child is in program | X | Record of allergies or dietary restrictions |
| X | Medications treatment required |

8. Who has the authority to contact parents or physicians for clarification of health history and/or physical examination in case of emergency?
Executive Director, Program Director and/or Program Supervisors

9. How long are health records, histories, logs, and screening notes required to be kept in the state where the program is operating?
Medical and health information will be kept for a minimum of six years.

---

**Waiver and Release**

1. What inherent risks are parents/legal guardians or participants assuming in a signed agreement?

Agree that prior to participating, will inspect, or if a parent and/or legal guardian I will instruct the minor participant to inspect, the facilities and equipment to be used and if I believe to the best of my ability that anything is unsafe, I and/or the minor participant will immediately advise GREEK PEAK ADAPTIVE SNOWSPORTS of such condition(s) and refuse to participate.

Acknowledge and fully understand that I and/or the minor participant will be engaging in activities that involve risk or serious injury, including permanent disability and death, and severe social and economic losses which might result only from my own actions, inactions, or negligence of others, the rules of play, or the condition of the premises or any equipment used. Further, that there may be other risks not known to me or not reasonably foreseeable at this time.

Assume all the foregoing risks and accept personal responsibility for the damages following such injury, permanent disability or death.

Release, waive, discharge and covenant not to sue GREEK PEAK ADAPTIVE SNOWSPORTS USE, its affiliated clubs, their representative administrators, directors, agents, coaches and other employees of the organization, other participants, sponsoring agencies, sponsors, advertisers, their heirs, and if applicable, owners and lesasers of premises used to conduct the event, all of which hereinafter referred to as "releasee," from demands losses or damages on account of injury, including death or damage to property, caused or alleged to be caused in whole or in part by the negligence of the releasee or otherwise.

2. What permissions have or have not provided for in the agreement?

Separate documentation forms obtained at the time of registration involve a photo release, agreement re: GPAS and/or trained medical personnel providing medical attention to participant in the absence of parent/guardian, and an over-the-counter medications release form.

3. Where are agreement forms kept? In participant files. For how long? Permanently
# Greek Peak Adaptive Snowsports

## Incident/Accident Report Form

*Complete a report form for each person involved (i.e. if multiple participants, staff/volunteers part of incident/accident.)*

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time of Incident/Accident:</th>
<th>Program/Event:</th>
</tr>
</thead>
</table>

**Type of Incident/Accident (please check one):**
- [ ] Injury
- [ ] Illness
- [ ] Behavioral
- [ ] Other (please specify)

## Name(s) of person(s) involved (attach additional sheets as necessary)

<table>
<thead>
<tr>
<th>Last Name:</th>
<th>First Name:</th>
<th>Middle Initial:</th>
</tr>
</thead>
</table>

**Role/Status at program/event where accident/incident occurred (please check one):**
- [ ] Participant
- [ ] Staff
- [ ] Volunteer
- [ ] Other (please specify)

<table>
<thead>
<tr>
<th>Age:</th>
<th>Sex:</th>
<th>Phone Number:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>City:</th>
<th>State:</th>
<th>Zip Code:</th>
</tr>
</thead>
</table>

## Additional Information

**Name(s) staff, volunteers or other adults present at time of incident/accident:**

<table>
<thead>
<tr>
<th>Last Name:</th>
<th>First Name:</th>
<th>Phone Number:</th>
</tr>
</thead>
</table>

**Name(s) staff, volunteers or other adults providing aid (i.e. first aid, support, etc) during incident/accident:**

<table>
<thead>
<tr>
<th>Last Name:</th>
<th>First Name:</th>
<th>Phone Number:</th>
</tr>
</thead>
</table>

**Was GPMR ski patrol called to the scene?**

**Were emergency medical personnel or law enforcement officials called?**

## Witnesses (attach additional sheets as necessary)

### Witness #1

<table>
<thead>
<tr>
<th>Last Name:</th>
<th>First Name:</th>
<th>Phone Number:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>City:</th>
<th>State:</th>
<th>Zip Code:</th>
</tr>
</thead>
</table>

### Witness #2

<table>
<thead>
<tr>
<th>Last Name:</th>
<th>First Name:</th>
<th>Phone Number:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>City:</th>
<th>State:</th>
<th>Zip Code:</th>
</tr>
</thead>
</table>
Notification(s)

<table>
<thead>
<tr>
<th>Notified</th>
<th>Position</th>
<th>Name</th>
<th>Time</th>
<th>Who contacted this person?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Guardian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Contact</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive Director</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Program Director</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Volunteer Coordinator</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other staff/volunteers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>President, BOD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPMR Supervisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insurance Company</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description of Incident/Accident

1. What preceded the incident/accident in terms of types of activities?

2. Describe the incident/accident including:
   - What happened:
   - How it happened:
   - When it happened:
   - Where it happened:
   - Who was involved:

3. What was done in response to the incident/accident (i.e. first aid, medical personnel called, taken to hospital, etc)?

Person(s) completing all or part of this report

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Coutellier, 2008
Greek Peak Adaptive Snowsports

Complaint Form

Name of person submitting complaint:

**Please note: You are not required to provide your name and contact information, but we will be unable to follow-up and/or respond to your complaint if you choose not to provide this information.

Home Phone: ___________________________ Cell Phone: ___________________________

Email: ___________________________

What is the best way to contact you?

What is the best time of day to contact you?

Relationship to GPAS Organization and/or Program (please check all that apply):

- Parent
- Program Director
- Volunteer
- Participant
- Program Staff
- Vendor/Funder

Nature of Complaint (please check all that apply):

- Behavior complaint
- Program complaint
- Volunteer complaint
- Supervision complaint
- Personnel complaint
- Participant complaint

Complaint:

Date: ___________ Time: ___________ Location: ___________

1. Persons involved and roles:

2. Complaint or problem:

3. Notified and/or discussed with (please include date/time):

4. Follow-up required and/or promised:

5. Additional Comments and/or details:

Name of person who received and/or documented complaint: ___________________________

Position: ___________________________ Date: ___________ Time: ___________

How was complaint received?

- Received in person
- Received by email
- Received by phone
- Other

Signature of Person Making Complaint

Print Name

Date

Signature of Person who Received/Recorded Complaint

Print Name

Date

Coutellier, 2008
Handbook Appendix A:
Results of Needs Assessment
A Community-Based Program Plan for
Greek Peak Adaptive Snowsports Program: A Year-Round Approach

Overview of Project

Specific to the needs, goals and future interests of Greek Peak Adaptive Snowsports and their participants, a comprehensive year-round program plan has been developed as a blueprint from which GPAS can refer to in the future, if and when they choose to expand from a seasonal program to a year-round format. In order to efficiently and effectively represent models of best practices being utilized in similar adaptive programs across the nation, a needs assessment interview was conducted with 16 successful, sustainable year-round adaptive programs that originated as seasonal programs, and later expanded to year-round programs. Information gathered through the interviews has been analyzed and placed into emerging categories and themes based on relevance and importance in relation to administrative structure and function, programs, participants and human and physical resources.
Administrative Structure and Function

Geographic Location

As a result of the interviews, it became apparent that programs were either located within a ski area that serves as a destination resort or at a ski area that was located in a more rural area that primarily serves the local community and surrounding areas. For example, there are multiple ski resorts in the Western U.S. that are nationally known for attracting visitors from a distance, be it family vacation, winter vacation or spring break. Such areas are considered destination resorts, where visitors come once a year, for one week at a time. In contrast, there are numerous ski areas across the United States that are located in more rural, less populated areas. Due to their location, these areas primarily serve their local community, and visitors often come every weekend throughout the entire ski season. Knowing which category an organization fits is important, as both scenarios have a heavy influence on the marketing, budget, program schedule, and recruitment of both participants and volunteers.

Destination Resorts. Organizations housed within destination resorts indicate that the program has a national and perhaps even an international component. The organization markets their mission and recruits participants from across the nation. Funding streams including corporate sponsorships are developed and maintained on a national level. As participants and volunteers are sometimes coming to an unfamiliar area for a week or more at a time, organizations consider offering bundled packages at reasonable rates (i.e. one set rate covers five days: lodging, two meals per day and ten ski lessons including lift ticket and equipment).

Local Resorts. Organizations housed within more rurally based ski resorts indicate that the program consists primarily of a local component. They market their services in and recruit staff from their local community and surrounding areas within a 200 mile radius. Funding streams are diverse, but sponsorships are developed and maintained within local businesses and neighboring communities. Participants and volunteers are consistently present throughout the entire season so fees are paid on a weekly or monthly basis, and lodging/meals are not an issue, as everyone lives within a short driving distance.

Influences on Decision to Expand

Participant Demand. The primary motivation behind organizations choosing to expand from a seasonal to year-round format is directly related to their participants. Repeatedly, organizations interviewed shared stories of participants communicating their interests and desires for additional programming. From the participant perspective winter programs successfully met their needs, but once the winter season concluded, participants had nothing to become involved with in the summer months that followed.

Staff Employment. A second explanation for the decision to expand had to do with the organizations need to provide full-time employment for staff members. While many individuals take pleasure in the seasonal lifestyle (i.e. work the ski slopes in winter, work a camp in summer), others prefer to settle in one location. For this group of people, a secured full-time position is priority. Thus, for organizations that have staffers they do not wish to lose, creating opportunities for full-time employment becomes necessary.
Transition from Seasonal to Year-round Format

Strategic Transition Planning. Once expansion has been decided upon, it is important that organizations develop a strategic plan for the transition and growth of program format. Of the organizations interviewed, the strategic plan varied in timeline; some involved pilot programs for a predetermined number of weeks, others set-up to have the expansion evolve over the course of three to five years, while others aimed to add an additional program (whether it be a 4-6 week program or a 3-month program) each summer season. Keep in mind that a program does not have to consistently run the entire summer season. Organizations always began with a slow progression:

Example A: 1st year, 2 weekend clinics offered; 2nd year, 6 clinics offered; 3rd year, 12 clinics.
Example B: 1st year offered single activity once a week for 3 months; 2nd year offered single activity for 9 months; 3rd year offered single activity for 12 months.

Regardless of the duration or frequency of a newly introduced program, a transition plan was implemented. Certainly, there are times when adjustments have to be made due to unexpected surprise or challenges. Nevertheless a plan is necessary so that budget, facility, staffing, volunteers, training and equipment can be formulated in advance to ensure a high-quality, successful program.

Challenges as a Result of Expansion

Funding. Funding has and always will be a challenge, particularly for non-profit organizations, and even more so as a result of today’s economy. As the economy has recently encountered a period of instability, a number of long-standing funds that organizations have habitually relied on have diminished and in some cases discontinued. Organizations recognize that the availability of grant money has decreased, noting that there is no guarantee that grants awarded in previous years will be available for renewal or extended funding in the future. In the same way, sponsorships have become more difficult to secure and sustain as organizations and businesses across the board have had to adjust and tighten their finances. As funding is understandably a constant priority for any organization, it becomes an even greater focal point as a program experiences growth and expansion. When a program develops, participant numbers increase and it becomes imperative that the organization hire additional staff. Similarly, as new programs emerge, it is typical for organizations to have to acquire additional equipment pertinent to the safe and successful implementation of the new activity.
One solution to easing the financial difficulties of expanding a program involves collaboratively working with other organizations and/or subcontracting individual programs out to organizations that specialize in that particular activity. For example, one of the organizations interviewed has previously subcontracted out their whitewater rafting program in conjunction with their local whitewater rafting outfitter. The benefit being that the whitewater rafting company already has the necessary equipment, trained and certified guides, as well as the appropriate licensure for use of the river. By partnering in this manner, the adaptive organization spends less money overall as they do not have to purchase the equipment, supply a program venue or reimburse for certifications required of staff. Of the organizations interviewed, they reported having partnered or collaboratively hosted a special event with the following organizations:

<table>
<thead>
<tr>
<th>Potential Partners for Special Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Red Cross</td>
</tr>
<tr>
<td>National Association Horseback Riding</td>
</tr>
<tr>
<td>River Rafting Association</td>
</tr>
<tr>
<td>American Canoe Association</td>
</tr>
<tr>
<td>Veteran’s Association</td>
</tr>
<tr>
<td>Association for Experiential Education</td>
</tr>
<tr>
<td>U.S. Handycycle Association</td>
</tr>
<tr>
<td>Fishing &amp; Hunting Association</td>
</tr>
<tr>
<td>National Rifle Association</td>
</tr>
<tr>
<td>State Mtn. Association</td>
</tr>
<tr>
<td>Parks &amp; Recreation</td>
</tr>
<tr>
<td>Group Homes, Rehab Hospitals</td>
</tr>
<tr>
<td>Schools/Universities</td>
</tr>
<tr>
<td>U.S. Paralympics</td>
</tr>
<tr>
<td>Special Olympics</td>
</tr>
<tr>
<td>Wounded Warrior</td>
</tr>
</tbody>
</table>

**Capacity.** In addition, organizations identify capacity as being a noticeable issue due to program expansion. Capacity with regards to the number of participants attending a program typically becomes a challenge. While an organization may have consistent participant attendance at a well-established winter program; by launching a new program/activity, the organization will most likely reach out to new participants. These new participants may not be interested in winter programs but are thrilled with the newly introduced summer program. An increase in participant numbers inevitably leads to a secondary situation involving the capacity of staff and volunteers. The organization’s staff to participant ratio suddenly becomes skewed and goes from a 2:1 ratio to 1:5. This increase leads the organization to ask: is this quality service? If the organization decides that it is not, additional staff and/or volunteers must be acquired, which unavoidably leads to the need for additional funding to account for the increase in number of paid positions.
Many organizations mentioned the importance of having a certified therapeutic recreation specialist on staff as it enables the organization to secure student interns. As a result of offering multiple internship positions in the winter and summer seasons, the need for hiring additional paid staff is alleviated. With this in mind, one organization identified that when hiring a single paid staff member the organization can expect to add approximately $20,000 to the annual budget to account for salary. If hiring a single paid staff member who has a CTRS certification, the organization can anticipate adding approximately $35-50,000 to the annual budget. It is then up to the organization to decide which avenue is of most benefit to them – hiring a CTRS at a higher salary and facilitating a successful internship program versus hiring staff without certification at a lower salary but eliminating internship opportunities. Of the organizations interviewed, the majority offered internship positions under the supervision of a CTRS.

### Student Internship Opportunities

<table>
<thead>
<tr>
<th>Internship with CTRS Supervision</th>
<th>Internship without CTRS Supervision</th>
<th>No Internships Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>75%</td>
<td>12%</td>
<td>13%</td>
</tr>
</tbody>
</table>

### Funding Sources

**Funding Streams.** Funding streams can come from a variety of sources including: grants, private foundations, individual donors, corporate sponsors, state/federal money, fundraisers, program fees, membership fees, bequest and/or planned giving. However, of the organizations interviewed, the majority accept all types of funding except for state or federal monies. The reason given is that state and/or federal dollars typically involve stringent documentation and deadlines that are too difficult to keep track of while also striving to successfully manage and implement programs.

**Budgeting.** Also, it is imperative that organizations establish a budget that consists of diverse funding streams. If an organization’s budget is based on a single funding source, should that source be eliminated and the organization lose that income; it may not survive. However, if the organization’s budget is comprised of multiple funding sources, even if one of those sources is eliminated, while the original budget may have to be re-adjusted, the organization can continue to thrive.

**Individual Donors.** Too often, organizations overlook are neglect to place large emphasis on the importance of individual donations. It is important to note that of donor types, 76% are individual donors, with an additional 7% being bequests and planned giving. An individual donation may be $5 or $500, regardless of the amount, each individual donation when totaled can create a large portion of an organization’s income. Accordingly, in addition to understanding why individuals make donations, it is equally vital that the organization understand why individuals do not make donations.
Individuals make monetary contributions to the places in which they are most involved and connected. Thus, an organization’s members, participants, volunteers, staff, and stakeholders can be a primary source of financial support. Correspondingly, individuals give to people that they know or to organizations that they believe to be making a positive difference in the lives of people that they know. Similarly, individuals make donations to the organization whose mission they believe in; the organization they believe to be generating constructive outcomes by actively striving to improve or better the lives of others. With this in mind, the family and friends of an organization’s members, participants, volunteers, staff, and stakeholders can be a secondary form of financial support. With this in mind, several of the organizations interviewed offer stakeholders and community members an opportunity to make monetary contributions “in memory of”, “in honor of” or “in celebration of” a family or friend.

In contrast, the prime reason individuals do not make monetary contributions is attributed to their never having been asked to give or to give again. Clearly, if an individual is not aware of opportunities to give or donate to an organization, the likelihood of them doing so is understandably slim. Also, individuals often decline giving opportunities when they are unsure of how the money will be utilized. Individuals want to know that their contributions will directly go towards a program, piece of equipment or scholarship fund. Lastly, without proper follow-up and communication of thanks and appreciation, individuals who previously have given funds to an organization are unlikely to make a future contribution. Therefore, it is vital that an organization immediately follow-up with and thank individuals who have made a gift or donation.

