Learning How to Teach All of Our Guests
Sometimes change comes naturally and sometimes it is forced upon us. No matter the origin, if handled properly, change may often be for the better. Our division is going through just such a change, one that will definitely be for the better.

The board of directors has decided to hire an Executive Director to staff and run the business of Central Division. The significant change is that, in the past, our division has used a management company for these tasks and the new Executive Director will be an employee of our division. Working with the other division presidents, executive directors and the national office, the board of directors feels that this change is welcome and frankly long overdue.

The new Executive Director will staff the business office and manage the existing education staff. Using the best practices from other successful divisions as a guide, the only true measure of success for the position, and our division, is simply to increase the engagement of our members. So this change means YOU will get better events that meet YOUR needs as a member. Events that are so good, so much fun, so educational, and so well run, you can’t wait to take another one and you might not even want to wait for two seasons to take one again!

The Central Division and the national office of the American Snowsports Education Association (ASEA) often partner and support one another on initiatives ranging from governance issues to developing educational programs.

As a show of support in our transition from an outsourced office and administration team, the national office will be handling the day to day operations of the Central Division until our new Executive Director is in place and up and running.

As an organization, we have adopted a unified vision statement shared across all nine divisions; “Creating adventures through education.” Combined with our new Executive Director and staff, this new vision statement is a sign of unity in the organization both locally and nationally. With guidance from the board of directors, we feel the organization is in an excellent position to be successful in the seasons to come.

As the leaders of the organization we, the board of directors, are looking forward to the changes to come in the future. We know we have taken the proper steps to put YOUR needs as a member at the top of the list of organizational priorities.

As an officer of the organization for the past three years it has been an honor serving the membership as both the Executive Vice President and President. The first motion I shepherded through the board approval process was a motion that created 7-year maximum service terms for board members, a motion that defined term limits for the board of directors. This initiative was designed to bring new ideas, new perspectives and fresh energy to the leadership of the organization. To that end, I am honored to have served as an officer and as the President and feel that it is only fitting to let others try their hand and assume the mantle of leadership.

We’re all charting a new course for the organization together and the future looks bright! Have a fun summer and we’ll see you on the snow next season!

Michael is a commercial photographer and runs a successful studio in Chicago. He is an Alpine Education Staff Member, a member of the Central Division Board of Directors, and received his 20-year pin as a member of PSIA Central in 2017.
While the confusing winter of 2016-17 kept weather forecasters on their toes, I personally would have preferred a more predictable winter. I’m talking about the kind of predictability that leads to this sort of forecast: “Today we are getting snow. Tonight we’ll have snow. Tomorrow morning expect a slight break with snow flurries, followed by more snow in the afternoon.”

Unfortunately, the weather gods did not hear my fervent pleas for more snow, even though I’m sure many of you echoed those same prayers. The lack of white stuff and the unusually warm spring led to some scheduling challenges with adaptive clinics and exams. Nonetheless, a little persistence and technical creativity led to several noteworthy achievements this season:

- Six instructors passed the Adaptive Alpine Functional Ski Assessment. This is the first step on the road to Adaptive Alpine Certification.
- Five instructors passed Adaptive Alpine Module Exams.
- One instructor achieved Adaptive Alpine Level II certification.
- We held two new online adaptive ski clinics in the fall, prior to the start of the ski season.
- We also held two on-hill clinics focused on improving skills, not just preparing for certification. And one of those was an adaptive snowboard clinic!

So what can you expect for the 2017-18 season?

- An expansion of our popular online adaptive ski clinics during the off-season.
- Listening sessions with ski school directors and adaptive program coordinators. We are using these sessions to schedule clinics and exams that are most needed by programs and instructors throughout the Central Division. Look for more information about these listening sessions in an upcoming PSIA-C e-mail.
- More scheduled Adaptive Alpine Workshop & Functional Skiing Assessments, as well as more Adaptive Alpine Module Exams. We want to give instructors in the Central Division plenty of opportunities to continue on the path toward their Adaptive Alpine Level I and II certifications!

So here’s to more skiing, snowboarding and snow!
During a recent ski lesson, an instructor introduced a group of six-year-old skiers to a new drill on the beginner’s hill to help them develop an important new skill. The exercise involved simultaneously releasing the edges of both skis, in order to side slip.

After hearing and watching the instructor demonstrate the drill, each member of the group made an attempt to perform it. One boy, however, was not successful. He said to the instructor: “I can’t do this thing. It is too difficult.”

The instructor thought for a moment and then replied to the boy, saying “It is all a matter of perspective. I think that you can do this thing. You are very good at learning new skills. I believe that you will succeed, if you just keep trying.” The boy looked at his ski instructor and was pensive.

During a subsequent run, the instructor saw the boy concentrating on performing the drill. After this additional practice time, the boy could sideslip with ease. He ended up laughing and yelling to his fellow students that doing it was “easy” and “a lot of fun.”

