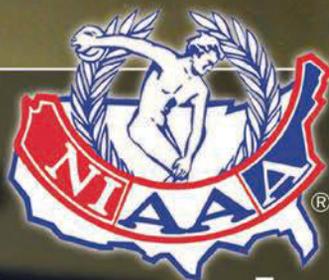


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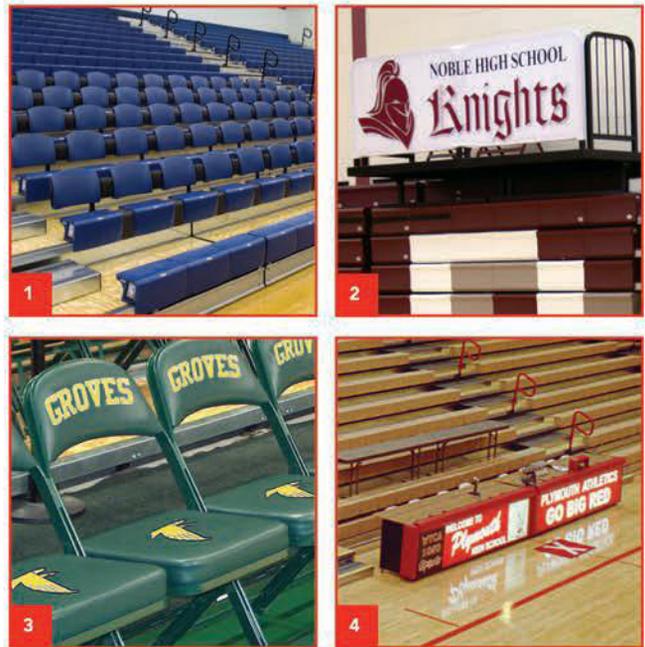
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Interscholastic Athletic Administration

Volume 39, Number 2 – Winter 2012

- 2.....National Report
- 3.....President’s Update and NIAAA News
- 4.....Performance Enhancing Drugs: **The Ethical Dilemma:** Mark Minelli, Ph.D., and Scott Smith, Ph.D., of Central Michigan University examine the performance-enhancing substances by high school athletes and offer suggestions for curbing their use.
- 8.....Cost Savings Analysis of a High School Athletic Trainer: A group of four authors from Michigan study the benefits and costs of having an athletic trainer and how schools can hire one within their budget.
- 12.....Legislation With Heart: Marcia Nissel, CMAA, and Kimberly Kane, NBCT, spotlight the unified sports program in Washington County, Maryland, and the benefits it provides for students with disabilities, as well as able-bodied students.
- 16.....Changing the Culture of Sportsmanship with a Five-Star Program: Kay Hawes, the director of marketing and public relations for the NAIA, presents the association’s Champions of Character Five-Star Leadership School Banner Program and its success stories.
- 20.....ADvice: Coaching Interview Processes
- 24.....ADvice: Starting a High School Athletic Hall of Fame
- 26.....AD’s Clipboard
- 28.....17 Individuals to Receive Awards in San Antonio
- 39.....Risk Management
- 40.....Ideas That Work
- 43.....Did You Know?
- 44.....In Memoriam
- 44.....Media Review
- 46.....Sports Turf
- 48.....NIAAA Membership Information
- 51.....Committee Spotlight
- 52.....State Awards of Merit
- 54.....2012 AD Conference Exhibitors List

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Bruce Whitehead, NIAAA Executive Director

As of this writing, the NIAAA staff is in full preparation mode for the upcoming annual meetings and the National Conference. We are blessed that the NFHS continues to desire partnering with NIAAA in providing you, our members, with the best professional development conference in education. The assistance of the NFHS makes it possible to effectively provide you with so many opportunities for professional learning.

For those of you who are fortunate enough to be able to come to San Antonio, you will find the 2012 conference to be a rewarding experience. You will learn from two great general session speakers, six workshop sessions (one more than in previous years) and the opportunity to take as many as four LTI classes. In addition, there will be an Exhibit Show and a demonstration of the newest sport offering available for females, STUNT.

I would also encourage you to network as much as possible with your colleagues and to become more involved with the NIAAA by attending your respective section meeting and attending the annual meeting where we will recognize 17 schools that have qualified for the Exemplary Level of the Quality Program Award. Your time spent in San Antonio will be as educational and informative as you make it. For those of you who will not be able to come to San Antonio, my hope is that you will schedule time to attend the 2013 conference in Anaheim. And for those of you who have never attended a national conference, the cost may seem high, but everyone who has had the opportunity to attend a National Conference will tell you that the cost was inconsequential when compared to the knowledge gained.

By now, each member should have received a complimentary copy of the new “Dying to Belong” DVD on the subject of hazing and bullying. Because of a small budget surplus from the 2011-12 fiscal year, the board elected to return a large portion of that surplus to the membership by providing this educational and informative DVD to you. One of the educational videos on the DVD is an excellent tool to educate parents and students while the second video is for coaches and administrators education. Perhaps the best tool on the DVD is the PDF file that contains a number of resource materials including the laws that have been passed in 44 states relative to hazing and bullying. Please use this in your programs to ensure all your stakeholders are educated on this topic. Our goal is to eliminate hazing and bullying in our athletic programs through education of everyone. Additional copies

are on sale for \$24.95 through the NIAAA office. An order form is available on the NIAAA Web site.

In speaking of the Web site, I trust you have all had an opportunity to familiarize yourself with the new-look NIAAA site. The staff has been working for more than four months with a web design company and in late November, the new Web site was launched. If you are like staff, it is going to take some time to become familiar with the navigation of the new site and where items are located. I would ask that you spend a bit of time familiarizing yourself with the site before you contact the office to find where an item is located. We believe that everyone will find the new site navigation easier and once you are familiar with the site, you will be able to find anything you are looking for. Certainly, if you are unable to locate an item, please contact the office and we can assist you. The new look of the site is designed to be more member friendly and to be a more interactive site rather than simply a static site. At the same time, we encourage suggestions from the membership if there might be a need to add content or relocate some material on the site. In working with developers, material was placed on the site according to the thoughts of the staff, but we are aware that the staff might not always think in the same way that our membership thinks. Certainly, there will be some adjusting of the page content and relocation of some material currently on the site.

One of the new opportunities for you on the new site is the opportunity to post a “blog” for lack of a better term. Perhaps you need some information or you have developed something that could benefit your colleagues. You now have the ability to post a comment on the NIAAA Web site. We are excited that this new feature can provide our membership a greater ability to network and learn from each other. It is also our hope that this feature will only be used in a positive manner.

As you continue to strive each day to provide the best programs and participation opportunities for the student you serve, please know that the NIAAA staff continues to seek opportunities to serve you better. We are so thankful for your commitment to coaches and students and to education-based athletics. The core values that are taught in our programs will prepare our future leaders to return this country to a path of greatness. As a staff we thank you and we salute you for your efforts. If we do not see you in San Antonio, please know that you and your efforts are continually in our thoughts. **IAA**



Richard Bechard, NIAAA President



Mike Blackburn, NIAAA Associate Executive Director

It's hard to believe 2012 is winding down and the National Athletic Directors Conference will soon be upon us. I hope many of you are making plans to be in San Antonio for the 43rd National Conference. It promises to be an outstanding conference with numerous opportunities for professional growth.

As I look back on this past year, it has been filled with many wonderful opportunities and great memories. Serving as the NIAAA President has indeed been an honor and privilege that I will cherish forever. It allowed me to travel across the country and meet many wonderful people all with a common purpose, education-based athletics.

Serving as president provides a first-hand look at the inner workings of the NIAAA. The number of members, most on a voluntary basis, that contribute to the success of our organization is tremendous. Committee members, LTI state coordinators, NIAAA state liaisons, LTI national faculty, national and state conference workshop presenters, state executive directors, CAA test administrators, and many more, combine to make the NIAAA the elite organization that it is. The growth we have seen can be directly attributed to the many athletic administrators working at the grass roots level in various roles of the NIAAA. I'm proud to be part of an organization that empowers its membership in such a way. As well, our current board of directors represents the best of what is right in our organization. It is a privilege to serve with this group of professionals, all of whom have become close professional friends.

In addition to the many member contributions, we are fortunate to have outstanding leadership at our national office. Our Executive Director, Bruce Whitehead and Associate Executive Director, Mike Blackburn, and the NIAAA office staff are all very passionate about the work they do on behalf of the association membership. They bring themselves – their love for the NIAAA, faith, hope, service approach, and other virtues – to work every day. They seek opportunities to help others succeed. Quietly and behind the scenes they perform day in and day out to enrich the lives of our membership. No doubt, the NIAAA is in good hands.

As 2012 comes to a close, I want to wish each of you all the best in 2013. As we work together with a common goal of preserving and enhancing education-based athletics, keep in mind the journey will bring challenges along the way. On this threshold of a new year, I encourage you to be even more committed and diligent to this cause, as together we can build a better future for all young people involved in our programs.

IAA

Whether before the school board, at a budget meeting or with a disagreeing patron; I am sure you have had the opportunity of defending your school athletic program. How have you done as a proponent of your program? Confident and prepared, firmly based on a sound philosophy, and armed with personal statistics relative to your school participants and benefits to your community? Or have you felt uncertain in gathering information for the strongest of arguments?

You can rest in knowing that you are on firm footing, if education-based athletics is the foundation on which your school program offering rests. As an integral part of the student's learning, the programs that you lead provide educational experiences not duplicated in the regular classroom. In addition to their sport, the participants should be able to witness our modeled example, and be taught in appropriate moments immersed in principles and qualities that will stay with them throughout life. Studies show that participation improves time management, concentration, attitude and behavior, as well as cognitive skills. Those of us endeared to the provision of interscholastic athletics shouldn't stray from our mission, and cannot be detoured by what is happening around us perhaps in contrast to core values.

You may have read a recent foxsports.com article by Greg Couch, in which he discussed the character of upper echelon sport in our country and media. He addressed the "me-first" attitude of today, winning at all costs and doing anything necessary to succeed, including cheating or stepping on others during your way to the top. The author stressed that society looks at the wrong criteria in those whom they often idolize. In our culture, it can be experienced not only in sport, but politics, pop culture, music, movies, economic struggles, and "...pursuing the next thing to bring attention, (and) money. Empathy is on the decline, and that has led to this mess we're in."

We direct, promote and provide the real thing. We have to set the example, even for those whom we sometimes look up to. We must provide the stories of real character from among those we serve. We should stand strong as we keep our beliefs and attitudes above the fray of discussion in what is right when it comes to winning at all costs, or how many wins does it take to keep the coach?

The interscholastic athletic culture can provide results that do not disappoint because we are built with a different framework. Ours is built on teaching more than fundamentals, including ethics as a way of life, responsibility in all relationships, and learning for life. **IAA**

Performance Enhancing Drugs: The Ethical Dilemma



By Mark J. Minelli, Ph.D., and Scott J. Smith, Ph.D., CAA

“*We’re Number Two*” is not the battle cry of high school athletic teams. Like most athletes, high school student-athletes like to win and seek to gain an advantage over their opponents. As athletes and coaches explore what it takes to attain the next level of athletic excellence, they watch some of the best athletes in the world use and, in some cases, get busted for performance enhancing substances. In the same way people view what the best athletes use for equipment, training methods and nutrition, they also seek other ways to enhance performance.

In 1963, the International Olympic Committee appointed its first permanent board to study the behavior of athletes involved in the use of performance enhancing drugs and educate athletes and officials about the dangers involved in use (Wilson, 2001). These were the early days of suspected doping by athletes and the public has become much more aware of these issues as famous athletes have lost Olympic gold medals and been suspended from collegiate and professional sport teams due to drug use.

Young athletes, coaches and athletic directors are getting mixed messages on performance enhancing as some substances are legal to use and others are illegal. Some individuals are asking, “Why not gain an edge if the substances are legal?” Others may be tempted to use illegal drugs to make it to the next level of college athletic scholarships, professional contracts and fame.

Other factors to consider: is the use of performance enhancing substances considered cheating? Is it ethical to use legal products to gain an edge? Should high schools incorporate drug testing programs with student-athletes?

Gaining the Edge

As teams and individuals exhibit the “will to win”, what methods can coaches and athletic directors encourage their athletes to utilize? The following is a list of legal methods that can be employed to assist in achieving success in sports.

Methods to Enhance Athletic Success

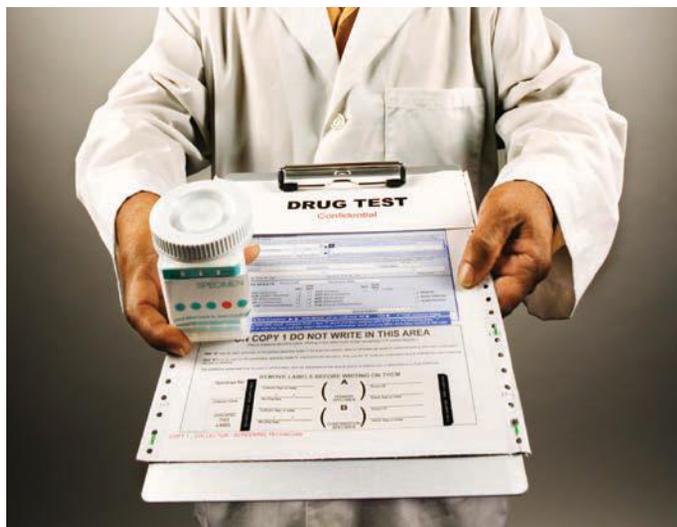
- Weight resistance training
- Flexibility exercises
- Nutrition information educational sessions
- Updated sports equipment
- State-of-the-art training facilities
- Experienced coaching staff
- Medical support services and personnel
- Relaxation, concentration and visualization exercises
- Body awareness techniques
- Greater commitment to the sport
- Future scientific discoveries
- Culture and environment surrounding the athletes and coaches
- Skills practice
- Ongoing feedback
- Counseling support staff
- Legal performance-enhancing substances

**Adapted from: Minelli, M.J. (2008). Drug abuse in sports: A student course manual (7th ed.). Champaign, IL: Stipes Publishing Company.*

From the above list, the reader will note one category is *legal performance-enhancing substances*. Just like nutritional aids, athletes and coaches should understand the pros and cons to the use of any chemical enhancing agent. While student-athletes may be curious or want to try the legal over-the-counter performance enhancing aids, there are drawbacks they and their supervisors should understand. The following table is an abbreviated version for use as a quick reference guide.

Concerns of Over-the-Counter Performance Enhancers

- Some drugs like caffeine (a stimulant) may be banned at high concentration levels.
- Common over-the-counter stimulants (energy pills) have caused serious health problems with athletes, including death.
- Pain killers can mask injury and athletes may need time to recover before engaging in strenuous physical activities again.
- Some over-the-counter products can show up as stimulants or narcotics in drug testing, having the athlete fail a drug test.
- The Food and Drug Administration (FDA) does not closely monitor many of the over-the-counter products sold as food supplements. This can create many quality control issues in the substances for sale.
- Athletes sometimes take more than the recommended dose, causing health related problems and making competition difficult.



Drug Testing At the High School Level: What We Have Learned?

It hasn't been that many years ago that high school sport was the next big frontier of America's War on Drugs. Anecdotal evidence pointed to a growing drug use problem among high school student-athletes, particularly steroids and other

performance enhancers, and there were a few tragic tales of teen suicides potentially related to steroid use. In 2004, President George W. Bush urged Americans "to get tough and to get rid of steroids now" as he pushed for additional money to test for illegal drugs in our nation's schools.

A number of states discussed the issue, but only four initiated any type of mandatory drug testing at the high school level. Most states dismissed the issue as either too expensive or not needed.

Texas' program was the first and by far, the most prolific. Initiated in the spring of 2008, Texas has now expended more than \$6 million and tested more than 48,000 student-athletes. New Jersey, Florida and Illinois followed with testing programs, all different in size, costs and procedures, but none as extensive as Texas.

The results? Through the summer of 2010, the Texas University Interscholastic League (UIL) reports on its Web site that 21 confirmed positive tests have resulted from the 48,000 plus tests; approximately four hundredths of one percent (.044 %). New Jersey, who only tested teams and athletes in postseason play, reported one positive test out of 500 (.002 %) and Florida found one positive in 600 tested (.0017 %). Illinois, who only tested during the postseason, found zero violations in the beginning stages of its program.

