

Interscholastic Athletic Administration



Winter 2019

**LEADING THE
SECOND SHIFT:
ADDRESSING SAFETY
AND SECURITY IN
INTERSCHOLASTIC
ATHLETICS AND
SCHOOL ACTIVITIES**

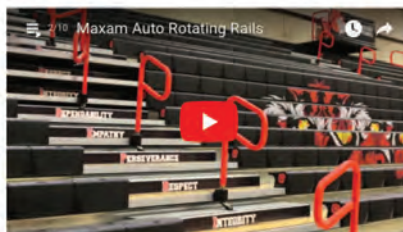
**MY WORST FEAR:
REALIZED**

MAKE FAN SAFETY AUTOMATIC!



AUTOMATIC ROTATING AISLE RAILS GIVE FANS A SAFE STEP EVERY TIME

With 183 years of business behind us we know that innovation is the key to fans who are happy and safe. Hussey's one of a kind, patented Auto-Rotating Aisle Rail ensures your patrons will always find a secure handhold while moving up or down the aisles – while dramatically reducing the labor of properly opening or closing your gym bleacher. The rail is permanently mounted to the bleacher, and automatically rotates to the proper open or closed position as you operate the bleacher with the push of a button. No tools, no labor, no more missing or improperly positioned rails. This is a truly safe, closed loop rail design that won't run the risk of catching purses or book bags that could lead to a loss of balance or worse. It's a properly positioned in-line center aisle rail every time, with no offsets or staggers required for proper storage.



MAXAM AUTO ROTATING RAILS

See them in action:
www.husseyseating.com/maxam-videos



Contract # 100814-HSC



800.341.0401
www.husseyseating.com

Interscholastic Athletic Administration

Volume 46, Number 2 – Winter 2019

- 2 National Report**
- 3 President’s Update and NIAAA News**
- 6 Leading the Second Shift: Addressing Safety and Security in Interscholastic Athletics and School Activities:** Gary Stevens, CMAA, of Maine, provides strategies how schools keep their campuses safe during afterschool activities.
- 10 My Worst Fear: Realized:** Mark Harrison, of Virginia, recalls how he and his school handled a recent tragedy during the school day.
- 12 Fundraising Tips for the Interscholastic Athletic Administrator: A Baker’s Dozen:** Scott Smith, of Ohio, provides 13 points to consider when embarking on a fundraising project.
- 18 Alternative Infills for Synthetic Turf Fields:** John Perry explains the various artificial turf infill options available to schools, and the advantages, disadvantages and costs of each.
- 24 Effectiveness of Concussion Protocol in Interscholastic Athletics:** A research cohort presents part one of a concussion study and how concussions differ across sports and how effective new laws have been.
- 28 Advice:** Make Losing Safe Again
- 30 Advice:** Balancing Long Work Hours with Personal Time
- 44 Advice:** Sifting Through the Noise: Answering Requests in a Professional Manner

DEPARTMENTS:

- 32 NIAAA, NFHS to Present Awards in National Harbor**
- 46 National Conference Information**
- 49 Ideas That Work**
- 50 Best Practices**
- 52 Risk Management**
- 53 Media Minute**
- 56 Sports Facilities**

NIAAA Information:

- 56 Student Scholarship**
- 57 Board of Directors Meeting Synopsis**
- 58 State Coordinators Receive Recognition**
- 59 Jim Teff Achievement Recognition**
- 60 Professional Development Academy**
- 62 NIAAA State Award of Merit**

PUBLISHER
MIKE BLACKBURN, CMAA, Ph.D.
 DEVELOPMENTAL EDITOR
JOHN EVERS, CMAA
 MANAGING EDITOR
CHRIS BOONE
 EDITOR
BRUCE L. HOWARD
 PRODUCTION MANAGER
RANDALL ORR
 SENIOR GRAPHIC DESIGNER
KIM A. VOGEL

NIAAA PUBLICATIONS COMMITTEE

JOHN DICOLO, CMAA
 Chair, New Jersey
BILL FITZGERALD, CMAA
 Vice Chair, Nebraska
JOE KELLER, CAA
 Vice Chair, Washington
LISA CORPREW, CAA
 Virginia
TONY DIAZ, CMAA
 California
MICHAEL HUGHES, CAA
 Colorado
PAM LEA, CAA
 Texas
KAREN LEINAAR, CAA
 Michigan
JASON PARKER, JD, CMAA
 Oklahoma
BRETT PROCTOR, CAA
 California
MARK RERICK, CMAA
 North Dakota
SANDI WAGNER, CAA
 Alaska
RYAN WALKER, CAA
 Ohio
MYLES WILSON, CAA
 South Carolina



The NIAAA and the editors of **IAA** would like to credit photographers or photograph sources and sincerely thank them for their contributions. Cover photo credit: Keith Warren, Mississippi High School Activities Association.

IAA welcomes full-color action photos from all high schools and will attempt to run as many as possible. Send photos to Mike Blackburn, Publisher, IAA, National Interscholastic Athletic Administrators Association, 9100 Keystone Crossing, Suite 650, Indianapolis, Indiana 46240. Photos can be submitted electronically to sdubose@niaaa.org or mblackburn@niaaa.org.

The opinions, beliefs and viewpoints expressed by the various authors and contributors to this document do not necessarily reflect the opinions, beliefs, viewpoints or official policies of the National Interscholastic Athletic Administrators Association or its membership. Comments and questions can be sent to Mike Blackburn at mblackburn@niaaa.org or John Evers at eversje1954@gmail.com.

Interscholastic Athletic Administration is a blind- and peer-reviewed professional journal intended to meet the needs of interscholastic athletic administrators.

INTERSCHOLASTIC ATHLETIC ADMINISTRATION, an official publication of the National Interscholastic Athletic Administrators Association, is published four times a year by the NIAAA.

EDITORIAL AND ADVERTISING OFFICES: NIAAA, 9100 Keystone Crossing, Suite 650, Indianapolis, Indiana 46240; Phone: 317-587-1450; www.niaaa.org.

SUBSCRIPTIONS: To nonmembers, \$20.00 for a one-year subscription. Canada \$30.00 per year surface postage. All other foreign subscribers, \$50.00. Back issues are \$15.00 if available.

MANUSCRIPTS may be submitted by mail or e-mail to the publisher. Reproduction of material published in **INTERSCHOLASTIC ATHLETIC ADMINISTRATION** is prohibited without written permission of the NIAAA executive director.

Copyright 2019 by the National Interscholastic Athletic Administrators Association. All rights reserved.



Mike Blackburn, NIAAA Executive Director

I saw a quote recently that caused me to pause: “Knowledge Speaks, But Wisdom Listens.” The pause was for two reasons. First, it was delivered by a 1960’s guitarist, which served little to validate its truth, and second, I had to consider whether there was truth buried in the words.

Building knowledge and understanding wisdom are two different aspects of our leadership. The information gained from our education, teaching and levels of schooling constitute knowledge. Information is the who, what, when and how of our knowledge.

I have emphasized a number of times the necessity for us to have a foundation and philosophy from which we build our programs and make decisions. Such a framework constitutes our wisdom, or our why. Provided the framework is built on the proper foundations, wisdom will prove to be timeless, always relevant, and applicable to most any situation. We can be confident in wisdom as long as the basis of its origin resides in principle, ethics, truth, virtue and compassion. Our life experiences, handling success and overcoming setbacks, are influencers of wisdom. Companions of our journey toward wisdom include being humble, kind and patient. Perhaps wisdom also lies in part in not only seeing things around us clearly, but also seeing through things. Socrates is credited with having said, “...true wisdom comes to each of us when we realize how little we understand about life, ourselves and the world around us... (we) continue to doubt (our)selves, which is part of what makes (us) wise.”

Much of the NIAAA’s composite wisdom from four strategic plans has guided the association over the past 19 years. Efforts on the 1st Strategic Plan began in 1999 with sub-committee review, planning and discussion. I served as a part of that 1st plan being 1 of 7 members on the Operations Sub-Committee. The 5-year plan guided the NIAAA from 2001 to 2005. Having had insight into all NIAAA strategic plans via various roles, has provided a window from which to view the consistency, thoroughness, and love that each committee member poured into the contributions of their time.

As we enter the final year of the current 4th Strategic Plan, the process of planning the 5th began during meetings recently held at the NIAAA offices from October 19 to 21. These 28 members investigated, filtered and proposed a number of items that will be compared by the chair leadership and again evaluated by the full strategic planning committee at the national conference in December. From there the committee chairs will refine and bring the potential items to the NIAAA Board of Directors at its February 2020 meeting. Proposals will be discussed at each of the spring Section Meetings to be

held in NJ, WV, GA, IL, NE, CO, NV and OR. The following July, the General Chair of the 5th Strategic Planning Committee will bring the final proposal to the Board of Directors for their review, response and approval of a final composite document that will be presented to the membership at the 2020 National Athletic Directors Conference in Tampa, Florida.

Through the four previous strategic plans have come continuous and common threads of importance. From the development of the first website to the most recent rebuild of the NIAAA website (that went live this past September), there has been four versions of the NIAAA website. Recognition of diversity, measures of inclusiveness, and finding ways to expand representation has been ongoing from plan to plan. An array of areas have appeared in some form leading to continuous growth of specific services or programs. One such area is Leadership Training and such impetuses as growing the curriculum, training and evaluation of instructors, course sequencing and numbering, and delivery options including webinars and online. Mentoring efforts, maintaining 6-month cash reserves, growing relationships with state associations, improving technology and methods of digital communication, as well as finding new ways of growing NIAAA membership and increasing member benefits have all been commonalities.

While not appearing in each plan, a few topic areas have been addressed on multiple occasions. Areas important to our heritage include Certification – becoming commissioned and adding levels, growth of the state coordinators, expanding IAA magazine, and changing roles of professional development leadership. Others include expanding the number of full committees, research and promotion of the value of education-based athletics, study of resources and finances for hosting the national conference, and enhancing relationships with college, corporate and affiliate partners.

Strategic plans have been key in propelling implementation of new NIAAA initiatives. Consider the addition of four staff members, earning accreditation, establishing the national office, executive leadership, NIAAA U, advocate representation, partnering in initiatives with the NFHS, development of the NIAAA member database, the NIAAA Classroom learning system, and the four Region At-Large Election process.

I remember a small wooden plaque that an aunt gifted me for a graduation. On it was inscribed the prayer: “God grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference.” May we have the necessary wisdom to prosper the NIAAA’s future, and the boldness to provide. **IAA**



Todd Olson, NIAAA President



Phil Rison, NIAAA Associate Executive Director

In just a few weeks, many of us will gather in National Harbor for the 50th annual National Athletic Directors Conference. I hope you are planning to attend this outstanding professional development opportunity along with your colleagues from across the nation. The program will be excellent. Registration is rivaling record numbers, and it is shaping up to be a great experience for attendees. A big 'thank you' to the Maryland Host Committee for giving of their time and effort in helping plan a great event.

The NIAAA continues to "Advance" through 2019. The Fifth Strategic Plan process kicked off in October as we go through the 15-month long journey of creating the document that will drive the NIAAA through 2025. The newly created NIAAA website and revised member portal have been huge steps forward for our organization. Thank you to Nellie Crocker and the office staff for their efforts to give the NIAAA a first-class front porch for our members.

The NIAAA continues to be in a strong financial position to fuel future growth and additional opportunities for the membership. We also have tremendous leadership in Executive Director Mike Blackburn and Associate Director Phil Rison, who are steadfast and mission focused in propelling the NIAAA forward. The No. 1 ingredient in the success of the NIAAA is the membership that displays an incredible strength of volunteerism and passion for promoting, enhancing and preserving education-based athletics through professional development for athletic administrators.

Where has the year gone? It seems like just a few weeks ago we were leaving San Antonio National Conference with the entire year in front of us. I am truly humbled and honored to have had the opportunity to serve as the President of the NIAAA Board of Directors this year. It has certainly been one of the highlights of my career in education.

I want to send a special thank you to our Board of Directors for their guidance and inspiration this year as we have worked together to find the best solutions for the issues facing us. I also want to thank the past Board members that I have been fortunate to serve with and learn from during my time on the Board. There are too many individuals to name but know that as a wonderful team you've each left your mark on those who served after you.

I'd also like to thank our Board Secretary, Josh Scott, who is the unsung hero of the NIAAA and spends countless hours doing the work of the association behind the scenes. Thank you to Tara Osborne, Johnny Johnson and Bruce Brown as they complete their service to the Board in December. You've been great assets to our team. A special 'thank you' to Past-President Jeff Sitz. Your example, guidance and wisdom have been invaluable to me personally and to our Board.

Finally, best wishes to our President-Elect Lanness Robinson. Lanness will be an excellent leader for the association and will do great things to continue to "Advance" the mission of the NIAAA! **IAA**

The NIAAA returns to our nation's capital for the 50th National Athletic Directors Conference, with 50 Leadership Training courses and 40 workshops, as well as a host of networking opportunities, a full exhibit hall, and outstanding general session speakers. This conference has shaped into an excellent professional development opportunity for all in attendance.

During my short time with the NIAAA, I have learned that conference planning is an ongoing process, as even now plans are taking place for the 2020 conference in Tampa. Reflecting, I realize how better prepared I came away from previous conferences, and able to meet the daily challenges of the athletic administrator role. There were more tools in my toolkit to better assist students, staff and school district. Learning with others was vital in my growth as a professional educator and I'm so thankful for those who shared their wisdom. Abraham Lincoln reminded us of the value of preparation, he said, "give me six hours to chop down a tree and I will spend the first four sharpening the ax". I hope you leave National Harbor with a sharper ax, equipped to answer the call to serve education-based athletics.

The NIAAA thrives today because of committed individuals who exchange ideas and our conference is a great opportunity to share best practices. As you embark on final plans, know how excited we are about your attendance. We experience the energy felt throughout the facility as you meet new colleagues and are reacquainted with friends. As volunteers spend hours in final preparation to present an LTI course or conference workshop, realize these individuals share freely of their knowledge and experience. They are true models of servant leadership as they give with nothing expected in return.

I personally want to thank those who have prepared to present and leave it better than they found it, and I'm sure they would love to hear your thanks as well. Blessings, safe travel, and I look forward to seeing you in National Harbor.

IAA

GEAR UP – PREP FOR SUCCESS

**Earn your master's with
Sport Management P-12
Certification completely online
from The University of Alabama.**

- 30 credit hours
- 100% online
- Affordable tuition
- Designed for K-12 athletic directors, coaches and teachers
- Includes courses on leadership, communication, marketing, fundraising, social-cultural issues and more!

Contact us today!

BamaByDistance.ua.edu/niaaa

THE UNIVERSITY OF
ALABAMA



Bama By Distance

FULLY ONLINE MASTERS IN

ATHLETIC ADMINISTRATION



It Takes a Team to Build a Team

In sports, championships do not just happen. Before the first player ever puts on a uniform, another team has already taken the field. From the athletic director to team administrators to support staff, it takes a well oiled machine working behind the scenes to create winning athletic programs.

Affordable

Earn your Master's degree for \$9,900
(2017-2018 pricing)

Convenient

- Fully online and enrollment is fully open, which means all classes are offered throughout the school year and during the summer
- No graduate record examination required

Practical

- Class projects based on practical applications and athletic situations
- Work at your own pace

For Information Contact:
Dr. Darrell Johnson - Program Director

Email: djjohnson@grace.edu
Phone: 574.372.5100 ext. 6263

www.grace.edu/msaa

In partnership with

NIAAA

National Interscholastic Athletic
Administrator's Association

GRACE COLLEGE

LEADING THE SECOND SHIFT:

Addressing Safety and Security in Interscholastic Athletics and School Activities



By Gary Stevens, CMAA

Nearly two decades after the tragic school shooting at Columbine High School in Littleton, Colorado, the issue of safety continues to be a front burner topic in the nearly 100,000 public elementary and secondary schools in the United States. The recent tragedies at Santa Fe High School in Texas and Marjory Stoneman Douglas High School in Parkland, Florida have gripped the nation’s attention and psyche and are stark reminders of the challenges posed for school leadership to address security on the nation’s school campuses. Pressure continues to mount in state capitals and in Washington to closely examine those factors contributing to this crisis.

Over the past 10 years, school leaders have made significant strides to protect the students and staffs in their buildings. Teachers and students have been trained in a variety of strategies to thwart or combat the efforts of an ill-intentioned intruder. In addition to the long-standing tradition of conducting fire drills to evacuate buildings, schools now incorporate exercises where teachers and students practice strategies such as “shelter-in-place” and “lockdown”. Faculty members in many corners of the nation are trained to utilize the principles of “run-hide-fight” if faced with an armed person. School administrative units are currently incorporating reunification plans as part of their emergency protocols and have invited local law enforcement personnel to use school settings as training grounds for tactical maneuvers.

Educational leaders have expended significant financial resources and offered professional development for staff to make schools safer from the moment of the opening bell until closing. However, in many cases, the “second shift” of the school day – the time when interscholastic activities and com-

munity events take place on school campuses – has been widely ignored or forgotten in the planning process. Lou Marciani, Director of the National Center for Spectator Sports Safety and Security (NCS4) at the University of Southern Mississippi, observes that school facilities are “soft targets” during after school hours and subject to dangerous activity. Furthermore, he argues that school administrations must “harden our campuses” to protect both children and adults during this highly vulnerable time. Marciani advocates that addressing safety on the “second shift” be incorporated into the functional annexes that comprise a school system’s emergency operations plan.

Marciani’s point is well taken. Whereas it may be relatively easy to lock down a single school building during the school day, protecting students and staff in the whole school setting poses numerous challenges. In the hours from 2 p.m. to the moment that the last person leaves the campus (the end of “the second shift”), people are dispersed throughout the school property and are participating in an array of events ranging from athletic practices and contests to extracurricular club meetings, arts rehearsals, and community activities. In many instances, the line between where school property ends and the neighborhood begins can be easily blurred, thus adding to the vulnerability of those on school facilities to nefarious activities.

In most schools, the senior ranking official remaining on campus after 2 p.m. is the athletic administrator. Several leadership functions fall under his or her umbrella, but perhaps no responsibility is more important or more critical to understand in today’s social climate than risk management. Athletic leaders must not only be part of their district’s leadership cadre in involved in mitigating or addressing safety concerns on campus, but should also insist on a place at that table. Although most



school violence incidents have occurred while classes have been in session, educational organizations are equally liable – and in many ways more susceptible – to intrusion when those defenses may be down.

First Steps: Creating the Safety Team

The NIAAA identifies fourteen legal duties incumbent upon leaders of education-based athletic programs. The threshold duty of all athletic administrators is the responsibility to plan for a variety of scenarios that can take place within the context of their programs. Athletic leaders are considered by their communities to be content-level experts in their field and are generally held in both courts of public opinion and law to a higher standard of performance. Given the current challenges and the imperative to establish safer schools, athletic directors need to anticipate and address potential security issues and breaches during after school hours.

Athletic directors are not alone in this critical effort and should not act in isolation. Whether it is developing a plan for general after school safety or for securing specific events, such as an athletic event held on campus, athletic administrators perform best when assembling a team of individuals that may have more specific knowledge in this area. The school resource officer or director of security may have extensive training in securing facilities and is oftentimes a link to other personnel, such as local law enforcement, the fire department, and emergency medical services, who are potential advisors or consultants in the effort. Other individuals who can form the basis of the security planning team are:

1. School administration
2. Assistant athletic directors
3. Certified athletic trainers

4. Coaches
5. Facilities management personnel
6. Custodians
7. Game-day personnel, such as parking attendants or additional security

The team should be convened as necessary and identify the myriad of safety and security areas that need to be addressed. These issues may include, but are not limited to:

1. Addressing responses to weather events or natural disasters
2. General evacuation planning in the event of fire
3. Emergencies related to infrastructure failure (ex. structural problems with bleachers)
4. Suspicious intruders on the campus
5. Active shooters

In each case, the team should participate in developing specific plans to address the potential problem identified. These plans should be venue-specific and identify all resources required to manage the scenario. Plans should be in writing and revised as necessary. All written plans should be communicated to all individuals responsible for carrying them out.

Prioritizing Practice: Preparing for the Worst Case Scenario

Athletic coaches clearly understand the connections between preparation and their teams' success in competition. In most cases, coaches anticipate the worst case scenario (WCS) that could happen to their squads and then identify and rehearse responses to those circumstances. More often than not, the difference between winning and losing, success and failure, is directly attributable to the time and energy spent in practice addressing them.

The same concept applies to addressing safety and security issues on the second shift. Athletic administrators are the “head coaches” responsible for ensuring that all players involved in the process – coaches, certified athletic trainers, and game day security personnel – not only understand procedures developed by the organization, but are also both competent and confident in executing them under pressure. Engaging these critical stakeholders – and, in turn, safeguarding people on campus after 2 p.m. – is paramount.

Athletic directors must create opportunities to train personnel within their departments related to safety and security expectations and procedures and facilitate practice opportunities. Among the strategies that have proven successful in this area are:

1. Table-top exercises in which various players involved in a given event or enterprise examine the specifics of a given situation and create response strategies
2. Functional exercises that involve other agencies, including local law enforcement and emergency medical services, that take place on the school campus
3. Regular and specific drills related to safety and security

Some athletic administrators have been creative in incorporating drills into the framework of the school day or

“the second shift”. Ryan Anderson, former athletic director at Menomonee Falls in Wisconsin, for example, utilized every dismissal from a school pep rally or assembly in his gymnasium as an opportunity to practice a potential evacuation following an athletic conference. Using software to identify the best escape routes from the gym, Anderson communicated the routes to students in video form during homeroom periods and had students practice those plans following every assembly. In addition to timing the process of the practice evacuation, Anderson and his team frequently created obstacles (such as a cardboard cutout blocking an egress) simulating fires to provide opportunities for staff and students to improvise alternative solutions. Data collected from these practice opportunities was documented and used to create conversation for future security team meetings.

Similarly, athletic coaches can easily incorporate security issue drills into their daily practice sessions. Addressing responses to scenarios such as major injuries or life-threatening issues (concussion, heat illness, cardiovascular problems) easily translates into instinctive behavior when a real-life event occurs. At the same time, coaches should communicate evacuation routes and responses to other circumstances, including threatening weather or dangerous personnel.

The “Forgotten Few”

When addressing safety and security needs after the last bell rings, school leaders must consider all personnel who

may on their campuses working with students. The interests of drama students rehearsing the school musical, the student council advisor planning a community service project, and the junior varsity soccer team practicing on a remote field are as critical as those involved in a contest taking place at the gymnasium or stadium. The security of those individuals working in secluded circumstances – the “forgotten few” – must be incorporated into emergency planning procedures.