Similarly, writing a snowsports article requires a certain amount of skill, concentration and practice. When you toss in your own snowsports knowledge, some imagination, and add a dash of patience in actually sitting down on multiple occasions to do some writing or typing, you have just about everything you need in the “mix” to begin crafting your first article.

For some writers, one easy way to get started in the creativity process is to think of an interesting and/or amusing Title. This is very important, since the right caption can catch the reader’s eye (examples: We Crave Duck, The Imperial Princess, More Than a Lesson, It’s a Snowsports Adventure, Through the Eyes Of a Child, Technical Teaching Tools For Teachers, and The Need For Speed.*

Many instructors base their article upon their background knowledge while others use the facts of a true event that happened during a private or group lesson. When an unusual event does occur during your own ski or snowboard lesson, don’t hesitate to sit down immediately afterwards and prepare a page or two of notes, while the experience is fresh in your mind.

You may then find it useful to reduce your notes to an outline of a dozen or more important points. Try to set forth a clear beginning, a mid-point, and an ending to the story. Before you actually start typing the outline into a narrative version, it is time to do some reading. If you have collected previous professional snowsports magazines over the years, pull out a stack of them and view several each night. It may also be worthwhile to review past PSIA-AASI publications on division.
websites. You can search for stories that bear some similarity to your planned topic, for background material, or that utilize a writing style with which you feel comfortable. Read and study the details of those accounts in depth. Use a highlighter to mark any worthwhile information or ideas which you might include in your own article.

**Writing an engaging and interesting opening paragraph is key to your own article,** and it becomes easier with practice. Generally, this is where you can introduce your topic or character, mention any references (Alpine, Snowboard or Children’s manuals, or other relevant publications), and begin to develop the story. Time, location and context are important. Many writers often set forth a goal in the first or second paragraph.

During the next few paragraphs, you can develop your topic or characters. Remember the acronym K.I.S.S (Keep It Simple S…….). Stay close to your central topic throughout the piece, and avoid moving off onto a tangent. Give some examples and solid advice to the reader about how this information can be applied to a lesson or to a person’s own technical performance. At this point, should you find that you have gaps in your article, or lack understanding about any technical aspects, it is time to speak to your snowsports director or perhaps to a Central Division Education Staff member, and seek some friendly guidance.

“Writing is easy. All you have to do is cross out the wrong words.” *Samuel L. Clemens.*

Be aware of limitations that you may face concerning the length of your article for the magazine. Your Editor may ask that you restrict your article to 300 to 400 words, which may require that you remove redundant or irrelevant sentences.

**The conclusion of your article may indicate how the goal was met and/or summarize the important aspects of what was presented.**

Photographs, diagrams, illustrations and/or cartoons can serve to enhance your story and make it more interesting.

Remember to place your name on the article with the date it is submitted. You should list any references after the conclusion. When you send your article to the Editor, be sure to ask for an acknowledgement that it was received. Be aware that it is not uncommon for your Editor to ask you to revise certain portions of the story for clarity, or to request that you include additional references to support your position.

In conclusion, penning a snowsports article requires creativity, concentration and patience. Even you can write a snowsports article if you follow a few simple guidelines and tips, including, but not limited to:

- Choose a good title;
- Use an outline;
- Research your topic;
- Write an engaging/interesting opening paragraph;
- Use your imagination and get creative;
- Set forth a goal, develop your topic or characters; and
- Summarize the important aspects of your story in your conclusion.

And, when you do see your article actually published in a magazine you will likely smile and experience a great sense of accomplishment at a job well done.

*Authors: Bradford L. Miller is your Central Division Education V.P. and the Education Committee Chair. Gary Evans, A3, CS2/Trainer.*

*A Special Thank You to 32 Degrees Executive Editor Wendy Schrupp for her guidance over the years in helping us write interesting and meaningful snowsports articles.*

*various articles which have appeared within the Central Line magazine*

Moguls! All children love to play in the moguls – or so I thought when I started teaching a private lesson. But no. Six year old, advanced skier Molly immediately started crying and did not want to even put on her boots when she heard that word.

Molly was probably the most gifted six year old skier that I had seen in my 30 years of teaching. She had been my student for over a year. Molly was always willing to try anything on the hill, go anywhere and make any run. The more difficult the run the better she liked it. Terrain parks were created for children like Molly. SHE LOVED SKIING and was not a child to have tantrums.

But, here in the lodge, she said she was frightened of moguls. “Okay,” I said, “We won’t go in the moguls.” She then donned her boots and we headed to the chairlift. I planned to take her skiing on an easy intermediate run next to the mogul field. When we got there, she wanted to ski through the bumps. I told her that “mogul” was just another word for “bump”.

