

# Interscholastic Athletic Administration



Fall 2021

**PRACTICAL WAYS  
ATHLETIC DIRECTORS  
CAN PROMOTE  
PARTICIPATION  
in Athletics and Activities  
in Our Communities**

**DIVIDING LINES**

**FINDING A MIDDLE GROUND**

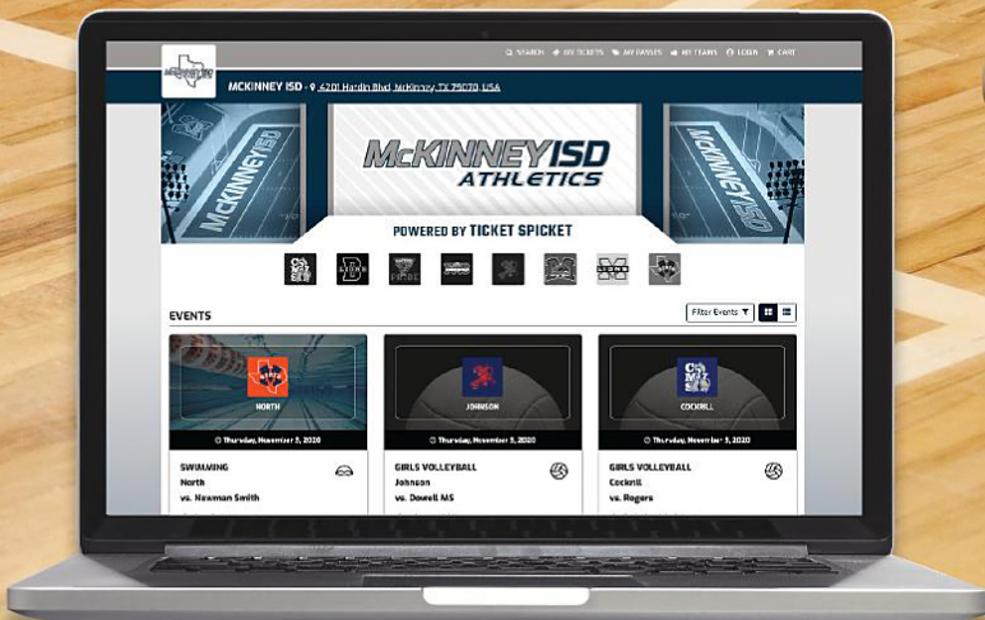
**A PLANE RIDE  
With Mary Beth**



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# Interscholastic Athletic Administration

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**Mike Blackburn**, NIAAA Executive Director

I so appreciate the leadership that you have shown from early 2020 through today. I am reminded regularly of your ingenuity and care contributed to the students and staff involved in education-based athletic programs. In the midst of a health pandemic, political strife, various forms of negative media, and the no-school – hybrid school – virtual school decisions, you have stepped forward, overcome setbacks, and brought about student-athletes being provided a participation and competition experience. The experience has been one that they will never forget and will talk about for their lifetime.

Depending on your demographic in 2020-21, you may have conducted simultaneous athletic seasons, overlapping seasons, back-to-back seasons, missed seasons, or programs conducted out of the normal season rotation. Whatever your lot, you have chosen to be counted on, planned accordingly, adjusted and provided for successes among young people. My appreciation goes beyond words to sufficiently say.... Thank You.

You are the “Key of Keys” in school sport administration. Allow me to share the background of this term that I use to admirably describe you in your role as an athletic administrator. The term “Key of Keys” was used to describe a “landing place” where water vessels might come ashore, or to load/unload. Early on, a “key” might have included a river sand bar, large rock, or elevation along a shore.

Along the Potomac River near the site of Alexandria, Virginia is a granite stone that became known as “Braddock’s Rock.” The legend is that British General Edward Braddock landed his ships at this site in April of 1755 to begin his military march to Fort Duquesne. Alexandria was at that time a small colonial village and a place where Braddock would try to recruit English settlers to his army for the upcoming battle over the French fort located near current day, Pittsburgh, Pennsylvania. For those of you who have attended the National Athletic Directors Conference when held at National Harbor, Maryland, the stone has its own marker located about 7 miles upstream of the Gaylord National Resort and Convention Center.

What is the significance of this rock? Even before Braddock’s name was attached, the rock had been utilized for early settlers along the Potomac as a starting point for land surveying. At that time the rock jutted out toward the river and was the “Key of Keys,” or the starting point from which all property lines and layouts were reliant on. Years later, the

same key was the base point for designing our nation’s capital, the District of Columbia.

When I read this story, my mind was drawn to you, and our profession. You serve as the Key of Keys, the threshold that is the step-on point for student-athletes who desire to be a part of the school sponsored athletic program. You are the foundational place on which all offerings of participation rely, the go-to-person, the direction pointer. Your office is the source that all athletic lines lead back to. Through your professional growth, experience, and training, you are the provider of program philosophy, information, wisdom and understanding. You make the direction straight and show the way.

Just as that granite rock is known for its toughness as a building material, you provide strength, beauty and a solid foundation for those whom you serve.

Recent months have certainly challenged, with somewhat of a reprieve last spring and summer. As I write, it appears there is potential for additional variance this fall. Hopefully, it will be an abbreviated time frame. Whatever is forthcoming, you are up to the challenge. You have set the example of leadership through adversity, displayed mental toughness, made yourself vulnerable to sensitivities, while at the same time serving with compassion. Indecision or changing decisions on the part of local, state and federal level decision makers made for frustration and stress, as final answers became not so final, and the avenue of protocol not firm. When the ground-rules shifted within hours of the most recent decisions, you answered the bell, as you provided safe participation opportunities while being a visible life lesson for those around you. Hopefully, for many athletes subjected to disappointment, your efforts perhaps assisted a mental health situation, served as a rehearsal of life skills, helped contribute to preparation for their adult future as a parent, employee, spouse, good neighbor.

I know you are generous with your time and that you do the hard work. You no doubt possess an industrious nature of energy and earnestness. Add to these personal qualities a strength of diligence, that is, doing all you do with a special measure of excellence, conscientiousness, steadiness, attention to detail. In sport the “sweet spot” is sometimes referenced as the area of a piece of equipment that is most effective in hitting, such as with a golf club, bat, or tennis racket. If you haven’t already experienced it, I urge you to find your sweet spot in our profession. You will locate it where your personal talents and passion intersect. Show the way during 2021-22. **IAA**





Dr. Lisa Langston, NIAAA President



Phil Rison, NIAAA Associate Executive Director

“Blessed are the flexible, for they will not be bent out of shape.” I often *embrace* this quote as a source of strength, a calming force amidst a storm. When a challenging work-related issue arises, this sentiment is always top of mind. It inspires me to navigate the situation with grace and focus my efforts on benefitting the student-athletes and coaches that I’m honored to lead and serve.

As I recently drove to the office on the first day of the 2021-2022 school year, my mind raced with anticipation. I knew that it’d be a day full of meetings, planning, problem-solving, and also celebration, as it happened to be my birthday. As much as I looked forward to things, I couldn’t help but wonder what additional challenges the day or the fall sport season would bring. Then my thoughts turned to the above-referenced quote and to the NIAAA, and I smiled.

It brings me great peace of mind to know that the NIAAA prepares us to overcome the challenges we encounter in the world of education-based athletics. By using its resources and programs, we can acquire practical knowledge and skills that are directly applicable to our duties and responsibilities as athletic administrators. By affiliating with peers in our profession from across the nation, we’re able to gain additional knowledge and benefit from diverse perspectives. The NIAAA defines athletic administration as a profession and truly exemplifies a standard of excellence.

The growth and professional development that the NIAAA fosters amongst its members does not occur in isolation. Networking and collaboration is essential if we’re to maximize our potential as administrators with a passion for education-based athletics. For this reason and many more, I invite you to join the NIAAA Board and staff at the National Athletic Directors Conference (NADC) in Denver from December 10-14, 2021. There you’ll have the opportunity to attend networking events such as “Give and Take” and “Lunch & Learn” and to participate in a multitude of professional development courses and workshops. All LTC courses will be taught and a multitude of workshops will be offered on topics that were proposed via our membership workshop survey.

What we do as athletic administrators matters tremendously to the student-athletes and coaches we serve. As the new school year begins, I encourage you to take advantage of the professional growth and development resources that the NIAAA provides and *embrace* the opportunity to be flexible whenever possible. I look forward to seeing you in Denver this December! **IAA**

Time is an interesting concept, and for us as athletic administrators we schedule our days based on a clock. It’s fascinating that the United States did not start recognizing time officially until 1883 when the railroads set a standard time for all trains. Our country grew around the concept of railroad time, which set the mark for the industry to develop punch clocks to monitor work time. Then, 35 years after the railroad set their standard time, the federal government began to enforce standard time throughout the United States.

When I reflect on time, I am reminded of Bill Keane, the famous cartoonist of the “Family Circle,” and his statement *“Yesterday’s the past, tomorrow’s the future, but today is a gift. That’s why it’s called the present.”* Time for the last 18 months has kind of been stuck in the mud, and each time we feel we are headed to a brighter future, the tires keep spinning.

As the new school year begins for athletic administrators, you have been working hard to build schedules which coordinate a calendar of events, making sure you have enough time in the day to meet the needs of your administrators, coaches, players and parents. There is only one of you, and there are a host of them, thus the need to build in processes for time management that makes sure you take care of yourself.

As we continue to rebound from the past events, I am reminded we must keep the main the thing the main thing - servant leadership. As in, serving our coaches, students and community to offer the best interscholastic education-based programs under the safest and most informed best practices. As you gear up for the new year, understand you can’t go at this job alone - no one needs to be the Maytag repair man. We need to continue to build our networks within our district, region, state and national associations. With involvement in these groups, we have individuals who are willing to share wisdom and ideas in dealing sometimes with the same issue we maybe face with in our on athletic department. I often think of the individuals whom I had on speed dial in order to seek wisdom and hear a positive word of encouragement, and I’m so grateful for their influence in my life. Without them, the road would have been full of pitfalls.

As you begin the new year, whether in year one or year 30, as an AD, know that a lot has changed, and a lot has not changed. We still serve the most precious commodity in the community, our future leaders. Let us pray they reflect back and are thankful for our influence. Blessings on a great fall, and we at the NIAAA are glad to be a small part of your journey. **IAA**

WHERE

THE BATTLE

TO BELONG

BEGINS

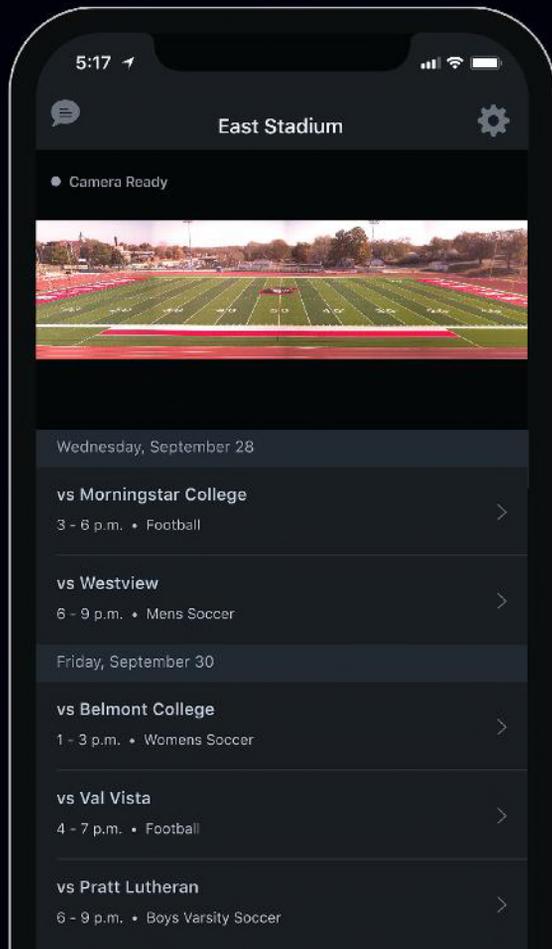


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# Practical Ways that High School Athletic Directors Can Promote Participation in Athletics and Activities in Our Communities

*By Kevin Bryant, CMAA and John Gray, CAA*

**P**articipation in high school athletics is on the decline for the first time in 30 years. If we want to stem this tide, we must do several things. We must begin by taking seriously our responsibility to live out educational-based athletics in practical ways.

We often talk about this topic like we are all on the same page and heads all bob up and down in agreement. However, we lack the will, understanding, and thoughtfulness to make sure it happens. We must be intentional in our approach. We can discuss high school athletics as another “classroom,” as a “co-curricular enterprise,” but high school athletics will be just that only if IT TRULY IS!

Saying something does not make it so. We need to be direct and practical to parents and student-athletes as to our “guarantee” of what this “educational-based” athletic program will give them.

There are several reasons for this downturn in interscholastic athletic participation including the following: too much of a commitment is required to participate; students are used to short-term commitments and immediate rewards; preparing for tryouts, weightlifting and running; summer league and out-of-season workouts are not activities that draw people to commitment anymore.

The overreliance on technology has given many young people a dependence on quick answers. This does not lend itself to preparation, physical challenge, and patience. Fun is also missing from participation in sport. Students are not finding enjoyment and meaning in participation. It has become a chore and lacks personal connection to this powerful medium of sport.

Some students do not participate because they are afraid of failure. A new, unfamiliar challenge doesn't appeal to students or if they do try to engage in something new they withdraw when it becomes difficult.

Many teenagers today have crazy lives and often have a family that is in crisis, members are missing, or they are just plain busy. Students are working for college savings, for car

payments, taking care of siblings after school or getting their first two years of college done while completing their high school degrees.

The traditional high school athletic environment does not appeal to them when other important life stuff is going on around them. Some do not participate any longer because they are tired of coaches “chewing them out all the time.”

The adults coaching them have not connected with them on a personal level, and as a result, the sport experience has taken on less meaning. They are officially burned out on sport. Current estimates are that 70% of students end their playing careers by age 13.

Overly ambitious parent expectations and constant pushing have led others to opt out of what they consider the athletic rat race. Some continue playing, but for AAU/Club teams whose standards of expected on and off field behavior, academic expectations, and lack of school commitment are winning the day.

Some lack the purpose, passion, energy, and joy of playing with their classmates on a school team. Whatever the reason or motivation for a disconnect, students are deciding to forgo participation in record numbers.

Before taking the text above too seriously and shutting down high school athletics around the United States, we must rebound by seeing the glass as half full and focus on why more high school students have chosen to participate at this point than at any time in the history of high school sport.

Fun is the reason most often given by students for participating in sport in the high school environment. Fun consists of being with friends; fun representing their school and fun during the competition, challenge and improvement needed to be their best.

Friends is clearly the 2nd most important reason that students give for their participation. Relationships and making memories that last a lifetime is also a critical element of a successful high school athletic experience.

A passionate love of the game is another reason that students participate in high school sport. The joy of playing the game, a perfect pass off a fast break for a lay-in, the turning of



a double play, an overhead put away off a lob in tennis doubles, a perfect spiral for a touchdown, and a match winning spike in volleyball all bring joy to the participants as well as those watching.

Competition was originally a concept that centered around each person giving their best to make the person they were competing against give their very best. This is a prime value of high school sport: the challenge to be your best and bring that out in those you compete against.

If there were ever a time when we needed to challenge our students to be involved in something bigger than themselves, it's now and high school sports can come to the rescue. Our students are asked to consider others equal to themselves, give themselves up for their teammates, sacrifice and be involved in something bigger than themselves.

There is a life lesson that makes a lifetime impact. Every teenager needs an adult, not just a parent, who believes in them, connects with them and truly loves them and wants their best. High school coaches and teachers do this every day which is why students stay in sport, which, in turn, is a powerful recruiting tool for those considering taking part.

As was shared with athletic directors at the 2019 NIAAA/NFHS national conference in Baltimore, Maryland, there are several ways in which athletic directors can impact student participation in their school and community.

- 1. Our stated philosophy must be more than just a dry statement on paper.** It must be life to those participating. I work out early in the morning most days and without fail on the way to the gym I hear a PSA for high school athletics at 4:30 a.m. It celebrates high school sport as an “extension of the classroom,” as “co-curricular” as “educationally-based athletics.” We all pat ourselves on the back as if just by participating, these things automatically happen. Please hear this loud and clear: they only happen, if they truly happen. Intentional outcomes related to our philosophy are critical to make sure our athletes take away something specific from their participation, other than technique and tactics. If high school athletics

is “another classroom” as we so claim, then what is the curriculum for this class? What is being taught intentionally and how do we know if the instruction is having its intended impact? When our words match our actions, we will attract more students to participate, as our passion and impact will match up. This is one of the key ways we differentiate ourselves from ever encroaching club sports.

- 2. We must involve others. We cannot be successful attempting this on our own.** As athletic directors we certainly have a unique place and perspective around athletics in our community. However, the “lone ranger” approach to attracting students to participate will most likely be an abysmal failure; not for lack of passion, interest or care, but because we are about a community supporting this overall program. We need help. Parents of our athletes, community members, booster club members, faculty, student-athletes, youth coaches, middle school coaches, administrators, interested alumni – all must be engaged to help design and carry out an athletic program that truly is a community undertaking. We stoked this fire in Redmond, Oregon by developing a program we called the “Ideal Athletic Program.” We met monthly for a year, with all the above represented, answering the question “What does the ideal athletic program look like in the Redmond School District?” We developed a mission statement, and a 3 to 5-year operational strategic plan from this work together as we answered the question about the ideal athletic program in our community.
- 3. We need to start with our youth programs across all the entire sports offerings in our community.** Without a single-minded focus by our high school head coaches around our youth programs, we will never have the number, interest or skills needed to truly have a successful high school athletic program. If we wait to connect with our athletes as ninth graders, then we will be in a very tough situation. Habits form in middle school and often the die can be cast

by this time and not allow us to connect with students in our community around our programs. We are currently working on a Youth Sports Summit program in Redmond, Oregon as we have now met three times with youth sports coaches, head coaches and interested community members around our athletic program in total. It has been enlightening, challenging and life giving to get all of us in the same room sharing our concerns, victories and desire to grow our programs together.

**4. We need to have answers for those in our community that take shots at our athletic program, coaches, or the truth.**

We need to be wise in how we answer our critics in our community. Recently I read a quote by the Dalai Lama that said “*A smart person knows what to say. A wise person knows whether to say it or not.*” We hear many messages in our community from so many places. It is impossible to track all of them down, but when we are in the presence of one, we have the right and responsibility to respond when the information is inaccurate. For instance, if you heard someone falsely say about the safety of football “Did you know the average age of the first concussion from playing football is 11 years old?” We have a right to counter this with correct information. We have kids who have stopped participating because what others might see as “truth” has led them away from the athletic program, even if the information is not true. We need to make sure we seize the opportunity to correct misperceptions. Failure to do so in a sense equals agreement with those in the community that act as if their “opinion” is a well-known fact. We cannot answer every critic, but we need to be aware that false information impacts participation in our community.

**5. If you aim at nothing, you hit it every time! Be bold enough to have a goal around participation at your school.**

Set a realistic number for participants you want to have overall in your program, in specific sports and even the number of teams you desire. Have a goal about the return rate you want from those that are participating this year. As we all know, our best advertisement for our programs are those student-athletes who can't wait to return from the previous year. Have a goal to know every youth coach's name in your area. The quote says “*You have not because you ask not.*” We need to be clear about what we are trying to do and why. Be mindful of our participants, and their current experiences will result in their return and the opportunity to bring their friends with them. There is nothing like a satisfied customer to help grow our offerings and impact.

**6. We must retain our current participants.** If our area youth programs are critical to our long-term success, returning those that currently participate is job 1A. And that is not just athletes. We need boosters, parents, head coaches and assistant coaches, game

management workers, ticket sellers and takers, and announcers; all who have an impact on the program in our community to return. Experienced, gifted, caring people are a beacon for those who see the program as vital, enjoyable, passionate and relevant in our community. We will keep people in our program when they are valued, when our talk matches our walk and when fun and relationships are not forced but are a natural part of what we get to do together each day.

**7. Is our program transformational or transactional?**

This relates to our overall mission and vision for why we do what we do. Winning is great and all, but will never replace actual authentic empathy, concern, connection, impact and lifelong involvement. This is not to explain away losing or poor coaching of technique and tactic. There is no excuse for this approach, just like there is no excuse to be a coach who is more concerned about winning to feed their own ego vs. connecting sport to excellence inside and outside of the arena. This might consist of a welcoming, warm and authentic approach to students to participate. It is not forced or contrived, but a want that our coaches must truly impact student-athletes both on the scoreboard and in the life of each individual athlete. If we do this each day, we will be creating the type of environment where we will have to find more space and coaches to coach more kids, which is so attractive. In his book *InsideOut Coaching*, author Joe Ehrmann encourages coaches to honestly reflect on the following four questions: (1) Why do I coach? (2) Why do I coach the way I do? (3) What is it like to be coached by me? (4) How do I define success?