Club advisors and coaches working in isolation or out of plain view should receive venue-specific training in order to respond to any emergencies that may arise. Given that they may be out of the immediate vicinity of activity directors or other school leaders that are responsible for campus safety on “the second shift”, they must feel equipped and empowered to make decisions to ensure the safety of those in their charge. School leaders must incorporate non-faculty coaches and advisors into their training regimens to ensure that they have the knowledge and competence to lead under pressure.

Another group frequently overlooked when addressing campus safety and security are community groups that may utilize school facilities for youth sports, organizational meetings, or other public functions. Upon confirming applications for facilities use by non-school organizations, those school personnel responsible should work closely with leaders of those groups to ensure that they understand venue-specific response approaches to emergency scenarios that could arise during after school hours.



The NIAAA National Initiative and Assistance Network Committee is encouraging state athletic administrator associations and NIAAA members to support an initiative assisting the Wounded Warrior Project. WWP exists to help benefit veterans who have returned from war with physical, mental or emotional wounds. Nationwide, twenty holistic programs exist in a collaborative nationwide care network to provide wounded service members and their caregivers’ access to family-centered clinical treatment, free of charge.

The goal for our NIAAA family is to raise a total of \$56,740.00 by November 30, 2019. Please join us in making a difference by contributing nationally through serving and working together to gain support for our wounded service members. **Go to NIAAA.org/WoundedWarrior to donate.**

Additional Resources

There is a growing number of resources available to athletic administrators and activity directors leading “the second shift”. The NIAAA offers two leadership training courses (LTC 630 and 631) addressing the management of interscholastic athletic contests. LTC 631 (Athletic Administration: Emergency Management of Interscholastic Athletic Events) offers strategies for assessing the risks inherent at an athletic facility and managing a myriad of challenges that may face athletic leaders.

Safe Sports Zone (www.safesportzone.com), an organization led by former Racine, Wisconsin, athletic director Jay Hammes, is committed to providing training and materials to school athletics personnel. Hammes is one of the authors of LTC 631 and speaks regularly to state athletic associations. In addition to offering athletic administrators live and on-line training in current practices in event safety, Hammes’ organization also has developed emergency action plans for a variety of scenarios and distributes signage and posters designed to promote a more secure athletic environment.

A third organization that offer a variety of resources and services is the NCS4. NCS4 conducts annual summits for interscholastic athletics leaders, college athletics personnel, professional sports venues, and marathon organizers. Each of these summits have produced best practices guides available for free online. In addition, NCS4 (with the support of the Federal Emergency Management Agency) has developed a

free online course related to addressing safety and security on “the second shift”. The course has been developed for school principals, athletic administrators, coaches, advisors, and the “forgotten few” to assist them in developing and implementing safety and security policies for after 2:00 PM. This course can be accessed at www.ncs4.com.

Leading “the second shift” on school campuses is a complicated and complex exercise given the volume of activities, the number of people, and the footprint of the facility involved. Today’s athletic directors must embrace this challenge in order to provide a positive – and safe – environment for participants in extra-curricular activities. By working in concert with school administration and utilizing community resources, athletic administrators can help assess the vulnerabilities of their campuses, address gaps, and equip their staffs to keep their kids safe. **IAA**

ABOUT THE AUTHOR: Gary Stevens, CMAA, is the athletic director of Thornton Academy in Saco, Maine. He can be reached at gary.stevens@thorntonacademy.org.



2019 NIAAA ALL HONORS MEMBERSHIP

Awarded to a State Athletic Administrator Association that accomplished at least three of the following criteria:

- Commendation Earned
- Current Record Membership
- Dual Membership Partner
- 100% Membership
- Highest Per Capita Gain

The banner features the NIAAA logo at the top left and a grid of logos for various state athletic associations, including GADA, IAASA, MIAAA, MN IAAA, NADA, New Hampshire, DAANJ, NCADA, NDIAAA, Ohio, U.I.A.A.A., and WADA.



MY WORST FEAR:

Realized

By Mark Harrison

At 22 years old, I graduated from college with a degree in physical education and accepted a job in a one-horse town in rural South Carolina. It was the only job to be had, teaching all day and coaching three sports. The principal who hired me had fought his way through Italy during World War II. He promptly gave me keys to the school bus, tractor shed, and utility closet and informed me I was to also drive, cut, line, strip, and wax. I made around \$600 a month, but as my father stated, “son, you have to take that job, this is what you have trained to do.”

During this two-year assignment, I learned there was no job too small, and that schools are only as strong as their weakest link. The principal was always out in front, early in the mornings, late in the afternoon, and on the road most nights as we played contests in neighboring localities. He knew his folks, and understood the impressions that schools left upon young individuals. These benchmarks of the trade and early lessons in forging relationships across the board, though not always easy, have proved paramount to both the effectiveness of a school and survival in the field.

Fast forward 38 years; life took me to Western Pennsylvania and, ultimately, to Virginia where I landed as a student activities coordinator (SAC) in a secondary setting which became my niche, but more importantly my vocation. In my 26th year as “the SAC,” I have countless games, tournaments, and all the situations that coincide with those events, under my belt.

At our first home football game in 1992, the stadium was packed. At halftime a student came to me and suggested another student was “packing,” i.e., he had a gun. We were able to separate the individual from the crowd and discovered that the report was a false alarm, but I shuddered knowing that just a few short years prior to, there was a shooting after a local high school game which had left three people dead in the parking lot.

I told our police officer, who was head of security, that we would metal detect all patrons from that point forward. The school division later mandated this practice for all schools, but feelings of inadequacy and vulnerability have never dissipated. My biggest fears have always centered around the dreaded question coming from a superior: “Why did this happen?” Or, “Why didn’t this get done?” But the piece I have always

feared most is the possibility of a human life being lost at an event I over-saw. It was a concern I prayed about many times over. Though I've never felt my school was unsafe, I can never predict who may be coming through our doors at an event. In particular, the deadliness of an easily concealable gun has always concerned me.

My fears manifested in another way; last November a student committed suicide in a second floor restroom during first block. It was the day parents were invited to spend "a day in the life" with their child at school. We had just dismissed some 250 parents from the library to join their children for a routine day back in high school. I had retreated to my office, radio in hand and overheard a transmission pertaining to fire and rescue. Then I heard an assistant principal ask the principal to contact him by cell phone. Knowing something was going on, I headed to the main office in response. When I was about 25 yards down the hallway, the public-address system came on and our school was placed in an internal lock-down, an indication of intrusion. For a split second the thought of securing myself in a locked room with the lights off crossed my mind, but I continued towards the main office and the school had gone quiet by the time I got there.

My most trusted secretary looked at me and said I needed to go to the second floor. Upon arrival, I saw our massive offensive line coach leaning against the wall by the bathroom with tears streaming down his face. He was one of the first to arrive at the scene and had torn the stall door off its hinges to find the student dying from a gunshot wound. All I could do was hug him, then utter a short prayer. As EMTs and police arrived, there was one area of the hallway which needed to be secured, so I covered.

The next two hours are a blur. School division and city personnel poured into the school. Local media had picked up transmissions indicating that teachers, parents and students were on lock-down (we had to ensure there was no active shooter). Cell phones blazed and rumors flew, and another large contingency of our family base began to gather at our doorstep. Hundreds of decisions had to be made instantaneously. My principal was on his A-game, and thankfully with strong working relationships in place with our administrative team, everyone was responding true to form. At hand was organizing a dismissal.

It's hard to really account for much that I did during this time, but made myself available for any job or task. Once the plan to evacuate the second floor was in place, with the first floor to follow suit, I was instructed to set up the traffic pattern we use for football games, one lane in and one lane out, with orange plastic cones we've been hauling around forever. Our custodial staff jumped in as they always do, and within minutes the traffic pattern was set. When I reported that we were ready, my principal indicated it was time to initiate the plan for dismissal, then turned and told me to "go handle the front" where a multitude of family members had gathered and would not budge.

I reckon that all of those seemingly meaningless status quo days on the job, where I stationed myself in the main student parking lot before school to greet students, payed off

on this day. I reckon all of those nights after games when I worked the parking lots with security for orderly recessions did as well. Once a familiar face appeared in front of our most rightfully concerned family members things got quiet fast. I stated their kids were safe, we had suffered a tragedy, but we had a plan set up for checkout, and they needed to follow the traffic pattern. The group dissolved quickly and traffic began to flow.

Knowing these parents and family members were there to pick up their students, I chose to station myself at the first traffic cone to individually greet and reassure every person who approached, car windows rolled down. I saw expressions on faces that day I hope to never see again, but in many ways felt that "the SAC" was right where he needed to be, and I felt the rewards for being there. I stayed there until every car passed through and early school busses made their way to retrieve the rest of the students. The ensuing faculty meeting was profoundly emotional. We had all just lived out our worst fears; we had lost as student who was in our charge. Staff left to go home, the building was silent again. Administrators huddled and the next 48 hours would be crucial.

Media reporting became an issue. Things were said that were not true. Questions ensued, and our school was being scrutinized as most are under such circumstances. The day this happened was actually the first day of winter by calendar, and it was a long winter. Gradually the wounds of this day healed, but truly, the scar tissue remains.

I think we have all followed media coverage of tragic scenarios surrounding gunfire which have made their way into school settings and we have also read about individual acts of courage and bravery exhibited by school personnel during these circumstances.

For me, entering year 39 and having served under 11 different principals, I have learned many lessons the hard way. Every day is like practice. At a recent coaches meeting we stressed communication at all levels on all matters, insisting this was the strength of any quality organization. Ultimately, no one can afford to work in isolation.

With my worst fear realized on that November day, it was every bit as bad as I had imagined, and I cannot comprehend an occurrence of greater consequence. I do know that the framework for running schools – communication, drills, meetings, and debriefs – is crucial. At my school, it was one of the worst days in school history, but it was one of the best in terms of how faculty, staff and students responded. I have to remind myself that no job is too small, and that conversations across the spectrum count. For me, I will continue to work as hard as I can, practice good faith, and pray. **IAA**

ABOUT THE AUTHOR: *Mark Harrison is the student activities coordinator of Salem High School in Virginia Beach, Virginia. He can be reached at mark.harrison@vbschools.com.*





FUNDRAISING TIPS FOR THE INTERSCHOLASTIC ATHLETIC ADMINISTRATOR: A BAKER'S DOZEN

By Dr. Scott Smith, CAA

While it sometimes feels as if funding for interscholastic sport has always been problematic, the issue truly surfaced as a national dilemma during the Great Recession of 2008. State budgets were in economic turmoil, leading to steep cuts for public education in most or all states. Of course, when public schools take a hit in regard to state funding, the “trickledown effect” usually means less money in the school budget for extracurricular activities, especially athletics.

Unfortunately, even though state and local education budgets have recovered for the most part, many of the cuts affected during the down times have remained in effect for athletic programs. In addition, athletic programs have expanded, as well as the costs of administering those programs. Now, more than any other time in the past, high school and middle school athletic directors and coaches and athletes are expected to help fund their programs in multiple ways; routinely that involves fundraising.

The following list has been developed during a two-decade span as an interscholastic athletic administrator and 15 years of teaching fundraising in a college curriculum.

1. Develop an Overall Fundraising Strategic Plan

A good coach never begins a contest or practice session without a plan for “what” he or she wants to accomplish and “how” the plan works. Likewise, a strong athletic director recognizes the need for an overall plan in regards to fundraising within the athletic program. Now that fundraising is a normal part of the overall athletic budget, creating enough money to run the program is too important to leave to chance.

While revenue generation needs to be a piece of the ath-

letic department’s overall strategic planning, an astute athletic administrator will create an overall fundraising plan for the athletic program that encompasses the present, the future, and an investigation of past practices. In a typical high school, there will be many organizations and groups within the school, but external to athletics, that will also be looking to raise funds at any particular time. The only way for all teams within the athletic program to succeed in such a “crowded” fundraising environment is for the athletic director to be aware of precisely what groups are doing fundraisers, what the fundraisers are, and when they are occurring.

An important aspect of the fundraising strategic plan is that it allows the athletic director and the entire school administration to see the comprehensive fundraising “picture”, not just for athletics, but for all school entities.

2. Legal Considerations

It is important that the athletic director is aware all of local school and community rules, as well as any state laws that may be in effect, to ensure that athletic teams and coaches do not place the school and athletic program in a situation where bad public relations could result, or even worse, laws broken.

Although school district and building policies regarding fundraising are typically Board approved and printed in the Board’s policy manual, legislation at the community and state level may not be as well-known and should be researched if there are any questions prior to any particular fundraiser being authorized. Two common examples illustrate how athletic teams, coaches and athletic directors could unknowingly violate local or state level statutes.

The **Green River Ordinance** is a common United States city ordinance prohibiting door-to-door solicitation. Under such an ordinance, it is illegal for any business to sell their

items door-to-door without express prior permission from the household. Some versions prohibit all organizations, including non-profit charitable, political, and religious groups, from soliciting or canvassing any household that makes it clear, in writing, that it does not want such solicitations. While a school entity may be exempt from the Green River Ordinance in some communities, the athletic director must research local laws to ensure compliance.

Another legal conundrum can result when a school, athletic department or team conducts a 50-50 raffle. These are very popular, usually held in conjunction with some type of event or sports contest and can create substantial sums of net revenue. However, while lotteries and raffles are allowed for nonprofit organizations in most states, there is typically a permit that must be purchased from the State Department of Revenue or other state governing body. In some states, post raffle recording and reporting must also take place.

Whether it be at the state level, local community or school district itself, the athletic administrator needs to know and understand all rules, regulations, policies and statutory laws regarding fundraising projects and campaigns in order to ensure 100% compliance by the school's student athletes and coaches. Ignorance is no excuse for breaking rules and laws and not following policies.

3. Anticipate and Prepare...Bad Things do Happen

Bad things can & do happen during fundraising events. While most administrators are "the glass is half full" type of people, it can be beneficial to anticipate a worst case scenario when planning and preparing for a fundraising event. Once those have been identified, the athletic director can create a "Plan B" or other alternatives, as well as take steps to mitigate the chances of worst case scenarios actually taking place.

What is the Plan B if all-day thunderstorms and rain are in the forecast on the morning of a large charitable golf tournament – the one big fundraiser for this year? How can we mitigate the chances of someone being injured at our fundraising events? An athletic director cannot prevent all accidents from taking place, but he or she can certainly reduce the chances of occurrence with proper planning and risk management strategies.

What if the worst-case scenario is that the fundraising event costs more money than it produces? Can a fundraiser create a negative cash flow? Yes, if there is a substantial upfront investment and things do not go as hoped and planned. There are many different types of worst case scenarios, depending on the type of fundraising event or project. Considering all possible outcomes beforehand, during the planning stage, can and should be a crucial, strategic step in a successful fundraiser.

4. Marketing...Publicizing and Promoting

People can't help you if they don't know you have a need. People cannot participate in your event if they don't know the "when" and "where" details of the event. Just like most other events and activities, a fundraising event or project must be publicized and promoted. With the explosion in social media,

it is now possible to get the word out with little or no costs. Utilizing Twitter, Facebook, Instagram or any of the other many popular social media platforms is free; use them all.

The athletic administrator and/or event managers should also consider taking advantage of multiple websites to post details about the upcoming fundraising activity. Among those sites might be the athletic department site, the school building site, the school district site and the booster club website. Perhaps there are other program supporters in the community that would allow you to post the event on their sites.

Another area of free publicity could include periodic newsletters or email blasts that are sent by the school, athletic department or booster club, as well as individual team announcements and emails, particularly for those teams that are "in season" during the event. If your event is being held off campus at another venue, such as a golf course or banquet hall, do not overlook the potential of that organization to help with your marketing efforts.

In the case of a larger fundraising event or project, it may be advantageous to spend a little marketing money. Getting just a few more people to contribute and/or participate will usually more than pay for the marketing efforts. Paid marketing could include an advertisement in the local newspaper or local television and radio ads. However, first ask the entity to "donate" the space or time. Many might be willing to do so for an event that supports school and athletic program efforts.

5. Practice the KISS Principle

When it pertains to conducting fundraising activities in high school and middle school sport programs, consider the philosophy that "less is more." Coaches are busy people. Student-athletes already devote significant amounts of time and energy to their sport or sports. Athletic directors are more than busy.

Therefore, the best fundraiser is the one that makes the most money in the least amount of time with the least amount of effort. While this mantra runs counter to our typical competitive thought process, athletic administrators, coaches and booster clubs need to keep this principle in mind when researching, selecting and evaluating fundraising events and projects.

6. Avoid Competition...See the Big Picture

A smart athletic director who is looking to maximize fundraising profits will have his or her finger on the pulse of all fundraising efforts within the school and community. Large fundraising efforts operating simultaneously will cannibalize each other and result in lower profits for all groups. Part of having a strategic fundraising plan for the entire athletic department is to develop a fundraising calendar that avoids most or all conflicts with other fundraising efforts and events. In an ideal situation, fundraisers within the school are required to be listed on the school wide calendar. This will easily and quickly identify potential conflicts, at least within the school.

It's also important to know the "what and when" details in terms of local fundraising projects and events in order to prohibit a fundraiser from being repeated too often or too soon.

7. Make it Competitive

On the other hand, competition within a fundraising event or project can be advantageous. Consider creating a “competition” within the fundraiser as to who can sell the most items, get the most donations, sign up the most participants, etc.

Or, create a “team” competition to enhance camaraderie with the athletes and sport teams. If the fundraiser is being conducted by one specific athletic team, create the fundraising teams strategically to give everyone an equal chance. If the fundraiser is department wide, use the already created athletic teams that make up each sport. You will, of course, need to use a “per capita” system to account for larger and smaller rosters. A plan for multi-sport athletes must also be considered.

No competition should end without awards, rewards and/or prizes. Depending on the size of the fundraising effort and the monies created, the rewards can be simple and low in cost, or, could be very rewarding if there is money available from the fundraiser to offset the cost of the prizes.

Creating competition, individual or team, and offering prizes and awards should help make the fundraising effort more enjoyable for participants and supervisors, as well as increase the overall resulting profits.

8. Think BIG

The trend over the past decade has been to move away from “nickel and dime” fundraisers (car washes, bake sales, etc.) and a shift towards fewer, but larger, fundraising projects and events. Larger fundraising projects typically produce a better return on investment of time and energy. Second, the total amount of fundraising dollars over the course of a year is generally higher when well planned, larger fundraising projects take place. Last, but certainly not least, parents, local businesses and the community are appreciative that they are

not bombarded on a continual, yearlong basis by student-athletes and coaches looking for donations and other assistance with their fundraising efforts.

Certainly, larger fundraising efforts take more planning and more people to successfully administer. However, since these projects usually produce larger net financial returns, multiple teams or other groups can combine to help with the event or project.

Common examples of these types of efforts might be a golf tournament, discount card sales to local restaurants/vendors, or an “extravaganza” night where auctions, reverse raffles and casino type games take place. These types of efforts have the ability to produce tens of thousands of dollars in profit with just one event.

Smaller fundraising projects have their benefits, such as the team building that takes place during a Saturday car wash. But, if the primary objective of a fundraising effort is to produce net revenue, larger events is most likely the best avenue to do so.

9. The Art and Science of Fundraising

Running a successful fundraiser is an art and a science unto itself. A savvy athletic director will ensure that both are embedded in any project or event sponsored and supported by the athletic program. There are very few “new” fundraisers. In many cases, the details of running a fundraiser have all but been perfected. Someplace, a “recipe” or “blueprint” can be found giving step-by-step instructions for how to successfully plan and deliver almost any fundraising event or campaign. This is the science of fundraising; there is no reason to recreate the wheel when someone has already done the work to do so.

On the other hand, each school, community and situation



is unique. This is the art part of fundraising; how do you take the basic step-by-step instructions for a fundraiser that has already been delivered many times and tweak them so it is a better fit for your particular audience? Why is the same exact fundraiser wildly successful in some situations, but fails miserably in others? Typically, it is because it was not altered to meet the needs and expectations of an audience with unique characteristics.

A good example of this would be the entry fee for a charitable golf tournament. In some cases, the audience and market would support a \$200 entry fee per participant. In other locations and/or situations, anything above \$50 might be prohibitive. Good fundraising managers know their audience and do not exceed the limitations of that audience.

10. Be a “Dictator” About the Finances

Now that fundraising is a substantial part of interscholastic athletic budgets, money must be accounted for, in appropriate and legal fashion. Unfortunately, even the perception of “having your hand in the till” can ruin a career.

Impeccable record keeping and a culture of transparency will minimize these issues. Although it will not always be possible, whenever he or she can, the athletic director should keep fundraising dollars out of the hands of coaches. Certainly, money should not be kept in coaches’ offices or at their homes. Daily deposits of funds need to be made to the school treasurer or the bank with appropriate paperwork to document such.

Follow-up paperwork is needed to know exactly how much money was raised, where it is located (what fund holds the money), and how it will be or was spent. There should be no questions unanswered in this regard.

The same culture of record keeping, transparency and trust should also be evident when a booster club is involved in the fundraising project. The booster club in most schools is seen as an extension of the athletic program and, as such, must be above board in all areas of finance.

11. Be Cognizant of the “People” Part of Fundraising

Whether the majority of the persons working the fundraiser are student-athletes, coaches, parents or booster club members, they are basically volunteers. It’s important to recognize that working with volunteers in an event can be very rewarding, but also very challenging. There are numerous things to consider when working with volunteers.

People volunteer for many different reasons that typically fall into one of four categories; 1) altruism 2) sociability 3) social obligation and 4) egoism. Knowing why someone is willing to help with the fundraiser is key to knowing what to expect from that volunteer in terms of motivation and commitment to the work and adherence to timing and schedules.

Whatever the reason volunteers are there, the athletic director needs to be a resource. Take pride on being available and willing to provide training, suggestions, and help to find additional resources to support volunteers. What can be done to help them succeed in their role? The level of training and experience among the volunteers will vary greatly. Therefore,

depending on the tasks assigned, the amount of pre-event training and education needed will also vary. In some instances, the volunteer may need extensive instruction in how to do the job and may even need to demonstrate that they can perform the task. Other volunteers might be able to perform adequately and admirably with just a simple set of written instructions and/or checklists.

Even though they are volunteers, they must be held accountable. Be clear about outlined expectations from the beginning; they should know what they are getting into. Take an extra five minutes to outline milestones, check-ins and realistic expectations about what is needed for the task. However, be flexible. Volunteers are real people with real lives. They choose to share some of their time with your program.

Provide meaningful recognition for them. Know the volunteers, see the differences they make, and find the reward that will let them know you value their efforts. It may be as simple as providing an event shirt or hat, or it may be acknowledging their contributions in front of an audience after the event. Whatever the method, a sincere “thank you” in as many ways as possible is a must, both publicly and privately.

12. Think Win-Win-Win

A well-chosen, well-planned, well administered fundraising project or event can and should be an enjoyable experience for all involved. Both constituents – those who are doing the work and those who are participating (the customer) – should be able to experience a sense of joy or pleasure from being involved. The onus is on coaches, athletic directors and booster club officers to choose and plan projects and events that can provide a win-win-win scenario.