Children with auditory deficits don’t or often can’t connect sounds with visual images. This is expected with totally or partially deaf children because they have never heard sounds or they hear them inaccurately. Children speaking English as a second language might also exhibit similar traits. Even children with mild hearing losses could have difficulties in associating sounds and images. This is expected when teaching such students.
However, children with normal hearing might exhibit similar dilemmas. Age, maturity, attention span, and the inability to formulate visual images of an object from a sound stimulus are all factors. Also the child’s auditory memory might not be as strong as their visual memory. There is no lack of ability or cognitive capabilities, it is merely that the pathway to learning is different. Since the problem is probably not severe, they have learned to adjust. For this reason, parents, teachers and other people probably haven’t noticed any problem.

In developing lesson plans, the PSIA Children’s Instruction Manual and the Core Concepts Manual emphasize a variety of methods to relate to the different styles of learning - Visual, Auditory, and Kinesthetic. Instructors should observe students to assess whether their preferences are those of doers, watchers, thinkers, or feelers. Children with any kind of an auditory deficit are probably going to be watchers. They will not be the first ones “out of the gate.” Instead, they will hang back and watch the other children performing a new skill before they attempt it.

The instructor should teach using a visual approach for auditory deficits by carefully demonstrating skills several times in several directions and repeating the keys words in the explanation. Auditorially challenged children will learn through a visual learning approach and begin to synchronize the visual ski image with their vocabulary.

Molly’s mother had told me that Molly had refused to race the previous weekend. I was perplexed because she could beat all the kids in a race. Why wouldn’t she want to race and get a trophy? As we were riding up the chair during the lesson, the high school teams were on the hill training for competition. She asked me if they were in a race. It turned out that Molly was not able to associate the word “race” with the activity. I explained to her that the skiers were going around the poles to see who was faster. The fastest skier would win and perhaps win a trophy.

CONCLUSION:

Molly was not a special needs child. Her auditory deficit was mild and the confusion she experienced was temporary. As she matured her difficulty subsided. She went on to race and win trophies, and the mogul hill was always her favorite place in which to hang out.

Mary Jane Doerr is a PSIA Alpine Level 2 ski instructor with CS2/Trainer credentials. Mary Jane teaches at Pine Knob Ski and Snowboard School and for The Blizzard Ski and Snowboard School. She is also a professional writer.
Let’s face it: most of the adaptive ski and snowboard programs in the Central Division are volunteer-based. Without the incentive of higher pay or rank, many instructors choose to forego the adaptive certification process. Yes, PSIA offers great discounts on gear and lift tickets. And it’s true that the passion for becoming a better instructor motivates some folks to become certified instructors. Plus, we can’t ignore the fact that those instructors on the certification path sure seem to be improving their own sliding skills. Still, the path to adaptive certification seems…well, it just seems hard.

Ahhhh, that was the crux of the matter for many years in the Central Division. While Level I certification took time and effort, it seemed doable, since you only needed to have an expertise in one adaptive discipline. It was the big jump from Level I to Level II that was the real hurdle. For Level II, you needed to be able to teach all of the Adaptive Alpine disciplines (bi-ski, mono-ski, 3-track, 4-track, slider, cognitive and visually impaired). Cramming all of those disciplines into one exam was a stressful and for many, insurmountable obstacle.

With that in mind, we revamped the Adaptive Alpine certification process two years ago. We made sure the process followed the national standards and developed the process you see diagramed on page 9 of this issue. Here’s the process in more detail:

- Each candidate starts off with the Adaptive Alpine Workshop and Functional Skiing Assessment. The first day of this session is a workshop to review movement analysis techniques and the functional skiing maneuvers that are needed for a safe and effective adaptive alpine ski lesson. (Don’t worry if you don’t know all of the maneuvers or movement analysis yet—that’s why it is set up in a workshop format.) The second day the candidates are assessed in their movement analysis and skiing skills. If they pass, they can do so at Level I or Level II proficiency.
- Once a candidate has passed the Functional Skiing Assessment, he or she can go on to take one of three Module Exams. The three Module Exams are: (1) Bi-Ski/Mono-Ski; (2) 3-Track/4-Track/Slider; (3) Cognitive/Visually Impaired. Each Module Exam has a written component, as well as an on-the-hill assessment. As with the Functional Skiing Assessment, candidates can pass each module at Level I or Level II proficiency.
- In order to achieve Level I certification, a candidate must pass the Functional Skiing Assessment and one Module Exam at a minimum of Level I proficiency.
- In order to achieve Level II certification, a candidate must then pass the remaining two Module Exams. At least one of the three Module Exams must be passed at Level II proficiency and the Functional Skiing Assessment must also be passed at Level II proficiency. If either the Functional Skiing Assessment or the Module Exams have not been passed at Level II proficiency, the candidate may retake an individual exam to achieve Level II.