The above results have caused some state legislators to reconsider the costs associated with the testing programs, particularly in light of the current economic woes of most states. Steroid testing in Florida has ceased completely because state officials have stated they cannot justify spending the \$100,000 in the tough economy. Texas lawmakers last year reached a deal to slash steroid testing of public high school athletes to less than half of the current program, cutting the costs to just \$2,000,000 over the next two years, and as recently as spring of 2011 were considering defunding the program all together.

Enthusiasm appears to be waning across the country to implement random drug tests in interscholastic sport. Several states have considered and rejected steroid testing including Delaware, Louisiana, California and Ohio.

Recommendations

Performance-enhancing drug use in professional baseball was voted the top sports story of the year by the Associated Press for 2009. More recently, collegiate sport has come to the forefront of the ethical dilemmas that sports can present as several high profile football programs have been penalized by the NCAA with more under current investigation. Pat Caputo of The Morning Sun recently titled a editorial "Cheating in Sports Is Not Going Away" and it certainly appears that way (Caputo, 2011).

Considering that the high school athlete often attempts to emulate the college and professional stars, the above should serve as an indicator to high school athletic directors and coaches the importance of this ethical issue in sport competition. It also shows how this issue finds its way to the forefront

of athletes concerned about gaining an edge in sports.

Hopefully this article illuminates the importance of understanding the issue of performance-enhancing drugs in sports competition, the ethical and fairness considerations athletic directors, coaches and athletes need to consider, better legal and ethical methods one can choose to enhance performance and what we have learned about drug testing at the high school level.

All high schools should have written policies on substance use/abuse by student-athletes, educational programs offered to students prior to competition, how to identify students with substance abuse problems and offer steps to early intervention and treatment of students facing these issues (National Association for Sport and Physical Education, 1989). The authors believe these issues need to constantly be discussed and reinforced with coaches and student-athletes. As evidenced by the top sports stories of the last several years, this topic continues to be a serious issue in sport at all levels. **IAA**

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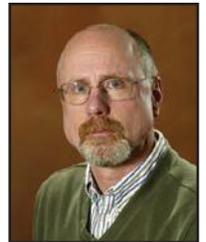
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ABOUT THE AUTHORS: *Mark Minelli, Ph.D., is the Director of the Community Health Division at Central Michigan University. He can be reached at minel1mj@cmich.edu. Scott Smith, Ph.D., CAA, is the Department Chair and Graduate Coordinator for the Physical Education and Sport Department at Central Michigan University. He can be reached at smith5sj@cmich.edu.*



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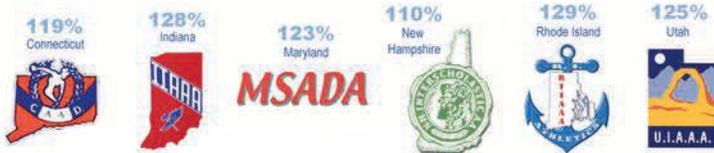
2011-12



National Interscholastic Athletic Administrators Association

Saluting States Qualifying for the NIAAA Membership Commendation Program

States with 100% NIAAA membership: *(members in relation to number of schools in state athletic association)*



Reached both NIAAA membership commendation levels of 10% growth and 70% membership among athletic directors in respective state:



Record NIAAA membership:



Maintained at least 70% NIAAA membership from among number of athletic directors in state:



Raised NIAAA membership by at least 10%:



Acknowledging state athletic director associations that raised 2011-12 NIAAA membership. State association either increased membership by at least 10% or maintained at least 70% membership among those athletic administrators, directors, liaisons, or coordinators at schools belonging to the respective state athletic association.

Cost Savings Analysis of a High School Athletic Trainer

By Matthew Hambleton, MSA, AT, ATC; Scott Smith, Ph.D., CAA; Christina Eyers, Ed.D., AT, ATC; and Walter Schneider, Ph.D.

Recognized by the American Medical Association as health care professionals, athletic trainers are educated to respond to the medical needs of athletic and non-athletic populations. Through collaboration with physicians, athletic training encompasses the domains of injury/illness prevention and wellness protection, clinical evaluation and diagnosis, immediate care and emergency care, treatment and rehabilitation, and organization and professional health and well-being. National certification is completed through the Board of Certification, Inc., with 47 states requiring state regulation in the form of licensure, certification or registration (Board of Certification, 2011).

Athletic Trainers in Interscholastic Sport

According to the National Center for Education Statistics (2010), in the 2008-09 school year, there were approximately 15,827 public secondary schools in the United States. Although current legislative trends are centered on sport safety, Bowman (2010) found that only approximately 6,400 athletic trainers are currently employed in the secondary school setting. Many high schools cite that resources are unavailable to hire an athletic trainer. However, alternative funding sources can be identified, such as community grants, as evidenced with the Jefferson County (Kentucky) Public Schools in 2009 (Riley, 2009). Other areas of funding, aside from a hiring a full time athletic trainer, can include a dual appointment of the athletic trainer by a sports medicine clinic (Campbell & Winterstein, 1992), contingent coverage of athletic events (Popke, 2001), or funding through state vocational dollars, student fees, or through athletic booster clubs (France, 2004).

Injury Risk

Although there are many employment options and funding opportunities to consider when employing an athletic trainer, each school needs to assess the appropriate level of coverage based on its athletic needs. For instance, more than half of sport injuries occur during practices (Powell & Barber-Foss, 1999). This is important to note if the athletic trainer employed at your school is part-time or only providing event coverage. Addition-

ally, one of the domains of athletic training is injury/illness prevention and wellness protection, which has a recognized value and cost saving benefits as noted by President Barack Obama. During a 2009 speech, President Obama stated, "(A) step we can all agree on is to invest more in preventative care so that we can avoid illness and disease in the first place. That starts with each of us taking more responsibility for our health and the health of our children" (Market Watch, 2009, Para. 3). Providing prevention, intervention and post-injury care, athletic trainers are educated to contribute to this solution first hand in our secondary schools.

In addition to health care reform, legislators and individual groups alike have currently turned their focus to sport safety legislation. For example, the Youth Sport Safety Alliance (YSSA), a group of 30 leading health care and sports organizations, is committed to ensuring that youth athletes have access to qualified health care professionals for assessment and decision making tasks. Of the 30 organizations involved with YSSA, some of the most notable are the American Academy of Pediatrics, American Academy of Orthopedic Surgeons, American Football Coaches Association, Korey Stringer Institute, National Association of Secondary School Principals, National Athletic Trainers' Association, National Council of Youth Sports, and Safe Kids USA (Youth Sports Safety Alliance, 2010).

Aside from a reduction of risk, athletic trainers on staff can alleviate coaches from the responsibility of making return-to-play decisions and benefit the community through a reduction of savings on healthcare. Coaches are normally untrained for making informed medical decisions; however, in the absence of a trained medical professional, coaches are at times the only available person on-site during practices and games (Almquist et al., 2008). The hiring of an athletic trainer at secondary schools across the country could keep healthcare costs to a minimum. Despite new laws, insurance premiums are at an all-time high with individual families bearing the burden. Indian River County School District in Florida has witnessed the cost savings benefit of having an athletic trainer. The district's Director of Risk Management, Greg Koziel, confirmed that "having an athletic trainer can also save schools money in lowering insurance premiums. Since Indian River County Schools started using full-time athletic trainers in 2006, the number of insurance claims for student-athletes drastically has reduced, cutting down premiums" (Pfahler, 2010, Para. 10).



A Michigan Case Study

In order to validate the above comment from Koziel, researchers conducted a case study in Michigan to compare health insurance reimbursement rates among various in-state healthcare providers and to determine if potential cost savings could be achieved by the utilization of an athletic trainer at the secondary school. Any condition that was deemed outside the scope of practice of athletic training was referred to an external healthcare facility.

Using Current Procedural Terminology (CPT) codes, three insurance companies provided fee schedule reimbursement rates for services (one private, one public and one non-profit). An average of each rate was determined and used to determine the potential cost of each treatment administered over the course of an academic year. The data was analyzed by comparing the final total costs of all combined treatments to the annual median wage of an athletic trainer; \$42,800 according to the United States Department of Labor (2010). An additional 30 percent was added to account for benefits; therefore, it was assumed that the total cost of the athletic trainer would amount to \$55,640.

The school utilized for this study hosts 22 sport teams, from the freshman through varsity competition levels, and is at the highest level of classification by size in the state. There are more than 700 student-athletes at this school who compete during the academic year. A total of 555 student-athletes studied received a combined total of 3,024 treatments, evaluation and instructions on prevention, treatment and home exercises over the course of the academic year. A majority of the treatments included evaluation, cryotherapy, taping and stretching interventions. The total cost of individual procedures and treatments for facility approved or participating providers was estimated at \$64,025.69. Of the total cost, 52 percent of treatment costs were provided in the form of evaluation, taping and stretching procedures. Based on the aforementioned total compensation for a full-time athletic trainer at the secondary school level, **a total savings of approximately \$8,386 occurred making the employment of the athletic trainer beneficial at the secondary school level.**

It is important to note that there were several non-reimbursable treatments from health insurance companies, including but not limited to athletic trainer evaluation and re-evaluation, protective padding for injured areas, referring procedures,

and physician correspondences. Additionally, the athletic trainer did not record several procedures, including shoulder and hip taping, massage, manual therapy interventions, and manual muscle testing; therefore, they were not included in the above totals. Last, the case study investigated costs of interventions performed, but did not include the costs savings incurred by individual family insurance premiums nor could the preventative value of an athletic trainer be assessed and computed.

Funding Athletic Trainers in Interscholastic Sport

High schools and their administrators should not have to bear the costs alone. Making the education community and the parents of student-athletes aware of the benefits of having an onsite athletic trainer is the first step. All affected stakeholders should be urged to lobby the state for needed funds to provide onsite medical coverage at each high school. A letter writing campaign could be pursued by athletic administrators. Athletic directors could encourage their athletes, coaches, parents of athletes, and other members of the community to contact their state representatives in an effort to encourage representatives to assist in athletic trainer funding efforts. We should encourage our team physicians, parents, and others to write an open letter to the school board, superintendent, booster clubs, etc. to support sport safety and athletic trainers in secondary schools.

A plan could be implemented by working with, and forming a partnership between state teaching association and athletic training lobbying groups to petition each state's government officials to legislate and appropriate funds to employ athletic trainers at each high school to decrease liability and to promote the health and safety of student athletes. The funding could be established as a temporary pilot program in much the same way as the state of Hawaii provided, or it could be made more permanent and the funds appropriated and included as part of the teachers' allocated funds.

Each state should communicate with insurance companies within the state about supporting the cause of hiring athletic trainers for secondary schools, or to add a small tax for health-care insurance companies to raise necessary funds. Another option could be for each state to grant tax credits to those entities which employ athletic trainers. The entities eligible could be a local physical therapy clinic, a physician clinic, hospital, or the high school itself.

Other funding mechanisms might include:

- Grants that are available to assist high schools in funding athletic trainers.
- High schools hiring athletic trainers, who are also certified teachers to serve a dual role as teacher during the day and athletic trainer during afternoon games and practices.
- Increasing athletic fees with a portion dedicated to supporting the sports medicine program/budget at the school.
- Establishing a contract with local physical therapy clinics or groups of medical doctors who serve the area. They can be asked to donate their time or money to help finance the services of an athletic trainer, since they may directly benefit from any medical referrals.
- Utilizing the typical fundraising mechanisms already in place within the school and athletic program, e.g., relay races, dinner auctions, golf tournaments, etc., and dedicating all or part of the net profits to the school's sports medicine program.
- Establishing that anyone who willingly donates their time, money or efforts will receive recognition (free advertisements) in sports bulletins, game fliers or other media and possibly on a display in the athletics area.

Conclusion and Recommendations

Athletic trainers are recognized healthcare professionals appropriately trained to deliver many preventative and treatment benefits for student-athletes at the secondary school level. Athletic trainers are able to identify potentially fatal conditions, allow for expedited treatment saving the student-athlete's family time and money from seeking external medical interventions, and increase the student-athletes' access to healthcare professionals.

The benefits of having a certified athletic trainer on staff in an interscholastic athletic program are well documented, but there are obvious financial costs in doing so. However, when consideration is given to the potential cost savings for families, insurance companies and school districts, a compelling argument is made for the athletic trainer's position to be budgeted in the extracurricular salary schedule. Perhaps, when parents and the community are educated to the potential costs savings to their family's health care costs, they would be willing to help fund the position in numerous ways. More importantly, state legislators, insurance executives and healthcare professionals need to continually be reminded to consider the potential costs savings of providing the appropriate funding for proper health care in interscholastic athletics; care that is feasible, affordable and effectively provided by a licensed athletic trainer. **IAA**

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ABOUT THE AUTHORS: *Matthew Hambleton, MSA, AT, ATC, is a Medicaid Policy Analyst for the Michigan Department of Community Health. Scott Smith, Ph.D., CAA, is the chair for the Physical Education and Sport department at Central Michigan University. Christina Eyers, Ed.D., AT, ATC, is a coordinator of athletic training for the Division of Sports Medicine of the Henry Ford Health System. Walter Schneider, Ph.D., is a professor at Central Michigan University.*



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Legislation with *Heart*

By Marcia Nissel, CMAA and Kimberly Kane, NBCT

Loud applause, whoops and whistles and an occasional snuffle could be heard throughout the gym as each athlete's name was announced for the beginning of the tournament. Some stepped out willingly to receive applause; some needed a little push. After all the names were announced, all eyes turned to the flag for the playing of the National Anthem – all eyes except for Michael's and his Mom's. He was too busy waving his arms as if he was conducting the band. She was too busy wiping the tears from her eyes as she watched her sons.

Michael, and his brother Adam, were part of the North Hagerstown (Maryland) High School Bocce Ball Team, a Unified Sports athletic team co-sponsored by the Washington County Public Schools and Special Olympics Maryland. More importantly, Michael and Adam were part of a team! Their parents supported their able bodied brother Andrew as he played for the North High lacrosse and soccer teams. They never thought they would see the day that their down-syndrome oldest son and wheelchair bound youngest son would have the same opportunity to be part of a school sponsored team ... until now.

In 2008, the Maryland State Department of Education passed the Maryland Fitness and Athletic Equality for Students with Disabilities Act. This bill requires all high schools in the state who offer varsity sports to have a unified or allied

sports program for students with disabilities. The program pairs students with disabilities (called athletes) and able-bodied students (called partners) and gives them the opportunity to compete in track and field, bowling, bocce ball, tennis, swimming, power-lifting, soccer, basketball, volleyball and softball. Not all schools offer all sports, but every school must offer one choice per season. Some schools began programs in the 2009-10 school year, but all were mandated by the legislation to be in compliance by the 2011-12 school year.

Athletes and partners participate in regularly scheduled practices and competitions, earn varsity letters, have state championship events, including medals and awards, and, like every other student-athlete involved in athletic programs everywhere, they make life long memories and friends. They now have the same opportunity to learn lessons on the field or court that will help them deal with situations that can arise in their professional or personal life.

A multitude of students are taking advantage of these opportunities. Any student with an IEP (individualized education plan) or a 504 plan (which addresses limitations and accommodations for students with physical disabilities) may participate as an athlete. They and their partners are coached by qualified coaches, who are trained to appropriately accommodate and modify the sport to fit the needs of his or her team. Special Olympics Maryland, upon learning of the bill's passage, joined high schools in Maryland to ensure that programs got the appropriate funding for that training. They also

helped fund coaches' salaries, uniforms and equipment.

The goal of the program is to offer students who otherwise would be excluded an opportunity to participate. However, not all students can be an athlete for all teams. Schools have committees who apply a four-point criteria to determine the athletic placement in which students can enjoy the greatest possibility for success. The criteria helps determine if the accommodations or modifications:

- Fundamentally alter the sport.
- Provide a competitive advantage to the other student.
- Competitively disadvantage other participants.
- Significantly increase the risk of injury for the student.

Special Olympics Maryland has also aided schools in applying the criteria, modifying and making accommodations, setting up tournaments and training everyone involved, from coaches to announcers to referees, to ensure that these athletes have equal opportunity, equal treatment and quality programs.

Michael and Adam's first foray into high school athletics was as members of the bocce ball team. They didn't understand the concept of playing for a team.

Nor did they begin the season understanding competition or the desire to win. One of the partners on the team, Zach, a seasoned football and track athlete, was well versed in playing on a team and understood what it meant to be an athlete. Neither partners nor athletes knew anything about bocce ball when they started. But quite frankly, neither did their coaches, referees, parents, teachers or fans. However, by the end of the first match, we all learned much.