The customer who purchases the product being sold or a ticket to the event or pays an entry fee to the golf tournament must have a good time and be satisfied in the end. Those who are charged with delivering the event should enjoy doing the work and feel a sense of accomplishment and good will. And of course, win No. 3 is that the fundraiser creates a sufficient amount of net revenue compared to the amount of time and effort extended.

13. Use Technology Tools Wisely...Think Outside the Box

In today’s high-tech world, many of the tasks associated with fundraising in the past can now be accomplished more effectively and efficiently by using programs and applications designed for such. Already discussed was the use of social media sites for publicity and promotion. In addition, below are a few other examples of using technology within your fundraising project:

- Online and mobile-friendly registration
- Online and mobile-friendly donation forms
- Mobile alerts and social media posts during and after the event
- The ability to process credit and debit cards before, during and after your event
- Using a database to maintain participant contact information, both current and past attendees
- Using a spreadsheet for all accounting and financial

recordkeeping

- Using video to invite, remind and thank participants
- Recognizing donations in “real-time” until a goal is reached
- Online fundraising pages
- Mobile silent auctions
- Fund-a-need programs
- Text-to-give campaigns

There are many other ways that technology can help athletic administrators and coaches and boosters with their fundraising efforts. By thinking outside the box and brainstorming with others, fundraising efforts can be chosen, planned, developed, administered, and improved in numerous ways, keeping efficiency and effectiveness at the forefront. **IAA**

References

Daschel, N. (2013, April 26). Raising money for high school athletics takes creativity to new levels. In *The Oregonian*. Retrieved June 21, 2018, from <http://highschoolsports.oregonlive.com/news/article/-2642827908847221710/raising-money-for-high-school-athletics-takes-creativity-to-new-levels/>.

Graziano, F. (2017, August 15). Examining the effect of state funding on school athletic programs. In *Connecticut Radio Public Home*. Retrieved from <http://wnpr.org/post/examining-effect-state-funding-school-athletic-programs>.

Green river ordinance law and legal definition. (n.d.). In *USLegal*. Retrieved June 22, 2018, from <https://definitions.us-legal.com/g/green-river-ordinance/>.

Hillware, S. (2017, May 22). 5 ways technology can help your nonprofit do more good. In *Huffpost*. Retrieved June 21, 2018, from https://www.huffingtonpost.com/sarah-hillware/5-ways-technology-can-hel_b_7422752.html.

Lobley, J. (2010, October 20). Top ten List for successfully working with volunteers . In *Volunteer Maine*. Retrieved from <http://volunteermaine.org/blog/top-ten-list-for-successfully-working-with-volunteers>.

Richmond, E. (2012, January 25). The cost of cutting high school athletics. In *The Atlantic*. Retrieved from <https://www.theatlantic.com/national/archive/2012/01/the-cost-of-cutting-high-school-athletics/251970/>.

Utley, T. (2017, December 30). Working with volunteers? Here are 5 steps to better engagement next year. In *Forbes*. Retrieved from <https://www.forbes.com/sites/toriutley/2017/12/30/working-with-volunteers-here-are-5-steps-to-better-engagement-next-year/#3f986b7c260e>.

ABOUT THE AUTHOR: Dr. Scott Smith, CAA, is an assistant professor of instruction in sports administration at Ohio University in Athens, Ohio. He can be reached at smiths@ohio.edu.



Notre Dame Prep Needed an LED Retrofit That Would Solve Major Problems



The school recently had LED lighting installed, but excessive glare and spill brought complaints from neighbors, motorists, and the City of Scottsdale. The lights had to stay off until a solution was found.

When the original manufacturer failed, Musco was brought in and custom-designed a TLC for LED® retrofit solution that eliminated glare and spill from affecting the surrounding area.

Get the whole story about
Notre Dame Prep's lighting project at
www.light-it-right.com



We Make It Happen®

©2019 Musco Sports Lighting, LLC - ADNIAA19-5



Directors of Athletics Association of New Jersey, Inc.

2018-19
NIAAA Membership



Highest Per Capita
Growth Percentage



Clay target shooting sports is a safe, affordable, and fun school activity!

The USA High School Clay Target League is the independent provider of clay target shooting sports as an extracurricular coed and adaptive activity to high schools. Student athletes in grades six through twelve who have earned their firearms safety certificate are eligible to practice and compete weekly in a spring season "virtual" competition against other schools throughout their state high school clay target league. Events are conducted at a shooting range near the school's location and scores are submitted and compared online against other school teams within their conference. The season culminates with a state tournament where everyone is invited to participate!

Everyone can participate – Boys, girls and adaptive athletes participate on the same team and compete by the same rules!

No cost to the school – Volunteer coaches manage the team, everyone is insured, and expenses are paid by participants and sponsors!

Safe – With more than 50 million shots fired and 90,000 participants there have been no reported injuries!

The League provides all the assistance students, parents, schools and shooting ranges need to get a team started at your high school! Check the League's website to see if your state has a League!



USAclaytarget.com
info@usaclaytarget.com



Alternative Infills for Synthetic Turf Fields

By John Perry
In cooperation with APPA

Since the installation of the first synthetic turf field in the 1970s, there have been concerns about the safety, health and environmental impacts of installing and playing on artificial surfaces. Infill was introduced to turf fields in the 1990s and consisted of crumb rubber (SBR-styrene butadiene rubber) and sand. The sand and crumb rubber are added on top of the carpet and raked in between the fibers to provide footing; shock attenuation; and to hold the fibers erect, giving it a realistic grass-like appearance. This basic system has been used since for most types and brands of synthetic athletic fields, except for some field hockey fields, which still use knitted nylon carpet.

In 2014, NBC broadcasted a segment that proposed a link between the crumb rubber used in infilled synthetic turf fields and several soccer goalies who had contracted an uncommon type of Lymphoma. Although the link is still unsubstantiated, many owners and players have questioned the safety of using recycled rubber crumb in synthetic turf and have requested alternative materials. Because of these concerns and sometimes the potential for community opposition to turf field projects, many field owners no longer want to consider using the standard crumb rubber and sand infill, and look for alternatives.

Why Not Just Use Natural Grass Fields?

Members of communities often suggest just using natural grass fields. There are pros and cons for both natural and synthetic turf options. A few drawbacks to natural grass fields include overuse when they are overscheduled, which can turn into a field of divots and mud if played on in a saturated condition. A properly-scheduled natural turf field can typically be played on approximately 250 times per year without significant degradation of quality.

A synthetic turf field (without lighting) can sustain approximately twice the amount of play of a natural turf field, without sacrificing playability or increasing maintenance costs. With athletic lighting, a synthetic field can sustain approximately three times the amount of play as natural turf. This increased use can eliminate the need for municipalities and other owners to construct and maintain additional natural grass fields to accommodate the demand for more fields. Synthetic turf can also be used in almost any type of weather. As such, if frequency or density of use is the driving decision, synthetic turf provides a possible answer. If frequency of use is not a driving factor, natural turf remains an appropriate option.

What Are the Other Options to Crumb Rubber?

There are other infill options for field owners, users and

parents to explore if they would rather not use crumb rubber or SBR. Most alternative infill materials are considered “virgin” (as opposed to recycled) materials. These virgin materials do tend to cost more than the traditional recycled SBR and sand infills. In addition to direct premium costs of infill material, most alternative manufacturers recommend using a shock pad, which adds an additional cost. The costs for a shock pad for a standard sized turf field (85,000 sf) can range from \$110,000 to \$150,000, depending on the brand specified. Because of this, owners must consider the cost of the whole system when considering alternative turf infill systems.

It should be noted that shock pads have shown to increase player safety regardless of the infill material chosen, especially as it relates to head impact attenuation, which many owners consider to be worth the added cost.

Organic Infill

Organic infill materials are manufactured from renewable cork, coconut fiber, rice husks, walnut shells, or some combination of these materials. Organic type turf infills are typically a mix of 30% organic material and 70% sand by weight. Organic infill colors are appropriate for an imitation grass surface, and at an appropriate depth, provide footing very similar to natural grass. There are many installations in Europe and organic infill turf fields appear to be growing in popularity in the United States. Based on material safety data sheets, organic infill appears to be free from Volatile Organic Compounds (VOCs) and hazardous materials.

Manufacturers also claim that organic infill materials generate less heat than similar fields with SBR infill. Organic infill is required to maintain a certain moisture content and irrigation may be required dependent upon typical ambient temperatures in the region the project is located. In areas such as New England, watering would most likely be unnecessary, unless there are drought conditions. However, because these fields hold moisture, they can be prone to freezing. Some turf manufacturers recommend a limited application of salt on the field to reduce.



The use of a shock pad under synthetic turf is typically an industry recommendation for organic infills to maintain proper resiliency over the life of the turf. For a typical 85,000 sf field,

the costs for organic infill can add approximately \$80,000-\$130,000 to a project's initial cost for the infill material alone, assuming a combination of cork (10%) and coconut husk (90%). Other additional costs could include irrigation (about \$15,000) and the shock pad (between \$110,000-\$150,000).

Organic infill fields naturally degrade and need to be replenished every two to three years, costing approximately \$10,000 per replenishment. Also, at the time of carpet replacement, organic infill currently available in the industry cannot be reused in the field, costing an additional \$80,000-\$130,000 for new infill.

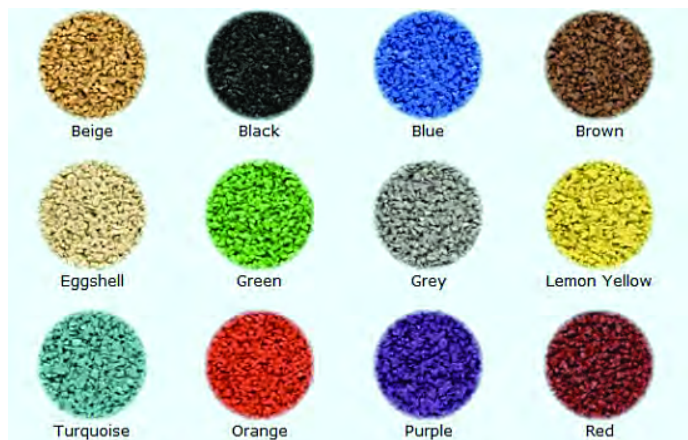
Standard maintenance requirements for this type of infill field would be similar to that for SBR. However, some manufacturers recommend that grooming be conducted more frequently, which increases the overall maintenance costs per life of the turf. Organic infill can also experience weed growth, requiring additional maintenance.

Coated SBR Crumb Rubber

Coated SBR is a product that applies a virgin EPDM rubber coating over traditional recycled SBR particles. Coated SBR is available under proprietary names in the industry. Coated SBR is used similarly to SBR, has the same or similar traction qualities, and does not require irrigation. Although the use of a shock pad is recommended, it is not typically required to meet industry standards for player safety. However, head impact results may still require a pad.

Coated rubber comes in various colors, which are advertised to significantly reduce the heat effect of synthetic fields. Manufacturers claim that coated SBR infill does not outgas or leach VOC or hazardous materials into the environment.

For a typical 85,000 sf field, the costs for coated SBR can add approximately \$125,000 in additional costs. Maintenance requirements and cost for this type of infill field would be similar to that for SBR.



Virgin EPDM Rubber Infill

EPDM (Ethylene Propylene Diene Monomer) is the generic name for virgin synthetic rubber crumb products. Its properties are very similar to SBR and it is used in turf infills with sand in the same way. It has the same or similar traction and resilience qualities as SBR. A shock pad is recommend-

ed, and the system does not require irrigation. EPDM rubber comes in a variety of colors that are appropriate for field use. Manufacturers claim that some colors of EPDM significantly reduce the heat effect of turf. EPDM is a generic name and proprietary products with quality ingredients (e.g., UV stabilizers, pigments) and the right formulation must be specified and selected. EPDM uses the same manufacturing processes as SBR.

For a typical 85,000 sf field, the costs for virgin EPDM can add approximately \$150,000 to initial costs for infill material, and approximately \$110,000-\$150,000 for the shock pad. Availability of the EPDM material can be an issue in some locations. Maintenance requirements for this type of infill field are similar to SBR.

Thermo Plastic Elastomer Infill

Thermo Plastic Elastomer (TPE) is an extruded plastic product used as an alternative infill. TPE consists of small extruded plastic rounded pellets or shredded crumbs that are uniformly sized and mixed with sand (similar to SBR). TPE is harder than rubber, but its rounded shape gives it resilient properties. Similar to EPDM, TPE is a generic name and a proprietary product with quality ingredients and the right formulation must be specified and selected. It comes in a variety of colors and brand names for synthetic turf applications. TPE manufacturers claim that it is free of hazardous materials and it is frequently used in medical devices, children's toys, and household appliances. Since TPE is a plastic, it has traditionally been produced with a petroleum base, although recently companies report they have been manufacturing TPE with corn and soy oils. Used TPE can be melted down and recycled into new products. If the TPE is poor quality, there is a risk that it can clump or melt together over time.



For a typical 85,000 sf field, the costs for quality TPE pellets can add approximately \$250,000 to a project's initial costs for infill material, plus the cost for a shock pad (\$110,000-\$150,000). Availability of TPE can be an issue, although it has recently become more available in the United States. Quality TPE may be difficult to get in some locations. Maintenance requirements are similar to SBR.

Maintenance requirements are similar to SBR.

Coated Sand (CS)

There are several products intended as synthetic turf infill on the market that are best described as rounded sand particles coated with acrylic, polyolefin or other elastic coatings. The rounded, uniformly sized nature of the product provides its resilient properties.

These products are intended to be used as 100% of the infill without mixing it with silica sand. Because of its rela-




the additional costs for this system. Coated sand is readily available and maintenance requirements are similar to SBR. However, as with all shallow depth infill systems, additional attention is required to keep an even distribution of the infill on the field (similar to SBR).



tive hardness, a shock pad is recommended under these infill systems to maintain proper resiliency and impact attenuation. Coated sand is subject to the same quality issues as EPDM and TPE, and poor quality coatings can clump over time. However, good quality coatings resist degradation, and warranties up to 16 years are available from some manufacturers. Coated sand is available in tan or green. Although it is considered to be one of the most abrasive of infill options, most owners find that it is not a significant difference from other choices.

For a typical 85,000 sf field, coated sand adds approximately \$150,000-\$200,000 to a project's initial costs for infill material, plus the cost for a shock pad (\$110,000-\$150,000). Adjusting the relationships between resilient padding, pile height, and amount of infill can potentially offset some of

States with 100% NIAAA Membership in 2019

| | | | | |
|---|---|---|--|--|
| Connecticut 129% State & NIAAA Membership | Delaware 117% State & NIAAA Membership | Hawaii 122% State & NIAAA Membership | Indiana 148% State & NIAAA Membership | Maryland 153% State & NIAAA Membership |
| Nevada 138% State & NIAAA Membership | New Hampshire 134% State & NIAAA Membership | North Dakota 107% State & NIAAA Membership | Rhode Island 158% State & NIAAA Membership | South Carolina 108% State & NIAAA Membership |
| Utah 126% State & NIAAA Membership | Virginia 105% State & NIAAA Membership |  | Recognition calculated with number of NIAAA Members in relation to number of schools in the state athletic/activity association. | |

Other (Sand)

With few exceptions, sand is used with the majority of alternative infills. The sand used for turf infill is specialized for turf, not just any sand can be used. The sand used for turf is a rounded shape (as opposed to elongated or irregular shaped) and is processed to be within a specific size range between 0.85 and 0.6 millimeters and uniformly graded.

The rounded shape and uniform sizing also tends to resist compaction and improve the resiliency of the finished turf. Typically, this sand is obtained from gravel pits and processed to segregate out the desired particle size and washed to remove any smaller particle sizes or dust. The sand is selected not only for its round shape but also its resistance to fracture and chipping (hardness) that could cause dust. Rounded sand is valued as a component of the alternate infill options for turf because of its resistance to degradation, drainage qualities, resistance to compaction, and for the weight it provides to help hold the synthetic turf material in place.

Conclusion

There appears to be no single “best” answer to the selection of an alternative infill material for synthetic turf fields. The decision on which alternative infill to use is subjective, and will depend on the values and priorities of the group making that decision. Some groups may prefer the organic infills, because they are “organic,” despite potential degradation is-

ues. Other groups may prefer coated sand because warranties are available, allowing it to be re-used when turf is replaced. Ultimately, the options vary with an owner’s requirements for costs, quality, and playability. **IAA**

References-Manufacturers Literature:

GeoTurf/aka Limonta/aka Infill ProGeo (organic infill Cork-conut and rice husk & TPE infill materials <http://www.geoturfusa.com/g/products/organic-infill/>.

Shaw Sports Turf: GeoFill (organic infill) <http://www.shawsportsurf.com/geofill/>.

Shaw Sports Turf Maintenance Manual: <http://www.shawsportsurf.com/wp-content/downloads/Maintenance-Manual.pdf>.

Field Turf: Purefill, Organic infill: <http://www.fieldturf.com/en/purefill>.

Advanced Polymer Technologies (APT), Melos EPDM infill: <http://ligaturf.advpolytech.com/files/downloads/2014/10/Melos-Infill-EPDM.pdf>.

USGreentech: <http://usgreentech/infills/envirofill/>.

ABOUT THE AUTHOR: *John Perry is chief civil engineer and Senior Project Manager for the Athletic and Civil Engineering Group at Gale Associates, Inc., Weymouth, MA. Perry is a Registered Professional Engineer and Certified Title V Soil Evaluator. He can be reached at jmp@gainc.com.*



NCAA Eligibility Center

— PLAY COLLEGE SPORTS —

Want to play college sports?
Learn what it takes to reach the top of your game at
ncaa.org/playcollegesports

NCAA is a trademark of the National Collegiate Athletic Association.



Saluting State Qualifying for the NIAAA Membership Commendation Program

Maintained at Least

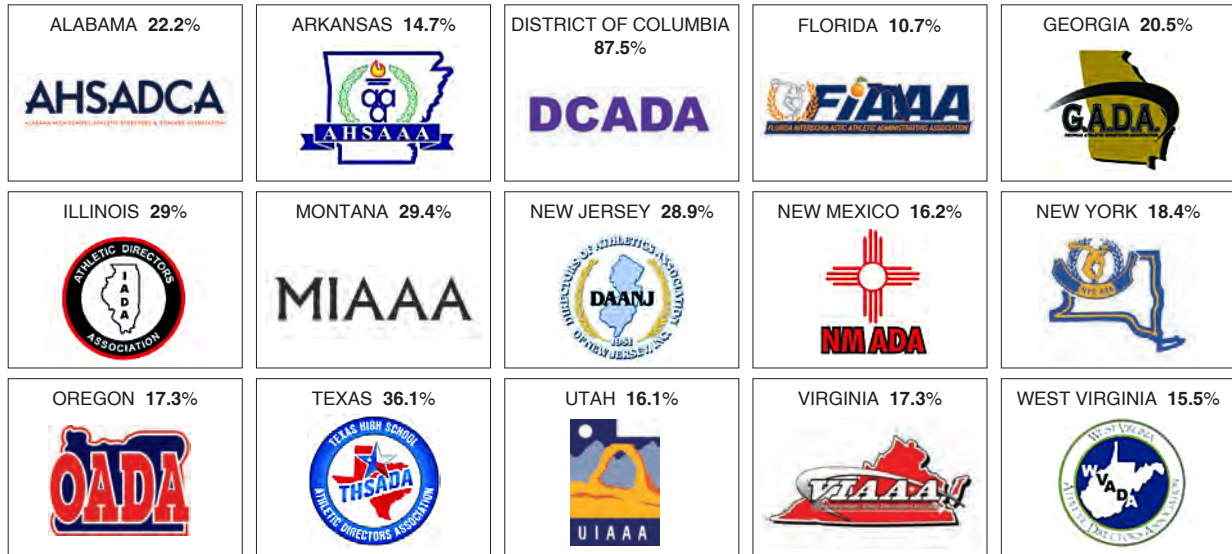
70%

NIAAA Membership From Among Number of Athletic Directors in State:



| | | | |
|---|--|--|---|
| ARIZONA 90%  | CONNECTICUT 129%  | DELAWARE 117%  | GEORGIA 70%  |
| HAWAII 122%  | IDAHO 80%  | INDIANA 148%  | IOWA* 83%  |
| MAINE 93%  | MARYLAND 92%  | MASSACHUSETTS 80%  | MICHIGAN 81%  |
| MINNESOTA 83%  | NEBRASKA 70%  | NEVADA 138%  | NEW HAMPSHIRE 134%  |
| NEW JERSEY 98%  | NEW YORK 89%  | NORTH CAROLINA* 82%  | NORTH DAKOTA 107%  |
| OHIO* 85%  | Rhode Island 158%  | SOUTH CAROLINA 108%  | SOUTH DAKOTA 93%  |
| UTAH 126%  | VERMONT 82%  | VIRGINIA 105%  | WISCONSIN 88%  |
| | | | WYOMING 75%  |

Raised NIAAA **10%** Membership by at Least:



