

Names have been removed and questions *edited* for grammar.

*Are the steps (starting at validating the presence of danger, etc.) going to be a tool like AOT. If so will the questions be posted? [This is regarding the ASD scenarios for dealing with difficult behaviour]*

**FINAL ANSWER:** The scenarios and possible solutions are posted on the Resources Page on the CADS website and the TC will look into creating additional resources for training.

*Why is Level 1 not (should be) up to step 5? It is not possible to switch students to a Level 2 after step 4 ?; Volunteer instructors, why L2 supervisor and not stated as just supervision by certified instructor?*

**FINAL ANSWER:** The exam only covers up to Step 4 to cover the fundamentals and allow sufficient time for examination in depth; Level 2 can then be focused on the higher steps and refined knowledge. That does not mean that a Level 1 who has taken a CSIA or CASI methodology clinic or is a certified CASI or CSIA cannot teach past step 4 under the supervision of a Level 2 “supervisor”.

The level 2's were given the ability to supervise to ensure that they have the depth step 5 and 6; this allows a trained volunteer (in this case CSIA or CASI methodology session as per the Level 1 Certification Booklet) to teach past the step 4 that is examined at Level 1.

We will review the course certification booklets and ensure this clarity is inserted for future courses.

*Why are we not putting tethering under safety?*

**FINAL ANSWER:** This is a valid concern and will be taken under consideration by the TC and will be referred to a subcommittee.

*Is risk management driven by insurer?*

**FINAL ANSWER:** Yes, as well as the principles of Duty of Care and a respect for the safety of our students. A respect for the risks involved in skiing and snowboarding is prudent in all programs. The guidelines are to help new and developing programs set themselves up for success

If supervisor is CASI/CSIA certified, is the ratio of supervision still the same?

FINAL ANSWER: This would fall under the “Supervisors Experience” criteria and increase the overall number of instructor student pairs that could be supervised. This is a continuum that can fluctuate as the relevant inputs are affected. Also in consideration is if the supervisor is current in their understanding and membership standing with CSIA/CASI. A supervisor with an old CADS L2a certification as opposed to a recent CADS L2 or updated one should have a lesser ratio with all other considerations being equal.

If *an instructor has the old Level 2 (3T, 4T, VI)* will they become specialists after the transition period (which is the end of the coming winter 2016-17)?

FINAL ANSWER: They are grandfathered and will retain their current level, and the database will reflect the status of their certification. If they wished to go further down the certification pathway, they would need to update first. They would not be considered specialists, as they have not passed those modules at the current standard.

CC should not have to be evaluated every year unless they are trying for next level. Course participants should be debriefed mid way through course as part of ongoing evaluation.

FINAL ANSWER: Historically, to be examining a course, a CADS L3 had to be at Pre-Course every year. However, the past two years have introduced new materials, which is why we required attendance. In the future, if no new on snow material is presented, attendance may be allowed every 2 years. This is under discussion and development at the CADS TC Level. This decision will be posted as soon as possible.

Agreed, feedback is part of the training cycle and should be timely and relevant.

We question the purpose & use of including the sitski module in both the SB CADS L3 and SB CADS L1 courses for cert. We strongly believe that any snowboarder who wishes to pursue sitski puts on a pair of skis and goes through the SS module.

FINAL ANSWER: The CADS TC will pilot trials for the training and testing of tethering using snowboards. Safety is the Key and remains the #1 consideration. However, should the tethering SB training be sufficient to reach same quality and safety, as on the ski side, the CADS TC will go forward. Teaching a sitskier to progress should not present a problem once the sitskier is past being hands-on since the skills are similarly applied in all gliding sports. Also Internationally, New Zealand and PSIA-USA both certify on snowboards for sitski.

Can we have the ASD checklist posted to the Resource page at the National website?

FINAL ANSWER: This has been posted both in English and French. On the CADS website.

On line 23 from Level 1 Grid and line 39 Level 2 Grid – Safe Falling? Is this a safety or liability concern?

FINAL ANSWER: This will be updated on the grid to reflect a discussion that shows an understanding of the risks of using equipment and falling.

CSIA portion of marking Grid – what if you miss a minor point that affects outcome (NI / ME)?- retest portion or everything? Cost of re-test?

FINAL ANSWER: This will be reviewed with the TC and the Board for a final determination.

Are you able to retest on only the elements that NI or do you retest the whole course?

FINAL ANSWER: This will be reviewed with the TC and the Board for a final determination.

Are you able to give Level 2 certification to a Level 1 candidate who demonstrates Level 2 competencies?

FINAL ANSWER: If they have signed up for the level 1 and show the ability to achieve the level 2, they should be encouraged to pursue the level 2 immediately. They cannot be certified as a level 2 on a level 1 course due the differences in the examination, the grids and the knowledge base. The levels have now moved to a standards basis and do not require a period of time to pass before the next level can be achieved. In short, no they cannot certify a level higher than the course they are enrolled in.

Is there a minimum grade level to have to redo the whole course?

FINAL ANSWER: This will be reviewed with the TC and the Board for a final determination.

Revisit % on marking grid (*person* would like to be part of the 3 sub committee on Grid changes SUPER.... Don't wait)

FINAL ANSWER: Thank you for the offer to be on the sub-committee you will be contacted in due course.

Level 1 VI Module example – Sit Ski passed (ME) but could not pass teaching section (NI) – therefore why is there an overall ME if failed teaching?

100% (ME) *to pass* teaching aids does not make sense!

FINAL ANSWER: The grids will be reviewed during the off-season for fine-tuning and based on feedback from Course Conductors and sub-committee findings.

Tethering Safety – Would this become a stand alone Module?

FINAL ANSWER: This is a valid concern and will be taken under consideration by the TC and will be referred to a subcommittee.

What are the CADS rules for tethering *with* tethers and attaching to the wrists? And use of tethers in general?

FINAL ANSWER: This will be reviewed by the subcommittee reviewing tethering. Recommendations are to attach to the forearm on the non-dominant side, but consult your local program for specific policies.

In booklet ADD Reference to read Risk Management Manual

FINAL ANSWER: Link will be added

Document from CSIA on pedagogy - put on CADS web site? Permission required?

FINAL ANSWER: We will ask for permission from CSIA to post this and do so if granted.

If a program encounters any situation throughout the season, for which they feel they cannot handle, please contact the TC.