We figured out some of the structure of the sport, such that athletes threw a palina to start the match – not a panini. We learned that the athletes and partners all knew what those lines on the court were ... even if we didn't. We learned how to score for each round, being sure that we were carefully measuring each distance for each throw. And we learned a lot about heart.

Not one single person in that gym cared about who won and who lost. There were no complaints about the refereeing, though there was some good natured chuckling from time to time. There was a heartwarming amount of applause by parents for the athletes, partners and their competitors. There was a new found respect for the National Anthem and the freedom in represented. There was a new appreciation for team pictures and the brave photographers, as they struggled to keep everyone in place and looking at the camera. There were a lot of high fives, from athletes and coaches. Many high fives and fist bumps were to someone wearing a different colored jersey, playing for a different team. And, there was not

a dry eye in the house as each team was recognized at the end of the tournament with medals and/or ribbons. Whether first place or last place, every child was a winner.

Dave, Michael and Adam's father, said it well, "Unified Sports at North Hagerstown opened so many new and great opportunities for our boys Michael and Adam. Both guys truly enjoyed the games and both did show a spark of competitiveness – which I think is great! And at the same time, they were both happy to cheer and applaud not just for their teammates, but their competition, too; and that's really what sports are supposed to be about. We saw the big picture: how this was going to be a socially interactive opportunity and chance to be on a team. I believe they saw it for what means the most: a chance to have fun with new friends and play a game where the cheers are heartfelt and sincere."

Make no mistake; participation was equally impactful for the partners as well as the athletes and their parents. Zach says, "My participation in Unified sports bocce ball meant the world to me. It truly humbled and inspired me. Unified sports gave me a true sense of how blessed I really am. These guys

live to participate in Unified sports. At first, it was an excellent escape from their daily struggles, soon enough it became an escape for me. Spending a large quantity of time with these guys helped me to get to know them for who they are; not how they are portrayed. All of them have wonderful personalities; I knew I could always count on them to be there for me, no matter what. Because of this experience, I realize the true meaning of a friend."

Zach left the gym that afternoon to head to track practice. His spirits soared as he high fived Michael and fist bumped Adam. As Michael and his mom followed Zach from the gym, we stood back and watched. He animatedly showed his seventh place ribbon (there were only seven teams!) It was apparent. All that is right about sports was evi-

dent in the gym at North Hagerstown High School during that Inaugural Bocce Ball Tournament. It was equally evident that the Maryland General Assembly passed a life-changing piece of legislation. Just ask Michael, Adam or Zach. **IAA**



ABOUT THE AUTHORS: *Marcia Nissel, CMAA, is the athletic director of North Hagerstown (Maryland) High School. Kimberly O'Kane, NBCT, is an announcer and teacher at North Hagerstown High School.*

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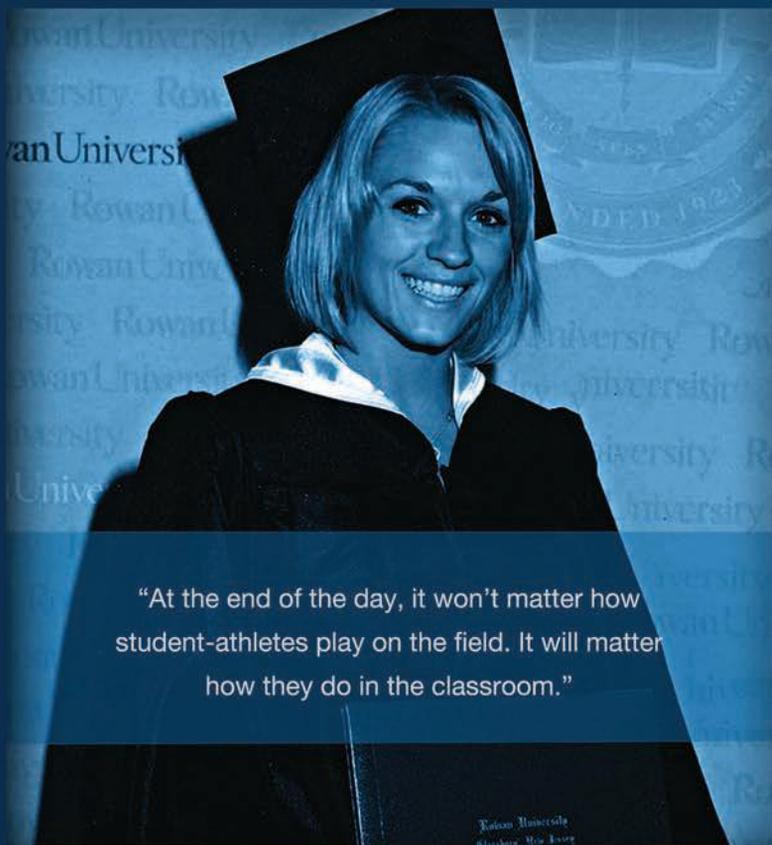
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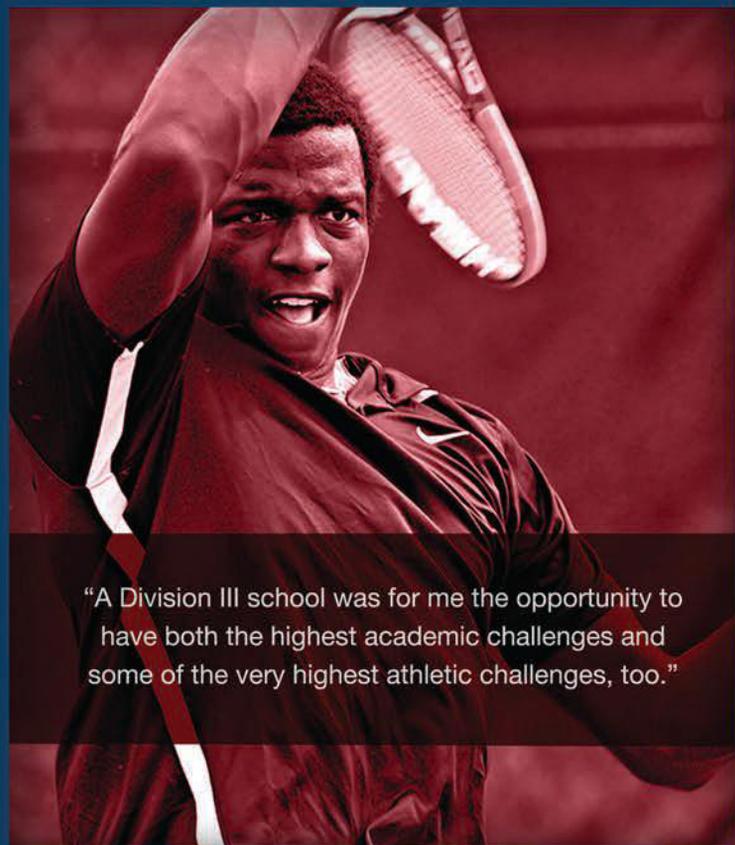
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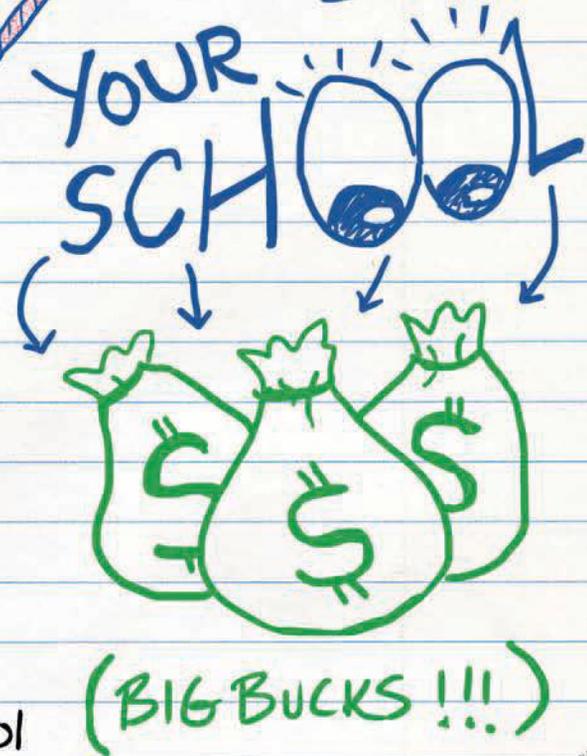
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Changing the Culture of Sportsmanship with a Five-Star Program

By Kay Hawes

Not a month goes by without a high-profile example of poor sportsmanship in our nation's high schools. From bench-clearing brawls in baseball to player assaults in basketball and coach shootings in football, it's clear that fan, coach and student-athlete behavior is a top concern of high school athletics administrators.

"I just don't think we can bury our heads in the sand and hope it gets better," said Mark Bubalo, director of district activities for the Blue Springs (Missouri) School District. "We have to make an effort to change the environment — to change the culture."

One way Bubalo hopes to change the culture is by participating in the NAIA *Champions of Character* Five-Star Leadership School Banner Program, which is administered by the Missouri State High School Activities Association (MSHSAA) in partnership with the National Association of Intercollegiate Athletics (NAIA). It's a different take on sportsmanship because it broadens the subject out to the issues of character and leadership development.

"Most high schools have been participating in some type of sportsmanship program for several years," said Kristin Gillette, director of the Champions of Character program for the NAIA. "What makes this Five-Star Leadership program different is that coaches actually learn how to teach character. It's one thing to tell people how to behave. It's another thing entirely to teach coaches how to develop the character and leadership traits of their student-athletes."

The Five-Star Program consists of five different elements — three chosen by the state of Missouri to customize the program to its needs, and two provided at no cost by the NAIA. The five elements a school must complete to receive the free gymnasium banner are:

1. Attendance at the MSHSAA Sportsmanship Summit (at least one faculty member and one student);
2. Completing the MSHSAA Leadership School Requirements, which includes forming a leadership team committee in the school and community;

3. Completing the NAIA's *Champions of Character* Online Coaches Training (all coaches and activities directors);
4. Attendance at the Missouri Interscholastic Athletic Administrators Association (MIAAAA) Spring Conference (by at least one school administrator); and
5. Presentation of a chapter of the NAIA *Champions of Character Training* Series on DVD to all participating students, parents and coaches/activities directors.

The Five-Star Leadership School Banner Program is in its second year in the state of Missouri, which has served as a pilot for the program. NAIA partner Musco, a lighting company, underwrites costs so the overall program is free to participating high schools, limiting their costs to the registration and travel fees of the MSHSAA summit and MIAAAA conference.

Thirty-five high schools have completed all the elements of the program in the past two years, according to MSHSAA Associate Executive Director Stacy Schroeder, who noted that 11 new schools completed the requirements this year.

"Sportsmanship is an area that needs to be kept fresh to keep schools and participants interested and moving forward," Schroeder said. "The Five-Star Program is fresh, and it is an all-encompassing program that combines not only sportsmanship, but also leadership, character education and professional development into a road-map for a school and community to create an atmosphere that is positive and appropriate for interscholastic activities."

Until his promotion this summer, Bubalo was activities director at Blue Springs South High School, which successfully completed the program for two years.

"We felt like the program was a logical extension of what we had been doing before, and it addressed specifically the need to address the three groups — parents, coaches and students — that we wanted to target," Bubalo said, noting that the DVD portion provides content unique to each group. The NAIA DVDs are targeted to one of those specific groups, and Bubalo's staff has incorporated viewing the DVDs into its mandatory parent meetings.

Because the DVDs include candid conversations where parents get to hear what their kids think of participating – and of parent behavior – it has been eye-opening, Bubalo noted.

“Parents and young people often value different parts of the participation experience, such as when the parent is upset about lack of playing time and their daughter just wants to be a part of the team. Playing time is secondary to her, and she values the sense of belonging,” he said. “For the student-athlete, that sense of belonging is often one of the most important rewards of interscholastic sports. Watching the DVD helps parents understand that they need to release their student to the activity and let them participate for their own reasons.”

Schroeder agrees. “The parents are able to see the program through their child’s eyes – what is and is not important to the kids and why they play. The coaches, participants and parents each have a unique perspective on the activity program and what they ‘want’ out of it – these lessons show us that we need to see a much bigger picture and see the program from another perspective besides our own,” she said.

Seeing the bigger picture, and not just your piece of the puzzle, leads to better behavior on the parents’ part.

“Parents are better able to understand how their behavior



affects their student and also how it affects our coaching staff,” Bubalo said. “It also helps them understand when we tell them to have their students advocate for themselves when a problem arises.”

Another surprise in the Five-Star program was the coaches’ education, Bubalo said. To successfully complete the overall program, high school administrators must ensure that all head coaches and activity directors (band, scholar bowl, etc.) complete the NAIA’s *Champions of Character Online Coaches Training*.

“It was a hard sell, to ask them to devote that kind of time, about two hours, to another program when they’re already so busy,” Bubalo said. “There was a lot of resistance, but that didn’t surprise me. What surprised me was the reaction

after they took the program. Almost 100 percent of the coaches who took it came back to me and said – ‘Wow, that was really valuable and I plan to incorporate a lot of the new stuff I’ve learned into our program.’”

The online course teaches coaches and activities directors how to incorporate character education into their activities with their students. Like many high school administrators, Bubalo requires his coaches to set goals and have a plan for their program.

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The NAIA's Kristin Gillette explains that the online program helps coaches formulate an appropriate plan that focuses on character.

"Coaches and activities directors walk away with a plan to develop, model, shape and reinforce the core values of integrity, respect, responsibility, sportsmanship and servant leadership," Gillette said.

Schroeder notes that the idea of teaching character provides a unique approach.

"Many sportsmanship programs are goal-oriented only and strive to teach kids or parents how to behave," Schroeder said. "The NAIA's character-driven coaching course shows coaches how to deliberately teach character development within their practices and drills. Through the training, coaches learn to create their own plan for using teachable moments to build character through athletics. I believe this strategy elicits more profound and lasting results."

For his part, Bubalo agrees. "There's a lot more to it than how to be a good sport, though that is part of it. It's really about character development. The difference between a good season and a great season is character development. Did members of the team advance and grow as people? Do they make better choices now?"

Bubalo also points out that it can be an important dose of perspective for coaches. "There are a lot of coaches who can do Xs and Os with the best of them. But even then, it's rare to

be in the unique position to win a state championship. But all teams and all activities can work on developing character."

Gillette is hoping the Five Star Leadership School Banner Program will expand to more states. In the meantime, Gillette points out that coaches and athletics directors can actually access the NAIA's online training program and DVDs at no cost. "We encourage anyone who is interested to participate in those parts of the program," she said. The materials are all available at www.championsofcharacter.org.

It goes back to changing the culture, Bubalo said. "A program like this is something we really need at the high-school level and something we need more states to consider."

"These are counter-cultural programs," Bubalo said. "And we really need them to help us change the culture. We're bombarded by a 'me first' attitude in our culture, and it's up to us to help change it. We want our teams and our activities to develop young men and women of integrity, who are leaders, and this Five Star Leadership Program helps us do that." **IAA**

ABOUT THE AUTHOR: *Kay Hawes is the NAIA director of marketing and public relations. She can be reached at khawes@naia.org.*



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COACHING INTERVIEW PROCESSES

By John DiColo, CMAA and Lynette Mitzel, CMAA

Today in athletics, much like many other professions in the current economic climate, many people are trying to get their foot in the door and are applying for the many coaching openings that occur each year in every one of our schools. Rare is the coaching staff that remains 100% consistent for more than one consecutive year. Therefore, it behooves the members of our profession charged with the selection of coaches to develop a professional process that has proven successful and can be implemented for every coaching opening that occurs in our schools. This article will describe the steps to post job openings, screen applicants, interview and select candidates for these openings.

In any given year, there are a variety of coaching openings some of which generate a plethora of applications and some that require us to go and “beat the bushes” and recruit applicants to coach. There is no clear direction we can give you on the latter situation – it is all a matter of luck and/or your powers of persuasion. The first situation describes coaching openings that generate large number of applicants and below are the tools necessary to weed through them and select the most worthy candidate.

Posting the Position

Whenever an opening occurs, it is important to contact your human resources/personnel department and post the position as soon as possible. The longer you wait (especially depending on the timing of the resignation/opening), the greater the potential to lose out on good candidates. It helps to have a standard posting form and procedure. The first step in the posting process is to determine the minimum qualifications for the position which will help you to reduce/eliminate candidates during the screening process.