**Fundraisers.** Of the organizations interviewed, each hosts between two and three annual fundraising events for the benefit of the organization and its programs. Each organization has formulated their own fundraising structure specific to the individual needs of their organization. Of the organizations interviewed, the following fundraising events were reported as being the most successful and profitable:
Of the various types of fundraiser events utilized by the organizations, it can be concluded that the following (in ranking order) are the most successful in terms of attendance and profit:

**Ski-a-thon/Race** – Individuals, families, businesses and corporations form teams. Each team raises a pre-determined amount of money (this acts as the team’s registration fee for the event). It is not unusual for teams to raise more than the pre-determined amount of money. On the day of the event, teams arrive to socialize, have fun and participate in various skiing events, races and obstacle courses.

**Formal Dinner with Live/Silent/Online Auction** – Structured as a formal black tie affair or an informal themed event (Mardi Gras Ball, Thrift Store Ball or Holiday themed), community members, participants, staff and stakeholders purchase tickets to the event. Chefs from local restaurants provide food services; individuals and local businesses donate items in-kind for auction. While the event raises money for the organization, it also allows stakeholders and community to come together for a fun and enjoyable social evening. It is also a great opportunity for networking and the identification of potential collaborative partners.

**Golf Tournament** - Individuals, families, businesses and corporations form teams. Each team raises a pre-determined amount of money (this acts as the team’s registration fee for the event). It is not unusual for teams to raise more than the pre-determined amount of money. On the day of the event, teams arrive to socialize, have fun and participate in an 18 hole, four person scramble. Often, lunch is provided and/or hors d’oeuvres and drinks conclude the event. Additional components that can be added to the event schedule include: longest drive, closest to the pin, and/or hole in one competitions.

**Bike-a-thon/Bike Tour** – Individuals, families, businesses and corporations form teams. Each team raises a pre-determined amount of money (this acts as the team’s registration fee for the event). It is not unusual for teams to raise more than the pre-determined amount of money. On the day of the event, teams arrive to socialize, have fun and participate in a pre-determined scenic bike route. Routes may vary in distance (i.e. 25, 50 or 75+ miles). Often, lunch in the form of picnic or BBQ is incorporated into the event.

**Wine Tasting Event** – Individuals pay pre-determined amount for a ticket to the event. The actual event may include samples of various red, white or dessert wines paired with various hors d’oeuvres, cheeses and/or desserts. Often, the wine tasting takes place at an atmospheric venue or vineyard. Additionally, silent auctions are sometimes incorporated.
Membership Programs

Membership Programs. Interestingly, of the organizations interviewed, 50% offer membership programs. The rationale for offering membership programs is two-fold. One, it provides an additional source of funding to the organization. Secondly, as it is budget-relieving, the organization can offer lower rates in relation to program fees.

Membership Rates & Structure. Regarding the set-up of the membership programs, fees vary based on the member’s status: individual, family or business. The membership is valid for one year, and must be renewed annually. Some organizations require all participants to become a member before they are eligible to participate in a program, and others simply encourage membership as members receive a discounted program fee in comparison to non-members.

Human and Physical Resources

Background Checks

As risk management is of utmost importance to any organization, it has become necessary, particularly for organizations working with diverse participant populations, to conduct background checks with both staff and volunteers prior to their starting work with the organization. Organizations interviewed explained that background checks vary in extensiveness and can be conducted on the state or national level. Initially, several organizations only administered background checks at the state level. However, after discovering that not all state level background checks examine criminal activity and/or sexual assault charges, they then upgraded their background checks to the national level so that an in-depth check on criminal violations could be thoroughly probed. However, due to the fact that background checks can quickly become expensive, many organizations conduct reference checks first, and then follow-up with a complete background check if any uncertainty exists as a result of the reference check. It is important to note that reference checks are also utilized for teenage staff/volunteers, as background checks cannot be completed on individuals under the age of 18.

Of the organizations interviewed, 59% complete either a background check or reference check on staff and volunteers. An additional 23% acknowledged that while they do not currently conduct background or reference checks, the issue has been discussed, and their organization plans to implement either or both methods in the near future.
Volunteers

Three important factors should be given constant attention regarding volunteers: recruitment, retention and recognition. These key components are easier to maintain if there is a volunteer coordinator on staff – one person solely focused on bringing in volunteers, getting volunteers trained and assigned to positions, and perhaps of greatest priority – making sure that volunteers feel appreciated and supported.

Volunteer Recruitment. Based on interview results, it is apparent that volunteers are heavily relied upon in the majority of adaptive organizations, as they are major contributors to the successful operation and implementation of programs. Many organizations have a limited number of paid staff, if any, meaning that volunteers are critical to the vitality of an organization and its ability to thrive. Thus, recruitment of volunteers is a continuous focal point for the organization. The method most prevalent and best known for producing results with regards to volunteer recruitment is word of mouth. For instance, one organization said that in “loving the volunteers that they have”, new volunteers are never lacking. Likewise, numerous organizations shared that their recruitment almost always occurs naturally, when a current volunteer shares their positive experience with another friend or family member, who then in turn wants to become involved and experience that same positive interaction. It becomes a ripple effect. Other organizations shared that having one person solely dedicated to volunteer recruitment is also hugely beneficial. The staff member can go out and speak with local community organizations and businesses (i.e. ski clubs, rotary clubs, local universities) or host a volunteer recruitment weekend at the mountain resort and easily gain volunteers.

Volunteer Training. Appropriate training is imperative, followed by appropriate volunteer assignments. Universally, organizations describe their volunteer training as being pre-season dry land classroom clinics, and pre-season on-snow clinics, followed by the completion of several in-service trainings throughout the program season. Dry land classroom clinics are given on topics such as disability awareness, and how to appropriately teach a ski or snowboard lesson. On-snow clinics include information on how to operate and appropriately use adaptive equipment. Additionally, on-snow clinics are provided for each instructional track offered through the adaptive program (i.e. mono ski, tri-track ski, working with participants who have a developmental disability, guiding a participant with a visual impairment). In-service trainings are then given throughout the season as an opportunity for volunteers to maintain learned skills while also gaining new ideas and higher levels of experience. One organization added that they require all volunteers to go through at least one of the mountain’s ski school lessons so that they can observe and better understand methods and strategies of teaching.

Volunteer Assignments. Just as training is imperative to a successful volunteer experience and the outcome of an organization’s program, it is equally important that volunteers are given appropriate assignments. Two organizations pointed out that there are volunteers who do not feel comfortable being on-snow and/or providing instruction to a participant. In these cases, it is vital that your organization plug the volunteer into a position that best fits their talents. For example, many organizations indicated that they have volunteers that assist with administrative operations, office management, fundraising, or the planning of special events. Thus, to reach its greatest potential, it is imperative that the organization ensure that all volunteers are being utilized in their area of greatest interest and expertise.
Volunteer Retention. Recruitment almost always happens naturally, when a current volunteer shares their positive experience with another friend or family member, who then in turn wants to become involved and experience that same positive interaction. It’s a ripple effect. The piece to consider: the current volunteer shares their positive experience. If a volunteer is having a negative experience, not only will they not share with family or friends, they may not return as a volunteer themselves. How does an organization create a positive experience for volunteers?

It is equally important that volunteers operate in an atmosphere of respect and support. This can be accomplished by implementing spontaneous appreciation days, as well as informal sessions where volunteers can swap stories re: successes, challenges, and things learned. This can also serve as a form of evaluation for the organization, allowing them to hear first-hand about what is working, what should be tweaked, what additional topics should be added to volunteer training, etc.

Equipment

Purchasing Equipment. Organizations reported that funding for equipment typically comes from a variety of sources. However, the most common avenue for acquiring equipment involves attaining grants – where the money acquired is exclusively allotted for a particular piece of equipment. Secondary to grants, organizations have found individual monetary donations to be just as successful, as individuals are more than willing to participate in “naming” opportunities – the individual purchases a specific piece of equipment in honor or in memory of a loved one. Following these two frequently used methods of funding, purchasing equipment at cost, fundraising and/or obtaining gently used equipment are additional outlets organizations cite as being ways for acquiring equipment. The chart below is representative of organizations interviewed and their strategies for acquiring adaptive equipment.
Equipment Tracking and Inventory. On varying levels, all of the organizations interviewed track and keep inventory of their equipment. For one organization, a full inventory is kept up-to-date, but only equipment costing $2500 or more is tracked for frequency of use, date of purchase and repairs made. For two other organizations, their insurance companies require that all equipment be tracked according to date of purchase, maintenance or repairs completed and frequency of use, as the information is used for the organization’s audit. A fourth organization shared that they have each piece of equipment marked with a unique number, so that each piece of equipment can be tracked through an Excel program. Similarly, a fifth organization maintains an online database that staff can access and provide updates related to the location of equipment, equipment in need of repair, as well as information on what equipment has been reserved for a particular ski/snowboard lesson allowing other staff members to know what dates/times equipment will or will not be available for their own sessions. Meanwhile, another organization provided information on their “red tag” system – where pieces of equipment that are in need of repair or adjustment are red tagged before returning to inventory so that staff and instructors can know that any red tagged equipment is not safe or available for use.

Overall, having current and up-to-date information on equipment available to staff and volunteers can allow for more efficient programming and ensure the safety of the participants using the equipment. However, noting the various ways that a tracking system can be organized, several organizations recommended having an equipment committee or specific volunteers assigned to overseeing the tracking and inventory process, so that a consistent group of people are regularly supervising and keeping track of equipment use and maintenance.

Programs and Participants

Year-Round Format

For some organizations, a year-round format is defined as the implementation of programs that take place during two seasons: winter and summer. Other organizations operate programs throughout the year in both winter and summer seasons, as well as what are called shoulder seasons, which include the spring and fall months. Based on this information, depending on how long your organization has been established, as well as what stage of expansion the organization is in, an organization is considered year-round when programs are being implemented for a minimum of two seasons per year. The following two charts represent the various winter and summer programs provided by the organizations interviewed.
Leisure Experience vs. Skill Development

**Participant Goals.** In asking whether an organization’s program activities were focused more on the leisure experience and having fun, versus it being focused more on the development of a particular skill set, it can be concluded that the answer is dependent on the participant. What is the participant’s goal? Why has the participant chosen to take part in this activity? Is it because s/he wants to have a good time or try it out for fun? Or is it because the participant wants to become competent enough to independently participate in the activity by themselves or with family/friends? Or even that the participant wants to compete at an elite level? There are several scenarios that may attribute to why a participant wishes to participate in a given activity or program. It is the organization’s responsibility to find out which it is in order to successfully develop and implement a plan that will allow that particular outcome to occur. Within that same idea, organizations interviewed described both leisure experience and skill development as being a priority. Conclusively, all of the organizations interviewed want their participants to have fun and benefit from the program activity. Additionally, several organizations operate under the idea that skill development and goal achievement is more likely when the activity, program atmosphere and instruction are enjoyable.

**Type of Resort.** Looking back to an earlier theme, some organizations report that whether or not a program is focused on the leisure experience or skill development can be influenced by whether or not the organization is located at destination resort versus a local community program. As previously mentioned, participants at a destination resort are usually only in attendance for a week at a time, once per year. It will be difficult to development long-term skill during that short period of time. Additionally, typically individuals who travel to destination resorts for vacation usually do so with family or friends. Thus, the trip and activity may be strictly focused on the leisure experience, social relationships and having a good time. On the other hand, participants who participate in local community programs and take part in an activity on a weekly basis can more easily reach personal goals that revolve around both the leisure experience and skill development.
Inclusive Programs

Across the board, all of the organizations interviewed provide inclusive programs. However, several organizations cannot offer inclusive winter programs due to ski school policies at the mountain/resort they are affiliated with. For example, family/friends of a participant with a disability cannot receive a ski lesson from the adaptive sports organization because the mountain/resort requires family/friends to attend the mountain’s ski school. In contrast, family/friends are welcome to go out with a participant during a lesson, as long as they already know how to ski and do not receive instruction from the adaptive organization staff.

All summer/spring/fall programs are inclusive of family and friends. Many organizations plan weekend trips or day-trips (e.g. overnight camping, kayaking or biking) specifically for participants and their family/friends.

Scholarship Programs

Sliding Fee Scale. Of the organizations interviewed, 100% stated that they would not turn away a participant from a program because they could not pay. Scholarships and financial aid are provided on varying levels, which can include a formal application process or a simple, informal conversation with program staff. While some scholarship programs offer to pay up to 100% of program fees for participants, other programs offer to pay anywhere between 10%-99% but still ask the participant to pay a minimum of 1%. Several organizations follow this model, stating that they ask participants to pay what they can – be it $1 or $10, as the organization believes it increases the participant’s self-esteem, that they experience a greater sense of ownership, and can take pride in the fact that they made a contribution to the program.

Full Scholarships. Other scholarship programs involve the organization providing 100% aid, so the participant pays zero in dollars, and in return the organization asks that the participant to give of their time. It revolves around the idea that the organization is a close-knit community and everyone helps everyone else out. So in exchange for the organization covering the participant’s monetary costs, the participant is asked to pay it forward by volunteering elsewhere within the organization (i.e. in the office or at a fundraiser event). In the end, both the participant and the organization benefit.
Handbook Appendix B:
Data Compilation of Needs Assessment
## Administrative Structure & Function

### Organization Mission

<table>
<thead>
<tr>
<th>Outdoor Sports/Sports</th>
<th>Enhance Self-Esteem/Self-Confidence</th>
<th>Require Adpt. Equipmt or Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreation as Modality</td>
<td>Therapeutic Recreation Programs</td>
<td>Supportive &amp; Boundary Free</td>
</tr>
<tr>
<td>Meaningful, Educational, Inspirational</td>
<td>Safe and Fun environment</td>
<td>Improve Personally, Professionally, Scholastically</td>
</tr>
<tr>
<td>Improve Quality of Life</td>
<td>Independence</td>
<td>Regardless of Financial Circumstance</td>
</tr>
<tr>
<td>Physical, Mental, Social Experience</td>
<td>Safe and Fun environment</td>
<td>Improve Personally, Professionally, Scholastically</td>
</tr>
</tbody>
</table>

### Significant Changes in Direction of Program (should have asked specific timeline - last 3/5/10 years?)

- Developed 5 yr strategic plan, focus on: program growth, attention to infrastructure, discover abilities, financial sustainability, forefront of industry.
- Logistics - added or decreased # of ski/snowboard instructors based on demand, increased # of family rafting trips vs. one-day trips - minor adjustments.
- Mission statement has evolved over the years in terms of wording and political correctness, but programs goals & structure are the same.
- Summer program is young, so we've refined it. Made conscious effort to build in layers of skill building vs. just providing fun recreation & having pleasant day.
- Aside from logistical changes of pragmatic nature, overall focus of program has been the same. We find what works and stick with it.
- Unique situation - ED/founder about to retire, we there's a huge question as to what the program is going to morph into when ED/founder leaves.
- Ten years ago we expanded to include non-adaptive pops. Three years ago, we went back to original plan and only serving adapative pops.
- Launched WW program. Restructuring children/youth programs - no longer serving children w/ behavioral disabilities, only those w/ cognitive/phys. disabilities.
- No, we've grown and we've become more year-round, but no significant changes.
- Undergoing big change; changing way we do business - a lot being driven by economy. Merging w/ larger non-profit w/ larger budget & resources.
- Updated our mission last year. Recently completed strategic plan, so goals have evolved. Have a current goal to further expand year-round programs.
- In last 3-5 yrs. b/c of war in Iraq, increase # of men & women w/ phys./cog. disabilities needing the services we provide. So we've added and grown WW program.
- Went from vol. based to paid staff and now back to vol. based organization w/ zero paid staff. Difficult to secure funding for paid salaries.

### Unexpected Challenges During Transition

- Didn't know state run organization serving PW behavioral disabilities, and at time we were working to expand that program.
- Funding the programs.
- Staffing is always an issue, because as you expand you have to increase volunteers, and depending on level of service, expand staff.
- Have to expand staff = have to expand budget, particularly if you're trying to hire CTRS or OT, because you can't hire then at $20,000. More like $35-50,000.
- Going national is big challenge. There is major growth & outreach strategies to figure out. Developing & maintaining relationships on national level is difficult.
- The more opportunities you provide, the greater change there is for something to go wrong - so risk mgmt, and insurance comes into play.
- Capacity issues. It takes more time and effort to do things.
- Managing px #s. You grow & expand from 40 to 80 or 90 and suddenly staff:px ratio goes from 2:1 to 1:5. That doesn't work, that's not quality service.
- Technology is huge. If you wait too long to adapt to new technology (ex. going on network/moving donors/sponsors to database) it can crush your organization.
- State of economy status is going to hit.
- Dealing with capacity issues.
- To keep financial risks low, planned to subcontract w/ existing companies (ex. rafting outfitter), but came across funding that allowed us to do it in-house.
- Staffing had to be worked through - some people build their lives around working seasonal positions vs. year round.
- Fundraising.
### Administrative Structure & Function

#### How Transition Took Place/Timeline

We added some events/programs. It's still ongoing, been ongoing for 5-6 yrs. Still not where we want it to be.

In shoulder seasons, providing equipment to individuals within community or to community programs.

Partnered with local rec. dept., jumped in on their day camp & started to include PWD.

Partnered with local marina, collaboratively work with 2 other adaptive programs in the state and marina to offer water ski program.

Came about because of passion to have broader program. Made it year round because there were needs locally for us to do so.

Began WW programs because WW are coming back in tens of thousands as result of war. Growing need locally and nationally to serve this population.

Expanded as a result of growing relationships with local hospitals and agencies in community service PWD.

Expanded in an effort to build on resort/destination market - targeting those individuals/families who wanted to come out to organization for vacation.