**8. We must get creative.**

We are losing kids to devices and individualistic participation. Social and physical fitness is on the back burner. We must get creative to win kids back to the fold. We must “itch where kids are scratching.” Ideas abound and the best way to find out what kids want is to ask them. Our fastest growing sports in our country are playground sports we learned during recess which now foster adult recreational leagues (kickball, dodgeball, pickleball, lacrosse). Kids have left sport to head toward things that adults are not leading (longboarding, skiing, fishing, rodeo). If we are to win kids back and grow sports in our country, we might need to redefine mainstream. In Washington state, the fall season has a slow pitch softball league and the spring season has fast pitch softball. This allows girls to be even more engaged in the sport. In the winter Washington also offers a girls' bowling state championship. Several girls each year receive NCAA scholarships for bowling. Some states have flag football for girls and there is a movement afoot to develop boys' volleyball more fully. In Oregon there is a committee, the Ad Hoc Football committee, which is meeting regularly working their best to try and figure out how to grow the game of football. Or-

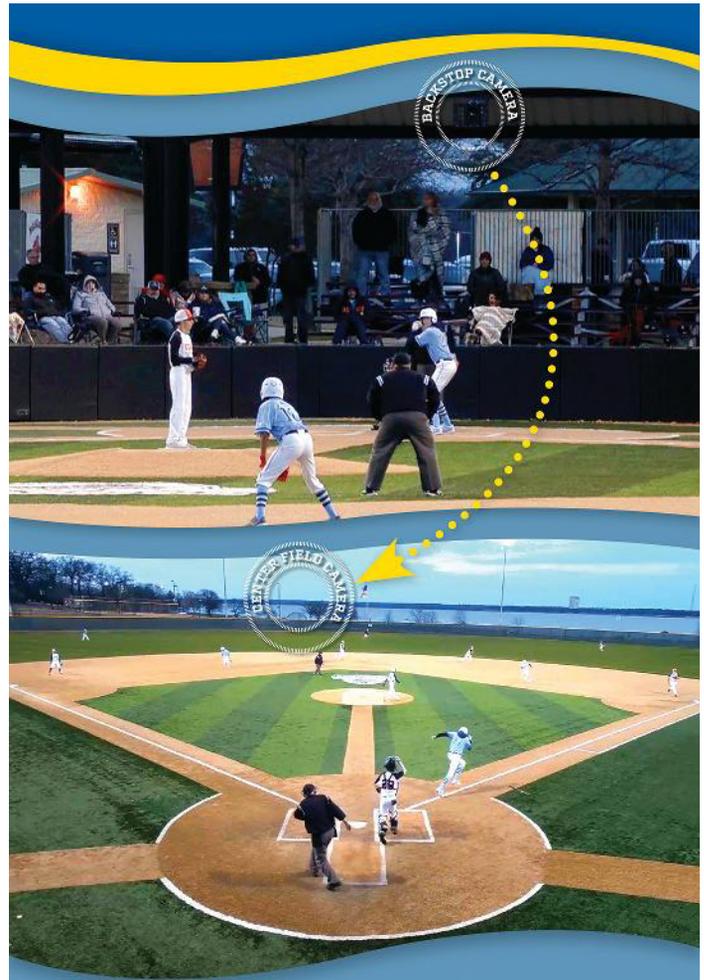
egon will have a girls' state wrestling championship this year for the first time ever. Now, colleges around the United States are offering scholarships to students who play esports. State associations are taking notice and are trying offer more opportunities. We must be creative in finding ways to meet the needs of our students if we are to grow our sports programming. The best way to do this is by asking our students directly for their interests.

**9. Participants must be acknowledged.** If we want our participants to return, we must genuinely celebrate their accomplishments. In the Redmond School District we meet with all sports at the end of each season to celebrate all our league athletes together and our all academic athletes, as well as any special team accomplishments (league champions, state academic team placers, state placers, individual state placers/champions). Sometimes there is resentment from some coaches who want to do their own thing, which is understandable, but defeats the bigger purpose of our program. To have 40-60 kids on stage who are all-league and/or all-academic is a significant statement to our athletes, parents, and community about the breadth of what we value in our athletic program. We then split by sport for individual and team awards. Our coaches are asked to avoid telling embarrassing stories, being sarcastic or any other communication that might end our season on a bad note. By creating community around our celebrations and by finding something positive to say about every athlete, we create an environment where the return of each athlete to the sport or the next sport is more possible.

If we want to grow our athletic programs, we must commit ourselves to learning, as painful as that reality might be. Are we teachable? Do we want the best for our student-athletes? The previous mentioned ideas are not magic, but they contain some truth for holding on to our current athletes and attracting new participants. As coaches and athletic directors, our best efforts to involve students to participate will result in lifetime impact and lives changed. Let us renew ourselves in giving our best to see this take place! **IAA**

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## When the Action Changes, So Does the Camera

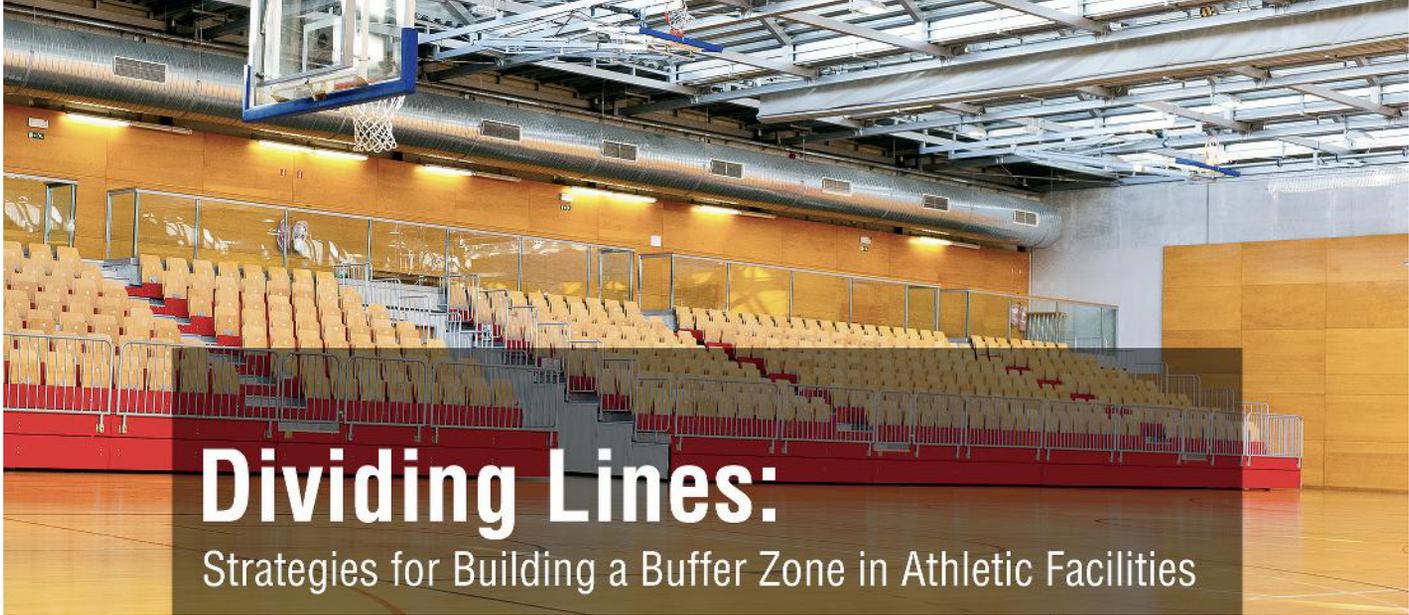
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# Dividing Lines:

## Strategies for Building a Buffer Zone in Athletic Facilities

By NIAAA Publications Committee

**O**f all of the responsibilities identified as part of an athletic administrator's legal duties in performing his or her role, perhaps none is more important than supporting a safe environment for players, coaches, officials, and spectators. Many of the lawsuits filed against school or recreational units annually have their origins in the failure of a facility to appropriately address this fundamental feature of event management. A significant number of these litigations – not to mention the injuries that result from negligent behavior – could have easily been avoided with better planning and execution.

An area that requires additional attention in the planning process is the configuration of space within a given facility. The location of team benches and spectator areas vis a vis the playing surface is a major contributory factor towards the safety of all stakeholders in an athletic contest. This aspect can be particularly challenging given the fact that all venues are built on a specific footprint and some facilities place spectators in close proximity to the players and game officials.

Regardless of when a facility was constructed or how it is configured, leaders in education-based athletics are not exempt from the fundamental responsibility of mitigating the playing environment to address safety concerns. Oftentimes the most important problems to address can be the most obvious. As NIAAA Hall of Famer Dr. John Olson of Wisconsin observed when teaching in the association's Leadership Training Institute, "If you could have known it, you should have known it."

### The Buffer Zone

All venues, whether indoor or outdoor, are divided into distinct areas. The area between the lines on the court or field is clearly designed and intended for participants and officials. Event managers need to develop comprehensive gameday security plans to protect this area from spectators or intruders. Whether in the form of permanent bleachers, temporary seating, or standing room spaces, facilities also incorporate spaces for parents, students, friends, and fans of school programs to witness the action of a contest.

Located in-between these distinct spaces is the "buffer zone," a veritable "no-man's land" of space that is, in theory, intended for neither of the above. Neither part of the playing surface or a spectator area, a "buffer zone" in athletic facilities serves many purposes simultaneously:

1. Creates a transitional space that separates those participating in the game from those watching it
2. Provides an avenue of physical safety where both players and spectators will not directly interact or come into contact with each other
3. Offers a spatial cushion for players who find themselves out-of-bounds after a hustle play
4. Provides game officials with sideline space to perform their work and to gain additional perspective for making calls
5. Increases the distance between student sections and opposing players
6. Addresses weather conditions that may lead spectators to track mud, snow, or grit into the facility

Many indoor facilities, particularly those gymnasiums or arenas built prior to forty years ago (pre-1980), pose challenges for athletic administrators seeking to maximize the size and scope of the "buffer zone." Constructed on a finite footprint or for audiences that were much smaller than those who attend high school sports today, the spectators are oftentimes "on top of the action" and within mere feet of the action. These venues can be a double-edged sword for game administration. Although these set-ups can contribute to an exciting atmosphere in which to host a game, the increased proximity to players has contributed to increased threat of physical injury and sportsmanship concerns.

When schools explore building new facilities to replace antiquated ones, athletic directors should insist on a seat at the table in the planning phases. Advocating for a footprint that incorporates defined "buffer zones" that separate fans from the participants should be at the top of any "wish list" for facility features. It may be necessary to research court cases that illustrate the impact of poor planning and the associated litigation costs associated with those decisions.

## Sideline Security Strategies

Addressing sideline congestion should be a staple of annual preseason planning meetings. Particularly in the northern states, where foot traffic can create slippery conditions, game managers must also provide and incorporate general maintenance into those plans. Although challenging for events that attract a large number of spectators, there are a number of proven strategies that can help alleviate sideline traffic and enhance and protect the “buffer zone.”

Among those ideas that athletic directors may consider employing to manage the sideline areas, particularly for indoor facilities, are the following:

1. Do not allow spectators to sit in the first row of the bleachers, thus separating fans from spectators by an additional two feet or more
2. Do not fill the bleachers fully to their limit as a means of creating extra sideline space
3. Consider not pulling out bleachers that are not required for the anticipated attendance at the event
4. Identify clear pathways to seating areas that keep spectators away from the playing surface
5. Incorporate frequent sweeping and cleaning of sideline areas before and during the contest, particularly when inclement weather dictates
6. Adopt measures that ensure that student groups or others do not “rush the playing surface” following the contest

Event managers should keep in mind that incorporating these components into their planning may require additional paid or volunteer personnel. In addition, they should adopt strategies to communicate the expectations for spectator behavior, including additional signage and public address announcements, into the process.

In addition to separating spectators from interacting with players and officials, athletic administrators should address potential negative interactions between groups of spectators. Jay Hammes, President of Safe Sport Zone, advocates for a variety of approaches for addressing the growing problem of fan vs. fan confrontation in education-based athletics. He encourages event planners to divide facilities into quadrants and that student and adult spectators should be assigned to different spaces. At the same time, he argues that home and visiting student spectators should be placed in diagonally oriented areas to reduce the possibility of negative chanting. In addition, he urges school-based athletics leaders to adopt egress strategies that send exiting spectators, particularly student groups, through two different routes.

## Protecting Participants in the “End Zone”

When considering strategies for enhancing the space found within the “buffer zone”, athletic administrators should examine the entire perimeter of the facility, not merely the sideline areas where many spectators usually gather. Many of the greatest hazards to player and official safety exist in the

end zones of rectangular playing surfaces. Providing safety for participants whose momentum may carry them out of play must be a priority. Similarly offering officials additional space to (a) have a wider perspective from which to make calls and (b) stay clear of participants is essential.

For both indoor and outdoor facilities, the following areas should be explored as athletic administrators conduct their periodic site visits and prepare facilities for activities:

1. Ensuring that wall spaces located behind baskets in gymnasiums are properly padded and that all pads are securely affixed
2. Keeping end zone areas clear of debris or objects that may pose a safety hazard
3. Ensuring that all end zone areas are dry at all times
4. Working with cheerleaders at basketball contests to ensure that they are not located directly behind the basket when the ball is in play – Alternate Idea: Have cheerleading squads perform from the sidelines during the game
5. For outdoor facilities, mark off all end zone spaces to restrict spectators and the media from gathering there
6. Place protective padding on football goalposts for all outdoor contests, including for sports other than football

## Building a Better “Bandbox”

For those facilities that comprise a tight footprint that may make employing these strategies difficult or even impossible, event managers may explore a number of alternative approaches to addressing the problems that can exist without large “buffer zones.” Some schools hire staff members to sit in the front row of the bleachers on game nights, thus providing a deterrent to poor behavior and protecting the vital narrow spaces between the seating area and the playing surface. Identifying key student leaders and empowering them to lead their peers when it comes to appropriate behavior is another possible solution; athletic councils or captains groups can prove to be key assets.

In some facilities, it may become necessary to develop and enforce spectator rules that do not permit standing during the contest. In addition to allowing all attendees to see the playing facility without obstruction, this approach may enhance the game management’s ability to control the crucial first row. Spectators who are seated cannot wander or otherwise encroach upon an area that is sacrosanct for protecting the playing surface.

The nature of today’s version of high school sports features a level of athleticism, physicality, and risk that could not have been imagined decades earlier. In many ways, the playing surface has extended beyond the lines that define the boundaries of play, and at times, play continues into the “buffer zone.” Being cognizant of addressing the spaces outside the lines in planning is necessary and essential for protecting all participants in the event that the school unit from potentially costly litigation. **IAA**

# Finding a Middle Ground: Incorporating a Middle School Approach Into an Athletic Program

## Part One: Developing and Implementing the Philosophy



By Gary Stevens, CMAA

## Prologue

**M**ore than four decades ago many school systems in the United States undertook an experiment in educational programming under the moniker of “the middle school.” Once known as the “junior high school,” the American middle school represented an evolution from its predecessor both in organization and philosophy. Both educational formats served students in sixth, seventh, and eighth grades (and in some cases, the three-year period culminating in ninth grade). Each system served as a transitional phase between the elementary school years and the secondary phase of a child’s education. However, whereas the junior high schools mimicked the secondary level both in structure and through its subject-centered focus, the tantamount principle underlying a middle school philosophy was its emphasis on the intellectual, social, and emotional development of the individual child.

Despite this paradigm shift in terms of the design and delivery of the educational curriculum, many schools in the United States have retained their historic practices when offering after school athletics programming. Whereas the mission and operations of the schools fielding these teams demonstrate a progressive approach to educating early adolescents, their extra-curricular programs remain decades behind in terms of innovation and nuance. The focus of many middle school programs resemble that of their high school counterparts. Teams compete for league, and in some cases, state championships, and coaches focus more on the final score than the individual growth and development of the students on their rosters.

The purpose of this three-part series is to identify how schools professing a middle school philosophy yet exercising a different approach to providing after school programs can reinvent themselves under today’s circumstances. Challenges abound that make such a shift exceedingly difficult in the current athletic climate. The influence of club programming that promises its patrons a future in collegiate athletics is not only a syphon that threatens to draw participants away from school athletic opportunities, but is also one whose philosophy stands in stark contrast to the latter. In other cases, schools feel comfortable in retaining the nature and scope of the programs that they support, and change may be seen as either uncomfortable or unwelcome.

Yet the cause of aligning middle school co-curricular programming with the philosophy of how educational services are delivered prior to three o’clock each day is not just a noble one. It is the right thing to do. If education-based athletics are intended to be an extension of the classroom after the final bell rings,

then interscholastic athletic leaders are obliged to ensure that the programs that they direct match the overall program and meet the social, emotional, and physical needs of their participants.

In this installment of the series, I will explore how schools can transform their after-school program to mesh philosophically and organizationally with a true middle school philosophy. I will identify the components of a true middle school athletic philosophy and how athletic programs should be designed with one end in mind – the growth and development of the pre-adolescent child. This is a critical time of transition in the child’s K-12 school experience, and athletics can play a significant role in that process.

## A Time of Transition

The middle school years of a child’s educational experience represent a period of significant change. As was stated in America’s Middle Schools: Practices and Progress – A 25 Year Perspective (1996), “middle level schools should focus on creating teaching and learning environments which are developmentally appropriate for young adolescents.” Students enrolled in grades six through eight are experiencing significant changes in growth and hormonal development and find themselves in a virtual “no man’s land” between early childhood and adolescence.

As school systems across the nation adapted curriculum, scheduling, and instructional methods to meet the needs identified by the most current research, that same scrutiny did not apply as evenly to education-based athletic offerings. Many middle schools still operated their after-school sports programs under the same model that had existed for previous decades. As opposed to a focus on skill development, matching competition, and more equitable participation, school sports programs were still guided by a pursuit of winning. Middle school athletic conferences, in addition to providing member schools with scheduling, hosted championship tournaments and named postseason all-star teams.

The middle school years for the typical child are as much as a time of transition athletically as they are academically. For many students who have participated in recreational leagues throughout their formative years, it represents the first time that they are participating in a sport while representing a school. Whereas youth programming may emphasize skill development and a more democratic process of determining who plays in a contest, the athletic experience of the junior high school/middle school years emphasize team play and less attention to the individual.

The world of middle school athletics is also rife with a sense of pressure for the individual that he or she may not have experienced before and may feel inherently cruel. Indeed, the prospect of competing for a roster slot on a team is a new experience that can be fraught with anxiety and, potentially, disappointment. A natural by-product of the “cut” process is the creation of an athletic program that caters to the interests and talents of a limited few while discouraging some individuals from ever participating again.

In addition to the systematic change that characterizes

this critical stage of a student’s development, the years from grades six through eight also represent some of the most dramatic transformation in the physical and social development of the child. It is a time of physical maturation for both boys and girls and is accompanied by bodily changes. It is also a time of major social development when students begin to interact with one another as “mini-adults;” activities such as school dances, clubs, and artistic performances create new opportunities for students to engage with each other outside of the academic day.

## “Walking the Talk”

School leaders who truly wish to design and administer age-appropriate middle school athletic programs must take these factors into account. It only makes sense that curricular and instructional changes designed for this age group should be supported and buffered by co-curricular programs that are guided by a similar philosophy. In other words, if education-based athletics is truly “education-based,” the learning opportunities that take place after 3 p.m. each day should and must operate under the same set of principles.

What, then, is a true “middle school” athletic philosophy? In order for an after school activities program to fully supplement – and complement – the educational experience of the student before the last bell, it should consist of the following components:

- A focus on values-based education and the life lessons that sports teach
- An emphasis upon sportsmanship and fair play
- A program that is physically, socially, and emotionally appropriate for children in that age group
- A philosophy that winning is secondary to participation and individual skill development – in other words, a continuation of some of the key components of the recreational experience
- Offering a wide ranging, comprehensive menu of sport offerings that allows students to explore and discover new activities
- Discouraging sport specialization
- A specific focus on conditioning, wellness, and fitness and an appreciation that this is a lifetime goal

Although middle school athletic programs should be designed for a specific age cohort and should not be planned and implemented in the same manner as those at the next level, there are some important areas of overlap. Given the need to pay attention to student wellness and safety, schools should require students to compete only after submitting a current pre-participation physical examination. Similarly, families of participants should carry insurance and submit documentation of the same.

Middle school athletic directors are subject to addressing the same legal duties as high school personnel. Emergency planning, including the provision of athletic training services, is not reserved for secondary athletic directors; the middle school athletic leader needs to build venue-specific emergency plans and oversee protocols in the event that a student incurs

a concussion. Any school receiving federal funds are subject to the various prongs of Title IX of the Education Act of 1972, and school-based athletics personnel at all levels are required to follow existing guidelines in order to achieve equity.

In order to promote a “true” middle level athletic philosophy, schools should consider the following action steps:

- Examine “cut” policies to maximize the number of roster slots available on each school-sponsored team
- Create intramural sport offerings whenever possible as a way of fostering participation
- Encouraging students to play multiple sports and participate in multiple non-athletic activities
- Provide at least one non-cut offering per athletic season so that every student has an opportunity to participate
- Sponsor activities for sixth grade students
- Build a program that represents the interests and needs of the students

This philosophy should be communicated routinely and continuously using a variety of methods. In addition to school open houses and the athletic page on the school’s website, athletic administrators should consider developing and distributing a parent athletic handbook outlining the philosophical basis for the program and how it will be implemented.

## Challenges

The work of a middle school athletic administrator is not an easy one, particularly when communicating a philosophy that may be vastly different from that experienced by the children’s parents when they were participating at that age. The influence of outside organizations, including club programs, provide a competing narrative and may offer high-end uniforms and equipment, a seemingly endless schedule of games, exciting travel opportunities, and the promise by some coaches (yes, even at the middle level) of exposure to college coaches.

Nevertheless, those responsible for education-based athletic programs at this critical juncture in a child’s life must remain committed to meeting the developmental and social needs of that student. The starting point of the process is the establishment of core values and a mission for the athletic program – the “why” of middle school athletics. Only after establishing a philosophical framework for a “true” middle school approach can one recruit, hire, and/or mentor coaches to carry out the organization’s co-curricular mission. **IAA**

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## A Plane Ride with Mary Beth

*By Allan Sersland, CMAA*

**O**n one Friday evening, I had to travel to Indianapolis by way of Dallas. On the way to Dallas, I had questioned myself about many things, not the least of which was staying up late on Thursday night to write some sort of message for Friday and layovers. I really hate long layovers in airports, it is hard to find a comfortable place to sit, and the food is expensive and usually not very good. But finally, it was time to board the plane for Indianapolis and I knew I only had an hour and forty-five minutes of flight time left in the day. As usual they board first class and those that need assistance first. I notice three people in wheelchairs heading down the loading ramp and then start wondering if anyone else would be in my row. I always pick something in row 13 figuring lots of folks will by-pass that for other seats and it usually works.