In cases where you have a viable candidate in district and you are confident he/she will be your coach, it may only

be necessary to post in district, which will save you time in the turnaround of the posting closing date and appointment of the coach. In many of these cases, you only receive the application from the person you want for the job. Of course, in larger regional districts this is not always the case. After receipt of applications, I recommend you or your human resources department develop a standard notification to those applicants that applied. This is a professional courtesy that I think should be extended to any candidate that takes the time to apply for a position. This notification can be as simple as a post card that states you appreciate the interest in the position and he or she will be notified if granted an interview. Today, in many districts, applications are only accepted through online personnel programs. These programs should confirm submission and/or receipt of the applications by the district for which the person applied.

Purpose of the Interview/Interview Plan

The general purpose of the interview process is to predict the applicant’s success in a unique job situation. Of course, it is also to find the most qualified applicant for the position that you feel will be successful in the position, be a good role model for the athletes, work well with the athletic administration, etc. When beginning this process it is important to determine what kind of interview process this position warrants. For example, in some school districts athletic administrators are trusted to select and recommend candidates regardless of the position. In other school districts, especially with the high profile sports, an interview committee may need to be established. The athletic administrator should chair this committee, and in conjunction with the principal or designee, select the members to sit on the committee. Establish guidelines for this committee at the onset stating it is a recommending committee not the decision making body. You and the principal should consider the recommendation of the committee and make the final recommendations to the cen-



tral office personnel and/or board of education depending on the structure in your district/state.

Screening Applicants

The athletic administrator's objective during this step is to identify the most suitable candidates and rejecting the unsuitable ones. By establishing minimum qualifications in the job posting you will be able to eliminate candidates at this stage of the process. Remember with the minimum qualifications posted, you don't have to interview every candidate. After eliminating those applicants that don't meet the minimum qualifications you are now prepared to review and more intensely scrutinize the resumes. Consider the following assuming the candidates have sufficient playing and coaching experience:

- Does the candidate account for all time in his/her employment history?
- Is the candidate stable (does he/she list several jobs lasting only one to two years)?
- What certifications does the candidate possess?
- Is the candidate currently employed?

At this stage, you should notify those applicants that will be granted an interview by phone, e-mail or letter. In addition, should you require information that was not provided in the resume, the notification can serve that purpose as well.

The Interview Structure

Depending on whether you are interviewing alone, with a few interviewers or a committee, you need to be prepared prior to the first interview. The following are a few items to consider:

- Develop a comprehensive list of questions (if multiple interviewers are present assign questions to each committee member).

- Develop a timeline for the interview including time segments for introductions, outlining the interview process for the candidate, assessment (questions), questions from the candidate, summary, etc.
- Develop a folder for each committee member, including the agenda of candidates, resumes, list of questions, interview evaluation forms, etc. Be considerate of the number of applicants to be interviewed each session – do not try to interview every candidate in one session if you are interviewing many applicants – it is not fair for the candidates towards the end of the agenda.
- Provide a comfortable setting and offer refreshments.

The Interview Questions

Consider the following recommendations for questions:

- Sparingly use questions that can be answered with “yes” and “no” responses – you want the candidate to do most of the talking.
- Use direct questions that deal with what, where, when, how and why.
- Open-ended questions are useful in finding out how well applicants organize their thoughts.
- If utilizing situational questions, be sure the question doesn't require knowledge of specific operating procedures with which the applicant might not be familiar.
- Ask several questions relating to local school situations.
- Avoid “run-of-the-mill” questions where experienced candidates will have stock answers.
- Cover the topics that a coach will need to make decisions during the course of a season including practice plans, player management/substitution, athlete discipline, sportsmanship and motivation, inventory and equipment, budgets and management, etc.
- Structure the interview questions so you have a measurable yardstick for candidate comparison.

Other considerations:

- Let the candidate know you will be taking notes.
- Be sensitive to a nervous candidate.
- Limit interruptions such as intercom announcements, phone calls, etc.
- Be mindful of your expressions – do not show reactions to answers.
- Don't interrupt – be a good listener. Pay attention and sit up and listen.
- If candidate begins to ramble, look for a break in speech and say “Thank you, I think that answers my question.”
- Be consistent – ask all candidates the same questions. Reword questions if necessary.

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Bob Gardner
Executive Director
NFHS

Post Interview Evaluation

At the conclusion of each interview, be sure to thank the candidate and quickly summarize the events (timeline) that will occur subsequent to the interviews. When interviewing by committee, you should allow for a very brief amount of time to discuss each candidate at the conclusion of their interview before completing the evaluation form or allow time at the conclusion of all interviews for the same purpose. This is important because committee members have different perspectives and may have previous information on a candidate or picked up on something in the interview that the committee should hear. Warn the committee to avoid common errors in the evaluation process such as:

- Leniency Error: Every candidate looks good.
- Central Tendency Error: Just an average group of candidates.
- Severity Error: No candidate was good in this group.
- Halo Error: Let one thing outweigh all other factors.
- Stereotyping Error: Preconceived biases influence your opinions.
- Contrast Error: One candidate looks good compared to others.
- First Impression Error: Do not form biases early on – complete the process before selection.

After a candidate has been selected for recommendation, you have a responsibility to notify the candidates that were not chosen with a rejection letter or phone call. Be receptive if a rejected candidate calls to inquire where he or she was weak in the interview and give advice. In addition, although it feels good to call a candidate to inform him/her they are the chosen candidate be sure to follow up with a formal acceptance letter.

The authors have many samples of items mentioned in this article and are willing to share them with anyone interested. Included in the items are sample interview questions, letters, interview evaluation instruments, etc. Just send one of us an e-mail and we will be happy to send them to you for your use. **IAA**



ABOUT THE AUTHORS: *John DiColo, CMAA, is the director of health, physical education and athletics for Jefferson Township in New Jersey. He can be reached at jdicolo@jefftwp.org. Lynette Mitzel, CMAA, is the supervisor of athletics for Baltimore County Public Schools. She can be reached at lmitzel@bcps.org.*



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Starting a High School Athletic Hall of Fame

By Bob Hingston

Starting an Athletic Hall of Fame in your school is something that will greatly enhance your program in many ways. It will publicly recognize the “shining stars” across your school’s athletic history, and will bring generations of alumni and supporters together in a positive and meaningful celebration of great memories that can re-establish a rewarding connection to the school.

Several years ago, I started hearing from a variety of sources as to why our school should start a Hall of Fame. In Windsor, we have a rich athletic heritage and great community support. Many thought it would be a natural fit for our school. As with any new venture, I was worried about the possible pros and cons of starting a Hall of Fame in our school, but it was certainly worth exploring.

The key to starting a project of this nature is to develop a plan. The initial step in the plan is to establish criteria for forming a committee that will get the project started. Central to the formation of a committee is to seek a diverse group that will be able to cover the generations. Committee members,

whenever possible, should represent a variety of sports. Keep an open mind when considering committee members, remembering that the ultimate goal is to find a group of people who will be fully behind the goals of the committee.

Our committee is made up of seven members with the athletic director as the only continuing member. The remaining six people are divided into two groups. Group one includes a faculty member, an administrator and an alumni member. Group two is a senior in high school, a member of the school board, and a community member. Group one starts with serving a two-year term, and group two initially serves a three-year term, (except the student). Formation of the committee was an enjoyable process. We found people eager to participate, and it got our project off to an enthusiastic start.

Once the committee was formed, it was charged with establishing criteria for the candidates. We broke down our candidates into three basic groups; coaches, athletes and contributors. We established that the candidates must have made a truly exceptional contribution to Windsor High School athletics during their time in school or after graduation in the field of athletics.

There is a five-year waiting period for student-athletes after high school graduation and coaches should be retired. Contributors can be inducted at any time. The selection committee has the right to waive the five-year waiting period for athletes in extenuating circumstances. Nominations can be submitted by anyone and nominees remain in the pool for consideration in future years.

Once nominations are received, the selection committee’s duties are to screen the nominations and select the inductees. Five votes are required for election. Following the selection, committee members assist with the promotion and execution of the induction ceremony.

Our nomination process begins after the New Year and we begin considering candidates during the month of April, with a goal of announcement the inductees prior to graduation week-end in mid-June. We hold our induction ceremony during homecoming week-end in early October.

Our inaugural hall of fame class in 2009 was 25 Inductees. Representatives included individuals from the class of 1942 until 1978. We were immensely pleased with the response.

Our first class was a variety of talented people, and honoring them brought a great deal of excitement and interest.

When selecting the inaugural class try to be mindful that this should really be the "Best of the Best" and be a group of fairly obvious selections. This large group will generate a great deal of interest and bring a large group of followers to your first event. It can certainly be a source of controversy as well, and almost invariably there will be some who feel you have left out someone worthy of induction.

Our inaugural induction was a success. We had a cross section of athletes (male and female), as well as some of our most storied coaches and contributors. In the group who attended our first induction ceremony were people from across the country. All but one of the living honorees attended, as well as representatives of our four deceased members. Many of this group had not been back to our community in as many as 40 years. Therefore we incorporated a tour of our new school which opened in 1997 and held a reception for them on the evening before to re-acquaint.

During our banquet, which was held on the Saturday evening of homecoming weekend, we asked our current student-athletes to be greeters and servers of the meal to allow them to familiarize themselves with these honorees. The connection between our current students with some of the greatest in Windsor's history made it an even more special event. Not only was this very rewarding for our students, providing them with an opportunity to recognize our history and give something back, but the interaction between current and former Windsor athletes was extraordinarily meaningful to our inductees, and gave them a very positive view of what is happening today in the athletic program that meant so much to them years ago.

There are many ways you can introduce the nominees at the banquet. We have chosen to have a single presenter serve as emcee for the evening, and each honoree is given the same length of presentation. Particularly with

such a large group, we felt it was important to stay on schedule, and we found the evening proceeded at a good pace.

We held our banquet at the school to help keep costs reasonable. While it was less formal, we did our best to make the event special and I feel like being at the school furthered the connection for our inductees. Also, during the weekend we invited the inductees and their families as guests at our athletic events. We publicly recognized them with announcements during half-time and gave our students and the general public the opportunity to greet them as well. Witnessing our inductees as they re-connected with old friends and acquaintances was heartwarming, and their presence at our games elevated the atmosphere for everyone.

We have been so pleased with the results of our first Hall of Fame induction. Benefits have included; connecting our current students with the history of the program, bringing the community together, fostering positive community and alumni relations, and hon-

oring the success of our athletic program. The connection with alumni can also have the added benefit of future financial or equipment donations. One of our inductees was so honored to be recognized by his alma mater that he made a very sizeable donation to one of our teams.

The Athletic Hall of Fame at Windsor High School has already become a visible and valuable part of our school and athletic program. To anyone who may be considering taking on this project, I highly recommend you take the plunge. There is some work up front, but the benefits are immeasurable. **IAA**

ABOUT THE AUTHOR: *Bob Hingston is the director of athletics and student activities at Windsor (Vermont) High School. He can be reached at bhingston@windsorschools.net.*



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Title IX – A Collection of Testimonies

By Gary Stevens, CMAA

Providing equivalent playing opportunities for all student-athletes, regardless of gender, is the charge of the current generation of athletic administrators, in particular for those whose schools receive federal funds. Signed into law during the Nixon administration, Title IX and its subsequent interpretations have established a blueprint for public schools to utilize in designing all components of their programming, including interscholastic athletics. Today participation in athletics among female high school students is at an all-time high and continues to grow.



Forty years after the passage of this landmark legislation that forever altered the landscape of school activities, several outstanding female athletic administrators in the nation have reflected upon how this law impacted them personally and professionally. Over the next few editions of *IAA*, the “A.D.’s Clipboard” column will be devoted to sharing their perspectives on this critical issue. Their experiences as participants, coaches, and administrators illustrate how interscholastic athletics has evolved over the past four decades to become more inclusive and equitable in extending the sport experience to all students.

Reflecting on my high school years during the 1970’s, I still remember practicing basketball using only half of the school gymnasium. After a short practice, I then went up to the balcony and watched the gym partition open in order for the boys’ basketball team to practice for twice the amount of time in a full-sized facility. When I became a high school coach in the 1980’s, I remember the first-year girl swimmers were allowed to participate in the state meet. Twenty years later, I watched as my daughter petitioned on behalf of her college softball team for facilities equal to the baseball program. While changes didn’t occur overnight, student-athletes of today would be surprised to know of the scenario I described from my high school days. The effect of Title IX in 2012 is that equal facilities and programs for boys and girls has become the new normal.

Dory Smith, Athletic Administrator
Villa Duchesne/Oak Hill High School
St. Louis, Missouri

I think I have seen it all so to speak. I was part of the group that always played the early high school games in basketball, always before the boys J.V., and never a night game! We had uniforms – but no practice gear for any sport – until college, and then it was not at all comparable. The men got sneakers, travel gear, their own locker facility; we did not – none of it! We practiced collegiately in one gym, but then played in the “big” gym for games, even though the men practiced and played in just the “big” gym. As a coach at a coed institution, I fought for all the things I had experienced in high school to be different – and the school was in pretty good shape just in the four years I had been in college.

As an educator, especially as an athletic director, this has always been a point of emphasis for me – making sure things were equal. Not better or bigger for anyone – and to be honest making sure the girls didn’t get more as well!! I remember once that an alum wanted to give a gift so the girls soccer team could have new warm-ups. Explaining to that person that either they had to give enough for two teams to get them or maybe the teams would have to fundraise for the other half was an interesting chance to educate the adults.

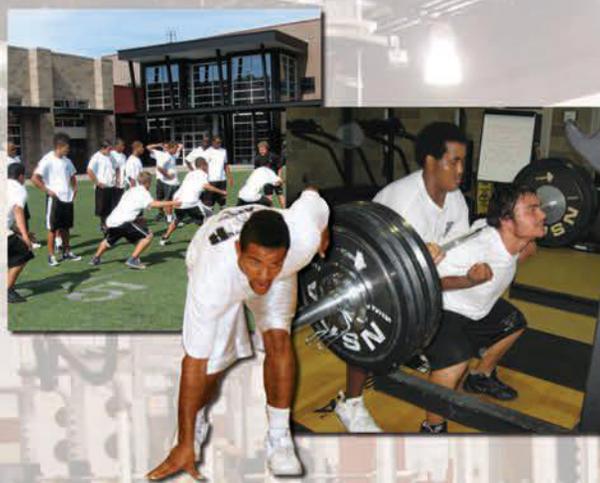
Julie Treadwell, Athletic Administrator
Holton-Arms School
Bethesda, Maryland

I was a freshman in high school in 1972 when Title IX passed. I can honestly say that I don’t believe I would have this position without the passing of Title IX. My school is 54 years old, and I am the first female boys athletic director. (I am also the girls athletic director for the past 15 years and only the third in the school’s history). My freshman year of basketball I played on the black top with my physical education uniform and a “pinnie” over my uniform. We had cookies and punch after the game and we were called “GAA” – Girls’ Athletic Association. My sophomore year we went into the “girls gym” and practiced. We began playing games in the “boys gym” and continued to play there for the next three years. I earned an athletic scholarship to attend a Division I university to play basketball. I had male and female coaches who encouraged me and pushed me to be the best.

Jean Ashen, Athletic Administrator
North Salinas High School
Salinas, California



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James Brown, CAA
Fishers, Indiana

A 27-year athletic director in Indiana, James (Jim) Brown, CAA, took on a new challenge six years ago when he helped start a new school – Fishers (Indiana) High School – in the greater Indianapolis area.

Since 2006, Brown has served as athletic director at Fishers, where he supervises 19 head coaches and 63 assistant coaches. He also handles purchasing and maintenance of equipment, developing and maintaining the budget, scheduling transportation and facilities for all athletic teams, and evaluation of coaches.

Prior to joining the Fishers staff in 2006, Brown served in a variety of capacities at Triton Central High School in Fairland, Indiana, for 25 years. In addition to his teaching roles, Brown was boys track coach for 13 years, assistant principal for 18 years and athletic director for 21 years.

Throughout his stints at Triton Central and Fishers, Brown has given yeoman service to the Indiana High School Athletic Association (IHSAA) and the Indiana Interscholastic Athletic Administrators Association (IIAAA). He has been assistant director of the IHSAA State Boys Basketball Cham-

pionships for 18 years, and he has directed the IHSAA State Soccer Championships for five years.

Brown was IIAAA president in 1996-97 and has served as treasurer of the organization since 1998. He has attended 26 IIAAA state conferences and has served as IIAAA Conference chairman since 1998.

