

# ***EVALUATOR'S HANDBOOK***

2023-24 Season







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## INTRODUCTION

The Canadian Association of Snowboard Instructors (CASI) is unique when it comes to a standardized teaching methodology. We have developed a method of instruction that is standard across our vast country, and more recently, internationally. From Marble Mountain in Newfoundland, to Mt. Washington on Vancouver Island, British Columbia, you will receive the same level of expertise, instruction and technique from the beginner lesson to advanced techniques.

This is only made possible by the skill, dedication and constant efforts put out by members of the Board of Directors, National Technical Team, and you, our Evaluators.

The purpose of this handbook is to assist you in maintaining that standard by giving you and all your colleagues a framework in which to conduct CASI courses. This handbook will acquaint you with your duties and responsibilities as an Evaluator and to assist you in doing the best job possible.

***Your prime responsibility is to the candidates.  
Without them, none of us would be here!***

Geneviève Pilotto  
Program Director

Jeff Chandler  
Executive Director



## A. CONDUCT OF THE EVALUATOR

*You are the example the candidates will model themselves after. Be sure that the impression you leave is one of professionalism, consistent with the high standards of CASI.*

### 1. Towards Candidates

It is important to remember that candidates are human beings under pressure and therefore feel vulnerable and at your mercy. Put egos aside, and create an atmosphere of mutual respect and support. During the course your time is theirs. Be friendly, approachable and helpful.

What seems like a foolish question to you must be very important to them if they ask it. Encourage open discussion with friendly, open answers.

Don't discuss any individual in front of the candidates at any time. They may smile and nod but wonder what you are saying about them. The candidates deserve every courtesy.

One of the most important things they will learn during the course is how to approach and interact with their students. They will learn this by example from the way in which you approach and interact with them. The easiest way to gain their respect is to show courtesy and respect for them.

### 2. Towards Resort Management and Staff

Resort staff should be treated with the courtesy and respect they deserve. Once again you are the example! Resort staff are usually trying their best to accommodate us under trying conditions. Try not to create any problems for them by taking advantage of

privileges you feel are due to you because of your position. Consult the Chief of Course or Technical Staff regarding any special arrangements. If any problems do arise, the person who should correct them is the Chief of Course. Keep them informed regarding hill conditions, grooming, lift tickets, etc.

### 3. Towards the General Public

As the role model on course, your dealings with the general public should be above reproach. The candidates should learn valuable, positive lessons in public relations from you. The candidates should be aware that the general public is the bread and butter of the snowboarding school business.

### 4. Your Colleagues

Other Evaluators should be treated with the respect that their professional stature deserves.

It is essential that Evaluators support one another. If there are disagreements or problems with interpretation, they should be discussed with the individual and the Chief of Course. It is in no one's best interest to cause embarrassment for a fellow professional, especially in a course situation.

Differences of opinion should be worked out in private and in no way involve the candidates. There are enough opportunities for confusion in

the candidates' mind without adding to them.

### 5. Towards Drugs and Alcohol

There is a zero tolerance policy for the use of drugs by Evaluators on course. Any Evaluator using any drug, including without limitation cannabis or related products, and/or using alcohol while on course will be suspended from the course and further courses, pending a review and disciplinary action. Action can vary from a simple reprimand to lifetime suspension of membership.

### 6. Cell Phones

Cell phones are a great tool on course - as a video camera, marking tool, or communication device. However, they can also be a distraction. All cell phones are to be silenced during the course to ensure that there are no unnecessary interruptions. It's a good idea to let the group know if you are using your phone for course purposes (e.g.: recording notes) so they don't assume otherwise.





## B. EVALUATOR DAILY OUTLINES

### Know the course outline and agenda!

Know what you are supposed to be doing and at what time you are to be doing it. Be prepared in advance - it helps to make things run smoothly.

Remember that these courses take place all across Canada, all winter long and therefore, approach and execution must be consistent from course to course.

This is particularly important when working on multi-cell courses with other Evaluators. It's crucial that all groups are working with similar information at the same time. Candidates talk, and will inevitably compare experiences with different Evaluators. Be sure that your presentation is consistent with other groups by reviewing daily outlines before each presentation or session.

## C. ADDITIONAL NEEDS

**Be prepared!** Bring everything you might need. Be a professional.

**Clothing suitable for all weather conditions:** Great pains are taken to ensure that the courses coincide with the worst possible weather! Bring rain suits, insulating layers, extra mitts/gloves, socks, sunglasses, sunscreen, etc.

**Miscellaneous:** Bring your own Reference Guide and Evaluator's Pocket Guide for debriefing; as well as pencils, and a small note pad if you wish. You may wish to bring a laptop or tablet, for presenting videos, completing marking forms, and completing results.

## D. DEBRIEFING SESSIONS FOR EVALUATORS

The purpose of these sessions is to ensure consistency in execution of manoeuvres and in sequence of presentations. Debriefing sessions may be called by the Chief of Course either at the start or end of the day, or during breaks in presentation.

Take all criticism as constructive feedback from your peers. These sessions are not open technical forums. If you believe there are problems with an approach or execution of maneuvers, direct them to the Program Director or National Technical Team members. The Chief of Course, Evaluators, and Regional Coordinators are not in a position to change course content.





## E. CONDUCTING ON-SNOW SESSIONS

Every facet of professional teaching should be exhibited by your daily conduct with the class. Your students are learning more than you know from your example. The following is a quick review of some of the elements that set the best Evaluators apart.

Be the first to arrive and the last to leave. In fact be on the hill and ready to go a good five minutes before the session is to begin. Also, end the session on time. Time management is one of the most obvious skills of a professional, and Evaluators that start and finish on their own time are often being inconsiderate of others. Make yourself available at the end of the session to address any concerns or questions.

Know your objectives for the day and do some planning. Communicate your plan to the group, and stick to it. Changing the plan mid-stream can cause great stress for course candidates. If a change is required, let the group know why and explain it as clearly as possible.

Organize your presentation schedule so you are able to cover all the material in the appropriate terrain. Use the whole mountain but avoid excessive transit time between areas. This will give the candidates an opportunity to see how terrain can be used most effectively to enhance a lesson.

Project an attitude that you would like to see in your own employees or instructors. Learn names and use them, smile, be positive in interactions, treat your class like a group of individuals.

Remember to pay strict attention to the course material and to stick to it! This is not an open forum in which to test out new ideas or theories. Course material is standardized across all regions and locations, and we rely on Evaluators to present the course as per the resource materials.

## F. DEBRIEFING SESSIONS (ON OR OFF-SNOW)

### 1. DAILY REVIEW SESSION

This is a session to review the material that was covered during the day to ensure that everyone understands it. Discussions that couldn't be completed in the session time and questions that people didn't think about until later usually come up.

It depends on the situation, but usually the best way to conduct a debriefing is in an informal manner where the group is comfortable and can participate in the discussion (not too loud or distracting). You might start the session by asking each individual a question on the progression you did that day. This can give you an idea of how your material was received.

For most of our courses, it's best to review on the slope before finishing for the day. Debriefing on-hill has the advantage of being able to demonstrate movements if required. The Evaluator or Chief of Course will use judgment to ensure the best choice is made for the candidates.

Encourage open discussion by treating each inquiry seriously. People won't open up and problems won't get solved if they feel they are going to be embarrassed. Don't let one person do all the talking, and don't forget to pay attention to the quiet ones. Address individuals with specific questions so that everyone gets a chance to give input.

Remember that during the debriefing session you are still working, and still expected to project a professional image. This is not the time to have a beer or cigarette!



## 2. VIDEO ANALYSIS

Video is a valuable tool in teaching from both the standpoint of acquainting the candidate with how they look (to reinforce strengths and highlight areas for improvement) and as an aid in teaching analysis and improvement skills. Care must be exercised in your approach so that learning from the video will be positive. Otherwise, the attitude of the Evaluator towards the video and the manner of the analysis can quickly turn the session into a negative process. Video can be an efficient, positive experience if a few guidelines are followed. Evaluators are encouraged to gather video footage of candidates using cell phones or small pocket cameras, for use in the event of an appeal to course results.

- Know exactly the location where the video will be shot, to avoid unnecessary travel between areas on the mountain.
- Prepare for the session by knowing where you will ride before and after the shooting by planning your runs - lifts, etc. so as to take advantage of the time available.
- If possible, try to shoot from two angles – the side of the run is useful for seeing certain movements, as well as standing at the bottom of the run with riders coming towards you.
- When reviewing video, run through once at regular speed and tell the class to try to identify themselves. This will also allow you the opportunity to plan your comments to help individuals with specific problems.

- Rewind and run through once with stop / slow motion, trying to stop the video at a point when the student is doing something well and reinforce it with the group so everyone can learn from the example.
- Try to show a problem and its effect. One correction per individual should be sufficient. Don't belabor the problems. Remember to use the P.T.T. approach when presenting your analysis and relate the corrections to the course standard – what do they need to do to achieve the standard?

***Cell phones are useful tools in providing video feedback to candidates. They allow you to film “on the fly” and provide feedback at the bottom of the run, on the chair, or during lunch. Video clips can also be provided to candidates by transferring between phones.***





## G. DAILY PERFORMANCE EVALUATIONS

After the daily debriefing or review sessions, individually critique each candidate on his/her performance during the day.