As with any change, this new process has taken some time to get used to. And it begs the question: Why did we make the change in the first place? There are a few quick answers to that question:

- By breaking the process down into more manageable chunks, it is easier for instructors to get their Level I and Level II certifications.
- By aligning with the process used by PSIA-RM and PSIA-Alaska, we are opening up options for instructors to take exams here or in the RM or Alaska divisions. That is especially helpful in case we have to cancel exams in Central Division due to weather or low enrollment.
- As we continue to develop PSIA-C education staff, we can rely on the expertise of other divisions, when needed.

Are you interested in going for your Adaptive Alpine Level I or Level II certification? Look for more preparatory clinics and exams during the 2017-18 season. We want to do everything we can to help you achieve success as an instructor!
PSIA-C Adaptive Alpine Pathway to Certification

Adaptive Alpine Workshop & Functional Skiing Assessment

- Bi/Mono Written Exam
- 3/4 Track & Slider Written Exam
- COG VI Written Exam

- Bi/Mono On-the-Hill Exam
- 3/4 Track & Slider On-the-Hill Exam
- COG VI On-the-Hill Exam
Cal Beisswanger, well known in Midwestern ski circles, passed away on December 27, 2016. He joined Wilmot Mountain Ski School in 1955 and became a full certified instructor in 1958. In 1967, he became co-director of the Wilmot Mountain Ski School and served in that position until 1990 when he retired from the ski school. In the mid 1960’s, Cal was involved in promoting skiing at the first Chicago Ski Shows and through local media such as the Chicago Tribune and TV stations. Among his many friends was the great skier, Stein Erickson, with whom he conversed every year. He also operated Variety Meats since 1971, a successful company serving the wholesale meat markets in Chicago. The company has grown into a thriving family business that Cal Jr., Kimberly, Steve (Kimberly’s husband), and C.J. (eldest grandson) will continue to run.

His colleagues will remember him as a skilled skier and an instructor who endeavored to present the best possible lesson to his students. You could always find Cal and his entire family at Wilmot every weekend. He was instrumental in operating the Blizzard Ski and Snowboard School for over 55 years, with the help of Mary Pappas and Suzzanne Hoffman. The School provided an opportunity for children to learn and enjoy skiing as much as he did. Today the club has over four hundred members. The School began in Minnesota in 1958 and quickly spread as franchises throughout the United States. At one point there were more than 17 chapters of Blizzard, coast to coast. The Chicago Blizzard Ski School began in 1960 and has been affiliated with Wilmot since day one. Blizzard brings hundreds of children from Chicago and the surrounding suburbs to Wilmot each Saturday for skiing and snowboarding lessons. It was the perfect program for Cal. Under Cal’s tutelage at Wilmot, the members of the Blizzard Ski School have advanced and become instructors, racers, coaches, resort administrators, and every other job that is identified with a love of skiing and boarding. He engendered a passion for skiing and teaching children to ski that is still evident today at the continued success of Blizzard and its generations of participants. Thousands of students have known Cal and pinpoint their relationship with him as the reason they now send their children, and even their grandchildren to Blizzard. Cal promoted skiing and snowboarding to three generations of snow sport enthusiasts.

During the summer, in order to spend time with his family, Cal used his pilot’s license to fly to a lake where the family had a home. He would also race his sailboat every Sunday with his first mate and wife, Joy. He enjoyed fishing and duck hunting with his children and grandchildren. Cal and Joy could also be found on the golf course three times a week during the spring, summer, and fall. They enjoyed a yearly golf vacation to Indian Wells, California to warm up and celebrate the end of another successful snow ski season. His passion for life will live on through all of the many things he and his wife taught their children and grandchildren to love. Joy and the rest of the family will continue to carry on Cal’s legacy.
Get in touch with a different kind of remote.

Introducing the new Volkswagen Golf Alltrack with 4MOTION® all-wheel drive. Soon to be everywhere.

When it comes to the moments we remember, how many take place in your living room? If you’re still trying to recall, perhaps it’s time to reacquaint yourself with a world beyond Wi-Fi, where the stunning beauty of a vista in front of you is not virtual reality but reality reality. The Golf Alltrack comes with 4MOTION all-wheel drive, Off-Road Mode, and enough turbocharged power to motivate you off the couch. Because happiness favors the spontaneous.

*Optional accessories shown. Always ensure that your vehicle is equipped with appropriate tires and equipment and always adjust your speed and driving style to the road, terrain, traffic, and weather conditions. See Owner’s Manual for further details and important limitations. ©2017 Volkswagen of America, Inc.
Adaptive Equipment Roundup

By Ann Papenfuss

In the last few years we have witnessed a deluge of new adaptive skiing equipment. After years of looking at the same-old-same-old, it’s fun to see some new options on the market. It’s hard to keep up with all of it but here are some of the highlights:

**ENABLING TECHNOLOGIES**

Adaptive ski instructors can’t stop talking about the Dynamique bi-ski (Figure 1). This upgrade of the Bi-unique offers the long-awaited suspension in a low-to-the-ground bi-ski. (It’s three inches higher than the Bi-unique but that still makes it lower than any other bi-ski.) That low center of gravity makes it the perfect sit-ski for people with balance and strength issues. And ski instructors really appreciate the easy-to-use load mechanism. Enabling Technologies is working on fixed riggers to accompany the Dynamique.