At the national level, Brown has been the Indiana delegate to the NIAAA Delegate Assembly since 1994. He has attended 25 National Athletic Directors Conferences and has completed 12 Leadership Training Institute courses. Brown was co-chairman of the Indiana Host Committee for the National Athletic Directors Conferences in Indianapolis in 2003 and 2011.

Brown earned his bachelor's degree from Ball State University in Muncie, Indiana, and his master's from Indiana State University in Terre Haute. He later obtained his administration license from Butler University in Indianapolis. He received the NIAAA State Award of Merit in 2001.



Theodore D'Alessio, CMAA
Short Hills, New Jersey

Ted D'Alessio, CMAA, has been employed by the Millburn (New Jersey) Township Public Schools for the past 37 years, including the past 19 years as the district athletic director. Previously, he coached football and track for more than 10 years.

D'Alessio, who earned his bachelor's degree from Springfield (Massachusetts) College, his master's from Montclair State (New Jersey) University and his doctorate from New York University, is responsible for 29 sports at Millburn. Known as the consummate educator, D'Alessio started a "breakfast club" several years ago for athletes who needed extra guidance and support.

Among his other accomplishments as Millburn athletic director, D'Alessio created an athletic handbook for all student-athletes/parents, initiated CPR training for coaches and enacted a concussion protocol for coaches and athletes. In 2008, D'Alessio was appointed co-president of the new 36-school Super Essex Conference, and he remains on the Executive Committee after a three-year term as president.

The 2012 Athletic Director of the Year in New Jersey,

D'Alessio has been a member of the Directors of Athletic Administrators of New Jersey (DAANJ) Board of Trustees since 2002 and is currently the organization's treasurer. He also has assisted the New Jersey State Interscholastic Athletic Association (NJSIAA) on numerous occasions, including hosting NJSIAA championships in volleyball, soccer, basketball, wrestling and track.

Nationally, D'Alessio has been involved in the NIAAA for many years and has completed 21 Leadership Training Institute courses. One of the first athletic directors in New Jersey to earn his CMAA (2002), D'Alessio has served on several NIAAA committees including Communications/Issues/Resolution (2000-01) and Certification (2001-09). He currently is a member of the NFHS/NIAAA Athletic Directors Advisory Committee and the NFHS Coach Education Ad Hoc Committee. He also is a certified instructor of the Fundamentals of Coaching Course in the NFHS Coach Education Program, and recently has become an Accredited Interscholastic Coach (AIC).



Michael Hart, CAA
Wilmington, Delaware

One year after graduating from St. Vincent's College in Latrobe, Pennsylvania, in 1974, Michael Hart, CAA, accepted a position as social studies teacher at Salesianum School in Wilmington, Delaware. The following year (1976), he became the school's athletic director and continues in that role today – an amazing 36 years later.

During Hart's 36 years at Salesianum, teams in the school's 14 varsity sports have won 4,146 of the 5,797 contests – a stellar winning percentage of .730. The school has registered 131 state championships – almost four a year – and 62 runner-up finishes in that time period.

Throughout his 36-year tenure at Salesianum, Hart has been a leader in both the Delaware Interscholastic Athletic Association (DIAA) – the state's governing organization for high school sports – and the Delaware Association of Athletic Directors (DAAD).

Hart has served on the DIAA State Swimming Tournament Committee since 1977 and been chair since 1981. In

addition to serving on the DIAA Board of Directors for six years, Hart has been involved with the DIAA State Baseball Committee, the Constitution and Bylaws Committee and the Audit Committee. Since joining the DAAD in 1978, Hart has served five separate terms as president totaling 17 years.

At the national level, Hart has been a member of the NIAAA since 1978 and served on the NIAAA Board of Directors from 2003 to 2006. He also was a member of the Membership Committee and Awards Committee and has served as Delaware's delegate to the National Athletic Directors Conference 16 years. In addition, Hart was a member of the NIAAA Leadership Training Institute National Faculty from 1999 to 2006.

Among his awards, Hart has received the NIAAA State Award of Merit four times and was the 1996 recipient of the NFHS Citation for athletic directors. He was State Athletic Director of the Year in 1993 and 1996 and Nike State Athletic Director of the Year in 1998.



Karen Higel, CAA
Denver, Colorado

Karen Higel, CAA, who has served the Denver Public Schools (DPS) since 1987, has been DPS district athletic director for the past four years. She is responsible for athletic programs at 11 high schools and 37 middle schools.

Higel was a special education teacher for 15 years before becoming district athletic manager in 2002. During her time as a special education teacher, Higel's focus was on autistic students with severe needs.

Higel joined the DPS staff after graduating from Regis (Colorado) University in Denver, where she played on the school's varsity volleyball team. She later earned her master's (specializing in severe affective needs) from the University of Colorado in Denver.

In her relatively short tenure in athletic administration, Higel has provided numerous contributions to the Colorado Athletic Directors Association (CADA) and the Colorado High School Athletic Association (CHSAA). She has served

on the CADA Board of Directors and the 2009 Middle School Athletic Panel.

Higel has served on several CHSAA sports committees, including volleyball, spirit, football and soccer. She also has been site director for numerous CHSAA championships, including softball, baseball, volleyball, basketball and field hockey. A member of the CHSAA State Legislative Council since 2003, Higel is chair of the CHSAA Tournament and Finance Committee and was appointed to the CHSAA Board of Directors last year.

At the national level, Higel served on the Blue Ribbon Panel at the 2009 National Athletic Directors Conference in Dallas. She also is an NIAAA Leadership Training Institute state coordinator and a member of the NIAAA Hall of Fame Committee.

In addition to teaching special education for the first 15 years with the DPS, Higel also was a Special Olympics coach and varsity volleyball coach.



Cliff Hill, CAA
Gillette, Wyoming

Since 1981, Cliff Hill, CAA, has served the Campbell County (Wyoming) School District in exemplary style.

Beginning as a physical education and health instructor and coach in the sports of football, wrestling and track, Hill advanced to associate principal/activities director in 1993. Six years later, he became an elementary school principal, and the following year, he was named district director of activities, the position he still holds today.

Hill has been highly involved in leadership roles at the local level, where he served as secretary/treasurer and president of the Northeast District Junior High/Middle School Conference during the 1990s. He has been secretary/treasurer of the Wyoming High School Activities Association (WHSAA) Northeast District Athletic Administrators Association since 2000, and he served on the Campbell County Parks and Recreation Department Recreation Center/Sports Facility Committee that was responsible for planning and building a new \$55 million facility. Since 2011, he has served

on the Field of Dreams Task Force, which is responsible for a \$165 million/320-acre sports complex.

At the statewide level, Hill has been highly involved with the WHSAA, where he has been a member of both the Executive Council and the Board of Directors, and served as president in 2004-05. Hill has worked with the WHSAA State Swimming and Diving Championships since 2000, the WHSAA State Indoor Track Championships since 2010 and the WHSAA State Tennis Championships since 2011.

Within the Wyoming Interscholastic Athletic Administrators Association (WIAAA), Hill served five terms on the Board of Directors and currently is the organization's president.

A leader in the area of professional development, Hill was a WIAAA NFICEP/ASEP certified instructor from 1998 to 2004, and was a WIAAA Leadership Training Institute (LTI) instructor at Wyoming Coaches Association state clinics in 2004 and 2005.

An NIAAA lifetime member and NIAAA liaison, Hill received the 2004 NIAAA State Award of Merit and the 2007 NFHS Citation, and he has attended 14 National Athletic Directors Conferences and has completed 34 LTI courses.



Tommy Marshall, CMAA
Atlanta, Georgia

Before taking his current position as director of athletics at Marist School in Atlanta, Georgia, in 1996, Tommy Marshall, CMAA, coached high school and college football for 17 years and taught social studies at Redan High School in Stone Mountain, Georgia, and Walton High School in Marietta, Georgia.

Marshall was defensive coordinator at Redan High School in 1979 when it won a state championship, and received a teacher-of-the-year award the same year. As head football coach at Walton High School from 1980 to 1984, Marshall was the Cobb County coach of the year three of the five years.

In 1985, Marshall moved to the collegiate level as assistant head coach at Mars Hill (North Carolina) College for one

season. He then moved to his alma mater, Furman (South Carolina) University, where he was an assistant football coach for eight years and assistant athletic director for two years. The 1988 Furman team won the NCAA Division I-AA Football Championship.

Since 1996, Marshall has been instrumental in building the athletic program at Marist School, which was ranked the nation's No. 15 high school athletic program by Sports Illustrated in 2005.

Marshall is a past president of the Georgia Athletic Directors Association (GADA) and has been selected GADA Region Athletic Director of the Year seven times, most recently in 2011, and GADA State Athletic Director of the Year in 2002 and 2007. Thanks to Marshall's leadership, Marist was awarded the Directors Cup 13 consecutive years as the best overall athletic program in Georgia.

Marshall, who was an all-Southern Conference defensive back at Furman, has extensive involvement with the NIAAA. He served a term on the NIAAA Board of Directors (2008-10) and is currently a member of the NIAAA Sports Turf Committee. He is an NIAAA Leadership Training Institute instructor and was Georgia's NIAAA liaison for six years. Marshall received the 2004 NIAAA State Award of Merit and the NFHS Citation in 2009.



Bob Reznicek, CMAA
LaVista, Nebraska

Currently the assistant principal and athletic director at Boys Town (Nebraska) High School, Dr. Bob Reznicek, CMAA, has served almost 40 years as a high school athletic director, teacher and coach in Nebraska and Kansas.

Reznicek is beginning his third year at Boys Town after 18 years as athletic director at Westside High School in Omaha, Nebraska. Prior to his position at Westside, Reznicek was special services director for the Belleville, Kansas, Unified School District and activities director for the Geneva (Nebraska) Public Schools.

A graduate of Nebraska Wesleyan University, Reznicek earned his master's (1984) and doctorate of education

(1995) from the University of Nebraska, Lincoln. His leadership in the profession of athletic administration at the state and national levels has been remarkable.

Reznicek has served on the Nebraska School Activities Association (NSAA) Board of Control since 2000 and currently is serving his third one-year stint as NSAA Board president. From 1994 to 2001, he was a delegate to the NSAA Representative Assembly, and he has hosted numerous NSAA district and state playoff games and tournaments for football, volleyball, softball, golf, basketball, wrestling, baseball and soccer. Reznicek also served on the Nebraska State Interscholastic Athletic Administrators Association (NSIAAA) Board of Directors from 1996 to 2000 and was the Nebraska liaison to the NIAAA those same years.

At the national level, Reznicek was a member of the NIAAA Board of Directors from 2001 to 2004 and was NIAAA president in 2003. He served on the NIAAA Publications Committee for three years and was a member of the NIAAA Leadership Training Institute National Faculty for nine years. Reznicek, who earned his Certified Athletic Administrator (CAA) status in 1997 and Certified Master Athletic Administrator (CMAA) status in 2001, was one of the original co-chairs of Leadership Training Course 504.

Among his awards, Reznicek received the NIAAA State Award of Merit in 2000 and the NFHS Citation in 2003. He is the only athletic administrator in Nebraska to be elected to the NIAAA Board of Directors and the NSAA Board of Control.



Susan Robbins, CMAA
Yarmouth, Maine

Susan Robbins, CMAA, is a 15-year veteran of high school administration in the state of Maine – the past eight years at Yarmouth High School and Harrison Middle School in Yarmouth. During that time, she has become one of the state’s leaders in athletic administration and more than 30 Yarmouth teams have claimed state championships.

Prior to joining the Yarmouth staff, Robbins was an athletic administrator at Poland (Maine) Regional High School

for five years and the MacDuffie School in Springfield, Massachusetts, for two years. Robbins also coached field hockey and softball at both schools.

Robbins, who earned her bachelor’s and master’s degrees from Springfield (Massachusetts) College, has served several local leagues and conferences. She was president of the Western Maine Conference (WMC) and Campbell Football Conference, and was soccer liaison of both the WMC and the Triple C Conference.

At the state level, Robbins has held leadership roles for both the Maine Interscholastic Athletic Administrators Association (MIAAA) and the Maine Principals Association (MPA). She is the Leadership Training coordinator for the MIAAA and chair of the Awards Committee and Certification Committee. As an assistant director of the MIAAA, Robbins’ duties include awards, certification and leadership training.

Robbins is chair of the MPA Field Hockey Committee and was the site director for the 2009 and 2011 MPA Field Hockey State Championships. She also serves on the MPA Volleyball and Technology Committees.

Robbins has made significant contributions to athletic administration at the national level as well. She is vice chair of the NIAAA Awards Committee and serves on the Leadership Training Institute National Faculty and is an instructor for Leadership Training Course 710. She has attended every National Athletic Directors Conference since 2001 and was a member of the Blue Ribbon Panel at the 2004 conference in New Orleans.

Among her awards, Robbins received the MPA “Unsung Heroine in Maine Sports Award” and the MIAAA “Keith Lancaster Professional Development Award” – both in 2010. Last year, she was the recipient of the Gerry Durgin Leadership Award.



Kendra Tomsic, CAA
Midvale, Utah

As the athletic director at Rowland Hall-St. Mark's School in Salt Lake City, Utah, Kendra Tomsic has been helping student-athletes excel in interscholastic athletics for the past 35 years.

After missing that opportunity herself as a pre-Title IX graduate of Price (Utah) Carbon High School in 1973, Tomsic was a standout athlete at the College of Eastern Utah, where she was named all-conference in volleyball and softball, and was a member of the gymnastics and swimming teams. She was named the school's Outstanding Female Athlete in 1975 and was inducted into its athletic hall of fame in 1996.

After graduating in 1977 as valedictorian of the College of Education from Utah State University, Tomsic returned to Eastern Utah to begin her career in education, serving as head volleyball, basketball and softball coach and teaching physical education courses. In 1981, she chose to continue her coaching and teacher career at the high school level, taking a position in the Grand County School District in Moab, Utah. In 1987, she was named athletic director of Grand High School and led its volleyball team to a state championship that same year. Later, she coached the softball team to back-to-back state titles in 1990 and 1991.

In 1992, Tomsic was named athletic director at Rowland Hall-St. Mark's and continued her coaching career, earning the NFHS Utah State Volleyball Coach of the Year award in 2003. She was also named athletic director of the year in 2004 by the Utah High School Activities Association. In 2007, she received the NFHS Citation award for athletic directors.

Tomsic is very active in the Utah Interscholastic Athletic Administrators Association (UIAAA). She was the first woman to serve as UIAAA president in 2004-05 after being chosen president-elect in 2003-04. She also served on the Executive Board as the NIAAA liaison for three years. As a result of these efforts, in 2007 she received the NIAAA State Award of Merit and the UIAAA Athletic Director of the Year award.

Nationally, she is a member of the NFHS/NIAAA Ath-

letic Directors Advisory Committee, and she served on the 2005 NIAAA Strategic Planning Committee. Tomsic has completed 21 Leadership Training Institute courses.

Active in community service, Tomsic is the co-founder of the statewide fund-raiser "Swing for Life," which has raised more than \$950,000 for breast cancer research at the Huntsman Cancer Foundation.

NFHS Citations

NFHS Citations are presented annually to outstanding athletic directors in recognition of contributions to interscholastic athletics at the local, state and national levels. State associations nominate athletic directors for NFHS Citations, and the NFHS Board of Directors approves recipients.



Andy Chiles, CMAA
Orlando, Florida

Andy Chiles, CMAA, is the athletic director of Lake Nona High School in Orlando, Florida, a position he has held since the school opened its doors in 2009. Chiles began his career in athletic administration in 2000 as the athletic business manager at Felix Varela High School in Miami, Florida. In 2004, he became the school's athletic director and served in that role for five years before moving to Lake Nona.

Chiles began his career in secondary education in 1987 as a teacher and coach at Miami (Florida) Sunset High School. He coached basketball and golf at Sunset, and then moved to the collegiate level as an assistant basketball coach at Barry University in Miami Shores, Florida.

After joining the Varela High School staff, Chiles quickly became active in state and national organizations. He was named to the Florida Interscholastic Athletic Administrators Association (FIAAA) Board of Directors in 2001, and he also served the FIAAA as a state coordinator for Leadership Training. In 2007, Chiles was elected FIAAA president-elect and served as its president in 2008-09. Also at the state

level, Chiles served on the Florida High School Athletic Association Athletic Directors Advisory Committee from 2006 to 2009, including a year as its chair in 2007-08.