Congratulations
State Leaders
for Their Efforts
in Attaining
the NIAAA

2018-19

Membership
Commendation



| State | State President | Membership Chair | NIAAA Liaison | Executive Director |
|---------------------|-------------------------|----------------------------|------------------------------------|--|
| Alabama HSADCA | Lev Holly | Brandon Dean, CMAA | Brandon Dean, CMAA | Jamie Lee |
| Arizona IAAA | Rod Huston | Joni Pabst, CAA | Julie Patton, CMAA | Joni Pabst, CAA |
| Arkansas HSAAA | Norman Mitchell, CAA | Marc Davis & Carla Catlett | Doug Killgore, CMAA | Nick Lasker |
| California SADA | Erin Aitken, CMAA | Susan Trigsted | Jean Ashen, CMAA | Ralph Trigsted, CMAA Ray Moore, CMAA Gary Leeper |
| Colorado ADA | Leroy Lopez | Craig Denney, CAA | Mike Hughes, CAA | Fred Balsamo, CMAA |
| Connecticut AAD | Matt Perachi | Fred Balsamo, CMAA | Trish Witkin, CMAA | Fred Balsamo, CMAA |
| Delaware AAD | Mike Hart, CMAA | Michael Wagner, CAA | Rick Shea, CAA | Michael Wagner, CAA |
| Florida IAAA | Roger Mayo, CMAA | Andy Chiles, CMAA | Andy Chiles, CMAA | Andy Chiles, CMAA |
| Georgia ADA | Norman Mitchell, CAA | Joe Sanfilippo, CMAA | Jeff Beggs, CMAA | Joe Sanfilippo, CMAA |
| Hawaii IADA | | | Blane Gaison, CAA | |
| Idaho IAAA | Todd Gilkey, CAA | Tracey Leinen, CMAA | Todd Gilkey, CAA | Tracy Leinen, CMAA |
| Illinois ADA | Dan Jones, CAA | Nic Kearfott, CMAA | Matt Hensley, CMAA | Mike Morris, CMAA |
| Indiana IAAA | Daniel Armstrong, CAA | Brock Touloukian | Bruce Whitehead, CMAA | Bruce Whitehead, CMAA |
| Iowa ADA | Jeremy Christiansen | Harley Schieffer | Scott Garvis, CMAA | Harley Schieffer |
| Kansas IAAA | Penny Lane, CAA | Marc Haught, CMAA | Marc Haught, CMAA | Mac Haught, CMAA |
| Kentucky HSADA | Jonathan Vincent, CAA | Mitch Irvin, CAA | Jonathan Vincent, CAA | Hugh McReynolds, CMAA |
| Louisiana HSADA | Chrissa Halley, CAA | | James Simmons, CAA | |
| Maine IAAA | Tim Spear, CAA | Gerry Durgin, CMAA | Gerry Durgin, CMAA | Gerry Durgin, CMAA |
| Maryland SADA | Dana Johnson, CAA | Carol Satterwhite, CAA | Carol Satterwhite, CAA | Carol Satterwhite, CAA |
| Massachusetts SSADA | Andy Crisafulli, CAA | John Lynch, CAA | Fran Whitten, CMAA | Fran Whitten, CMAA |
| Michigan IAAA | Mike Roy, CMAA | Karen Leinaar, CMAA | Meg Seng, CMAA Fred Smith, CMAA | Karen Leinaar, CMAA |
| Minnesota IAAA | Mark Kuisle, CAA | Mike Beck, CAA | Brad O'Donnell, CMAA | Mike Beck, CAA |
| Mississippi ADA | Shane Sanderson, CAA | Edward Barnett, CAA | Edward Barnett, CAA | Edward Barnett, CAA |
| Missouri IAAA | Todd Schrader, CAA | Martin O'Hern, CAA | Jeff Taggart, CAA | Martin O'Hern, CAA |
| Montana IAAA | Rick Philips | | Rick Philips | |
| Nebraska SIAAA | Lance Smith | Marc Mroczek | Mike Purdy, CAA | Mike Purdy, CAA |
| Nevada ADA | Daphne Brownson, CAA | Lynette Davis, CMAA | Xavier Antheaume, CAA | Regina Quintero, CAA |
| New Hampshire ADA | Mike Desilets, CAA | Lisa Gingras, CAA | Carol Dozibrin, CMAA | Carol Dozibrin, CMAA |
| DAA New Jersey | Denis Nelson, CAA | Dave Suiter, CMAA | Dave Suiter, CMAA | Bob Hopek, CMAA |
| New Mexico ADA | Dave Campbell | Nickie McCarty, CAA | Nickey McCarty, CAA | Tammy Richards, CMAA |
| New York SAAA | Brett Banker, CAA | Christine Rozek | Dennis Fries, CMAA | Alan Mallanda, CMAA |
| North Carolina ADA | Masanori Toguchi, CMAA | Vernon Aldridge, CMAA | Deran Coe, CMAA | Roy Turner, CMAA |
| North Dakota IAAA | Mitch Lunde, CAA | Lorell Jungling, CMAA | Lorell Jungling, CMAA | Lorell Jungling, CMAA |
| Ohio IAAA | Rich Guimond, CAA | Bo Hanson, CAA | Bruce Brown, CMAA | Bruce Brown, CMAA |
| Oklahoma IAAA | T. D. O'Hara | Emily Barkley, CMAA | Jason Culler, CMAA | |
| Oregon ADA | Kyle Cowan | Dave Hood, CAA | Dave Hood, CAA | Dave Hood, CAA |
| Pennsylvania SADA | Mike Craig, CAA | Kristen Black, RAA | Joe Vallina, CAA | Holly Farnese, CMAA |
| Rhode Island IAAA | Chris Cobain | Elizabeth Penkala, CAA | Allen Huestes, CAA | Elizabeth Penkala, CAA |
| South Carolina AAA | Joe Monmoner, CMAA | Jerry Linn, CAA | Myles Wilson, CAA | Jerry Linn, CAA |
| South Dakota IAAA | Merretta Anderson, CMAA | Jim Dorman, CMAA | Bill Clements, CAA | Jim Dorman, CMAA |
| Tennessee IAAA | Scott Dorsett, CMAA | Kelly Fish, CMAA | Greg Scott, CMAA | Mike Ellison, CMAA |
| Texas HSADA | Rodney Chant, CAA | Joe Moehlig | Brenda Marshall, CAA | Rusty Dowling |
| Utah IAAA | Ryan Gruning, CAA | Mark Hunter, CMAA | Richard Barton, CMAA | Marc Hunter, CMAA |
| Vermont SADA | Hank Van Orman, CAA | | Ger-Lyn Witalec, CAA | Paul Wheeler, CAA |
| Virginia IAAA | Derek Farrey, CAA | Robert Robbins, RAA | Dave Nelson, CMAA | Bruce Bowen, CMAA |
| Washington SSAAA | Eric Titus, CAA | Dave Tikker, CAA | Eric Titus, CAA | Dave Tikker, CAA |
| West Virginia ADA | Steve Campbell, CAA | Ron Allen, CAA | Don Dellinger, CMAA | Harold Erwin, CAA |
| Wisconsin ADA | Todd Sobrielsky, CMAA | Greg Smith, CMAA | Greg Smith, CMAA | Greg Smith, CMAA |
| Wyoming IAAA | Mark Puev | Larry Yeradi, CAA | Cliff Hill, CAA | |

*Assitant Executive Director

Effectiveness of Concussion Protocol in Interscholastic Athletics



By Aaron Compton, Harrison McCall and Jordan Ward

Sports have always had a positive impact on those who choose to participate. However, in recent decades, another type of impact has come to the limelight regarding athletics – concussions. Concussions are defined as a traumatic brain injury (TBI) that is the result of impact to the head or neck. This increased awareness has not only brought about greater understanding of TBIs, but it has also led the way for new studies in how to prevent, diagnose, and treat concussions. Therefore, with the increase awareness of concussions in interscholastic sports, a well-researched and fully implemented protocol is vital to the health and safety of our athletes.

With concussions becoming a growing topic of concern in terms of health, it is important to look at the concussion rates of high school athletics. Specifically, it is vital to look at rates prior to the enactment of traumatic brain injury law and compare these rates to the rates following the enactment of the brain injury law to help provide us with an idea if these enactments have been successful improving the recognition of concussions.

This is part one of this article. Part two will be published in the Spring issue of IAA.

In more detail, the analysis of multiple sports of both genders will be reviewed by using a concussion rate which will be defined as number of concussions per 10,000 athlete exposures. A comparison of the various sports of both genders will be reviewed, as well as a comparison of years before and after law enactments. Finally, a review of how much concussions contributes to the overall injury rate of high school athletes will be reviewed and examined. All this data will not only examine the changes in concussion diagnosis rates but also provide a report on the percentage of concussion injuries compared to other reported injuries for the various sports.

Educating our players, coaches, and parents on effective concussion prevention, recovery, and management needs to only be protocol, but must be a high priority aspect of all athletic departments. Research through a survey conducted by The National Athletic Trainers Association, showed that 42% of secondary schools have access to a certified athletic trainer.

In greater detail, various policies, educational programs, and the outlook for continuing to build of what had been established will be looked at. With these programs, such as “The Heads-Up-Coaches” program provided from the Center for Disease, the effectiveness of multimedia presentations as compared to bringing a physical presenter to the school will be examined. Finally, an analysis of how concussion education is growing and becoming more impactful for athletes, coaches, and parents will help determine the strengths and weaknesses of the current programs.

These programs also serve the purpose of ensuring that concussion management is specifically tailored to the athlete it is serving. This is especially true with male and female athletes. Men and women present symptoms differently when it comes to traumatic brain injuries. However, the main symptoms associated with concussions such as headaches have a

higher prevalence in male patients. In women, lesser known symptoms such as mood swings take prevalence. Therefore, one must ask if concussion protocols and education are effective for the differences in physiology and psychology of athletes.

Each year in the United States, it is estimated that 1.1-1.9 million sports-and-recreation related concussions occur among children 18 years of age and younger. The daily practices, physical demands, potential for physical contact, and repetitive stress associated with sports activities place young athletes at a risk for injury. Among these injuries in the population of young athletes, acute cerebral concussions are an especially serious public health concern because brains that are younger in development may have less cognitive reserve and may be at risk for protracted recovery.

During the research, a review of the amount of diagnosed concussions took place. A review of over multiple years was done and included years before traumatic brain law enactment and after traumatic brain law enactment. The pre-enactment era was defined as the academic years 2005 through 2009, as the first state traumatic brain injury law was not enacted until July 2009. Additionally, it is reported that by 2014, all 50 states and the District of Columbia had enacted one or more traumatic brain injury law.

As the graph in *Figure 1* indicates, the average annual concussion rate among United States high school students was 22.8 athletes in 2005-06. For the purposes of this figure, the rates are determined as the number of athletes sustaining a concussion per 100,000 athletes. The school year following the first year of enactment saw a noticeable jump in athlete diagnosis.

As mentioned, the 2009-10 school year was the first year where at least one state had a traumatic brain law that was enacted. *Figure 1* also shows us that in the 2008-09 school year,

the average annual concussion rate was 25.5, but in 2009-10 that rate saw a jump to 32.2.

By the 2014-15 school year, when all 50 states and the District of Columbia had enacted traumatic brain laws, the annual number of concussions rose to 56.5 athletes (per 100,000). The amount then rose to 58.3 athletes in the final year of the study (2015-16). This is more than double the amount reported during the first year of the study.

Following research on the general diagnosis of concussions, a review of different sports and the impact the traumatic brain laws had on the diagnosis rate was conducted. Research was compared from the school year 2005-06, which would be before the enactment of traumatic brain laws, and the school year 2014-15, which as mentioned would be a time where all 50 states and the District of Columbia had enacted traumatic brain laws. The specific sports analyzed were football, boys soccer, girls soccer, girls volleyball, boys basketball, girls basketball, boys wrestling, baseball, and softball (Schallmo et al., 2017).

Figure 2 shows a comparison of the sports from academic years 2005-06 and 2014-15. In this figure, the measurement used was number of concussions per 10,000 athlete exposures. This data was obtained from annual reports generated by High School Reporting Information Online.

As the figure shows, every sport saw an increase from the 2005-06 school year to the 2014-15 school year. The sports of football (4.56 to 9.41), girls soccer (3.58 to 9.10), girls volleyball (0.51 to 2.88), boys wrestling (1.22 to 4), baseball (0.25 to 1.35) and softball (0.47 to 1.83) all saw the number of concussions reported more than double from the 2005-06 school year to the 2014-15 school year.

Concussions have become the national focus in athletics. Since 2005, the rate of concussions among interscholastic athletes has more than doubled with girls soccer and football

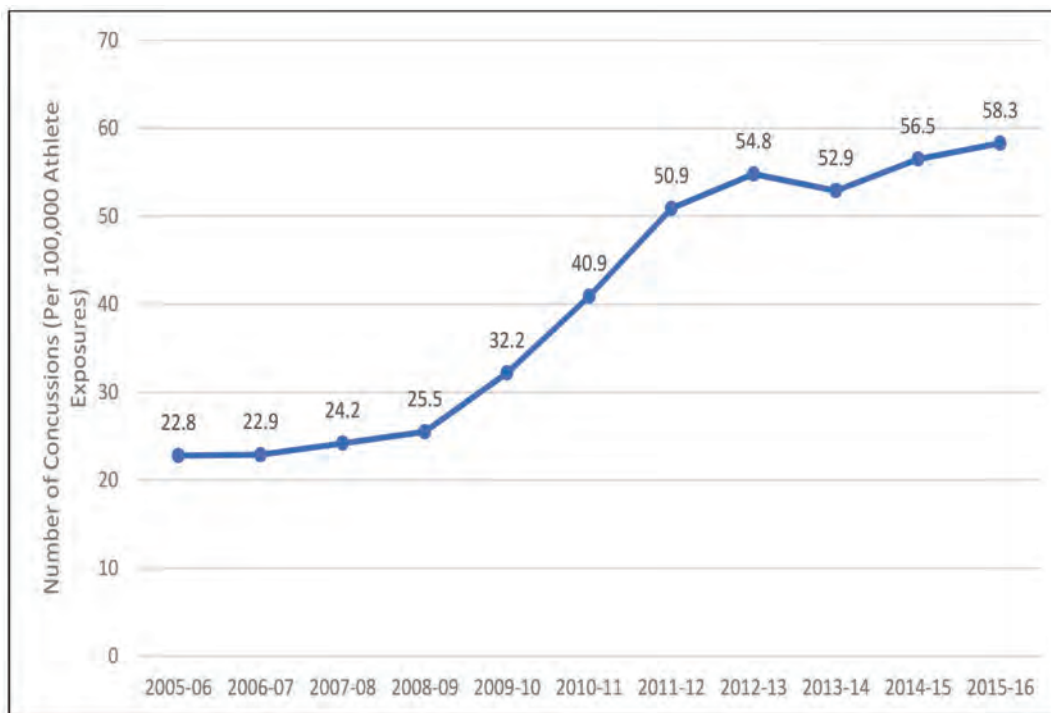
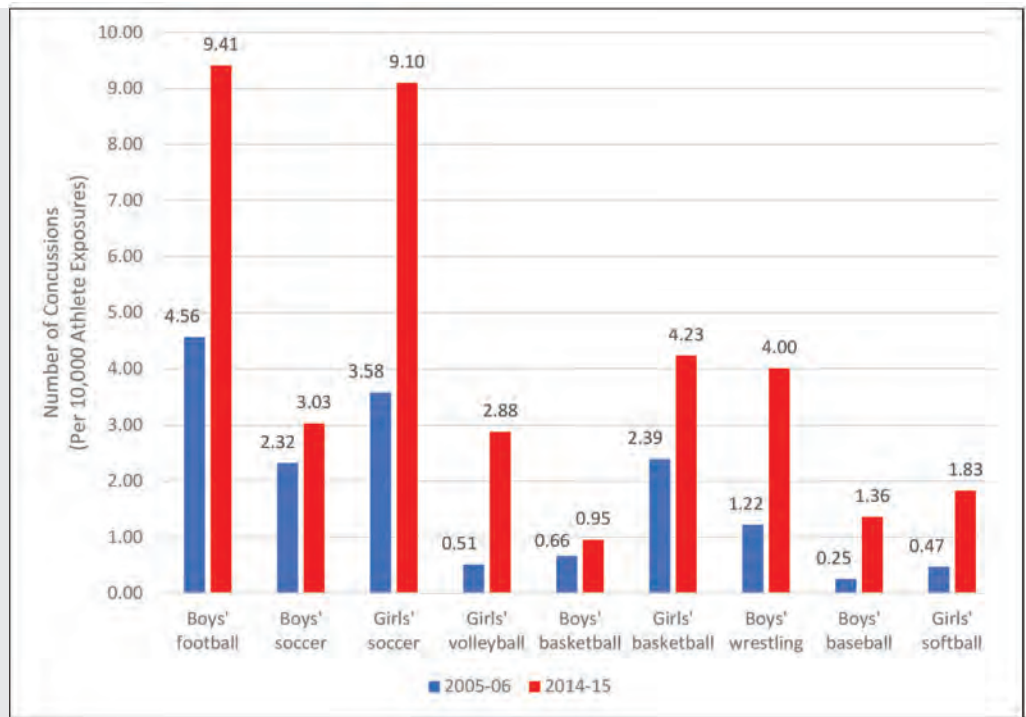


Figure 1:

Average annual concussion rates. Adapted from Jingzhen, Y., Comstock, R. D., Honggang, Y., Harvey, H. H., & Pengcheng, X. (2017). New and recurrent concussions in high-school athletes before and after traumatic brain injury laws, 2005–2016. *American Journal Of Public Health, 107*(12), 1916-1922. doi:10.2105/AJPH.2017.304056

Figure 2:

Comparison of concussion rates for individual sports during the 2005-06 and 2014-15 academic years. Adapted from Schallmo, M. S., Weiner, J. A., & Hsu, W. K. (2017). Sport and sex-specific reporting trends in the epidemiology of concussions sustained by high school athletes. *The journal of bone and joint surgery. American Volume*, 99(15), 1314-1320. doi:10.2106/JBJS.16.01573.



taking the lead in injury rates. By the time all 50 states and the District of Columbia had enacted traumatic brain laws the number of documented concussions per 100,000 athlete exposures more than doubled which leads us to believe that these new laws have had a positive impact on the awareness and diagnosis of concussions.

References:

Baker, J., Leddy, J., Darling, S., Shucard, J., Makdissi, M., & Willer, B. (2016). Gender differences in recovery from sports-related concussion in adolescents. *Clinical Pediatrics*, 55(8), 771-775. doi:10.1177/0009922815606417.

Berz, K., Divine, J., Foss, K. B., Heyl, R., Ford, K. R., & Myer, G. D. (2013). Sex-Specific Differences in the Severity of Symptoms and Recovery Rate following Sports-Related Concussion in Young Athletes. *The Physician and Sportsmedicine*, 41(2), 58-63. <https://doi.org/10.3810/psm.2013.05.2015>.

Center for Disease Control and Prevention (2018). HEADS UP to School Sports. Retrieved on February 12, 2018 from <https://www.cdc.gov/headsup/highschoolsports/index.html>.

Centers for Disease Control and Prevention. (2017, January 31). *What is a Concussion?* Retrieved January 25, 2018, from Centers for Disease Control and Prevention: https://www.cdc.gov/headsup/basics/concussion_whatish.html.

Concussion Legacy Foundation (2018). Programs. Retrieved on February 12, 2018 from <https://concussionfoundation.org/programs>.

Cournoyer, J., Tripp, B (September, 2014). Concussion knowledge in high school football players. *Journal of Athletic Training*, 49(5), pp. 654-658 <https://doi.org/10.4085/1062-6050-49.3.34>.

Covassin, T., Moran, R., & Elbin, R. J. (2016). Sex Differences in Reported Concussion Injury Rates and Time Loss From Participation: An Update of the National Collegiate Athletic Association Injury Surveillance Program From 2004-2005 Through 2008- 2009. *Journal of Athletic Training* (Allen Press), 51(3), 189-194.

Faure, C., Pemberton, C.L.A. (2010). Concussion and the young athlete: *Critical Management Strategies*. JOPERD, 81(1), 19-26

Gittelman, A., Ho, M., Kurowski, B.G., Pomerantz, W.J. & Schaiper, C (September, 2015). Impact of preseason concussion education of knowledge, attitudes, and behaviors on high school athletes. *Journal for Trauma and Acute Care* 79 (3) doi: 10.1097/TA.0000000000000675.

Jingzhen, Y., Comstock, R. D., Honggang, Y., Harvey, H. H., & Pengcheng, X. (2017). New and recurrent concussions in high-school athletes before and after traumatic brain injury laws, 2005-2016. *American Journal of Public Health*, 107(12), 1916-1922. doi:10.2105/AJPH.2017.304056.

National Federation of State High School Associations. Learning Center. *Concussions in Sports*. Retrieved on February 12, 2018 from <https://nfhslearn.com/courses/61129/concussion-in-sports>.

Returning to sports and activities. (2015, May 29). Retrieved February 14, 2018, from https://www.cdc.gov/headsup/basics/return_to_sports.html.

Schallmo, M. S., Weiner, J. A., & Hsu, W. K. (2017). Sport and sex-specific reporting trends in the epidemiology of concussions sustained by high school athletes. *The journal of bone and joint surgery. American Volume*, 99(15), 1314-1320. doi:10.2106/JBJS.16.01573.

Suggested guidelines for management of concussion in sports. (2017, April). Retrieved February 14, 2018, from https://www.nfhs.org/media/1018446/suggested_guidelines_management_concussion_april_2017.pdf.

ABOUT THE AUTHORS: *Jordan Ward, RAA, is assistant athletic director of Hannah Pamplico High School in Pamplico, South Carolina. He can be reached at jordanward6018@gmail.com.*

Aaron Compton is associate athletic director of McDowell High School, in Erie, Pennsylvania. He can be reached at acompton@ccdserie.com.

Harrison McCall is the district athletic director of Wickliffe City Schools in Wickliffe, Ohio. He can be reached at hmc-call09@jcu.edu.



#1 Graduate Athletics Program in the Nation.



Go to cui.edu/mcaa-chad to see Chad's story.

Chad Johnson, MCAA '16
Head Football Coach, Mission Viejo High School

The Master's in Coaching and Athletics Administration (MCAA) at Concordia University Irvine is the nation's number one athletics graduate program. Our flexible, 15-month online degree is designed by experienced athletics educators—this program is for working coaches and athletics administrators who want to level up and lead. Two available degree options (M.A. and M.S.) are centered on enhancing leadership skills for athletics professionals. For more information, visit us online or contact Amanda Barrett at 949.214.3025 or amanda.barrett@cui.edu.



CUI.EDU/MCAA

SMA AWARDS Since 1987

Watches • Rings • Plaques • Gifts & Awards • Apparel

One Stop Shopping with thousands of unique gift & award options




Official NIAAA Hall of Fame Ring & Watch Supplier



PARTNER

Official NFHS Awards Supplier



1-800-326-8463  www.smiAwards.com

Make Losing Safe Again



Baseball photography provided by Northwest Sports Photography, Beaverton, Oregon.

By Mark Rerick, CMAA

The hosts of one of the podcasts I regularly listen to got into a debate about whether or not it's ok to try to win games when playing with your kids at home. Their debate was sparked by an article about whether or not to let your kids win that was published in Good Housekeeping a couple years ago. The line that particularly jumped out at me was this one: "Because if they're not afraid to lose, then hopefully they won't be afraid to try out for the lacrosse team, or audition for the school play, or learn a new instrument or a new language or a new parkour trick."

When speaking with coaches about their program atmosphere, one of the lessons that we discuss is teaching athletes to not be afraid to lose. It's important for students to compete free from the fear of failure because of the effect that fear of failure can have on their performances. Here's how I explain it to our coaches:

- **Mistakes must be made in order to improve a skill or performance.** One of my sons is a new competitive swimmer who has been working on starting from the blocks. He's terrible at it right now, so his starts are not good.
- **Punishing mistakes leads to a fear of failure.** If his coaches (or I) yell at him for his terrible starts off the blocks, he will naturally do what he can to no longer get yelled at.
- **Fear of failure leads to a lack of risk taking.** He knows that he can start from in the pool, so to avoid getting yelled at, he will no longer start from the blocks.
- **A lack of risk-taking leads to a stale performance.** If he no longer starts from the blocks, his starts will

not get better so he won't be able to swim to his full potential.

- **If a stale performance leads to more criticism, then the athlete will further fear failure, and the cycle will repeat.** If he no longer wants to get yelled at for his poor starts from the blocks, and if he's also getting yelled at for starting from the pool, the only option he has left would be to no longer participate in swimming. And, then, how is he going to learn those fantastic life lessons that sports can teach if he isn't participating in sports?