**HANDS ON CONCEPTS (HOC)**

Steve Holub from HOC isn’t giving away any secrets but he says the new soon-to-be-released HOC mono ski is designed for ease: ease of skiing, ease of use and ease of paying for it. Steve did offer this little bit of a teaser: They are melding old school technology with modern reliability and suspension. And they won’t compromise on adjustability. No promises, but he’s hoping to have it out by the 2017-18 ski season.

**DYNACCESS**

If you ask Dynaccess mono-skiers what they like best about their skis, you might expect to hear something about the Penske racing shock (no off-the-shelf shocks for these guys). Or the adjustability. Maybe you think you’re going to hear raves about the responsiveness. While all that is true, the first thing they always seem to mention is the company service. The company prides itself in offering demos before you buy one of these high-end mono-skis. Of course, if you want to talk equipment, ask them about their latest mono-ski, the Hydra. The beauty of this ski is in its suspension (Figure 2), which allows the skier to vary the pressure along the length of the ski, mimicking the fore/aft movements an able-bodied skier makes throughout the stages of a turn.

**OUTRIGGERS**

If you’re thinking an outrigger is an outrigger, you might want to talk to the folks at Hands On Concepts and Enabling Technologies.

HOC is pretty humble about their outriggers (Figure 3) but these beauties are worth bragging about. By eliminating the moving parts, the outriggers don’t freeze up. Yet they are still extremely light, ergonomic and adjustable.

Enabling Technologies introduced new riggers a couple of years ago and they have veteran adaptive instructors doing a double take (Figure 4). At first glance they look like the traditional outriggers that have been used for years. On closer inspection, however, you can see an ergonomic handle and NEXGen tips that travel much more smoothly through the snow.
ASPLEN SEATING

The Aspen Seating Multi Sport Interface Kit (fit kit) offers extra protection for the ischial tuberosities of sit skiers (Figure 5). More commonly known as the sit bones, this is a vulnerable spot for anyone in a sit ski. With the fit kit, most of the skier’s sitting weight is born by the fleshy portion of the thigh, which makes the sit ski more comfortable and can minimize the chance of getting pressure sores.

The kit also includes hip guides (Figure 6). These functionally designed foam pieces create a snug fit in the ski bucket, enabling the skier’s movements to transfer directly to the ski. That snug fit also aids in the prevention of blisters and pressure sores.

If you already have a fit kit, Aspen Seating has a free guide for effective placement. You can find it on their web site as a PDF document.

MOUNTAIN MAN BI-SKIS

Even Mountain Man, the Timex of adaptive equipment, has some new tweaks for their bi-skis. A few years ago, they replaced the air shock with a coil spring hydraulic damper. The new system provides a smoother ride than the old air shock and for bonus points, pumping is no longer required to keep the shock working.

The news got even better when Mountain Man introduced an extra large seat for its venerable bi-ski. The extra large seat can easily be switched out with the standard seat, giving programs much more flexibility to accommodate students of varying sizes. The extra large seat is a great option for students who meet the weight restrictions of the bi-ski but have a hard time fitting in a standard seat.

On a final note:

If this review seems like a bit of a love-fest for these adaptive equipment manufacturers, you’re right. These people design very technical equipment for a limited market, so it’s doubtful any of them will retire as billionaires. Thanks for all you do to get our adaptive skiers out on the hill!

Ann Papenfuss is the PSIA-C Adaptive Education/Certification Committee Chair. She teaches adaptive skiing with Courage Kenny Ski and Snowboarders. She also does freelance interactive design.

MEMBER’S PHOTOGRAPHS: Little Switzerland Ski School, in Slinger, WI. Little Switzerland instructors include: Max Thom, Beth Bartelt, Reilly Paine, Evan Hertzberg, Rushil Patel, Ben Cady, Franz Lehner, Audrey Carroll, Tom Barz, Brandon Burke, Max Stacey, Andrew Weber and Emma Ney.
The following members successfully achieved certification this past season. We congratulate them on this accomplishment and appreciate their commitment to advancing their education and expertise.