Be sure to be positive, point out their strengths first and use their strengths to assist in commenting on their weaknesses or areas for improvement. This can be accomplished to a great degree, by asking the candidate to critique their own performance - what they liked or disliked about the day, and what they will be thinking about going into the following day.

Recommend to the candidates to critically reflect on their performance during the day by either using the designated area in their course guide or their note pads or preferred device.

**Be honest and fair, and be sure to justify any negative comments. Be precise and clear on what must be achieved for the candidate to achieve the course standard.**

## H. CANDIDATE EVALUATIONS

### 1. EVALUATING RIDING SKILLS (Level 1, 2 and Park courses)

The on-going daily riding evaluation was introduced on the Level 1, 2 and Park courses to reduce the stress and the total finality a ride-off exam presented. This daily evaluation gives the candidate a fairer chance to exhibit their riding skills. It also gives the Evaluator a greater opportunity to evaluate the candidate through a full range of riding activities.

Be sure to acquaint yourself with the technical standards of the course to ensure that the National standard is being maintained for the level being evaluated. Consult your Evaluator Daily Outline for specifics.

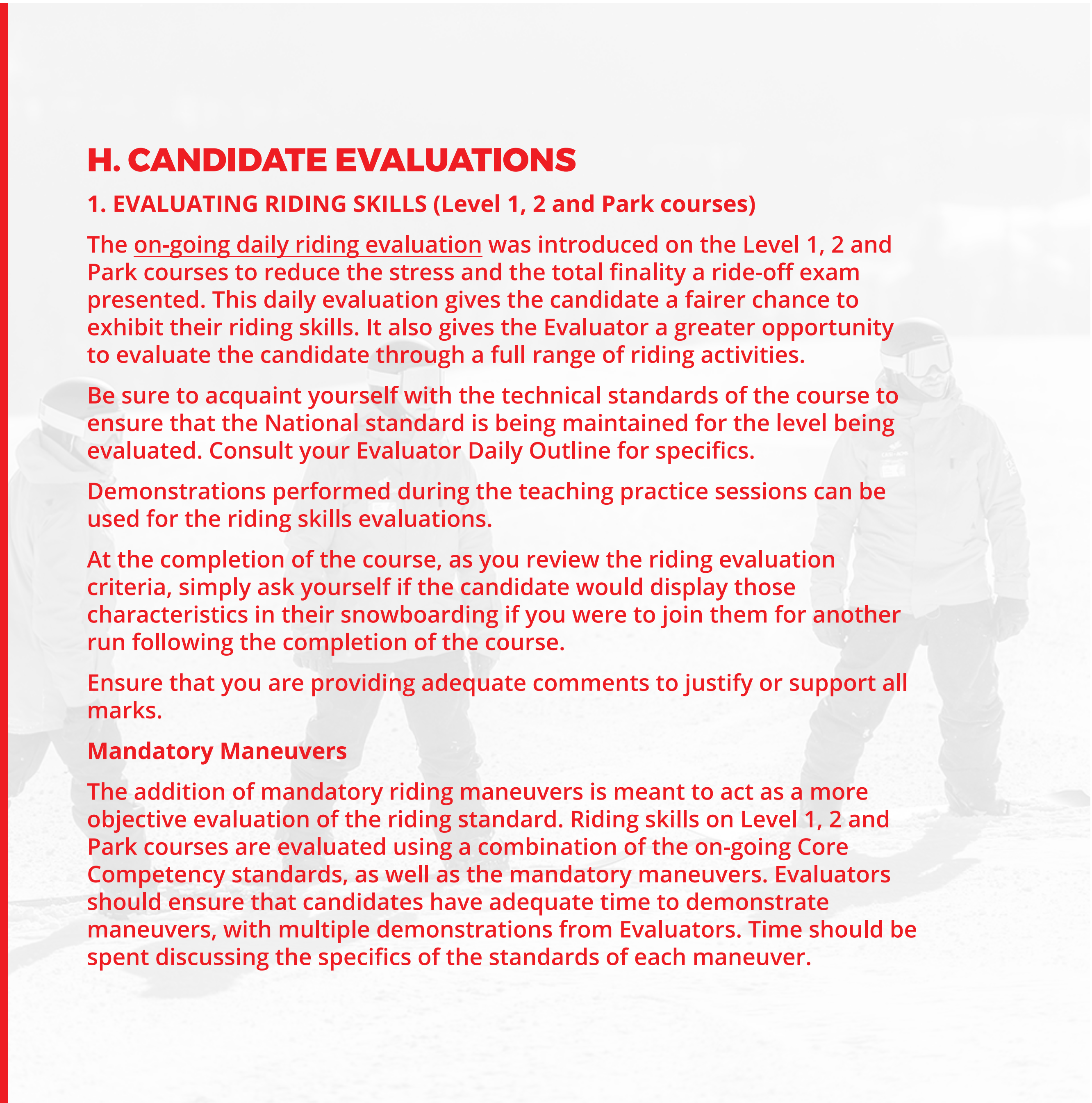
Demonstrations performed during the teaching practice sessions can be used for the riding skills evaluations.

At the completion of the course, as you review the riding evaluation criteria, simply ask yourself if the candidate would display those characteristics in their snowboarding if you were to join them for another run following the completion of the course.

Ensure that you are providing adequate comments to justify or support all marks.

### Mandatory Maneuvers

The addition of mandatory riding maneuvers is meant to act as a more objective evaluation of the riding standard. Riding skills on Level 1, 2 and Park courses are evaluated using a combination of the on-going Core Competency standards, as well as the mandatory maneuvers. Evaluators should ensure that candidates have adequate time to demonstrate maneuvers, with multiple demonstrations from Evaluators. Time should be spent discussing the specifics of the standards of each maneuver.







## 2. EVALUATING RIDING SKILLS (LEVEL 3 & 4 EXAMS)

The riding evaluation on the Level 3 and 4 Exam is a task-based evaluation. The evaluation should be run in a way that will give the candidates the greatest possible opportunity to ride their best. This is accomplished, to a large extent, by relieving tension so the candidates may be loose and relaxed.

To achieve this goal:

- Be friendly and relaxed in your manner.
- Know the terrain you will use and the order you will be using it. This is to ensure that the riding evaluation runs smoothly and efficiently (timely).
- Whenever possible, allow the candidates to ride the terrain prior to the evaluation.
- Every Evaluator should demonstrate the required manoeuvres, when time allows. This is to ensure that you are familiar with the terrain. It shows the candidates the proper line, approach, speed. It demonstrates to the candidate that you are not asking something from them that you cannot perform yourself. It is also their last image of the manoeuvre; it must be performed to the best of your ability and give them a clear example of the course standard.
- Rotate the starting position so that the same person is not starting each run.
- Demonstrate and have the candidates come down one after another, leaving a couple of turns in between.
- In the case of Level 3, after every candidate has had an opportunity to perform the task at least two times, assign them a final mark for that task. Make sure to put some comments beside the mark to justify your decision.
- In the case of Level 4, each task is marked by two Evaluators on a scale of ten, and the marks are averaged to get a final mark. Six out of ten is a passing mark.

### General Notes on Marking Riding

Make up your mind on the hill whenever possible. If in doubt, use +’s or -’s to indicate weak or strong. If your total is borderline, indicate up or down with an arrow to give guidance during the critique.

The critique session follows immediately after the session to address any situations where candidates are close to the standard or where there is Evaluator conflict on the marks. Go directly to the meeting place. The cell leader will be in charge of the critique session. It will be up to them to arrive at a consensus in any discussions.

The critique session is done behind closed doors and any discussion is confidential. This is extremely important!

As soon as the exams are finished, go directly to the area designated by the cell leader to tabulate results. Recording results is an important job and accuracy is critical.

### **3. EVALUATING TEACHING SKILLS (LEVEL 1, 2 AND PARK COURSES)**

Again, the goal of the on-going teaching evaluation is to reduce tension and to create an opportunity for the candidate to demonstrate his or her teaching abilities over time. Try not to intrude on an individual's lesson. The less the candidate is thinking about you, the better the opportunity to concentrate on the class and the lesson.

During the Level 1, 2 and Park Course, the teaching evaluation is completed on an on-going basis, similar to the riding evaluation. Your final marks on the candidate's teaching skills will be made upon reflection on all of their practice teaching sessions. At the end of the course, ask yourself if you are confident that given one more teaching opportunity, the candidate would incorporate the required elements into their lesson.

Treat the teaching sessions as interactive workshops. Provide feedback following each candidate's practice, so they can improve the next time. Also, you may ask the group / mock students to provide feedback on areas that they felt were strong or that they would approach differently.

Don't spend too long on the post-lesson feedback. Choose a couple key points, and be clear about what needs to change in order to reach the standard.

**Be organized!** Know who will be teaching what and when, so you can structure the teaching order to make the best use of the terrain. The less terrain wasted the more time for actual teaching. Do not however, push an individual into terrain they think is unsuitable. It is their lesson and their choice.

Consult your Evaluator Daily Outline for the required method for assigning practice teaching assignments.