For that reason, it's important for athletes to accept mistakes as opportunities for growth. The only way that athletes can accept mistakes is if they feel safe enough to make those mistakes. This is why youth sports, including middle and high school sports, must be a safe place for athletes to make mistakes, to make poor decisions, and to lose. The legendary John Wooden summarizes it even better: "If you're not making mistakes, then you're not doing anything. I'm positive that a doer makes mistakes."

Unfortunately, our youth sports culture of organized leagues, high priced participation, and an excessive value placed on athletic performance has led to more pressure being placed on kids to win games instead of improving. If the pressure to win is too great, kids become afraid to fail, and that fear of failure hampers kids from learning important life skills.

For instance, last summer at a Cal Ripken baseball game of 11-12 year olds, I saw a shortstop boot a ground ball. There should be absolutely nothing groundbreaking, shocking or concerning about an 11-year-old who fails to cleanly field a ground ball. However, this error happened in the middle of a long half-inning when the other team was putting together

several hits and scoring several runs, on pace to put the game out of reach. This would have been the perfect time for the team's coach to give any number of life lessons:

- **Intensity:** Stay focused for every play.
- **Resilience:** That play is over; let's make the next one.
- **Persistence:** Keeping playing hard; you're good enough to make that play next time.
- **Instruction:** Keep your glove down/move your feet/attack the ball/whatever skill it was that just went wrong.
- **Dependability:** Keep your head up; we're going to need you to make the next play.
- **Teamwork:** Get us the next out, and we'll get that run back.

This really was the perfect opportunity to turn the young player's mistake into a usable lesson that he could carry with him beyond this game. The focus could have been on his individual improvement following the mistake rather than the effect the mistake had on his team's ability to win the game.

Instead, here is the message shouted by his coach: "Pull your head out of your butt!"

The life lesson that all of the 11-year-olds on the team received was "If I make a mistake, an adult is going to yell at me for having my head up my butt. It's important that I no longer make mistakes because I do not want to be yelled at in front of everybody." Does that mentality work for some young athletes? Maybe, but not for most, especially on a team of 11- and 12-year-olds. The natural reaction for most of the players on that team will be to play more tentatively.

That baseball coach was operating under the assumption that the young shortstop would be motivated by fear of failure. Regardless of whether this particular athlete was motivated by the comment, the real difficulty with the message is that it happened while playing a game that's supposed to be fun. The result of this game, as is the case for almost all games played throughout interscholastic athletics, is that the outcome of the game wasn't going to change anybody's quality of life. The focus should have been on improving the skills of the athlete.

As an athletic director, help your coaches understand that losing is an important part of improvement. Coaches need to have enough tools in their toolboxes to use failure and losing as a positive learning experience for the athletes. The skills that they learn from losing games can grow into usable adult skills for when they lose an interview or a promotion, but only if our coaches teach athletes the right lessons by making losing safe again. **IAA**

ABOUT THE AUTHOR: *Mark Rerick, CMAA, is the athletic director of Grand Forks (North Dakota) Public Schools. He can be reached at mrerick230@mygfschools.org.*



TEAM PRIDE Awards

Promoting Your Team's Image

© A Division of Business Art Designs, Inc.

Official  Partner

- ATHLETIC RECORD BOARDS
- DRY ERASE GOAL BOARDS
- HELMET DECALS
- ADD-A-YEAR SIGNS



1-888-782-9108

www.TEAMPRIDEAWARDS.com



Balancing Long Work Hours with Personal Time

By Carolyn Sideco and Greg Ferry

You've got to think about big things while you're doing small things, so that all the small things go in the right direction.

—Alvin Toffler, American writer

Athletic administrators are tasked with responsibilities that are not constrained by linear time. As professionals with enthusiasm for our work, we oftentimes deplete our most available and easily accessed resource – OURSELVES. This article humbly offers strategies to help balance your long work hours with the personal time we all need to sustain and renew our life's purpose.

Below is a list of strategies that we have used throughout our careers to help us create a systematic flow throughout the work week.

- **Define your purpose.** You are more than an athletic administrator. Establish clear expectations of what constitutes an emergency for you. Intentionally remind yourself of your purpose and get into the habit of reflecting upon your purpose and mission in life and what is truly important to you.
- **Establish your S.Y.S.T.E.M. to Save Yourself Stress Time Energy Money.** Routines for daily or recurring tasks could be delegated to others. Develop a process for checking schedules, buses and officials. Learning to share responsibilities with administrative personnel and student managers can help two-fold by empowering those around you while allowing you to focus on other projects. Establish and communicate your office hours or your weekly schedule. Learn how to process emails more effectively instead of checking email constantly. Don't be afraid to reach out to other athletic administrators who would be willing to share their techniques and tips for staying organized.
- **Master Your 168.** There are 168 hours in each week. You can either be in control of it or others will control it for you. We greatly overestimate what we can complete in a day and underestimate what we can complete in a week. You need to make sure you accurately track where your time is going to avoid wasting time. You can either invest time or you can spend time. We highly recommend planning your week out on Sunday night to make sure you are scheduling all your important family tasks before overcommitting to work projects. Planning personal and family time is

just as necessary as planning contests and events in a sports season.

- **Each day Define Your 3 MITs (Most Important Things).** Make sure one of them involves a non-work priority for you. Your three MITs will keep you focused and feeling accomplished. MITs also help you resist the feeling of being overwhelmed by tasks.
- **AM and PM Bookends.** Intentionally schedule and write out early mornings and evenings for personal or family time. Many times, early morning and late evening are the only times where people do not have access to you, so you need to be specific with how you use this time.
- **Digital Shut Down:** Articulate a clear end time for your day so that you can be present with your family. *Eight Is Too Late* is a motto that lets students and colleagues know that screen time shuts down at 8:00 pm each evening – even game nights.
- **Deep Work Time Blocks.** Set aside one to two hours a day where you schedule time to work on important projects within your department. During this time, you need to shut your email and cell phone off so that you can focus. Author and college professor Cal Newport defines deep work as “the ability to focus without distraction on a cognitively demanding task.” In practice, deep work time blocks could be as short as an hour or as lengthy as needed. But it must be time that is uninterrupted by phones, emails, and people. Your athletic department’s evolving vision statement, your stated policies to enhance education-based athletic participation for young people, your work that shifts or addresses existing policies, the data you must examine to better serve your athletics in the community – these examples are among the many duties athletic

administrators take on, and why deep work time blocks are important to utilize. This overarching strategy to help balance long work hours with personal time may sound indulgent in the world of athletic administration, but it is a simple necessity if you want to complete major projects.

- **Practice Self Care.** Use your earned sick days, vacation days, or comp time to intentionally balance personal time. Schedule to integrate wellness practices into your work day with walking meetings outside, quick bouts of quiet meditation or my favorite – Passing Time Dance Party in the hallway outside my office. Students try to teach me a new dance move, give me a high five, dance with me as they ask when practice time is, or when they recommend the next song for Passing Time Dance Party in 55 minutes. It reminds me why working in high school athletics is what I chose to do.
- **Master Your Fundamentals: Eat, Move, Sleep, and Focus.** Working out is very important and the term we like to keep in mind is *Sweat Before Screen*. We believe it is important to work out before you get to your electronics in the morning. The better you eat, move, and sleep, the better you will feel and the better you will serve others. There are a plethora of workout, eating, and meditation/mindfulness programs that are available for you to explore. We recommend making small, subtle changes and then compound them daily for best results.

Lastly, as we provide support, encouragement, guidance, and skills development to our student-athletes, we would be wise to similarly ask for support and guidance in the continual practice of crafting our professional lives into balance with our purpose in life. Ask those closest to you for feedback about how you’re doing with mastering the 168 or with scheduling (then committing to) family time.

Pro tip: select one professional colleague, mentor, or friend, and select one important person to you who is not a colleague. As you plan your next 168 schedules, be responsive to the feedback you received. Self-actualization is no fun without the sharing of ourselves with those we love. The strategies mentioned above will help you take back some control in your life and help you move from being reactive to being creative in your daily life as an athletic administrator. **IAA**

ABOUT THE AUTHORS: *Carolyn Sideco is the athletic director of Immaculate Conception Academy in San Francisco. She can be reached at csideco@icacademy.org. Greg Ferry is director of athletics at Southington High School in Avon, Connecticut. He can be reached at gferry@southington-schools.org.*



An advertisement for Team Golf Gear. The background is a blue sky with a green golf course. At the top, it says "Affordable Golf Gear for Golf Teams & Tournaments" in yellow and white. Below that, it says "Call us Toll-Free at 1-866-969-GOLF (4653)". The center features a large white golf ball with "TEAM GOLF GEAR" written on it. Surrounding the ball are various golf items: golf bags, golf balls, shirts, hats, visors, windshirts, tees, gloves, umbrellas, shoes, towels, and accessories. Logos for Nike Golf, Ping, Adidas, and FootJoy are visible. At the bottom, it says "OFFERING SCHOOL PROGRAM PRICING!" and "www.teamgolfgear.com" in large yellow letters.



AWARDS TO BE PRESENTED IN MARYLAND

NIAAA Bruce D. Whitehead Distinguished Service Awards

The Bruce D. Whitehead Distinguished Service Award is presented annually to individuals from within the NIAAA membership in recognition of their service, special accomplishments and contributions to interscholastic athletics at the local, state and national levels. Nominations are submitted by state athletic administrator associations, screened by the NIAAA Awards Committee, and selected by the NIAAA Board of Directors.



John Frizzell, CMAA
Wisconsin Rapids, Wisconsin

John Frizzell, CMAA, has been a teacher, coach and athletic director at several schools in central Wisconsin and has made a tremendous impact at the local, state and national levels.

Frizzell has been the athletic director at Wisconsin Rapids Lincoln High School since 2016, and he also serves the Wisconsin Rapids community as a member of the Youth Sports Commission.

At Wisconsin Dells High School, Frizzell was a co-founder of the Football Booster Club, and he was an Athletic Hall of Fame Committee member from 2003 to 2009. He was then part of the executive board and Fundraising Committee for Chippewa Falls High School's Athletic Booster Club from 2009 to 2016, and a co-facilitator of CFHS's Strategic Plan Development Committee from 2014 to 2016.

In addition to being a former social studies, English and special education teacher, Frizzell coached baseball, basketball, football and softball at the middle school and high school levels, and has been involved as a youth sports coach for 25 years.

Nationally, Frizzell has been a member of the NIAAA Awards Committee since 2013, serving as its vice-chair in 2018 before being elevated to chair this year. He has also served as an NIAAA state delegate on two separate occasions, been active in the organization's Professional Development Academy and taught Leadership Training Institute (LTI) courses at National Conferences.

An athletic administrator for 17 years, Frizzell has been a

key leader with the Wisconsin Athletic Directors Association (WADA), where he currently serves as board liaison, Leadership Training state coordinator and state certification coordinator. He is also a 16-year veteran on the WADA Constitution and By-Laws Revision Committee and a 10-year member of the WADA Mentoring Program Development Committee, where he has guided 15 rising athletic directors. He is a fixture at WADA state conferences, having attended the past 17 years. He has been the conference presider three times, given five different presentations and administered 18 Leadership Training classes.

This year, Frizzell was selected WADA District 2 Athletic Director of the Year.



Todd Gilkey, CAA
St. Maries, Idaho

Todd Gilkey, CAA, is a prominent figure among high school athletic administrators in Idaho, having served as athletic director at St. Maries High School and activities director at Coeur d'Alene High School for 19 years.

Starting in 1999, Gilkey spent eight years at St. Maries before moving to Coeur d'Alene in 2007. He returned to St. Maries in 2014 for a second stint as athletic director and remains in that role.

At the national level, Gilkey has been a member of the NIAAA Endowment Committee since 2008 and currently serves as its chair. He has been the NIAAA's liaison for Idaho since 2011, and he was selected to serve on the fourth NIAAA Strategic Planning Committee in 2014. Gilkey's professional contributions earned him the NIAAA State Award of Merit for Idaho in 2008 and an NFHS Citation in 2014. He was also the NFHS coach education liaison for his state in 2011.

Gilkey has played vital roles in both the Idaho Athletic Administrators Association (IAAA) and the Idaho High School Activities Association (IHSAA). He is currently serving his second four-year term as president of the IAAA and was also co-president in 2007-08. He has been the organization's Section 8 secretary since 2009 and was previously the NIAAA Leadership Training chair and co-chair. Gilkey has completed 25 Leadership Training classes.

With the IHSAA, Gilkey has hosted several state tournaments and more than 40 regional tournaments. He has

been the chair of the IHSAA Classification Committee since 2017 and served as an executive board member from 2011 to 2014.

Locally, Gilkey has been a district tournament manager for more than 40 additional events since 1998 and has held positions for multiple athletic conferences, including president of the Intermountain League, secretary of the Inland Empire League and president of the Central Idaho League.

Gilkey, who earned his bachelor's and master's degrees from the University of Idaho, was selected Idaho 3A Athletic Director of the Year in 2015 and Idaho 5A Athletic Director of the Year in 2010 and 2013.



Jeff Morris, CMAA
Misenheimer, North Carolina

Jeff Morris, CMAA, has nearly 25 years of experience in high school athletics and has spent the past 14 as an athletic administrator, holding both the director of athletics and head of school positions at Gray Stone Day School in Misenheimer, North Carolina. Previously, he spent nearly 10 years as a physical education teacher and head soccer coach at Colquitt County High School in Moultrie, Georgia.

Morris built the program at Gray Stone from the ground up including the establishment of athletic policies and a culture of character and success. As head of school (principal) since 2015, Morris is responsible for the day-to-day operations of the school, including staff and student supervision.

Morris has been affiliated with the NIAAA for the past 12 years and is now a lifetime member. He currently serves on the organization's Accreditation Committee and is heavily involved with the Leadership Training program as the North Carolina state coordinator and a national faculty member and content contributor for four different courses. Since 2009, he has taught more than 30 courses at the National Conferences.

Morris is a leader in his state as well, having served as secretary, vice president and president of the North Carolina Athletic Directors Association (NCADA). Additionally, he is the NCADA's Professional Development Committee chair and is a past recipient of the Rusty Lee Professional Development Award.

As the state Leadership Training coordinator, he has taught more than 30 courses at state conferences and the

NCADA's Summer Leadership Academy since 2008. He also is the NCADA's representative to the North Carolina High School Athletic Association (NCHSAA) Board of Directors and has previously served on the state conference planning committee.

At the local level, Morris has been the president of the Yadkin Valley 1A Conference seven different times in the past 15 years, has hosted multiple conference and state tournaments and owns more than 300 wins as a coach.

Morris earned his bachelor's degree from Berry College in Rome, Georgia, and his master's from the United States Sports Academy.



Mike Mossbrucker, CAA
Mooreville, Indiana

Mike Mossbrucker, CAA, is in his 38th year in high school athletics and education, starting as a teacher and coach at Mooreville High School in 1982. He became the athletic director at Mooreville in 1997 and served in that role for 14 years before taking the same position at Bloomington North High School in 2011. Five years later, he returned to Mooreville as athletic director and remains there today.

Prior to his 22 years as an athletic administrator, Mossbrucker coached wrestling at Mooreville for 15 years. He was a standout wrestler at Bloomington North High School and led his team to the state title in 1977.

An 11-year member of the NIAAA, Mossbrucker currently serves on the Endowment Committee and has been the NIAAA state delegate representative for Indiana for the past seven years. He has completed 11 Leadership Training courses, and has attended 20 National Athletic Directors Conferences.

At the state level, the Indiana University alum has contributed to both the Indiana High School Athletic Association (IHSAA) and the Indiana Interscholastic Athletic Administrators Association (IIAAA). Mossbrucker has served on the Sportsmanship Task Force, the Officials Summit Committee, the Technology Summit Committee, the Participation Committee and the basketball and football realignment committees for the IHSAA and has hosted 103 sectional, regional and semi-state tournament events.

Mossbrucker currently serves as state conference chair,

District III membership chairman and wrestling representative for the IIAAA, and was IIAAA president in 2014-15. During his term as president, he instituted the “Partnership Through Trust,” a program that brings the IIAAA Executive Board and the IHSAA commissioners together for bi-annual meetings. His service to the IIAAA earned him the Charles F. Maas Distinguished Service Award for District III and the 2015 Section V Athletic Director of the Year award.

Mossbrucker was inducted into the Mooresville High School Athletics Hall of Fame in 2013, which he established at the school in 2000. He has served as president, secretary and treasurer of the Mid-State Conference, and he was secretary and treasurer of Conference Indiana.



Tom Nerl, CMAA
Cincinnati, Ohio

Tom Nerl, CMAA, has 33 years’ experience in high school athletics as an administrator, coach and official, with the past 15 years as athletic director at Mariemont High School in Cincinnati.

During his time, he has instituted sportsmanship awards, been involved in facility renovations through fundraising projects, developed a coaches handbook and negotiated sponsorship deals. He served three years as math teacher at Mariemont before assuming the athletic director duties.

Prior to joining the Mariemont staff, Nerl served at his alma mater, Purcell Marian High School, as head baseball coach and assistant football coach for 14 years and athletic director for three years.

Nerl is currently in his sixth year as a member of the NIAAA Hall of Fame Committee and was named vice chair in 2019. He has served as a National Conference workshop moderator for the past five years.

Nerl, who earned his bachelor’s and master’s degrees from Xavier University (Ohio), has completed 25 Leadership Training courses as a participant and has led additional courses as an instructor and faculty member. In 2012, he received the NIAAA State Award of Merit.

Nerl’s service to the Ohio Interscholastic Athletic Administrators Association (OIAAA) includes roles as state mentoring chair, state conference tri-chair, Summer LTI Leadership Committee member, LTI instructor for five different courses since 2016, state conference round table panelist and state

conference district delegate. Nerl has also hosted and managed numerous district, sectional and regional tournament events for the Ohio High School Athletic Association (OHSAA).

In his own community, Nerl has been president and secretary of the Southwest Ohio Athletic Directors Association (SWOADA) and treasurer of the Southwest Ohio Baseball Coaches Association, and he created the SWOADA Mentoring Program for new athletic directors in 2017. Through SWOADA, Nerl was named Southwest Ohio Athletic Director of the Year in 2010, and he received several other awards as well. He is currently serving his third term as SWOADA president, and functions as scheduling chair for the Cincinnati Hills League.



Robert Palazzo, CMAA
Providence, Rhode Island

Robert Palazzo, CMAA, is in his 24th year as an athletic administrator and has spent his entire tenure at Classical High School in Providence, Rhode Island, where he currently serves as director of athletics and as a coach of multiple sports.

As the head coach of the track and field program at Classical for the past 29 years, Palazzo has won 300 dual meets and 59 Rhode Island Interscholastic League (RIIL) Class B state and divisional championships, and has mentored four national track and field champions, 47 individual state champions, 18 New England champions, 30 all-Americans and one national record-holder in track and field. He is a five-time Rhode Island Track Coaches Association (RITCA) Coach of the Year, an NFHS Coach of the Year, and a member of both the RITCA and Classical High School Hall of Fame.

He is also the meet coordinator for two of the largest track and field championships on the East Coast – the Rhode Island Classic and the East Coast Invitational Indoor Track and Field Championship.

Palazzo has been a member of the NIAAA for the past 23 years. In that time, he has attended the past 14 National Conferences, serving as the state delegate for Rhode Island six times and as a conference moderator three times. He has also been the state’s Leadership Training coordinator for the past 20 years and is currently helping rewrite material for the Synthetic Turf course as a part of the NIAAA’s Leadership Teaching Team. He received the NIAAA State Award of Merit

for Rhode Island in 2005.

At the state level, Palazzo has served on the Rhode Island Interscholastic Athletic Administrators Association (RIIAAA) Executive Board for 26 years. He was RIIAAA president from 2004 to 2006, and vice president and chair of the Awards Committee from 2008 to 2018. In 2003, he was named RI-IAAA Athletic Director of the Year.

Palazzo has mentored and led 22 athletic directors to complete their Certified Athletic Administrator (CAA) certification the past 20 years. He currently serves the RIIL as well, holding positions on the Track and Field Sports Committee and the Swimming Sports Committee.



Mark Rerick, CMAA
Grand Forks, North Dakota

Mark Rerick, CMAA, has worked as a teacher, coach, assistant principal and activities director in North Dakota for almost 20 years, and has spent seven of those years in his current role as the director of athletics for Grand Forks Public Schools in Grand Forks, North Dakota.

After earning his bachelor's degree in education from Valley City State University in 2001, Rerick's first position came at Hillsboro High School, where he started as a teacher and head football coach. He moved into athletic administration in 2006 and has been affiliated with the NIAAA ever since.

Rerick has been a member of the NIAAA Publications and Strategic Plan committees since 2016. He has also been a Leadership Training national faculty member since 2015 and has served as a workshop moderator and the North Dakota state delegate at the National Conferences. He has completed 41 Leadership Training courses.

An accomplished writer, Rerick has had several articles published in *Athletic Management*, *Interscholastic Athletic Administration* and on the NFHS website. His blog, "Youth Sports Stuff" has more than two million reads in just over five years of existence.

At the state level, Rerick has been a significant part of the North Dakota High School Activities Association (NDHSAA) and the North Dakota Interscholastic Athletic Administrators Association (NDIAAA). He is a current member of the NDHSAA Board of Directors, and has been involved with the Tournament Committee and the Athletic Review Committee since

2012 and 2015, respectively. He has also been a tournament manager for more than 60 district, regional and state tournaments. For the NDIAAA, Rerick is the Strategic Plan chair and a seven-year Leadership Training faculty member.

Locally, Rerick is a member of the Advisory for Safe Kids of Grand Forks, Advisory for Global Friends Coalition – a committee to help the integration of immigrants into the Grand Forks community – and the Advisory for Safer Tomorrows – a committee designed to improve the quality of life for the city's children. Additionally, he has instituted two well-received mentorship programs – Coaching Boys into Men and Athletes as Leaders – that are designed to teach athletes how to respect their friends, community and significant others.



Annette Scogin, CMAA
Montgomery, Alabama

Annette Scogin, CMAA, has worked as an athletic administrator in Arkansas and Texas for more than 22 years. She was district athletic director for the largest school district in Arkansas – Springdale – prior to her recent position as assistant director of athletics for the Dallas (Texas) Independent School District (DISD).

Scogin, who has been a member of the NIAAA since 1999, served as president in 2011 after being named an at-large board member in 2009. She has attended National Conferences as the state delegate for Arkansas and Texas many times and has been a member of several NIAAA committees, including the Strategic Planning Committee, Endowment Committee and the Resolutions Committee, for which she was the chair from 2016 to 2018.

Scogin has also been a speaker or moderator at six different National Conferences, served as a Leadership Training instructor on numerous occasions and represented the NIAAA at section meetings across the country. She has also been published several times in *Interscholastic Athletic Administration* and received an NFHS Citation in 2007.

