



A.D.mission

A Publication of the Virginia Interscholastic Athletic Administrators Association

VIAAA Mission Statement

The Virginia Interscholastic Athletic Administrators Association preserves, enhances, and promotes the educational values of interscholastic athletics through the professional development of its members in the areas of education, leadership, and service. The VIAAA's commitment to provide leadership programs, resources, and services support the athletic administrator's efforts in providing quality athletic participation opportunities for students. The VIAAA promotes positive working relationships with the Virginia High School League, the Virginia Independent Schools Athletic Association, and the National Federation of High Schools.

VIAAA,
A Partner in Athletic
Administration with the
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President's Message

Wow! It is really hard to believe that summer has come to an end. I hope that you were able to get some much needed and well-deserved R & R, had a great vacation or two with your families, and possibly hung out with old friends. For those fortunate enough to enjoy break through Labor Day, I'm jealous! I wasn't as fortunate, since the faculty in Fluvanna began school on August 5th.

As we begin our new school year, let's remember that we are all on "this field" together.

Through the VIAAA organization, we have the opportunity to make new friends, and to develop new working and mentoring relationships. The VIAAA is a great way for you to get involved in LTI classes for professional development, orientations for those that are new to the role, and also just be a part of a group who you can call or email at any time to ask what ever question might have. I can guarantee that someone in the field has dealt with the same problem before, so I encourage you to reach out to your VIAAA peers.



D. Scott Morris, CAA

As we take the road to Richmond in March 2015 for our VIAAA Conference, let us be mindful and focused on our goals. Let us work hard to increase our membership, and increase the certification levels for our current members and for new members coming in. I personally believe that our role as Athletic Directors is one of the greatest jobs in public and private education. We continually get to educate students/athletes while being an integral part of the athletic programs that are offered in our schools. We must however, continue to educate ourselves, adapt to the changing times, and learn to adjust to the three or four situations that might arise at a game in one night. This year is going to be a challenging year for all involved; Principals, Athletic Administrators, coaches, players and parents. Situations will continue to arise and many difficult decisions will have to be made this year, but we need to stay focused and make the best decisions that we can for our students/athletes for which we manage and represent in our school systems.

This summer was a very busy one for me and the VIAAA. The new AD work shop was held in July and we had over 30 participants. I would like to thank Melody Modell for organizing the workshop once again this year. She did a great job! I would also like to thank Rick Lilly for Co-Facilitating the 501/52 portion of the workshop with me. The 501/52 workshop allows all participants to be RAA Certified. The

Continued...

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summer institute's success can also be attributed to Dick Kemper for filling in for Kevin Adams. I'd also like to thank Kevin for setting up the classes and getting participants registered. The event went smoothly and those who gave up your day to instruct, I greatly appreciate your contribution! Six classes were taken that day by the participants and none of that could have occurred without the hard work by all involved.

The officers met at the end of July to begin brainstorming organizational efforts for the 2014-2015 year. A big thanks to Bruce Bowen for opening up his lake house to host this meeting and congratulations to Lisa Corprew who caught her first fish with the help of Rick Lilly!!

We just held our first meeting of the school year in September and what a great day! I would like to thank all of those who attended the meeting and invite others to take an active role in the VIAAA. If you have any interest in all, please do not hesitate to email or call me. If you can't reach me, you can contact any board officer to discuss. To those who were not able to return to the board this school year or those that have retired and moved on, I would like to thank you for your service and wish you the best in the future. It has been a pleasure working with each of you on our mission!

Our major fundraising effort of the fall was obviously rained out this year as it felt as if Hurricane Camille was coming through the area. I would like to thank all golfers (outstanding or mediocre), who signed up to participate in the 2014 VIAAA Golf tournament which was to be held on October 15th at the Old Trail Golf Course in Crozet, VA. Steve Heon from Western Albemarle our great host has been able to re-schedule the event for November 10th after the board meeting, tee time 1:00 pm. I hope that all that were supposed to play will be able to make it and if you didn't originally sign up but would like to play, please get in contact with Steve. This is one of our organizations' major fundraising events for the scholarships that we offer each year. The awards will be announced and presented at our Conference in March 2015 in Richmond VA. I hope that you were able to make it and get to know all of the other Athletic Administrators across the state.

We are very fortunate this year to have the NIAAAA Conference close to us. If you are able to attend, it is being held December 12th-16th at the Gaylord Hotel located at the National Harbor in Maryland/DC. If you can attend and are able to take in the sessions, please join myself and Rick Lilly, as we once again present a session entitled "Preparing the Less Experienced Coach to Assume a Head Coaching Position". Hope you can join us.

I look forward to a great year! It is an honor and privilege to serve as your President of the organization, but it's the hard work of all involved that make the VIAAA such a great group to be involved in. Good luck this year and I look forward to seeing all you in DC and Richmond.