The comments on the candidate evaluation forms should be informative and serve to justify the mark given. "Good, good, good" throughout does not justify a "Below Standard", nor does "weak, poor" etc. justify a "Meets Standard". The evaluation should inform the candidate of areas they can improve, and if possible, how to improve.

Make all notes relevant to the mark on the hill during the lesson. Don't wait until you are inside at the end of the day to start filling in the evaluation form. This form is the only record the student has of the lesson. Fill in all spaces and make the evaluation complete, it's the least they deserve. An incomplete evaluation form is not acceptable.

The last thing you do is assign a mark and sign the bottom line. The evaluation form should be completely filled out when you're finished.







## 4. EVALUATING TEACHING SKILLS (LEVEL 3 & 4)

Teaching evaluations on the Level 3 and 4 exams are conducted in an exam format. Avoid interrupting or giving feedback during the teaching exam. Allow the candidate to use the complete time allotted in their lesson (do not cut off a lesson early, even if you have decided on the final mark).

In general, avoid communicating the teaching order to the group. Consult your Evaluator's Daily Outline for the prescribed methods for assigning teaching topics.

## I. FINAL COURSE RESULTS PRESENTATION

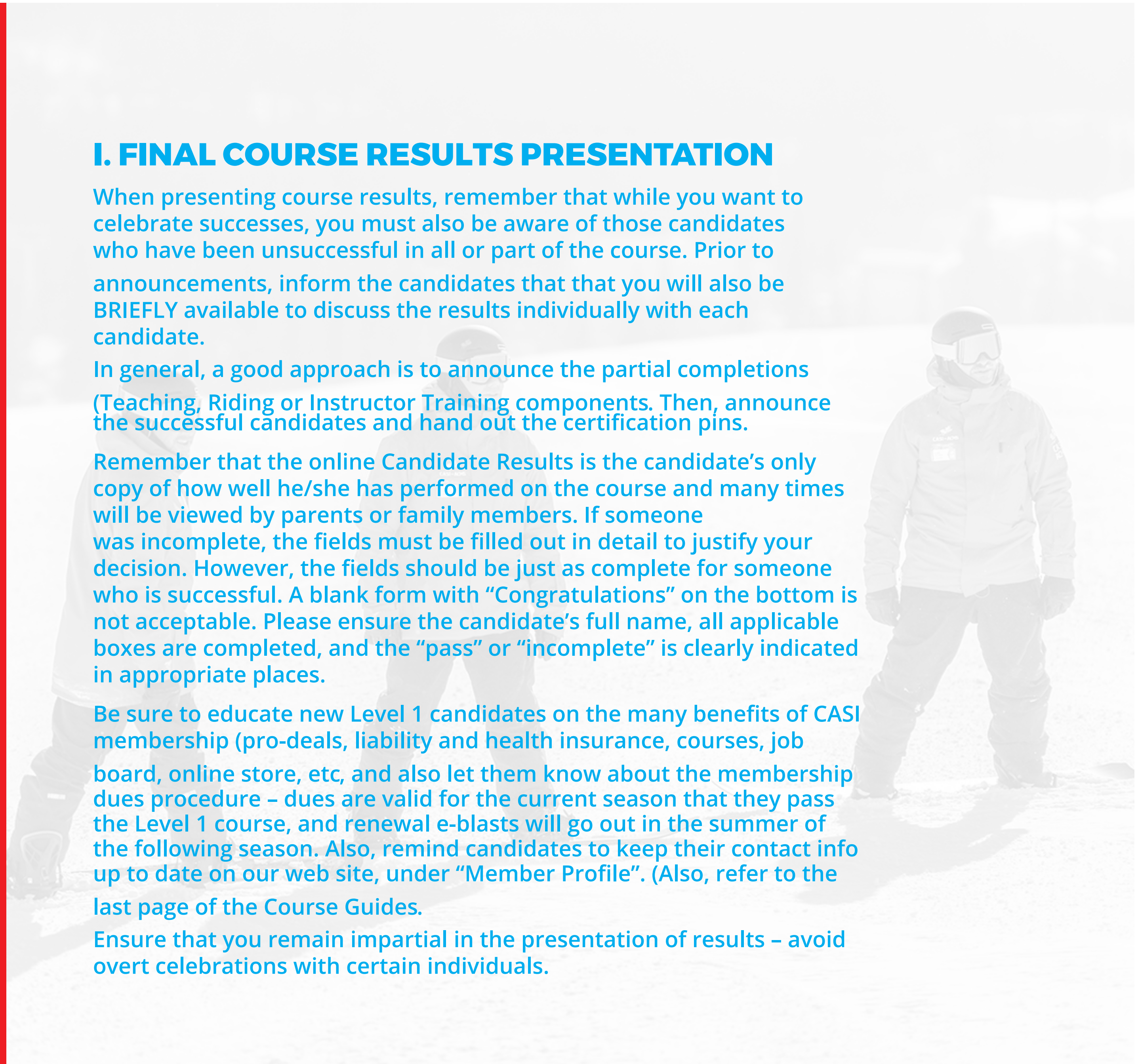
When presenting course results, remember that while you want to celebrate successes, you must also be aware of those candidates who have been unsuccessful in all or part of the course. Prior to announcements, inform the candidates that that you will also be **BRIEFLY** available to discuss the results individually with each candidate.

In general, a good approach is to announce the partial completions (Teaching, Riding or Instructor Training components. Then, announce the successful candidates and hand out the certification pins.

Remember that the online Candidate Results is the candidate's only copy of how well he/she has performed on the course and many times will be viewed by parents or family members. If someone was incomplete, the fields must be filled out in detail to justify your decision. However, the fields should be just as complete for someone who is successful. A blank form with "Congratulations" on the bottom is not acceptable. Please ensure the candidate's full name, all applicable boxes are completed, and the "pass" or "incomplete" is clearly indicated in appropriate places.

Be sure to educate new Level 1 candidates on the many benefits of CASI membership (pro-deals, liability and health insurance, courses, job board, online store, etc, and also let them know about the membership dues procedure - dues are valid for the current season that they pass the Level 1 course, and renewal e-blasts will go out in the summer of the following season. Also, remind candidates to keep their contact info up to date on our web site, under "Member Profile". (Also, refer to the last page of the Course Guides.

Ensure that you remain impartial in the presentation of results - avoid overt celebrations with certain individuals.







## J. THE ROOKIE/APPRENTICESHIP PROGRAM

CASI has a program to prepare new Evaluators for their role as Evaluators by giving them practical experience while a course is in progress. These candidates or "rookies" must have been accepted to the Apprenticeship Program by the Program Director and the Regional Coordinator because they show potential as an Evaluator.

### Rookie (Apprentice) Evaluator Mentoring

Prospective rookie evaluators (Level 1) must submit a Rookie Application Form and package for approval to begin the apprenticeship program. If candidacy retained they will be invited to a Zoom interview along with the Program Director and the Regional Coordinator. If approved, they will then be invited to start the apprenticeship program. They will first have to complete the Online Update Evaluator Training Module. Following this, they will be assigned to first observe on a course with an experienced Evaluator\*.

The first course will be an observational process only. During the second rookie course, the rookie will be assigned to a Mentor Evaluator\*, who will pass on his/her skills by example. They will also supervise and evaluate the rookie when they conducts sessions or parts of the course.

*\* Experienced Evaluators suitable to take rookies on their first course are left to the discretion of the RC and Program Director. Mentor Evaluators who are qualified to sign off on the rookie's second course are experienced evaluators who have been approved on the current season official Mentor's list.*

Rookies also need to attend the on-snow Evaluator Development Module before they teach their first course (this can be done before they observe their first course as a rookie or between rookie-ing courses).

### Apprentice Evaluator (Rookie) Minimum Requirements

*The following are the guidelines and/or criteria to teach on CASI courses.*

#### LEVEL 1:

#### Level 3 Instructor & Apprenticeship Program completed :

-Send an Application Package to the Program Director and participate in a Zoom interview along with the PD and RC.

-Complete the current year's Online Update Evaluator Training Module.

-Rookie on a minimum of two Level 1 Instructor courses.

-Attend the on-snow Evaluator Development Module prior teaching their first course.

#### PARK 1:

Level 3 Instructor, Level 1 Evaluator Mentor's endorsement

-Approval of Rookie Application Package.

-Complete the current year's Online Update for the Freestyle Evaluators.

-Attendance at the current year's on-snow Freestyle Evaluator Module. Rookie on a minimum of one Park Instructor course.

#### PARK 2:

-Level 3 Instructor, Park 1 Evaluator, Mentor's endorsement

-Approval of Rookie Application Package.

-Complete the current year's Online Update for the Freestyle Evaluators.

-Attendance at the current year's on-snow Freestyle Evaluator Module.

-Rookie on a minimum of one Park 2 Instructor course.

#### LEVEL 2:

-Level 1 Evaluator & Mentor's endorsement.

-Complete the current year's Online Update Evaluator Training Module.

-Attend the on-snow Evaluator Development Module (every 2 years at the minimum).

-Approval of Rookie Application Package. -Rookie on a minimum of two Level 2 courses.

#### LEVEL 3:

-Level 4 Instructor, Level 2 Evaluator & Mentor's endorsement.

-Approval of Rookie Application Package.

-Complete the current year's Online Update Evaluator Module.

-Attendance at the current year's on-snow Advanced Evaluator Module.