At the state level, Scogin served as the NIAAA state committee member for the Texas High School Athletic Directors Association (THSADA). Scogin, who earned her bachelor's degree from Henderson State University and her master's from Harding University, led many NIAAA grant classes and hosted CAA test sites for athletic directors.

During her time in Arkansas, Scogin was highly active in the Arkansas High School Athletic Administrators Association (AHSAAA), serving as president, vice president, secretary, Hall of Fame Committee chair, board member and liaison to the Arkansas Activities Association (AAA). She is a past AHSAAA Class 7A Athletic Director of the Year and a 2002 State Award of Merit recipient. She was the first female president of the AHSAAA.

In the DISD, Scogin oversaw more than \$1 billion in bond money for new athletic facilities within the district and was the lead in starting the DISD Athletic Hall of Fame.

Scogin recently moved to Montgomery, Alabama, and now works to educate athletes, coaches and parents on proper nutrition, performance and healthy supplements as a consultant for schools through her new health and wellness company, PURE.



Dory Smith, CMAA
St. Louis, Missouri

Although she retired from high school administration five years ago, Dory Smith, CMAA, has remained a notable figure in athletics leadership throughout the state of Missouri and nationally

with the NIAAA.

After retiring from her high school position in 2014, Smith became the head women's basketball coach at Principia College in Elsah, Illinois, in 2017, and is currently entering her third season at the helm. Additionally, she served three years as a mentor coordinator for new athletic directors for the Missouri Interscholastic Athletic Administrators Association (MIAAA), and she works as a vocal advocate for high school sports through her company, Athletic Principles.

Prior to retiring in 2014, Smith spent a total of 15 years as athletic director at Villa Duchesne and The Principia, a pair of private schools in St. Louis. Before occupying the athletic director role at The Principia, she was a physical education instructor at the school for five years and coached softball, basketball, soccer, field hockey and swimming and diving.

Smith served on the NIAAA's Strategic Plan Committee in 2014-15 and the Credentials Committee from 2003 to 2009. She also was a member of the Board of Directors from 2009 to 2012, and taught multiple Leadership Training courses at National Conferences. Smith has spoken on a variety of top-

ics at national and state conferences and has also facilitated workshops and published articles in Interscholastic Athletic Administration. Her service efforts won her an NFHS Citation in 2014.

Smith was a member of the MSHSAA Board of Appeals from 2005 to 2014 and the Investigative Committee from 2003 to 2006, and has previously addressed the Missouri State Legislature on behalf of the MSHSAA to discuss eligibility and transfer issues, as well as home-school issues. She has taught Leadership Training classes and given presentations at MSHSAA and MIAAA state conferences, workshops and the MSHSAA Sportsmanship Summit, and was chosen MIAAA president-elect in 2013.

In the St. Louis area, Smith spent two years as president of the Metro League from 2012 to 2014 and was also a four-year member of the St. Louis Officials' Fees Committee, which worked to set a fair, equitable pay scale for officials.



Dr. Jim Wright, CMAA
Huntington Station, New York

Jim Wright, Ed.D, CMAA, has spent 18 of his 20 years in high school athletic administration in his current role as the supervisor of health, physical education and athletics for the South

Huntington Union Free School District in South Huntington, New York. Additionally, he has served as the associate executive director of the New York State Athletic Administrators Association (NYSAAA) since 2017.

Wright has been a member of the NIAAA for 18 years and has been New York's delegate to the NIAAA Delegate Assembly four times. An NIAAA national faculty member for LTC 707, Wright has presented various courses on technology, social media and concussion management throughout the country. He is a member of the NIAAA's fifth strategic planning committee and the Mentoring Committee.

As the associate executive director of the NYSAAA, Wright works with the National Executive Directors Council (NEDC). He is also a past president of the NYSAAA and served as a Leadership Training instructor, conducting courses on sports law, personnel evaluations and emergency event management. He has previously been the Section 11 representative to the NYSAAA board, and continues to serve Section 11 as a member of several committees.

Wright, who earned his bachelor's and master's degrees from C.W. Post University and his doctorate from Dowling College, has been a leader in professional development. He created a comprehensive, nine-course program for health and physical education directors and earned the Dr. John Foley Award for Professional Development from the NYSAAA in 2014.

Wright's additional accolades include the New York State Association for Health, Physical Education, Recreation and Dance (NYSAHPERD) Physical Education Director of the Year (2011); New York State Council of Administrators Physical Education Director of the Year (2013); NYSAAA Athletic Administrator of the Year (2013); Section XI Wrestling Coaches Association Administrator of the Year (2013, 2017); the NIAAA State Award of Merit in 2019; and the Ellis H. Champlin Award – the highest honor given in the state for administration in physical education.

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.



Ted D'Alessio, CMAA
Ocean City, New Jersey

Dr. Ted D'Alessio, CMAA, served the Millburn (New Jersey) Township Public School District for 40 years until his retirement in 2016. In that time, D'Alessio was responsible for 29 varsity sports, 41 junior varsity and freshman level programs, and 75 coaches. D'Alessio's commitment also extended to serving as the health and physical education supervisor at Millburn High School.

After earning his bachelor's degree in health, physical education and recreation from Springfield (Massachusetts) College in 1976, D'Alessio received his master's degree from Montclair State (New Jersey) University in 1981. D'Alessio played football at Springfield all four years and later coached football and track at Millburn. He had an overall record of

123-31 in track, which included four undefeated outdoor teams. Prior to becoming Millburn's director of athletics in 1993, D'Alessio earned his doctorate of education degree from New York University in 1991.

As an athletic administrator, D'Alessio has made significant contributions at the state and national levels. Since 2002, he has been a member of the Director of Athletic Administrators in New Jersey (DAANJ) Board of Trustees and was the DAANJ president from 2014 to 2016. Additionally, D'Alessio has been a presenter and moderator for numerous New Jersey State Interscholastic Athletic Association (NJSIAA) and DAANJ workshops.

On the national scene, D'Alessio was one of New Jersey's first athletic directors to receive CMAA certification through the National Interscholastic Athletic Administrators Association (NIAAA). Among his service, D'Alessio has been a mentor of the NIAAA Coaches Education Committee since 2010 and chairman since 2017. He has also been a member of the Certification Committee (2001-09) and Communications/Issues/Resolutions Committee (2000-01).

In 2012, D'Alessio became the sixth athletic director from New Jersey to receive the NIAAA Distinguished Service Award. The 2012 recipient of the DAANJ Athletic Director of the Year award, he also collected the DAANJ Distinguished Service Award in 2016 and was inducted into the association's Hall of Fame in 2019.



Johnny Johnson, CMAA
Russellville, Arkansas

After 11 years as a successful college basketball coach at the University of the Ozarks, Johnny Johnson, CMAA, began his career in high school athletic administration in 2001. His 18-year career began with his hometown Little Rock (Arkansas) School District in 2001, and he is currently in the same position with the Russellville (Arkansas) School District.

Johnson led the University of the Ozarks to a 173-126 record – the best in school history – and the Eagles appeared in two NAIA National Tournaments.

The Little Rock School District was the largest in the state when Johnson arrived in 2001. While there, he worked to improve numerous athletic facilities, started playing high school basketball games in what is now Verizon Arena in North Little

Rock, and he founded the “Jammin’ For Jackets” Basketball Tournament to raise money for letter jackets for Little Rock School District student-athletes. Since moving to the Russellville School District in 2012, Johnson has started the “Hoops For Hunger” Basketball Tournament, which has raised more than \$200,000 for two local charities.

Johnson was president of the Arkansas High School Athletic Administrators Association (AHSAAA) from 2007 to 2009 after serving as vice president (2005-07), secretary (2003-05) and program chair (2001-03). From 2009 to 2011, Johnson was the AHSAAA’s liaison to the Arkansas Activities Association (AAA) Board of Directors.

Johnson has been a tremendous contributor to the AAA as a tournament host. He has been tournament director for AAA state championships in tennis, golf, softball, soccer, basketball and track. He also has taught Leadership Training classes at the AHSAAA state conference, and has led an annual seminar for new athletic directors.

In addition to the AHSAAA Distinguished Service Award, Johnson has received national recognition as a recipient of the NIAAA State Award of Merit. A member of the NIAAA Board of Directors since 2017, Johnson has completed 25 Leadership Training classes and has attended 15 national conferences.



Joe Keller, CAA
Lakewood, Washington

Joe Keller, CAA, has been a fixture in Washington interscholastic athletics for 16 years. The assistant principal and athletic director at Fife (Washington) High School since 2012, Keller added the duties of executive director of the Washington Interscholastic Activities Association (WIAA) West Central District III in 2016.

Prior to his arrival at Fife, Keller was athletic director at Lakes High School in Lakewood, Washington (2000-11) and a teacher and coach at Curtis High School in University Place, Washington (1984-99). Keller began his career at Sheridan (Oregon) High School from 1981 to 1983, where he was a teacher and an assistant coach for baseball, basketball and football.

At Curtis High School, Keller was the head baseball coach and an assistant football coach. During his 12 years as base-

ball coach, his teams qualified for the state playoffs 11 times, including one third-place finish. In 2004, Keller received his first opportunity to serve as an athletic director at Lakes, and he assisted in the design and development of new state-of-the-art facilities.

Keller has been a prominent member of the Washington Secondary Schools Athletic Administrators Association (WS-SAAA), serving on the executive board since 2010 and a term as president in 2016. Since 2009, Keller has also served as a member of the WSSAAA Leadership Training Institute (LTI) faculty at the state conference.

Nationally, Keller serves as vice chair of the National Interscholastic Athletic Administrators Association (NIAAA) Publications Committee. He also has been an NIAAA state delegate, and has had multiple roles with LTI courses that, among others, include serving as a breakout and LTI moderator since 2016 and becoming a certified LTI test administrator in 2010.

A 1980 graduate of Washington State University in Pullman, Keller earned his bachelor’s degree in English and education from the school before later receiving his continuing teacher certificate from the school. He later earned his master’s from City University in Renton, Washington, and a master’s from Grand Canyon University in Phoenix, Arizona, in 2012. Keller was drafted by the Los Angeles Dodgers out of high school and pitched in the organization for five years before injuries ended his career.



Mike McGurk, CMAA
Lee’s Summit, Missouri

Mike McGurk’s, CMAA, athletic administration career has been divided between the states of Virginia (2002-08) and Missouri (2008-present).

After a 10-year coaching career at Lake Braddock Secondary School in Virginia, McGurk was director of student activities at Thomas Jefferson High School in Alexandria, Virginia, for one year, followed by five years in a similar position at James W. Robinson Secondary School in Fairfax, Virginia.

During his years at James Robinson, McGurk coordinated a \$200,000 facility improvement plan and hosted several Virginia High School League (VHSL) state championships.

McGurk moved to Missouri in 2008 and served five

years as activities director at Jefferson City High School and is currently in his seventh year as activities director at Lee's Summit North High School.

At Lee's Summit North, McGurk has started a Student Activity Advisory Council, and he designed a "Rising Freshman Preview Night" for the school and its student body. Outside the school, McGurk has served as secretary of the Kansas City Interscholastic Athletic Administrators Association since 2015.

McGurk, who was a recipient of the 2017 National Interscholastic Athletic Administrators Association (NIAAA) State Award of Merit, became involved with the Missouri Interscholastic Athletic Administrators Association (MIAAA) once he moved to Missouri by helping implement its first strategic plan and a mentoring program for new athletic directors. He also was MIAAA president from 2015 to 2017, and has served on the MIAAA Board of Directors since 2012.

Nationally, McGurk has had articles published in Interscholastic Athletic Administration (IAA) magazine. He was a member of the NIAAA Awards Committee for five years, including a year as chair, and he was elected to the NIAAA Board of Directors in 2018. McGurk has completed 23 Leadership Training classes and has attended 16 consecutive National Athletic Directors Conferences.

McGurk received his bachelor's degree in English literature from George Mason University (Virginia) and also possesses a master's degree in education leadership. This year, he earned his education specialist degree from the University of Central Missouri.



Robert Northridge, CMAA
Boulder City, Nevada

After retiring from a 32-year career with the Clark County (Nevada) School District, Robert Northridge, CMAA, assumed his current duties as Southern Nevada Coordinator for the Nevada Interscholastic Activities Association (NIAA).

Prior to becoming an athletic administrator, Northridge coached wrestling at Valley High School in the Clark County School District from 1980 to 1987. He also coached wrestling for Boulder City (Nevada) High School from 1989 to 1995 and boys golf from 1994 to 2011. Northridge was named athletic director at Boulder City in 1994, and remained in that

role until 2008.

After retiring from Boulder City, Northridge was executive director of the Nevada Athletic Directors Association (NADA) for one year before becoming the NIAA's Southern Nevada Coordinator the next year.

During his time as athletic director, Northridge was the tournament director or assistant director for more than 100 Nevada Interscholastic Activities Association (NIAA) regional or state championship tournaments. He served on several NIAA committees, including the Realignment, Hall of Fame Selection and State Scheduling Committees.

Since 2008, Northridge has served as a course instructor for the Leadership Training Institute (LTI) facilitated by the National Interscholastic Athletic Administrators Association (NIAAA). Nationally, Northridge also has twice served as the state's liaison to the NIAAA Delegate Assembly at the NADC and was a member of the National Federation of High School Associations (NFHS) Coaches Education Committee from 2014 to 2017.

Among his honors, Northridge was the 2009 recipient of the NIAAA State Award of Merit. In 2004, he was recognized as the Nevada State Athletic Administrator of the Year and, in 2001, as the Nevada State Athletic Director of the Year.

The passion Northridge has for his job has resulted in his attendance at every National Athletic Directors Conference for the past 20 years.

Northridge earned his bachelor's degree from the University of Nevada, Las Vegas, and his master's from Nova Southeastern University.



Paul Powers, CAA
Aurora, Ohio

Paul Powers, CAA, has been a successful athletic administrator at three schools in Ohio for more than 26 years. Since 2008, he has served as the athletic director for the Aurora

City Schools.

After earning his bachelor's degree in sports management from Ohio Northern University in 1991 and working two years as a recreation supervisor in Orange, Ohio, Powers assumed the director of athletics role at West Geauga Local Schools in Chesterland in 1993. He remained there until 1998, when he assumed the same role for the Bedford City Schools.

Powers has been an active member of the Ohio High School Athletic Association (OHSAA), Ohio Interscholastic Athletic Administrators Association (OIAAA) and the Northeast Ohio Interscholastic Athletic Administrators Association (NEOIAAA). His work as part of the NEOIAAA Executive Committee started in 1995, and he was president from 2009 to 2011. He also served as president of the OIAAA (2015-17), as a member of the OIAAA Strategic Plan Committee, and he has been a part of the OIAAA State Conference Committee for 10 years.

With the OHSAA, Powers served a term on the OHSAA Board of Directors and was president in 2017-18. He also was regional football playoff manager for 16 years.

A member of the National Interscholastic Athletic Administrators Association (NIAAA) for more than 20 years, Powers attended his first National Athletic Directors Conference (NADC) in 2011 and has yet to miss one since. He has completed 34 of the 43 Leadership Training Institute (LTI) courses available. He has also served on the NIAAA Membership Committee.

Among his honors, Powers was a recipient of the NIAAA State Award of Merit in 2016, as well as the OIAAA Citation Award in 2012. In 2009, the NEOIAAA named him the Athletic Director of the Year. Powers has also received the OIAAA Distinguished Service Award Inside the Field of Athletics in 2007 and, in 2006, was voted the No. 1 athletic director by sportswriters in the Cleveland Plain Dealer.



Lanness Robinson, CMAA
Tampa, Florida

Although he is the director of athletics for one of the largest school districts in the nation, Lanness Robinson, CMAA, continues with his commitment to student-athletes as his first priority. Robinson, the director of athletics for Hillsborough County (Florida) Public Schools, started a scholarship program that annually awards a \$500 scholarship to one senior male and one senior female student-athlete from each Hillsborough County school. Since the program was launched, Robinson has secured sponsorships to fund more than \$330,000 in scholarship money.

Prior to taking his role with Hillsborough County Public Schools in 2006, Robinson served as the assistant principal and athletic director at Wharton High School in Tampa. That

six-year stint followed his start at Plant City (Florida) High School as a teacher, head basketball coach and assistant football coach from 1995 to 2000.

Currently a member of the NIAAA Board of Directors, Robinson will be NIAAA president next year and will be a key member of the Host Committee for Tampa's first National Athletic Directors Conference in 2020.

Robinson has been a valuable member of the NIAAA Leadership Training Institute (LTI), serving as course chair since 2009. He has taken 37 LTI courses and presented 15 courses at several state and national conferences.

At the state level, Robinson has been on the Florida Interscholastic Athletic Administrators Association (FIAAA) Board of Directors since 2002 and was its president in 2010-11. He served on the Florida High School Athletic Association (FHSAA) Representative Assembly from 2004 to 2006, and was a member of the FHSAA Athletic Directors Advisory Committee for two years.

In 2015, Robinson received the Dr. Clarence Noe Outstanding Athletic Administrator of the Year award from the FIAAA, and he was the recipient of the NIAAA State Award of Merit in 2009. He has also been recognized by the Positive Coaching Alliance, which named him a National Leadership Fellow in 2015 and with its Tampa Bay Champion Award in 2014.



Fred Smith, CMAA
Stevensville, Michigan

Fred Smith, CMAA, was a passionate champion for Michigan interscholastic athletic administrators during his 38-year tenure as a teacher, coach and administrator. Smith's career spanned stops at four Michigan schools from 1980 until his retirement in 2017.

A 1979 graduate of Western Michigan University, Smith began his career at Lake Michigan Catholic Schools for 11 years. In 1991, he joined Comstock Public Schools in Kalamazoo, Michigan, where he served for 16 years. Smith move to Buchanan (Michigan) Community Schools in 2007, where he remained until 2015 before departing for his final stop as athletic director at Benton Harbor for two years.

Among his accomplishments, Smith instituted awards programs to recognize three-sport (or more) student-athletes who

participated for their full, four-year high school career. Additionally, he assisted with the development of an evaluation tool for coaches and helped provide funding for coaches to attend the Michigan High School Athletic Association (MHSAA) Coaches' Advancement Program.

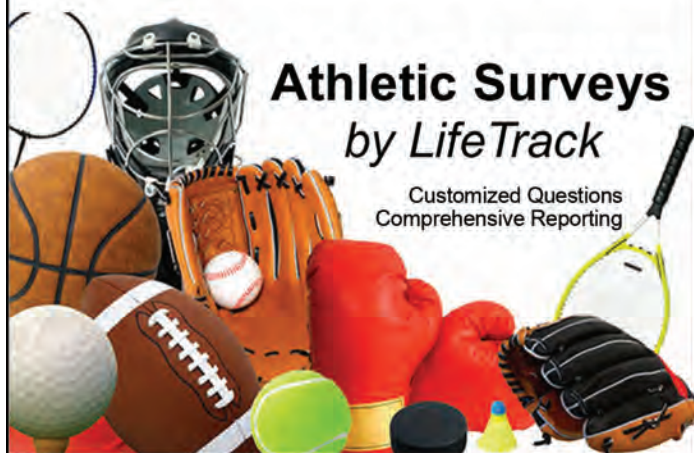
Smith was a member of the MHSAA Representative Council from 2005 to 2017, including the final four years as vice president. He also served on several MHSAA committees, and he hosted countless MHSAA district and regional tournaments. With the Michigan Interscholastic Athletic Administrators Association (MIAAA), he has served as chair of its Professional Development Committee as well as a member of its executive board from 1993 to 1998.

Smith was a member of the NIAAA Board of Directors (1996-98), Credentials Committee (1989-96) and Hall of Fame Screening Committee (2010-18). He has been heavily involved in the NIAAA's Leadership Training Institute. He is national course chair for LTC 501, and he has presenting Leadership Training Courses in 14 states. Smith also served on the NIAAA Executive Director Search Committee, and he has attended 34 National Athletic Directors Conferences.

Smith has been honored with numerous awards. He has previously received the NIAAA Distinguished Service Award, the NIAAA Thomas E. Frederick Award of Excellence, the NIAAA Frank Kovaleski Professional Development Award, and the MHSAA Charles E. Forsythe Award. **IAA**

Visit booth #512 during the National AD's Conference

- Gather comprehensive data from entire teams
- Give the 95% having a positive experience a voice
- Have data to support your coaches and programs



www.athleticsurveys.com
1-800-738-6466
Larry@athleticsurveys.com



WHAT'S MISSING IN YOUR SCHOOL'S WEIGHT ROOM?

Visit booth #412 at the National Athletic Directors Conference to learn how a qualified coach enhances your strength program.

December 15 & 16 | National Harbor, MD

NSCA.com/WhatsMissing



STOP WISHING. START FUNDING!

A DAKTRONICS VIDEO DISPLAY CAN HELP YOU ADD REVENUE TO YOUR ATHLETIC BUDGET.

As you thumb through this magazine, you probably have a whole list of wants and needs for your student athletes. Getting the funding for it all? That's the challenge.

A Daktronics video display can add revenue to your athletic budget. Your Daktronics Sports Marketing (DSM) rep will help you secure sponsors now and in years to come, at no extra cost to you.

Schools that go digital and partner with DSM bring in an average of \$40,000 in revenue per year. That could pay for your video display and fund a lot of your wish list!

Stop by our booth at the National Athletic Directors Conference to see how a Daktronics video display can add to your athletic budget!

LEARN MORE AT DAKTRONICS.COM/WHYVIDEO.





THE NATION'S LEADER IN



HIGH SCHOOL SPORTS



STREAMING LIVE ON NFHSNETWORK.COM FROM ANY DEVICE



SUBSCRIBE



FOLLOW



WATCH



 WATCH LIVE NOW

WWW.NFHSNETWORK.COM

Sifting Through the Noise:

Answering Requests in a Professional Manner



By Bill Fitzgerald, CMAA

As an athletic director, your day, week and month can be full of requests and questions of your school's activity programs. They can be as small as needing a team schedule or a game roster; or as large as information on philosophies of the department, a coach; or new trends you see coming for student opportunities.

These requests can come from staff members, local or regional media, or even community members – to name just a few. The ability to sort through what you need to respond to immediately versus what can wait or be assigned to someone else is an important and often overlooked portion of the job. Although these requests will vary from schools and districts across the country, there are a few basic practices you can implement to make your duties go a little smoother.

- **Delegate the Small Stuff:** If you are fortunate to have office associates, they can be of valuable service to you and your department. Let them help. Schedules, rosters, transportation times can all be part of their responsibility, and they can also be the first contact in the activities office. I personally found out how much experienced office associates can take off your plate and handle at their level. It was a great help to both my assistant athletic director and I when it came down to delegation of office duties. However, if you are on your own without such assistance, putting these items on a scheduling program and directing questions to the website can still save you time and energy.