In closing, I'd like to remind each of us of our theme this year... "The Road to Richmond, the Mission Continues." Don't ever forget that we're a team and together we can make it happen!

Sincerely,

D. Scott Morris, CAA
VIAAA President

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Check out the website: www.viaaa.org

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VIAAA Board of Directors Members: Text - "viaaabod" to 1-703-822-5976

Question and Answer Session

Bruce Bowen, CMAA

VIAAA Executive Director



Question and Answer Session with Bruce Bowen, our Executive Director.

Since the last ADmission in the spring, what have you been doing?

It was a busy summer with 12,000 miles of travel for the VIAAA and for family events.

In late June, I traveled with four other VIAAA reps to the NIAAA Section 2 meeting in Delaware. July was hectic as I visited vendors at the VHSCA Clinic in Lynchburg encouraging them to come to our Conference and joined the VIAAA officers for our two day Retreat. I also traveled to Indianapolis for the Summer NIAAA Board of Director's meeting. Late in the month, I helped with the New AD Workshop in Charlottesville, where we had 35 attendees. In the past four years, we have taught over 125 new, almost new or hope to be Athletic Administrators. The month then came to an end as I represented Virginia at the National Executive Director's Summit in Lake Tahoe, Nevada. I also traveled with to Florida for a family reunion and to San Francisco to help my son move. Quite a summer!

What is new around the Country with the Executive Director Position?

40 states have an Executive Director position and we meet every summer to discuss common issues. All of the directors still have concerns about the effect the economy is having on Partnerships. We mentioned the term ROI-Return On Investment. Companies will help but they hope for increased business in return. We appreciate their support and ask you to consider them.

We will be hosting the 2015 NEDC Summit in Williamsburg.

What is the status of our Corporate Partners and vendors?

This past year was our best ever with our Corporate Partners with \$80,000 in cash and product. However, this year will be a bit lower as several companies will not renew due to various reasons from lack of ROI to Federal Government cutbacks. I certainly will be out beating the bushes to help fund our many worthwhile projects. Thankfully, most of our Partners have already given verbal approval to continue with us and I am working on several new leads. The great news is that Allstate Insurance has re-upped as a Platinum Partner to help fund our Student-Athlete Scholarships!

As for vendors, we filled 80 booths at our State Conference and expect that to continue. Vendors all had positive comments about the setup, traffic and the Vendor Gala. We have worked very hard to support and listen to their comments and most said they would be back next year. Our new location this year

in Richmond only has room for 80 booths so we should be full.

What projects have you helped with this year?

Herff Jones will continue sponsoring our HOF Ring and AD of the Year Ring programs.

I continue to serve as our Rep to the VHSL Foundation, attend the VHSL Executive Board and Membership meetings as well serve as the NEDC rep to the NIAAA Board of Directors.

How can our membership help you?

I am honored to represent the VIAAA and we all can be proud of the reputation of our association. If I can help you or if you know of any companies or individuals that might want to help our organization financially, please contact me at bwbowen@henrico.k12.va.us or at 804-387-3188.

VIAAA Scholarships to Student Athletes

The VIAAA offers six \$1,500 scholarships each year to VHSL and Independent schools student-athletes. These scholarships honor John Youngblood, Claudia Dodson and VIAAA Past Presidents. Any Athletic Director who is a member of the VIAAA may nominate a student-athlete from their school. To find out more regarding criteria for each scholarship as well as print off scholarship applications please go to www.viaaa.org and click on 'scholarships'. This year's application deadline is **Monday, January 12, 2015**.

Facebook Friends



Retired AD's- Keep in touch on Facebook!
Go to: VA Retired AD's!

Let us know what you have been doing in your retirement- contact John Williams at John.Williams@VBSchools.com to be a part of our "Where Are They Now?" feature in upcoming editions of the A.D.mission!

Yogi Berra Quotes

"It's like deja vu all over again."

"We made too many wrong mistakes."

"You can observe a lot just by watching."

"A nickel ain't worth a dime anymore."

"He hits from both sides of the plate. He's amphibious."

"If the world was perfect, it wouldn't be."

Ralph Cummins, the Legendary Football Coach at Clintwood High School Passes Away

By Tim Hayes, Bristol Herald Courier

Ralph Cummins, the legendary football coach at Clintwood High School who became a Southwest Virginia icon and earned nationwide prominence, died on June 23, 2014, at the age of 88.

The stadium at Clintwood and the road that leads to the facility are both named in Cummins' honor. His name is synonymous with the small football-loving town in Dickenson County.

"It's a sad day in Clintwood," said Rick Mullins, who is currently the school's football coach.