As I got to my seat, I noticed that there was a lady, one of those that had boarded early in 13-A, my seat. She looked up and asked if I cared if she sat by the window and I said no problem. Her head was covered by a scarf and I could tell she was pretty sick; cancer has a way of letting you know it is getting near the end. Just knew it was going to be a long ride to Indianapolis that night. But I sat down and tried to get settled in.

As we began to taxi towards the runway, she introduced herself as Mary Beth something or other and I in return introduced myself and then got back to my magazine. Shortly after

taking off Mary Beth just started talking. She related more about herself than I at first ever wanted to know. How she was from Orange County and that she owned a large parking lot paving company and since her husband had been killed in a motorcycle accident she was going to leave it to the employees some day. But as she talked it was clear that she was on a mission. Mary Beth was heading back home to attend her 25th class reunion. I said how wonderful that was and how good it is to go home. She replied that it would be the first time she had been back since the day after her graduation.

For it was then that Mary Beth really started to tell her story. The story about how abusive her parents had been and how they and her brother, who had molested her, drank themselves death. How she had been marked by most in the community as a piece of “white trash”, a real loser from a long line of losers. It was at that point I just had to ask her why she was going back. Her reply was that she never intended to ever go back until she had read the letter about the reunion and who was going to be there. It was then that she knew she had to go back and say thanks to some people.

As she told the story, if it had not been for seven teachers and coaches, she would never have made it through high school. For the next hour she related to me how those people had pushed, prodded and encouraged her for all four years. She remembered their names and could in detail describe how they looked, dressed and even smelled. After all these years Old Spice is still her favorite after shave. Mary Beth told

me story after story about how these people had supported her all the way and never given up on her, even though they had every reason to. She had not been an easy student to deal with, often mean and not a very loveable sort. During her senior year those people had come to her house on many occasions and forced her to go to school. And as she stated it, she had graduated on Sunday with a perfect 1.0 GPA and then hitched a ride out of town the next day fully intending to never return.

Mary Beth made it to California and then worked the streets of LA for five years until she was arrested for the third time and placed in a drug rehab program. She said that during those years on the streets she could always hear those teachers and coaches telling her she could be more, that she could be a something. In rehab, she had started taking courses in business and accounting at a Jr. College and eventually that lead to a job with a small parking lot stripping company. A company she bought five years later and along with her husband had built it into a large asphalt and stripping firm. According to her if not for those teachers that had so very much believed in her, never given up on her, she would never have done any of it. Mary Beth said they had all taught her some very special lessons; she called them lessons from the heart. If not for those lessons she figured she would have just been another “Jane Doe” in the City of Angels. She had accepted that it might be one of the last things she would ever do, but

she needed to say thanks to those people. They were all going to be there on Saturday night and so was she.

The plane landed, she kept talking and I stayed on board to help her off the plane and into her wheelchair. As we crossed the terminal, I walked along beside Mary Beth listening to her express her concern about Saturday night and if she would say the right things. I told her to just speak from her heart about those lessons from the heart and all would be well. Then it was finally time for us to say good-bye. She got into her limousine and was gone off to some town in northern Indiana.

As I went to retrieve my luggage, I felt good about Mary Beth and her chance to go home and say thanks for those lessons from the heart. Funny how some lessons stay with us for a lifetime. In the end they are the lessons we are all most thank full for. I really wish I could have been there to see Mary Beth say thanks. Bet those teachers and coaches enjoyed the reunion too. **IAA**

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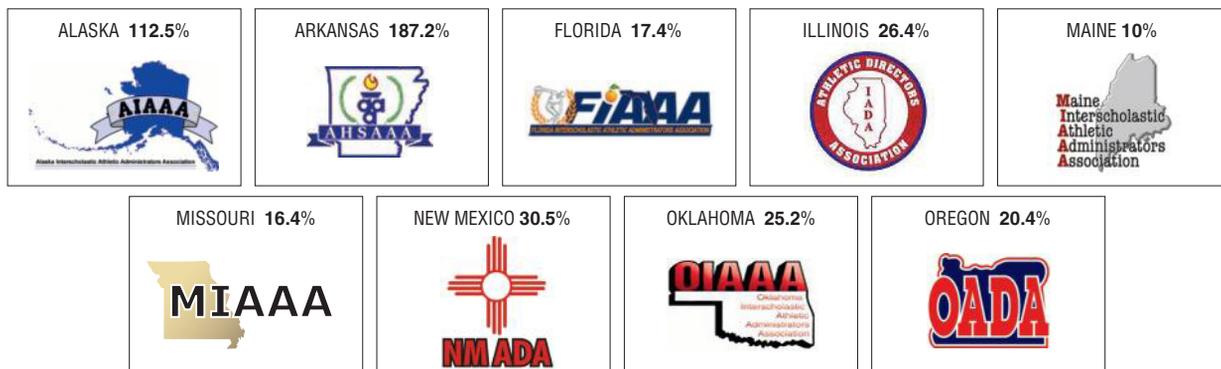
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South Dakota IAAA	Jared Vasquez, CAA	Jim Dorman, CMAA	Bill Clements, CAA	Jim Dorman, CMAA
Tennessee IAAA	Scott Carroll, CMAA	Kelly Fish, CMAA	Greg Scott, CMAA	Mike Elison, CMAA
Texas HSADA	David Kuykendall	Ally Kinzy	Brenda Marshall, CAA	Rusty Dowling
Texas HSADA				Bob Dejonge
Utah IAAA	Catham Beer, CMAA	Marc Hunter, CMAA	Richard Barton, CMAA	Marc Hunter, CMAA
Vermont SADA	Kim Maniery, CAA		Geri-Lyn Witalec, CAA	Tom Conte, CAA
Virginia IAAA	Kenny Edwards	Robert Robbins, RAA	Bob Stratton, CAA	Bob Stratton, CAA
Washington SSAAA	Cole Kanyer, CMAA	Dave Tikker, CAA	Eric Titus, CAA	Dave Tikker, CAA
West Virginia ADA	Steve Campbell, CAA	Ron Allen, CAA	Don Dellinger	Harold Erwin, CAA
Wisconsin ADA	Nathan Delany	Greg Smith, CMAA	Greg Smith, CMAA	Greg Smith, CMAA
Wyoming IAAA	Mark Puev	Larry Yeradi, CAA	Cliff Hill, CAA	Cliff Hill, CAA





# Reclaiming High School Sports By Renewing the Spirit... ...OF THE GAME

By David Suiter, CMAA

**Rannulph Junuh:** You really love this game, don't you?  
**Hardy Greaves:** The greatest game there is.  
**Rannulph Junuh:** You really think so?  
**Hardy Greaves:** Ask anybody. It's fun, it's hard ... and you stand on the green grass, and it's just you and the ball.  
 There ain't nobody to beat up on but yourself. Just like Mr. Nunan keeps hitting himself with the club when he's angry.  
 He's broken his toe three times on account of it. It's the only game you can call penalty on yourself, if you're honest, which most people are.  
 There just ain't no other game like it.

*The Legend of Bagger Vance (2000) – Dreamworks*

In a previous essay (“Reclaiming High School Sports by Renewing the Spirit of Competition”), I recalled the enjoyment I experienced during my term as President of the NJSIAA in the 2008-2009 school year. I was able to attend many state championship events, and experience them “unfettered” by my AD lens. With no emotional stake in the outcome, it was a pleasure to watch young student-athletes play not a game, but **the game**, at a very high level.

In the book *Coaching for Character* authors Craig Clifford and Randolph Freezell define **the game**. “The game is more than a particular game played on a particular day, more than a set of rules...and even more than the sum of all of the individual efforts of the countless athletes who have played the game. No matter what sport were are talking about, **the game** refers to a historical entity, rich in traditions and stories, greatness and great failure, tragedy and comedy, wisdom and folly...It is greater than each of us, and probably even greater than all of us.”

Today, the airways and newspapers are filled with the actions and attitudes of athletes and coaches (professional, collegiate, and even high school) that cast a shadow over **the game**, and like it or not, leave their mark.

We have been subjected, almost daily, to the details of the immoral, illegal or unethical conduct of athletes like Tiger Woods, Gilbert Arenas, Alex Rodriguez, and Mark McGwire. The athletic grace and prowess of these athletes is undeniable and has changed **the game**, as have their actions outside the arena of sports.

We have witnessed the mistreatment of athletes, recruiting violations, and on and off the court/field tantrums by high profile collegiate coaches. Their actions and attitudes have changed **the game**.

High school basketball scores of 170-35, 115-2, 100-0 and football scores of 91-0, 90-0, 83-0 have received national attention in the newspapers, on television and on websites like *ESPN.com*. These games (if you can call them that) have changed **the game**.

More subtle and, in my mind, more insidious in terms of impact on **the game** is what author Ted Kluck calls “a culture of rampant self-expression.” We have been subjected to “The Ickey Shuffle,” a cell phone hidden in the goal post padding, giving CPR to the football and pulling out a Sharpie to sign the camera lens. In his book *The Reason For Sports*, Kluck writes, “Nowadays, after every special teams tackle, there is a third string linebacker running out of the pile, ripping his helmet off, and beating his chest. That linebacker likes the idea of seeing his mug on television [and web gems], and he thinks he is somehow helping to get noticed and increase his marketability. Unfortunately, everybody is doing this now, which makes most games hard to watch and renders all of these just as nameless and faceless as they usually are. It's just now they're nameless, faceless guys dancing around instead of nameless, faceless guys walking back to the huddle...Now that many athletes are expressing themselves on a non-stop basis, it's easy to wish they wouldn't. Athletes have gotten a little more cartoonish. And a lot less humble.” Where have you gone Barry Sanders?!

Photographs provided by Paynter Pies, Arizona Interscholastic Association.

Fortunately, there are many athletes who recognize and accept their role in the evolution of *the game*, appreciating the fact that what they do, and how they do it, leaves a mark on the culture and history of the game.

In a 1992 interview, George Brett was asked what he wanted to do in his last at bat in the major leagues: "I want to hit a routine grounder to second and run all out to first base, then get thrown out by half a step. I want to leave an example to the young guys that that's how you play the game, all out."

In his 2005 Hall of Fame induction speech Ryne Sandberg said "It was all about doing things right. If you played the game the right way...good things would happen. That's what I loved most about the game, how a ground out to second with a man on second and nobody out was a great thing...These guys (Hall of Famers) sitting up here did not pave the way for the rest of us to swing for the fences every time up and forget how to move a runner to third, it's disrespectful to them, to you and to the game of baseball we all played growing up."

As adults involved in education-based athletics, it is important to understand that the young people we serve are affected by what they see and hear and it ultimately influences the programs we provide and the atmosphere and attitudes we are trying to promote. We need to begin "Reclaiming High School Sports by Renewing the Spirit of The Game."

Since the Spirit of *the game* is "less a matter of particular behavior and more a matter of overarching attitude, the

development of that attitude can have a tremendous effect on young athletes." (Clifford and Freezell, p. 63) This development requires a commitment on the part of athletic administrators, coaches and other adults to instill a sense of appreciation for the history, traditions and nuances of *the game* in which our young people are participating, since as participants (both active and passive) we impact the future of that game.

**Terence Mann:** "The one constant through all the years, Ray, has been baseball. America has rolled by like an army of steamrollers. It's been erased like a blackboard, rebuilt, and erased again. But baseball has marked the time. This field, this game. It's a part of our past, Ray. It reminds us of all that once was good... ..and it could be again."

*(Field of Dreams, Universal, 1989)*

At Salem High School we are fortunate, by virtue of our geographic proximity, to biannually sponsor a trip to Cooperstown, New York for our baseball team. The overnight trip is an immersion into the history of *the game* of baseball. On the six-hour ride to and from Cooperstown, the bus's onboard video system plays classic baseball movies (Field of Dreams,

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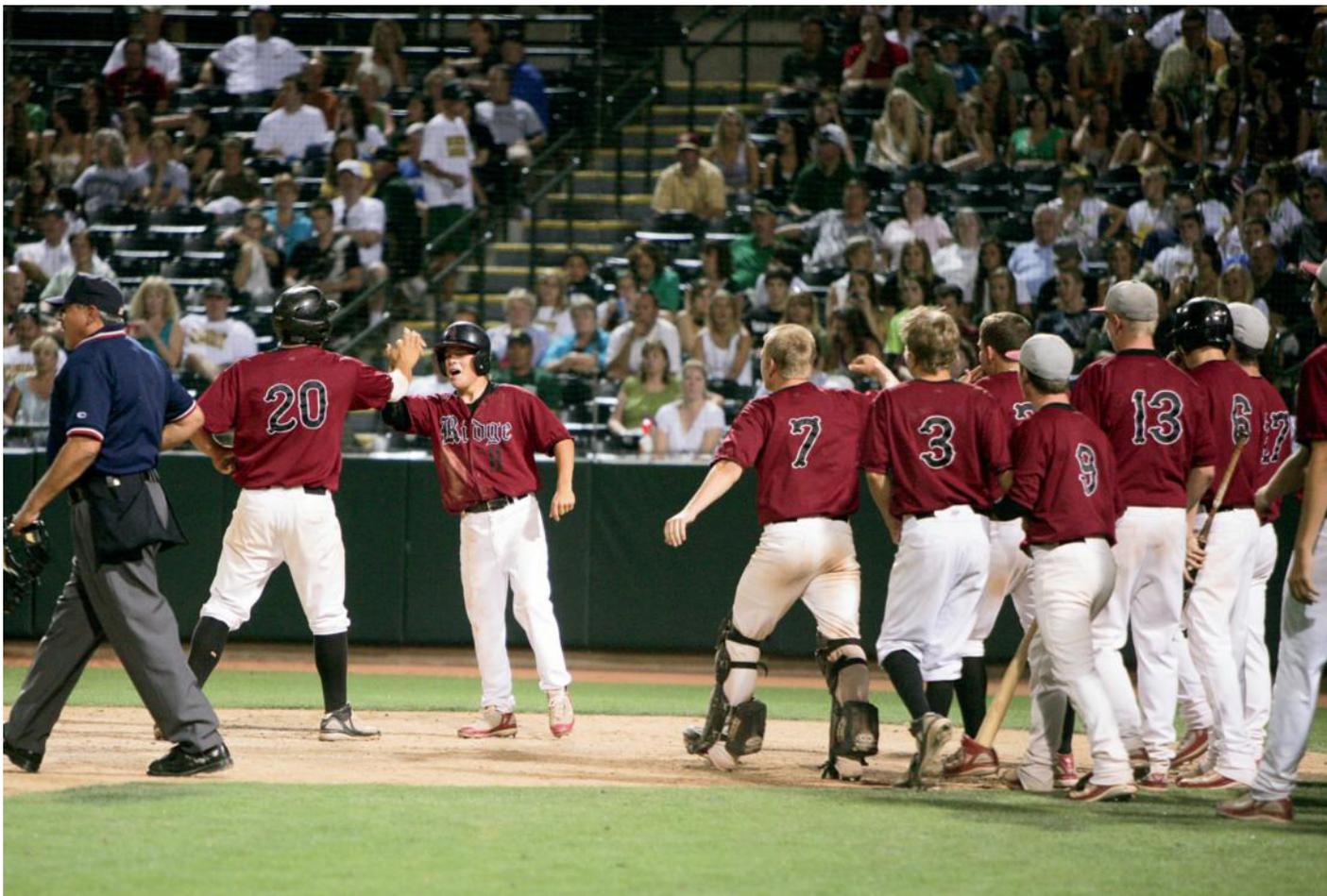
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Sandlot, Pride of the Yankees, etc.). The trip includes a game on historic Doubleday Field, and of course, a tour of the National Baseball Hall of Fame, with its mission “to preserve the sport’s history, honor excellence within the game and make a connection between the generations of people who enjoy baseball.”

A trip to Cooperstown, however, is not the only way to instill a sense of history.

**Archie Graham:** I heard that all through the Midwest, they have towns with teams. And in some places, they’ll even find you a day job...so you can play ball nights and weekends.

**Ray Kinsella:** This is your lucky day, kid. We’re going someplace kind of like that.

*(Field of Dreams, Universal, 1989)*

The Camden (NJ) Riversharks, an independent minor league team, houses the South Jersey Baseball Hall of Fame at their home, Campbell Field. Houston is home to the Texas Baseball Hall of Fame; Akron, the Baseball Hall of Fame of Ohio; and you can visit the Alaska Adult Baseball League Hall of Fame in Anchorage. The history of *the game* of baseball is all around.

Another way of connecting to the history of the game,

and reinforcing the concept that all athletes, regardless of age, who participate in a sport are part of *the game*, is to provide opportunities to visit and/or play at the sport’s high-profile venues. New Jersey student-athletes are fortunate to be able to play on the same surfaces that Lawrence Taylor, Eli Manning, Brett Favre, Jason Kidd, and Martin Brodeur competed on because the state’s three major professional sports venues – Giant’s Stadium (home of the New York Giants and the New York Jets), the Izod Center (former home of the New Jersey Nets), and the Prudential Center (home of the New Jersey Devils) – are made available to the NJSIAA for championship play. This demonstrates the commitment of ownership and management to the future of the sport and their recognition of the fact that *the game* “does renew itself constantly as youth comes knocking at the door, and in renewal it becomes better.” (George F. Will, *Men at Work*, 1990 – p.6)

The New Jersey Devils take this commitment even further – on display in the concourse of the Prudential Center is a hockey jersey from every high school team in the state. Imagine how it must feel to a high school hockey player to see the same jersey he/she wears on display for NHL fans to see every time they attend a Devils game.

In addition to a historical awareness, we also need to help our student-athletes develop an appreciation for the traditions, subtleties, and nuances of the game. They need to understand that “participation in anything that has a historical life means

that we must learn and conform ourselves to established traditions, while at the same time recognizing – and taking responsibility for – the way in which our decisions, judgments and actions contribute to an ongoing tradition. How I behave on the playing field today and how I interpret the rules and customs and traditions of the game today will play a role in the creation of the customs and traditions for future players” (Clifford and Freezell, p. 69)

Every game has its own set of “unwritten” do’s and don’ts. In baseball, it’s called The Code. The rulebook describes how a game is played; the Code is how **the game** is played. It deals with things like excessive celebration after a homerun, pitchers showing up hitters, bunting on a pitcher who’s got a no hitter going late in the game, running up the score/bunting/stealing in a blowout, etc. In his book *The Code: Baseball’s Unwritten Rules and Its Ignore-at-Your-Own-Risk Code of Conduct*, author Ross Bernstein describes the code as all about respect; respect for the game, for the other players, for your team and teammates. It is a way for “players to be held accountable for their actions” and for “the game to police itself”.

As we guide the student-athletes under our care through the world of education-based athletics, we can help them appreciate the idea that their participation, even at the interscholastic level, is part of **the game** as much (and maybe even more) than those participating at more “visible” levels. Untainted by fortune and fame, interscholastic athletes (like their

“sandlot” counterparts), compete for the love of **the game** and in a very real sense are the grassroots guardians of **the game**. Let’s make sure they we help them understand the privilege and responsibility that they have.

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## Finding Balance and Efficiency in the Athletic Office



By Josh Lacy, CMAA

As the president of Chapter 5 of the New York State Athletic Administrators Association (NYSAAA), I was recently charged with putting together the agenda for our annual Fall Professional Development Day. At the 11th hour, our leadoff speaker informed us they would be unavailable, leaving an hour gap in our agenda. I decided to step up and put a presentation together on balance and efficiency in the athletic office.

Our district superintendent challenged us at the start of the year to be more vulnerable and open with our personal lives as a method of creating dialogue and getting to know colleagues on a deeper level. My plan was to provide the athletic administrators in our chapter real examples of the tips and tricks I have utilized in my role as an AD for 16 years and as a father of two girls aged 2 and 4.



### Planning

Once a week, sit down with family to plan out work commitments, appointments, family events, and play dates. Add long range plans such as birthdays, holidays, and vacations. Update as needed.

### Establish a Morning Routine

Meet with your supervisor to discuss flexing your hours to accommodate late nights and weekends. Use the extra time in the morning to help make lunches, put kids on the bus, do household chores, workout, run errands and eat a healthy breakfast.

Walk the fields and courts upon arrival at school. Contact grounds department with concerns about cutting the grass, lining fields, collecting garbage, etc.

Enter school through the custodial office and touch base about the previous night's activities and the current day's schedule.

### Office Tips

Hold a morning meeting with your office assistant to compare calendars, games schedules, supervision, transportation, and officials. Discuss unfinished business, goals for the day, and tasks to accomplish.

Work through emails one at a time with the intention to fully research and respond to the sender before going to the next one.

Get up and take a stretch break at least once an hour. Visit a classroom, see a colleague, take a lap around the building, walk the fields.

Find a method to communicate with coaching staff to avoid multiple conversations on the same topic. Set up group messaging through an App such as *Remind.com* or author a weekly newsletter with a distribution list that includes coaches, teachers, and administrators.

Take at least ten minutes during high stress days to decompress. Shut the door, put the phone on silent, and take a break from electronics. Use deep breathing exercises to assist in relaxation.

Prioritize as the day winds down and set a time to stop for the day. Push low priority items to the next day's "to do" list.



## Between the Bell and Whistle

Get out of the office and do a facility walk checking in on practices and game management setup.

Leave campus for a snack, run an errand or two, stop at home to walk the dog, pick children up from school or get them off of the bus, change your clothes and shoes to match the weather, and eat a healthy snack.