-Rookie on a minimum of one Level 3 exam and one Level 3 course.

#### LEVEL 4:

-Level 4 Instructor, Level 3 Evaluator & Mentor's endorsement.

-Approval of Rookie Application Package.

-Complete the current year's Online Update Evaluator Training Module.

-Attend the on-snow Advanced Evaluator Module (every 2 years at the minimum).

*\*The above requirements may be waived by the PD, in extenuating circumstances, if required.*





## J. THE ROOKIE/APPRENTICESHIP PROGRAM cont.

New Evaluators will be considered to be certified as an Evaluator at that respective level upon completion of the rookie process. This will be indicated by a formal recommendation by the mentor Evaluator that he/she is “ready to evaluate” as indicated on the Rookie Report.

**Apprentice Evaluator Compensation:** \$75/day (Level 1 & 2), \$150/day (Level 3, 4 & Park 1 & 2).

An invoice including expense receipts must be completed by the Rookie Evaluator and sent back in the course kit or emailed to the Regional Coordinator (Level 1-3, Park) or Program Director (Level 4) immediately following the course for payment.

### 1. Responsibilities of the Rookie

Be prepared and on time! In the case of your second rookie course, know what material you will be covering and be familiar with it. The supervising Evaluator already has an increased workload with a Rookie and doesn't have time to organize the Rookie too.

Discuss any parts of the course that you are presenting with your Mentor Evaluator beforehand, to avoid any misinformation.

Alert your Mentor Evaluator in advance of when you will be assigned to them. Usually the Mentor Evaluator will appreciate the notice and will want some time to discuss with you the day's material and approach.

### 2. Working with Rookie Evaluators

As one of the purposes of the Rookie Program is to evaluate the skill and attributes of potential CASI evaluators, Mentor Evaluators must take measures to ensure that rookie evaluators receive feedback and evaluation during the course.

Rookie evaluators will be asked to present certain limited parts of the technical presentations of the course they are working on (on second rookie courses).

It is the responsibility of the Mentor Evaluator to communicate the portions of the course material to be presented in advance.

*Example presentations:*

**Teach a skill-improvement session.** For example, during the first morning of a Level 1 course, take the group and conduct a mini session on the importance turning with the lower body. Provide a few tactics, try them out, and provide with feedback and allow for questions.

**Teach a Sample Lesson.** For example, lead a teaching session focused on one of the QuickRide progression steps.

**Teach an Indoor Session.** Present an indoor workshop review session, for example on Basic Teaching Theory, or Guest Service & Safety.

**Teach a Riding Improvement Session.** Review the suggested tactics and related skills, for example, during the Rider Improvement portion of the Level 2 Course. Provide positive, precise and practical feedback on riding.

Mentor Evaluators and Rookie Evaluators should discuss the topics to be presented during the morning of the course day, prior to beginning material presentation. Both parties should be confident in the technical understanding of the rookie evaluator in regards to their ability to effectively present the materials. The number one concern must be that the material is delivered effectively and correctly for the course candidates, this takes utmost importance over the rookie's presentation.

Evaluators will provide feedback to Rookies on their presentation at the end of the day, following the completion of candidate's daily evaluations. Feedback must not be provided to Rookies on the hill, or during their presentation.

Following the completion of the course, Mentor Evaluators and Rookie Evaluators will fill out the Rookie Report together, discussing areas of strength, areas that may require improvement, and possible next steps in regards to beginning to work courses or continuation of the rookie process.



## L. CHIEF OF COURSE

Regional Coordinators or the will appoint an experienced Evaluator to act as Chief of Course to administer the course.

Review the Course Conductor's Daily Outline and Course Agenda, and pay strict attention to the course content. Also, ensure that all items on the Chief of Course's checklist are completed.

## M. EVALUATOR MENTORSHIP PROGRAM

The **Evaluator Mentorship Program** has been updated to address a number of objectives:

- **Evaluator Development:** To provide Evaluators with on-going training and development.
- **Technical Advancement:** To relay technical feedback to CASI staff and Technical Team members.
- **Quality Control:** To ensure that we are putting our best Evaluators out there to run courses, and addressing quality issues as they arise.

### Mentor Evaluator Selection

Program Director along with the Regional Coordinators, will establish an official regional Mentor Evaluator list yearly, based on anticipated course volumes and schedules, mentoring requirements, etc. This list will be reviewed every year.

Evaluators in each region will be notified of the Mentorship Program and the need for mentors, and will be invited to indicate their interest in the program directly to the PD or RC for consideration to be accepted into the Mentor Evaluator Group for that season.

## Mentor Procedures, Roles and Responsibilities ("The Mentoring Day")

### **\*Mentors will have to complete the Online Mentor's Training Module yearly.**

#### ***A: Prior to Course:***

- When Mentor Evaluators are scheduled, the Evaluator(s) working on that course should be notified that they will have a mentor working with them.
- RC's should arrange for lift passes for Mentors, if required.
- The Mentor Evaluator should communicate with working Evaluators prior to the course date, if possible, to coordinate details like meeting place, course agenda, and to address any questions or concerns.

#### ***B: Arriving at the Course:***

- When first attending the course, the Evaluator and Mentor should meet to discuss the plan for the day, and the specifics of the presentation.
- Evaluators and Mentors should plan to meet before meeting the group for the day, to avoid planning / discussing in front of the group.
- Mentors should be involved in presenting a small portion of the course during that day, and this time should be used to discuss these details.

#### ***C: Meeting The Group:***

- Evaluators should introduce the Mentor at the start of the day to the group, and relay the goals for having a mentor evaluator present, including:
  - Additional support and training for course candidates;
  - On-going training and support for Evaluators;
  - Continued improvement of CASI technical programs.





## M. EVALUATOR MENTORSHIP PROGRAM cont...

- Mentor Evaluators should make an effort to familiarize themselves with the group – ride the chair with the group rather than the Evaluator, if possible.
- It may be beneficial to let the group know that the Mentor is there to support the delivery of the course and to help the group succeed, and so questions and interaction are welcomed.
- Mentors should avoid the perception that they are “in the background”, which can become intimidating for course candidates.

### **D: Mentor Demo Presentations:**

- Mentor Evaluators are encouraged to present a portion of the course content during the day, as this is a great opportunity for Evaluators to see a good example of course presentation skills, and course candidates to have variety in presenters during their course. Some suggestions:
  - Present a Core Competency presentation (Level 1, Day 1, AM)
  - Present a QuickRide System intro, sample lesson, and wrap-up (Level 1 or Level 2).
  - Present a riding improvement segment, with feedback.
  - Present a Level 2 Building Block or Whole, Part, Whole lesson with skill focus (Level 2).
  - Facilitate a practice teaching session, with feedback.

- Mentors and Evaluators should discuss portion(s) of the day that may lend themselves well to mentor presentation, with some attention paid to:
  - Technical content: It is crucial that technical content is presented consistently between the Evaluator and Mentor, to avoid and candidate confusion.
  - Previous Presentations: If similar portions of the course have been presented earlier in the course, be sure to discuss the finer technical points, for consistency.
  - Group Feedback: Avoid any potential for conflicting candidate feedback. Mentors and Evaluators should communicate details about daily comments and feedback that has already been provided to candidates.

### **E: During The Course:**

- When observing Evaluators teaching courses, Mentors should keep the following points in mind:
  - **Let The Evaluator Teach:** Remember why you're there...it's not the job of the Mentor to take over the presentation of the course. Mentors should be a “friendly observer” and generally take a background role in the group, and primarily be there as an observer unless they are actively presenting a portion of the course (see D above). Be open to addressing or assisting questions or discussions from the group, but allow the Evaluator to lead the group.

- **Keep It Constructive:** One goal of the program is to provide feedback to the Evaluator. If you see an aspect of the presentation that you feel should be addressed or changed, ensure that you do so with tact in mind – wait until you have a private moment to bring it up. Avoid giving feedback to the Evaluator or correcting his/her presentation in front of the group (or while the Evaluator is actively presenting) to maintain credibility. Keep your feedback positive and constructive.
- **The Course Is The Course:** The Mentor is not there to alter course content while the course is being presented. The relevant course resources (course guides, agendas, etc.) must be respected, and any feedback or suggestions regarding course changes should be relayed to the technical staff after the fact.

### **F: Post Course / Mentoring Session Procedures:**

- Following the mentoring day or session, a Mentor Report is to be completed. The report identifies areas of strength, and areas for the rookie to work to improve, as well as other general comments.
- If there are concerns regarding the Evaluator's suitability to teach courses, these comments should be directed to the Program Director and/or Regional Coordinator as soon as possible.