As the head coach of the Greenwave from 1953-1987, Cummins compiled a 267-90-14 record (other sources have it as a 271-89-15 mark) and guided the team to VHSL Group A state championships in 1974, 1975 and 1978. The 'Wave finished as state runner-up in '73 and collected a large number of Lonesome Pine District and Region D title trophies.

Yet, you can't judge a man just on numbers alone.

"Integrity is the first word that comes to my mind," said Kevin Triplett, who played for Cummins in 1982. "I think you would be hard pressed to find anybody that played for him who was not impacted by him."

A star player at now-defunct East Stone Gap High School in Wise County, Cummins later played football at Milligan College and Emory & Henry College. He was a center for the Wasps and was inducted into the school's athletic hall of fame.

He served with the 101st Airborne Division Paratroopers during World War II and saw combat action in Europe.

Cummins arrived in Clintwood in 1949 as an assistant coach on Howard Deel's staff and became the Greenwave's head coach four years later.

He brought along with him the vaunted wishbone offense and plenty of fresh ideas.

"He was very innovative in all the things he did," said former Powell Valley coach Phil Robbins. "He added that extra touch of class to his program long before anybody else did it – with the field house, putting Bermuda grass on the field, large staff, media day. He just did a lot of things that were different, a step above and a notch above."

There was a regular-season stretch from 1973-79 in which Cummins led Clintwood to a 64-0-1 mark. Those 1970s Clintwood teams are considered some of the best the area has ever produced.

"Coach Cummins always had a plan, always stuck to the plan and he always made you believe that it would work," said Phil

Vanover, a star player for the Greenwave in the '70s. "When we were all freshmen he told us, you have the potential to win a lot of games. We were young and didn't know that, but he made us believe that we had the talent and that we'd be successful. That was always kind of the mantra. ... He just had a knack for selling the vision and sticking to the plan."

Rick Mullins is one of many guys who went into coaching after playing for Cummins. Mullins, who played for Clintwood from 1978-1981, marveled at the way Cummins made adjustments and handled personnel.

"If you could bottle up and sell what he had, you would be a millionaire," Mullins said. "He had a very unique way of knowing what a team or player needed, whether it be a kick in the butt or a pat on the back. He was just an amazing man."

The accolades Cummins earned were numerous, including being named national coach of the year one year. There were also a plethora of sportsmanship awards.

"Clintwood is still respected for the sportsmanship he brought," said Steven Mullins, a 1987 Clintwood graduate. "Sportsmanship was a big thing with him. I remember a time I got kicked out of a game in the 11th grade for something. I remember that following Monday he made me come to his office and made me call the principal from the opposing school and apologize. That's stuck with me 'til this day."

Cummins' last game was a 23-12 loss to Pennington in the 1987 Region D, Division 2 finals. He was gracious after the game, something Rufus "Shanghai" Nickles remembers as a common occurrence.

"He put everything in perspective," Nickles said. "I remember losing a real tough ballgame one night and he told the kids, he said 'We just played hard and we just got beat tonight, but don't let the scoreboard determine whether you're going to be a success in life or not.' He always had this idea as a coach it was your ability to get the best out of the kids and if you did that, you did your job."

Some of his former associates compared him to John Wooden, others said he had some Bear Bryant attributes. He wrote a book on coaching, spoke at a number of national coaching clinics and was sought after by coaches throughout the state for advice.

He was also a family man and he and his wife, Carolyn, earned a spot in the Guinness Book of World Records as having five children – Catherine, Carol, Charles, Claudia and Cecilia – who were all born on Feb. 20 in different years.

Above all else, he was a true gentleman who won with class.

"When it became our turn to play for Coach Cummins, it was a larger than life type of deal," Rick Mullins said. "He was just an amazing man in more ways than just as a coach."

Sport Specialization & Scholarship Realities

By Michael Allen, Director of Athletics, Norfolk Christian High School

Turn the clock back 20 years ago and you would see numerous athletes participating in a minimum of two sports and probably the vast majority played at least three sports. In a small town in southern Indiana, I know one group of kids who played whatever sport was in season and dreamed of being the next “superstar” for their high school. We, nor our parents, seldom thought about specializing in a particular sport to chase the all-mighty scholarship. We just enjoyed sports and dreamed of being the next generation on our high school’s varsity teams.

In the fall, we logged mile after mile during the Cross Country season to help out our school and also condition for the upcoming basketball season. Since our school didn’t have Football, we had to settle for sandlot football games on the weekends. Regardless, we had a blast participating with our friends.

In the winter, basketball was our sport and we honed our skills by shooting thousands of baskets and studying the game. This was the way we got better and there was no need to travel all across the Midwest in the summer playing hundreds of games.

During the spring and summer, baseball was the sport and we would spend hours of practice fielding ground balls, fly balls and thousands of cuts in the batting cage. Once again, there was no need to travel all around playing hundreds of games.