## End of the Day

After a long day, give your family 100% of your attention and avoid answering low priority emails and text messages.

Identify a strategy to “unplug” such as putting your work phone on silent and placing it in a drawer.

If thoughts of unfinished business creep into your head, keep a notepad near for follow up the next day.

Regardless of years of experience, size of school, and job responsibility, the number of athletic administrators who thanked me for addressing the topic was overwhelming. What started out as a filler addressed a greater need and became one of the most popular takeaways from the entire professional development workshop. **IAA**

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# LET'S NOT USE VIOLENT MESSAGING TO INSPIRE OUR ATHLETES

*By Chris Hartley*

I opened an email this morning from an organization that sends along coaching tips and strategies for getting athletes to perform at their best. The message was about getting athletes to be aggressively competitive during games. It is a good topic; unfortunately, the chosen metaphor implied that athletes should think of themselves as biting, attacking animals. I immediately replied to the sender and shared that I was disappointed with the metaphor. I just don't believe that we should be using metaphors focused on violence to inspire our athletes to give their best effort.

As a high school and collegiate athlete who participated in two contact sports – football and lacrosse – I have heard my share of violent messages. Playing in a game has been likened to going to war. I have seen the gestures from teammates and opponents indicating that throats should be slit. I listened to loud cheers when a big hit leaves a player injured. None of these are examples of sportsmanship, integrity, or education-based athletics. War is ugly, awful, and focuses on ending human life. Implying that one wants to physically hurt someone or cheering for a collision that causes an injury are parts of the game that must disappear.

How can we make this happen? It happens when coaches and athletic departments make good choices about the messages used and uphold the highest standards of sportsmanship.

Athletics is about competing. I believe in preparing athletes to compete at the highest level. That highest level includes a mindset of beating one's opponent. There is value in teaching our athletes how to gain control of a competition and ensure victory. What we don't want is for our athletes to feel like they want to hurt someone or need to hate someone to win.

I recently retweeted a video clip from the 2019 US Open. Naomi Osaka had just defeated Coco Gauff. Each of those athletes wanted to win the match. No one can question their competitive spirit or their desire to win; at that level, athletes have proven that they know how to compete. And, I can guarantee you that neither athlete was thinking about harming her opponent (even metaphorically). Why? Because of what happened after the match.

In the post-match interview, the two players connected and showed their admiration for each other. My tweet read, "What a great moment! This is what athletics is supposed to be about: we compete hard AND when it is over, we show respect, care, and compassion. Naomi Osaka shows incredible leadership; Coco Gauff shows a growth mindset!"

Some of you might believe that this makes sense

for tennis, but not for sports with contact. In sports like soccer, basketball, lacrosse, wrestling, or football, athletes are asked to overpower an opponent by using their bodies to push, dominate or hold a position. Metaphors of violence may seem to make sense. Again, I will argue that we can teach aggression without violence making its way into the messaging.

I currently coach our boys varsity lacrosse team. Our metaphor or team motto last year was “All We Need.” Mottos from other teams at Lakeside have been “All 48” and “The Climb.” Those mottos are explained and discussed at the beginning of the season and then weave themselves into the daily life of the team. “All We Need” inspired us to push forward through adversity and to stand tall when faced with daunting challenges. It gave us the desire to chip away at a big deficit going into the second half. It kept us pushing forward when one of our top players suffered a season-ending injury. We looked within ourselves, held ourselves accountable to each other, and knew that any outcome was the result of the effort we put in every day.

None of the mottos from our teams relied on violence to spark inspired play. “All 48” focused on giving one’s best effort every minute of practice, every minute in the weight room, every minute in the classroom, and every minute of every game. “The Climb” focused athletes on the challenge of climbing a mountain. Connections were drawn to the preparation mountain climbers must do; the team work needed to

ensure success; and, how to shift plans when unexpected challenges are faced.

These mottos build mindsets in athletes that achieve the exact same intended outcomes as the violent ones do. But violent metaphors do not serve athletes well out of the arena of competition. The benefit of the non-violent ones is that they serve our students well beyond the realm of sports. They help to create successful, compassionate humans – ones who make the world a better place to live.

When coaches are intentional in their planning and commit to focusing on season-long messaging aimed at getting the best from their teams, their athletes will know exactly what it means to compete to the very last whistle or play or point. We want to teach our athletes how to compete at the highest level and with respect for their opponents. We don’t want our athletes to see opponents as people who should be hurt and hated. There is enough of that in the world, and athletics is meant to bring communities together. **IAA**

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# Things Every New Athletic Director Should Know for Ultimate Effectiveness

By Keith Badger and Phil Kuemmel, CAA

Congratulations! You were just hired as a brand new athletics/activities administrator. Now what? Every athletic director position is different, whether you are from a big school or small school, in an urban or rural area. Even though each of our roles are different, there is a lot that is common for an Athletics/Activities Administrator position. Our “top ten list” are all ideas we’ve taken from others and modified to fit our style of work or position. We hope these ten skills and strategies can help all new athletic directors and maybe even some experienced ones.

## 1. Mentorship

This one is listed first because it may be the most important tip we can give you. Find one or two mentors in your area and turn to them often. Phil never would have survived his first year on the job if it wasn’t for three mentors that helped him through it. Keith is lucky to have a great group of mentors in the Big 9 Conference. Right after Phil on his speed dial list are the many great veteran ADs in the Big 9 and Region 1AA that he knows he can call.

The Minnesota Interscholastic Activities Administrators Association (MNIAAA) offers a great workshop for new ADs, as do many state associations. Networking is very important in this position. Other ADs want you to be successful. In Minnesota, we have a turnover rate for the AD position of about 25% every year. Part of the reason for this may be because ADs sometimes feel like they are “on an island.” Make sure you use mentors to help you get through tough times; reach out for help. Put your mentors’ numbers on speed dial and don’t be afraid to call any time that you need help.

## 2. Purpose & Values

It is important to know your “why” – why you choose to become an AD, why you lead the way you do, why you get out of bed every morning. A lot of the information in this article comes from the work done by the InSideOut Initiative (more info here <https://insideoutinitiative.org>). A transformational purpose statement helps ADs articulate the “why” be-

hind their decision to lead and clearly states their intentions as a mentor in the lives of those they serve.

If you have not already done so, you can lead your coaches through the process of creating their own purpose statements. Many activities departments have created a department-wide purpose or mission statement or use a visual acronym (acrostic) using performance and character traits to describe the goals of their department. You can also write a collective definition of success that can be used throughout your department.

Once you have these purpose or mission statements and definition of success, it is very important that you share them. Many ADs include them in the signature of their emails or post them on the door to their office. You can also put them on programs or rosters, post to social media, and share at parent or school board meetings. Knowing your why will give you a game plan of how you want to lead your department.

## 3. Share Your Celebrations

ADs tend to be very humble (this is not a bad thing). But the problem with that is we don’t share enough of the positive things going on in our programs. We need to control the narrative, because if we don’t, then others will. What good things are going on in your programs, besides what the public sees on the scoreboard? We need to make sure we share these with our community. You do not have to do this alone; get your district leadership team on board to help you with communication.

Some examples include Athletes of the Week, Hispanic Heritage Month, 1,000 points or digs, coaches purpose statements, teams’ community service projects, and many more. There are many platforms that you can use to share these celebrations, including the local newspaper, social media, activities or district website, school announcements, or the marquee sign in front of your school.

## 4. Master the Management

Mastering the management in the AD role is like learning the fundamentals of a sport before playing in the game. Mastering the role of a manager is a great strategy to build trust

and demonstrate competency as an AD. When you're able to demonstrate your ability to collaborate, negotiate, plan, and serve your coaches and community members effectively, they start to buy into what you're doing. As you share more of your leadership vision with your community, the trust you built through successful management acts as the foundation on which your vision rests. Trust is a great catalyst for a compelling vision to be put into action and a proficient manager will build plenty of it through mastery of the fundamentals.

## 5. Leadership

The balance between management and leadership is not easy; ADs must find time for leadership activities (or find others to help you).

It is important to lead with your strengths. A great leader is able to align their actions with their purpose. A school's AD has the potential to impact every student that participates in the activities programs. The AD also has the power and position to develop student leaders that can profoundly change a school's culture in the entire building.

Examples of leadership initiatives that can be implemented with your coaches or student-athletes include: a conference leadership or sportsmanship summit, community service requirement, taking athletes to an elementary school to read or have lunch, captain's council, student leadership class, mental health focus, and many more. Creating leadership opportunities for your coaches and student-athletes will make your job as an AD easier.

## 6. Equity

As ADs, we have to make sure that everyone gets the support that they need. Becoming an equitable leader first requires a look inward to clearly define a person's purpose. Equity in education involves race, gender, socioeconomic status, resources, access to quality coaching, and more. It is important to apply the equity lens to every decision you make. The leadership at the Faribault Public Schools places equity at the forefront of decision making and has done an excellent job of ensuring students have the resources they need to succeed.

Title IX is an exceptional consideration for high school activities directors. The NIAAA and state associations have great professional development opportunities for ADs to engage in Title IX work to better understand how Title IX affects the athletic department. The NIAAA's LTC 506 also spends significant time addressing Title IX and its implications for interscholastic athletics.

## 7. Continuous Improvement

We must provide opportunities for growth to our coaches. How can we give coaches the tools that they need to succeed? There are many ways that ADs can provide professional development for their coaches. Monthly coaches meetings and book studies are great ways to accomplish this. Many districts may have professional development budgets that can be used to bring in guest speakers for the activities department. Many states like Minnesota offer head coaching courses and con-

tinuing education requirements to help coaches.

Coaches evaluations are a great tool you can use to help coaches improve. Pre-season, mid-season, and post-season meetings can and should be part of the evaluation process. Informal and formal observations should be utilized. Many ADs also rely on some type of student and parent feedback as part of the evaluation process. ADs should use the supervisory approach that is best for them. Ultimately, you can't go wrong if you focus on the coach's purpose and your department mission and definition of success when evaluating a coach.

We must also find ways to improve ourselves as ADs and professional development for an AD is important. State and national conferences are a great way to learn new ideas and also network with others in your profession. Don't feel overwhelmed when it comes to professional development. Two great opportunities for professional development are the LTI courses offered by the NIAAA and the InsideOut Initiative.

## 8. Communication

As we said earlier, if we don't control the narrative, then others will. The fundamentals of communication involve logistics – facility, transportation, and event scheduling; collaboration with community partners, sponsorships, and mediation. But communication can also be a great tool for selling your brand – your students and their accomplishments! When struggles happen, the first things to hit social media or the papers will not be all the great things you haven't shared yet, it will be how much the programs are struggling! Using newsletters, weekly summaries of activities, blogs, podcasts, the opinion section of the newspaper, social media campaigns, and special recognition programs are excellent ways to consistently produce positive press for your students and staff. When a team loses a few games (or more), the wins and losses mean less when the community is aware of the powerful education-based program that exists in the school. Wins and losses come and go, but a program that consistently graduates students with great character who place the needs of others above their own produces wins that last a lifetime.

## 9. Flexibility

ADs are "planners." We like to be organized and have a plan. It is important to have a plan, but be ready to adjust on the fly as needed. Many days you will walk into your office with an agenda of three or four things that you hope to accomplish that day. And on some days, you might not even get to #1 on your list.

Many curve balls may be thrown your way each day: you don't have a bus for your section championship game that day, the 9B basketball officials are not able to ref your game, your star quarterback got in trouble at school on the day of a game, your fall season that was originally postponed to the spring because of COVID will now be starting in one week, and the list can go on and on. We must always be ready to "put out fires," and unfortunately, sometimes literally.

Phil had a stadium transformer start on fire thirty minutes before a home football game. Keith had an EF2 tornado tear

through Faribault on a night he was hosting tennis, volleyball, and swimming (just three months into his first year on the job, of course). Emergency action planning provides the foundation on which flexibility in an emergency can exist.

It is important to have a plan, but even more important is to be flexible and call “audibles” when needed.

## 10. Balance

Last, but certainly not least: every effective AD must have balance in their life. More activities and duties continue to get added to our plates, especially for those serving as activities directors. Many ADs leave the profession because this balancing act is so hard to achieve.

What can you do? When you are trying to balance between different activities, work with the coaches, directors, or advisors to come up with a compromise that works for all parties. Sometimes as the AD you do need to make the difficult call on your own, but many times you can come up with a solution that works for all involved when working as a team.

The AD job could easily be a 60 to 70 hours a week job if you let it. Do not let it become that. In order to be a better AD, you have to be a better you. And that means taking care of yourself and your family. There are many ways to achieve this. It might mean going in to work late to put your kids on the bus or having lunch with them at their elementary school. Schedule time in your day for physical activity or time to read.

A colleague shared how hard it was for him to turn off his phone when he was on vacation with his family, but when he finally realized that it was okay to do this, it changed his relationship with his wife. As servant leaders, we often put others’ needs ahead of our own. But in order to be truly effective as an AD, you need to take care of yourself as well, and having balance in your life is the key to this.

Being an athletics/activities administrator is one of the most rewarding professions you can find. Whether you are in your first year or your 21st year as an AD, we hope these skills and strategies will lead to your ultimate effectiveness and a successful career as an AD. **IAA**



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# What to Know About the 2021 National Athletic Directors Conference

The National Interscholastic Athletic Administrators Association (NIAAA), the National Federation of State High School Associations (NFHS), along with assistance from the Colorado Host Committee are excited to bring the National Athletic Directors Conference to Denver, Colorado on December 10-14. The 52nd annual conference will host an expected combined crowd of more than 2,600 athletic administrators, spouses, families, guests, and exhibitors.

## Convention Center & Hotel

The Colorado Convention Center will be home for the national conference and the NIAAA annual meetings. The Center is situated in the heart of the Mile High City. Denver is known for its warm hospitality and over 300 days of sunshine a year.

There are 4 hotels that surround the Center. The Hyatt Regency Denver at the Colorado Convention Center will be home to the Awards Luncheon and Awards Banquet & Hall of Fame. The Hyatt along with the Embassy Suites Denver Downtown are a hop, skip and a jump to the front door of the convention center. Hyatt House and Hyatt Place Denver Downtown share a lobby and many other amenities while providing different rooming options. They are located just a block away from the center.

## Program Highlights

The Conference Advisory Committee is pleased to present two outstanding general session speakers this year, along with a wide variety of workshop topics. **Kevin Brown, The HERO Effect**, will kick off the conference as the keynote speaker Saturday, December 11.

The Closing General Session on Tuesday, December 14, will be highlighted by **Col. Jennifer A. Block, Athletic Director of the US Air Force Academy**.

At the **Conference Luncheon** Monday, December 13, eight individuals will be honored with NFHS Citations for

their contributions to our profession. The NIAAA will present 11 Bruce D. Whitehead Distinguished Service Awards, as well as the Award of Merit, Thomas E. Frederick Award of Excellence, and the Frank Kovaleski Professional Development Award at the **Conference Banquet** on Tuesday, December 14. In addition, the banquet will feature the NIAAA Hall of Fame inductions with 10 athletic administrators being enshrined in this the tenth class to be inducted.

## Workshop Topics

Forty workshop topics, including four key topics repeated in adjoining workshops, have been chosen for the five workshop sessions. All workshops will be one hour in length and feature between one and three presenters. Each session will feature several topic choices for attendees. The various workshop topics are listed on the conference registration website: [www.adconference.org](http://www.adconference.org).

## Special Session Topics

We encourage you to attend the "Hot Topic Session," presented by Dr. Tim McGuine. Also, Lee Green, JD, will present the "Sports Law Year-in-Review" session. Both are set for Tuesday, December 14. Don't miss both of these great sessions.

## NIAAA Meetings

The NIAAA will hold its 45th annual meetings in conjunction with the conference. Over 50 NIAAA educational and business meetings will be held prior to, throughout, and following the conference. The certification exams will be given Tuesday, December 14. The NIAAA legislative body, the Delegate Assembly, will meet Monday, December 13.

The entire membership is encouraged to participate in the NIAAA Section Meetings that will be held at 1 p.m. on Sunday, December 12, as well as the NIAAA annual meeting at 2:30 p.m. on Tuesday, December 14. The popular state

door prize drawings will be conducted at the close of the annual meeting. A list of NIAAA meetings is included in the conference schedule which is part of this issue.

## Networking Opportunities

Three key networking opportunities for attendees are built into the schedule to allow for additional attendee interaction and sharing. The popular, "Talking and Trading" – Today's Topics Networking will include seven discussion topics on Saturday, December 11. For a second year, the "Lunch and Learn" – Forum Networking will be held on Tuesday, December 14. It will include a bag lunch and a number of professional forums to choose from for discussion. Do not forget to attend "Give and Take" – Forum Networking – Issues Networking will take place on Monday, December 13.

## Spouse/Guest Activities

The Colorado Host Committee is playing a major role in the organization of an outstanding spouse/guest program that will feature a tour and breakfast at location yet to be determined. The event is for registered spouses and guests, and as always, registered spouses and guests are encouraged to attend the Opening and Closing General Sessions. Tickets to the conference luncheon and banquet will be available for purchase. Remember, **only registered spouses and guests** will be admitted into the Workshops & Exhibit Hall. A spouse/guest Welcome Reception will be held from 1:00 to 3:00 pm on Saturday, December 11.

## NIAAA Endowment Top Golf Tournament

The NIAAA Endowment Top Golf Tournament will take place Saturday, December 11 at 8:00 a.m. The Top Golf in Centennial, CO will be the site for this event. Transportation from the Center to Top Golf will be provided as well as food and beverage.

## Exhibits

The conference will provide an excellent opportunity for athletic administrators to view the latest products on the market and visit with the individual company representatives. The exhibit hall will be open from 11 a.m.–7 p.m., Sunday, December 12 and from 9–11:30 a.m. Monday, December 13. Anyone wanting to enter the exhibit hall must be registered for the conference and have the proper name badge. No exceptions will be made to this policy. The registration gift may be picked up in the exhibit hall from 3:00 to 6:00 p.m. on Sunday, December 12 and from 9:30 to 11:30 a.m. on Monday, December 13.

## Conference Registration

Conference registration is available on the Conference Webpage, <https://www.adconference.org/>. The information will be posted on the NIAAA website at [www.niaaa.org](http://www.niaaa.org) and the NFHS website at [www.nfhs.org](http://www.nfhs.org).

## Conference Registration Fee

The conference registration fee is set at \$255 for current NIAAA members and state athletic/activity association staff. Registration is \$345 for non-members who register prior to November 19. Mail-in registrations will not be accepted as all registration will be conducted online. After November 19, late registrants may register online or on-site and the fee will be \$345 for current NIAAA members and state athletic/activity association staff, and \$400 for non-members. The conference fee includes the attendee's name badge, conference registration, one luncheon, and one banquet ticket. Retired NIAAA members (upon verification of membership) may register for \$85 which includes a name badge, conference registration, and the retired member's breakfast.

The spouse/guest registration fee is \$50. This includes the spouse/guest program on Sunday, as well as a name badge for entrance into the exhibit hall, and opening and closing general sessions. Luncheon and banquet tickets for retired members, as well as spouses/guests, may be purchased separately.

Not only will you be able to pay with credit cards online, you can also select "check" when you register online and then mail a check to NIAAA. Checks must arrive at the NIAAA by November 26 in order for the attendee to be recognized as registered, upon arrival at the conference.

## Early Packet Pick up and Registration

An opportunity is being provided for early pick-up of your Registration Packet materials. This is set for Friday evening, December 10, at the registration area between 4-6 p.m. This time slot will provide full registration, packet pick-up, payment for registrations, and LTI course modifications.

## Room Reservations

To book your guest room reservations, go to the National Athletic Directors Conference Website [www.adconference.org/](http://www.adconference.org/). Room rates are \$145 (plus state tax + city tax) for single and double occupancy.

## Registration Refund Policy

All pre-paid conference fees will be refunded if cancellation notice is given by Friday, December 3, 2021. After December 3, 2021, the following are non-refundable: Spouse/Guest, Banquet, Luncheon, Top Golf Tournament, and Sports Turf Seminar. Based on extenuating circumstances, the registration fee may be refunded minus the \$50 cancellation charge. This is at the discretion of conference management.