First three years of expansion, only added canoe/kayak. Now in fourth year, added golf.

Expanded when a student and staff member came and said let's do it.

Expanded as result of px demand. Sought funding, looked at other programs, narrowed it down to what we would start with and got it running.

Expanded partly in response to need to give employees year-rd work, and to give clientele what they were asking for - opportunities in a year-rd setting.

Took place over course of several years, 3-5 years, with 3-5% growth market.

Started pilot program the 1st summer (couple of weeks). Over succeeding 1-2 yrs., moved into providing program during full summer months. Couple year process.

Founder had goal of going year-rd. Took a summer to research other programs, gather funding & equipmt b/f starting program following year.

Always had winter/summer, so we added shoulder seasons. Contracted with existing organizations to offer programs (i.e. rock climbing gym).

Decided one year to keep seasonal staff on full time, and started from there throughout course of the year.

Partnered w/ sailing center to provide sailing. Worked well, so we partnered w/ bike advocacy group & climbing gym for programs.

Formalized days/times for activities & staff in last 3 yrs. Slow growth & process programmatically & logistically, you'd tear hair out if you didn't do it this way.

Former ED was a retired pro. river guide, so ED was the one that said let's expand to summer. Later added cycling & camping. In 2007, added WW programs.

Motivation for expansion was to so we could keep staff on full-time and have them re-charged and ready for winter season.

Activities chosen during expansion were based on participant interest and availability of instructors/volunteers.

Started out as ski school. Progressed to a 9 month program/close during fall months. Last 13 years, have been year-round.

Geographic area had summer opportunities; large interest from participants, allowed us to hire full-time staff, allowed us to grow.

#### Board of Directors

| BOD x 20 | x 1 | BOD x 11 | x 2 | Adv. Board x 10 | x 1 |
| BOD x 18 | x 1 | BOD x 8  | x 1 | Adv. Board x 8  | x 1 |
| BOD x 16 | x 1 | BOD x 7  | x 1 | Adv. Board x 7  | x 1 |
| BOD x 14 | x 2 | BOD x 6  | x 1 | Adv. Board x 5  | x 1 |
| BOD x 13 | x 1 | No BOD, Bd. Of Trustees x 19 | x 1 | Adv. Board (not known) | x 1 |
| BOD x 12 | x 4 | Honorary Board x 7 | x 1 |

Find when board gets too big, members get apathetic, get a little less vested interest in it. Too small, don't have enough diversity as far as expertise.

Find that when we get into 9,10,11 range, it's real workable, members feel obligated to bet at meetings and contribute and be involved.
### Administrative Structure & Function

#### Affiliations/Accreditations

<table>
<thead>
<tr>
<th>Affiliation</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSUSA</td>
<td>16</td>
</tr>
<tr>
<td>PSIA</td>
<td>6</td>
</tr>
<tr>
<td>U.S. Paralympics</td>
<td>6</td>
</tr>
<tr>
<td>AEE</td>
<td>1</td>
</tr>
<tr>
<td>NRPA</td>
<td>1</td>
</tr>
<tr>
<td>Local Parks &amp; Recreation Dept.</td>
<td>1</td>
</tr>
<tr>
<td>Veterans Association</td>
<td>1</td>
</tr>
<tr>
<td>American Canoe Association</td>
<td>1</td>
</tr>
<tr>
<td>Local River Rafting Association</td>
<td>1</td>
</tr>
<tr>
<td>National Association Horseback Riding</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Membership Program

<table>
<thead>
<tr>
<th>Membership Program</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payment</td>
<td>$40/year</td>
<td>$15/individual, $25/family, $50/business</td>
</tr>
<tr>
<td></td>
<td>$40/individual/year, $70/family/year</td>
<td>Currently piloting membership program at one location.</td>
</tr>
<tr>
<td></td>
<td>$30/individual/year</td>
<td>Do not have fixed membership rate. It's a floating rate. Some people donate $10, others $500 or $1000.</td>
</tr>
<tr>
<td></td>
<td>$25/individual/year, $40/family/year</td>
<td>Do not offer membership, but we do run annual campaign.</td>
</tr>
<tr>
<td></td>
<td>$20/individual/year, $30/family/year</td>
<td>Having membership program, allows us to keep program fees down/lower in cost.</td>
</tr>
</tbody>
</table>

#### Funding Sources

<table>
<thead>
<tr>
<th>Funding Sources</th>
<th>50% fundraised, 50% program fees</th>
<th>51% inkind, 24% public support, 22% program fees, 2% lodge rentals, 1% special events, 1% other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50% private donors, 50% private foundations</td>
<td>One-third from grants, the rest individual donors &amp; special events</td>
</tr>
<tr>
<td>foundations/grants, donations, fundraisers, membership</td>
<td>$120,000 grants, $80,000 individual/corporate contributions, the rest from special events &amp; program fees</td>
<td></td>
</tr>
<tr>
<td>program fees, membership, donations, fundraisers</td>
<td>20% program fees, 20% donations, 20% grants, 20% special events, 10% state, 10% other</td>
<td></td>
</tr>
<tr>
<td>grants, donations, fundraisers, private foundation</td>
<td>50% individual donors, small % from grants, looking to increase grant $. No fed/state. Large % in-kind.</td>
<td></td>
</tr>
<tr>
<td>variety of areas: fundraisers, donations, grants</td>
<td>Zero federal $, so far anyway, we haven't qualified. 1/3 from grants, 1/3 fundraisers, 1/3 indiv/corporate donors.</td>
<td></td>
</tr>
<tr>
<td>variety of sources: membership, donations, grants</td>
<td>15% program fees, 45% grants, 40% fundraising events.</td>
<td></td>
</tr>
<tr>
<td>42% grants, 49% fundraise/donations, 9% prog. fees</td>
<td>37% fundraiser events, 14% program fees, 21% donations, 24% non cash income, 3% investment/sales</td>
<td></td>
</tr>
</tbody>
</table>

Try to diversify funding income as much as possible. Don't go for any state/federal funds b/c of tight restrictions & guidelines.

Strive for a balance between all revenue streams, so if economy gets tight and grant money drops out, we'll have to tighten our belts, but it won't be the end of the world.

#### Annual Budget

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5 million (1.3/inkind, 1.2/cash budget)</td>
<td>$2,580,400</td>
</tr>
<tr>
<td></td>
<td>$347,000</td>
</tr>
<tr>
<td>1,500,00 (x 2)</td>
<td>$312,000 (250,000 inkind from resort)</td>
</tr>
<tr>
<td>1.2 million</td>
<td>$300,000</td>
</tr>
<tr>
<td>1,000,000</td>
<td>$250,000</td>
</tr>
<tr>
<td>unknown as result of interview (x 1)</td>
<td>$250,000</td>
</tr>
</tbody>
</table>
Administrative Structure & Function

Types of Fundraisers

<table>
<thead>
<tr>
<th>Event</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ski Race/Ski-A-Thon</td>
<td>x 13</td>
</tr>
<tr>
<td>Formal Dinner w/ Live &amp; Silent Auction</td>
<td>x 9</td>
</tr>
<tr>
<td>Golf Classic/Golf Tournament</td>
<td>x 5</td>
</tr>
<tr>
<td>Bike Race (60mi)</td>
<td>x 4</td>
</tr>
<tr>
<td>Wine Tasting</td>
<td>x 3</td>
</tr>
<tr>
<td>Holiday Event (Christmas/Mardi Gras)</td>
<td>x 2</td>
</tr>
<tr>
<td>Running Race (100 mi, 5k, 10k)</td>
<td>x 1</td>
</tr>
<tr>
<td>Chili-Cook Off</td>
<td>x 1</td>
</tr>
<tr>
<td>Bowl-a-thon</td>
<td>x 1</td>
</tr>
<tr>
<td>Paddling Event</td>
<td>x 1</td>
</tr>
<tr>
<td>Ski Film</td>
<td>x 1</td>
</tr>
</tbody>
</table>

Don't do fundraising events. Host "fun"raisers, don't ask for money at all. Create awareness of program. Fun day. Encourage people to consider giving later. Ski-a-thon provides opportunity for people to see and experience what we do. First hand experience of what organization and services is all about.

Corporate Sponsors

| Yes | x 12 |
| No  | x 3  |

Corporate sponsors for special events work off of 3-tier proposal. Annual corporate sponsors for org. are indiv. based & don't work off 3-tier set-up.

We don't have corporate sponsors, but a few years ago we built facility and ran capital campaign - several sponsors gave inkind building materials, man hours, etc.

Only have sponsors for special events or capital projects (i.e. competitive ski team uniforms).

Only have corporate sponsors for special events. Our biggest/primary corporate sponsor is our Mountain/Resort.

Corporate sponsorships are just for inkind donations for special events. We typically send out letter making the ask and then follow-up with phone call.

We do and we don't. Sponsor program in the form of inkind donation. Just depends on whether or not you define inkind as sponsorship or donation.

Sponsors are mostly in-kind. Getting sponsor in current economy is waste of time. Especially when it's small % of budget, it's more effort than it's worth, not good use of time.

We have local business sponsors vs. corporate sponsors. Small community, corporate level is difficult to find. Small businesses write a check to get name affiliated w/ event.

We don't ask for much, then once they see our program, see what we're doing, the value of what we're asking for it usually well within their means to give it to us.

We have a marketing group/committee that puts time & effort into developing & maintaining relationships. Make sure we do what we promised, & that sponsor is aware of it.

Try to grow smaller sponsors - they may have give $500 this year, and next year give $2500.

It's pretty much contacts that ED, BOD or Mountain/Resort knew.

We do very little cold calling. Aks BOD and stakeholders to open door for ED, then ED sells the program and makes the ask.

Smaller sponsors typically come about through board members.

No. I wish we did. We really don't - except for mountain. They're very generous to us, not in cash but in in-kind donations.

Sponsorships are kind of the "I know a guy" mentality.

Relationships come about typically by someone in the organization having a connection, and "knowing someone who knows someone".

Corporate sponsors - these are tough right now.

Kawasaki gives us four personal watercrafts per summer season to use for free.

There's no easy way. Sponsorships take a lot of work.

Important to keep sponsors engaged, build the relationship over time.

Cold calling is a way to build relationships.

In this current economic climate, there's nobody sponsoring anything it seems like.

Sponsorships brought about several years ago when vols. w/ our organization were involved in sponsoring organizations - and it's been maintained over the years.
## Administrative Structure & Function

### How to Get Word Out & Promote Program/Organization (should have asked recruitment for volunteers vs. participants)

<table>
<thead>
<tr>
<th>Method</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word of Mouth</td>
<td>x 12</td>
</tr>
<tr>
<td>Rehab Hospitals, Special Ed., Dis. Org</td>
<td>x 10</td>
</tr>
<tr>
<td>Press Release/TV/Newspaper</td>
<td>x 8</td>
</tr>
<tr>
<td>Reputation</td>
<td>x 3</td>
</tr>
<tr>
<td>Email, Website, Craigslist, Facebook</td>
<td>x 3</td>
</tr>
<tr>
<td>Newsletters</td>
<td>x 2</td>
</tr>
</tbody>
</table>

## Human & Physical Resources

### Executive Director Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge/Experience Working w/ PWD</td>
<td>x 9</td>
</tr>
<tr>
<td>Knowledge/Experience in Adaptive Sport</td>
<td>x 8</td>
</tr>
<tr>
<td>Fundraiser</td>
<td>x 7</td>
</tr>
<tr>
<td>Passionate</td>
<td>x 7</td>
</tr>
<tr>
<td>Business Background/Experience</td>
<td>x 6</td>
</tr>
<tr>
<td>Grant Writing Experience/ Skill</td>
<td>x 5</td>
</tr>
<tr>
<td>Leader/Relationship with Px/Public</td>
<td>x 3</td>
</tr>
<tr>
<td>Wear Multiple Hats/Jack of All Trades</td>
<td>x 4</td>
</tr>
<tr>
<td>Committed to Organization/Mission</td>
<td>x 3</td>
</tr>
<tr>
<td>Organized</td>
<td>x 3</td>
</tr>
<tr>
<td>Non-Profit Admin. Skill/Good Manager</td>
<td>x 3</td>
</tr>
<tr>
<td>Team Building/Relationship with Staff</td>
<td>x 3</td>
</tr>
<tr>
<td>Understand Finances/Budget</td>
<td>x 3</td>
</tr>
<tr>
<td>Good Speaker</td>
<td>x 2</td>
</tr>
<tr>
<td>Broad Diverse Background (Overall)</td>
<td>x 2</td>
</tr>
<tr>
<td>Understand Legal/Insurance</td>
<td>x 2</td>
</tr>
<tr>
<td>Lots of time.</td>
<td>x 2</td>
</tr>
<tr>
<td>Energetic</td>
<td>x 2</td>
</tr>
<tr>
<td>Therapeutic Background/Experience</td>
<td>x 2</td>
</tr>
<tr>
<td>Work Closely with BOD</td>
<td>x 2</td>
</tr>
<tr>
<td>Good Writing Skills</td>
<td>x 1</td>
</tr>
<tr>
<td>Engaged</td>
<td>x 1</td>
</tr>
<tr>
<td>Marketing Experience</td>
<td>x 1</td>
</tr>
<tr>
<td>Patience</td>
<td>x 1</td>
</tr>
<tr>
<td>Business Background/Experience</td>
<td>x 6</td>
</tr>
<tr>
<td>Non-Profit Admin. Skill/Good Manager</td>
<td>x 3</td>
</tr>
<tr>
<td>Team Building/Relationship with Staff</td>
<td>x 3</td>
</tr>
<tr>
<td>Understand Finances/Budget</td>
<td>x 3</td>
</tr>
<tr>
<td>Leader/Relationship with Px/Public</td>
<td>x 3</td>
</tr>
<tr>
<td>Wear Multiple Hats/Jack of All Trades</td>
<td>x 4</td>
</tr>
<tr>
<td>Broad Diverse Background (Overall)</td>
<td>x 2</td>
</tr>
<tr>
<td>Understand Legal/Insurance</td>
<td>x 2</td>
</tr>
<tr>
<td>Lots of time.</td>
<td>x 2</td>
</tr>
<tr>
<td>Energetic</td>
<td>x 2</td>
</tr>
<tr>
<td>Therapeutic Background/Experience</td>
<td>x 2</td>
</tr>
<tr>
<td>Work Closely with BOD</td>
<td>x 2</td>
</tr>
<tr>
<td>Good Writing Skills</td>
<td>x 1</td>
</tr>
<tr>
<td>Engaged</td>
<td>x 1</td>
</tr>
<tr>
<td>Marketing Experience</td>
<td>x 1</td>
</tr>
<tr>
<td>Patience</td>
<td>x 1</td>
</tr>
</tbody>
</table>

### Staff Positions, Staring Salary & Benefits Package

<table>
<thead>
<tr>
<th>Position</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director/President</td>
<td>x 13</td>
</tr>
<tr>
<td>Full-Time Program Staff</td>
<td>x 13</td>
</tr>
<tr>
<td>Seasonal Program Staff</td>
<td>x 11</td>
</tr>
<tr>
<td>Program Director</td>
<td>x 10</td>
</tr>
<tr>
<td>Admin. Assistant &amp;/or Bookkeeper</td>
<td>x 7</td>
</tr>
<tr>
<td>Director of Development</td>
<td>x 3</td>
</tr>
<tr>
<td>Director of Development</td>
<td>x 3</td>
</tr>
<tr>
<td>Director of Development</td>
<td>x 3</td>
</tr>
<tr>
<td>Director of Operations</td>
<td>x 2</td>
</tr>
<tr>
<td>Asst. Program Director</td>
<td>x 2</td>
</tr>
<tr>
<td>Competition Coordinator</td>
<td>x 1</td>
</tr>
<tr>
<td>Director of Marketing</td>
<td>x 1</td>
</tr>
<tr>
<td>Internship Coordinator</td>
<td>x 1</td>
</tr>
<tr>
<td>Vice President</td>
<td>x 1</td>
</tr>
<tr>
<td>Equipment/Building Manager</td>
<td>x 1</td>
</tr>
</tbody>
</table>

### Staff Count

- **# of Full-Time Seasonal Program Staff**
  - Range = 0 to 22
  - x 22 x 3
  - x 10 x 2
  - x 6-8 x 1
  - x 7 x 3
  - x 1 x 4
  - x 0 x 0
  - x 9 x 7

- **# of Part-time Seasonal Program Staff**
  - Range = 0 to 70
  - up to 70 x 2
  - x 5 x 5
  - x 6-8 x 7
  - x 3 x 2
  - x 1 x 8
  - x 0 x 0
  - x 0 x 4-5
### Hourly Rates

$10/hour starting salary with minimum 40 hours/week.  
$11.50-20/hour. $11.50 is young first year instructor and maybe PSIA level 1, $15-17 is an experienced instructor/PSIA level 2, $20 is my winter program director.  
Entry level is usually around $12-13/hour. There are additional bump up if certifications are obtained (PSIA, CTRS, etc).  
$15/hour  
Varies based on type of position (ED position vs. program position), but rule of thumb is is nobody starts at anything less than $15/hour.  
Varies based on type of position. Base salary on what other adapt. programs pay, as well as compensation studies completed by Guide Star and Chronicle of Philanthropy.