Chiles' service to the NIAAA is extensive. He currently serves on the NIAAA Board of Directors as an at-large member, is a member of the NIAAA Leadership Training Institute National Faculty, and was the course chair for LTC 705 from 2008 to 2011. He also served on the NIAAA Awards Committee from 2005 to 2011, including five years as vice-chair.

In 2005 and 2010, Chiles was a member of National Athletic Directors Conference Host Committee, and was a workshop presenter at the 2007 National Athletic Directors Conference. In 2009, he was a member of the NIAAA Blue Ribbon Panel, and in 2007, he received the NIAAA State Award of Merit.

Chiles earned his bachelor's degree from Radford (Virginia) University and his master's from Barry University.



Carol Chory, CMAA
Virginia Beach, Virginia

From 1979 until her retirement in 2010, Dr. Carol Chory, CMAA, served as student activities coordinator for Kempsville High School in the Virginia Beach (Virginia) City Public Schools system, except for a two-month period in 1995 when she

was acting assistant principal.

An active member of the NIAAA since 1980, Chory served on the NIAAA Credentials Committee from 1998 to 2005 and was the Virginia representative for the NIAAA National Emergency Network. She also served as NIAAA state delegate from 1995 to 1997, was co-chair of Leadership Training Course 510 from 2000 to 2003, and was a speaker at the 1998, 1999 and 2007 National Athletic Directors Conferences. Chory was a national field hockey official from 1978 to 1991, and organized the NFHS Field Hockey Rules Book index in 1989.

A member of the Virginia Interscholastic Athletic Administrators Association (VIAAA) since 1984, Chory was treasurer from 1987 to 1993, president from 1995 to 1997, and represented the VIAAA on the Virginia High School League

(VHSL) Executive Committee from 1990 to 1992. From 2001 to 2004, Chory was vice-chair of the VIAAA Corporate Sponsor Committee, and seven times she was chair or co-chair of the VIAAA State Conference Committee, most recently in 2009.

Locally, Chory served Kempsville High School, the Beach District and the Eastern Virginia Athletic Directors Association (EVADA) in various ways. At Kempsville, Chory annually updated the parent athletic information handbook and student planner, and sponsored the Kempsville High School Blood Drive for the Red Cross from 1979 to 2010. Chory founded the EVADA and the Eastern Regional football program in 1986, and she served as the association's Web site chairperson from 2003 to 2010.

Among her honors, Chory was inducted into the Virginia High School Hall of Fame in 2007 and the Kempsville High School Hall of Fame in 2008. She received the John C. Youngblood Lifetime Achievement Award in 2009, the NIAAA Distinguished Service Award in 2004 and the NIAAA State Award of Merit in 1994.

Chory earned her bachelor's degree from Longwood (Virginia) College, her master's from the University of North Florida and her doctorate from Virginia Tech University-Tide-water Center.



Tim Graham, CMAA
Tumwater, Washington

Tim Graham, CMAA, athletic director of Tumwater (Washington) High School for the past 14 years, has been a leader in athletic administration at the local, state and national levels.

Graham has been involved in leadership roles with the NIAAA for a number of years. In 2011, he was elected as an at-large member to the NIAAA Board of Directors after serving on the NIAAA Publications Committee from 2001 to 2011, including six years as chair. Graham has represented Washington at the NIAAA Delegate Assembly on five occasions, and has been a National Athletic Directors Conference presenter five times. He serves on the Leadership Training Course 703 national faculty and is a cur-

rent member of the National Association of Sport and Physical Education Board of Directors.

At the state level, Graham was recently named to the Washington Interscholastic Activities Association (WIAA) Executive Board and has been very active in the Washington Secondary Schools Athletic Administrators Association (WSSAAA). He has served on the WSSAAA Executive Board since 2004 and was president of WSSAAA in 2008-09. He was the conference chair for the 2008 WSSAAA state conference and currently serves on the District IV Board. At the league level, Graham is instrumental in organizing league schedules, alignments and mentoring. Twice he has been league president (2000 and 2005) and served as league secretary from 2001 to 2004.

Since 2001, he has been the WIAA Class 3A wrestling tournament director and has worked the football state finals since 1997. He has also served as local site manager for district events in basketball, football, soccer, track, volleyball and wrestling.

Graham was honored as the WSSAAA Athletic Administrator of the Year in 2005, and in 2006, was selected as the National Council of Secondary School Athletic Directors National Athletic Administrator of the Year. He also received the NIAAA State Award of Merit in 2010.



Dennis Kiah, CAA
Brewer, Maine

Dennis Kiah, CAA, has devoted more than 40 years to secondary education in the state of Maine. He began his career as a teacher and coach at Foxcroft (Maine) Academy in 1970 before moving to Brewer (Maine) High School in 1977.

Kiah continued to coach at Brewer, winning Maine Baseball Coach of the Year honors in 1988, before becoming assistant principal in 1990. In 1993, Kiah became Brewer's athletic administrator and remains in that position today. From 1995 to 2001, he had the additional duties of assistant principal.

At the state level, Kiah is very active in the Maine Interscholastic Athletic Administrators Association (MIAAA). He

served eight years on the MIAAA Executive Committee, including a year as second vice president in 2003-04 and a year as president in 2004-05. Currently, Kiah serves on the MIAAA Athletic Administrators Mentoring Committee and is on the MIAAA teaching faculty for leadership training. He has been a presenter at numerous state athletic administrators conferences and hosted several regional and state championship events.

For the Maine Principals' Association (MPA), Kiah has served on a number of committees, including the Baseball/Softball Committee, the Status and Welfare Committee, the Athletic Administrators Advisory Committee, the Ad Hoc Ice Hockey Committee and the Ad Hoc Committee on Sports Season Policy. From 2003 to 2006, he was chair of the MPA Softball Committee. At the local level, Kiah served consecutive years as vice president and president of the Kennebec Valley Athletic Conference (KVAC) in 2008-09 and 2009-10.

Kiah has been recognized numerous times for his excellence in athletic administration, including the NIAAA State Award of Merit in 2007, and the KVAC Distinguished Service Award in 2010. In 2011, he was named Bob Lahey Athletic Administrator of the Year by the MIAAA, and earlier this year, was honored with the Gerry Durgin Excellence in Leadership Award. Also this year, Kiah was inducted into the Maine Sports Legends Hall of Honors.

Kiah earned his bachelor's and master's degrees from the University of Maine, Orono.



Larry Moglestad, CAA
Boone, Iowa

Since 1994, Larry Moglestad, CAA, has promoted interscholastic athletics as the activities director for the Boone (Iowa) Community Schools. During his time at Boone, the school has won 61 conference titles and two state championships, and since 2010, Moglestad has returned to the sidelines as a volunteer varsity football coach.

Moglestad serves a variety of organizations in Iowa, including the Iowa High School Athletic Directors Association

(IHSADA). He was president of the IHSADA in 2002-03 and served as chair of numerous IHSADA committees at the district and state levels. Moklestad recently concluded a 14-year tenure as executive secretary of the Little Hawkeye Conference and was a member of the Iowa Football Coaches Association Board of Directors from 1993 to 1995.

Moklestad currently serves as the co-clerk of course for the Drake Relays, a position he has held since 1999, and is chair of the Tennis Advisory Committee for the Iowa Girls High School Athletic Union. Moklestad has been a conference presenter on several occasions, including in 2005 at the School Administrators of Iowa Institute Conference, and in 2001, he was a guest instructor on coaching and athletic administration at Iowa State University.

Nationally, Moklestad represented Section 4 on the NIAAA Board of Directors from 2007 to 2011, and was Iowa's delegate to the NIAAA Delegate Assembly in 2003 and 2004. Also at the national level, he served as a moderator at the NFHS Summer Meeting in 2007.

Prior to joining the Boone Community Schools staff in 1994, Moklestad was a coach and athletic director for the Hampton-Dumont Community Schools for nine years and a teacher and coach in the Radcliffe Community Schools for six years.

Moklestad has been named coach of the year on several occasions as a football, boys track and girls basketball coach. As an athletic director, his honors include being named Iowa's Athletic Director of the Year in 2005, and in 2008, he earned the NIAAA State Award of Merit.

Moklestad earned his bachelor's degree from Wartburg (Iowa) College and his master's from Iowa State University.



Michael Purdy, CAA
Bellevue, Nebraska

After an outstanding 17-year career as activities director at Bellevue (Nebraska) East High School, Michael Purdy, CAA, has served as executive director of the Nebraska State Interscholastic Athletic Administrators Association (NSIAAA) since 2004.

Purdy began his career as a teacher in 1974 at Bellevue (Nebraska) Logan Fontenelle Junior High School. He later served as dean of students, athletic director and assistant principal, and he also coached volleyball, basketball and track. Purdy, who received his bachelor's degree from Emporia (Kansas) State University and his master's from the University of Nebraska, is active in the Bellevue community and received the Champions of Children Award in honor of his contributions.

Among his achievements at the state level, Purdy serves on the Nebraska School Activities Association's (NSAA) Sportsmanship Committee. He was membership coordinator for the NSIAAA Board of Directors from 1996 to 2001, and was NSIAAA president from 2002 to 2004, prior to assuming the position of executive director. As executive director, Purdy has assisted in developing the NSIAAA Strategic Plan and increased membership by creating a dual-membership program with the NIAAA.

Purdy, who has been a member of the NIAAA for 23 years, hosted many NSAA district contests at Bellevue East, served as tournament director of the NSAA State Baseball Championship and has worked the state track meet for 25 years. Purdy is a member of the National Executive Directors Council and formerly served on the NFHS/NIAAA Athletic Directors Advisory Committee.

He continues to serve the NIAAA as its Section 5 liaison and as Nebraska's delegate to the Delegate Assembly.

Purdy's dedication to interscholastic athletics at the local, state and national levels has earned him many accolades, including the NIAAA Distinguished Service Award in 2009. In 2002, Purdy received the NIAAA State Award of Merit and, in 2005, he was honored with the NSAA Distinguished Service Award.



Cindy Riley, CAA
Tucson, Arizona

As the director of athletics at Tucson (Arizona) Desert Christian High School since 1986, Cindy Riley, CAA, has devoted herself to the development of student-athletes and to state and national programs

that help further interscholastic activities. In addition to serving as athletic director, Riley also serves as the school's activities/facilities coordinator and taught physical education and health from 1986 to 2005.

Within the Arizona Interscholastic Association (AIA), Riley recently served on the AIA Executive Board and was its president in 2010-11. She is a member and former chair of the AIA Ethics and Sportsmanship Committee, and in 2006-07 was the AIA 2A Conference president.

In addition, Riley is currently secretary of the Arizona Interscholastic Athletic Administrators Association (AIAAA). She began her involvement with the AIAAA as its secretary from 1995 to 1998 and served as president of the AIAAA Board from 1999 to 2001.

At the national level, Riley recently concluded her time on the NIAAA Awards Committee and has attended the NIAAA Delegate Assembly as the Arizona representative seven times. She is currently serving a term on the NFHS Softball Rules Committee.

In addition to her numerous committee memberships and executive board positions, Riley has received several awards and honors in recognition of her contributions to high school activities. Her first acknowledgement came in 1987 when she was named Arizona Daily Star and Tucson Citizen Division I Softball Coach of the Year. In 1999, Riley was named 1A Conference Athletic Director of the Year. In recognition of her high school athletic accomplishments, Riley was inducted into the Wells High School (Tucson, Arizona) Hall of Fame in 2008.

Riley, a graduate of the University of Arizona, has been honored nationally on two previous occasions – the NIAAA State Award of Merit in 2001, and the NIAAA Distinguished Service Award in 2008.



Diane Shuck, CMAA
Colorado Springs, Colorado

Currently the assistant principal and athletic director at Air Academy High School in Colorado Springs, Colorado, Diane Shuck, CMAA, has been serving her high school alma mater since 1992. Before her cur-

rent positions, Shuck was athletic coordinator, student activities director, girls soccer coach, student government sponsor and physical education and health teacher.

Shuck has devoted many hours to the Colorado High School Activities Association (CHSAA), including serving as site director for several state tournaments and on various sports committees. She is a member of the CHSAA Ice Hockey Committee and chair of the Spirit Committee. Among her other involvements at the state level, Shuck currently serves on the Colorado Athletic Directors Association (CADA) Board of Directors and is a former president of the organization. She was the state's Leadership Training state coordinator for five years.

Nationally, Shuck is a lifetime member of the NIAAA and currently serves on the NIAAA Publications Committee. She was a member of the NFHS Citizenship/Equity Committee from 2009 to 2012 and also is an American Sport Education Program Bronze-Level Instructor for the Coaching Principles and Sport First Aid Education Program. A leader in the NIAAA Leadership Training Institute, Shuck has been a contributing author to LTC 627 and LTC 721, and has been a member of the national faculty for three other courses. In 2007, she was a member of the Blue Ribbon Panel.

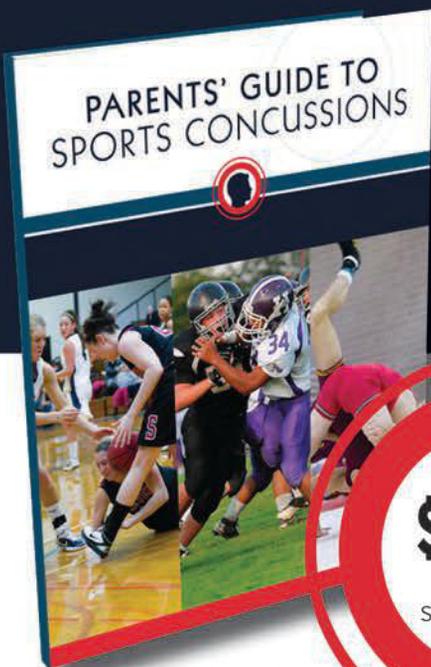
Among her honors, Shuck earned the NIAAA Distinguished Service Award in 2010. In 2007, she was selected as CADA Athletic Director of the Year, and in 2008, she was named National Association for Sport and Physical Education (NASPE) Central District Athletic Director of the Year. Shuck, who earned her CAA certification in 2003 and CMAA certification in 2006, received the NIAAA State Award of Merit in 2006.

An accomplished coach, Shuck was Colorado High School Soccer Coaches Association Girls Soccer Coach of the Year in 1996 and 1997, and Rocky Mountain News Girls' Soccer Coach of the Year in those same years.

Shuck is also an accomplished athlete. She was a four-year starter on George Mason (Virginia) University's women's soccer team and participated on the U.S. Soccer Youth National Team. **IAA**

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PARENTS' GUIDE TO SPORTS CONCUSSIONS TABLE OF CONTENTS



- Welcome to The Guide 4
- THE BASICS**
- What Is a Concussion? 7
- Has My Child Suffered a Concussion? 8
- SYMPTOMS**
- 24 to 48 Hours After a Concussion 10
- One Week After a Concussion 11
- Long-Term Symptoms 12
- TREATMENT**
- Recovery: The Importance of Rest 15
- When Symptoms Linger 16
- Concussion Testing 18
- Return-To-Play Guidelines 21
- Concussion Support Groups 22
- MULTIPLE CONCUSSIONS**
- The Dangers of Suffering Multiple Concussions ... 24
- Not Returning to Play 25
- ON THE SAME PAGE**
- Communicating With Your Child's Physician... 29
- Communicating With Your Child's Coach 30
- Communicating With Your Child's Teachers ... 32
- ADDITIONAL INFORMATION**
- Frequently Asked Questions 34
- Choosing the Right Helmet 35
- Helmet Highlights 37
- Resources 39

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Risk Management: Supervision

By Thomas H. Sawyer, Ed.D.



LEONARD v. OWEN J. ROBERTS SCHOOL DISTRICT
United States District Court, E.D. Pennsylvania
Civil Action No. 08-2016, March 5, 2009

Introduction

On April 29, 2008, Plaintiff filed a complaint containing five counts. Plaintiff claims that Defendant Cory Bissland acted negligently, carelessly and recklessly when he threw a javelin that hit Plaintiff, and that the School District acted negligently and violated Plaintiff's substantive and procedural due process rights under both the United States and Pennsylvania Constitutions.