**IAA**

# 2021 Schedule National Athletic Directors Conference

## Friday, December 10

10:00 a.m. – 10:45 a.m.	Incoming NIAAA Board Member Orientation
12:00 p.m. – 3:30 p.m.	NIAAA Board Meeting
12:00 p.m. – 6:00 p.m.	NIAAA Publications Committee
2:00 p.m. – 8:00 p.m.	NIAAA Hall of Fame Committee
3:00 p.m. – 6:00 p.m.	NIAAA Endowment Committee NIAAA Sports Facilities Committee
3:30 p.m. – 5:00 p.m.	NIAAA National LIT Presentation Faculty Meeting
4:00 p.m. – 6:30 p.m.	Registration and Packet Pick-up
7:00 p.m. – 9:00 p.m.	2020 NIAAA Awards & Hall of Fame Program

## Saturday, December 11

8:00 a.m.	NIAAA Endowment Silent Auction Begins
8:00 a.m. – 11:00 a.m.	NIAAA Accreditation Committee NIAAA Awards Committee NIAAA Hall of Fame Committee
8:00 a.m. – 11:00 a.m.	Endowment 'Top Golf' Tournament
8:00 a.m. – 12:00 p.m.	NIAAA Sports Facilities Educational Seminar
8:00 a.m. – 12:00 p.m.	NIAAA International Ad hoc Committee
8:00 a.m. – 1:00 p.m.	NIAAA Publications Committee
8:30 a.m. – 5:00 p.m.	Registration/LTI Booth
9:30 a.m. – 10:00 a.m.	Conference Advisory Committee
10:00 a.m. – 10:45 a.m.	First-Time Attendees Orientation
10:00 a.m. – 11:00 a.m.	NIAAA Committee Chairs
11:00 a.m. – 12:00 p.m.	NIAAA "Talking & Trading" Key Topic Networking
12:00 p.m. – 12:45 p.m.	NIAAA New Committee Member Orientation
12:15 p.m. – 2:00 p.m.	NIAAA Coaches Education Committee
12:30 p.m. – 4:30 p.m.	NIAAA LTI Courses: 502, 506, 611, 614, 615, 630, 633, 709, 715, 716, 723, 724, 726, 902
1:00 p.m. – 3:00 p.m.	Spouse/Guest Welcome Reception
2:00 p.m. – 4:45 p.m.	NIAAA Committee Meetings: Certification Committee Credentials Committee Membership Committee Mentoring Committee National Initiative & Assistance Network Resolutions Committee Retired Committee

5:00 p.m. – 6:30 p.m.	Opening General Session NIAAA Scholarship Awards NIAAA At-Large Speeches "The HERO Effect" – Kevin Brown
6:45 p.m. – 7:45 p.m.	Diversity Fellowship
6:45 p.m. – 8:45 p.m.	NIAAA 2021 Outgoing Leadership Cohort

## Sunday, December 12

7:30 a.m. – 9:00 a.m.	NIAAA Past President Meeting
8:00 a.m. – 8:45 a.m.	NIAAA CAA Test Study Session NIAAA CIAA Test Study Session
8:00 a.m. – 9:45 a.m.	NIAAA State Presidents Breakfast Meeting
8:00 a.m. – 10:00 a.m.	NIAAA Blue Ribbon Panel
8:30 a.m. – 5:00 p.m.	Registration/LTI Booth
8:45 a.m. – 9:45 a.m.	First Workshop Session
9:00 a.m. – 12:00 p.m.	Spouse/Guest Program
9:30 a.m. – 1:30 p.m.	Incoming Leadership Cohort
9:30 a.m. – 1:30 p.m.	Incoming Leadership Cohort
10:00 a.m. – 11:00 a.m.	Second Workshop Session
11:00 a.m. – 12:00 p.m.	NIAAA Committees – How Do I Get Involved?
11:00 a.m. – 7:00 p.m.	Exhibit Show NIAAA Member Booth NIAAA Logo Shop
11:45 a.m. – 12:45 p.m.	NIAAA State Award Chairs Meeting NIAAA State Membership Chairs Meeting NIAAA State Hall of Fame Chairs Meeting NIAAA State Mentoring Chairs Meeting
12:00 p.m. – 12:30 p.m.	Lapel Pin Exchange (Exhibit Hall Lounge)
1:00 p.m. – 2:15 p.m.	NIAAA Section Meetings
2:30 p.m.	Exhibit Show Ice Cream Social
2:30 p.m. – 3:00 p.m.	Exhibit Show Door Prize Drawings ( <i>must be present to win</i> )
3:00 p.m.	Exhibit Show Passport Drawings ( <i>must be present to win</i> )
3:00 p.m. – 6:00 p.m.	Registration Gift Pick-up
3:30 p.m. – 7:30 p.m.	NIAAA LTI Courses: 503, 510, 511, 602c, 617, 620, 631, 640, 700, 705, 707, 712, 790, 904
7:45 p.m.	Non-Denominational Chapel Catholic Mass

## Endowment Activities in Denver at NADC

The NIAAA Endowment Committee has made plans for fundraising activities at the 2021 National Athletic Directors Conference (NADC) in Denver. This year the Endowment Committee will be selling the new 2021 conference pin. They also will have available the pin from the virtual conference held in 2020. Be on the lookout for the two-for-one price offer to get your two lapel pins from an NIAAA Endowment Committee member.



Other common Endowment Committee activities that will be held – in a new format for this year – include the offering of an endowment golf tournament held at Top Golf in Centennial, Colorado, a municipality of Denver. For a \$90 registration fee, participants can expect a tournament atmosphere conducted by a Top Golf tournament manager with an added feature of a hole-in-contest with the chance to win \$10,000. The tournament format will consist of teams of six with a best ball format. Prizes will be awarded and food will be served during the three hours of top golf fun, on Saturday morning, December 11 from 8 a.m. to 11 a.m. Buses will depart the convention center at 7 a.m. Potential attendees can sign up for this event when they register for the national conference, or they can add it later to their cart as they finalize the registration process.

Lastly, the concluding activities for the endowment committee include the offering of another virtual silent auction. Around 10 to 15 items will be at the conference, but all conference attendees can bid on items on the virtual silent auction site. All items will be shipped at the conclusion of the conference, except for those purchased on site. All proceeds of the endowment activities go to the NIAAA endowment fund which provides professional outreaches and grants for states. Over the fifteen-year period the NIAAA Endowment fund has given back over \$475,000 to impact over 1,750 athletic administrators in 34 states. If anyone has an item they would like to donate to the silent auction, please contact an endowment committee member or Phil Rison at the NIAAA office. **IAA**

### Monday, December 13

- 7:00 a.m. – 8:00 a.m.....NIAAA LTI Information Booth
- 7:30 a.m. – 11:30 a.m.....NIAAA State Liaisons/NIAAA Executive Directors Breakfast Meeting
- 7:30 a.m. – 11:30 a.m.....NIAAA LTI Courses: 501, 508, 608, 613, 619, 625, 626, 706, 710B, 719, 722, 799, 903
- 8:00 a.m. – 9:00 a.m.....NIAAA CAA & CIAA Test Administrators Q&A
- 8:00 a.m. – 9:30 a.m.....NFHS State High School Associations Roundtable
- 8:00 a.m. – 11:00 a.m.....Registration/LTI Booth
- 9:00 a.m.....Exhibit Show Breakfast Break
- 9:00 a.m. – 11:30 a.m.....Exhibit Show  
NIAAA Member Booth  
NIAAA Logo Shop
- 9:30 a.m. – 10:30 a.m.....Third Workshop Session
- 9:30 a.m. – 11:30 a.m.....Registration Gift Pick-up
- 11:00 a.m. ....Exhibit Show Door Prize Drawings  
*(must be present to win)*
- 11:45 a.m. – 1:15 p.m.....NFHS Conference Luncheon
- 1:30 p.m. – 2:30 p.m.....Fourth Workshop Session
- 2:45 p.m. – 3:45 p.m.....“Give & Take” – Forum 1 Networking  
NIAAA Sports Facility Educational Sharing
- 3:30 p.m. – 4:45 p.m.....NIAAA Delegate Assembly
- 4:00 p.m. – 8:00 p.m.....NIAAA LTI Courses: 504, 610, 616, 618, 615, 621, 627, 628, 701, 703, 714, 720, 721, 904

### Tuesday, December 14

- 7:00 a.m. – 8:45 a.m.....NIAAA Board Breakfast Meeting
- 7:00 a.m. – 9:00 a.m.....NIAAA Professional Development State Coordinators
- 8:15 a.m. – 9:15 a.m.....Fifth Workshop Session
- 9:00 a.m. – 11:00 a.m.....NIAAA CAA Exam  
NIAAA CIAA Exam
- 9:00 a.m. – 11:00 a.m.....NIAAA Retired Member Breakfast
- 9:30 a.m. – 10:30 a.m.....Hot Topic Session – Dr. Tim McGuine  
“The Positive Impacts of School Sports on the Health of Adolescents During the COVID-19 Pandemic”
- 10:45 a.m. – 11:45 a.m.....“Sports Law Year-in-Review” – Lee Green
- 12:00 p.m. – 1:00 p.m.....“Lunch & Learn” Forum 2 Networking
- 1:15 p.m. – 2:15 p.m.....Closing General Session  
Colonel Jennifer A. Block – U.S. Air Force Academy Director of Athletics
- 2:30 p.m. – 4:00 p.m.....NIAAA Annual Meeting/State Door Prize Drawing
- 6:00 p.m.....NIAAA Hall of Fame Inductions and Awards Banquet

### Wednesday, December 15

- 7:00 a.m. – 11:30 a.m.....NIAAA Board Meeting



## Road Trip: An Athletic Administrator's Itinerary When Attending Away Games

*By NIAAA Publications Committee*

The work of an athletic administrator requires a commitment of significant time, energy, and effort. In addition to performing a myriad of duties during the traditional school day, an athletic director must devote numerous evenings to supervise his or her program. Attending school committee meetings, observing practices, and managing home athletic contests are among the many activities that can take place after 3 p.m. on a given day. At times the person entrusted with this position may be faced with making some of his or her most difficult decisions or addressing challenging problems when his or her energy is at its lowest.

The time required to perform the job well – and the accompanying pressures – cause many athletic directors to leave the profession after only a few years. Athletic administrator turnover continues to be high in the United States, and that phenomenon does not promise to change any time soon. The promise of the summer vacation break and the occasional afternoon or evening without a home event grant a much-needed respite and opportunity to “recharge the batteries” by spending time with family or pursuing a hobby or interest.

One of the ironies of this reality is that many athletic administrators are discouraged from taking advantages of an excellent opportunity available to them – attending contests in which their programs compete on the road. In addition to providing a free means of professional development, traveling to other schools with one of his or her athletic programs can greatly enhance the athletic director’s and school’s reputation

within a school or community. Being a spectator at an away event also affords him or her an occasion to perform some of the basic supervisory responsibilities that are part of the job.

Every athletic director is a very busy person and deserves those moments in which he or she can “get away” – even if for a few hours – from the demands of one of the most difficult roles in the school. The purpose of this writing is not to suggest otherwise. However, for the person who has the time and makes the effort to take advantage of this opportunity, there are a number of positive outcomes that emerge from it. By being intentional and strategic in those instances where he or she steps outside what is familiar, the athletic administrator can leverage those experiences into times of professional growth.

### Alternative Perspectives

Like many leadership positions in today’s American schools, the work of an athletic administrator is part science, part art. Despite the fact that there are many well-established best practices in performing this vital role, the work of athletic administration in an education-based setting is very much based upon its context and the complexity of the organization. Community and school athletic culture, time-honored traditions, and the personality and skill set of the athletic director all play a role in this process. At the same time, the availability of financial and human resources and the possibilities or limitations posed by its facilities also factor into the daily operations of that system.

Perhaps one of the greatest dividends offered by a road trip to another school is a free professional development opportunity for a visiting athletic director. Learning from others and how they manage various scenarios can be a profitable form of personal growth. When travelling to other schools, it may be helpful to inform the host athletic administrator in advance; he or she may reserve a space or seat for one to observe.

**Athletic directors who travel to other gymnasiums or stadiums should consider the following:**

- Announce your arrival to the host athletic administrator
- Use all of one's observational powers (involving all five senses) when attending the event
- Bring a notepad and writing utensil and take notes
- Take photographs with a cell phone camera as necessary
- Be willing to ask questions to the host athletic administrator about any specific components of his or her operation that you may not understand

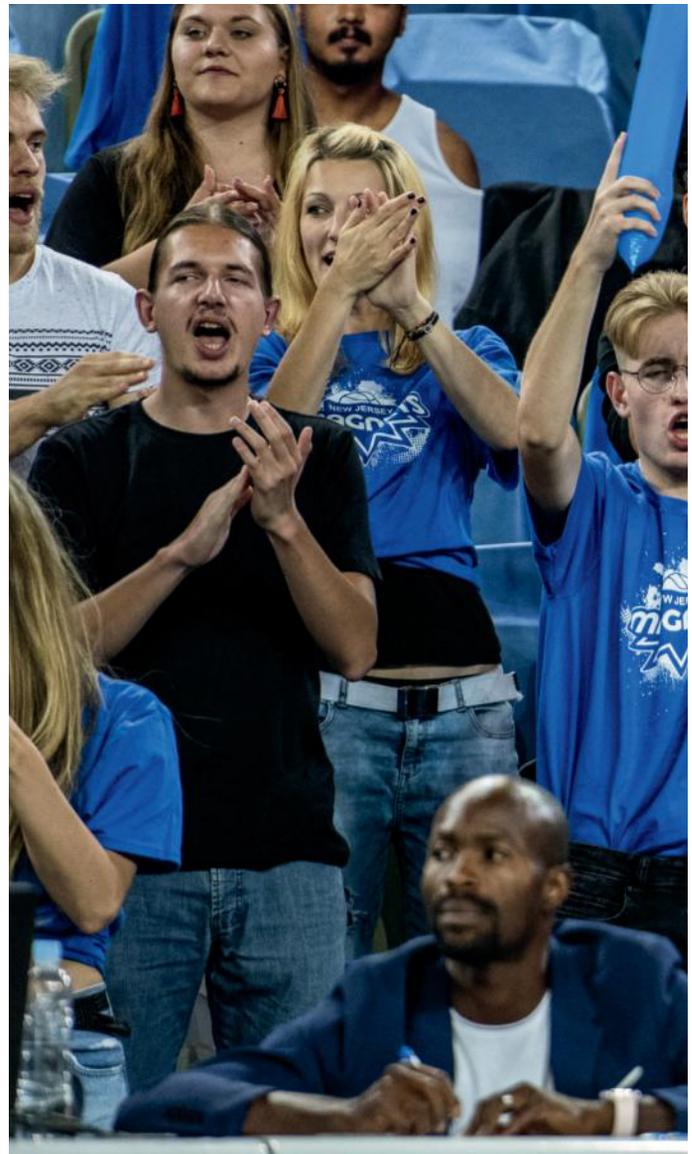
**There are a myriad of learning opportunities available at any given game. Among the areas that may be examined during the visit are the following:**

- How the event is organized overall
- Specifics related to the set-up of the venue on the day of the contest
- Infrastructure available at the venue
- Ticketing operations, including queuing and “throughput” components
- Concession organization, including choices of fare and payment options
- Distribution of championship banners at the facility and trophies in display cases
- Music choices prior to the game and during halftime
- Content of messages communicated by the public address announcer
- Customer service demonstrated by host staff
- Use of game programs or other handouts to promote the game

Some athletic administrators may consider assisting the host in conducting the event. Several years ago I attended a road playoff contest and met with my colleague running the event about one half-hour before the game began. He was a little distressed as his clock operator had called him late to announce that he could not attend. This athletic administrator also was hosting a home football game at another venue and could not anchor himself at the score table to perform this vital function. I volunteered to substitute in this position, and he gladly accepted my offer. From my midfield vantage point, I gained a very unique perspective from which to observe the game day operations of the home school. I worked closely with its staff and learned a great deal about how another school organized itself.

A similar opportunity presented itself to me many years

later when attending a regular season boys/girls basketball doubleheader at a nearby school. Our head coach asked me to serve as the team's scorekeeper, and I gladly obliged. Throughout both games I sat next to the public address announcer (who also provided timeout music for the event), with whom I had an ongoing conversation. Impressed with his work, I shared my business card with him and offered him a position as a substitute announcer in the event that we ever required it at our school. In the three years subsequent to our meeting, he has worked at a number of events – Unified basketball, soccer, lacrosse, baseball, softball – and is highly regarded by our students and members of our community.



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In addition to creating excellent opportunities to learn from others and compare notes on managing similar scenarios, attending a road contest can also fit into one's general

supervision responsibilities as well. Although most athletic directors will regularly and routinely observe their coaches at practices and games conducted at home, watching how they manage themselves in other facilities can be very informative. It reveals how coaches interact with other athletic directors, game day personnel, and game officials in a different setting. Rather than rely on hearsay or secondhand reports from others about how a coach or team performed on the road, the athletic director can assess that question from firsthand observation.

At the same time, the athletic administrator may be in a position to help with game day supervision in other ways as well. His or her presence may serve to curb inappropriate spectator behavior from those individuals who might otherwise remain anonymous on the road. It may prove advantageous to sit within the area assigned to the visiting crowd as a means of deterring students (or parents) from exhibiting poor sportsmanship.

The supervisory advantages afforded to the athletic director who attends a road game can extend to the time after the contest as well. As a second-year athletic administrator, I witnessed an extremely volatile basketball game on the road prior to our holiday break. The behavior of the home spectators included taunting and threatening comments towards the spectators and team members from our school. Working in concert with our school bus driver, the head coach, and the host athletic administrator, I was able to find a waiting area for the junior varsity team and an alternative bus pick-up spot for the squad. After coaching them as to how to behave in the event that they encountered any hostile behavior or disparaging comments, I accompanied them to the bus and served as the “point person” on their route. There were no incidents. The delay in our departure caused most fans to have exited the campus, but there was significant value in developing and executing a plan (in an otherwise “hostile” environment).

## The Power of Positive Publicity

Perhaps one of the greatest advantages of traveling to another venue is that the athletic administrator will be seen – by the student-athletes participating in the contest, by members of the coaching staff, by members of the community one serves, and by the host game and school administration. Athletic directors who will take time from one of their “free nights” to attend a sporting event over which they have no direct responsibility create a powerful impression that they are truly interested about the students in their charge. As was attributed to United States President Theodore Roosevelt, “Nobody cares how much you know until they know how much you care.” This can be particularly powerful in the early months and years of one’s tenure at a given school as he or she is looking to gain a community’s trust.

Not only can the concept of the value of a “road trip” apply in an athletic sense, but it can also work in one’s own setting as well. The athletic administrator who attends other school events, such as a play, concert, or other performance; a

National Honor Society induction ceremony; or an academic awards program can similarly create a positive reputation or image for himself or herself and for the values of the athletic department as a whole. Demonstrating one’s understanding that athletics is merely one component of an overall educational program can enhance staff chemistry and culture.

Keith Keating, a doctoral candidate at the University of Pennsylvania, has spent the last 20 years as a highly sought speaker on futuristic thinking. A self-proclaimed “workforce futurist,” Keating talks about the role that learning plays in the growth mindset of leaders and, in turn, the improvement and productivity of the systems they oversee. “Modern careers are like nonstop conveyor belts,” he observed. “You need to keep moving and learning no matter what the stage of your career.” Noting that lifelong learners are always seeking opportunities to feed that thirst for knowledge, he adds, “While qualifications help with a career, curiosity and a growth mindset invites future possibilities.”

Our colleagues can be some of our greatest teachers. Watching them perform their work (which is essentially ours) in their own environments not only reveals their strengths and weaknesses, but can also inform us in assessing ours as well. For all athletic directors, veteran and newcomer alike, it is time and energy well spent with great potential for personal, professional, and systematic improvement. **IAA**



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

## Administration

### Using Timely Coaching Meetings

Greg Lambert, CAA

In a typical school year, we have several scheduled regular meetings that help keep communication flowing between coaches, administration, and students. By having these timely meetings, we are able to involve those who are part of our education-based activities process. We provide an outlet for discussion, give essential information, and help guide those who are leading our programs in the right direction to follow district and conference guidelines.



1. **Athlete Advisory Council** – each sport has a representative and we attempt to meet monthly to discuss his/her views, perspectives, and ideas to improve our programs. We discuss school policy, summer workouts, school spirit, pep rallies, etc. These meetings help us formulate changes and ideas that help our athletes feel involved in the decision-making process and final outcomes of our program offerings.
2. **Coaches Meetings** – monthly meetings held before school where coaches work, discuss and plan a variety of topics from summer workouts, multi-sport athletes, coaches handbook, program philosophy, etc. Notes are kept and all coaches are invited. A Google document is used to record the discussion, which is used for future reference, as well as to help implement conversation topics.
3. **Activity Department Meetings** – these meetings involve the front office secretaries and particularly the activities secretary. We provide them information, schedules, calendars and advice as they are often the first people to field phone calls from the general public regarding our programs. By preparing them with pertinent information and helping them understand our activities program, they in turn help to keep the public informed and are able to direct higher level questions to the right person in administration. **IAA**

# TEAM PRIDE Awards

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NAME	TIME	YEAR
Mike Davidson	10.9	1981
Jeff Smith	22.5	1997
Mike Davidson	49.92	1981
David Nuhfer	1:55.43	1989
Andy Dalton	4:24.58	1990
Steve Nuhfer	9:35.92	1987
Tom Kern	14.6	1981

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NAME	TIME	YEAR
Stacy Reed Amy Burton	12.7	1979 1989
Stacy Reed	26.1	1981
Nan Bohlsen	59.8	1983
Jenny Walters	2:22.3	1987
Patricia Gossman	5:43.6	1989

CONFERENCE			
1962	1973	1975	1976
1977	1980	1983	1985
1986	1988	1989	1990
2008			

1962	1973	1975
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# Best Practices



## Effective Coach Meetings

By Mark Rerick

One of the most important things that athletic directors do is facilitate meetings with coaches. I've tried to intentionally make my limited one-on-one time with coaches as meaningful as possible. Like most administrators, I'm an avid reader, and I've found some applicable quotes to guide me throughout these meetings.

The first quote comes from Mitch Resnick, in multiple places but most recently as a guest on Stephen Dubner's podcast *Freakonomics*: "[Schools need to] focus more on trying to assess the things we value rather than valuing the things that are most easily assessed."

Unless missing deadlines and requirements is a constant and pervasive problem, I won't fire a coach for it; likewise, I wouldn't fire a coach just because he or she is losing games. Since I won't fire a coach for those items, I don't spend valuable meeting time discussing them. Instead, we identify what our coaches want the athletes to have learned by the end of the year, declare the team's core values for the year, then continually try to find better ways to track and assess the athlete's growth within those core values. Therefore, I prefer our meeting times to consist of conversation towards intentionally improving the behavior and character of our athletes through the actions and culture of our programs.

The second quote that's stuck with me is my own reminder prior to meeting with coaches.

From Joseph Grenny in his book, *Influencers*: "Many unhealthy behaviors continue for years within organizations because confronting them openly simply isn't done."

If my coaches are not doing a good job of intentionally teaching core values to create personal growth in our athletes, it's my job to initiate that conversation. As we all know, winning solves a lot of problems, and oftentimes, the deficiencies



of a coach in teaching those valuable life lessons can be masked by winning games. I try to be open and honest in my full assessment of our coaches' abilities to teach the right things regardless of the scoreboard, and those conversations can be tough to start with competitively successful coaches.