### Annual Rates

$22,000 starting salary. Medical/Insurance/401k not included.  
Program coordinator, we have 3-4, salary starts at $27-30,000. Mgmt/Bookkeeper starts at $30-40,000. Program director/senior mgmt start at $35-55,000.  
$30,000 a year (builds based on certification)  
ED position in low to mid $40,000 range. Program director (11 mos. Position) in low to mid $30,000 range. Hourly staff between $11-15/hour. Instructors $12/hour.  
Reference PSIA payroll standard, looking at what they pay entry level instructors. From there usually bump it up 5-10% to attract more interest.  
Base it off of ski-school instructor pay rates.  
Use mountain states employers council salary scale (based on salary surveys they conduct each year).

### Benefits/Medical/Insurance/401k

Benefits not included for seasonal or part-time staff. Full time staff have insurance benefits. Across the board, we do not have 401k plans (discussed & hope to implement).  
Anyone w/ 32+ hours per week have access to benefits, health insurance, 401k, & vacation time.  
Medical insurance, premiums are completely covered for full time staff. We have 401k plans, but organization not able to do matching program.  
Medical insurance and 401k provided to full time staff.  
Insurance, medical, 401k not included.  
Insurance not provided to seasonal staff. Insurance and benefits only provided for full time staff.  
Not provided to full time or part time staff. Stipend provided to ED that can be used towards medical insurance, but not earmarked for that, so ED can decide how to use $.  
Insurance provided to paid full time staff, but no 401k.  
401k and insurance provided. For insurance, employee pays 20% and organization pays 80%.  
401k and medical insurance/benefits provided to paid staff that are under "full time, regular" category. Other paid staff have access to partial benefits, but not full package.  
All full-time staff have full medical benefits for themselves. Family benefits are not included. We also have retirement IRA (like a small 401k).
## Staff Qualifications

<table>
<thead>
<tr>
<th>Experience or Degree in TR / CTRS</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Level of Outdoor Experience</td>
<td>3</td>
</tr>
<tr>
<td>PSIA Certification</td>
<td>8</td>
</tr>
<tr>
<td>Experience in Camp Mgmt</td>
<td>1</td>
</tr>
<tr>
<td>First Aid/WFR/WFA/CRP/LG</td>
<td>5</td>
</tr>
<tr>
<td>Experience in Fundraising</td>
<td>1</td>
</tr>
<tr>
<td>Experience Working w/ PWD</td>
<td>5</td>
</tr>
<tr>
<td>Ski/Snowboard Skills</td>
<td>1</td>
</tr>
<tr>
<td>Experience Working in Adaptive Sports</td>
<td>5</td>
</tr>
<tr>
<td>Organized</td>
<td>1</td>
</tr>
</tbody>
</table>

*If potential staff do not have certifications, must be willing to obtain them.*

*We do a lot of internal hiring - want someone who already knows program, participants and families. Prior ED was hired from outside, knew no one, & mesh w/ anybody.*

*Depends on position. If it is a program position we look for certifications/trainings in the specific sports were offer. If administrative, we look for more job experience.*

## Reimbursement for Certification/Trainings

<table>
<thead>
<tr>
<th>Reimbursement</th>
<th>x7</th>
<th>x4</th>
<th>x0</th>
<th>x5</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Reimbursement</td>
<td>Provide in-house training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown (as result of interview)</td>
<td>No Reimbursement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50% Reimbursement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Encourage certification - makes organization more reputable and professional.*

*Reimbursement depends on the economy. Provide $500 per staff per year to subsidize exam/certification fees.*

*100% reimbursement available for all staff as well as volunteers.*

*We reimburse 100% for volunteers who volunteer at minimum of 1/2 of sessions/lessons. We're volunteer based org. w/ no paid positions.*

*Vol. based organization. Provide $100/vol./year towards training/certification.*

*Staff and volunteers are reimbursed 50% for PSIA/AASI certifications.*

## "Typical" Staff Member Description

<table>
<thead>
<tr>
<th>Huge Heart / Passionate</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader/Organized</td>
<td>2</td>
</tr>
<tr>
<td>Love Working with PWD</td>
<td>1</td>
</tr>
<tr>
<td>Previous Volunteer or Intern</td>
<td>4</td>
</tr>
<tr>
<td>Engaged &amp;/or Energetic</td>
<td>2</td>
</tr>
<tr>
<td>Positive Attitude</td>
<td>1</td>
</tr>
<tr>
<td>Take Initiative / Self-Motivated</td>
<td>4</td>
</tr>
<tr>
<td>Inspiring</td>
<td>2</td>
</tr>
<tr>
<td>Young Staff (btw. Ages of 23-27)</td>
<td>1</td>
</tr>
<tr>
<td>Lover of Seasonal Work/Lifestyle</td>
<td>2</td>
</tr>
<tr>
<td>Creative</td>
<td>2</td>
</tr>
<tr>
<td>Lover of Organization Mission</td>
<td>1</td>
</tr>
<tr>
<td>Love the Outdoors</td>
<td>2</td>
</tr>
<tr>
<td>Good/Effective Communicator</td>
<td>1</td>
</tr>
<tr>
<td>Problem Solver</td>
<td>1</td>
</tr>
<tr>
<td>Lover of Mountain/Resort Lifestyle</td>
<td>2</td>
</tr>
<tr>
<td>Team Player</td>
<td>2</td>
</tr>
<tr>
<td>Diverse Ages (early 20's - 50's)</td>
<td>2</td>
</tr>
<tr>
<td>Diverse backgrounds (school: yes/no)</td>
<td>1</td>
</tr>
<tr>
<td>Outgoing Personality</td>
<td>2</td>
</tr>
<tr>
<td>Committed</td>
<td>1</td>
</tr>
</tbody>
</table>

*Depends on position. If it is a program position we look for certifications/trainings in the specific sports were offer. If administrative, we look for more job experience.*
### Human & Physical Resources

#### Background Checks

<table>
<thead>
<tr>
<th>Check Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Checks</td>
<td>x 7</td>
</tr>
<tr>
<td>No Bckgrd/Refer. But Plan To</td>
<td>x 4</td>
</tr>
<tr>
<td>Reference Checks</td>
<td>x 3</td>
</tr>
<tr>
<td>No Form of Background/Reference Check</td>
<td>x 3</td>
</tr>
</tbody>
</table>

Originally started with background ck on state level, later decided to expand to national level including criminal/sexual assault bckgrd.

Started background ck, got really expensive - so now as form of ref. ck, we have one pg. disclaimer with re: those type issues.

Currently do not conduct background checks. It has been discussed and we've talked about it. It may change in future.

#### # of Volunteers & Recruitment of Volunteers

<table>
<thead>
<tr>
<th>Number of Volunteers</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 winter volunteers, 10 summer volunteers</td>
<td></td>
</tr>
<tr>
<td>35 volunteers</td>
<td></td>
</tr>
<tr>
<td>100 winter volunteers, 35 summer volunteers</td>
<td></td>
</tr>
<tr>
<td>Probably 100 vols. who vol. one time or a couple of times a year. Probably 20 who are active, continuous volunteers.</td>
<td></td>
</tr>
<tr>
<td>150 winter volunteers, 30-40 summer volunteers</td>
<td></td>
</tr>
<tr>
<td>200 volunteers. Do not have a vol. coordinator but hope/plan to get one.</td>
<td></td>
</tr>
<tr>
<td>200+ volunteers</td>
<td></td>
</tr>
<tr>
<td>200 volunteers. 100 work with ski school. The other 100 are dispersed among are other programs.</td>
<td></td>
</tr>
<tr>
<td>220 volunteers throughout the year.</td>
<td></td>
</tr>
<tr>
<td>230 volunteers contribute 13-16,000 hours/year. Volunteer based organization.</td>
<td></td>
</tr>
<tr>
<td>250 volunteers throughout the year.</td>
<td></td>
</tr>
<tr>
<td>250 volunteers on the books, of those 50 are really active.</td>
<td></td>
</tr>
<tr>
<td>300 volunteers. 200 instructors, 20 equipment volunteers, 10 food volunteers (we serve lunch on weekends), 10 lodge/facility volunteers and the rest for fundraising.</td>
<td></td>
</tr>
<tr>
<td>323 volunteers, 90% directo programming, 10% administrative/office work.</td>
<td></td>
</tr>
<tr>
<td>400 volunteers, 85% assist with direct programming, 15% assist with office/administrative/special events/fundraisers, etc.</td>
<td></td>
</tr>
<tr>
<td>700+ winter volunteers, 150 summer volunteers.</td>
<td></td>
</tr>
</tbody>
</table>
Human & Physical Resources

# of Volunteers & Recruitment of Volunteers

Recruitment Strategies

Word of mouth, recruit at local universities, ski clubs, rotary clubs, etc.

Recruitment = word of mouth, rotary/kiwanis club, local colleges, high school students (varies in success).

Volunteers required to commit to nine days of volunteering (in addition to training requirements).

Word of mouth, people see us on mtn., 3 Universities in area where we recruit PT/OT/healthcare students.

Word of mouth is our best recruiting tool.

Recruiting is mostly word of mouth. Have annual recruitment program/event where we usually get 30-40 vols. We're not great at retention.

Ski school specifically targets vols. with 4 annual pizza party functions. Other programs, more passive in recruitment. Ski school does not have any intern positions, so if there are no vols., the program/lessons won't run. All other programs have interns, so vols. would be great, but program will still run without them.

Word of mouth is best recruitment strategy. This year, first year to have vol. application b/c 1st year we're having to put cap on # of vols.

Volunteers utilized in these areas: 195 coaches/instructors, 10 office/admin. assistance, & every vol. services on committee - equipment, BOD, marketing, volunteer, sp. events, etc.

Word of mouth biggest form of recruitment. Volunteers bring family/friends to vol. orientation. PSA, newspaper, press release, flyers around town.

Have full-time vol. coordinator who approaches business, community, organizations/ages, putting the word out about vol. opportunities.

Loving the volunteers we have, word of mouth, good reputation - people knowing that this is by far the best place to come volunteer and play/have fun.

We have something for everyone. If you don't have skills or desire to be on-snow, we have office/fundraising/equipment/sp. Event stuff. can help with.

Word of mouth. We do some sporatic recruitment when ask to speak to large groups (schools, firehouse, etc) that are interested in volunteering.

We have something for everyone. If you don't have skills or desire to be on-snow, we have office/fundraising/equipment/sp. Event stuff vols. can help with.

Word of mouth, people visibly see us on slopes/mtn, volunteer appreciation events where vols. Bring family/friends.


Volunteer Orientation & Training

Nov/Dec dry-land/classroom clinics. Encourage vols. to go to reg. ski school lesson to get better understanding of teaching methods/teaching models for ski instruction.

Two training sessions - classroom session in Oct. on disability awareness, policy/procedure, review vol. manual. On-snow session follows.

Winter vols. Have 3 days of pre-season training w/ 4 days of training during regular season. Summer vols. Have 2 days pre-season & 2 trainings during regular season.

Classroom/dry-land training and on-snow/hands-on training. Then in-services throughout season so that skills and knowledge can build.

Four day training required for winter vols. One day training required for summer vols.

Initially have vol. orientation/training at beginning of season. Then vol. must complete 4-6 additional classes per year.

Vols. have 3 days of training. After training, have to shadow for 9-10 lessons before you can teach.

Ski school has required trainings at beginning of season and then in-services/clinics throughout season. Other programs have trainings specific to that particular program.

New vols. go thru 5 dy of training, return vols. complete 3 dy. On avg. vols. complete 8 days of training during season b/c in-service clinics provided thru out season.

Overview/orientation (about us/policy, procedure). 2-3 days required training w/ PSIA components. Shadow staff for 2-3 days. Specific training (mono, 3-trck) addit. 2-3 days.

Off-snow orientation in Nov. Require 2 on-snow trainings, 1st day re: instruction/teaching lesson, 2nd day re: disability specific. Can complete PSIA in place of training.

Have specific training for each activity: mono ski/"a" training, 3 track/"b" training, sailing/"c" training, WW weekend/"d" training, etc.

Volunteers have volunteer manual w/ policy & procedure. Complete 6 days of training throughout season, 4 of 6 b/f you can teach. Two tracks: sit ski, stand ski.

Orientation first. Then required to go 6 days of training or 12 half days before they can start. After 3 yrs. they can go 3 days then start.
**Internships & Amenities Provided**

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>x 12</td>
</tr>
<tr>
<td>Yes, but no CTRS</td>
<td>x 2</td>
</tr>
<tr>
<td>No</td>
<td>x 2</td>
</tr>
</tbody>
</table>

Have 3 CTRS on staff. Offer CTRS positions. Provide stipend and don’t advertise, but also provide access to vehicle/transportation.

Offer internship program, but do not have CTRS, so we do not meet school requirements. Hope to get CTRS on staff.

Offer internships, but haven’t been successful because we don’t have CTRS on staff. Sometimes provide stipend, also rent condo for lodging.

Offer 12 positions in the summer, 12 position in the summer. Either CTRS or PSIA positions. Room & board, monthly stipend and transportation provided.

Offer 4-5 internships per year. Hoping to expand internship program. Currently are not able to offer amenities. Hope w/ new facility to include dorms for interns.

Usually have 4-6 interns/year finishing up degree and need practicum credit. We assist with lining up room & board. No stipend. Season passes, ski privileges, etc.

Offer 3 positions in the winter. Provide $1000 stipend for the season. Do not provide housing. Ski pass, 50% off mtn. food and access to pro deals provided.

Provide intern $1000 stipend for either winter/summer season. Ski pass and 50% off mtn. food. Do not provide housing, meals or transportation.

Provide stipend to help with cost of living and housing fees.

Try to help provide lodging, interns usually stay with staff members.

This will be our 1st year to offer internships. Working w/ local univ. adv. recreation program. Hope to provide lodging, but not in 1st year. Will get season pass, lift ticket, etc.

Offer positions in several areas: inside/outside/grant writing/programming/fundraising events. Interns wear numerous hats, not pigeon holes into one position.

Try to provide amenities - depends on intern’s needs. If they need help with food/housing/equipment - we try to assist in specific areas where most needed.

We’re vol. based org. No paid staff. Have vol. who is CTRS, but b/c not full-time and at office location all the time, difficult to get interns. We have several students who complete special projects or mini-internships in a variety of areas - administrative and programatic. Several PT/OT/healthcare college majors.

Have one full time summer position, one part time winter position. Then 35 internships (15-20 hrs) for med students at local college. Get school credit, no stipend, housing, etc.

Don’t officially offer internships, but work w/ local Ph.D. program to offer 1/wk practicums for students throughout winter season. Ski pass/rentals included.

Don't offer internships, but work with Americorp vol. program - they pay 50%, we pay 50%.

Do not offer amenities. Recruit volunteers from local colleges/universities. Fortunately there are several, so all interns are local.

**Program Facilities**

<table>
<thead>
<tr>
<th>Facilities at Mtn/Resort</th>
<th>x 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities Off-Site</td>
<td>x 6</td>
</tr>
</tbody>
</table>

Several summer programs meet at facility base and then travel to summer location - not a facility, but river for rafting or water ski, campground for camping, etc.

No facility - storage in vol. basement. Transport equipment back and forth to mtn. each weekend for programs.
Human & Physical Resources

Relationship with Mountain/Resort

Provide us $1 million dollars in support each year in form of lift ticket, office space, season passes, cash, administrative support.

Provide us facility space free of charge, discounts on season passes, lift tickets, etc.  x 6

Provide us facility space and free lift tickets.

Provide us lift tickets for free, equipment rentals (boots, skis) for $10.

Provide us facility space, discounted/inkind donations in lift tickets, season passes, etc.

Provide us with accessible facility, discounted lesson package that includes lift ticket, utilities, snow removal, and IT support.

Provide us with discounted lift tickets, free rentals, facility space.

Provide us with facility, lift tickets and equipment rentals. Currently going through re-organization, so next year we may have to pay for facility use.

Summer programs involve land permits, sailing centers, marinas, partnerships with rock climbing gyms, campgrounds, etc.

Don't have great relationship w/ mtn. since change in ownership. They are tolerant of us. Only provide us discounts that they provide to church groups or boy scout groups.

Provide in-kind season pass and lift ticket to staff and volunteers. Provide in-kind lift tickets for participants. Security dept. provides background check.

Acquiring Adaptive Equipment

| Grants | Purchase at Cost | Purchase through Dealer/Vendor | x 5 |
| Monetary Donations/Indiv. Donors | x 9 | Fundraisers | x 6 |
| Donated/Gently Used Equipment | x 4 |

Tracking & Inventory of Equipment

| Yes | x 12 | No | x 3 |
| Required for Audit/Insurance | x 2 |

Not as efficient as we'd like. Something breaks, we repair it as fast as we can. Don't always know when something is broken or missing. Requires a lot of follow through.

No, maintenance, tracking, fabrication and tuning has not been a major strength of ours.

Don't have tracking system. Equipment committee has good idea of where everything is re: equipment. We're working to develop form for record keeping in future.

No tracking systems as far as frequency of use. We do have inventory. Fix things when they break so next person doesn't come in to find it unavailable for use.

No tracking of frequency of use. We know when we acquired it and when we replace it, but not frequency of use.

Track certain pieces of equipment based on cost. Equipment that is $2500 and up, we track and keep records on.

Do not keep up with frequency of use, but log purchase date, maintenance and repairs made.

Full inventory and tracking system of use and repair - our audit requires it.