- **Share Pertinent Information in Advance:** One of the things I tried to do was share an “Activities of the Week” with our staff and administration across the district. It listed all of our high school events for the week, with sites, times and facility locations. This also included the use of our facility by outside groups so others would know when non-school groups were scheduled. I made sure to also share this with our middle school, elementary, and district office administrators to help them inform their staff and parents, as well as with local media.

It is amazing what can be shared via newsletters, radio broadcasts, or local newspapers. In doing this, I made sure that the information was correct and updated in a timely manner if any changes occurred. Referring everyone to your scheduling website can help them get used to checking it on a regular basis to look for changes due to rescheduling of events.

- **Create Groups for Sharing Information:** When I shared the “Activities of the Week” with everyone, I did so via a group email that was easy to create. Within a few weeks, I had requests from others to be included in the weekly email. This proved to be a great way to reach many people. The more accurate and pertinent your information, the more others will want to be aware of what is going on.

- **Be Well Informed to Answer the Specific Question:** You will always be asked for information that needs immediate attention – a policy question, a department procedure, or a request from a parent or administrator as to how a situation might be handled. Knowing your school policies is essential to being able to answer in a timely fashion and puts you in the professional spotlight. However, if you are not sure of the answer, it is better to tell the person that you will check and get back to them, rather than giving a vague response. You also might need more infor-

mation from a superior before you can respond. Be careful with your answer, but always be truthful.

- **Be Ready for the “Immediate Request”:** Many of you have been through this before – the parent wanting to know about playing time, disagreeing with a coaching decision, or the community member wanting to know about fundraising. It could even be a fellow administrator who wants to know how a certain situation is handled. Your ability to react in an informed manner without escalating the situation is essential to good communication.

Although you may not be able to give all the information at that specific time, you can generally visit in a civil tone without being argumentative if you tell them you will look into the situation. You can respond to them later, when you have more information. You may already have a policy in place regarding “chain of command.” It often requires a parent to talk with their student and coach prior to discussion with the athletic director. Make sure that happens. You can talk to the parent after a meeting with the coach, which also gives you time to get all of the facts. Taking time to gather these can save you from getting egg on your face.

- **Above All – Follow Policy:** Regardless of what you may want to share at the time, you may very well have a policy in place regarding student information, injury situations, or staff procedures. HIPPA guidelines limit what we can share regarding students, and according to most school board policies, discipline situations for students, coaches, or staff are privileged information. Make sure you always follow district guidelines and policies before you address any issue. This will save you time and potential embarrassment, as well as any possible disciplinary action.

We all want what is best for our student-participants in educationally based activities. As the leader of activities in your school, you will be asked many different types of questions. It is up to you to use good judgement and have a clear understanding of your programs. Being cognizant of your school and district policies as well as your department procedure can let you be a positive voice for your school, regardless of the situation! **IAA**

ABOUT THE AUTHOR: *Bill Fitzgerald, CMAA, is a retired athletic director from Fremont, Nebraska. He can be reached at billfitz54@gmail.com.*



8^{to}18



DRIVING DIGITAL SUCCESS for Athletic Directors

Scheduling | Registration | Website | Fundraising | & More



8to18digital.com | juggul.com (Product Site)



2019 Exhibitors List

| Company | Booth(s) | Company | Booth(s) | Company | Booth(s) |
|---|-----------------|---|-----------------|--|-----------------|
| 8to18 Athletic Management..... | 415 | Clell Wade Coaches Directory..... | 400 | Flansburgh Architects..... | 744 |
| A-Turf, Inc..... | 1103 | Coach & AD..... | 948 | Formetco Sports..... | 1012 |
| ACCUSPLIT..... | 408 | Coach Evaluator..... | 220 | FormReLeaf/LeagueMinder/ Alphacity/DigitalSports..... | 208 |
| Ace Sports..... | 318 | Collectible Canvas..... | 137 | Game On Mouthguards..... | 143 |
| AI CARE, LLC..... | 1200 | COLUMBIA LOCKERS..... | 942 | GameChanger..... | 930 |
| ALL-PRO TACTICAL..... | 949 | Community Professional Loudspeakers..... | 101 | GameDay Vision..... | 112 |
| Anchor Audio..... | 1101 | Concordia University Irvine..... | 242 | GearBoss..... | 225 |
| ArbiterSports..... | 303 | CoreCourseGPA.com..... | 1018 | GeoSurfaces..... | 111 |
| ASICS..... | 218 | County Sports Zone..... | 1113 | Gill Athletics..... | 425 |
| ASIYA Sports Hijabs..... | 1125 | Covermaster Inc..... | 802 | Gilman Gear..... | 1036 |
| AstroTurf..... | 309 | Crumbraise..... | 532 | Gipper..... | 139 |
| ATC CORP..... | 1127 | Daktronics..... | 513 | Glazier Clinics..... | 542 |
| Athlete Viewpoint..... | 545 | Digital Scoreboards..... | 701 | Graphics Outfitters..... | 221 |
| Athletic Business..... | 414 | Digital Trophy Case by Nanonation..... | 344 | Guardian Caps..... | 333 |
| Athletic Surveys by LifeTrack Services..... | 512 | DistrictWON..... | 821 | Hammer Strength/Life Fitness..... | 1142 |
| ATIXA..... | 648 | Double Good..... | 1242 | Hellas Construction..... | 337 |
| Away With Geese.com..... | 1115 | Dr. Dish Basketball and AirCAT Volleyball..... | 439, 538 | Henry Schein, Inc..... | 849 |
| Bag Tags, Inc..... | 418 | DreamSeat..... | 1008 | High School A.D. Network..... | 645 |
| BAND..... | 825 | DTN..... | 702 | High School Zoom..... | 118 |
| BigSigns.com..... | 738 | E.A.GRAPHICS..... | 1001 | HomeTown Ticketing..... | 142 |
| BigTeams..... | 737 | Earth Networks..... | 931 | Hospital for Special Surgery..... | 506 |
| Bison, Inc..... | 601 | Eastbay..... | 851 | Hussey Seating..... | 502 |
| Blinktbi..... | 432 | Ephesus Lighting..... | 903 | InBody..... | 945 |
| Blue Wave Tech..... | 438 | Eventlink..... | 338 | Inflatable Images..... | 114 |
| Boostr, LLC..... | 119 | Excite Fundraising..... | 239 | Insight Sports, Inc..... | 202 |
| Brand Armor..... | 1121 | EZ Flex Sport Mats..... | 839 | Interkal, LLC..... | 907 |
| Brock USA..... | 707 | FairPlay Corporation..... | 1102 | Iron Neck..... | 944 |
| BSN SPORTS..... | 233 | FamilyID, Inc..... | 837 | Jawku..... | 749 |
| CABANA BANNERS..... | 1118 | Fan Encore, LLC..... | 751 | Jaypro Sports..... | 642 |
| California Canopy..... | 1119 | Fanz Collectibles..... | 651 | Jus' Playin' LLC..... | 348 |
| Center for Sport at Tulane University/Tulane School of Professional Advancement..... | 1107 | FieldTurf..... | 921 | K & K Insurance Group, Inc..... | 211 |
| Champion..... | 501 | FinalForms..... | 315 | K12 Licensing..... | 637 |
| Championship Rings..... | 236 | FISHER ATHLETIC..... | 201 | Keystone Purchasing Network..... | 1009 |
| Chetu Inc..... | 650 | Fishing League Worldwide (FLW)..... | 125 | Keystone Sports Construction..... | 639 |



| Company | Booth(s) | Company | Booth(s) | Company | Booth(s) |
|---|----------|--|----------|---|----------|
| Lead 'Em Up..... | 100 | Resilite Sports Products – | | TKH Design, Inc..... | 445 |
| Letterman Bags..... | 938 | The Mat Company..... | 609 | Transcend Brokerage Group, Inc..... | 238 |
| Level Up Sports, LLC..... | 850 | RicheyAthletics..... | 927 | TROPHECASE..... | 1050 |
| Life Wear Technologies..... | 110 | Riddell..... | 713 | Turf Tank..... | 551 |
| LRT Sports..... | 750 | Rogers Athletic Company..... | 908 | United States Marines Youth Foundation..... | 433 |
| Lynx System Developers, Inc..... | 430 | rSchoolToday..... | 801 | University of Cincinnati Online..... | 1021 |
| Mascot Media..... | 449 | SAFEGOAL..... | 1003 | US Olympic Sports..... | 131 |
| Maximum Promotions | | Salsbury Industries – Lockers.com..... | 1136 | USGreentech..... | 1020 |
| customcollegebanners.com..... | 1000 | Samsung..... | 444 | Varsity Athletic Apparel, Inc..... | 906 |
| MaxPreps..... | 714 | Sator Soccer..... | 224 | Varsity Spirit..... | 615 |
| Maxwell Medals & Awards..... | 321 | Schelde Sports..... | 703 | VitalSigns Wall of Fame..... | 709 |
| Media All Stars..... | 1130 | School Pride Ltd..... | 215 | VNN Sports..... | 327 |
| Medieval Times..... | 842 | ScoreShots..... | 339 | Vs. Cancer..... | 226 |
| MF Athletic.com..... | 608 | ScoreVision..... | 1025 | Watchfire..... | 742 |
| Mledtech..... | 330 | Selective Service System..... | 402 | Waterboy Sports, LLC..... | 127 |
| Musco Sports Lighting..... | 403 | Side Effects, Inc..... | 306 | WorldStrides Excel Sports..... | 1026 |
| MyGameDayLive..... | 1014 | Sideline Interactive..... | 700 | Xenith..... | 136 |
| National Flag Football..... | 748 | Sideline Power..... | 342 | York Barbell..... | 549 |
| National Strength and Conditioning | | Slam Dunk Sports Marketing..... | 936 | Zephyr Headwear..... | 319 |
| Association (NSCA)..... | 412 | SMi Awards..... | 401 | | |
| NCSA Next College Student Athlete..... | 603 | SNA Sports Group..... | 103 | | |
| Neptune GameTime..... | 1133 | Sony..... | 508 | | |
| Nevco Sports, LLC..... | 437 | Sound Director, Inc..... | 1006 | | |
| Nexxfield Inc..... | 745 | Spadd..... | 1106 | | |
| NFHS Learning Center..... | 1139 | SPEC Athletic, Inc..... | 901 | | |
| NFHS Network, Pixellot, Huddle Tickets..... | 537 | Special Olympics Unified Sports..... | 1032 | | |
| NIAAA Member Booth..... | 349 | Spirit Station by Built-Rite..... | 644 | | |
| Northwest Designs Ink..... | 124 | Sponsor Burst..... | 951 | | |
| nxtU Consulting and Coaching Services..... | 1132 | SportReporting.com..... | 1044 | | |
| OES Scoreboards..... | 943 | Sports Imports..... | 307 | | |
| Ohio University (Pearson Online | | Sports Solutions, LLC..... | 543 | | |
| Learning Services)..... | 413 | Sportsfield Specialties, Inc..... | 909 | | |
| opendorse..... | 544 | SPORTSMAN'S/SPORTSMAN'S | | | |
| P.C.C. INC Air Purification..... | 743 | RECONDITIONING..... | 343 | | |
| Palmetto Windscreens..... | 844 | SportSoft, Inc..... | 1143 | | |
| PayK12..... | 1109 | Sportzcast..... | 442 | | |
| Payscape Registration..... | 1024 | Sprinturf, LLC..... | 350 | | |
| PGA of America..... | 1226 | SquadLocker..... | 649 | | |
| Porta Phone Co. Inc..... | 420 | Strike Visuals..... | 126 | | |
| Potbelly Sandwich Shop..... | 845 | SuperFan..... | 514 | | |
| Pro Football Hall of Fame..... | 1037 | T°CoolPT..... | 1033 | | |
| ProMaxima Mfg..... | 331 | Team Fitz Graphics..... | 1013 | | |
| Protex Industries..... | 933 | Team IP..... | 520 | | |
| Pure&Clean Sports..... | 200 | TeamBuildr..... | 308 | | |
| Rank One..... | 815 | The Fanatic Group..... | 108 | | |
| Rebel Athletic..... | 113 | The FanWrap..... | 1048 | | |
| Recreonics, Inc..... | 915 | The Neff Company..... | 918 | | |
| Register My Athlete..... | 120 | TicketSpicket..... | 509 | | |
| Registry for Excellence LLC..... | 1138 | Tierney Brothers..... | 421 | | |



THE Logo Shop



Stop by while attending the National Athletic Directors Conference at the Gaylord National Resort Convention Center this December.

LOCATED IN THE EXHIBIT HALL · LATEST NIAAA CLOTHING STYLES · REASONABLE PRICES



Learning Center

www.nfhslearn.com



For Everyone

- Administrators
- Coaches
- Music Adjudicators
- Officials
- Parents
- Students

*Find Courses Recommended for You
on the NFHS Learning Center*

Edited By Bill Fitzgerald, CMAA, Retired Athletic Director, Fremont, Nebraska

Student Involvement:

Increasing Student Attendance at Games

By Nate Andrews, Athletic Director, Olympic High School, Bremerton, Washington

Are you experiencing a lack of participation and attendance by students at your home athletic events? We are at Olympic High School in Washington. While attendance by our students has decreased over the years at all home events, it can be very bleak even on Friday nights during football season.



Admission revenue is important to our bottom line at Olympic. Gate receipts fuel the machine. That is no different in high schools across the nation and even right down the road. We are always trying to find revenue sources, reduce costs, increase attendance and ultimately better finance and support our athletes and programs.

In the Olympic League, we see small crowds in all our home events regardless of what is at stake or even when it's a rivalry game. Two high schools in our league that border our school district line – Bremerton and North Kitsap – are great opportunities for healthy rivalries. As talent ebbs and flows and overall success can boom and bust, there is nothing better than having the stands full and the energy high at events. More importantly, students that participate are doing something healthy and safe in the evening. In talking to my colleagues in surrounding districts, we came up with an idea.

Students from visiting schools rarely make even a short trek to Olympic to watch their classmates. In looking at the revenue generated by the few students that do drive the 15 – 20 minutes, it's extremely insignificant. That's what really got the three of us thinking. What if we waived the admission cost to these students in neighboring districts to at

least increase attendance at our activities?

North Kitsap Athletic Director Matt Stanford and Bremerton Athletic Director Casey Lindberg and I decided to ask our Associated Student Body Government leaders to discuss this concept and hopefully vote on it. The students at all three of our schools were excited about the idea and voted to waive admission for visiting students with ASB cards. If the concept catches on, maybe more students will begin to attend, which helps in concession sales and adds to student involvement. Add the fact that parents might follow as well, this could be a win/win situation. **IAA**



Photography provided by en.Wikipedia.org.



Best Practices



AD Checklist for Officials

By Karen Leinaar, CAA

As an athletic administrator you have duties that come with the job that no one tells you. Here is one more – your duty to our game officials.

Here is a check off list to assist you.

1. **Meet the officials at or near the front door** – Make sure they know where the front door is for your athletic events. Communicate this before their arrival. Do not assume they know where to go!
2. **Introduce them to their host** – Yes, they need an escort; someone to take them to the appropriate changing area and point them in the direction of the game facility, restrooms, etc.
3. **Fill them in on any special game notes** – Are there any activities going on that change the time frame of the game? Are there things that are allowed in the student section, (during timeouts can specific fans come on the game floor), parent's night, extended half time or between games? Give them a head's up; don't surprise the officials!
4. **Who is in charge?** – Make sure you have introduced the officials to the person or persons who can assist, if necessary, e.g., water on the floor, unruly spectators, injured athletes. They need to know who to look for if a situation occurs. Information is key to a successful event.
5. **Halftime** – Who meets the officials and where do they go? Do they want water or need anything else? Who is escorting them? Are there special activities going on? Do they see any potential issues that need to be taken care of before the game continues? Quick conversations can see how they feel the event is going.



Officials photography provided by Pam Wagner, Colorado High School Activities Association.

- 6. **Near game end** – Do the officials know who they are meeting and where? Is there a quick exit route? Do they bring the game ball with them or hand it off to the scorer’s table? Little directions for the end of the game allow for all to be comfortable.
- 7. **Escort out of building** – Sometimes it is necessary. Do you have a plan? It may be a side door, or maybe they need to wait a little longer in the changing room. Provide them with directions. Don’t leave it up to them.

- 8. **As they are leaving your building, thank them** – They have been your guest; make them feel like it. They will see and speak to many people. Make them have great memories of being at your school. Positive memories make them want to return.

Without the officials – the game will not go on! Officials are your best friend for the event. Do not question their calls and protect them from the crowd. If asked to remove someone by an official – don’t ask why – just do it.

Your job is crowd control. It is easy if you plan. Make public announcements about sportsmanship, have personal conversations with loud spectators and, if necessary, remove them. Always be in control; don’t let the spectators be in control. **IAA**

ABOUT THE AUTHOR: *Karen Leinaar, CAA, is the athletic director of Bear Lake (Michigan) Schools and is executive director of the Michigan Interscholastic Athletic Administrators Association. She can be reached at leinaark@manistee.org.*





**PREFERRED TURF SPONSOR
OF THE NIAAA**





Please visit us for the Sports Facilities Educational Seminar to learn more about New Technology and Safety innovations in Sports Construction

hellasconstruction.com/NIAAA

Premises Liability — Baseball Dugout Design

By Thomas H. Sawyer, Ed.D.



Ludman v. Davenport Assumption High School
Supreme Court of Iowa
No. 15-1191, June 02, 2017

Complaint

A high school baseball player brought a premises liability action against a high school for his injuries after a foul ball struck him while he was standing in an unprotected part of the visitor's dugout at the high school's baseball field. The high school appeals from the judgment entered on a jury verdict

finding the high school's negligence was responsible for injuries sustained by the high school baseball player.

Court's Findings

The Court concluded the high school owed a duty of care to the player and substantial evidence supports the jury verdict. However, it found the district court abused its discretion in not allowing the high school to present evidence of custom. It further found the district court erred when it failed to instruct the jury on the player's failure to maintain a proper lookout. Accordingly, the court reversed the judgment of the district court and remanded the case to the district court for a new trial.

RISK MANAGEMENT DISCUSSION

Fencing or screening around dugouts has been a discussion for many years related to dugouts and safety. Many premises liability and recreational facility safety experts have testified and written articles related to dugout safety. In 2000, the American Society for Testing and Materials (ASTM) promulgated standards for the fencing of baseball and softball dugouts. Section 6.6 of the standards refers to protective fencing for below-grade dugouts and recommends "the protective fencing should cover the entire opening from ground level to top of dugout roof or overhang."

The NFHS and the NCAA now require fencing for softball dugouts, but not as yet for baseball. However, all dugouts in the minor and major leagues have fencing and many dugouts in college baseball have fencing to protect the athletes. Further, most youth baseball and softball fields have fencing in the front of dugouts to protect the players from foul balls, thrown balls, and flying bats.

Why do we need a rule to protect our student-athletes? It should be common sense. This case is a perfect example of how the courts will rule in the future in cases similar to this one. It would be much less expense to purchase and install fencing/netting than hire lawyers and expert witnesses to defend the school corporation in litigation and try to answer the question why did you not protect the student-athlete. Especially when you know others are providing safety fencing or netting for their athletes. Fencing/netting in front of the dugouts and on the ends facing home plate should be a requirement for below-ground and above-ground dugouts not an option. **IAA**

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





Edited by Michael Hughes, CAA

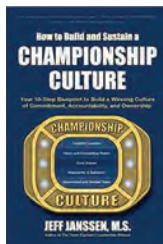
Book Review:

The Little Big Things 163 Ways to Pursue Excellence
by Tom Peters



“If not Excellence, what? If not Excellence now, when?” Like Tom Peters’ other masterpiece *In Search of Excellence*, this is a phenomenal book that describes many of the factors in life that people who want to live an extraordinary life will find as an essential read. Peters hits on ordinary, everyday experiences that, when looked at with intentionality, set the best apart. With the purpose of developing the 19 E’s of Excellence, the organizations and individuals should focus on doing all the big and little things with excellence. Peters reinforces so many of the little things in life that the truly special do. In classic Peters’ fashion, he is highly quotable and makes the most ordinary human experiences something that under closer examination, make all of the difference.

How to Build and Sustain a Championship Culture
by Jeff Janssen



In another of the powerful books by Jeff Janssen, *How to Build and Sustain a Championship Culture* delivers a step-by-step approach to building the type of program that focuses on both performance and relationships that enable the most successful programs to continually excel. Janssen provides prime examples of the eight distinct cultures that are prevalent in sports from Corrosive and Cut-Throat Cultures to the Competitive, Constructive and Championship Cultures. With Championship Cultures, they have six common themes that enable their programs to continually excel – Credible Leaders, Clear and

Compelling Vision, Core Values, Standards of Behavior, Committed and Unified Teams and Aligned Systems. This is a must read for anyone who is looking to adjust or bolster the culture in individual sports or the athletic program.

Student Athletes Merging Academics and Sports
by Frank P. Jozsa



This heavily researched book focuses almost exclusively on the scene in America’s colleges and universities and what Jozsa sees as issues that are creating concerns in higher education for student-athletes. Although there are some really interesting chapters that cover a number of sports controversies and today’s athletic environment, this work is really not that helpful for high school athletic administrators unless you want some statistical data on academic progress or programs that are offered that can help you with your high school athletes who are looking forward to a college experience that includes continuing to be a student-athlete. This is a great reference book and certainly one to read if you want to understand the current state of college/university athletics.

Podcast:

Revisionist History by Malcolm Gladwell

In a podcast series that has now covered four seasons of 10 episodes each, Gladwell covers a number of topics that are both thought provoking and presents viewpoints that would be out of the mainstream based on items that are overlooked or typically misunderstood. He covers a number of issues with athletics and takes a strong stance on football that creates a different view than athletic directors will take, but the information is always interesting and helps us examine perspectives that are different from our own. **IAA**





NIAAA Sports Facilities Educational Seminar

Hosted by Sports Facilities Committee

High School athletic facilities continue to become an increased responsibility of athletic administrators, as they are regularly asked to do more with less. Athletic administrators are now being placed in roles of overseeing or offering industry opinions of complete athletic facilities components and systems. Often stated, athletics is the front door of the school building, therefore athletic facilities are now used as the window to formulating a positive impression of your school and community. It is paramount for athletic administrators to be abreast of the ever-changing technology and new innovations that assist in reducing district liability, assuring player and spectator safety and being aesthetically pleasing, at a competitive fair market value.

The NIAAA Sports Facilities Committee wants to assist in equipping athletic administrators with a tool chest of ideas and best practices. This year the Sports Facilities Committee

will host its education seminar, conducting seven educational sessions led by industry experts. The educational seminar will be conducted December 14, 2019 at the National Conference in National Harbor.