Alpine Level I
Anderson, Robert W.  
Badger, Kristy  
Bailey, Gavin C.  
Balliet, JonPaul  
Bealia, Angela  
Behan, David  
Bennett, Randy  
Bent, Kelly  
Benz, Bryce J.  
Bergstedt, Beth  
Bills, Lisa A.  
Black, Marie F.  
Blazina, James  
Boccia, Alexander P.  
Brangian, Eugene M.  
Brant, James D.  
Brooks, Kathleen A.  
Brooks, Rich  
Buckmaster, Peter T.  
Campbell, Kacee C.  
Carlson, Grant W.  
Carlson, Pierce M.  
Carlson, Ryan C.  
Cibulskas, Katie  
Clark, Addison L.  
Connell, Mike  
Cooper, Ciara C.  
Coyne, Malachy M.  
Cronau, Jefferson R.  
Cumming, Marla E.  
Curry, Kevin P.  
Dahm, Andrea J.  
Dalby, Gordon W.  
Dammeyer, Emily  
Detmer, Mike  
Dincher, John  
Dumas, Paul A.  
Dunseth, Kelly J.  
Durnwald, Dennis C.  
Earhart, Brenda L.  
Earhart, Kathryn R.  
Eckstein, Ryan M.  
Evans, Jennifer M.  
Evans, John D.  
Faas, Jason D.  
Fangmeyer, James  
Frolov, Andrew  
Fromm, Lynda  
Froot, Hal  
Garbaty, Michael M.  
Gau, Jack D.  
Gaylor, Julie M.  
Glize, Gerhardt  
Goldberg, Steven D.  
Goldman, Charles M.  
Gonikman, Charlotte S.  
Gort, Elise  
Gransee, Kade N.  
Grussing-Neitzel, Charlie  
Guthmiller, Lisa  
Helgaas, Cole S.  
Herbruck, Michael W.  
Hoffman, Steven R.  
Hogue, Justin M.  
Holm, Michelle M.  
Holthaus, Megan R.  
House, Tip  
Jaeger, Alex  
Jagos, Mark  
Jagos, Rod  
Johnson, Rachelle  
Junge, Chuck  
Jurcak, Jeff  
Jurcak, Jennifer L.  
Kaschube, Crystal M.  
Kent, Bailey  
Keysser, David  
Knapp, Katherine E.  
Knight, Jim  
Krautz, Daniel J.  
Breiman, Tatvanya  
Kremer, Stephen C.  
Kristiansson, Neil  
Krolakowski, Luke A.  
Kuzmicheck, Andre  
Ladd, Scott V.  
Lahet, Gardner J.  
Laiho, Arianna M.  
Lakin, James D.  
Landers, Mike J.  
Lee, Dan R.  
Leitner, Anna  
Letourneau, Todd  
Lewis, Megan J.  
Line, Quinn  
Lodge, Amanda  
Ludwig, Alex B.  
Mallett, Linus  
McCafer, Harry J.  
McPherson, Danielle J.  
Meyer, Shannon T.  
Miller, Gregory S.  
Miller, Kaitlyn M.  
Mittelstaedt, Renee H.  
Moldovan, Nicole  
Monroe, Brian  
Morris, Pamela F.  
Morrissette, Bruce P.  
Murniek, June  
Nakata, Michael  
Nelson, Brianna  
Nelson, Ian A.  
Nordhjem, Christie L.  
O’Connor, Patrick M.  
Ogden, Bradley S.  
Ort, Cecilia A.  
Pauly, Nicholas J.  
Pendergast, Kari J.  
Pendleton, Julie  
Pettit, Neil E.  
Pfeiffer-buonigorno, Frederique  
Pietila, Johanna  
Pinkerton, Doug A.  
Pletikapich, Bill P.  
Reilly, Steven  
Rhodzeller, Eran  
Rick, Abraham R.  
Schleisner, Susan H.  
Schmid, Connor S.  
Schuldt, Louise  
Schuyler, Joshua L.  
Selstad, Nathan D.  
Sera, Sara E.  
Shaw, Shannon  
Sheedy, Patrick  
Shogren, Ken  
Sinkhorn, Benjamin  
Siemons, Richard D.  
Smith, Jonathan  
Snavely, Jennifer L.  
Sorensen, Steven W.  
Southwell, Nathan P.  
Spangler, Russell E.  
Tansey, John A.  
Thompson, Grant A.  
Tornai, Meghan A.  
Tsvin, Boris  
Weber, Carol V.  
White, Kieran  
Whittlef, John O.  
Wilcox, Kelly C.  
Wills, Nathan J.  
Wolf, Keith E.  
Wolf, Maxwell C.  
Wootton, Gregory S.  
Wukowski, Jim  
Yern, Patti  
Yue, Jacqueline C.  
Zajac, Caitlin R.

Alpine Level II
Backos, Jonathan  
Bent, Kelly  
Brandt, Ryan  
Brandt, Terrie  
Couch, Kaitlyn  
Dahl, Andrea J.  
Gerdes, Katherine  
Hoggard, Ben  
Kurzhal, Devin  
Lodge, Timothy J.  
Moldovan, Nicole  
Roche, Bill  
Rodriguez, Joseph R.  
Surface, Taylor

Alpine Level III
Bartholomew, Tom  
Buchanan, Tracy  
Hawkins, Peter  
Katlein, Dan  
Pond, Cameron  
Stark, Angela L.