Keep start of season/end of season inventory (what we had/have). Records of date(s) used, maint. & repairs. Have part-time equipmt. manager. Audit/Insurance requires it.

Every piece of equipment labeled with unique #, and tracked through Excel (purchase date, quality, frequency of use, repairs/adaptations/adjustments made, etc.)

Online database staff can access/update. Enter notes about location, broken items, repairs made, reserved for particular lesson, etc.

Have "red tag" program. If something needs repair, needs cleaning, needs new part, etc. It gets red tagged. We have log of what got tagged, when it got tagged, who repaired it, so we can keep track of inventory of what the repairs are, how old a piece of equipment is, how much use it's getting, etc. We stop on top of this area.

We have vol. at site who oversees equipment check in/out, repairs, log sheets and frequency of use.
### Programs & Participants

#### Winter Programs Offered

<table>
<thead>
<tr>
<th>Activity</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skiing</td>
<td>x 16</td>
</tr>
<tr>
<td>Competitive Ski</td>
<td>x 4</td>
</tr>
<tr>
<td>Winter Camping</td>
<td>x 1</td>
</tr>
<tr>
<td>Snowboard</td>
<td>x 13</td>
</tr>
<tr>
<td>Cross Country Ski</td>
<td>x 2</td>
</tr>
<tr>
<td>Dog Sledding</td>
<td>x 1</td>
</tr>
<tr>
<td>Snowshoeing</td>
<td>x 7</td>
</tr>
<tr>
<td>Ice Skating</td>
<td>x 2</td>
</tr>
<tr>
<td>Biathalon (nordic ski/target shooting)</td>
<td>x 1</td>
</tr>
<tr>
<td>Nordic Ski</td>
<td>x 4</td>
</tr>
<tr>
<td>Sled Hockey</td>
<td>x 1</td>
</tr>
<tr>
<td>Bowling</td>
<td>x 1</td>
</tr>
</tbody>
</table>

#### Summer Programs Offered

<table>
<thead>
<tr>
<th>Activity</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biking/Cycling/Handcycle</td>
<td>x 14</td>
</tr>
<tr>
<td>Whitewater Rafting</td>
<td>x 5</td>
</tr>
<tr>
<td>Swimming</td>
<td>x 1</td>
</tr>
<tr>
<td>Canoe/Kayak</td>
<td>x 12</td>
</tr>
<tr>
<td>Stream/Lake/Fly Fishing</td>
<td>x 5</td>
</tr>
<tr>
<td>Backpacking</td>
<td>x 1</td>
</tr>
<tr>
<td>Camping</td>
<td>x 9</td>
</tr>
<tr>
<td>Horseback Riding</td>
<td>x 4</td>
</tr>
<tr>
<td>Tennis</td>
<td>x 1</td>
</tr>
<tr>
<td>Water Skiing</td>
<td>x 7</td>
</tr>
<tr>
<td>Sailing</td>
<td>x 4</td>
</tr>
<tr>
<td>Basketball</td>
<td>x 1</td>
</tr>
<tr>
<td>Hiking</td>
<td>x 6</td>
</tr>
<tr>
<td>Golf</td>
<td>x 4</td>
</tr>
<tr>
<td>Shooting</td>
<td>x 1</td>
</tr>
<tr>
<td>Rock Climbing</td>
<td>x 5</td>
</tr>
<tr>
<td>Multi-Day Camps</td>
<td>x 2</td>
</tr>
<tr>
<td>Ropes Course</td>
<td>x 1</td>
</tr>
</tbody>
</table>

#### How to Register for Program

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Registration/Reservations Required</td>
<td>x 16</td>
</tr>
<tr>
<td>Waiting Lists or Walk-in on Waiting List</td>
<td>x 4</td>
</tr>
<tr>
<td><strong>Walk-ins Welcome but Not Advertised</strong></td>
<td>x 7</td>
</tr>
<tr>
<td>Walk-In Only (No Pre-Registration)</td>
<td>x 0</td>
</tr>
</tbody>
</table>

#### Registration Process

<table>
<thead>
<tr>
<th>Method</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Phone</td>
<td>x 9</td>
</tr>
<tr>
<td>Print Off Form &amp; Mail/Fax/Email</td>
<td>x 5</td>
</tr>
<tr>
<td>Online Submit - Staff Email - Phone Call</td>
<td>x 3</td>
</tr>
</tbody>
</table>

Request they register at least 1 wk. in advance of program/lesson.

We ask for registration 2 wks. in advance of program/lesson.

Request they register 3-4 wks in advance of program/lesson.

Call in and sign-up for available lesson. (x2)

Call in and sign-up for available lesson. First come, first serve basis (no deadline for registration/reservation).

Request that they register 30 days in advance. Discounted program fee offered for reservations made 30+ out.

Registration done over the phone.

Registration form available online that can be printed and mailed, faxed or emailed. (x2)

Pre-register required, because we share equipment among 3 sites. So we have to make sure we have correct equipment at correct site for specific participant.

Debated about whether or not to have online registration. Decided not to, b/c it would eliminate interpersonal/relationship/direct contact, which is priority for our org.
### Programs & Participants

#### Information Obtained from Participants

<table>
<thead>
<tr>
<th>Contact/Personal Information</th>
<th>x 16</th>
<th>Media/Photo Release</th>
<th>x 16</th>
<th>Previous Exp in Activity (signing up)</th>
<th>x 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Contact Information</td>
<td>x 16</td>
<td>Adaptive Equipment Used</td>
<td>x 6</td>
<td>Sport/Rec Activity Interest/Current Px</td>
<td>x 5</td>
</tr>
<tr>
<td>Medical Information/Medications</td>
<td>x 16</td>
<td>Dietary Concerns/Allergies</td>
<td>x 6</td>
<td>Susceptible to heat/cold/altitude</td>
<td>x 2</td>
</tr>
<tr>
<td>Specifics of Disability/Level of Independence</td>
<td>x 16</td>
<td>Behavioral/Attitudinal/Social</td>
<td>x 6</td>
<td>Doctor permission to participate</td>
<td>x 2</td>
</tr>
<tr>
<td>Waiver/Release of Liability</td>
<td>x 16</td>
<td>History of Seizure</td>
<td>x 6</td>
<td>Participant Concerns/Fears</td>
<td>x 2</td>
</tr>
</tbody>
</table>

#### Activity & Leisure Experience vs. Develop Skill Set

| Develop Skill Set | x 9 | Summer program focused more on experience/fun. Winter more on skill development. |
| Activity & LS Exp. | x 7 | We're destination resort, so px come 1x/year for 1wk, so it's more exp. |
| Depends on Client Goals/Needs | x 7 | Find it difficult to teach skills w/o positive, fun experience and vice versa - so we're about both. |
| Unknown as Result of Interview | x 1 | Skill based. Provide instruction in lifelong skill so can do it on rec/ls level or competitive level. |

#### Inclusive Programs

| Inclusive Summer Programs | x 13 (+1) | |
| Inclusive Winter Programs | x 11 (+1) | Wounded Warrior programs are inclusive. |
| Non-Inclusive Winter | x 3 | Restrictions from mtn @ times, persons w/o disabilities required to go to regular mtn. ski school. | x 3 |

#### Length & Duration of Program

| Program runs on weekends only. | x 2 | |
| Program runs 7 days a week. | x 2 | |
| Summer program runs Memorial Day to Labor Day, once school starts px numbers drop off. Also, very dependent on weather. | |
| Summer session is June - September, or thru October, depending on the weather. | |
| Winter program runs mid-December through spring - whenever snow conditions are no longer safe to ski on. | |
| Watersports run mid-week only b/c lake is too busy on wkds. Camping progr on M/T & R/F w/ re-grp day on Weds. Single days session (other sports) on W/R. | |
| Have 12 watersports session during summer calendar. Started with 6, in the last year we went up to 12. Hard to do it 5 wk dys in a row. | |
| Winter program runs 7 days a week, from Thanksgiving to 2nd wk of April. | |
| Winter Scholarship weeks (4-6 px/week) are M-Sat, skiing T-R. Scholarship wks run from 2nd wk of Jan. - 3rd wk of Mar. | |
| Shoulder seasons run in Spring and Fall, but they are single days, not month long, etc. | |
| Horseback riding is 3-4 week program. Watersports, paddling, hiking, cycling, golf run 3 months in summer. Ski lessons run each week. | |
| Ski program is weekends only. Collaborate w/ org. to offer 3-day clinics waterski clinics. Bowl once a week. | |
| Run programs on weekends. Saturday is our big day. We also do evening programs 2x week. Work w/ school groups, etc. for sp. arrangements or private lessons. | |
| Winter program runs 7 days a week, summer programs run throughout summer program as scheduled and arranged by groups (rehab center, group homes, etc.) | |

#### Winter

| 1/2 Day (lesson 2-2.5 hrs) | x 16 | |
| Full Day Lesson (5hrs) | x 13 | |
| 5 day/10 Lesson Packages | x 2 | |

#### Summer

| Single Day Sessions | x 7 | 3-5 Day Camps | x 4 |
| 3hr. Session | x 5 | 6hr. Session | x 4 |
| 2 hr. Session | x 5 | |

Children have 1hr- 1/2 day lesson, youth have 2hr-1/2 day lesson, adults have 1hr-1/2 day lesson.

Camps: ski/snowbd in AM, snowshoe/ice skate/cross country in PM & waterski in AM, paddlesports in PM.
**Programs & Participants**

<table>
<thead>
<tr>
<th>Special Events (in addition to fundraisers)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Olympics</td>
<td>x 7</td>
</tr>
<tr>
<td>Wounded Warrior</td>
<td>x 8</td>
</tr>
<tr>
<td>School Systems (high school/college)</td>
<td>x 7</td>
</tr>
<tr>
<td>U.S. Paralympics</td>
<td>x 7</td>
</tr>
<tr>
<td>National Rifle Association</td>
<td>x 1</td>
</tr>
<tr>
<td>Group Homes/Rehab Hospitals</td>
<td>x 7</td>
</tr>
<tr>
<td>Parks &amp; Recreation</td>
<td>x 3</td>
</tr>
<tr>
<td>Unknown (as result of interview)</td>
<td>x 2</td>
</tr>
<tr>
<td>State Mtn. Association</td>
<td>x 1</td>
</tr>
<tr>
<td>Local Fish &amp; Hunting Association</td>
<td>x 1</td>
</tr>
<tr>
<td>U.S. Handcycle Association</td>
<td>x 1</td>
</tr>
<tr>
<td>Transportation for Participants</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>x 11</td>
</tr>
<tr>
<td>Transportation for Summer Programs</td>
<td>x 4</td>
</tr>
<tr>
<td>Transportation for Winter Programs</td>
<td>x 2</td>
</tr>
<tr>
<td>Types of Disabilities or Special Needs Served</td>
<td></td>
</tr>
<tr>
<td>Full Spectrum/Every Disability</td>
<td>x 13</td>
</tr>
<tr>
<td>Physical &amp; Cognitive Disabilities</td>
<td>x 2</td>
</tr>
<tr>
<td>Physical &amp; Developmental Disabilities</td>
<td>x 1</td>
</tr>
</tbody>
</table>

We serve all disabilities, but not persons with mental health issues, b/c if on medication & appropriate behavior, they are required to attend regular ski school.

**Age Range of Participants**

| No maximum age limit                       | x 12 |
| No min. age limit/case by case basis       | x 5 |
| Youngest Px = age 5                        | x 4 |
| Youngest Px = age 4                        | x 3 |
| Youngest Px = age 3                        | x 2 |
| Youngest Px = age 8                        | x 1 |

We require participants to have cognitive level of a five-year-old.

Minimum age is 5, but if we had a 4-year-old who wasn't too small for Jr. equipment and could fit/participate safely, we would take 4-year-old out.

Sailing minimum age is 6 yrs. old (based on policy & procedure at sailing center that we partner with)

No max. age limit, but if concerned about someone's health based on age, we will speak with them individually and make sure they have doctor permission.

Summer is 95% cognitive disabilities & winter is 50% cognitive, 25% physical, & 25% emotional/behavioral.

All ages, all disabilities, all income brackets - that's our motto.

We do not have a minimum age limit, however, if px is really young (i.e. 4 yrs. old) we require parent to go along on lesson in addition to instructor.
## Programs & Participants

### Participant Fees

#### Winter

<table>
<thead>
<tr>
<th>Activity</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 hr. Winter Session for Members</td>
<td>$15</td>
</tr>
<tr>
<td>2 hr. Ski Session</td>
<td>$25</td>
</tr>
<tr>
<td>3 hr. Ski Lesson</td>
<td>$35</td>
</tr>
<tr>
<td>3 hr. Ski Lesson (x 2)</td>
<td>$55</td>
</tr>
<tr>
<td>4 hr. Ski Session</td>
<td>$50</td>
</tr>
<tr>
<td>8 hr. Ski Lesson</td>
<td>$150</td>
</tr>
<tr>
<td>1/2 Day Ski/Snowboard Lesson</td>
<td>$40</td>
</tr>
<tr>
<td>1/2 Day Ski/Snowboard Lesson (x 2)</td>
<td>$55</td>
</tr>
<tr>
<td>1/2 Day Winter Lesson</td>
<td>$60</td>
</tr>
<tr>
<td>1/2 Day Winter Lesson (x 2)</td>
<td>$60</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2 Day Ski/Snowboard Lesson</td>
<td>$70</td>
</tr>
<tr>
<td>1/2 Day Winter Lesson (x 2)</td>
<td>$75</td>
</tr>
<tr>
<td>Full Day Ski/Snowboard Lesson (x 2)</td>
<td>$80</td>
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<tr>
<td>Full Day Ski/Snowboard Lesson (w/food)</td>
<td>$150</td>
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<tr>
<td>Full Day Winter Lesson</td>
<td>$90</td>
</tr>
<tr>
<td>Full Day Winter Lesson (w/food)</td>
<td>$95</td>
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<tr>
<td>Full Day Ski/Snowboard Lesson</td>
<td>$110</td>
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<tr>
<td>Adult Winter Lesson</td>
<td>$120</td>
</tr>
<tr>
<td>Adult 3-day Wkd. Ski/Snowboard Camp</td>
<td>$250</td>
</tr>
<tr>
<td>Teen 3-day Wkd. Ski/Snowboard Camp</td>
<td>$300</td>
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<tr>
<td>Winter Wk Long Day Camp (age 7+)</td>
<td>$350</td>
</tr>
<tr>
<td>Ice Skate/Sled Hockey - Member</td>
<td>$15</td>
</tr>
<tr>
<td>Ice Skate/Sled Hockey - NonMember</td>
<td>$25</td>
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</tbody>
</table>

#### Summer

<table>
<thead>
<tr>
<th>Activity</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canoe/Kayak 1/2 Day Session</td>
<td>$23</td>
</tr>
<tr>
<td>Canoe/Kayak 2hr Session</td>
<td>$25</td>
</tr>
<tr>
<td>Canoe/Kayak Full Day Session</td>
<td>$34</td>
</tr>
<tr>
<td>Canoe/Kayak 1/2 Day Lesson</td>
<td>$44</td>
</tr>
<tr>
<td>1wk/3wk Paddle 2.5 hr - Member</td>
<td>$30</td>
</tr>
<tr>
<td>1wk/3wk Paddle 2.5 hr. - N. Member</td>
<td>$75</td>
</tr>
<tr>
<td>Cycle/Bike Single Session w/ Own Bike</td>
<td>$5</td>
</tr>
<tr>
<td>Cycle/Bike Single Session</td>
<td>$15</td>
</tr>
<tr>
<td>Cycle/Bike Single Session - Family</td>
<td>$20</td>
</tr>
<tr>
<td>Cycling (2 hr session)</td>
<td>$23</td>
</tr>
<tr>
<td>Cycle/Bike Single Session</td>
<td>$25</td>
</tr>
<tr>
<td>Cycle/Bike Evening Session</td>
<td>$5</td>
</tr>
<tr>
<td>Cycle/Bike Evening Session - Family</td>
<td>$10</td>
</tr>
<tr>
<td>Cycle/Bike Summer Session - Indiv.</td>
<td>$20</td>
</tr>
<tr>
<td>Cycle/Bike Summer Session - Family</td>
<td>$40</td>
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<tr>
<td>Fishing 1/2 Day Session</td>
<td>$16</td>
</tr>
<tr>
<td>Fishing Extended 1/2 Day (w/ lunch)</td>
<td>$24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiking 1/2 Day</td>
<td>$16</td>
</tr>
<tr>
<td>Hiking Full Day</td>
<td>$24</td>
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<tr>
<td>Horseback Single Day Session</td>
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<tr>
<td>Horseback Private Lesson</td>
<td>$47</td>
</tr>
<tr>
<td>Horseback, 5 Lesson Package</td>
<td>$170</td>
</tr>
<tr>
<td>Horseback, 5 Lesson Private Lesson Pck</td>
<td>$206</td>
</tr>
<tr>
<td>Overnight Camping</td>
<td>$60</td>
</tr>
<tr>
<td>Overnight Camping (group up to 10)</td>
<td>$140</td>
</tr>
<tr>
<td>Rock Climbing Single Session</td>
<td>$25</td>
</tr>
<tr>
<td>Sailing Full Day</td>
<td>$40</td>
</tr>
<tr>
<td>Sailing, 3 day Package</td>
<td>$100</td>
</tr>
<tr>
<td>Sailing 3 hr. Session (up to 6 px)</td>
<td>$125</td>
</tr>
<tr>
<td>6hr Lesson</td>
<td>$125</td>
</tr>
<tr>
<td>Day Camp - Single Day Sessions</td>
<td>$40</td>
</tr>
<tr>
<td>2 hr Lesson</td>
<td>$50</td>
</tr>
<tr>
<td>2 day, Overnight Trip/Outing</td>
<td>$87</td>
</tr>
<tr>
<td>Women's Summer Wkd. Camp</td>
<td>$150</td>
</tr>
<tr>
<td>Single Sport 3-day Wkd. Camp</td>
<td>$200-275</td>
</tr>
<tr>
<td>3-day Wkd. Overnight/Residential Camp (x 2)</td>
<td>$250</td>
</tr>
</tbody>
</table>

Group ski/snowbd lessons (4-10 px) = 15% discount. Group lessons for agencies service PWD $40/full day.