Regardless of the season, me and my friends played whatever sport was “in-season” and we loved it and quite honestly were better athletes for it. Sports were fun, they were relational and social, and even though we didn’t realize it at the time, we were developing our athletic abilities to be more well-rounded. Granted, we didn’t have the technology of today like \$500 composite baseball bats or \$200 Lebron’s but we developed a passion for sports, worked at getting better at them and had fun while doing it.

Flip forward to 2014 and it saddens me to see so many youth athletes feeling the pressure to “specialize” in their sport of choice. Now don’t let me mislead you. I am all for working at your craft and trying to be the best that you can be. But it bothers me that many of our sports suffer by not having our better athletes participating, because they have bought into the need of having to specialize. I simply have not seen the statistics to back up the thought that if you specialize, you will receive a scholarship; you might, but still no guarantee. However, that is what our society is selling to many of our athletes and parents. However, I’m not

buying it.

I see and hear of so many people spending thousands of dollars on club and travel sports, working with personal trainers and giving up so much valuable family time, all the while chasing the all-mighty dream of gaining that full ride scholarship. However, statistics do present the facts that playing sports at the collegiate level is tough enough in itself; but to receive a full-ride scholarship is pretty daunting.

Let’s look at four sports that I see a lot of “specializing” in today - Baseball, Softball and Men’s and Women’s Soccer.

	Baseball	Men’s Soccer	Softball	Women’s Soccer
HS Participation	474,791	410,982	381,116	371,393
Average College Roster Size in ACC	33.4	29.3	20.3	27.1
# of NCAA Scholarships	11.7	9.9	12	14
% of HS athletes moving on to college	11.2%	8.9%	7.8%	9.6%

All of these sports are considered equivalency sports for NCAA scholarship purposes, so partial scholarships can be awarded to meet the NCAA limit per school. Very rarely will a student-athlete receive a full-ride scholarship in equivalency sports.

For example, an NCAA Division I school can award 24 softball players each a 1/2 equivalent scholarship and still meet the limit of 12. Additionally, these are the annual limits for the entire team; so for a 4 year school only about 25% of the limit per school will typically be available for incoming students.

Another example is Women’s Soccer. An NCAA Division I school can award 21 female soccer players each a 2/3 equivalent scholarship and still meet the limit of 14. Additionally, these are the annual limits for the entire team; so for a 4 year school only about 25% of the limit per school will typically be available for incoming students.

*** Info and data collected from the ACC, NCAA.org and ScholarshipStats.com*

When parents and students are presented with this information, one of two things happens. One, they either turn a blind eye and think that their child will be “the one” who will make it and receive a full-ride. Or two, the light bulb goes off and reality starts to set in. As the Director of Athletics here at Norfolk Christian, I feel it is my job to educate our parents and athletes on the real statistics and data.

Sadly more often than not our families are not receiving this information from most outside sources, especially the coaches

Continued...

(AAU, Club, Travel, personal trainers, etc.) who are, in my opinion in business to make extra money. I'm not knocking these people or these organizations, as they all have a purpose if done the right way. However, over the past decade I've seen too much pressure coming from these outside influences dangling the scholarship myth in front of so many people. By doing this, they are ultimately forcing them to specialize.

I strongly feel that we, as athletic administrators, need to present our students and parents with as much information as possible to help them make an informed and educated decision on whether specializing is really worth all the time and money invested.

In the end, all we can do is encourage our student-athletes to get involved and do what is right for their school and for themselves individually. Regardless, the final decision of whether a child specializes should be solely up to the athlete and their parents; not the HS coach or the club coach. It should be the athlete's.

New AD Workshop

The New Athletic Directors Workshop was held on July 23-24 at the VHSL Office in Charlottesville. There were 30 participants and presentations were made by Bruce Bowen, Kevin Cole, Lisa Corprew, Jeff Dietze, Tom Dolan, Chris Felton, Lisa Giles, Steve Heon, Tom Horn, Dick Kemper, Tim Leach, Rick Lilly, Scott Morris, and Dean Spahr. Special thanks to Melody Model for organizing this outstanding program.



More...Yogi Berra

Responding to a question about remarks attributed to him that he did not think were his:
"I really didn't say everything I said."

Visualizing the Shot

Nicole Brady, PS-8 Physical Education Teacher, Middle School Girls Soccer Coach, Wakefield Country Day School

We all have heard that high-level players of any sport picture themselves as victorious before a game. Visualizing the ball as it leaves the fingers of the basketball player's fingertips, arches gracefully and swooshes through the net is another that we often hear. There is value in this action, and coaches can use it to help introduce new participants to a sport as well.