## N. EVALUATOR SELECTION PROCESS

There are a number of goals when it comes to hiring Evaluators to work for CASI:

- Transparency
- Fairness
- Staff Recognition
- Process Evolution
- Evaluator Development

## Evaluators are selected for courses based on the following factors:

- **Motivation, Evaluator certification level and experience at that level.** Certification experience and seniority are definitely important selection criteria we consider when offering working opportunities to the Evaluators. We also like to share the work within the Evaluator team to ensure we're helping our newest evaluators to gain some experience.
- **Location and travel requirements.** Costs must be managed and we try to select qualified and local Evaluators. However, we also want to maintain diversity and work rotation between the evaluators team, for this reason the local evaluator might not always be chosen first.
- **Evaluator availability / schedule completed online.** Evaluators must submit their course availability via the online portal/wishlist in order to be considered for staffing. Please check the course schedule during the season for add-ons.
- **Number of courses already assigned that season.** Efforts are always made to give the opportunity to all qualified Evaluators to teach courses in their region.
- **Performance record on courses.** Candidate feedback forms, mentoring / quality control results, and course follow-up will factor into this.
- **Staffing of our Level 3 courses and exams :**
  - Courses and exams in the same location are always ideally taught by different evaluators.
  - For the Level 3 Exams, we try to ideally have 2 evaluators scheduled to work together. Logistically it is not always possible, so we always aim to organize a minimum of two groups with two evaluators working in collaboration and supporting each other. In the case where there is only one group, we'll schedule a second evaluator at least for the riding day (second day).
  - For Level 3 courses and exams - in far or remote areas - we sometimes have no choice but to schedule the course and the exam one after the other for obvious logistical reasons. In this case, our approach is to choose a different evaluator from year to year (rotation system) to teach both the Level 3 course and exam.
- **Staffing of our Level 4 courses and exams :**
  - For the Level 4 course Modules, if it happens to be only one group, we'll have 2 evaluators working together on the course.
  - For the Level 4 Exams, we always have multiple evaluators working together (minimum 2 evaluators per group of 5 candidates).

## • LAPSED EVALUATORS

Evaluators who do not attend Evaluator Training for a period of three years will be considered to be Lapsed Evaluators. Lapsed Evaluators who wish to resume teaching courses will be required to complete all or part of a rookie program for each certification level that they wish to teach again prior to being considered available to teach those courses. They can contact the Program Director to discuss of their reinstatement process.





## P. POLICIES

*The following items will be included in course kits:*

### Chief of Course Checklist

This is a reference for all course administrative procedures. Please ensure that all points are completed before the course kit is returned to us.

### Packing Slip

When you receive the course kit from us, please first check the Packing Slip to verify that you have all required materials for the course. If you are short any materials, contact your RC immediately.

Note that when the course is complete, please complete the last column ("Quantity Returned", email a copy to the RC, and include the packing slip with the kit. This is important, as the packing slip is how we allocate inventory to each course. Unused inventory items that are not used but not returned may be charged back to the Evaluator. Keep careful track of all items!

### Course List

Course lists are available through the Evaluator portal online platform.

When starting the course and checking in candidates, refer to the "paid" or "O/S" column, to verify if payment has been made. If there is an outstanding payment, follow up with the RC.

Record attendance on the list in the CASI online portal (app). If someone fails to show up on the first day, **contact the RC** to try to contact the candidate.

The Level 1 course lists include all candidate contact info – please verify with each candidate the accuracy of this info, so we can update their records if required. \*Be sure to check candidate's ID to ensure they are 15 years old.

### Course Ratios

The following student : instructor ratios are the accepted ratios on CASI instructor courses:

Level 1	8:1
Level 2	7:1
Level 3 Course	6:1
Level 3 Prep	6:1 (Course or Exam prep)
Level 3 Exam	6:1 (Teaching & Riding)
Level 3 Exam	8:1 (Instructor Training)
Level 4 Modules	5:2
Level 4 Exams	5:2
Park Instructor 1	7:1
Park Instructor 2	6:1
Member Sessions	8:1

No last minute, walk-on registrations are permitted.

### Meeting Locations

When you arrive at the resort, first check-in with the Snow School to ensure that they have a list of participants, and lift tickets are arranged.



If possible, try to keep the morning meeting place the same for each day of the course. This is especially true if you have re-test candidates who will be looking for you on later days.

For indoor sessions, a meeting room may have been arranged, and the RC will have communicated this information to you.

### **Candidate Evaluations**

Candidate evaluations are to be completed via our online platform, and published within 24 hours of the completion of the course. The completion of the final results reflects on your credibility and professionalism as an Evaluator. Ensure that all comments are communicated clearly, and justify the results.

### **Rookie Report:**

[www.casi-acms.com/rookie](http://www.casi-acms.com/rookie)

The rookie report is your formal review of the rookie evaluator's performance. The process is largely a peer-review format; so treat the rookie report with the attention it

deserves. Complete this form online immediately following the completion of course results. Provide constructive feedback wherever possible.

### **Accident Reports / Workplace Injury:**

[www.casi-acms.com/accident](http://www.casi-acms.com/accident)

If you as an Evaluator on a course is injured, ensure that you receive the appropriate treatment from resort patrol. Complete a CASI accident report to the best of your ability so there is a record of the accident.

A number of steps must be taken in order to comply with WCB / WSIB standards:

Within 24 hours of accident, contact your Regional Coordinator. In case of emergency, the Chief of Course or immediate supervisor may contact the RC.

Complete the CASI Accident Report form. Provide the address and a telephone number where you can be reached on the report where you are living/working in, which will be the province where the claim with WCB will be filed with.

CASI completes the employer's report of injury (Form 7); sends this along with CASI Accident Report and Form 6 to the WCB office.

WCB Adjudicator will contact you for any additional information on earnings, physician's forms, etc. Notify CASI of this info.

Follow-ups. As part of the recovery process, you will receive regular follow-up calls/emails from CASI.

*\*Report to the WCB only if the injury causes you, the Evaluator, to a) get health care treatment, or b) lose time from work, or c) earn less than regular pay.*

### **Incident Report:**

[www.casi-acms.com/incident](http://www.casi-acms.com/incident)

If a Candidate has an accident resulting in injury, or an incident occurs during the course that could potentially connect CASI to a third party grievance, or be sued in defence of an accident claim, please complete the Incident Report.





### **Accident Reports / Workplace Injury cont...**

Examples: A candidate and/or evaluator...

- collides with a member of the public or had an altercation in chairlift line;
- arrives drunk/stoned;
- starts swearing , shouting or threatening group members or the public;
- doesn't show up for part of the course or left during the course, or got separated from the group during the course.

### **Evaluator Invoices**

Evaluators who work for the CASI do so on a contract basis. No taxes are deducted at the source, so it is the responsibility of the Evaluator to declare earnings as such on the income tax form. The Evaluator signs a contract stating the terms of the agreement at the start of each season. (See sample in the Appendix).

Evaluators are paid a daily rate based on their Evaluator level, and are required to submit an invoice to CASI prior to receiving payment. See *Appendix A* for pay rates for the current season.

Invoice forms for expenses and fees must be submitted to the Regional Coordinators or PD (Level 4 & Evaluator Training Courses only) for approval before CASI will process payment. Original detailed receipts (not just credit card slips) must be presented for everything except mileage. To avoid delays, try to submit your expense claim to the RC's or the PD at the end of the course with the returned course materials.

If you used Direct Deposit last season, we DO NOT require a new Direct Deposit form.

For new forms, or changes to your banking info, please ensure you include a pre-authorized debit form or void cheque from your bank, sign it, and submit via email to: [bookkeeper@casi-acms.com](mailto:bookkeeper@casi-acms.com). Direct Deposit payments will be done weekly with deadline to submit invoices/expenses by Sunday night, payment date Friday.

*Some notes regarding expenses:*

Travel allowances are paid according to the rate schedule found on the expense form. The Board reviews them each year. It is the responsibility of the RC's to see that courses are run efficiently.

Generally, when Evaluators are teaching a course away from their home or home-resort, all meals will be covered (breakfast, lunch and dinner during work days). If an Evaluator is working at their home location, it is expected

that only expenses for lunches will be submitted.

*\*Please exercise good judgment when submitting expenses (I.E.: it's not acceptable to submit expense receipts for meals for more than yourself).*

Alcohol is not an allowable expense item, and is not acceptable to be on any submitted receipts. If alcohol is purchased, it must be on a separate personal receipt.

Abuse of expenses may result in that Evaluator not being asked to teach on future courses.



### **Evaluator Invoices cont...**

Occasionally, Evaluators may be asked to rent a vehicle. When reserving rental cars, full insurance coverage must be taken. CASI is prepared to pay for the extra insurance coverage, but not for any deductibles or damages should they occur while being used for CASI business.

When submitting invoices, please scan and email invoices and receipts in a single PDF file with receipts arranged chronologically as listed on the invoice. Send to the Regional Coordinator or Program Director for payment. Invoices not received in this format will be returned.

### **Course Material Return**

ALL left over materials must be shipped back to the RC immediately following the course. Inventory is typically needed for other courses.

Evaluators will be invoiced for any or all materials not returned within 3 weeks following the completion of the course. The cost of these materials may be deducted from the Evaluator's expenses. No expenses will be paid until the packing slip is completed and the unused course materials have been returned to the Regional Coordinator.

Many times, candidates or new members are waiting for their results to be processed so that they can register for another course, so please close the course in the CASI online portal (app) as quickly as possible.

### **Evaluator Wishlist**

Evaluators can now indicate their availability from their member portal for all courses. The RC's or PD use this form to make up a list of Evaluators for each course. Only mark down those dates for which you are reasonably sure you can be available to work. Make sure that all contact information is valid for the winter season, and report any changes as soon as possible to the RC's or PD.