Membership $40/person/year, $70/family/year, then 1/2 day = $75 and full day = $150.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waterski Full Day - Member</td>
<td>$25</td>
</tr>
<tr>
<td>Waterski Full Day - N. Member</td>
<td>$40</td>
</tr>
<tr>
<td>Waterski 1/2 Day Lesson</td>
<td>$60</td>
</tr>
<tr>
<td>Waterski Full Day Lesson</td>
<td>$100</td>
</tr>
<tr>
<td>Waterski 2 Day Clinics</td>
<td>$60</td>
</tr>
<tr>
<td>Whitewater Raft 1/2 Day</td>
<td>$44</td>
</tr>
<tr>
<td>Whitewater Raft Full Day</td>
<td>$57</td>
</tr>
<tr>
<td>Summer Session/Single Day</td>
<td>$30</td>
</tr>
<tr>
<td>Summer Session/Single Day - Food</td>
<td>$100</td>
</tr>
<tr>
<td>Summer Session/Full Day (w/ food)</td>
<td>$150</td>
</tr>
<tr>
<td>2 hr Lesson</td>
<td>$50</td>
</tr>
<tr>
<td>3-day Wkd. Overnight/Residential Camp</td>
<td>$250</td>
</tr>
</tbody>
</table>

Depends on activity and duration of activity. Program fee varies between $25-$50.

Depends on the location (we own & operate at 3 mountains, and have five affiliate programs).

100% free, no program fees.
Scholarships

No Scholarships Provided
Do not provide scholarships, because programs are 100% free/no program fees.

Scholarship Availability Varies
Availability of scholarship depends on funding availability within the budget. Usually give $500 scholarship toward 5 day/10 lesson package (per px per yr).

Scholarships w/ No Formal Application
We have scholarship money availability. We ask px to pay what they are comfortable paying, for some that's nothing, others partial fee - and that's fine.
We made commitment long time ago that we would have scholarship money available.

Do not have a formal scholarship program. Our informal process is that we'll grant someone a 1/2 day lesson on waiting list basis.
PX that can't afford it but would like to experience it, can go wait list & then get a shot at it when open lesson b/c available. We provide one 1/2 day lesson per px per year.

No formal scholarship process. We tell everyone that no one is excluded from px in programs due to finances. 30-40% of program fees are scholarshiped.
Ask them to bring something to the table & give back, shuttle px back & forth to boat dock, volunteering at event, in office, etc. We're a family & everyone pulls their weight.
Offer anywhere btw. 10-100% scholarship. No formal application. Trust system. We ask if anyone has financial constraints and then we have individual conversation.
We award scholarship to about 24% of our participants.

Gone back & forth btw. formal application vs. case by case. We don't require paperwork or tax forms. Our goal is to build self confidenceesteem & pride.
There is something a bit humiliating about having to prove that they're poor first - it feels backwards. We ask that px w/ financial limitations simply tell us.

We do encourage them to pay something if at all possible, just b/c there's a greater sense of ownership, it doesn't matter if it's $5 or $10. It makes a difference that they're paying for what they're doing - we like to instill that feeling of independence where we can. Then we have personal conversasion to talk about the level of financial assistance needed (10-100%). We review scholarship awarded at end of each year to see if we're being taking advantage of, to determine if we need stricter criteria. If we walk away @ end of the yr w/ 2 or 3 times we've been taken advantage of, if that's all it is, we'd prefer not to go thru stricter criteria.
We offer scholarships, not a fixed rate or official application process. It's done on a case by case basis. People that can't pay it all - we pay 10-100%. It varies.
We work off of sliding scale. No formal application or paperwork. We just verbally have conversation. They pay what they can - if that's partial or none at all.

Provide scholarship but no paperwork process. We ask they pay whatever they can. Don't want anyone to miss opportunity due to financial constraint.

Scholarships w/ Formal Application
Anyone can px w/ us, re: of their ability to pay. Ask for px to pay min. of $10 to cover resort rental fee, but even if that's an issue, we scholarship it.
We have a formal application, but do not ask too much detail info b/c we don't want to poke. We limit scholarship to $500/person per year.

Provide scholarships to assist w/ lodge/transpo/lessons. We have formal application. Ask them to write paragraph about exp. that we can use in newsletter.
Typically we'll award $500 per px per year. They can use money as they see best - towards lessons, travel costs (for those from out of town), lodging, etc.

WW program are free. Px scholarship can be partial, full or 5-day scholarships. Have formal application & committee that reviews it. Reserve right to ask for tax forms.

Try to keep program fees down to minimum cost - that's purpose behind membership program. Do have scholarship process, but doesn't get used that often.

Rule that nobody pays zero; they can utilize “credit” system. Fee installments/paymnt plan available. We offer partial scholarship/ask people to pay what they can.

We can't charge participants anything less than the money organization has to write a check for – the money that will walk out the door and is not connected to paying staff, staff time, equipment, etc. so for example: if I have contracted a river guide for kayak trip – I have to charge participants enough to pay for river guide as that is money that will go outside of organization. A lot of participants pay $200 for the $600 kayak trip. A lot of our participants volunteers – we have a credit program, so they can volunteer in the office or on fundraiser committee, etc. and earn “credit” towards their account. We award them credit of minimum wage for each hour that they work – that’s credited to their account and subtracted from the program fee of the program they wish to participate in.
Chapter Five
Summary and Conclusions

Summary

Based on the specific interests, goals and needs of Greek Peak Adaptive Snowsports, two primary goals were achieved as a result of the project. The first objective involved the identification of best practices related to the administrative function and programmatic operation of a year-round community-based adaptive sports organization. In order to efficiently and effectively represent models of best practices being used in adaptive sports programs, a 52-item needs assessment interview was developed and administered to sixteen year-round adaptive sports organizations across the United States. Upon completing the needs assessment interview, data collected was analyzed and examined predominantly for the purpose of identifying common themes and categories regarding strategies and techniques for managing and implementing a successful, sustainable year-round program. Ultimately, in relation to best practices, each theme or category was placed under one of three categories: (1) administrative structure and function; (2) human and physical resources; and (3) programs and participants.

The second objective, involved utilizing the needs assessment interview results for the purpose of creating a comprehensive year-round community-based program plan specific to the mission, vision and purposes of Greek Peak Adaptive Snowsports. The end result of the project includes a program plan and handbook intended to serve as a comprehensive resource that will assist and competently guide Greek Peak Adaptive Snowsports in their efforts to improve and expand organization operations, programs and services. The program plan is comprised of nine major components: (1) organization logic model; (2) administration; (3) year-round programming; (4) program/event planning; (5) volunteers and interns; (6) participants; (7) evaluation; (8) equipment; and (9) risk management.
**Conclusion**

Based on the results of the needs assessment interviews conducted with 16 successful, sustainable year-round organizations across the United States, the following best practices can be concluded:

*Administrative Structure and Function*

- It is vital that an organization develop and maintain both short-term and long-term strategic plans. Short-term plans should include goals and objectives that incorporate the next 1-3 years; long-term plans should include a vision that incorporates the next 5-10 years.

- It is critical that an organization create and sustain a diverse funding stream. Relying solely on only one or two sources of funding can be detrimental to an organization in the event one of those sources is eliminated. In having multiple forms of funding, if one format is discontinued, the other various funding streams can support the continuous progress of an organization’s operation without hindrance.

- By offering a membership program to stakeholders, staff, volunteers and participants offsets portions of a program budget, allowing an organization to charge participants less for program registration fees.

- Corporate sponsorships should be pursued and secured for special events such as fundraising events, competitions, tournaments, camps or clinics rather than year-round program operations.

- Fundraiser events should be planned and executed throughout the year. It is recommended that a minimum of three annual fundraiser events be established, with each taking place throughout the year (i.e. one scheduled in winter season, another in summer season and a third in fall or spring). In doing so, the organization remains on the forefront of the community’s mind, and allows the organization to experience monetary installments progressively throughout the year versus receiving a sum of money only once at the beginning or end of the year.

- Utilize relationships, networking opportunities and connections that staff members and board members bring to the table. The majority of sponsorships, partnerships and monetary or in-kind donations come from the “I know someone, who knows someone” scenario.

- Word of mouth is the single most effective method for promoting awareness of an organization, be it for the recruitment of volunteers or new participants.
Human and Physical Resources

- The top three paid positions initially secured within an organization are the Executive Director, Program Director and Volunteer Coordinator positions.

- It is critical that an organization have a Certified Therapeutic Recreation Specialist on staff so that internships opportunities can be offered and secured with local college/university recreation degree programs.

- Organizations should encourage staff/volunteers to obtain and maintain professional certifications/training by providing reimbursement or stipends for certification exams.

- Conducting annual background checks on all staff and volunteers is imperative. Completing reference checks for junior staff/volunteers under the age of 18 is equally important.

- Mandatory trainings should be provided to staff/volunteers at the start of each season or program activity. Staff/volunteers should be required to accrue a pre-determined number of training hours before they are permitted to assist or facilitate a program activity involving participants.

- In addition to start-of-the-season trainings, in-service trainings in specific skill sets or program areas should be provided throughout the year for staff/volunteers to attend. This allows staff/volunteers to maintain current skills while also acquiring new information, skills and ideas related to instruction, program planning and program activities.

- Organizations should establish working relationships with local colleges/universities, creating internships program opportunities for students. In addition to the traditional internships position involving direct programming, organizations should offer internship opportunities in marketing, event planning, non-profit management, etc. as it will allow the organization to receive assistance without having to secure a paid full-time staff position, while also serving college/university student’s interests and needs for internship or practicum hours.

- Keeping an up-to-date inventory of equipment (both general and adaptive equipment), that includes a tracking of maintenance, repairs and replacements should be maintained continuously throughout the year for insurance, audit and liability requirements.
Programs and Participants

- In providing programs and services, collaborate and partner whenever possible with already existing programs or organizations to ensure that resources are efficiently utilized. There is no need to “re-invent the wheel”. Collaborations can support an organization by providing equipment, facility space, staff training, volunteers, special events, marketing and promotion.

- Pre-registration for programs allows the organization to more efficiently schedule staff/volunteers. It ensures that staff-to-participant ratios are maintained, and prevents the organization from experiencing capacity issues (i.e. too many participants and not enough staff/volunteers available and vice versa). It is recommended that pre-registration take place at least one to two weeks in advance.

- When offering multiple avenues for registering for a program (via mail, online, fax, in-person, phone), upon receiving the registration follow-up with the participant via phone. In doing so, personal contact is made with the participant and/or the parent/guardian of participant, which provides a warm welcome to the participant while also offering the organization an opportunity to ask questions and clarify items on the registration form for the purpose of getting to know the participant better (as well as the accommodations or supports that will need to be in place prior to the participant’s arrival).

- In addition to obtaining a medical form and waiver/release of liability, a pre-assessment intake or informal interview should be conducted with a participant prior to their participation in a program. The purpose of the pre-assessment intake/interview is to gather additional information about the participant, including: medical history, experience in a given activity, adaptive devices used for mobility, supports or accommodations needed, and any needed supports or accommodations related to behavior, attitude or communication.

- Program activities should incorporate two main components: (1) fun and enjoyment; and (2) skill development. Specific goals related to skill development should be created exclusive to the needs and interests of each individual participant.

- In addition to regularly scheduled programs, offering weekend clinics or camps periodically in various sports or recreation activities (not frequently offered during program seasons) exposes and introduces participants to new activities. By offering these types of short-term activities, organizations can obtain feedback from participants with regards to their level of interest in the new activity. If the level of support and interest is high, the organization can consider adding the activity in to regularly scheduled programs in the future.

- Scholarships programs and/or financial aid packages should be made available to all participants. No participant should be turned away from a program due to their inability to pay program fees.
• Inclusive programs (programs that include and encourage people with and without disabilities to participate) are very successful. Offering programs that allow a participant and their family or social peers to experience and enjoy the activity together is beneficial to the well-being of all involved.

• Transportation is not provided to participants due to the financial implications and noticeable increase in liability and insurance issues.

Recommendations

If and when Greek Peak Adaptive Snowsports decides to expand programs, the following is recommended as the organization begins the transition and process of developing a year-round adaptive sports organization:

a. Formulate a strategic plan that incorporates a projected year-to-year timeline as well as target goals pertaining to the growth and expansion of programs and services. Some things to consider:
   – When to begin expansion?
   – What area of programming to expand? What are participant interests?
   – Does the proposed new programming align with organization mission and logic model?
   – If GPAS decides to introduce new program/activity, if so, plan out the activity taking into consideration participant interest, marketing, promotion, facility space, equipment, staffing, volunteers, budget, risk management, etc.
   – What needs to be in place prior to introducing the new program (staff training, equipment, funding, facility space, marketing, etc)?

b. As part of the strategic planning process, evaluate the organization’s mission, vision and philosophy to ensure that each component is reflective of the direction and future direction of the organization.

c. Create a paid staff position within the organization structure. It is recommended that the position be for an Executive Director. The organization should consider establishing the position initially as a part-time position with the intent to expand to a full-time position in the near future as funding and resources are confirmed and available.
d. Seek out and secure diverse funding streams. In addition to state or federal monies, partnerships, grants and foundations, consider an annual campaign that would encourage Greek Peak Adaptive Snowsports stakeholders to make individual donations. Create and distribute sponsorship proposals to local businesses and community organizations. Establish and schedule three annual large-scale fundraiser events to take place strategically throughout the year.

e. Create and administer a participant interest survey. Inquire about interest in expanding programs. Ask specifically which programs they would like to see as part of the year-round program format.

f. Expand slowly. Implement a pilot program that consists of the program being offered for only two-three weeks or even just as a single weekend event, to test-run how the program will operate and to evaluate participant interest.

g. Focus volunteer efforts in various areas based on a volunteer’s area of interest, skill-set and competencies.
   - Direct programming
   - Equipment management
   - Office/administrative work
   - Volunteer recruitment
   - Fundraising
   - Event planning

h. Create internship positions in various areas to eliminate the need for hiring additional part-time or full-time staff.
   - Direct programming
   - Marketing plan (sponsorship packages, promotion and awareness of organization within community)
   - Event planning (fundraisers, special events)
   - Graphic design (printed materials)

Regardless of whether or not Greek Peak Adaptive Snowsports expands to a year-round program format, the program plan is intended to act as a resource and guide in which the organization can build upon or refer to when improving current seasonal program operations as well as future services, programs and activities.
References


Appendix A: Email Invitation to Potential Project Participants
Email Invitation to Potential Project Participants

Date

Dear (Executive Director’s name),

Hi, my name is Brandi Crowe; I am a graduate student at the State University of New York at Cortland and am working to obtain my Master’s in Outdoor Recreation/Education. As part of my coursework, I am conducting a Master’s Project, developing a comprehensive year-round community-based program plan for the Greek Peak Adaptive Snowsports program located in Central New York.

Greek Peak Adaptive Snowsports (GPAS) is interested in learning more about the progression necessary for extending a current seasonal program offered to persons with various disabilities into a year-round community based program, inclusive of both persons with disabilities and their extended social networks. As part of this process, I am conducting interviews with currently existing year-round community-based adaptive programs within the United States that started out as a seasonal program and later expanded to a year-round format.

The purpose of the interview is to gather information on and identify models of best practice. The interview will be recorded and conducted via telephone so that results can later be analyzed for the following:

  a. Functional models of best practices being implemented in successful, sustainable year-round programs across the U.S.
  b. Areas for further program development, improvement and expansion (as identified by organizations interviewed).
  c. Effective strategies for overcoming barriers that interfere with participants and/or programs.

Based on the information gathered, a comprehensive year-round program plan will be developed specific to the needs of GPAS and its participants.

As the (insert: name of organization) has been identified as a high-quality organization who meet the required criteria, I would like to invite you to participate in my Master’s Project by answering various interview questions having to do with the functions and operations of your program. Participation is entirely voluntary, and you can withdraw from participation at any time without consequence. If you choose to take part in the project, questions for the approximately one-hour interview will be sent to you at least one week in advance of the scheduled interview day/time so that you will have an opportunity to review the questions and gather any necessary data or information in advance.

If you are interested and willing to participate in the study, please provide consent and confirmation by emailing brandi.crowe@cortland.edu so that an interview can be scheduled and set-up at a date/time that is convenient for you and your organization.