Facts of the Case

Plaintiff Jade D. Leonard, a minor, was a member of the Owen J. Roberts High School track and field team. Defendant David Derofflo and Defendant Eric Wentzle were the head coach and assistant coach, respectively, for the track and field team. On May 1, 2006, Plaintiff was participating in an after school training session at the high school when Bissland threw a javelin that impaled her, causing serious injury. Representatives from the high school left a voicemail message at Plaintiff's home for someone to pick her up. Leonard's stepfather heard the message and proceeded to take her to an

emergency room for treatment. Plaintiff claims Derofflo and Wentzle, against school policy, were not properly coaching, training and protecting the students in athletics at the time of the incident. Plaintiff's injuries and conditions include, but are not limited to, the impalement injury to her left thigh, persistent pain, loss of balance, headaches and depression.

Holding of the Court

The cause of action for personal injury sounds in tort and, thus, is governed by the Tort Claims Act. The Tort Claims Act provides, in pertinent part, that no local agency shall be liable for any damages on account of any injury to a person or property caused by any act of the local agency or any employee thereof or any other person. Pursuant to that statute, municipal entities and their employees acting in their official capacities are generally immune from tort liability based on negligence unless the alleged misconduct fits into one of the few narrow categories enumerated in the statute none of which apply here. Notably, immunity does not extend to a municipal employee, in his or her individual capacity, if the act of the employee that caused the injury constituted a crime, actual fraud, actual malice or willful misconduct.

Risk Management Suggestions

The following are the risk management suggestions to consider arising from this legal issue:

- Student-athletes must not be allowed to throw implements (e.g., discus, javelin, or shot put) without proper training in their use.
- Coaches must provide direct supervision of all student-athletes using implements during practice or meets at all times.
- When planning and designing the field event area, specifically throwing events, the planners must consider the safety of participants and spectators.
 - There must be separation for each throwing event.
 - There must be a fence clearly separating these areas from other field events (i.e., throwing events), running events, and spectator areas.
 - There must be signage warning athletes, coaches, officials, and spectators to be aware of the dangers of throwing event areas. **IAA**

ABOUT THE AUTHOR: *Dr. Tom Sawyer is a professor of physical education and professor of recreation and sport management at Indiana State University. He is the author of textbooks, and has been published and has presented at the state, national and international levels on numerous occasions. Sawyer can be reached at Thomas.Sawyer@indstate.edu.*



Edited by Glen Gillespie, CAA

Coach Education

Question of the Day E-mail

Michael Murray, CAA, Director of Physical Education, Health and Athletics, Churchville-Chili Central School District, Churchville, New York

The success of an athletic program relies on ensuring that coaches are knowledgeable about all local and state mandates and rules. With the thousands of rules that exist, and the fact that coaches have day jobs too, how does an athletic director make the time to try to ensure all of their coaches are up to speed?

One technique I have used is a “Question of the Day” mass e-mail to all coaches. Simply write an e-mail that includes a question about a topic, and immediately provide the answer. The topic should vary, but certain hot topics, or new rules/mandates should be stressed. Examples of this technique are as follows:

QUESTION OF THE DAY – Does a Scrimmage Count as a Practice?

Answer – The answer to today’s question is YES. By definition, a scrimmage is an interschool practice session. Or as the state has redefined it, it is a simulated game. Thus, if a student has enough practices to participate in a scrimmage, that scrimmage counts as a practice. However, only one practice a day may count toward the number of qualifying practices a student needs for a game.



I have received excellent feedback from coaches since I began using this technique. Coaches are very thankful to receive knowledge in this format. Many times, my questions lead to follow-up questions that provide even more detail about the topic. Coaches also let me know what areas they would like me to cover in the next e-mail.

Another unintended benefit to using this technique is that it provides proof that you covered the topic. If a problem arises, or a coach disregards a rule, you can clearly show that you provided that coach with the correct information on how to handle the issue. I must stress that this is not my main intention of this technique. The intention is to provide knowledge, to assist coaches, and to help the athletic program operate properly and consistently.

This technique can be used daily, weekly or as often as you like. I will many times use a specific question that a coach asks me as an opportunity to utilize this technique to educate everyone. It makes sense to me that if one coach has a question about a topic, then other coaches may also need a little education on that topic.

Another technique I have used is a written 15-20 question multiple choice quiz. I give the quizzes to all in-season coaches as a group in our preseason coaches meeting. When using this technique, I usually narrow the questions to local rules and procedures that are in our Parent-Student Athletic Handbook. They are usually common questions that a parent or student might ask the coach during the season. There are also items that I am hoping that coaches discuss with their athletes and parents at our preseason “Meet the Coaches” nights.

This quiz is definitely not meant to be a “gotcha” or a way to embarrass anyone. Thus, once everyone has completed the quiz, I immediately go through the questions and the correct answers. I do not collect them or hold them against anyone. The quiz is strictly another way to talk about school procedures and policies without using a typical bulleted agenda and wondering whether or not everyone is paying attention as I move down the agenda items. An example of a quiz question might be – “If a student is failing two courses, what does our Academic Ineligibility Policy state must happen next?” I would then provide four choices for the correct answer.

Using the quiz technique, I have also received great praise from the coaches. Many times, they have a friendly competition amongst each other to see who does better. I do not promote that, but if it helps engage them, I do not discourage it either. Similar to the question-of-the-day technique, many times the quiz questions lead to follow up questions, and/or additional teachable moments based upon conversations about each question. **IAA**



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NIAAA Members Receive Newest Hazing DVD

Mike Blackburn, CMAA; edited by Brent Cook, CMAA



In the center image: Priscilla Dillow (center) spearheaded a team that sent Hazing DVD to NIAAA membership.

(Retired Educators Volunteer to Accomplish Effort)

During the month of October, NIAAA members received a complimentary copy of the newest hazing DVD, *Dying to Belong*. The DVD is being presented as a result of the July, 2012, Board of Directors meeting. At that time, a decision was made to assist colleagues in the field through benefits provided from the member service funds. The NIAAA is hopeful that the latest information on the DVD will greatly benefit members, students, coaches and school districts.

The packing of shipping envelopes and preparation for mailing of 8,000 DVD's was not a small project, and the NIAAA staff called upon retirees to assist in the effort. Led by Priscilla Dillow, CMAA, current executive director of the Indiana Interscholastic Athletic Administrators Association (IIAAA), and retired athletic administrator from Ben Davis High School in Indianapolis, the work also became a time of renewed relationships with old friends, discussion with former colleagues and a fun time of reminiscing. The charge to accomplish the task was promoted by Dillow as a "gift from the heart" to assist those in the athletic director profession and the students in schools nationwide. She called upon retired individuals who had served as local athletic administrator, as well as those from the teaching pro-

fession, coaching ranks and educational leadership roles. A dozen faithful professionals converged on the NIAAA offices over a full five-day period to make it possible for members to receive a DVD in a timely fashion.

One goal of the NIAAA Retired Committee is to utilize the expertise of retired members and endeavors to assist the NIAAA and its membership as requests are made and leadership needed. The chair of the Retired Committee is **Les Wright, CAA**, retired from Floyd Central (Indiana) High School, and is assisted by vice chairs, Larry Swenke, CMAA, retired from Idaho's Coeur D' Alene High School and Gene Robertson, CAA, retired from Indianapolis Public Schools, who serves as the committee secretary/treasurer.



The NIAAA thanks the individuals who gave of their time to get the Hazing DVD to our members, and salutes our retired members for their service, dedication, leadership and example. While the NIAAA provided sincere appreciation and a small stipend, the goal accomplished was because of caring educators who continue to give back.

IAA

In Memoriam: Jim Teff, CMAA



September brought the loss of a strong friend of interscholastic athletic administration, and a leader in the growth of those who serve in the profession. Jim Teff of Lodi, Wisconsin, passed away September 12, 2012, at the age of 68.

Teff provided significant contributions to Wisconsin and the NIAAA during his years of service. He served as a teacher, coach and director of athletics at South Milwaukee High school for 34 years, assuming athletic administration duties in 1973 until retirement in 2001.

During his years of service to the NIAAA, Jim helped bring what is today known as the Leadership Training Institute,

and served as its coordinator for 12 years. He was president of the NIAAA Board of Directors in 1991, having served the board from 1989-92. Teff was also a member of the NIAAA Publications Committee, and served as an National Conference workshop and LTI course presenter.

Teff was a 2009 inductee into the NIAAA Hall of Fame, received the NIAAA Award of Merit in 1998, was awarded the NIAAA Distinguished Service Award in 1995, NFHS Citation in 1985, NIAAA Wisconsin State Award of Merit in 1988, an NIAAA Commendation in 1992 and an NIAAA Meritorious Service Award in 2001. He represented District 7 on the Wisconsin Athletic Directors Association Board and will be inducted in to the inaugural 2012 WADA Hall of Fame. Jim is survived by his wife, Carolyn, and family. **IAA**

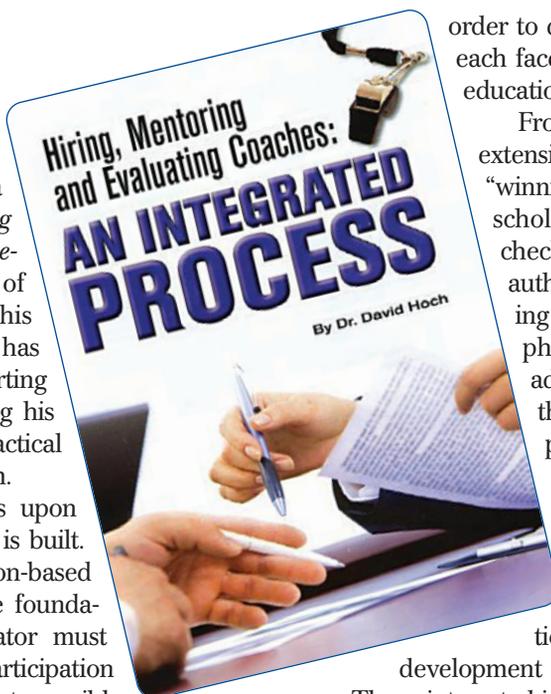
Hiring, Mentoring and Evaluating Coaches: An Integrated Process

Media Review By NIAAA Publications Committee

Author: Dr. David Hoch, CMAA

Dr. David Hoch, CMAA, retired athletic administrator from Baltimore, Maryland's Loch Raven High School has written a booklet entitled *Hiring, Mentoring and Evaluating Coaches: An Integrated Process*. After 16 years of directing athletic programs, this writer of hundreds of articles has turned his attention to supporting those in the field through sharing his philosophy, experiences and practical advice in even more lengthy form.

Most interesting is the basis upon which this beneficial information is built. Hoch makes a case for "education-based athletic programs" first being the foundation that the athletic administrator must embrace in order to provide participation opportunities nestled in the best possible program. This perspective, Hoch asserts, is fundamental in



order to develop a set of values that properly drives each facet of school offerings, and sports venues as educational classrooms.

From the perspective of school athletics as an extension of the regular classroom, he shares how "winning" fits into the offering that is interscholastic sport. Forms, practical examples, checklists and best practices are shared by the author. Interviews, hiring, evaluation, mentoring and guiding coaches toward the philosophy of education-based athletics are addressed. Seeking and training personnel through this lens is a part of the staffing process, as is the professional development of these same personnel. Further, tips are shared for dealing with the topic of high maintenance and entrenched coaches.

Dr. Hoch provides a valuable and practical advice based on a solid foundation and philosophy of what is best for the development of students through their involvement. Those interested in acquiring a copy of the booklet can email: info@lesspub.com or call (262) 782-4480. **IAA**

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Field Safety Sports Turf Seminar

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By Brad Rumble

If there is one concern that all athletic directors share, it is risk minimization. Because of withering budgets, lack of resources and extreme weather conditions, keeping athletic fields safe is now more of a challenge than ever before. To help athletic directors understand what the options are for minimizing their field safety risk, the NIAAA Sports Turf Committee will conduct a seminar from 9:00-11:00 a.m., December 15 at the National Athletic Directors Conference.

The topics to be addressed and those who will present include:

- Synthetic Surface Issues – Mark Nicholls, President and CEO, UBU Sports
- Irrigation/Water Issues – Lynda Wightman, Senior Sales Manager, Hunter Industries
- Nutrition for Healthy Turf – Mike Harris, Area Manager, John Deere Landscapes
- Cultural Management Techniques, George Bernardon, Regional Vice President, Grounds Management, SSC Service Solutions

“Last year’s sports turf seminar played to a packed house,” commented Hugh McReynolds, Sports Turf Committee chair and director of athletics for Logan County High School in Russellville, Kentucky. “The purpose of the seminar is to keep athletic directors current on issues pertaining to their athletic fields and help minimize their risk. We are confident that this year’s seminar will be one of our best ever.”

“In the middle of December, there is no place that the committee would rather be than at the National Athletic Directors Conference,” remarked committee member Bernardon. “This is the one time each year when we get to meet with athletic directors to provide them with information that can help them make informed decisions about their fields. The seminar will address the key issues concerning field safety in an informal setting where athletic directors can ask questions about their own fields and situations. When our two hours are up, those in attendance at the seminar will be prepared.”

Attendees will learn the importance of field hardness and be shown a device used to measure the surface hardness of fields. The Clegg Impact Hammer instrument will be demonstrated as one device available to measure surface hardness.

“We are extremely proud of our committee and its commitment to serving the interests of NIAAA members,” said NIAAA Executive Director Bruce Whitehead. “I would like to encourage athletic directors who are going to be around on the day of the seminar to attend. The information and experience that you will receive from the seminar will be some of the most important information you will ever receive about field safety.” **IAA**

ABOUT THE AUTHOR: *Brad Rumble is the NIAAA liaison to the Sports Turf Committee. He was an assistant director with the NFHS for 22 years, and has been involved with the NIAAA for 35 years, attending every National Athletic Directors Conference since 1977. He can be reached at: brumble@kc.rr.com.*





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Sports Turf Sponsors

Over the years, sponsors have played an integral part in helping the NIAAA fund its sports turf initiatives for high school athletic directors, which include LTC 615, LTC 619, LTC 621, LTC 622, Field Day, sports turf seminars and field renovation projects. Information concerning the maintenance of athletic fields may be obtained by going to the "Sports Turf" link on the NIAAA Web site at www.niaaa.org.

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Student Scholarship/Essay Program

National Winners Selected



The sixth annual NIAAA Scholarship/Essay Program student winners will be honored at the 2012 National Athletic Directors Conference on December 15, 2012, at the Gonzalez Convention Center in San Antonio, Texas. Both national recipients will share their essays entitled: “How High School Athletics has impacted my Life” at the Opening General Session. In addition, both male and female student athletes will receive their awards along with \$2,000 scholarships acknowledging their national accomplishment. The 2012 recipients are Stephanie Honig from Maryland, and Jace Billingsley from Nevada.



Stephanie Honig is from Pikesville, Maryland, and graduated in May 2012 from Pikesville High School. She earned 10 varsity letters participating in field hockey, indoor track and field, and lacrosse. At Pikesville, Stephanie served in a number of volunteer and leadership roles including the school newspaper, eye-glass donations for underprivileged, research assistant at Johns Hopkins

Hospital’s Department of Radiation Oncology, Students Against Destructive Decisions and Service Learning Key Club.

In field hockey, she was All-Baltimore County and All-Division. In track and field, her relay team placed in state competition and she was a team captian in all three sports. She earned All-County Academic in all three of her sports during each of her varsity seasons.

Honig has received the Carson Scholar for achievement in academics and humanitarian efforts, is a member of National Honor Society and an AP Scholar. She has received recognition from her school as an honor roll student, and outstanding achievement in five subject areas. In addition, she was a candidate for a number of awards, scholarships and achievement recognitions during her senior year.

Honig is the daughter of Marc and Barbara Honig. Pikesville High School director of athletics, Ted Winner, shared the following: “Stephanie is the type of student that teachers wish they had the opportunity to teach on a daily basis. She is not afraid of a challenge...(and) is one of the finest student-athletes I have had the pleasure of supervising.”



Jace Billingsley, from Win-nemucca, Nevada, graduated from Albert M. Lowry High School in 2012. He is the son of James and Jeri Billingsley. He was a National Honor Society member, a team captain in all three of his sports and worked with youth sports as a coach and official. In addition, Billingsley has been active in wildlife conservation and habitat restoration projects, contribut-

ing to a student produced outdoor magazine as a member of the Northern Nevada Outdoors staff.

He amassed a 4.0 grade-point average while earning 11 varsity letters during 12 seasons of participation in football, wrestling and baseball. He is a three-time wrestling state champion with a combined high school career record of 209 wins and 8 losses. He was selected as “athlete of the year” by two Nevada media agencies. An All-State shortstop in baseball, he was also 3A Player of the Year, as well as all-league. In football, Billingsley was an all-star in Class 3A, league MVP in football as a quarterback and first team all-league at safety. He owns a number of individual state records in football.