Evaluators are chosen for courses after a number of factors are considered. Travel costs, Evaluator abilities and past record are just some of the difficult elements the RC's or PD must weigh. In addition, if there are more qualified Evaluators than are required for a course, the RC's or PD will give first priority to those Evaluators with the highest level of certification, and those who work full time in the snowboarding business. Accurate enrolment is often not known until two weeks before the course. Then the RC's or PD will usually notify the Evaluator to work by email or telephone.

Rookie training is usually decided upon by mutual agreement as experience is gained. An Evaluator can apply to the RC (regional courses) or the PD (Level 4) for rookie training. Rookies are only accepted if the course can support it and the examining staff is experienced enough. Also the candidate must show evidence of staying in the business long enough to merit the time and effort to train. The final decision is left to the judgment of the RC's or PD.







## APPENDIX A: EVALUATOR FEES FOR SERVICE (2023-24)

Evaluator daily fees shall be paid according to the certification status of the Evaluator (the level of course you are certified to teach).

### EVALUATOR DAILY FEES

#### Domestic and International course Evaluator fees :

- Level 1 Evaluator: \$250.78/day
- Level 2 Evaluator: \$291.60/day
- Level 3 Evaluator: \$326.59/day
- Level 4 Evaluator: \$367.42/day
- Apprentice / Rookie Evaluator fee (Level 1, 2): \$75.00/day
- Apprentice / Rookie Evaluator fee (Level 3, 4, Park 1, Park 2): \$150.00/day

### NOTES

- The Evaluator acting as a Chief of Course on multi-cell courses shall be entitled to a \$10.00 bonus per day of work to compensate for the administrative tasks required.
- The Evaluator acting as a mentor evaluator assigned an apprentice (“rookie”) on all levels of training shall be entitled to a \$25.00 bonus per day of work to compensate for the additional tasks required.
- International Course Providers are required to pay CASI Evaluators according to the minimum daily pay rates.

### EVALUATOR TRAVEL FEES:

The Evaluator Travel Policy has been developed to:

- a) aid in the recruitment of Evaluators on programs that involve long-distance travel;
- b) ensure that Evaluators are compensated for travel to CASI programs that result in lost income from other employment;
- c) promote safe travel practices for Evaluators.

**When one-way travel to / from the course location of over 250km\* is required, Evaluators may request a travel per diem of a half-day of Evaluator fees. In addition, Evaluators may expense normal meal expenses during travel days.**

*\*Subject to review by CASI staff and may be adjusted on a case-by-case basis.*

### NOTES

- Travel fees and per diems must be pre-approved by the Regional Coordinator or Program Director at the time of confirming the Evaluator on the course.
- Travel fees may be applied once for travel to the course, and once for travel home after the completion of the course.
- Travel fees may not be invoiced for daily travel to and from the course location.
- Travel fees are not to be invoiced in addition to daily Evaluator fees on the same day.





## APPENDIX B: CASI MEMBER PORTAL AND EVALUATOR COURSE MARKING SYSTEM

To access the NEW system, log-in using your existing member log-in info here:

<https://casi-acms.com/casi-acms-members/>

CASI membership login

Member Number  
Please enter your member number

Required Field.  
Password  
Please enter your password

FORGOT PASSWORD? LOG IN

The initial "Profile" screen displays all of your current member information, including certifications:

Jeff Chandler

Member Number 70218

Membership

Dues Status  
Valid  
Expire on 2021-05-31

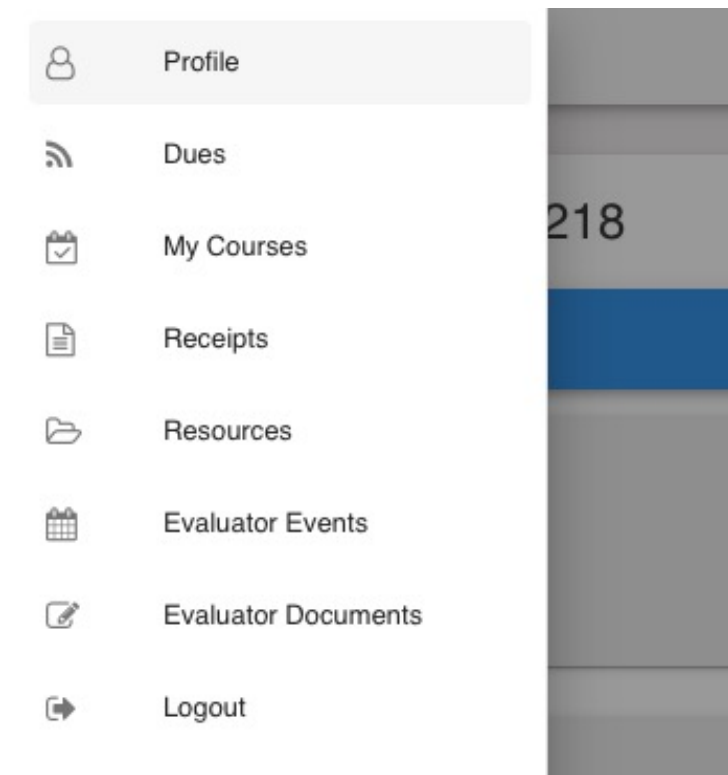
Membership Status  
Certified  
Active

Membership Type  
Regular  
Since 1994-01-01

Certifications

Level 4 Snowboard Instructor

Use the menu at the top-left to access the different sections:



**Profile:** The "main" page, displaying your certification, membership type, and member dues status.

**Dues:** Displays your current-year dues status and can be used to pay your member dues in future years.

**My Courses:** Displays your course and event participation history.

Event History
<b>2020/2021</b>
Level 1 Snowboard Instructor (Available) WHISTLER, British Columbia 2021-04-23 - 2021-04-25 Registration Status: <b>Approved</b> Final Course Mark <b>N/A</b>
Evaluator Training - Rookie (Full) SUNSHINE VILLAGE, Alberta 2020-11-25 - 2020-11-26 Registration Status: <b>Approved</b> Final Course Mark <b>N/A</b>
Online Update (Closed) None, Nova Scotia 2020-06-01 - 2021-05-31 Registration Status: <b>Approved</b> Final Course Mark <b>Pass</b>
<b>2018/2019</b>
Level 1 Snowboard Instructor (Available) APEX MOUNTAIN, British Columbia 2019-05-24 - 2019-05-26 Registration Status: <b>Cancelled</b> Final Course Mark <b>N/A</b>

**Receipts:** View and print previous receipts for dues and events.

**Resources:** Search for course, member, and evaluator resources:



**Search Filters**

Category  
Course Resources

Language  
English

SEARCH DOCUMENTS

Level 1 Course Guide  
DOWNLOAD

Level 2 Course Guide  
DOWNLOAD

**Evaluator Events:** View and access courses that you are scheduled on as an Evaluator:

**Search Scheduled Events**

2020/2021 SEARCH

Data: 2020-11-29T10:03:24.683 SERVER

**Level 1 Snowboard Instructor**

MT NORQUAY, Alberta  
2020-11-18 - 2020-11-20  
Closed

Trainer Update

**Evaluator Documents:** Review and print Evaluator documents signed for the season (evaluator agreement, uniform rental, waivers, etc.).

## EVALUATOR COURSE MANAGEMENT / MARKING SYSTEM

Access the course marking system un the "Evaluator Events" menu item:

Evaluator Events

Evaluator Documents

Once you are in the Evaluator Events area, a listing of the courses you are scheduled on will display.

Clicking on the down-arrow icon at the bottom right-hand corner to display a list of Evaluators on the course:

**MT NORQUAY, Alberta**  
2020-11-18 - 2020-11-20  
Closed

Chandler Jeff - Main Evaluator  
Ostojic Sinisa - Additional Evaluator  
Gardner Adam - Additional Evaluator

To access the participant list, click on the middle participant icon, at the bottom left corner of the event panel:

Participant icon

The course participant list displays the relevant info about the course and components completed. Note, this is where each candidate's E-prep completion is recorded (as pass or fail). E-Prep Level 1: Pass indicates they have completed the online portion of the course.