If you have any questions about this project, you can contact me, Brandi Crowe at brandi.crowe@cortland.edu or at 205-799-4203. You can also contact Dr. Lynn Anderson at lynn.anderson@cortland.edu or at 607-753-4941. For questions about research at SUNY Cortland or questions/concerns about participant rights and welfare, you may contact Dr. Nancy Aumann, IRB Administrator, PO BOX 200, Cortland, NY 13045 (email: irb@cortland.edu; phone: 607-753-5477).

Thank you for your time and consideration. I look forward to your reply.

Sincerely,

Brandi Crowe

--

Brandi M. Crowe, CTRS
Graduate Student, SUNY Cortland
Phone: 205-799-4203
Email: brandi.crowe@cortland.edu
Appendix B:
Needs Assessment Interview Questions
Needs Assessment Interview Questions

The purpose of this interview is to gather information on and identify models of best practice in year-round adaptive recreation programs. The interview will be recorded so that results can later be analyzed. The interview should take about one hour. Your organization’s name will be retained in the results shared with the Greek Peak Adaptive Snowsports Board of Directors, but your name and any personal information will not. Any results published in magazines or journals will not have the name of your organization. By participating in this interview, you are helping us learn more about best practices in year-round adaptive recreation programs. Participation in this interview is entirely voluntary, and you can withdraw from participation at any time without consequence. If you choose to take part in the interview, you have given your informed consent to participate in this study. Should I continue with the questions?

I. Administrative Structure & Function

1. What is your organization mission?
2. Have there been any significant changes in the current direction of your program goals in comparison to past program goals (i.e. due to change in participant base, participants needs/interests, etc)?
3. How did you go about expanding your program from a seasonal format to a comprehensive year-round format?
4. On what timeline did this transition take place? Were there any unexpected surprises/challenges encountered in doing so?
5. Are you considered a 501(c)(3)? If not, what is your IRS status?
6. How many people sit on your board of directors?
7. Is your organization accredited or affiliated with a larger professional entity (i.e. ACA, NRPA, DSUSA, etc)?
8. Does your organization offer a membership to program participants and/or supporters? If so, what is the membership fee?
9. Where does your funding come from (i.e. grant, federal, state, donations)?
10. Of those funding sources, what is the percentage of income from each?
11. What does is your annual budget? What does it entail?
12. What types of fundraisers do you put on? What do fundraisers usually consist of?
13. What other types/strategies for raising money that you implement?
14. Does your organization have corporate sponsors? If so, how were those relationships initiated and maintained?
15. Do you have varying sponsorship levels? If so, what are they?
16. How do you get the word out and promote your organization and services to the community?
17. What types of organizations/agencies do you promote your program to (i.e. schools, group homes, rehabilitation hospitals, etc)?
18. Have you experienced success with local TV and newspapers in running positive stories with re: to your program that have helped increase education and awareness of your organization within your community? If so, how were those relationships initiated and maintained?
II. Human & Physical Resources

1. What qualifications are required or preferred as part of executive director position?
2. How many paid staff positions do you have? Are they full-time or part-time?
3. What are those specific positions? What are starting salaries for each? What types of insurance and/or 401K plans are offered to staff?
4. Are there any specific education, experience, training, certification, or background requirements preferred when hiring for staff positions? If so, which ones?
5. Does your organization provide any certifications and/or training opportunities for staff? If so, which ones? If not, is reimbursement available to staff for trainings, continuing education or certifications?
6. How would you characterize or describe your “typical” staff member?
7. How many volunteers work with your organization/program?
8. How are volunteers recruited?
9. Within your organization, where are volunteers utilized (i.e. are there different volunteer positions available?)
10. Is there any type of training or orientation volunteers must complete before volunteering with the program?
11. Do you conduct background checks with volunteers?
12. Does your organization offer an internship program to college students/graduates?
13. If so, what types of internship opportunities/positions are offered?
14. What amenities are offered through the internships (i.e. room and board, stipend, transportation, etc)?
15. What types of facilities do your programs take place in (i.e. outdoors/indoors, park, gym, resort, etc)?
16. If directly tied to a larger entity (i.e. a resort), how much support do you get from them? Are you required to pay the entity for use of their facilities, outside area, etc?
17. If directly tied to larger entity, do they subsidize or provide any components necessary to the success of your organization (i.e. facility, facility costs, lift tickets, parking, etc).
18. How did you acquire equipment and necessary adaptive equipment (i.e. donations, purchase at cost, etc)?
19. Do you have an equipment inventory tracking system in place (i.e. keep records of when equipment is received/purchased, maintenance/repairs made, frequency of use, etc)?
III. Programs & Participants

1. What types of fall/winter programs do you offer? Summer/spring?
2. What percentage of your programs is offered in the fall/winter vs. those in the summer/spring?
3. How do participants register for a program?
4. What type of information is gathered from a participant before participation in a program (i.e. personal info, medical info, waiver/liability)?
5. For each individual program, what is the average length that the program runs (i.e. program held once a week for 2 mos.)? What is the average duration of each individual session of that program (activity session lasts 30mins, 60mins, etc)?
6. Are programs focused more on the activity and leisure experience or more on instruction in a particular recreation skill set?
7. Are programs inclusive of persons with and without disabilities? Are programs specialized and specifically designed to serve only persons with disabilities?
8. Do you have any family/friend focused programs – where the family or group of friends can participate in an activity together?
9. Do you offer any special events (i.e. annual, once-a-month, etc)?
10. Do you collaborate with any other local programs and/or organizations on certain events or programs? If so, which ones?
11. Is transportation offered to participants?
12. Among your participant population, what types of special needs or disabilities do you offers services for?
13. What is the age range of participants served? Do you set a limit on the age of participants?
14. What are participant fees? Is the fee charged annually, per visit, per program, etc?
15. What does the participant fees include (i.e. equipment, transportation)?
16. Are scholarships offered to participants who have financial constraints? If so, at what level (i.e. 25%, 50% assistance)?
17. What is the process for participants applying for a scholarship? What are the criteria for applying and receiving assistance? Who determines who is eligible and/or receives financial assistance?

IV. Questions &/or Comments

Thank you very much for taking the time to talk with me today. Your information will be very helpful to Greek Peak Adaptive Snowsports, as they explore changes to their organization. Please feel free to contact me if you have any questions or comments later on. Again, thank you.
Appendix C:
Institutional Review Board Proposal
Instructions to investigators: Do not alter the questions on this application. If you would like to provide additional information, there will be a place for additional information at the end of the application form. Each page roughly corresponds to one section of the application. If you have any questions or any doubt about your category/section of review, contact us by email at: irb@cortland.edu. Submission instructions appear at the end of this form.

**Category II: Expedited Protocol**

**Institutional Review Board**

Application for Use of Human Subjects in Research

### Applicant Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Mailing address</th>
<th>City, State, Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brandi Crowe</td>
<td>RPLS Department</td>
<td>H187 Village Terrace Apartments</td>
<td>Cortland, NY 13045</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Email</th>
<th>Telephone</th>
<th>Principal Investigator’s Status:</th>
<th>CITI Training Completed:</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:brandi.crowe@cortland.edu">brandi.crowe@cortland.edu</a></td>
<td>205-799-4203</td>
<td>(answer: faculty, staff, student, etc.)</td>
<td>(answer: Yes or In progress)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduate Student</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Is the principal investigator or any co-investigator affiliated with another institution?** No

**Has another IRB reviewed and approved this protocol?** No

If yes, please identify the institutions where IRB approval is (has been) sought (if applicable): N/A

And, indicate which institution will serve as the primary institution for IRB review (if applicable): N/A

### Undergraduate and Graduate Student Applicants:

Student researchers serving as principal investigators, provide information about your faculty/staff sponsor (research advisor) below. Students should not submit applications without their sponsor's approval.

<table>
<thead>
<tr>
<th>Research sponsor's name</th>
<th>Department</th>
<th>Email:</th>
<th>CITI Training Completed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynn Anderson</td>
<td>RPLS Department</td>
<td><a href="mailto:Lynn.Anderson@cortland.edu">Lynn.Anderson@cortland.edu</a></td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Co-Investigators and Research Staff

Are there co-investigators or research staff (other faculty, staff, graduate students, or undergraduates) working with you? (answer below: Yes or No)

No

If yes, complete Appendix B and send it as an email attachment to irb@cortland.edu.

### Project Information

**Project Title:** (enter a 10-12 word title for this protocol in the space below)

**A Needs Assessment for Developing a Community-Based Year-Round Program Plan for Greek Peak Adaptive Snowsports Program**

**Project Type:** (type an X next to the statement that best describes the purpose of this research)

- [ ] Human subjects research
- [ ] Pilot data for a grant/fellowship proposal or R & D
- [X] Thesis or dissertation research
- [ ] Program evaluation that will be disseminated off campus
- [ ] Pre-submission review for a grant proposal or fellowship application (data collection is contingent upon funding)
If you selected thesis/dissertation, provide contact information for your committee chair below:

Name: Lynn Anderson
Email: Lynn.Anderson@cortland.edu
Telephone: 607-753-4941

College/University where your degree will be awarded: SUNY Cortland

Project Period:
(Can indicate a period up to one year); place an X in the “From” or “To” boxes on the left, or type the exact start and end dates in the boxes on the right)

From: X Date of IRB approval
To: X One year after approval

OR

Type a start date here:
Type and end date here:

Project Funding: (type an X next to the statement that best describes the funding source for this research)

X Not funded
Applying/applied for funding
Internal Funding (e.g., department, UUP, Research Foundation)
External Funding from a Government Source
External Funding from a Private Source
Other (explain in the space below):

If funded, provide agency and grant/contract number: N/A

If you have applied for funding/have been funded, email an attachment of your grant proposal to irb@cortland.edu.

Category II Expedited Sections

Abbreviated section titles appear below: read the full text of each section number before choosing a section (see http://www.hhs.gov/ohrp/humansubjects/guidance/expedited98.htm). Investigators make a preliminary decision, in consideration of all procedures from recruitment through dissemination. After reading the protocol, the IRB Administrator makes a final determination concerning the review category and section number appropriate for the study. All requests for waivers or exceptions are considered by the Full Board, as required by federal regulations.

Indicate by typing an “X” into the box on the left the requested section of review. If your study does not fit one of these categories, it cannot be reviewed as expedited.

1. Clinical studies of drugs and medical devices (limitations apply)
2. Collection of blood samples by finger stick, heel stick, ear stick, or venipuncture (time and volume limits apply)
3. Prospective collection of biological specimens for research purposes by noninvasive means (see examples)
4. Collection of data through noninvasive procedures (not involving general anesthesia or sedation) routinely employed in clinical practice (see limitations and examples)
5. Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for nonresearch purposes (some of this research will be exempt, see definition of minimal risk)
6. Collection of data from voice, video, digital, or image recordings made for research purposes (see definition of minimal risk)
X 7. Research on individual or group characteristics or behavior (see examples); survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies (some of this research will be exempt, see definition of minimal risk)
Purpose of the Research Activity and Assessment of Anticipated Benefits

In the space below, explain the purpose of the study. Describe the anticipated benefits to subjects (directly or indirectly), to science, and/or benefits to society.

Type the purpose of this study, the objectives, aims, gap in knowledge the study addresses, and/or the rationale for performing the study. Although participation in research may be a personally rewarding activity or a humanitarian contribution, these subjective benefits should not enter into the investigator’s or IRB's identification or analysis of benefits. Note that remuneration should not be listed as a benefit.

Purpose of the Project

Greek Peak Adaptive Snowsports (GPAS) located in central New York is interested in learning more about the progression necessary for extending a current seasonal program offered to persons with various disabilities into a year-round community based program, inclusive of both persons with disabilities and their extended social networks. Prior to making the transition, GPAS has identified various areas where further information regarding best practices would be helpful in assuring that they can develop, operate and sustain a successful year-round community-based program. In addition, prior to GPAS making this change in program format based on best practice models, a program plan needs to be developed for GPAS for the purpose of competently guiding them through the growth and expansion in programming.

Project Objectives

Objective 1: Develop an interview protocol for the purpose of identifying best practice models of currently existing year-round community-based therapeutic recreation programs.

Objective 2: Administer needs assessment interview to 15-20 pre-selected organizations.
   c. Distribute interview questions via email to organizations at least one week in advance of scheduled interview.
   d. Conduct recorded phone interview with Executive Director of the organization.

Objective 3: Analyze needs assessment interview results and identify the following:
   d. Functional models of best practices being implemented in successful, sustainable year-round programs across the U.S.
   e. Areas for further program development, improvement and expansion (as identified by organizations interviewed).
   f. Effective strategies for overcoming barriers that interfere with participants and/or programs.

Objective 4: Based on interview results, develop a comprehensive year-round community-based therapeutic recreation program plan specific to the needs of GPAS and its participants.

Assessment of Risk

The term risk is defined as the probability of harm or injury (physical, psychological, social, or economic). To assess risk, investigators should be able to (1) describe risks or potential discomforts; (2) estimate the probability of their occurrence (chance or likelihood of occurrence); and (3) assess the severity (mild, moderate, severer), should that condition occur. When responding to questions about risk, use the OHRP’s definition of minimal risk as the benchmark. **Minimal risk** = The probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests. Next, investigators are to seek ways to minimize or eliminate the risks or discomforts to the greatest extent possible.

Using the definition of minimal risk stated above, choose the statement that best describes this study:

- Research involving less than minimal risk
- Research involving no more than minimal risk **X**
- Research involving greater than minimal risk, but presenting the prospect of direct benefit to the individual subjects
- Research involving greater than minimal risk, but presenting no prospect of direct benefit to the individual subjects, but likely to yield generalizable knowledge about the subjects’ disorder or condition
- Research involving greater than minimal risk that does not fit any of the above conditions
Nearly all research activities pose at least some risk to participants. Identify and describe, in the space below, reasonably foreseeable risks associated with this research (for some studies, e.g., survey research, reasonably foreseeable risks may be confined to confidentiality risk). For each risk, explain what precautions, safeguards, and alternatives have been incorporated into the research activity to reduce the probability of discomfort or harm. For any risk that cannot be avoided, explain the safeguards that will be used to limit the severity or duration of discomfort or harm. In expedited research activities, by definition, the risks posed can be no more than minimal risks; those risks ordinarily encountered in daily life.

The needs assessment interview protocol was co-developed by the investigator, the project committee and the input of GPAS board of directors based on the elements considered critical to a sustainable and effective program. The needs assessment will be an interview conducted via phone and will include open-ended questions deemed applicable in defining best practice components involved in operating an organized community-based adaptive program. Questions will be divided into three categories: 1) Administrative Structure and Function, 2) Human and Physical Resources, and 3) Programs and Participants.

Participating organizations and their executive directors will be sent the interview questions via email at least a week prior to their scheduled interview to allow time for their reviewing and gathering information necessary for answering the questions. No more than minimal risk will be involved as the interview questions pertain to the everyday operations of their organization, and in no way will be invasive of personal information. Participants can choose to skip a question(s) and/or can withdraw from the interview and participation at any time without any consequence.

### Research Procedures Involving Specific Risks to be Documented

The conditions listed below often require additional documentation or may involve a different category of review. Check a box to alert the IRB when a condition listed below applies to the study (mark an X next to all that apply):

| Questions are of a sensitive or controversial nature; given the standards of the Cortland community, the research would likely be viewed as controversial; or the research may generate public concern | Deception is used or debriefing is necessary to check the participants' wellbeing (physical or psychological) or protect their welfare |
| Questions are asked involving any kind of activity that may be illegal, illicit, unethical or are violations of institutional policy; OR participants' responses, if known outside of research could increase risk of civil/criminal liability or damage financial standing or employability (this includes the recreational use of drugs/alcohol) | Procedures are used that involve assignment to groups, the manipulation of subjects' behavior or responses, an intervention, or any procedure intended to change the participant's opinions, thoughts, feelings, or behavior |
| Research involves the use of equipment (ranging from playground or camp equipment to experimental apparatus) that may or may not be attached to participants | Procedures involves the assessment of mental health status, a questionnaire allowing the diagnosis of a mental illness (DSM-IV axis 1 or axis 2), or the survey asks questions about suicidal ideation or suicide attempts |

### Recruitment and Participant Selection

In the space below, describe the social demographics of your target population. Include all important defining characteristics of your potential sample. In particular, specify any on-campus or community groups that you will recruit from (for example, SUNY Cortland faculty, staff, students; students at Cortland JSHS; members of the Cortland Chamber of Commerce, etc.) and explain any relationship you might have with that group, past or present (if applicable).

The needs assessment sample population will consist of currently existing sustainable year-round community based adaptive programs within the United States. Fifteen to twenty of these programs will be purposefully sampled. Criteria for selecting sample population require the following: (1) that the organization will have started out as a seasonal program and later expanded to a year-round format, or (2) that the organization has a sound reputation, or (3) has been recognized by an accrediting organization for an outstanding program or have received a “best practices” award from a recognized agency or organization. This is so the sample will be parallel to the current model at Greek Peak Adaptive Snowsports. Organizations will be identified through the GPAS Board of Directors, through the Disabled Sports USA (DSUSA) directory, and through articles published in “Challenge” magazine, the official publication of DSUSA.

Indicate your target sample size: 15-20 organizations
Classification of Recruitment Procedures

Place an X in the box that applies to this study, complete Part B, and send all recruitment materials to the IRB for review before implementation. The IRB highly recommends that all investigators read the instructions concerning participant recruitment, as recruitment issues are the most common source of misunderstandings and delays in gaining approval.