Billingsley was Academic All-State in football, wrestling and baseball. His football team won the state championship in 2011. Vice-Principal/Athletic Administrator Bryon Jeppsen stated: “He is a very hard working young man who can frequently be seen participating in voluntary workouts ... (Jace is a) focused and goal oriented young man who doesn’t let peer pressure detract him from accomplishing his goals.” **IAA**

LTI State Coordinators

Receive Recognition

State Coordinators for the NIAAA Leadership Training Institute attended a workshop in Indianapolis, Indiana, from September 7-10, 2012. Sixteen individuals were recognized for years of service as the LTI coordinator for their respective states. Those honored include:



5 YEARS

Susan Robbins, CMAA, ME
Todd Sobrilsky, CMAA, WI

10 YEARS

Mel Imai, CAA, HI
John Van Fleet, CMAA, IL

15 YEARS

Mark Armstrong, CMAA, NE	Robert Hopek, CMAA, NJ
Ron Belinko, CMAA, MD	Rich Lewis, CMAA, MA
Steve Berseth, CMAA, SD	Craig Perry, CMAA, ND & MN
Don Dellinger, CMAA, WV	Jim Piccolo, WA
Holly Farnese, CMAA, PA	Al Sersland, CMAA, KS
Warren Hagman, CMAA, NV	Faye Thornton, CMAA, KY

Photo from left to right: Rich Lewis, MA; Ron Belinko, MD; Al Sersland, KS; Mel Imai, HI; Don Bales, Facilitator of LTI State Coordinators; Bob Hopek, NJ; Holly Farnese, PA; Todd Sobrilsky, WI; Susan Robbins, ME; Jim Piccolo, WA; Warren Hagman, NV.

NIAAA Board of Directors Meeting

October 17 Highlights

- Committee appointments: Credentials – Donna Morris, Oklahoma & Sandy Luu, Oregon; Endowment – Marmion Dambrino, Texas; Sports Turf – Rick Johns, Wisconsin & Barry Gebhart, Arkansas; Hall of Fame – Keith Morioka, Hawaii.
- President Bechard indicated the provision and conduction of LTI courses at the national conference will utilize talents of current LTI Coordinating Committee members. Roles will be assumed by a number of people to ensure continuity and success in offerings.
- LTI 622 and GMax Testing Certification were discussed by Bill Bowers and Tim Graham who both took the course while witnessing the activities and progress of safety testing for sports fields. To accommodate beyond the regular LTI course, the certification portion will include a \$100 charge and a minimum registration of 30 individuals at regional sites or section meetings.
- Individuals who are representing the NIAAA on other committees include Kevin Adams – NATA Task Force, and Steve McInerney – NFHS Sports Medicine Advisory Committee.
- New website will go live sometime in November.
- Executives traveled to National Center for Spectator Sports Safety & Security (NCS4) at the University of Southern Mississippi on November 1-2 for continued meeting on interscholastic event certification.
- A speaker/presenter grant of \$500 was approved for Maine, Delaware, South Dakota & Missouri.
- Jim Teff Professional Development Achievement Award will be implemented as recognition of LTI State Coordinator innovative efforts.
- LTI manual price will increase by \$1, effective January 1, 2013, and will include as many scan sheets as each state requires for conducting course evaluations.
State level course evaluation process includes completed scan sheets sent to national office by the LTI state coordinator, where they will be scanned by staff and a summary returned electronically to state coordinator. There will be an evaluation report for each course inclusive of comments.
- Complementary Hazing DVD's were mailed to active membership in October.

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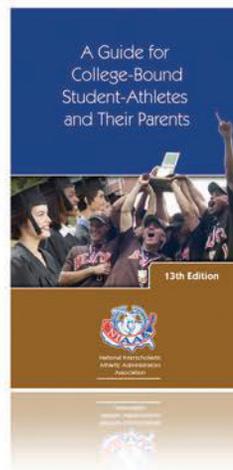


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A Guide for College-Bound Student-Athletes and Their Parents



Investing in the future is an important part of being a student. For those high school athletes who have a desire to continue athletic competition in college there are a few key elements to pursue. Focusing on academic success, selecting a college or university, staying focused on NCAA Eligibility Center policy, communicating with the guidance counselor, developing strategies and realistic goals for contacting schools of your interest, as well as making career plans are all important elements of the process.

In its 13th edition, the booklet A Guide for College-Bound Student-Athletes and Their Parents was developed to assist student-athletes, along with parents and coaches in this high school process. This guide is available from the NIAAA for only \$2.00 each and should be made available to each athlete in your school at the beginning of his or her athletic participation.



Order by going to www.niaaa.org, clicking on Publications/Products listed left of the home page, and downloading an ORDER FORM. Also, you can email pconad@niaaa.org, or call the NIAAA at 317-587-1450.

Certification Program: Moving to the Next Level

By Sheri Stice, CMAA



It is an exciting time for the NIAAA Certification Program. With the advent of an ever increasing number of NIAAA members, as well as the population of new athletic administrators, the association continues to seek ways to accommodate the needs of its members and provide the tools that athletic administrators need in order to be effective leaders.

The accreditation received from the NCA has opened the doors for more states to offer CEUs for the plethora of courses included in the NIAAA Leadership Training Institute. This capability enables our members to count those courses toward their professional growth requirements for state level licensure, and add an incentive to continue on the path to professional development within the area of athletic administration. Continued enrollment

in these courses can lead administrators to become qualified to submit for certifications as RAA, RMSAA, CAA and CMAA.

The recently approved certification level for middle school administrators (Registered Middle School Athletic Administrators, RMSAA) recognizes the specialized area of those who serve the middle school/junior high student athlete. Requirements for qualification include completion of a bachelor's degree as well as LTI courses 501, 502, 504, 700 and 701. While an exam is not a requirement, documentation of all course completion certificates is necessary. Middle school athletic administrators are a critical piece to the maturation, success and transition of middle school students to high school along with its programs. We encourage athletic directors and activity directors to communicate this opportunity to their middle school staff. More information may be obtained by visiting www.niaaa.org.

By the time of this issue is printed, we would have evaluated the results of a survey disseminated to all members.

This survey holds a twofold objective. One is to determine the need for a recertification process, or continuing education criteria for members. And secondly, to assess information regarding certification levels and indications that there is a relatively low percentage of those moving from the CAA to CMAA level of certification. Stay tuned! We will publish our findings after the survey assessment is complete, and we begin to discuss options that should be a benefit for the membership.

Without question, the value of professional development in any leadership role cannot be denied. Athletic administrators realize that their profession is ever changing, and to remain current is critical to their success and accountability. The certification staff is sensitive to the need for appropriate education and training that is relevant, and also realistic. Our goal is to encourage certification program participation and facilitate the use of methods that enhance involvement and professionalism. We look forward to this new chapter and encourage you to contact us with comments and ideas. **IAA**

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2012 NIAAA State Awards of Merit



ARIZONA – Arthur Wagner, CAA



ARKANSAS – Doug Killgore, CMAA



CALIFORNIA – Steve Clayton, CAA



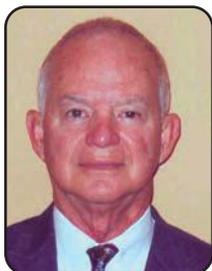
COLORADO – Carol Sams, CAA



CONNECTICUT – Matthew Perachi, CMAA



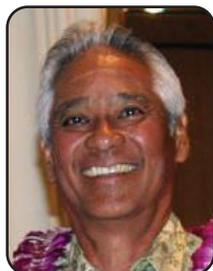
DELAWARE – Joe Thomson, CMAA



FLORIDA – Tommy St. Amant, CAA



GEORGIA – Michael Carswell, CAA



HAWAII – Dwight Toyama, CMAA



IDAHO – Mike Federico, CAA



ILLINOIS – Drew Potthoff, CMAA



INDIANA – Jim Self, CAA



IOWA – D'Anne Kroemer, CAA



KANSAS – Janet Hoskins, CAA



KENTUCKY – Joe Ruddell, CAA



LOUISIANA – Mary Carter, CAA



MAINE – Gordon Salls, CMAA



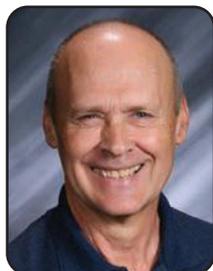
MARYLAND – James Tapley, CAA



MASSACHUSETTS – Ann Trytko, CAA



MICHIGAN – Karen Leinaar, CAA



MINNESOTA – Don Hulbert, CAA



NEVADA – Ray Mathis, CAA



NEW JERSEY – Theodore D'Alessio, CMAA



NEW YORK – Nina Van Erk, CAA



NORTH CAROLINA – Rex Wells, CAA



NORTH DAKOTA – Lorell Jungling, CAA



OHIO – Thomas Nerl, CMAA



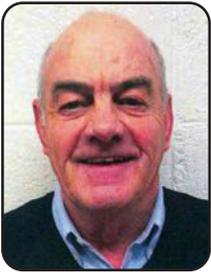
OKLAHOMA – Mike Stewart, RAA



OREGON – Mike Henderson, CAA



PENNSYLVANIA – John Bomboy, CMAA



RHODE ISLAND – Phillip Kershaw



SOUTH CAROLINA – Myles Wilson, CAA



SOUTH DAKOTA – Joey Struwe, CAA



TENNESSEE – J. Richard Carroll, CAA



TEXAS – Bob Dubey, CAA



UTAH – Sharon Christensen, CAA



VERMONT – Frank Pecora, CMAA



VIRGINIA – Thomas Horn, CAA



WASHINGTON – Dan Heltsley, CAA



WEST VIRGINIA – Sherly Hulmes



WYOMING – Steve Walker



In an effort to bring national recognition to a deserving NIAAA member in each state, the NIAAA offers the State Award of Merit.

While each state athletic directors association determines its own selection process, as well as the time and place of presentation, the recipient must be an NIAAA member who has demonstrated contributions to interscholastic athletics at both the local and state levels.



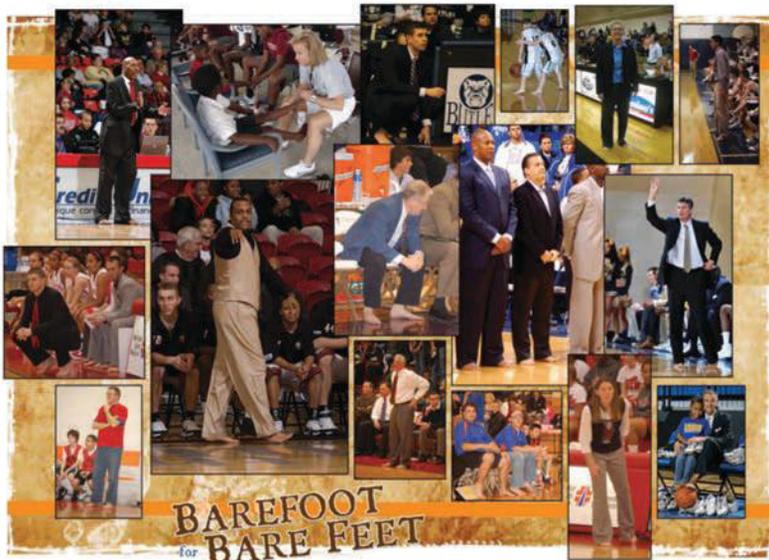
2012 Conference Exhibitors List

Company	Booth Numbers	Company	Booth Numbers
5 Star Sports	339, 238	Go 4 the Goal.....	247
Aer-Flo, Inc.	324	GTM Sportswear.....	530, 532
All American Sports Posters.....	501	Harlem Wizards Entertainmnet Basketball.....	314
Aluminum Athletic Equipment.....	209	Hellas Sports Construction.....	120, 122
American Public University	225	Home Team Marketing.....	1/2 of 239
American Sports Builders Association	440	Hudl	231, 130
Arbiter Sports.....	439	Hussey Seating Company.....	124, 126
AstroTurf.....	308	i1 Biometrics.....	134
Athletes for a Better World.....	604	Impact Concussion Management	206
Athletic 2000 Division of 8 to 18 Media	625, 526	Interkal, LLC.....	306
Athletic Business.....	316	Jaypro Sports	527
Athletic Management.....	508	K&K Insurance	423
A-Turf, Inc.....	106	LifeTrack Services.....	415
Big Game Promotions.....	510	LongHorn Lockers.....	622, 624
Bigger Faster Stronger	110	LRG Prep.....	1/2 of 239
BigSigns.com	108	LRG/HTM	1/2 of 239
Bison	310	Lynx System Developrs, Inc.....	431
Bledsoe Brace Systems.....	333	MaxPreps.....	353, 252, 254, 256, 258, 355, 357, 359
BSN Sports.....	433	Maxwell Medals & Awards.....	207
Cabana Banners.....	146, 148	Medivators IPCC	335
Clell Wade Coaches Directory	301	MF Athletic.....	307, 309, 311
CNS Vital Signs – Pearson	432	Musco Lighting	202
Covermaster, Inc.	221, 223	NAERA	245
Daktronics.....	401	NAIA Eligibility Center.....	332
DiCesare-Winter Productions, Inc.	344	NCSA Athletic Recruiting.....	110
Digital Sports/League Minder	502	Neff Company.....	518, 520
Disney Sports Attractions	303	Nevco.....	614, 616
Dollamur Sport Surfaces	144	NFHS Coach Education	321
EAS Sports Nutrition – Abbott Nutrition	253	NIAAA	617, 516
ESPN Coaches Fundraising Program	334	PBK Sports.....	348
EZ Flex Sport Mats	512	PCC Inc.	422
Fair-Play.....	215, 217	PGA of America	606
FieldTurf.....	345, 347, 349	Plexipave Systems	210
First To the Finish	341	Porta Phone Co.	331
Fisher Athletic.....	421, 320	Poseidon Media Group	248
Fisher Tracks	211	Power Lift.....	525, 438
Front Row Sportds Technologies	435	Power Systems, Inc.	227
Gared Sports.....	519	Pro Look Sports Corp.	244, 246
Gill Athletics/Porter Athletic/Powermax.....	424, 426	Progress.....	603
Global Village Concerns, Inc.	233, 235	Proteam by Hausmann.....	137



Company	Booth Numbers	Company	Booth Numbers
Rank One Sport.....	132	Sports Endeavors Inc.	539
Re:fuel.....	208	Sports Imports.....	330
Resilite Sports Products, Inc.	613	Sports Tutor.....	119
Riddell.....	531	Stahls Hotronix Names Made	454, 456
Rogers Athletic Co.....	407, 409	TCPN	445
rSchoolToday	619	Team Fitz Graphics	230, 232
Schedule Star	315	Techline Sports Lighting	249
Scholastic Shooting Sports Foundation Inc.	234	The York Barbell Company.....	521
School Datebooks	240	TicketTracker by ESC	635, 534
School Pride LTD.....	517, 430	Tierney Brothers, Inc.	449
Side Effects, Inc.....	116	TKH Design Court Clean	434
Smi Awards.....	200	UCS, Inc.	600, 602
Sound Director.....	417	Waterboy Sports, Inc.	139
Spalding	201	Wenger Corporation	507, 509, 511, 513
Spectrum Corporation	420	Wild Fire Sports LLC.....	425
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Hazing Education DVD

At one time confined almost exclusively to colleges, today hazing has become a much more significant issue at the high school level with over 1.5 million incidents reported each year.

The National Interscholastic Athletic Administrators Association in cooperation with Allegro Media has produced, *Dying to Belong*, an educational DVD that provides important information for students, parents, coaches, athletic administrators, activity directors and principals. The presentation is an excellent tool for educating teams, school club members, during pre-season parent meetings and meetings with teaching, coaching or administrative staff members.

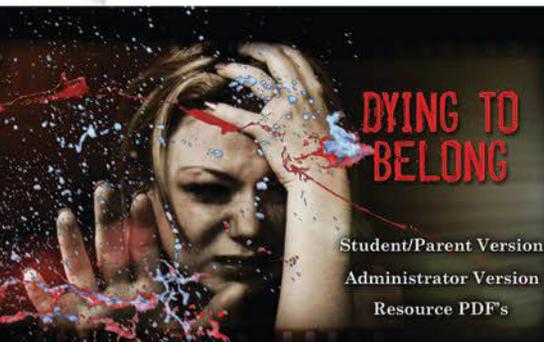
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