**Level 1 Snowboard Instructor, Heilongjiang**  
2021-01-27 - 2021-01-31  
Available

**Participant List**

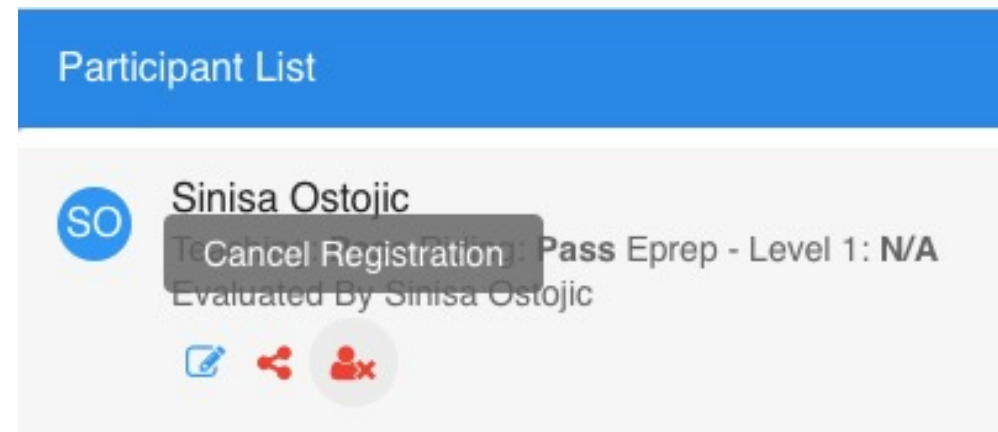
SO	Sinisa Ostojic Teaching: Pass Riding; Pass Eprep - Level 1: N/A Evaluated By Sinisa Ostojic	Final Course Mark N/A
LH	LewisTEST HoppstEST Teaching: Pass Eprep - Level 1: Pass Evaluated By Jeff Chandler	Final Course Mark N/A



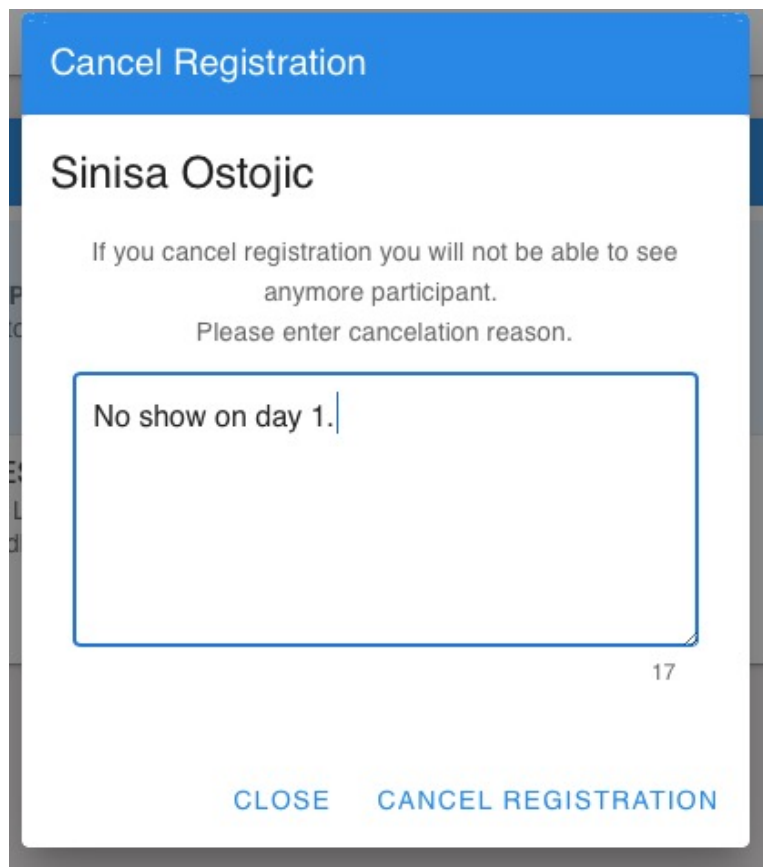


When starting a course, use this listing of course candidates to verify attendance. The final course listing should reflect the candidates present on the course, as results will not be able to be processed with candidates on the list who do not have marks.

If a candidate doesn't show up for a course, use the "Cancel Registration" icon to remove them from the list:

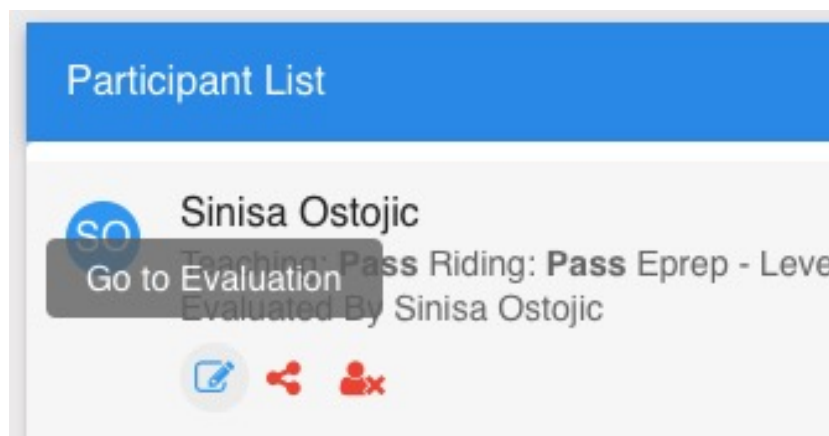


Note, you will need to type the reason for cancelation (minimum 10 characters) in the pop-up window and confirm that you want to cancel this candidate.