Issues relating to the relationship among the investigators and the individuals targeted for recruitment:

- This study involves no contact with participants (e.g., use of existing data)
- Recruitment is targeted at individuals who will remain anonymous during recruitment and are individuals not already known to the investigators (e.g., random digit dialing, newspaper advertisement, flyers posted, etc.)
- Recruitment is targeted at individuals already known to the investigators (e.g., the use of students in the investigator’s club, course, or other organization; employees of the college)
- **X** Recruitment is targeted at individuals not already known to the investigator, but are known to another group or organization who will assist with recruitment

Issues relating to how the participants will volunteer for the study:

- Participants respond anonymously and complete the study anonymously (e.g., mail-in questionnaires, internet survey); participants always remain anonymous
- The participant responds by signing-up or showing-up at the date/time/location where data collection will occur
- **X** The participant responds by providing the investigator with contact information to schedule an appointment at a later time
- The participant is solicited by a third party (e.g., another professor, school principal, director or owner of a business or recreational facility) and the participant responds by contacting the investigator
- Other (please type an explanation): 

Issues regarding the use of inclusion/exclusion criteria:

Defining the appropriate group of subjects for a research project involves a variety of factors - requirements of scientific design, susceptibility to risk, likelihood of benefit, practicability, and considerations of fairness. IRBs are required to make a specific determination that the selection of subjects is equitable. Do you plan to use any inclusion or exclusion criteria to select participants for this study? (mark an X next to “yes” or “no”)

- **X** Yes

If you marked "yes," state the criteria and justification in the box below. Type inclusion and/or exclusion criteria; provide a scientific justification for any inclusion/exclusion criteria used.

Criteria for selecting sample population includes the following: (1) that the organization will have started out as a seasonal program and later expanded to a year-round format, and (2) that the organization has a sound reputation (e.g., a chapter of DSUSA), has been recognized by an accrediting organization for an outstanding program or have received a “best practices” award from a recognized agency or organization. This is so the sample will be parallel and congruent to the current model at Greek Peak Adaptive Snowsports.

Note: Send copies of all recruitment materials (flyers, email, advertisements, parent information sheets, etc) as an email attachment to irb@cortland.edu.
Informed Consent

All studies must provide (administer) informed consent and document that the participants received and understood the terms of consent (elements of legally effective informed consent).

Send the consent/assent forms/statements you plan to use for IRB review to irb@cortland.edu.

Note: All consent forms must provide legally effective informed consent. If participants sign a consent form or identifiers are collected (temporarily or permanently), then the research cannot be described as “anonymous.” Confidentiality should be promised, to the extent allowable by law. If your research involves children, the IRB may require that you include a statement in your consent form about your status as a mandatory reporter.

Are you requesting a waiver to document legally effective informed consent (that is, you will administer informed consent, but you are asking for permission to omit collecting and store signed consent forms)?

<table>
<thead>
<tr>
<th>Yes</th>
<th>If you marked yes, provide a justification in the box below.</th>
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Participants will be invited to participate in the project via email. Upon their consent and confirmation of participation, via return email, interviews will be scheduled and interview questions will be sent via email to organization at least one week in advance of interview date.

Informed consent will be read to participants in the opening paragraph of the needs assessment interview (please see Attachment A for script). By completing the interview, participants are giving their informed consent to participate. Because of the innocuous nature of the interview, and the focus on agency, and not individual, characteristics, this method of obtaining informed consent is sufficient.

Are you requesting a waiver to provide informed consent or withhold elements of informed consent? In this case, you are asking to omit administering some or all of the elements of informed consent (e.g., unobtrusive observation or studies that involve the use of deception).

<table>
<thead>
<tr>
<th>Yes</th>
<th>If you marked yes, provide a justification in the box below.</th>
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Incentives for Participation and Remuneration

Each year, thousands of individuals are paid for participating in social-behavioral research. Although payments are usually monetary, when funding is not available volunteers are frequently offered other rewards in lieu of money. Regardless of the form of remuneration, participants in research must be recruited fairly, informed adequately, and paid appropriately.

**Part A: Incentives and Remuneration**

Using OHRP requirements and SUNY Cortland guidelines, explain and justify incentive or remuneration you will provide. Outline each type, how and when it will be given, and how much participants will receive. If the research is required for course credit or for extra credit, explain how the incentive will be offered without undue influence (also complete Part B). If you plan to provide monetary awards of any kind (including cash, gifts, or gift certificates) the IRB asks that you check with Research and Sponsored Programs, your funding agency, or the Business Office to make sure promises are not made to participants that cannot be kept. Type information about incentives and remuneration below, if provided.

| N/A |

**Part B: Alternate Assignments**

If participation is required for a course or if participation is offered as extra credit, the principle investigator assures that all professors involved with participant recruitment or data collection have agreed to provide an alternate assignment for their classes that meet the federal requirements:

<table>
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<tr>
<th>Yes</th>
<th>If you marked no, explain in the box below.</th>
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N/A
**Participant Expenses (with or without reimbursement)**

**Part C: Expenses and Reimbursement**

Explain expenses and/or reimbursement in the space below, by marking an X in the correct box.

- Yes, participants will incur expenses to participate (if yes, explain in the space below)
- X No, participants will not incur expenses to participate

In the box below, outline any expenses the participant will incur because of their involvement with this study. If participants are being reimbursed for expenses (e.g., mileage to and from the research location, parking, child care, etc.) outline the expenses and state the amount of reimbursement.

N/A

**Procedures**

**Research Design:**
Begin this section with a statement describing the design of your study. Define technical terms so that all members of the IRB can understand.

**Research Protocol:**

Explain the procedures of your study; explain what you plan to ask participants to do, include scripts and instructions that will be given to participants, along with other details about how you plan to execute the research activities. Describe the procedures chronologically, beginning with advertisement and recruitment to the end of the participants’ involvement in the study. Note that the IRB cannot approve a study in concept; the IRB must have enough detail to understand precisely how the research will be executed. A well-written protocol contains sufficient detail so that another researcher in your field could replicate your procedures.

**Purpose of Project**

The purpose of this project is to develop a comprehensive year-round therapeutic recreation program plan for the Greek Peak Adaptive Snowsports program located in Central New York.

**Introduction**

Specific to the needs, goals and future interests of Greek Peak Adaptive Snowsports and their participants, a comprehensive year-round program plan will be developed as a blueprint from which GPAS can refer to in the future, if and when they choose to expand from a seasonal program format to a year-round program. In order to efficiently and effectively represent models of best practices being utilized in similar adaptive programs across the nation in the final program plan, a needs assessment interview will be developed and conducted with 15-20 successful, sustainable year-round adaptive programs that originated as a seasonal program, just as GPAS has. Information gathered through the organization interviews will be analyzed and placed into various themes and/or categories based on relevance and importance in relation to administrative structure and function, programs, participants and human and physical resources.

**Project Objectives**

Objective 1: Develop and administer a needs assessment interview for the purpose of identifying best practices models of currently existing year-round community-based programs.

Objective 2: Analyze needs assessment interview results and identify the following:
- Functional models of best practices being implemented in successful year-round programs across the U.S.
- Areas for further program development, improvement and expansion (as identified by organizations interviewed).
- Effective strategies for overcoming barriers that interfere with participants and/or programs.

Objective 3: Based on interview results, develop a comprehensive year-round community-based program plan specific to the needs of GPAS and its participants.

**Sampling**

The needs assessment interview sample will consist of currently existing sustainable year-round community based adaptive programs within the United States. Fifteen to twenty of these programs will be purposefully sampled. Criteria for selecting sample population require the following: (1) that the organization will have started out as a seasonal program and later expanded to a year-round format, or (2) that the organization has a sound reputation (e.g., a chapter of DSUSA) or (3) has been recognized by an accrediting organization for an outstanding program or have received a “best practices” award from a recognized agency or organization. This is so the sample will be parallel and congruent to the current model at Greek Peak Adaptive Snowsports. The sample will be identified through the assistance of GPAS board members, thesis committee members, DSUSA directory, and “Challenge” magazine, the official publication of DSUSA.
**Instrumentation**

The needs assessment interview (please see Attachment B) has been co-developed by the investigator, the project committee and the input of GPAS board of directors based on a literature review and the elements considered critical to a sustainable and effective program. The needs assessment will be an interview conducted via phone and will include questions deemed applicable in defining best practice components involved in operating an organized community-based adaptive program. The interview will be recorded, and later transcribed. Interviews will be completed with the Executive Directors of 15-20 pre-determined already existing successful, sustainable year-round adaptive sport and recreation programs.

**Procedural Steps**

1. Develop needs assessment interview, asking questions having to do with best practice strategies deemed critical to organizing and operating a year-round community-based adaptive recreation program.
   a. Develop needs assessment interview.
   b. Develop and submit Human Subjects Proposal
   c. Pilot, review and revise needs assessment interview.

2. Contact and confirm interview sample consisting of 15-20 currently existing year-round community based adaptive programs within the United States that meet the following criteria (please see Attachment A):
   a. That the organization will have started out as a seasonal program and later expanded to a year-round format
   b. That the organization has a sound reputation (e.g., a chapter of DSUSA), has been recognized by an accrediting organization for an outstanding program or have received a “best practices” award from a recognized agency or organization.

3. Administer needs assessment interview to 15-20 pre-selected organizations.
   a. Distribute interview questions (please see Attachment B) via email to organizations at least one week in advance of scheduled interview.
   b. Conduct recorded phone interview with executive director of the organization.
   c. Transcribe recorded phone interview responses within one week of having completed interview.

4. Analyze interview results, identifying critical program components and emerging themes necessary for operating a sustainable, successful year-round community-based program.

5. Utilize interview results to develop comprehensive year-round program plan draft for GPAS, incorporating key components:
   a. Administrative Structure and Function
   b. Human and Physical Resources
   c. Programs and Participants

6. Review, revise and finalize program plan with project committee and GPAS board of directors.

Email to irb@cortland.edu a copy of all surveys, measurement instruments, stimuli, etc. Include the instructions provided to the participant.

---

**Privacy and Confidentiality**

**Methods of Recording Participant Responses**

Mark an “X” in the box next to each that applies to this study:

- [X] Paper documents/records
- [X] Audio recording, video recording, or photographs
- Recording of physiological data
- Biological specimens
- Internet-based survey (provide location of planned web site)
- Computer administered survey that is not online
- Other, if other was checked, provide information about your method of recording participant responses in the box below.
### Identifying Participant Responses

Mark an X next to the circumstance below that applies to your study (mark one):

<table>
<thead>
<tr>
<th>Anonymous, no subject identifiers</th>
<th>Indirect link to subject identifiers: Identifiers will permit an indirect link to participants (i.e., a code will be assigned to the data and a key linking the code to the identity of the subject exists somewhere, either temporarily or permanently)</th>
<th>Indirect link to subject identifiers: Open-ended interview format or open-ended questions on a survey may unintentionally elicit identifying participant responses (questions may elicit the names of individuals, places, events, objects that could identify an individual or group); this could also occur when investigating the doctor/patient or client/therapist relationship, a context where personal information may be inadvertently or unintentionally recorded</th>
<th>Direct link to subject identifiers: Subject identifiers will be maintained with the data (i.e., personal or private information about the subjects are associated with the data, either temporarily or permanently). In box directly below, explain and justify direct link to subject identifiers, state how long they will be kept.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Organization names will be made known in connection with their respective interview responses for purpose of identifying best practice models across the U.S. In addition, interview responses from participants (organizations) will be transcribed and stored electronically for 6 months following completion of project.</td>
<td>Other (explain in box below):</td>
<td></td>
</tr>
</tbody>
</table>

If identifiers are collected, temporarily or permanently, include information about where identifiers will be kept, how long identifying information will be kept and when identifying information will be destroyed. Below, explain how open-ended data will be purged of any unintentional identifying information revealed (names of people, places, events, etc).

Subject identifiers will be included in their interview responses. Interviews will be conducted and recorded via telephone. Within one week of completing the interview, interview responses will be transcribed and stored electronically on investigator’s password protected laptop computer.

The name of the organization will be retained with the interview responses shared with the GPAS Board of Directors. Any personal or unintentional information revealed (names of people, places, events, etc) will be deleted from data records or given code name to maintain anonymity of person interviewed. In any published journal articles, organization names will be changed to pseudonyms.

Transcribed data will kept for three years following completion of project in the committee chairperson’s office in a locked location.

### Storage of Data and Privacy After Research Participation is Complete

Will data be transported from a data collection site to the college or other location (in paper or electronic format)?

| X Yes | No |

If yes, in the box below, explain how the data will be transported in a way that protects the participants’ privacy:

The transcriptions (with all personal information removed) will always be transported separately from the audio recordings.

Data will be stored in which formats (mark an X next to all that apply):  

| X In paper format | In electronic format (on a desktop computer or on a campus server)  |
| X On a portable device (e.g., laptop, portable hard drive) | On the internet (off-campus server) |
| Other (explain in space below): | |

Consent forms will be stored in which formats (mark an X next to all that apply):  

| In paper format | In electronic format (on a desktop computer or on a campus server)  |
| On a portable device (e.g., laptop, portable hard drive) | On the internet (off-campus server) |
| X Other (explain in space below): | |

Informed consent is given by continuing with the interview. No signatures or names are collected as a part of the informed consent process.

Data and consent forms (if documented) will be retained in this (these) format(s) for (mark an X next to longest time that applies):

| X Three years after study completion (minimum required by federal, state, and SUNY guidelines) | Seven years after study completion (required for most federally funded research) |
| Other (explain in the box below): | |
Where will the data and consent forms be permanently stored?

- [X] On-campus, faculty-staff locked office/laboratory
- [ ] Off-campus location (specify in box below):

- [ ] On-campus other location (specify in box below):

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**Reporting of Research Results**

Place an X in the boxes that apply:

- [ ] Dissemination is at the group level (e.g., group means, standard deviations) so that individual responses (people, places, objects, events, including participating K-12 schools or the college will) could not necessarily be identified
- [X] Dissemination includes reporting and/or describing individual responses that could identify the names of participants or their acquaintances, the location of data collection, etc. (justify this procedure and explain consent process below)

If the questions in this section did not completely describe your document handling/storage procedures, in the space below explain how the participants’ privacy, confidentiality, or anonymity will be protected. If you plan to disseminate responses in a way that would identify the place of data collection, individual students or groups of students, faculty, the community, etc. provide an explanation and justification in box below.

The Master’s Project is looking at best practice models from nationally recognized, successful, sustainable adaptive programs. Therefore, the identity of the organizations providing best practice information will be revealed when developing and presenting the GPAS program plan to the GPAS board of directors.

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**Project Summary**

Please provide a brief, non-technical abstract of the study (about 150-400 words). This summary should contain a concise description of the study’s purpose, the target sample and recruitment procedures, selection of subjects, research design and procedures, risk/benefits, and safeguards. This is an abstract of the information provided in previous sections; no new information should appear in the summary. This summary will be used in reports to the IRB Full Board and in year-end reports to campus administration.

The purpose of this project is to create a comprehensive year-round program plan for Greek Peak Adaptive Snowports (GPAS) program, which currently operates as a seasonal program serving persons with various disabilities in Central New York. As GPAS has expressed an interest in expanding to a year-round format in the future, this project will identify best practice models currently being implemented by year-round adaptive recreation programs in existence across the U.S.

The purpose of the interview is to ask organizations deemed successful and sustainable about strategies and methods for developing an effective and productive organization with regards to a) administrative operation and function, b) human and physical resources, and c) programs and participants. So that the sample will be parallel to the current model at GPAS, organizations interviewed will include 15-20 organizations who meet the following criteria:

1. Started out as a seasonal program and later expanded to a year-round format.
2. Have a sound reputation, (e.g., a chapter of DSUSA).
3. Have been recognized by an accrediting organization for an outstanding program or received a “best practices” award from a recognized agency or organization.

Upon completion of the interviews, data will be transcribed and analyzed for the purpose of developing a “blueprint” operational plan specific to the needs of GPAS and its participants.

Procedures for project completion are as follows:

Step 1: Develop a needs assessment interview for the purpose of identifying best practice models of currently existing year-round community-based programs.

   a. Develop needs assessment interview.
   b. Develop and submit Human Subjects Proposal.
   c. Pilot, review and revise needs assessment interview.
Step 2: Contact and confirm interview sample consisting of 15-20 currently existing year-round community based adaptive programs within the U.S.

Step 3: Administer needs assessment interview to 15-20 pre-selected organizations.
   a. Distribute interview questions via email to organizations at least one week in advance of scheduled interview.
   b. Conduct recorded phone interview with executive director of the organization.

Step 4: Analyze needs assessment interview results identifying critical program components and themes shared by each organization including the following:
   a. Functional models of best practices being implemented in sustainable year-round programs.
   b. Areas for further program development, improvement and expansion (as identified by organizations interviewed).
   c. Effective strategies for overcoming barriers that interfere with participants and programs.

Step 5: Based on interview results, develop draft of a comprehensive year-round community-based therapeutic recreation program plan specific to the needs of GPAS and its participants.

Step 6: Review, revise and finalize draft with project committee and GPAS board of directors.

**Additional Information or Documents**

The box below is reserved for any additional information you wish to provide.

You can email any additional documents you would like to provide to: irb@cortland.edu. See note at the bottom of this form regarding required documents.