Snowboard Level I
Balch, Anna  
Burke, Gregory  
Chase, Kent B.  
Chizek, Justin P.  
Siemons, Jacob A.  
Dahlquist, Kulin B.  
Dare, Brent A.  
Delich, Thomas M.  
Deter, Mike  
Eakin, John W.  
Erickson, Seth P.  
Fons, Adam T.  
Fyling, Jordan P.  
Goode, Tommy e.  
Greve, Robert T.  
Gulyas, Nick S.
Hufnagel, Owen D.
Johnson, Joel D.
Jones, Cody
Kellick, Madeleine F.
Kermes, Sage C.
Kiser, Mark E.
Kolberg, Taylor A.
Lee, Randall
May, Michael P.
McCutcheon, Ashlei R.
Mcguire, Alannah M.
Mertes, Aiden M.
Miller, Michael
Moran, Michael
Nedow, Daniel J.
Neeley, Marissa D.
Oblinger, Matthew F.
Ohirogge, Kevin
Pauly, Nicholas J.
Petersen, Timothy
Pinske, Erich
Powers, Robert M.
Reardon, Todd
Rhodes, David J.
Robinette, Kyle R.
Sack, Christopher R.
Schreiner, Jonathan
Schwantes, Talon
Scott, Austin J.
Shafer, Natalie
Shirakabe, Norimichi
Simpkins, Brian M.
Smith, Logan S.
Stewart, Cullin C.
Thut, Jean-Pierre R.
Tobergte, Brian S.
Van Esley, Brooke
Van Esley, Christy
Vana, Elizabeth M.
Ward, Lyndsay B.
Wesseling, Andrew
Wolf, Haley
Xiong, Matthew

**Snowboard Level II**
Angert, Jonathan P.
Fylling, Jordan P.
Kulich, Whitney T.
Lindahl, Ian
McLeod, John
Powers, Robert M.
Reed, Robert P.
Shearer, William A.
Vinson, Jon-Michael
Wallner, Paige
Webster, Malaby
Zupan, Kevin

**Snowboard Level III**
Kagan, Thomas J.
Kleinsteuber, Cody
Kohrhorst, Troy
Spaulding, Jayson
Thompson, Kyle
Zupan, Kevin

**Children’s Specialist I**
Balch, Anna
Barrett, Patrick
Bartlett, Gregory S.
Bendtisen, Michael
Bizzano, Nancy
Brinkman, Dennis
Cavanaugh, Kate B.
Coyne, Malachy M.
Crosby, Eleanor R.
Dickson, Melissa
Faller, Steve
Farwell, Carla
Fischer, Courtney M.
Foslien, Sarah
France, Lenore
Fugere, Paul
Gaertner, Karin
Gibson, Forrest
Gulli, Benjamin
Hanson, Bonnie J.
Hayes, Susan
Herman, Anthony C.
Holm, Tim
Humansky, John
Jessen-Howard, Peter
Johnson, Vince A.
Joseph, Bill
Junger, Chuck
Kulich, Whitney T.
Lehner, Franz R.
Lehner, Franz X.
Lewin, Jeff
Lin, Harrison
Loomis, Kelly
McKinnon, Margareta
Melhus, Troy
Molenda, Lynn B.
Mortenson, Suzanne
Nugent, Dale A.
Riedel, Daniel C.
Roberts, Mackenzie
Rosenberg, Evan P.
Setchell, Chris
Smith, Jonathan
Strub, David
Voice, Samantha S.
Werts, Peter
Wiegand, Christopher
Wiegand, Dave
Youngquist, David
Zeribib-Berda, Beverly

**Children’s Specialist II**
Abellera, Michelle A.
Allen, Thomas J.
Bartz, Tom
Cunningham, Ruth
Doane, Eric
Hool, Michael
Kagan, Thomas J.
Katlein, Dan
Loehner, Michele
McLeod, David F.
McMains, Susan
Mitschrich, Megan K.
Ryan, Shawn
Schaefbauer, Sandra
Smith, Bryan O.
Surface, Taylor

**Freestyle Specialist I**
Andrews, Kevin
Coyne, Malachy M.
Fuller, Allen
Gerdes, Katherine
Ricciardi, Michael
Toftner, Chris

**Freestyle Specialist II**
Vazquez, Enrique L.

**Telemark Level I**
Barefoot, Michelle
Boboltz, Dave
Burns, Jerome E.
Hopper, Cameron N.
Hopper, Christopher
Lewis, Laurence B.
McKinley, David
Schweitzer, Karl
White, John P.