Don't forget that these discussions must take place more often than just before and after the season. From Grenny, again, "A measure won't drive behavior if it doesn't maintain attention, and it certainly won't maintain attention if it's rarely assessed." Without on-going conversations throughout

the season, growth within the athletes will be difficult, at best. We wouldn't expect a coach to improve an athlete's ability to dribble without constant assessment and feedback, so we shouldn't have any different expectations for character growth.

Lastly, after I've had a tough discussion with a coach that maybe didn't go as well as I'd hoped for, I remember this statement by Billy Beane, general manager of the Oakland Athletics, as quoted in *Ahead of the Game* by Brian Kenny, "If you do things the traditional way and fail, you kind of get to shrug your shoulders. It's an easy out. If you fail in a nontraditional way, you leave yourself open to criticism."

The public expects us to evaluate coaches and programs in the same manner that they've always been evaluated, but we know better ways to go about our business. Ultimately, it's up to us to do the right things at the right times. **IAA**

**ABOUT THE AUTHOR:** *Mark Rerick, EdD, CMAA is the district director of athletics at Grand Forks (North Dakota) Public Schools and is a vice chair of the NIAAA Publications Committee. He can be reached at [mrerick230@mygfschools.org](mailto:mrerick230@mygfschools.org).*



# Arkansas High School Athletic Administrators Association

2020-21  
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## 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.

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## Hazing

By Thomas H. Sawyer, Ed.D.



**Zachariah Blondin v. Milton Town School District et al.**  
**Supreme Court, Chittenden Unit, Civil Division**  
**No. 2020-031**  
**September Term, 2020**

### Introduction

Defendant Milton Town School District and Plaintiff Zachariah Blandin, a high-school football player who sued the District after being assaulted by team members during an off-campus team dinner at the residence of one of the players, appealed various trial court rulings and the jury's verdict in favor of Plaintiff following a five-day trial.

### Complaint

Plaintiff sued the District in 2017 claiming negligent supervision and a violation of the Vermont Public Accommodations Act (VPAA) in connection with his assault at the hands of fellow football team members at an on off-campus dinner in the fall of 2012. At that time, Plaintiff was a freshman, and the District was aware that members of the football team had a history of harassment, including sexual assaults and hazing, against underclassmen team members.

### Background

In October 2012, nine or ten members of the team, including Plaintiff, attended a team dinner at one of the player's parents' home. At some point that evening, Plaintiff was dragged down to the basement and thrown onto a couch, where one player held Plaintiff down while another player forcibly inserted a pool cue into Plaintiff's rectum. The school principal spoke to Plaintiff and another football player after learning that some incoming freshman did not want to play football because they had heard rumors of team members using broomsticks to initiate new team members. When the principal told Plaintiff that she would shut down the football program if the rumors proved to be true, Plaintiff denied the rumors because he feared retaliation from other students for causing the football program to be shut down. The principal then directed Plaintiff to speak to the incoming freshman and tell him he had lied about the use of broomsticks during the initiation of new team members. When the principal informed the district superintendent about the rumors, the superintendent declined to do anything further.

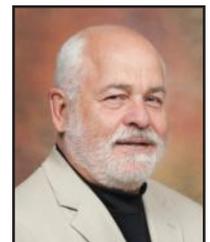
### Ruling of the Appellate Court

In April 2014, the Department for Children and Families (DCF) opened an investigation into allegations concerning the Milton High School football team. The Chittenden County State's Attorney later filed criminal charges against five Milton High School football players, including Plaintiff's attackers, all of whom pled guilty to criminal offenses related to harassment, hazing, and assault. After review of the trial court record, the Vermont Supreme Court affirmed the judgment.

### RISK MANAGEMENT DISCUSSION

The take away that emerges from this case is that courts will hold school districts and athletic personnel responsible for failing to act with reasonable care with regard to developing and implementing appropriate anti-hazing policies, educating coaches and student-athletes about the policies, and supervising student-athletes in those situations and environments where hazing was most likely to occur. Further, it is important to remember the victims of hazing in school sports programs are generally minors, district administrators and athletic personnel must be sure to fulfill their mandatory notification duties under state child abuse reporting laws. **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](mailto:Thomas.Sawyer@indstate.edu).*





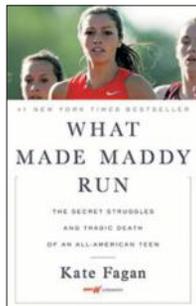
By Michael Hughes, CMAA

**Book Review:**

**What Made Maddy Run – The Secret Struggles and Tragic Death of an All-American Teen**

By Kate Fagan

In this incredibly powerful and moving work by ESPNW Columnist Kate Fagan, this book details the life of Madison Holleran and the tragic results of a young woman who was dealing with mental health issues. It tragically ends in Holleran taking her own life and Fagan goes in depth with family and friends, coaches and teammates to explore what seemed like an inexplicable event for an All-American student-athlete attending one of America’s premier universities. The book explores the dark side of students dealing with mental health issues in our nation and how we can never assume that we truly know what is going on in the minds of our student-athletes. In the time of ever growing mental health concerns, this book is a great jumping off point to start learning and helping to recognize that what we assume can lead to tragic outcomes. A must read for high school athletic directors.

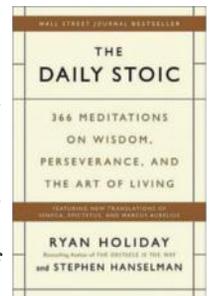


ecdotes and personal stories to relay the multiple challenges he has faced in his leadership journey. From migrant working as a youth to becoming Co-founder and CEO of Populus Group, Herrera’s easy to read style and simple leadership maxims really resonate. When the deck seems stacked against you, it just may be the opportunity that you have been seeking to open your eyes to learning and taking action with new leadership perspectives. An excellent resource for ADs who have little time to spare.

**The Daily Stoic**

By Ryan Holiday

This daily reader is one that everyone has time for in their busy day. Ryan Holiday presents a daily guide to finding peace and tranquility in the turbulent times we live in with a historical look at the practicality and wisdom gathered by the Stoics. With advice gathered from thousands of years of practical advice, this is a good notion to just find a little balance and not allow for the outside stresses that impact our job to become so consuming.



**Website:**

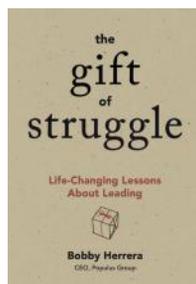
**The Daily Tonic**

<https://thedailytonic.wordpress.com/>

**The Gift of Struggle**

By Bobby Herrera

With his decades of experience leading companies across America, Bobby Herrera details what the unintended benefits of hardship and struggle can be for those in leadership positions to those aspiring to lead. With Short chapters that can be digestible and usable in the time frame that most ADs work on, Herrera finds great an-



When it comes to healthy living and trying to find some helpful advice on nutrition and healthy lifestyle options, the Daily Tonic is a great resource. You can sign up for a daily email that comes right to your inbox that always provides a quote to make you think about your health and wellbeing. The advice and advertisements can be all taken with a grain of salt and at your own discretion, but the site is a helpful reminder that without taking care of yourself, you can’t really help others at full capacity. **IAA**

# Digital Video Boards Can Provide More than Gameday Excitement



Incorporating digital LED video boards in a school stadium, arena or gymnasium can enhance everything from the student experience to school revenue. In fact, there are three key components that contribute to successful use of display:

1. Entertaining fans
2. Generating revenue
3. Enhancing student education

While these three areas can be mutually exclusive, implementing all three can provide your district with amazing opportunities for your community, staff, and students. Each aspect is important as you try to gain a consensus for your district to purchase a video board system. You want to make sure you purchase the correct system and choose the right vendor.

## Entertainment

Every AD knows that athletes, students, and fans are always excited to see themselves on the big screen. Digital LED video boards can add to every game or event with highlights, statistics, replays, scores and even activities to keep people occupied during timeouts and other downtimes.

### Here are a few ways to keep fans entertained:

- Add new content through student created files or purchasing a new catalog of animations through the Daktronics Creative Services team to freshen up your display at the beginning of a school year.
- Implement a theme night. The options are countless – healthcare appreciation, retro, dress-up events – there is no limit to the fun. This is something that the student section can own, and it will only add to the experience on gameday. Content ideas include festive backgrounds, video clips, trivia, and even competitions to reinforce the theme. Adding theme night flare to your video board just amps up the environment.

- Out-of-town scores. Use a real-time data feed to connect to the scores of key competitors or other district and/or conference teams. You can even update fans on professional sports teams so they don't feel like they're missing a single thing.
- Provide a photo and video recap of first half. Show photos of players, coaches, cheerleaders, student managers, media crew, and crowd shots from the first half of the game during halftime. Fans enjoy looking at the video board to find people they know. This can also include a statistical summary of first half events, using DakStats software.
- Highlight other activities and events. There's a lot going on, even during a pandemic. Showcase the accomplishments of other school sports – volleyball, cross country, tennis, soccer, swimming, wrestling, basketball, baseball, softball, track and field – or provide highlights of the junior varsity and freshman teams. Promote student talents by showing recordings of the oral interp winners, images of your artists' work or a song from the choir's latest rehearsals.

In fact, there are many obvious benefits to including video boards in the stadium or gymnasium. When discussing equipment needs with athletic directors, we often see that the energy is high, snowballing from one idea to the next.

That's the easy part. Then, when it comes to cost of the scoreboards, audio, and video equipment that's needed to achieve their vision, it quickly turns from a discussion of "what do I want" to "what can I afford." As you can expect, that's a very different vision, with far less enthusiasm.

## Revenue

While some schools may hold back when it comes to moving forward with their own video boards, the right sponsorships can pay for their installation, and even generate addi



Photograph provided by Daktronics.com.

tional revenue. If a school takes it all on alone, a sponsorship program can come with tremendous pressure, and you only have one shot to price it right. Priced correctly, a sponsorship could not only pay for your dream equipment, but even fund other areas of your program. Sadly, schools only reach their full sponsorship potential a third of the time.

In fact, the average school leaves \$300,000 on the table over a 10-year period. This money could help offset the cost of even more visions of your athletic program — new turf, stadium lights, a new gym floor, or even a fully equipped weight room.

That is especially important as schools recover from the effects of the pandemic and inflation. It is a challenge for schools to do more with fewer resources. However, static and dynamic advertising from sponsors of a video display can generate revenue, and it can be an extremely simple process.

For example, Daktronics Sports Marketing (DSM) is a free service to any school that purchases a video display from Daktronics. They work with schools to secure sponsors, who also benefit by getting their name in front of high school audiences. Schools that partner with DSM average \$40,000 in revenue per year, which can quickly pay for the video board, and even provide extra revenue for the school and students for many years.

“The board basically has paid for itself, and we have been able to bring in additional revenue that we didn’t plan,” said Jeff Curtis, Athletic Director at Collierville High School. “So with that additional revenue we’ve been able to do so much more.”

Schools also have options when it comes to financing their scoring systems, from leasing and co-ops to low-interest loans.

## Education

Now that you know how to fund your video display system and ideas for entertainment, it’s time to get the students involved. As educators, you see it every day — and the studies back you up. Students who engage in co-curricular and extra-

curricular activities engage more, get higher test scores, and have a higher graduation rate. They can learn how to work individually and with a team, they have higher self-confidence, and they’re much more likely to attend school.

With the rise of CTE courses, teachers can use Daktronics Event Production Curriculum to provide opportunities for students to learn video production operations in high school by working with their school’s digital display.

It’s important to give students as many opportunities as possible. Whether you’re teaching in large classroom settings, in smaller groups, or even remotely, students can prepare for game day. There are many ways to keep them active, and interactive, such as:

- Creating graphics and content to build excitement
- Working with sponsors to develop ads
- Building athlete features with interviews and stats
- Letting them come up with their own ideas
- Observing what other schools are doing

By learning technical terminology and production skills on Daktronics video display equipment, students will be able to move straight into collegiate-level display. They will also learn valuable skills like teamwork, event planning and production requirements for game day. Daktronics Crew Connect makes that process even more seamless by connecting exceptional high school students in event production with colleges and universities across the country. These opportunities help students continue their education and develop skills that can translate to other opportunities, even beyond the collegiate level.

After graduation, those young people can join the workforce with a real advantage. They already know how to manage game day operations for professional sports facilities.

## One Real-life Example

The students of Platteview High School in Nebraska are seeing the greatest benefit to having the video displays. Amy Thayer is the Media Specialist for grades 7-12. She handles the school’s technical issues as well as teaching students how to run the video display.

She explains that they use the Daktronics Curriculum as a basis for the class. They first learn the material, then take the ideas presented in the curriculum to develop plans and prepare for game days and events.

“We have five kids in the class, and six who can produce games,” Thayer explains. “Each one has his own look/template in the video display control software, so it makes sense to them. They have a sheet that they need to complete before the game. They talk to the cheerleaders, the dance team and anyone with a special event. There’s a lot of coordination. They have even developed hand signal with the cheerleaders, so they know what song to play.”

***Bring the excitement to the fans, the students,  
and school revenue***

If you are interested in seeing how an LED video display can work for your school, please visit [daktronics.com/whyvideo](https://www.daktronics.com/whyvideo). **IAA**



# 2020-21 Record NIAAA Membership



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**Nevada Athletic  
Directors Association**



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**New Mexico High School  
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**Illinois Athletic  
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**Tennessee Interscholastic  
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**Iowa High School  
Athletic Directors  
Association**



**Utah Interscholastic  
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**Kansas Interscholastic  
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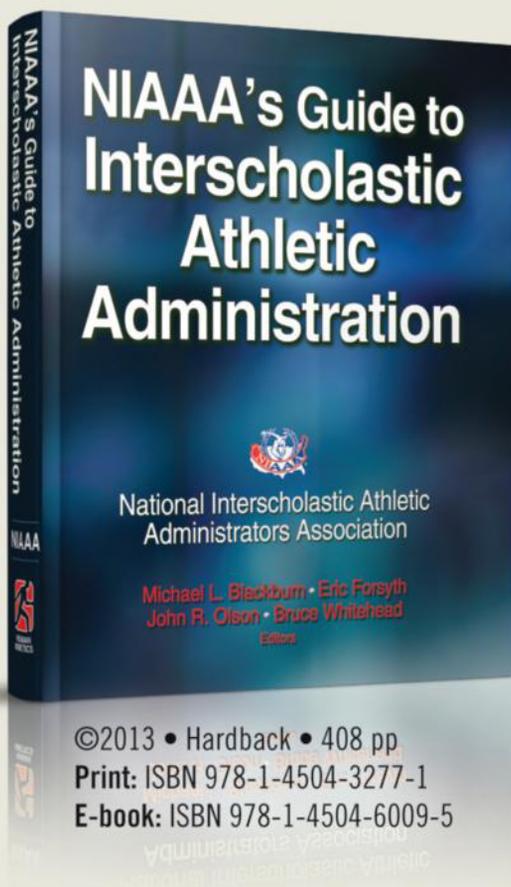


**Maine Interscholastic  
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**Wisconsin Athletic  
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*NIAAA's Guide to Interscholastic Athletic Administration* presents an overview of high school sport administration from experienced athletic administrators across the United States. This resource help readers better understand the athletic director's multifaceted role and confront several challenges they face:

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- Aligning the goals of athletic programs and the conduct of coaches, athletes, and parents engaged in the program to the educational mission of the school, district, state, and national governing organizations
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# Executive Directors Meet in Deadwood

National Executive Directors Council

Deadwood, South Dakota was the sight of the 2021 summer summit for the National Executive Directors Council (NEDC), conducted July 21 to 23. The South Dakota destination was moved forward from 2020 when the pandemic forced the summit to a virtual event last July. Executive director of the South Dakota Interscholastic Athletic Administrators Association, Jim Dorman, CMAA, and his wife Roxanne; along with colleagues and their spouse Bill (CAA) and Lori Clements, and Joey (CMAA) and Tracy Struwe, were tremendous hosts that provided an outstanding program and amenities.

Chairman Lorell Jungling, CMAA, North Dakota IAAA executive director lead off each session with information and introductions, as well as overseeing discussion and business matters. Joni Pabst, CMAA, shared the secretary report, and treasurer Fred Balsamo, CMAA, gave the financial and budget report. Both are executive directors of their respective states of the Arizona IAAA and Connecticut AAD.

Development chair, Marc Haught, introduced the leaders of sponsoring companies who shared greetings and information regarding their sport related business. These sponsors included Character Development and Leadership, Final Forms, PlayVS, Safe Sports Zone, and MVP Awards/Varsity Athletics.

Session presenters who provided association updates included NIAAA board president, Lisa Langston, CMAA, NIAAA executive director Dr. Mike Blackburn, CMAA, NIAAA associate executive director Phil Rison, CMAA,



NIAAA immediate past president Lanness Robinson, CMAA, and NFHS executive director, Dr. Karissa Niehoff. The South Dakota Beef Industry Council and SD Army National Guard also provided a role in the summit. Each of the four regions shared “Ideas That Work” during sessions built into the meeting schedule.

The current NEDC officers include the following state executive directors: **Chair, Lorell Jungling**, (1), CMAA, North Dakota Interscholastic Athletic Administrators Association, and **Vice Chair, Holly Farnese**, (2), CMAA, Pennsylvania State Athletic Directors Association. The past chair is **Mike Wagner**, (3), CAA, retired from leadership of the Delaware Association of Athletic Directors; **Joni Pabst**, (4), CAA, who serves as Secretary, Arizona Interscholastic Athletic Administrators Association; **Fred Balsamo**, (5), CMAA, Connecticut Association of Athletic Directors is the NEDC treasurer; and **Marc Haught**, (6), CMAA, Kansas Interscholastic Athletic Administrators Association, works with development. **Greg Smith**, (7), CMAA, Wisconsin Athletic Directors Association is the liaison to the NIAAA Board of Directors. Four additional representatives serve NEDC Regions A, B, C and D including **Beth Penkala**, (8), CAA, Rhode Island Interscholastic Athletic Administrators Association; **Hugh McReynolds**, (9), CMAA, Kentucky Athletic Administrators Association; **Mike Morris**, (10), CMAA, Illinois Athletic Directors Association, and **Tracy Leinen**, (11), CMAA, Idaho Athletic Administrators Association. **IAA**



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# Quality Program Award

Athletic Departments Recognized for Excellence

The July 2021 NIAAA Board of Directors Meeting saw six high school athletic programs approved by the National Interscholastic Athletic Administrators Association for achieving the exemplary level of the **Quality Program Award**. The athletic administrators at the schools will be recognized at the National Athletic Directors Conference in December in Denver, Colorado. The athletic department at each school was assessed and measured on 10 criteria areas affiliated with the Leadership Training Institute Course 799. In December each of the six schools will receive both a commendation plaque, and a banner for display in its athletic facilities.



## Those recognized included the following high schools and personnel:

- **Hood River Valley High School**, is in Hood River, Oregon. **Trent Kroll, CAA**, is the director of athletics, Columba Jones the school principal, and Rich Polkinghorn is the district superintendent of schools.
- **Mainland Regional High School**, Linwood, New Jersey. The Athletic Supervisor is **Michael Gatley, CMAA**, and the Chief School Administrator is Mark Marrone.
- **Ankeny Centennial High School** is located in Ankeny, Iowa. The director of athletics is **Scott Garvis, CMAA**, the principal Jill Urich, and the superintendent Al Azinger.
- **Rich Bechard, CMAA**, is the district athletic director for the Lee's Summit R7 School District, and Dr. David Buck is the district superintendent. All three high schools in the Lee's Summit School District qualified for QPA recognition and include:
  - ▶ **Lee's Summit High School** athletic director is **Tracy Bertoncini, CAA**, and the principal is Kari Harrison.
  - ▶ **Lee's Summit North High School's** athletic administrator is **Mike McGurk, CMAA**. The building principal is Dr. Jeff Meisenheimer.
  - ▶ **Lee's Summit West High School** led by director of athletics, **Jeremy Hubbard, CAA**, and principal Dr. Chad Hertzog.