As a Preschool - 8th grade Physical Education teacher and a Middle School girls' soccer coach, I am often the first person to introduce a myriad of sports to children. Telling a grade school child to picture himself or herself passing a soccer ball to a teammate may not be effective because the pupil does not know what to picture. We have all seen the soccer team "amoeba" roam around the field. Explain as much as we want, spreading the field as it occurs at higher levels is near impossible. The same holds true for many other sports we introduce to our children. Volleyball, basketball, and lacrosse all share the same issue. The fact of the matter is that this is inherent in their nature and it will only change with time as their understanding of the game matures. The question at hand is how long until we see that change?

In much the same way as professional athletes visualize a shot placement, move, pass, etc., helping a younger participant to picture what the game looks like when played by experienced athletes is just as beneficial. Our introduction of the sports we are teaching or coaching is often the first time they have witnessed the game. Outside of football, baseball, and basketball there is very little coverage of many of the sports played by our youth. Soccer has grown, but poll your students as to the amount of time they have spent watching the World Cup vs. a NFL game and the results will speak for themselves. To that end, I strongly believe that by taking your students to a High School game or projecting on a large screen a professional match of the sport you are introducing is a highly effective tool in helping them picture what the sport will evolve into, thereby shortening the time it takes to reach that point rather than letting them figure it out on their own. All too often, our children have only our humble explanations of how to serve a volleyball, return a serve, or go to the goal when another soccer player starts on a fast break.

Being able to reference the visual cues of the attributes exhibited will give your student a much better explanation as to what it is you are trying to coach them. Perhaps your soccer amoebas will spread out earlier in the season.

A better understanding of the game directly equates to a better player who ultimately enjoys the sport, rather than one who is frustrated because they do not understand the verbal description of the visual they are to follow.

So I say to you, let the future sports stars watch a little television, it might be the best thing you can do to set them up for a lifetime of sports participation enjoyment.

Sharpen Your Ax

By Michael Josephson

Ben was a new lumberjack who swung his ax with great power. He could fell a tree in 20 strokes, and in the first few days he produced twice as much lumber as anyone else. By week's end, he was working even harder, but his lead was dwindling.

One friend told him he had to swing harder. Another said he had to work longer. Neither idea worked. Finally, an old fellow asked Ben how often he sharpened his ax. Ben said he had no time; there was too much to do.

The lesson of this parable contains the remedy to ineffectiveness in today's workplace.

Dedicated executives may work enormous hours not realizing how much their failure to sharpen their ax by taking time off reduces their effectiveness. As one exceeds the limits of intellectual and physical stamina, both the quantity and quality of work suffer. Fatigue affects judgment and mental acuity, and soon the time and energy needed to fix errors offsets the extra time devoted to the task.

Organizations fail to sharpen their ax when they give short shrift to screening job applicants and training new hires. Burdened with heavy workloads, managers consumed by a sense of urgency to fill open positions succumb to the "warm body" fallacy – the false idea that anyone is better than no one.

You need three things in a good employee: competence, commitment, and character. Shortcomings in any area will be costly, consuming time and resources and damaging morale. Sharpening your ax in this setting means being more diligent in background checks, more selective in hiring, more serious in training, and more demanding during probation.

Without the right tools, hard work isn't enough.

Possible Changes at the Local Level To the Out-of-Season Practice Rule

By Dan Jones, CMAA - King William High

The following is a possible addition a school system could use to help take pressure off coaches and athletes that has been created by the new VHSL out-of-season rule. The additions work to limit practice times to reduce the work load for the athlete and the coach. These additions may help reduce sport specialization for the athlete and coach. This helps smaller schools especially where athletes and coaches are needed to be part of more than one sport to keep the athletic programs successful. If you have instituted additions to the out-of-season practice rule to help manage these same issues please send me copies of what you are doing or thoughts on the below additions.

The following Guidelines are in addition to the VHSL Out-of-Season Practice Rule 27-7-1:

1. **Coach/Player Offseason Conditioning/Practices-** Each VHSL sponsored program will be allowed six (6) hours per week Monday-Friday for Out-of-Season activities. For every hour of practice there must be an equivalent number of hours dedicated to conditioning (stretching, weight-lifting, running, and or agilities) per week. The maximum number per week is 3 hours of practice and 3 hours of conditioning. A program can condition for 4, 5, or 6 hours a week and reduce the number of practice hours staying within the 6 hour per week limit.
2. **Specific activities excluded from the 6 hour limit-**
 - a. **Camps/Clinics:**
 - i. Team, individual, or specialized camps: School coaching staff led or coached camps organized by any entity other than a University or College do count toward the 6 hour limit.
 - ii. College or University Camps: College or University team or individual camps are EXCLUDED from the 6 hour limit.
 - b. **7 on 7 (passing leagues)/Summer basketball leagues:** Each practice/day held in preparation for 7 on 7/summer basketball league counts towards the 6 hour limit.
 - c. **Open gyms/fields:** count towards the 6 hour limit.
 - d. **Practice/conditioning plans:** Each Head coach must submit 1 week prior to starting Out-of-Season activities a practice/conditioning plan for each week to the Athletic Director to keep on file.
 - e. **Coaches will not encourage Athletes to become single sport participants!** The decision to play 1 sport is the athletes' and his/her parent/guardians to make.
 - f. If an Athlete does not participate in Out-of-Season activities this will not affect their eligibility to participate during the regular sport season.
 - g. The Principal and Athletic Director are responsible to make sure Coaches adhere to these guidelines and will hold Head coaches responsible for any violations.