**Telemark Level II**
Fosler, Gregory D.
Russold, Wolfgang

**Telemark Level III**
Iuppeniatz, Steve

**Cross Country Level I**
Furbacher, Tim
Green, Caroline L.
Horton, William C.
Remak, Ingrid M.
Terkelson, Christine

**Cross Country Level II**
Clausen, Dalia
Kirt, Karen J.

**Adaptive Level I**
Brazeau, Richard
DeLano, Howard R.
Gomoluch, Bradley
McMaster, Aaron R.
Ravell, George
Rouse, Dan
Selin, Jeffrey
Smiddy, Emily
Smiddy, Frank

**Adaptive Level II**
Moman, William

**Adaptive Snowboard Level I**
Moman, William
Party Central

PARTY CENTRAL CELEBRATION AT SNOW TRAILS RESORT, FEBRUARY 11-12, 2017

By Pamela Paige Spires, Snow Sports Director, Snow Trails, Mansfield, Ohio

Snow Trails Resort was proud to host a mid-season Party Central celebration. It was great to see the staff from many Ski and Snowboard Resorts meeting and having fun. Scott Hartley did a fabulous job of putting the Party together. Scott had a picture board set up and prizes were awarded. Pizza was served while Scott made years of service presentations to several members.

People also received the 60 year shirts. There was a raffle for all of the PSIA and AASI members.

The picture taken on Saturday shows the many smiling members who turned out for this event.
Party Central

PARTY CENTRAL CELEBRATION AT AFTON ALPS RESORT, MARCH 11-12, 2017
By Peggy Erickson

Party Central was a huge hit with over 100 attendees from all over Central Division. Central Divisions 40 and 50 year members were recognized and honored. Below are some members’ photographs.

**Forty Year Members:** Roger Kane, Dale Christiansen, Jerry Sorensen, Tom Guile, Jim Trotter, Peter Hoppok, Thomas Fontana, David Cook and Chrissy Lindstrom.

**50+ year members,** from left to right: John Thors, Jim Bauer, Karen Hollaus, Bill Rhodes, Gary Nelson, Bob Hakkinen (“Hak”), Rick Scott, Nancy Hereid, T. Bjorn Ban (“Bing Bang”), Phil Peterson, Paul Mascotti
Level one exam group at Afton Alps, from left to right: Maria Cumming, Cole Helgass, Gerhard Gliege, Eric Doane, Baily Kent, Caitlin Zajac, Rachelle Johnson

New Level ones at Perfect North Resort, in Indiana, February 5, 2017
TEMPORARY CONTACT INFORMATION
PSIA-AASI National
133 South Van Gordon St., Suite 200
Lakewood, CO 80228
Phone 303-987-9390
Email: mist@thesnowpros.org
PSIA-AASI National Website: www.thesnowpros.org
PSIA-AASI Central Division Website: www.psia-c.org

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Geoff Shepherd & Sally DeLange  Alpine Section 5
Forrest Gibson & Julie Nitzsche  Alpine Section 6
Brooks Lillehei  Snowboard Sections 1, 2, 3
Scott Hartley  Snowboard Sections 4, 5, 6
Bob Zwald  Nordic All Sections

ADMINISTRATORS & COMMITTEE CHAIRS
Nordic Administrator: John Fay
Alpine Administrator: To Be Announced
Snowboard Administrator: David Seelbinder
Adaptive: Kirsten Gannon

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Election Committee: Sally DeLange
Budget Committee: Bart McClure
Marketing and Public Relations Committee: Forrest Gibson
Snowsports School Directors Committee: Geoff Shepherd
Governance Chair: Brooks Lillehei

PSIA-AASI CENTRAL DIVISION STAFF
To Be Named

COVER PHOTO / BACK COVER PHOTO
Adaptive Clinic which took place at Spirit Mt., in Duluth, MN.: Teaching Adaptive Snowboard from Skis or Snowboard.
Depicted: Education Staff Member Tara Gorman and Clinician Bobby Palm. Photo credit and thanks to Susan Hodder.

Other photo credits and thanks to Pamela Paige Spires, Scott Hartley, Peggy Erickson, Nancy Hereid and Tom Bartz.

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Submissions, including articles and photos, are welcome. Articles should be emailed to garyski3@att.net in MS Word format with the following header: article name, date and author. Photos and graphics should be high resolution (300 dpi or greater and at least 2 inches in the smallest dimension) and submitted in JPEG or TIF format. A photo release must be obtained from any person(s) included in the submitted photo. Articles are accepted on the condition that they are released for use in all PSIA-AASI Central publications. PSIA-AASI Central reserves the right to edit all articles.

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GENERAL INFORMATION
To ensure the most effective representation, PSIA-AASI Central Division members should contact their Section Representative to share concerns or opinions on the policies, procedures or content of The Central Line. Materials that have been provided by persons not writing as PSIA-AASI Central officials are the responsibility of the author and are not necessarily endorsed by PSIA-AASI Central Division.

THE CENTRAL LINE STAFF
EDITOR
Gary Evans
garyski3@att.net

PUBLISHER
Robert Wendt, Cultivate Communications
bob@cultivate-communications.com

All articles and photographs intended for publication in The Central Line should be submitted to the Editor.
EVERYONE AND ANYONE!