This is an excellent opportunity to enhance and equip athletic administrators with facilities knowledge while engaging directly in discussion of best practices. The advantage of this setting is the opportunity of intentional focus with industry leaders, while equipping the athletic administrator with information to assist in current and future planning of an education-based sports facility.

This year's seminar will be conducted in Potomac Ballroom C of the Gaylord National Convention Center, and seven industry specialists have agreed to share their knowledge of industry norms and best practices with athletic administrators through scheduled educational sessions.

Register with your conference registration. This is a ticketed event, and preregistration is required for entrance into the ballroom. **IAA**

This year's seminar presenters include representatives from the following companies presenting on the following topics:

| Company & Presenter | Educational Session |
|--|---|
| Daktronics – Jody Huntimer | Learn How to Upgrade your Facilities with a New Video Scoring System |
| Hellas Construction – David Fisher | Infill Symposium & End of Life Cycles for Synthetic Turf |
| Hunter Industries – Lynda Wightman | Basic Irrigation Needs |
| Hussey Seating – Mark Beaulieu | Bleacher Safety & Maximizing the lifetime Value |
| Musco Lighting – Doug Miller | Five Considerations for Sports Lighting Projects |
| SSC Services for Education – Neil Cathey | An in depth look into Management of Skinned areas of baseball and softball fields |
| Toro Company – Boyd Montgomery | Ins and Outs of Mowing Equipment and the Aerification Process |



THE PREMIER COACH EVALUATION SOFTWARE FOR SCHOOLS AND ATHLETIC ORGANIZATIONS

- ❖ **100% Fully Customizable Evaluation Criteria Including the Following:**
 - AD in-Season Evaluations of Coaches
 - AD End of Season Evaluations of Coaches
 - Coach Season Reports or Self Evaluations
 - Athlete/Parent Surveys
- ❖ **Built in Evaluation Workflow**
- ❖ **Online Approval Process, Email Notifications, Historical Reporting, and Document Uploads**
- ❖ **Secure Access from Anywhere**

To learn more email admin@coachevaluator.com

www.coachevaluator.com



COLLECT + VERIFY + DISTRICT

BOOST

▲ COMPLIANCE ▲ SAFETY

REDUCE

▼ CONTROVERSY ▼ RISK ▼ LIABILITY



www.finalforms.com

NIAAA SPORTS FACILITIES EDUCATION PROGRAM Sponsors

For many years professionals in the field, and corporation sponsors, have played an integral part in assisting with the NIAAA sports facilities educational initiatives for school athletic administrators. These key areas of education have included articles for IAA magazine, national conference field days, sport facilities seminars, athletic field renovation projects and Leadership Training courses 615, 616, 619 and 621. Our thanks to the sponsors, past and current, that have served our sports facility advisory committee and helped provide these educational opportunities which benefit not only athletic administrators as a key facilities decision makers, but also district educational leaders who rely on the director of athletics expertise. Many others are positively impacted including student-athletes, school district maintenance and custodial staffs, and coaching staff members. Another benefit is the pride felt in school communities as their teams compete in, and on, safe, cleanly, manicured, state of the art, well-maintained and attractive school facilities.

Daktronics
www.Daktronics.com



Hellas
www.hellasconstruction.com



Toro
www.toro.com



Hunter Industries
www.hunterindustries.com

SSC
www.sscserv.com

Natural Turf Synthetic Turf Scoreboard Lighting Seating
Field Equipment Video Screen Construction Field Care Aquatics Facility
Facility Design Floor Surface Sound System Hydration Building Maintenance
Timing System Safety & Protective Track & Field Tennis Signage
Display Laundry Permanent Apparatus Recognition Portable Equipment
Strength/Fitness Surface Cover Surveillance/Security Storage Locker Room
Protective Net/Cage Press Box Public Address Fence Wrestling
Protective Mat Tunnel Landing Mats Standards Technology

Student Scholarship/Essay Program

Section Winners



| Name | High School | Location | Athletic Administrator |
|--------------------------|---|---------------|------------------------|
| Section 1: | | | |
| 1) Andrew Palleiko | Hopkinton High School | Massachusetts | Deirdre King, CAA |
| 2) Natalya Blair Newsome | Rogers High School | Rhode Island | Jim Cawley, CAA |
| Section 2: | | | |
| 3) Max Friedman | Gerstell Academy | Maryland | Christine Hryzak, CMAA |
| 4) Grace Goodpasture | The Steward School | Virginia | Bruce Secrest |
| Section 3: | | | |
| 5) James Mansini | Blessed Trinity Catholic High School | Georgia | Ricky Turner, CMAA |
| 6) Lauren Eccles | Jefferson County High School | Tennessee | Randy Rogers, CAA |
| Section 4: | | | |
| 7) Jay Swanson | Harlan Community High School | Iowa | Mitch Osborn |
| 8) Lauren Freeland | Kent City High School | Michigan | Jason Vogel |
| Section 5: | | | |
| 9) Jacson Hirschfeld | Centennial Public High School | Nebraska | Jenny Wagner |
| 10) Mandy Schmidt | Mitchell High School | South Dakota | Cory Aadland, CAA |
| Section 6: | | | |
| 11) Jett Jackson | Harrisburg College & Preparatory School | Arkansas | James Montgomery |
| 12) Logan DeRock | Roosevelt High School | Colorado | Joe Brown |
| Section 7: | | | |
| 13) Carson Peterson | Salem Hills High School | Utah | Lee Gillie, CAA |
| 14) Angelika Tabujara | Chaparral High School | Nevada | Xavier Antheaume, CAA |
| Section 8: | | | |
| 15) Kale Kuhlman | Glenrock High School | Wyoming | Jule Kuhlman, CAA |
| 16) Sara Lundberg | Weiser High School | Idaho | Tyler Grant |

Board of Directors Meeting Synopsis

October Meeting



October 15, 2019

The Board highlighted the upcoming NIAAA Strategic Planning ad hoc committee meeting in Indianapolis October 19-21, 2019. The 15-month process will culminate at the Tampa 2020 National Conference.

Financially, both reserve accounts have bounced back from a downturn the previous month and have achieved gains over this time last year. The reserve account supporting half of the fiscal year budget is at 68% of the total budget.

Committee positions were approved as follows:

Awards – Jamie Tallman, CAA, WV
National Initiatives & Assistance Network –
Kurt Weigt, CMAA, IL

Two schools were approved for Quality Program Award recognition that included Sherwood High School in Maryland, and Glastonbury High School in Connecticut.

The 2020 project for the NIAN Committee will be in support of the Tunnel to Towers Foundation. The foundation honors the sacrifice of firefighters and police that laid down their lives to help others on September 11, 2001. The organization also honors military and first responders who continue to make the supreme sacrifice of life and limb for our country.

Professional Outreach budget from the NIAAA Endowment Fund is \$68,890 for 2019-20 fiscal year. This is 5% of the last three-year endowment average. The following states were approved for a Professional Outreach effort: Kansas IAAA, South Dakota IAAA and Nebraska SIAAA (2020-21 fiscal Year). The following states were approved for a grant: Arkansas HSAAA, California SADA, Idaho AAA, New Jersey DAA and South Dakota IAAA.

The 2018-19 auditing report was approved. The NIAAA is also working with an accounting agency on a quarterly basis to add financial support in preparation for each annual audit.

Appreciation Awards were approved for Hussey Seating in recognition of Chris Robinson who recently passed away, and Daktronics for 40-years of NIAAA support.

43 states will be recognized at the conference State President's meeting for earning membership commendations.

A new LTI course will be taught in December, LTC 706 – Coaching Coaches. Progress is being made on future courses including Mental Health for Student-Athletes, Synthetic Turf, Ethical Decision Making and Implementing Program Diversity.

The Gaylord National rooming block is sold out for the 2019 national conference. Rooms have been secured at the AC Marriott and Hampton Inn in National Harbor and further efforts will endeavor to address future sleeping rooms if needed. Since our last visit to the Gaylord National Resort & Convention Center the conference attendance has grown by 63%.

The NIAAA facilitated opening two cohort's studies for the upcoming year as part of NIAAA U. Twenty-Seven individuals will take part in the two levels of study.

Those attending the National Athletic Directors Conference are encouraged to bring school supplies for donation to under-resourced students. The supplies may be turned in at the Spouse-Guest Reception on Saturday, or the Maryland Host Committee booth.

Members present were: President **Todd Olson**, CMAA, ND; **Lanness Robinson**, CMAA, FL, Present-Elect; **Jeff Sitz**, CMAA, WI, Past President; **Joshua Scott**, CMAA, MO, Secretary; **James Davis**, CAA, MA, Section 1; **Jimmy Lynch**, CMAA, PA, Section 2; **Tara Osborne**, CAA, AL, Section 3; **Matt Hensley**, CMAA, IL, Section 4; **Jamie Sherwood**, CMAA, MN, Section 5; **Johnny Johnson**, CMAA, AR, Section 6; **Greg Van Cantfort**, CAA, HI, Section 7; **Larry Yeradi**, CAA, WY, Section 8; **Mike McGurk**, CMAA, MO, At-Large B; **Lisa Langston**, CMAA, TX, At-Large C; **Bruce Brown**, CMAA, OH, NEDC; **Dr. Mike Blackburn**, CMAA, NIAAA Executive Director and **Phil Rison**, CMAA, Associate Executive Director. **IAA**

State Coordinators Receive Recognition



Professional Development Coordinators representing state athletic administrator associations for the NIAAA Certification Program and Leadership Training Institute (LTI) attended a seminar in Indianapolis, Indiana, on September 7-9. There were 86 in attendance.

Thousands of athletic administrators from around the nation have benefited in their careers from the organization, hard work, communication and implementation of the PDA State Coordinators in their respective states. Thank you to the PDA State Coordinators for administering the NIAAA programs offered by state athletic administrator associations in the form of state conference classes, summer institutes, new athletic administrator workshops, and many additional innovative professional development opportunities.

Nine individuals were recognized for years of service as Certification and/or Leadership Training coordinators for their respective state. Those honored included the following:

5 Years

State

| | |
|---------------------|----|
| Michael Duffy, CMAA | MD |
| Rich Riley, CMAA | MA |
| Bob Hill, CMAA | NC |
| Scott Dorsett, CMAA | TN |

10 Years

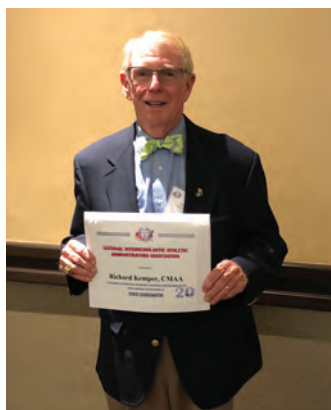
| | |
|-------------------|----|
| Tony Diaz, CMAA | CA |
| Steve Young, CMAA | NY |

20 Years

| | |
|----------------------|----|
| Steve Berseth, CMAA | SD |
| Richard Kemper, CMAA | VA |
| Harold Erwin, CAA | WV |



Bob Hill, CMAA, North Carolina, and Michael Duffy, CMAA, Maryland, received recognition for 5 years as Professional Development State Coordinators.



Dick Kemper, CMAA, received special acknowledgement for 20 years as a State Coordinator for Professional Development in Virginia.

Jim Teff Achievement Recognition

Presented at Meeting of PDA State Coordinators

Joey Struwe, CMAA, from South Dakota, has been awarded the **2019 Jim Teff Achievement Recognition for Professional Development**. Struwe is a Professional Development State Coordinator for the South Dakota Interscholastic Athletic Administrators Association. Presented by the NIAAA at the September PDA State Coordinators Summit, the recognition is in honor of Jim Teff who helped lead the Leadership Training program for 12 years from its infancy until his untimely passing in 2012.



South Dakota's Joey Struwe, CMAA, one of the state's Professional Development State Coordinators, is the recipient of the Jim Teff Achievement Recognition for Professional Development for 2019.

The Professional Development State Coordinators are made up of the individuals in each state that lead the Certification Program and Leadership Training Institute offerings for their respective state athletic administrators association. The Professional Development State Coordinators gather each September in Indianapolis, Indiana, for three days that include continuous meetings designed to provide knowledge and assistance to those serving in the role of PDA State Coordinator. Professional growth occurs through the exchange of information and networking is accomplished by sharing on the NIAAA Classroom, best practices utilized by PDA coordinators in their states, member portal information, piloting of new LTI courses, NIAAA processes, leadership development, coordinator training, peer interaction, prospective course ideas and NIAAA initiatives.

Past recipients of the recognition include:

- 2013 Tom Wilson, CMAA, Wyoming IAAA
- 2014 Brad Rose, CAA, Iowa HSADA
- 2015 Roy Turner, CMAA, North Carolina ADA
- 2016 Don Rothermich, CAA, Missouri IAAA
- 2017 Fred Smith, CMAA, Michigan IAAA
- 2018 Mike Ellson, CMAA, Tennessee IAAA



Brandon Dean, CMAA, a Professional Development State Coordinator from the Alabama High School Athletic Directors Association, participates in a group building activity at the PDA State Coordinators Summit.

First International Certification

Approved by Board of Directors

At its regularly scheduled February meeting, the NIAAA Board of Directors approved the first international certification, Registered International Athletic Administrator (RIAA). International affiliate members have been working diligently for three years developing courses that provide best practices for the international athletic administrator. Three initial 900 level courses – LTC 901, 902 and 903 – have been taught at international sites and national conferences. LTC 904 completed the core bundle and was presented at the 2018 NADC in San Antonio. Requirements to attain an RIAA include completion of LTC 901 and 902, a Bachelors Degree and a completed and verified Personal Data Form. Since the Board's approval members could begin purchasing Personal Data Forms in August 2019. The future holds promising development of additional



certifications for international directors of athletics. Currently, task analysis, developing an exam blueprint, writing and reviewing test items and beta testing are in process. Successful completion of these areas could lead to the next step. The most important factor to the reputation of the NIAAA is the quality of its products and the exam is one of the most important ones. Therefore, a quality exam is at the center of this initiative and under the most scrutiny. As an accredited association it is of foundational importance that these qualities are met and applied.

As the NIAAA expands its efforts to reach all interested stakeholders with this global initiative, the attempt to integrate the involvement of organizations and individuals around the world is grounded in a philosophical approach in which the growth and development of student-athletes comes FIRST. **IAA**

New Leadership Training Offering

The NIAAA newest course, **Leadership Training 706** "Coaching Coaches to be Leadership Educators" will be taught for the first time in National Harbor, at the 50th National Athletic Directors Conference.

This course will examine the training, preparation and guiding of coaches to understand the inherent tasks related to education-based athletics. Those taking the course will be better prepared as an athletic administrator to deal with the constant turnover and training of coaches, and those coaches in and out of the building.

Authors and teaching faculty Rich Barton, CMAA, Bruce Brown, CMAA, and Mike Garvey, CMAA, have worked over the past 24 months in preparation

for this course through the New Course Development process guided by Don Bales, CMAA, with manuscript work by Dr. Scott Smith, CAA. For the first year, there is a moratorium allowing only national faculty to present this material. For members who do not get the opportunity to take the course in National Harbor, the NIAAA has scheduled LTC 706 for a webinar in the spring of 2020, on March 30 and April 6 via the Zoom platform at 7:30 EST.

More information will be available for this opportunity in late January. The NIAAA is planning to launch two more new courses in Tampa, a new synthetic turf course and a course on the mental health of the student athlete. **IAA**

The screenshot shows the website for the Leadership Training Institute. At the top, there is a navigation bar with links for Home, About, Membership, Professional Development, Conferences, and Alerts. Below this is a header for "Leadership Training Institute" and the "NIAAA Leadership Training Institute" logo. A "Quick Links" section contains four buttons: Handbook, Certification, Take A Course, and Accreditation. Below that is a section for "Online Courses & Webinars" which lists several available courses and a "2019 Summer Webinar Schedule" with dates and topics.



Learn the business behind the game

The online **Master of Science in Sport Administration** program at the **University of Cincinnati** is designed for professionals wanting to advance their careers in the sports industry, with a focus on interscholastic and intercollegiate athletics.

- Courses offered 100% online with **spring, summer, and fall enrollment**
- Flexible Learning with the **ability to be completed in 1 year**
- Courses prepare students to be leaders in the sport industry through **experience-based learning, best-practice approaches and industry collaborations**



uc-sport.online

Master's in Sport Administration ONLINE



Nationally-Renowned FACULTY



Student Success SUPPORT



Increased Earning POTENTIAL

University of 
CINCINNATI | ONLINE



2019 State Award of Merit



ARIZONA – Michael Fowler, CMAA



ARKANSAS – Stephen Wood, CAA



CALIFORNIA – Candace Cayer, CMAA



COLORADO – Kris Roberts



CONNECTICUT – Fred Williams



DELAWARE – Joan Samonisky



FLORIDA – Dan Talbot, CMAA



GEORGIA – Nathan Turner, CMAA



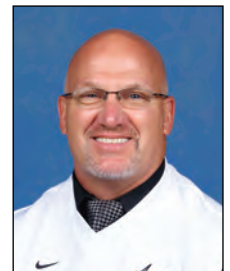
IDAHO – Wendy Spiers, CMAA



IOWA – Harley Schieffer



ILLINOIS – Kevin Cartee, CAA



INDIANA – Brad Holsinger, CAA



KANSAS – Jay Gifford, CAA



KENTUCKY – Dr. Chris Gaddis, CAA



LOUISIANA – Clarence Dupepe, CAA



MAINE – Michael Archer, CAA



MARYLAND – Jason Woodward, CMAA



MASSACHUSETTS – Michael Roy, CAA



MICHIGAN – Jean LaClair, CMAA



MINNESOTA – Bob Grey



MISSISSIPPI – Shane Sanderson, CAA



MISSOURI – Josh Scott, CMAA



NEBRASKA – Ryan Hogue, CAA



NEVADA – Lynn McCann, CAA



NEW HAMPSHIRE – Larry Averill, CAA



NEW JERSEY – Shawn Dowling, CMAA



NEW MEXICO – Ann Stewart, CAA



NEW YORK – Dr. Jim Wright, CMAA



NORTH CAROLINA – Deron Coe, CMAA



NORTH DAKOTA – Todd Olson, CMAA



OHIO – Rick Guimond, CAA



OREGON – Dave Hood, CAA



PENNSYLVANIA – Tom Evans



RHODE ISLAND – Keith Cory, CAA



SOUTH CAROLINA – Travis Perry



SOUTH DAKOTA – Terry Rotert, CAA



TENNESSEE – India Weaver, CMAA



TEXAS – Dr. Lisa Langston, CMAA



UTAH – Mike Hunter, CAA



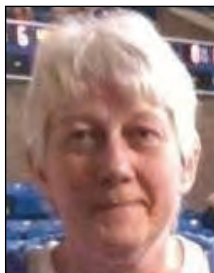
VERMONT – David Marlow, CMAA



VIRGINIA – Dwayne Peters, CAA





WASHINGTON – Scott Nordi, CAA



WEST VIRGINIA – Mary Ramsey, RAA



WISCONSIN – Kathy Bates, CMAA

In partnership with Daktronics, and in an effort to bring national recognition to a deserving NIAAA member in each state, the NIAAA annually offers the State Award of Merit. A tradition since 1988.

Each state athletic administrator association determines its own selection process, as well as the time and place of presentation. The selected honoree must have demonstrated contributions to education-based interscholastic athletics at both the local and state levels.

One Company. Three Brands.



Available to all administrators at any level

FREE Educational-Based Resources!



- Free Videos
- Key Topics
- Free Articles
- NIAAA News
- Save Favorites

...and much more!



Register for your **FREE Access:**
www.AthleticDirectorInsider.com

Additional Sport-Specific Websites:

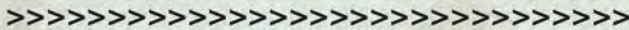
Track & Cross Country • Soccer • Football • Baseball • Volleyball • Wrestling
Softball • Men's Basketball • Women's Basketball • Lacrosse • Athletic Directors



INTERSCHOLASTIC ATHLETIC ADMINISTRATION & COACHING



APPLY TODAY!



The WKU Master of Science in Recreation & Sport Administration with a concentration in Interscholastic Athletic Administration & Coaching was designed to meet the demands of professionals in the growing field of interscholastic athletics.



School of Kinesiology
Recreation & Sport

- **100% online program**
- **Guaranteed placement in classes**
- **No GRE required***
- **Program includes two-year membership with NIAAA**
- **NIAAA LTCs and in-class preparation for NIAAA certification**
- **Courses in administration, facilities, legal issues, fiscal practices, public relations and more!**



** Must meet GPA requirements*

For more information, please contact Dr. Brad Stinnett at brad.stinnett@wku.edu or visit us online at:

WWW.WKU.EDU/COHORT/ATHAD

**National Interscholastic Athletic
Administrators Association**

9100 Keystone Crossing, Suite 650
Indianapolis, Indiana 46240

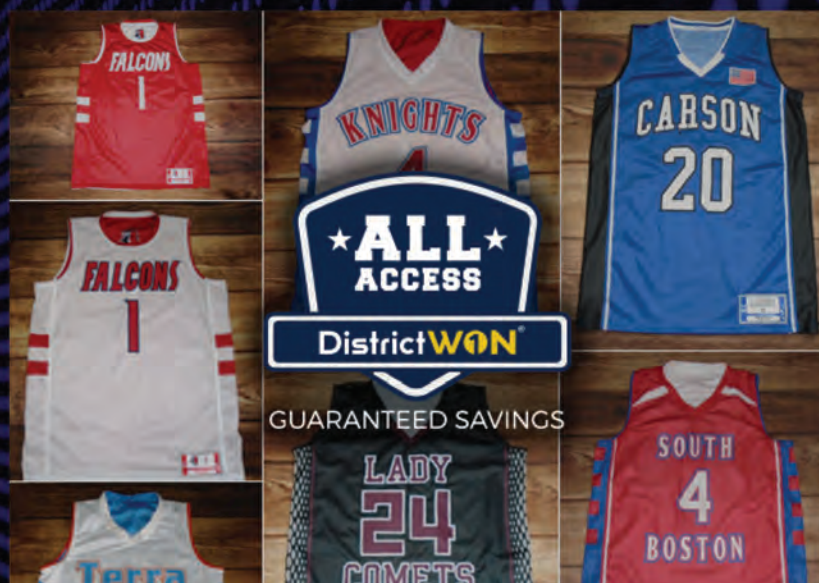
Non-Profit
Organization
US Postage PAID
Effingham, IL
Permit No. 294

DistrictWON[®]

Official Partner



A RECENT UNIFORM QUOTE FOR AN ALL ACCESS SCHOOL



How does this sound?

- New cycle of basketball uniforms
- Fully custom top to bottom
- Middle School through HS Varsity
- 80 total - 40 home / 40 away

All Access School **Saves**: \$2,840
CASH BACK from Purchase: \$1,130
Can your school use \$1,130?

Call 216-485-3577 or visit districtwonschools.com