Sports Trivia Contest

sponsored by:



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2014 VIAAA Athletic Director's Conference!

Questions compliments of Mr. David Rhodes, Virginia Beach City Public Schools.

Answers appear on page 24.

1. What quarterback threw 70 passes in a single game?
2. What team won 3 Super Bowls in the 1990's?
3. Who was the first player to rush for 1000 yards in a season?
4. Who was the MVP of the first Super Bowl?
5. What player holds the record for the most consecutive completions in a Super Bowl?
6. What player holds the record for most career fumbles in a Super Bowl?

Making Your Budget Through Bartering

By Keith Laine, Athletic Director, Osbourn Park High School - Prince William County

The Osbourn Park Athletic Boosters had “bumper” years the 8-10 years prior to me taking over, raising over a million dollars to support both the school and the athletic department. The previous Activities Director created a budget of over 100k per year (with revenue coming from gate receipts, Coca Cola commissions with a new uniform rotation to take place every three years for each program. As a new hire in 2008 taking over one of the largest schools in the state of VA, there were a lot of expectations. Expectations that I soon learned would not be able to be met.

In the fall of 2008 the housing market had started to crash, the economy was in upheaval, and small businesses were worried (to say the least). When I arrived on campus, there were literally NO advertising banners around campus. I’m not sure if this was due to a lack of trying or a result of the economy already starting to “show its ugly head”. I do know that in the previous year’s budget there were no line items for advertising.

Over the course of the next two years, we struggled to make budget. The success of our boosters from the previous years, were what kept the athletic department afloat without having to go to the principal asking to “bail me out”. Because of the lack of advertising banners, I realized there was an opportunity to earn advertising “dollars”. I knew there had to be several changes, a change in both the expectations of our coaches and a change in the budget. The change in the expectations of the coaches was relatively easy... “We just don’t have the money.” The change in the budget would take a little more work.

I am by no means a marketing/sales rep. I quickly learned going to business after business asking them for \$400-\$500 for a stadium / gymnasium banner, and them telling me no, that I am very glad that I did not pursue a career in sales. I again realized, it was time for a change in strategy. Just asking for money in exchange for a banner was not going to work.

It dawned on me, businesses still needed to advertise, but they couldn’t afford to just give out cash (especially out to a high school) due to the economy. I spoke with our principal and asked him if there was anything that he was planning to omitting from his budget (as I’m sure you are aware, the economic issues effected not only athletic department budgets, but school budgets also), or any other items that he may usually purchase locally where I could approach the business owner about a bartering opportunity. Additionally, I asked any other budget holders within the building if they purchased items locally and asked them to let me know where they purchased them from. In doing so, I was trying to see which companies had a vested interest in doing business with our school. These businesses are naturally going to have a vested interest in Osbourn Park because of the business we provide them. Below, is an initial list of businesses that I came up with.

- Dunkin Donuts (Coffee and donuts for staff at special events)
- Domino’s Pizza (Pizza for various events throughout the year)
- Vulcan Materials (Stone dust for fields)
- Virginia BBQ (Faculty Meeting Luncheon)
- Apollo Gymnastics (Rental of facility for Gymnastics team)
- Bella Vita (Dinner for Foreign Exchange Students and Faculty)

The above businesses, because of their current relationship with the school, I was able to obtain a point of contact, which always makes the “pitch” a little easier.

Next, I needed to take a look around the campus to see what advertising opportunities were already available and see what new opportunities could become available. It was here that we (the building principal and I) did a little creative thinking. There were the typical advertising opportunities:

- Banners at Different Venues
- Announcements at Games
- Year Book Ads
- School Newspaper Ads

We realized these advertisements were the same type of advertisements that would have been available in 1976 when the school opened. We never advanced to the 21st Century. We physically walked the building and came up with the “new” advertising opportunities:

- Athletics Website (Independent of the school website)
- Schools main website
- Student Agendas
- Electronic Marquee (full color in front of the building... free traffic analysis showed 2 million cars per year on the road).
- Flat Screen TV’s in lunch rooms used for announcements
- We quickly realized the above opportunities offered more bang for their buck and would be more attractive to businesses because they could reach more potential customers.