The Quality Program Award encourages continuous improvement and implementation of professional best practices on the part of school programs. It is particularly important for the qualifying schools to pursue the highest benchmarks in all areas of criteria. While the QPA assessment at exemplary recognition does not insulate the school from challenges, it encourages planning, goal setting, philosophy development, evaluation of procedures, improving techniques and instructional methods, as well as a range of risk management measures. NIAAA members are encouraged to examine the criteria for earning the Quality Program Award, and to consider the commitment to bring their total athletic program to this level for the benefit of student-athletes, staff, and community. **IAA**



# Student Scholarship/Essay State Winners

2021

State	Name	High School	City	Athletic Director
AZ	Luke Nash	Notre Dame Preparatory	Scottsdale	Mark Cisterna
	Serena Turner	Xavier College Preparatory	Phoenix	Lynn Winsor, CMAA
AR	Elihah Rich	Lincoln HS	Lincoln	Deon Birkes, CAA
	Antonia Johnson	Greenwood HS	Greenwood	Dustin Smith, CMAA
CA	Elana Eisenberg	Los Altos HS	Los Altos	Michelle Noeth, CAA
CO	Ryley John Roth	Pueblo Central HS	Pueblo	Destiny Lotrich
	Gracie Day	Hayden HS	Hayden	Danielle Campbell
CT	John Kevin Steglitz	Tourtellotte Memorial HS	North Grosvenordale	Debra Spinelli, CAA
	Mackenzie Gardner	West Haven HS	West Haven	Joe Morrell
DE	Patrick Campbell	Brandywine HS	Wilmington	Rick Shea, CMAA
	Madison Bauerle	Appoquinimink HS	Middletown	Chris Muscara, CAA
FL	Zachary Harrigan	George Steinbrenner HS	Lutz	Dennis Derflinger
	Brianna Brasko	Bishop Moore Catholic HS	Orlando	Marvin Snyder
GA	Timothy Corbett	Tallulah Falls Schools	Tallulah Falls	Scott Neal
	Sophia Haag	Allatoona HS	Acworth	Amie Howard
HI	Isaiah Souza	H.P. Baldwin HS	Wailuku	Wade Hondo, RAA
	Ryllah Rodrigues	Lanai High & Elementary School	Lanai City	Roderick Sumagit, CAA
ID	Blazen Burgess	Salmon Jr/Sr HS	Salmon	Jeremy Burgess, CAA
	Sarah Cole	Mountain View HS	Meridian	Luke Wolf
IL	Daniel Renshaw	Mahomet-Seymour HS	Mahomet	Matt Hensley, CMAA
	Theresa Presisto	Woodstock HS	Woodstock	David Kirkpatrick, CMAA
IN	A.J. Bordenet	Lafayette Central Catholic HS	Lafayette	Tim Bordenet
	Lydia Self	Hamilton Southeastern HS	Noblesville	Jim Self/Greg Habegger
IA	Brady Ramker	Waverly-Shell Rock Senior HS	Waverly	Dave Litterer
	Abby Meyer	Sumner-Fredericksburg HS	Sumner	Allan Eckelman
KS	Austin Rempel	Hillsboro HS	Hillsboro	Robert Rempel, RAA
	Jillian Klusman	Olathe North HS	Olathe	Josh Price
KY	Cade Crume	Apollo HS	Owensboro	Daniel Crume
	Peyton Jo Sutton	Franklin High School	Frankfort	Tracey Spickard, CAA
ME	Donovan Kurt	Nokomis Regional HS	Newport	Mark Babin, RAA
	Molly Booth	Orono HS	Orono	Michael Archer
MD	Dylan Click	Catoctin HS	Thurmont	Keith Bruck, CAA
	Keeley Block	Parkside HS	Sallisbury	Andy Hall
MA	Benjaimin Westphal	Algonquin Regional HS	Northborough	Mike Mocerino, RAA
	Grace Ann Brogioli	Wareham HS	Wareham	Ed Rodrigues
MI	Brody Germain	Millington Community Schools	Millington	Jason Germain
	Brynn Polega	Unionville Sebewaing Area HS	Sebewaing	Kiersten Gascho
MN	Benjamin Bauer	Cloquet Senior HS	Cloquet	Paul Riess
	Analee Weaver	Stillwater Area HS	Stillwater	Ricky Michel
MS	Caleb Miller	Clinton HS	Clinton	Brian Fortenberry, CMAA
	Sallie Smith	Biloxi HS	Biloxi	Tom Gladney
MO	Andrew Lenzen	Northwest HS	Cedar Hill	Jeff Taggart, CAA
	Ciarrah Nicole Bell	Marceline RV	Marceline	Mark Ross, RAA
ND	Jacob Daniel	Trinity HS	Dickinson	Gregg Grinsteiner
	McKenna Lovehaug	Davies HS	Fargo	Lenny Ohlhauser, CAA
NE	Alex Worthing	Arthur County HS	Arthur	Jamie Gorwill
	Kate Hirschfeld	Centennial Public School	Utica	Jenny Wagner, CAA

State	Name	High School	City	Athletic Director
NH	Hayden Russell	Newmarket Junior/Senior HS	Newmarket	Jamie Hayes
	Elizabeth N. Guillotte	Franklin HS	Franklin	Dan Sylvester, CMAA
NJ	Frank Rocco Jr.	Mount Olive HS	Flanders	Mark Grilo
	Olivia Colavito	Matawan Regional HS	Aberdeen	Philip Tyburczy
NY	Scott Weitman	Yorktown HS	Yorktown Heights	Robert P. Barrett
	Sarah Stevens	Ellenville HS	Ellenville	Kermit Moyer, CAA
NV	Izayah Pando	Carson HS	Carson City	Blair Roman
	Summer Ferrell	Incline HS	Incline Village	Thomas Reymer, CAA
OH	Cole Emerine	Avon HS	Avon	Erich Frombach
	Kayla Ogburn	Dayton Christian School	Miamisburg	Benjamin Shroyer, RAA
OK	Adam Shuck	Catoosa HS	Catoosa	Courtney St. Clair
	Paige Twiehaus	Jenks HS	Jenks	Anthony Dillingham, CMAA
OR	Kaiah Fisher	Hidden Valley HS	Grants Pass	Dale Fisher, RAA
PA	Braden Bohannon	East Lebanon County School District	Myerstown	Douglas Bohannon, CMAA
	Maideline Ryan	West Chester East HS	West Chester	Susan Cornelius, CAA
RI	Kenneth P Rix Jr.	Pilgrim HS	Warwick	Ken Rix, CAA
	Spencer Shiels	Chariho Regional HS	Wood-River Junction	Michael Shiels, CAA
SC	Cameron Eubanks	Paul M Dorman HS	Roebuck	Flynn Harrell
	Avery Mustar	Powdersville HS	Greenville	Robert Mustar, CMAA
SD	Jacob Williams	Wolsey Wessington	Wolsey	Jennifer Boomsma-Kelsey
	Kenzie Groniund	T. F. Riggs HS	Pierre	Brian Moser, CAA
TN	Baker Thomas	Christ Presbyterian Academy	Nashville	Mike Ellson, CMAA
	Kara Scott	Milan HS	Milan	Greg Scott, CMAA
TX	Peyton Castaneda	Richard King HS	Corpus Christi	Brenda Marshall, CAA
	Brooke Elaine Ashcraft	Robinson HS	Robinson	Jay Zeller, CMAA
UT	Evan Thomas	Grantsville HS	Grantsville	Scott Mouritsen
	McKenna Crane	Green Canyon HS	North Logan	Missy Stuart, CAA
VT	Jarrett Sweet	Bellows Free Academy Fairfax	Fairfax	Geri Witalec-Krupa, CMAA
	Abigail Sweet	Bellows Free Academy Fairfax	Fairfax	Geri Witalec-Krupa, CMAA
VA	Johnny Oates II	Thomas Dale HS	Chester	Richard Talman, RAA
	Anne Kumashiro	Wakefield HS	Arlington	Nathel Hailey, RAA
WA	Nathan Shaber	Central Valley HS	Spokane Valley	Robin Barnhart
WV	Blake Hartman	Musselman HS	Inwood	Steve Campbell, CMAA
	Madeline Hilvers	Ritchie County HS	Ellenboro	Chris Wells, CAA
WI	Trent Orlowski	Northwestern HS	Maple	Brian Smith, CMAA
	Jerica Mueller	Marshfield HS	Marshfield	Nathan DeLany, CAA
WY	Alexis Puev	Cheyenne Central HS	Cheyenne	Chad Whitworth

*“Please remember – the circumstances in which we find ourselves today are a direct reflection of the decisions we made yesterday.”*

–John C. Maxwell

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# At-Large Elections for Region D

To be Conducted During the National Conference in Denver, Colorado



## Antony Fisher, CMAA

Minneapolis, MN  
Section 5

Antony Fisher, CMAA has served the past three years as district athletic administrator at Minneapolis Public Schools. Prior to, Fisher served in several school districts in the state of Florida as an athletic director – Edgewater High School and Oak Ridge High School in Orlando – and Saint John Lutheran in Ocala, Florida. Fisher has developed a national reputation for establishing a culture of community involvement and support.

Fisher is a member of the Minnesota Interscholastic Athletic Administrators Association (MIAAA), currently serving on the newly established diversity ad hoc committee, and while in Florida, served the Florida Interscholastic Athletic Administrators Association (FIAAA) as their Marketing and Corporate Sponsorship Chair. This past fall Fisher was instrumental in leading a panel discussion surrounding diversity and inclusion for the state of Minnesota’s Activities Association.

Nationally, Fisher obtained his Certified Master Athletic Administrators (CMAA) designation in 2017 after obtaining his CAA in 2016. He is currently serving on the NIAAA endowment committee, and the NIAAA DEI ad-hoc committee. Fisher was also part of the group of founders for the National Organization of Minority Athletic Directors (NOMAD). He has completed over 11 Leadership Training Courses (LTC) while also serving as an LTI facilitator.

Ed Graff, Superintendent of Minneapolis Public Schools, states “He will without question give you his best effort as I have witnessed this action firsthand as it relates to our student-athletes that reside throughout the city of Minneapolis.”



## Lacey London, CAA

Seattle, WA  
Section 8

Lacey London, CAA has served the past 15 years as an athletic administrator, at Holy Names Academy, in Seattle, Washington. She worked four years as assistant athletic director, followed by her current 11-year service as athletic administrator. Lacey has earned respect throughout the state of Washington and nationally as she has been a leader at all levels.

London is a member of the Washington Secondary Schools Athletic Administrators Association (WSSAAA), serving as President in 2019-2020, and now serving as Past-President. London also continues to serve the WSSAAA on the finance and awards committee. She has been published 10 times in the WSSAAA magazine, recently created a CMAA cohort, and is encouraging others in her state to complete the CMAA.

Nationally, Lacey obtained her Certified Athletic Administrator (CAA) designation in 2012. She is currently serving on the National Initiative and Assistance Network (NIAN) committee. London has completed 17 leadership training courses, while also serving as LTI facilitator twice. In 2020 Lacey received the NIAAA State Award of Merit for the state of Washington. She continues to be an active participant at the Section 8 meeting.

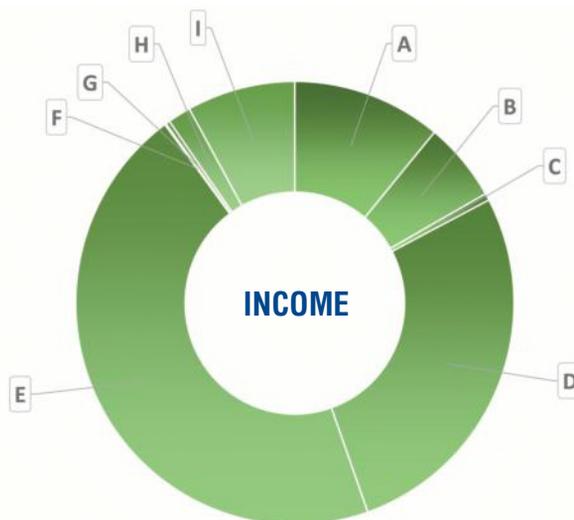
Elizabeth Swift, Head of School at Holy Names Academy, stated that two qualities she appreciated most with Lacey are her initiative and willingness to serve. “She has developed several new programs for our school and for the larger league. Simply put, she has a strong work ethic, engages others, and gets the job done.” **IAA**

# NIAAA Financial Report

## 2020-2021 INCOME

A.	National Conference	11.0%	\$222,695
B.	Certification Program	5.8%	\$118,355
C.	IAA Advertising/Subscriptions	0.5%	\$9,285
D.	Leadership Training	27.3%	\$554,670
E.	Membership Dues	45.3%	\$919,545
F.	Miscellaneous/Sales	0.1%	\$2,695
G.	Endowment	0.3%	\$7,021
H.	Royalties	1.7%	\$34,322
I.	Sponsorships/Sports Facilities	8.0%	\$162,212

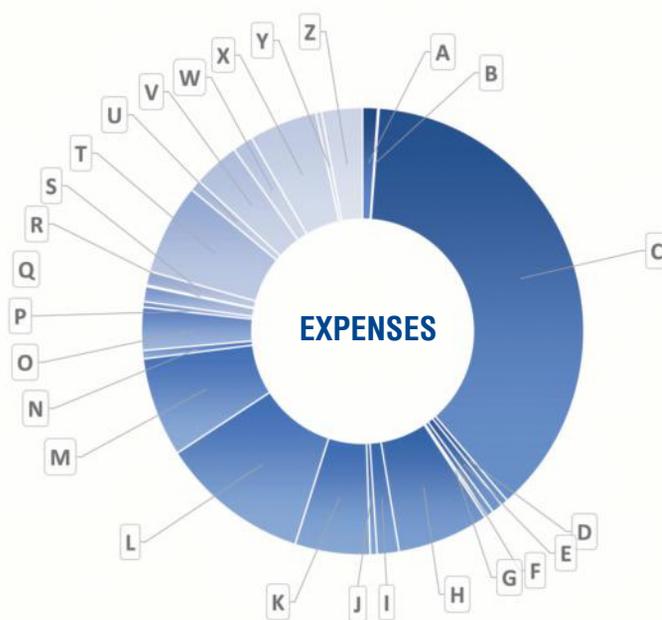
**\$2,030,800**



## 2020-2021 EXPENSES

A.	Accounting Services	1.1%	\$23,066
B.	Accreditation	0.1%	\$1,200
C.	Administration	37.5%	\$754,095
D.	Awards	0.5%	\$9,456
E.	Board Meetings/Travel	0.8%	\$16,882
F.	Certification Program	0.5%	\$9,132
G.	Committees	0.2%	\$6,620
H.	National Conference	6.7%	\$135,076
I.	Checking/Credit Card Fees	1.6%	\$31,918
J.	Hall of Fame	0.5%	\$9,119
K.	IAA Magazine/Publications	5.5%	\$111,284
L.	Insurance Premiums	10.9%	\$219,383
M.	Leadership Training Institute	7.2%	\$145,592
N.	Legal Services	0.6%	\$6,975
O.	Lobbyist/Advocate	3.1%	\$63,000
P.	Endowment	0.4%	\$2,378
Q.	Member Services/Marketing	1.1%	\$22,244
R.	Other Cost	0.1%	\$1,800
S.	Office Equipment/Supplies	1.0%	\$20,729
T.	Office Rent	6.6%	\$133,621
U.	Postage/Shipping/Print	0.8%	\$16,531
V.	Professional Development Academy	3.4%	\$70,138
W.	Scholarship Program	1.5%	\$30,882
X.	Social Media/PSAs/Video/ Email Campaign	5.0%	\$100,771
Y.	Staff Travel	0.4%	\$7,428
Z.	Technology/Phone/Web	3.0%	\$60,770

**\$2,010,090**





# 2021-22 NIAAA Membership Goal

Thank You for Your Faithfulness During 2020-21

By Dr. Mike Blackburn, CMAA

July 1, 2020, to June 30, 2021, was the official membership period for NIAAA membership. These past 12 months were almost entirely within the months of COVID-19 as it reached the highest of infections in the United States. During the challenges that these months presented, there were reasons for distraction and all of those in our profession had opportunity to pull away from finding ways to grow as a professional. However, it is obvious that our membership held on to their desire to learn, share, and grow. You clutched to your state athletic administrator association, the NIAAA and new methods of gaining training, networking, and opportunity. The official NIAAA membership for this past fiscal year was 12,319, a decline of only 286, or 2.3%. We are grateful for our dedicated members of the National Interscholastic Athletic Administrators Association, and our state leadership including state membership chairpersons, state presidents, state liaisons, executive directors, and the many roles that make your state association board of directors. Sincere appreciation to all of those who made it a point of emphasis to maintain or initiate membership in the family of athletic administrators that is the NIAAA. Your encouragement, support, loyalty, and reliance are appreciated and supported.



The 5th Strategic Plan was instituted this year and item No. 6 of the plan calls for increasing NIAAA membership by 3% annually over the 5 years of the plan. This plan will put NIAAA membership at 14,622 by the year 2025. With the minor set back experienced in this past fiscal year in membership, our challenge for 2021-22, that began July 1, 2021, is to gain back the 2.3% loss, plus the 3% gain, or a total growth by June 30, 2022 of 5.3%. Reaching this goal would increase the association to over 13,000 this year. Sound like a tall order? I am highly confident in you and your commitment to reach out to grow new professionals within your respective state. With all states working together, the sky is the limit, and a large goal of 15,000 members is in reach.

Consider that this past membership year while many states slipped in membership between one member, or a high of 27% lost. Still, during the struggles of schools and athletic programs, strong accomplishments were gained. Nine states

increased membership from between .01% to 187%. Sixteen state associations stand at record membership, 29 have maintained membership from 70% of the number of high schools in their state, to the top being 165%. This means, also, that 16 state associations are at record membership. Thirty-nine states will receive membership commendations for 2020-21. In the midst of strife, so many states continued to excel. Let's name a few and begin with Arkansas HSAAA that during its second year as a Dual Member State, grew to a record state and national membership with a 187% increase in one cycle. Missouri IAAA was not far behind growing by 86 members this past year, and by over 368 members and 152% in the past five years! During the heart of the pandemic additional states significantly grew such as Florida IAAA by 40 members at 17%, Illinois ADA by 79 members to 26%, Oklahoma IAAA by 35 members to 25%, Oregon ADA by 20 members to 20%, Maine at 10%, New Mexico IAAA by 30%, in addition to gains by Alaska, Iowa, Kansas, Maine, Nevada, Tennessee, Utah, and Wisconsin.

The professional growth gained within your states and among NIAAA members is dependent on those determined to reach all with the value of this aspiration. They are passionate about their profession, involvement, and being at the forefront of leading colleagues to the cutting-edge information that will benefit them. When someone has difficulty visualizing their own need, or understand what they should have access to, these leaders express the need. The NIAAA is your organization, vested in grassroots and volunteerism. The positive impact of leadership in the states and the subsequent response by athletic administrators in every demographic of the nation is humbling. We all need to continue to focus on becoming better, lifting others within conjunction, and being the true professional that we can be.

All our accumulative efforts are for the cause of providing student-athletes with safe and challenging opportunities, growing coaches as leaders while exposing school communities to best practices for their school athletic program. The athletic administrator who truly gets it knows the value of training, how it assists them in reducing risk for students and liability of the school district through strong decision making.

There are currently 32 Dual Member States. Oregon ADA is the most recent to declare and make this commitment. Others that have done so in the past three years include Iowa HSADA, Idaho AAA, Kansas IAAA, and Arkansas HSAAA. The 5th Strategic Plan item No. 7 seeks to continue the efforts to work toward full Dual Member State representation. Consider that all state athletic administrator associations that have become dual have only seen increased state membership numbers. **IAA**

# Board of Directors Meeting Synopsis

April Meetings



July 11-13, 2021

President Langston celebrated the excitement of the in-person meeting in Indianapolis and shared the importance of the NIAAA Board family and the need to embrace the great work to be done on behalf of Athletic Administrators nationally.

Financial Reports – Dr. Blackburn highlighted the year of NIAAA total assets including checking, reserve funds, fixed assets, and pre-paid expenses, after liabilities, was determined at \$6,131,838.45. Leadership training was down with pandemic generated cancellations of state conferences, as well as comparison of online and webinar courses compared to the high use during the fiscal year months if the pandemic. Expenses exceeded income before conference income and investment gains were realized. The financial health of the primary Reserve was \$1,574,149 and the Endowment Fund stood at \$1,856,696. IAA cost was .53 per year per member. NIAAA royalties paid to state athletic administrator associations for the 6-month summary totaled \$31,069.95.

Future Board Rotation – Transition to take place at the end of the 2021 national conference.

Section 2 – Lisa Corprew, CMAA VA, replacing Jimmy Lynch

Section 5 – Steve Throne, CMAA, NE, replacing Jaime Sherwood

Section 8 – Tol Gropp, CMAA, ID, replacing Larry Yeradi  
Region D At-Large election winner between Section 5, Antony Fisher, CMAA, MN, and Section 8, Lacey London, CAA, WA

Accreditation Report – Blackburn addressed the Cognia renewal of accreditation for 2021-2025.

## Committee Approvals –

Accreditation:

Section 5 – Dr. Doug Kuhlmann, CMAA, MO, and

Section 6 – Dre' Thompson, CAA, TX

Awards:

Section 6 – William Fears, CAA, OK

Certification:

Section 4 – Mike Quinn, CMAA, MI; Section 5 – Ka-

leb Stoppel, CMAA, KS; Section 7 – Mike O'Connor,

CMAA, UT; Section 8 – Cole Kanyer, CMAA, WA

Credentials:

Section 3 – Katasha Turner, RAA, AL; Section 1 –

Keith Cory, CAA, RI

Endowment:

Section 1 – Matt Martorelli, CMAA, CT; Section 2 – Ser-

ena Henry, RAA, PA; Section 4 – Emily Steinmetz, IN

Hall of Fame:

Section 5 – Jim Dorman, CMAA, SD

Membership:

Section 4 – Darren Howard, CMAA, IL

Resolutions:

Section 7 – Dr. Zack Munoz, CAA, AZ

Sports Facilities:

Section 8 – Thomas Jassman, WY

## Committee Leadership approved for 2022 –

Accreditation Chair – Holly Farnese, CMAA, PA

Accreditation Vice Chair – Dr. Doug Kuhlmann, CMAA, MO

Credentials Chair – Mike Hunter, CMAA, UT

Insurance for 2021-22 – The overall insurance package increased by \$607.

2021 At-Large Election Process – There will be a Meet & Greet during the 4:00-6:30 registration period on Friday of the national conference. Signage will be allowed, but campaigning will not be allowed until after the speeches at the general session.

Spring Section Meetings – Reports were given by board representatives from sections. Discussion was held on merits of in-person verse online section meetings.

### Awards –

**Award of Merit** – Selected was Annette Scogin, CMAA from Alabama.

**Frank Kovalski Professional Development Award** – Tim Graham was selected as the recipient.

**Bruce D. Whitehead Distinguished Service Award** – Selected to receive in 2021 were Tom Conte, CAA, VT; Tom Dolan, CAA, VA; Scott Drabczyk, CAA FL; Jeffrey Sitz, CMAA, WI; Jen Brooks, CMAA, MO; Larry Waters, CMAA, NM; Tim Jackson, CMAA, NV; Wendy Malich, CMAA, WA; David Huff, CMAA, IA; Michael Roy, CMAA, MI; Joey Struwe, CMAA, SD.