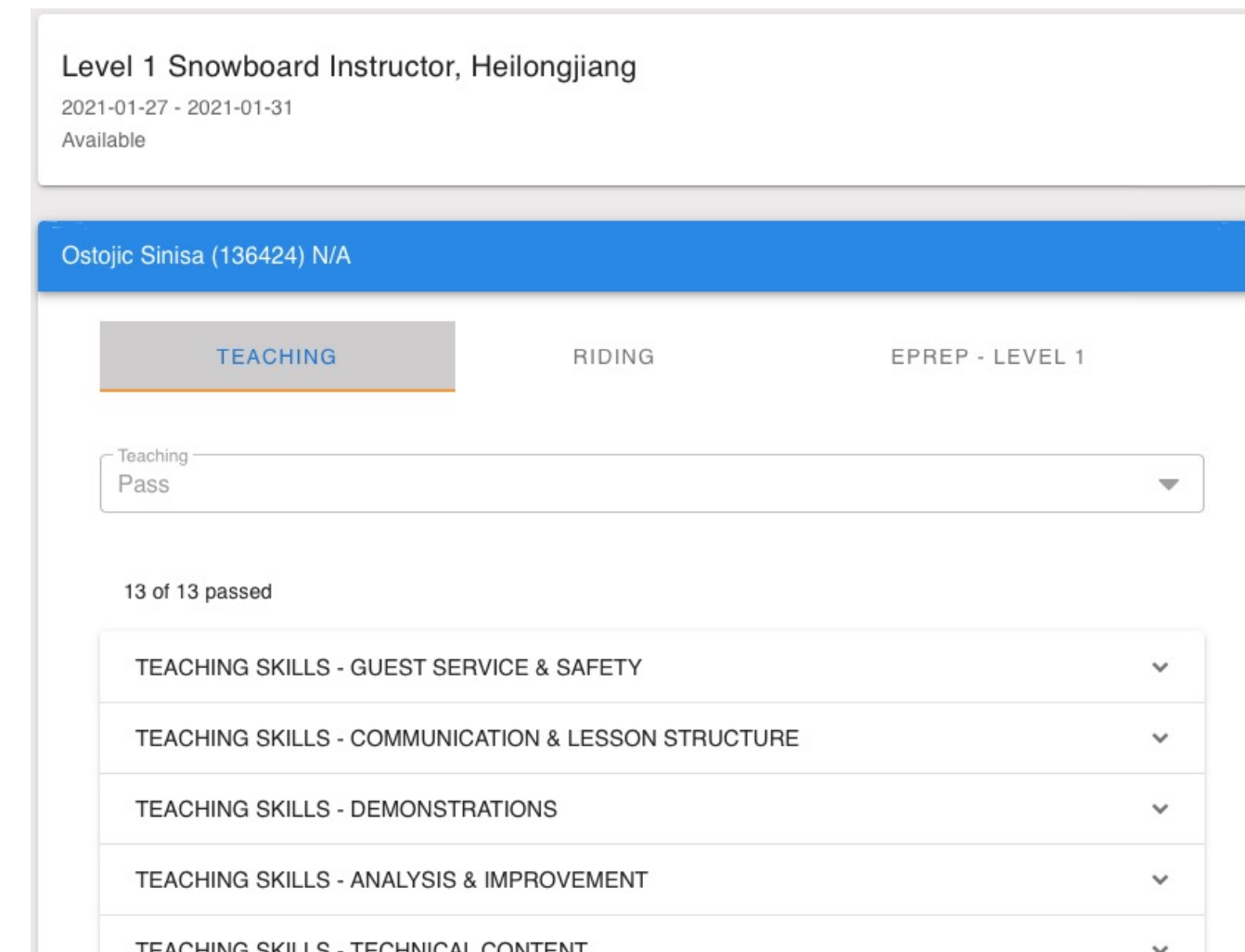


### RECORDING MARKS AND COMMENTS

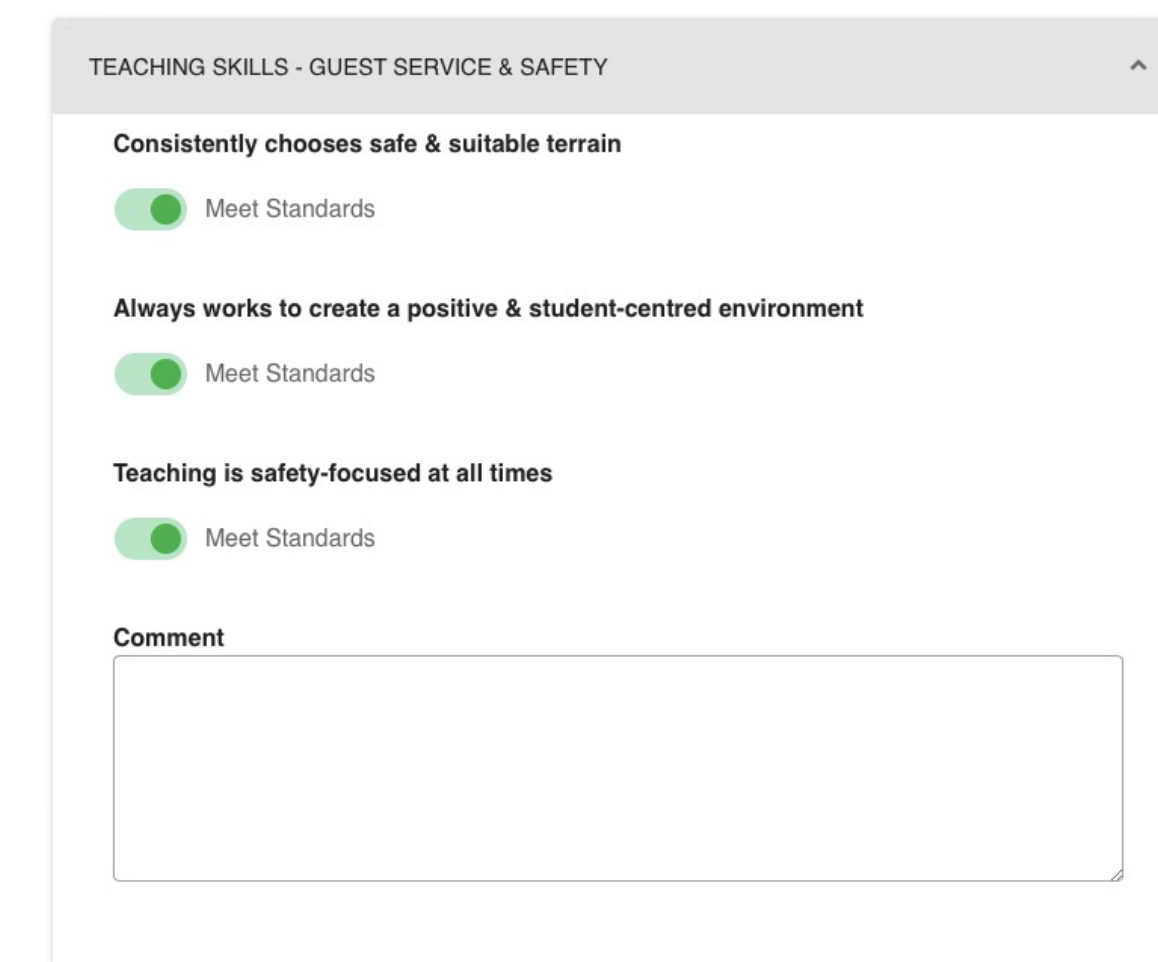
To mark a candidate during the course and record comments, use the "Go To Evaluation" icon:



From the evaluation screen, you will see the course components listed at the top of the marking area, including the EPREP info (completion date and time).



Use the drop-downs associated with the component to view the marking criteria, and record comments. The Below / Meets Standard slider button will indicate the mark, and comments are recorded in the box below. Note: All criteria must be marked as "Meets Standard" for the component to be marked as a "Pass".





Be sure to use the "Save Changes" button at the bottom to record changes to the evaluation form and save comments:



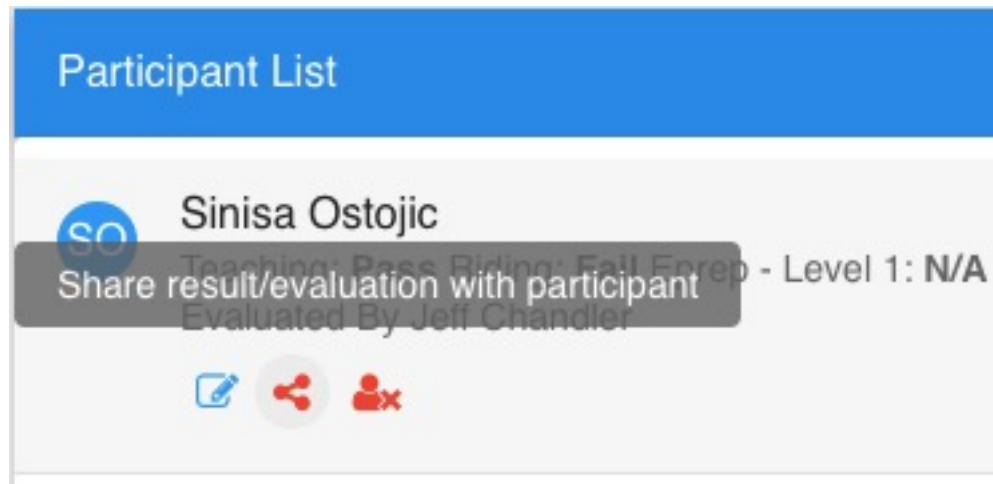
The "Participants" button (above) will take you back to the course list.

To change all of the "Meets / Below Standard" sliders to the same results at once, you can use the drop down at the top to indicate "Pass" or "Fail". This will change all criteria marks to the chosen option (meets standard or below standard).

### COMPLETING THE COURSE / RECORDING RESULTS

The process for completing the course is as follows:

- Each evaluator ensures that all marks and comments are complete (comments should be provided in each comment box. Ensure you have proof-read your comments, as they will be displayed exactly in the evaluation form to the candidate).
- The course Main Evaluator will first review the marks of each candidate checking for completion and accuracy, as well as comments.
- When the results are complete, and the Evaluators have had the end-of-course discussion with candidates notifying them of the results, the main Evaluator can then "Share" the results to each candidate's member profile, using the red "share" icon:



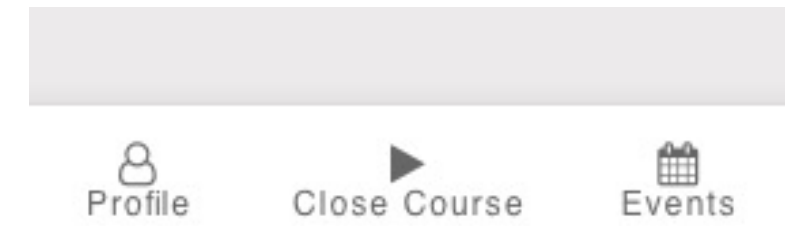
Note, this process makes the marks and comments visible for the candidate to view via their member login, under "My Courses". Sharing course results DOES NOT grant the certification (see below for that step). Evaluators should direct candidates to log-in to their profile after 24 hours to view their results. Successful candidates can also print their certificate at that time.

Once the results are shared / visible to the candidate, the share icon becomes green:



- Main Evaluators should share all of the course results with each candidate on the course at the same time, to avoid a delay for some course candidates.

- Once results are shared, the Main Evaluator can then use the "Close Course" button to close the course, which calculates the final course results and grants the certification to each course candidate who is successful. **Note, this process is permanent and cannot be undone! Follow the prompts to confirm that you would like to close the course.**



- Courses cannot be closed if there are outstanding results to be completed, or if course results have not been shared with each candidate.
- Once the course has been closed, the final results will be displayed on the course list (under Final Course Mark), and no further results can be recorded:

Participant List		
MO	Matt Onyschuk Teaching: <b>Pass</b> Riding: <b>Pass</b> Eprep - Level 1: <b>Pass</b> Evaluated By Adam Gardner	Final Course Mark <b>Pass</b>
CM	Christian Moscoloni Teaching: <b>Pass</b> Riding: <b>Fail</b> Eprep - Level 1: <b>Pass</b> Evaluated By Adam Gardner	Final Course Mark <b>Fail</b>
JC	Justin Chamberot Teaching: <b>Pass</b> Riding: <b>Pass</b> Eprep - Level 1: <b>Pass</b> Evaluated By Jeff Chandler	Final Course Mark <b>Pass</b>
JW	Jared Wilson Teaching: <b>Pass</b> Riding: <b>Pass</b> Eprep - Level 1: <b>Pass</b> Evaluated By Adam Gardner	Final Course Mark <b>Pass</b>



## CONTACTING YOUR REGIONAL COORDINATORS...

### **ALBERTA / BRITISH COLUMBIA EAST**

Adam Gardner  
Tel: (877) 976-2274 Ext. 107  
adam@casi-acms.com

### **BRITISH COLUMBIA WEST / NWT / YUKON**

**Greg Daniells (Resort Inquiries)**  
Tel: (877) 976-2274 Ext. 106  
greg@casi-acms.com

### **ONTARIO / MANITOBA / SASKATCHEWAN**

Andrew McCraney  
Tel: (877) 976-2274 Ext. 108  
andrew@casi-acms.com

### **QUEBEC / ATLANTIC**

Luc Bélanger  
Tel: (877) 976-2274 Ext. 110  
luc@casi-acms.com

## CONTACTING YOUR HEAD OFFICE...

### **PROGRAM DIRECTOR**

Geneviève Pilotto  
Tel: (877) 976-2274 Ext. 109  
genevieve@casi-acms.com

### **SR. MANAGER OPERATIONS & ADMINISTRATION**

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cathy@casi-acms.com

### **EXECUTIVE DIRECTOR**

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### **CASI NATIONAL ADMINISTRATOR**

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