At this point, I created an “Advertising Opportunities” spread sheet to take with me when I went back out to the businesses. This spreadsheet included prices, duration, and location. Initially, most businesses still shot me down, and while they liked the idea of being on the electronic marquee, the website/s, and on the flat screen TV’s, they were still not able to part with their “actual dollars”. It was at this point that (like any good salesman), I figuratively spoke with my manager, to see what we could work out. When I presented a “package” deal for an equivalent in goods and or gift certificates, the tone of the owner/manager changed. When considering their mark up for such items, they ultimately would be able to receive the advertising for 1/3 of the price that I originally presented them. For us as a school we do not care what the advertisers costs are for the product, as long as we don’t have to pay for them. Below is an example of what the contract looked like for Dunkin Donuts. Previously, we paid approximately \$6000 to purchase coffee, cups, cream, sugar etc. for the staff.

Continued...

Dunkin Donuts Received from OPHS:

- Advertising banner in 4 venues: \$2000/yr (cost school \$320 to make 4 banners)
- Advertising on TV's in Lunch Rooms: \$1000/yr (Zero cost to school)
- Advertising on Marquee \$3000/yr (Zero cost to school)
- Advertising in school publications \$800 (Zero cost to school)
- Advertising on Athletics Website \$1500/yr (Zero cost to school)
- Announcements at Football Games \$250 (Zero cost to school)

OPHS Received from DD:

- 300 DD Travel Mugs: Value \$1200
- 20lb of coffee per month: Value \$2400
- 50 dz donuts throughout the year: Value \$1000

We eliminated the purchase of Styrofoam cups...cream/sugar/Splenda etc. We did this to “go green”. Non-Dairy creamer/sugar/spenda etc. is now being provided by staff members on a rotating basis. We currently receive \$4600 worth of product that we pay \$320 for to make the banners. We are providing the same service (coffee for the staff) that used to cost us \$6000 which now only costs us \$320 in the first year. Saving the school \$5680.

Dunkin Donuts is plastered all over our building. They are getting the value of \$8550 in advertising from our school which they are providing us product for. I don't know what their markup is... but I'm sure their out of pocket costs are less than \$2k.

This is just one example of a contract that we've been able to negotiate. We've also been able to barter with the other companies previously listed saving the school in excess of \$12k a year. In our case, ***“A penny saved, Truly is a penny earned.”***

More...Yogi Berra

“If you don't know where you're going, you might end up some place else.”

“The future ain't what it use to be.”

“I think Little League is wonderful. It keeps the kids out of the house.”

On why he no longer went to Ruggeri's, a St. Louis restaurant: Nobody goes there anymore because it's too crowded.”

“I always thought that record would stand until it was broken.”

“We have deep depth.”

“All pitchers are liars or crybabies.”

Virginia Athletic Directors Conference 2015 College Credit Requirements

Course Number: 681 EDUC. 681 PEDU

Course Title: V.I.A.A.A.
“Road to Richmond, The Mission Continues”

Course Cost: V.I.A.A.A. Member \$690.00
Non-member. \$ 740.00

Course Description: A one-week seminar designed to provide series of lectures, motivational techniques discussions, leadership seminars, and skill techniques, which will enhance the sports administration, education skills and techniques for, qualified persons in the field of athletic administration.

Course Requirements:

A. Attend 7 required sessions:

1. College Credit Registration
2. Classification Meetings
3. Opening General Session
4. VIAAA Business Meeting
5. VHSL Staff
6. VHSL Hot Topics
7. VIAAA Awards Luncheon

B. Attend the 8 remaining sessions.

1. C. A. A. Test session counts as two sessions.
2. Each Leadership Training Courses counts as four sessions.

C. Submit a written one-page summary addressing the educational theme of each of the 15 sessions attended.

D. On a correspondence basis in order to complete a minimum 50-class hour equivalency, each participant will be required to submit 5 pages addressing the educational theme of the following topics:

- a. Budget
- b. Team Travel Arrangements
- c. Scheduling
- d. Tutorial Program for Athletes
- e. Sexual Harassment
- f. Bulling
- g. College Recruitment Procedures
- h. Using Technology

E. Conference session papers are to be completed and mailed by April 3, 2015 to:

Dr. Walter Lovett
C/O Ms. Tunisha George-Twine
Division of Continuing Studies
P.O. Box 6162
Hampton University
Hampton, Va. 23668

Course Dates and Location: March 25 through March 28, 2015.
Hilton Hotel, Short Pump, VA Class Registration: Wednesday, March 25 at 8:00 in Conrad Room.

PAYMENT: CASH OR CHECK MADE OUT TO V.I.A.A.A.

In Plain Sight

Lindsay, CA is a small town with a population of under 12,000 and a high school with approximately 1100 students. The Lindsay High football stadium is a turf field surrounded by a chain link fence with a single set of metal bleachers on the south side.