**Citations approved by the NFHS board included:** James Davis, CMAA, MA; Gary Ray, CAA, WV; Deran Coe, CMAA, TN; Meg Seng, CMAA, MI; Kevin Simmerman, CMAA; Lisa Langston, CMAA, TX; David Boyack, CAA, UT; Dwayne Johnson, CMAA, WA.

National Initiative & Assistance Network Committee – 2022 project request for Make a Wish Foundation was approved.

Quality Program Award – Approved for QPA recognition were:

Hood River County School District, Athletic Administrator Trent Koll, CAA, OR.

Ankeny Centennial High School, Athletic Administrator Scott Garvis, CMAA, IA.

Mainland Regional High School, athletic administrator Michael Gatley, CMAA, NJ.

Lee's Summit School District, District Athletic Administrator Richard Bechard, CMAA.

- Lee's Summit North, athletic administrator Mike McGurk, CMAA, MO.
- Lee's Summit West High School, athletic administrator Jereme Hubbard, CAA, MO.
- Lee's Summit High School, athletic administrator Tracy Bertoncin, CAA, MO.

Finance Sub Committee Report – NIAAA reserves are monitored daily and evaluated weekly by Woodley, Farra, Manion. Two significant factors to monitor are unemployment and inflation.

Operations Personnel Procedures Report – Discussed were staff goals, personnel considerations, technology and end of year evaluations. A remote work policy was approved.

Marketing Sub Committee Report – Discussion included membership outreach, social media campaign, national conference and sponsorships.

Scholarship Sub Committee Report – The sub committee recommendations for national scholarship winners were approved. Selected were: Brianna Brasko, FL, and Ben Bauer, MN.

5th Strategic Plan – Board members and directors reviewed status of each of 35 items on the plan.

Endowment Fund – Professional Outreach and Grant monies available for 2021-22 is \$92,520. To-date, total endowment fund contributions of \$486,859.24 have been a direct benefit to 1,179 participants in the Professional Outreach Program. New outreach requests were approved for Michigan IAAA and New Hampshire HSADA. A grant request of \$1,000 was approved for Virginia IAAA.

Membership – 2020-21 lifetime memberships increased significantly. Delegate representation increased for Arkansas HSAAA, Kansas IAAA, Utah IAAA, and Wyoming. Colorado ADA and Mississippi AAA experienced a delegate decreases. Even during the pandemic, a record 16 states surpassed 100% membership, 39 states earned a commendation and 16 states are at record membership. The Oregon ADA has announced dual membership. International membership reached 170.

Review Goals – President-Elect McGurk reviewed the 2021 Board goals.

Professional Development Academy – PDA State Coordinators will meet during the September summit at the Sheraton – Keystone Crossing.

NIAAA U – Discussion of both short course and year long development, as well as endorsements and specialty area outcomes.

Certification Program – 13,000 total certifications recorded this year during the life of the program. Cheryl Van Paris has announced her retirement effective in January of 2022 following 11 years of faithful service.

Active Policy Solutions – Advocates reported via online communication. Indicated that U.S. Representatives from FL and IL will sponsor a bill that will allow athletic administrators and other athletic staff to receive the same tax deduction as other education employees for out-of-pocket expenses. The deduction would be \$250 for anyone who worked a minimum of 900 hours.

December NIAAA Meeting Agendas – Discussion on plans for national conference meetings including State Presidents, Section Meetings, State Liaison & Executive Director Meeting, Delegate Assembly, Annual Meeting

2021-22 Budget Development – Following presentation and line item discussion, 2021-22 NIAAA budget was approved in the amount of \$2,354,300.

Denver Conference – National Athletic Director Conference plans reviewed to include Board responsibilities, 50 NIAAA meetings, LTI, exhibit hall, workshops, and networking sessions. Highlighted two award presentation evenings – 2020-21 recipients on Friday, December 10 and 2021-22 on Tuesday, December 14.

Title IX 50th Anniversary Celebration – Board discussed the upcoming 50th year of Title IX and plans to celebrate the anniversary during 2022. The planning is being led by a sub-committee of Board members that includes Lisa Gingras, Karen Higel, Becky Moran, Xavier Antheaume, and Mike McGurk.

Resolutions Committee Drafts – The two draft resolutions titled Support of Diversity, and a Privilege vs. Right position, were approved.

Future Meeting Dates –

- i. Fall Conference Call date – Tuesday, October 12, 2021, 1pm EST
- ii. Professional Development State Coordinators – Indianapolis, September 11-13, 2021.

- iii. NIAAA Annual Meetings, Denver, CO – December 9-15, 2021
- iv. NIAAA Board Meeting – Indianapolis – February 12-15, 2022
- v. NIAAA Board Meeting – Indianapolis – July 9-12, 2022

**Those present included:** President Lisa Langston, CMAA, TX; **Mike McGurk**, CMAA, MO, President Elect; **Lanness Robinson**, CMAA, FL, Past President; **Joshua Scott**, CMAA, MO, Secretary; **Lisa Gingras**, CAA, NH, Section 1; **Jimmy Lynch**, CMAA, PA, Section 2; **Jeryl Fischtzur**, CAA, LA, Section 3; **Mike Mossbrucker**, CAA, IN, Section 4; **Jaime Sherwood**, CMAA, MN, Section 5; **Karen Higel**, CMAA, CO, Section 6; **Xavier Antheaume**, CMAA, NV, Section 7; **Larry Yeradi**, CAA, WY, Section 8; **Damian Frassinelli**, CMAA, CT, At-Large A; **Jamie Sheetz**, CMAA, UT, At-Large Region B; **Becky Moran**, CMAA, IL, At-Large Region C; **Greg Smith**, CMAA, WI, NEDC Liaison; **Lauren Otero**, CMAA, FL, Secretary-Elect; **Phil Rison**, CMAA, NIAAA Associate Executive Director and **Dr. Mike Blackburn**, CMAA, NIAAA Executive Director. **IAA**

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# States with 100% NIAAA Membership in 2021

<b>Arizona</b> 125% 	<b>Connecticut</b> 125% 	<b>Delaware</b> 104% 	<b>Hawaii</b> 114% 
<b>Indiana</b> 146% 	<b>Maine</b> 104% 	<b>Maryland</b> 140% 	<b>Missouri</b> 102% 
<b>Nevada</b> 148% 	<b>New Hampshire</b> 137% 	<b>North Dakota</b> 105% 	<b>Rhode Island</b> 165% 
<b>South Carolina</b> 144% 	<b>Utah</b> 131% 	<b>Virginia</b> 101% 	<b>Wyoming</b> 115% 

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# Individuals Meet Certification Requirements

From January 2021 through July 2021 the following athletic administrators successfully completed the NIAAA Certified Master Athletic Administrator certification process:

## CMAA

**Brazil**  
John Powell

**Jordan**  
Todd Parham

**Panama**  
Matthew MacInnes

**Poland**  
Jason Cuthbert

**Arizona**  
Kevin Belcher

**California**  
Jose Gil

**Connecticut**  
Anne MacNeil  
Jennifer Moffat

**Florida**  
Mark Rosenbalm

**Georgia**  
Don Baker

**Hawaii**  
Cornelia (Hoku) Haliniak

**Illinois**  
Jason Buckley  
Brian Mancuso  
Tony Millard  
John Woods

**Iowa**  
Grant Schultz

**Maryland**  
Jared Fribush  
Amanda Twele  
Bryan Walker

**Massachusetts**  
Christopher Schmidt

**New Hampshire**  
Michael Atkins  
Dan Sylvester

**New Jersey**  
Danielle Dayton  
Edward Ferraro

**New Mexico**  
Daren Jones  
Benjamin Tensay

**New York**  
Kathleen Masterson

**North Carolina**  
Justin Garza  
Scott Harrill  
Michael Hart

**Ohio**  
Joseph D'Amato

**Oklahoma**  
Michael Clark

**Oregon**  
David Ehrhardt

**Pennsylvania**  
Arnold Fritzius

**South Carolina**  
Thomas Fredrickson  
Robert Mustar

**Vermont**  
Dave Miceli  
Devin Wendel

**Virginia**  
Lisa Corprew

**Washington**  
Lisa McCullough  
Scott Paine  
Erik Titus  
Suzanne Vick

**Wisconsin**  
Jeffrey Dorschner  
Steven Mahoney  
Jason Thurston

From January 2021 through July 2021 the following athletic administrators successfully completed the NIAAA Certified Athletic Administrator process:

## CAA

**Malaysia**  
Murray Te Huki

**Nigeria**  
Nicholas Leeson

**Arizona**  
David Humphreys  
Ernest Rivers III

**California**  
Theresa Buhlman

**Connecticut**  
Steven Burndrett  
John Cross Jr.  
John Egan

**Delaware**  
Ken Anderson

**District of Columbia**  
Michael Reid

**Florida**  
Brandon Kneer  
Mark Lee  
Matthew Levin

**Georgia**  
Kevin Grooms  
Kelli Smith

**Hawaii**  
Kekoa Kaluhiokalani

**Illinois**  
Joseph Benoit  
Jennifer Doede  
Ted Juske  
John Kane  
Richard Mason  
Ryan McBride  
Edward Schodorf

**Indiana**  
Wesley Allen  
Matthew Binkerd  
Levi Carmichael  
Nolan Dowling  
Julie Fissette  
David Lang  
Roman Smith

**Iowa**  
Heather Semelmacher

**Kansas**  
Ryan Johnson  
Todd McAtee  
Justin Seuser

**Maine**  
Michael Daly  
Zachary Lemelin

**Maryland**  
Clifford Elgin

**Massachusetts**  
Justin Domingos  
Ronald Drouin  
Kelsey Kincade  
Farah Lalli  
Mia Muzio  
Gregory Rota  
Henry Stevens  
Christina Tuomala

**Michigan**  
John Bertich  
Jesse Brown  
Daniel Coddens  
Craig Cutshaw  
Adam Demorest  
Gabriel Frisbie  
Karyn Furlong  
Karyn Holmes  
Jason Kemler  
Kyle Lawton  
Bradley McCormack  
Chad Myers  
David Nieboer  
Anthony Perino  
Charles Seils  
Justin Thorington

**Minnesota**  
Jeremiah Kramer

**Mississippi**  
Ben Ashley  
Tabitha Beard  
Chris Cutcliffe

**Missouri**  
Todd Anderson  
Heather Creger  
Kemper Kellerstrass  
Scott Leuthauser  
Jason Michel  
Kyle Middleton  
Lance Quesenberry  
Eric Schroer

**Nebraska**  
Landonn Mackey

**New Hampshire**  
Rodney Brown  
Justin Hufft

**New Jersey**  
Erin Boccher  
David Hutchinson

**New York**  
Chris Corey  
John Jeffries  
Brian Johnson  
Paul Kenny  
Jason Lehmbek  
Michael Pelan  
Kimberly Saxton

**North Carolina**  
William Bell  
Jon Evans  
M. Tod Morgan  
Erin Parker

**Ohio**  
Brian Buchanan  
Josh DeVoll  
Brian Raymont  
Eric Taylor

**Oklahoma**  
Freddie Hall  
Lance Parks  
Amanda Snider  
Billy Tippet

**Oregon**  
Patrick Grady

**Pennsylvania**  
Ryan Anderson  
Kenneth Geiser  
Anthony Graham  
Justin Rodkey  
Douglas Wherley

**South Carolina**  
Katherine Butcher  
Paul Calvert  
Parker Ferrigan  
Phil Jones

**South Dakota**  
Brett Gardner  
Jeff Heisinger  
Ryan Mors  
Kristina Sage

**Tennessee**

Adam Evans  
Kevin Starks

**Texas**

Tracey Borchardt  
Jaime Boswell  
Jeffrey Geier  
Luis Solorio

**Utah**

Travis Madsen  
Lora Nichols  
Justin Pitcher  
Michael Winslow

**Vermont**

Derek Ciriano

**Virginia**

Wendy Baylor  
Ronald Cabbler Jr.  
Walter Marshall III  
Lee Martin  
David “Chip” Phillips III  
Shani Twyman  
Michael Whittington Jr.

**Washington**

Jeffrey Jamieson  
Kyle McKenna

**Wyoming**

Ryan Mader  
David Plendl  
Mark Puev

From January 2021 through July 2021 the following athletic administrators successfully completed the NIAAA Certified International Athletic Administrator process:

**CIAA****Canada**

Scott Spurgeon  
John Zahara

**China**

Justen Roselle

**Egypt**

Scott Fitzgerald

**Hong Kong**

Timothy Cresswell

**Indonesia**

Jake Stockman

**Kenya**

Felix Onchera

**Mongolia**

Jeffrey Koops

**Taiwan**

Michael Sawczynek

**California**

Theresa Buhlman

**Washington**

Julie McCullough

From January 2021 through July 2021 the following athletic administrators successfully completed the NIAAA Registered Athletic Administrator process:

**RAA****Alabama**

Manuel Guice  
Brandon Matthews  
Brandon Sims

**California**

Michael Dietz  
Marlon Mendez  
Jason Snyder

**Colorado**

Patrick Wheatlake

**Connecticut**

Jared Hickey

**District of Columbia**

Joel Frye  
Marc Harrison  
Rachel McNinch

**Florida**

Terri Amy  
Bronze Bruland  
Michael Burns  
Andre Dobson  
John Grimesey  
Kimberly Ledford  
John Walsh  
Joseph Williams

**Georgia**

Katie Johnson

**Iowa**

Anthony Elias

**Illinois**

Jeffrey Blezien  
Mike Feigh  
Mike Jezioro

**Indiana**

Torrey Curry  
Alex Engelbert  
Evan Fras  
Charles Grace II  
John Haggard  
Anthony Harris  
Michael Howk

Brian Lewis

Patric Morrison  
Amos Wegner

**Kansas**

Andrew Addington  
Brent Bechard  
Anthony Douglas  
David Martin  
Kerri Miles

**Kentucky**

Bryson Bennett

**Maine**

Brian Heal  
Bryan Thompson

**Maryland**

Megan Callahan  
Andrew Dutrow  
Tara Larkin  
Wilbur Leonard III  
Jennifer Powell  
Matthew Quinn  
Daniel Richards  
James Rodenhaver  
Amy Ryan  
Elisabeth Shook  
Amy Sproul  
Eric Toedman  
Ramon Valentine III

**Massachusetts**

Todd Robbins

**Michigan**

Kyle Fuller  
Mitchell Gabriele  
Jessica Johnson  
Christopher Schultz  
Charles Seils  
Cory Snider

**Minnesota**

Shea Roehrkasse

**Mississippi**

Tori Harris

**Missouri**

Ashley Arwood  
Melvin Bethany  
Heather Kristof  
Kelly Stahlhuth  
Shaun Wilson

**Nevada**

Elizabeth Lapadat

**New Hampshire**

Dylan Bell  
John Fichera  
Alyssa Freeman  
Michael Manning

**New Jersey**

Christopher Reed

**New York**

Joseph Baudo  
Jacqueline D’Orazio  
John Lombardi  
Patrick Maguire  
Daniel O’Connor  
Kevin Roemer

**North Carolina**

Kevin Holland  
Christopher McGee  
Weston Pearson  
Joseph Spinnati  
Dawn Young

**Ohio**

Nik Berger  
Reid Finley  
Clay George  
Tanner Gillum  
Timothy La Rue  
Jennifer List  
Chloe Mayfield-Brown  
Alyson Moorman  
Lori Postage  
Joshua Spencer  
Troy Spiker  
Walter Vickers

**Oklahoma**

Derrick Adams  
Randall Coffman

**Oregon**

Dale Fisher  
Drew Ibarra

**Pennsylvania**

Aaron Blanding  
James Buckles  
Aaron Kelly  
Cornelius Lindsay Jr.  
Jason McGehean  
Shannon Nace  
Thomas Salopek  
Robert Voigt

**Rhode Island**

Michael Hart  
Geoffrey Keegan  
Edmund Laskowski

**South Carolina**

Jarad Jeter  
Bradley Knox  
Jamar Washington

**South Dakota**

Stewart Bohle  
Mike Duffek

**Tennessee**

Patrice Elder

**Texas**

W. Clay Davis  
Dustin Lemke  
Brian Mandell  
Teri Minnis  
Timothy Nelson  
Kelly Ray  
Carl Semler  
Leo Vasquez  
Evan Woolnough

**Utah**

Harold Robison

**Vermont**

Quaron Pinckney

**Virginia**

Ronald Cabbler Jr.  
Brian Moore  
Daniel Nobbs  
Joseph Nowak III  
David “Chip” Phillips III  
Sarah Robertson

**Washington**

John Hallead  
Thuy-Vy Nguyen  
David Pilcher

**West Virginia**

Matthew Robison

**Wisconsin**

Deiondre Cunningham  
Dean Furton  
Taz Landry  
William Richardson  
Andrew Thomson  
Elissa Upward  
Nathaniel Verhage

**Wyoming**

Dakota Anderson

From January 2021 through July 2021 the following athletic administrators successfully completed the NIAAA Registered Middle School Athletic Administrator process:

**RMSAA****California**

Amy Enright

**Hawaii**

Chad Iraha

**Kentucky**

James Wadell Jr.

**Maine**

Justin Hardy

**New Jersey**

Joshua Borrelli

**North Carolina**

Michael Nuckles II

**Rhode Island**

Keith Cory  
Thomas Marcello

**Texas**

Carl Semler

From January 2021 through July 2021 the following athletic administrators successfully completed the NIAAA Registered International Athletic Administrator process:

**RIAA****Canada**

Joh Zahara

**Egypt**

Anthony Knox  
Lee Paul

**Qatar**

Michael Benfer

**Mongolia**

Gerben Silvis

**Serbia**

Nemania Jeremic  
Ajla Numic Skrijelj

**Tanzania**

Simon Byrne

**California**

Amy Enright

**New York**

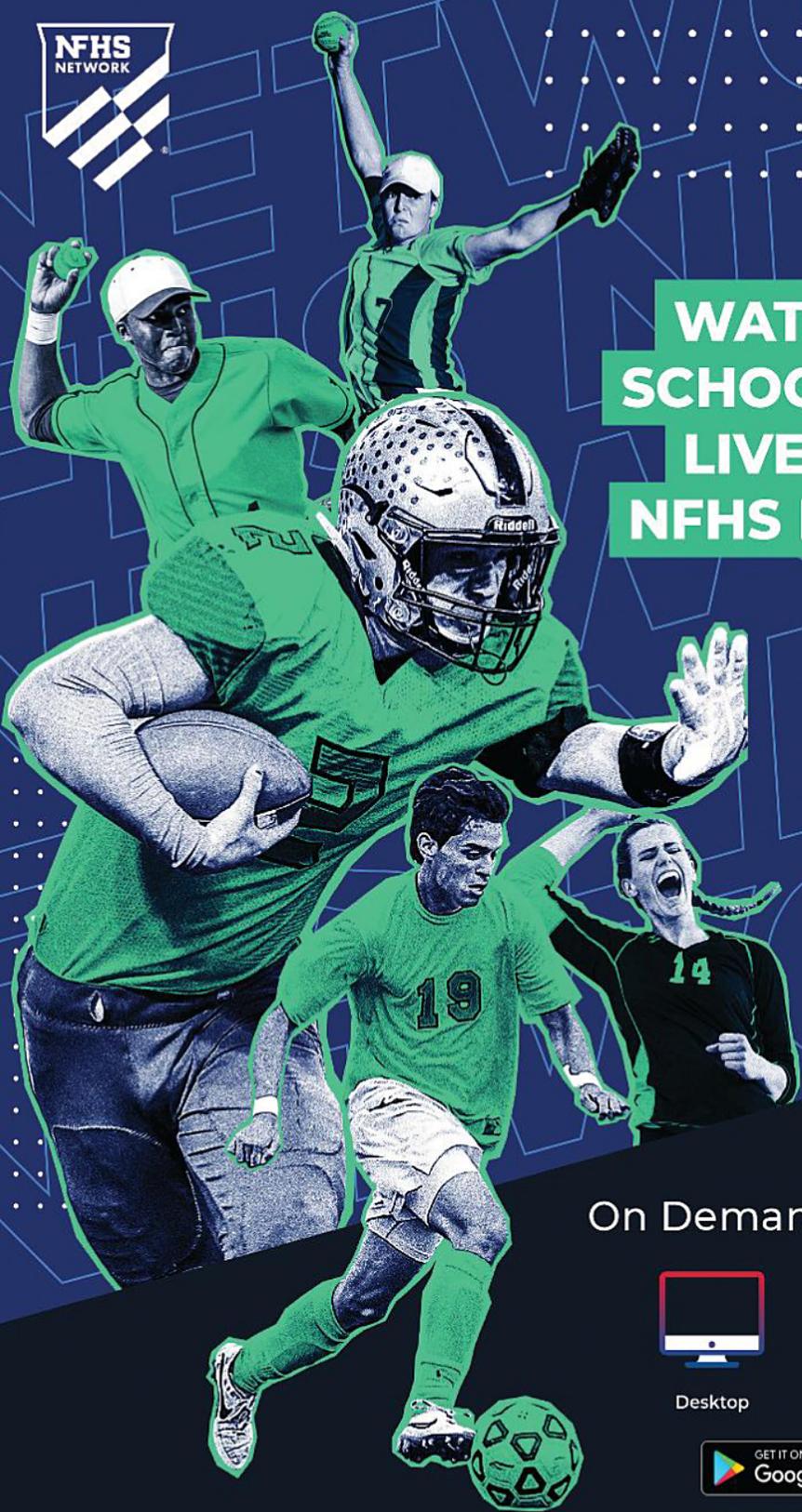
Evangelos Apergis  
Daniel O’Connor

**Texas**

Carl Semler



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