The bleachers were built in 1971 and extend from the 30 yard line to the 30 yard line and are surrounded by pavement on all sides. The bleachers are accessible only by stairs and there is no clear floor space in the bleachers for wheelchairs. There is no question that the Lindsay High football bleachers are not wheelchair accessible but the school district designates three specific locations at the stadium for people who use wheelchairs to view football games. Spectators who use wheelchairs are permitted to sit on the north and south sides of the field on the paved area and at any point along the fence. Timothy Daubert is disabled, uses a wheelchair for mobility and enjoyed attending football games at the Lindsay High stadium between 1997 and 2005. Unfortunately, Daubert contends that he could not fully enjoy the games because he had an inferior view of the field. Daubert said that he had to view the games through a gate, with people walking in front of him or players and coaches obstructing his view. As a result, Daubert stopped attending Lindsay High football home games in 2005.

The school district did not alter its designated wheelchair seating. On August 20, 2009, Timothy Daubert filed a lawsuit in the United States District Court for the Eastern District of California alleging that the Lindsay Unified School District violated Title II of the Americans with Disabilities Act (ADA) because the bleachers were not wheelchair accessible. The district court granted summary judgment to the school district. The district court held:

- The bleachers were constructed in 1971
- The bleachers are an existing facility under the ADA
- The school district only has to provide access to programs and services at the football field
- The school district provides Daubert with “program access” to football games

The plaintiff appealed the district court ruling. According to the Court of Appeals for the Ninth Circuit, facilities constructed prior to January 26, 1992 do not need to be accessible and usable by people with disabilities. With respect to existing facilities, a public entity need only provide “program access” by operating the service, programs, or activity so that when viewed in its entirety is readily accessible to and usable by individuals with disabilities. Title II of the ADA emphasizes program accessibility rather than facility accessibility and was intended to ensure broad access to public services while at the same time providing flexibility as to how to make access available. Timothy Daubert argued that access to football games includes the “social experience” of sitting in the bleachers with other fans. However, the appellate court held that spectators who use wheelchairs may sit with companions and are able to sit directly in front of the bleachers,

to each side of the bleachers and in other areas where fans congregate. According to the court of appeals, Timothy Daubert has not established that the school district excluded him from a public program and there is no evidence of discrimination under Title II of the ADA. The appellate court affirmed the decision of the district court.

Timothy S. Daubert, Plaintiff-Appellant, v. Lindsay Unified School District, Defendant-Appellee, United States Court of Appeals for the Ninth Circuit, 2014 U.S. App. LEXIS 14221

IN MY OPINION

We understand that Lindsay High School's football stadium was built in 1971 and has not been renovated. However, the question of seating at the stadium is not the only issue of “program accessibility” here. We have questions about the restrooms, concession stand and parking lot. Are these facilities the same as they were in 1971 and, if so, does the lack of handicap access to them affect program accessibility? The Americans with Disabilities Act is one of the most significant pieces of legislation in American history. We believe that there is a difference between a legal and a moral responsibility. Individuals with disabilities should not be treated as second class citizens. We are sure that there are others like Timothy Daubert living in the Lindsay Unified School District. The district court and the court of appeals both ruled that the school district does not have to legally upgrade the football facility. We hope that they will make the appropriate upgrades anyway, because it would be the right thing to do.

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How To Maintain A Healthy Level Of Insanity in Retirement

At Lunch Time, Sit In Your Parked Car With Sunglasses on and point a Hair Dryer At Passing Cars...watch'em Slow Down!

On all your check stubs, write 'For Marijuana'!

Skip down the street Rather Than Walk and see how many looks you get.

Order a Diet Water whenever you go out to eat, with a serious face.

Sing Along At The Opera.

When The Money Comes Out of The ATM, Scream 'I Won! I Won!'

When Leaving the Zoo, start Running towards the Car Park, Yelling 'Run For Your Lives! They're Loose!'

Slow Dance

By Michael Josephson

I once heard the chairman and CEO of a huge public company tell a roomful of ambitious, hardworking, dedicated executives that if he had to do it all over again, he would have spent more time with his family. That's not news, but to Type-A personalities, it's easier said than done.

David L. Weatherford's poem "Slow Dance" sends the message in a particularly compelling way:

Have you ever watched kids on a merry-go-round
Or listened to rain slapping on the ground?
Ever followed a butterfly's erratic flight
Or gazed at the sun fading into the night?
You better slow down, don't dance so fast,
Time is short, the music won't last.

Do you run through each day on the fly?
When you ask, "How are you?" do you hear the reply?
When the day is done, do you lie in your bed
With the next hundred chores running through your head?
You better slow down, don't dance so fast,
Time is short, the music won't last.

Ever told your child, "We'll do it tomorrow,"
And in your haste not seen his sorrow?
Ever lost touch, let a good friendship die,
'Cause you never had time to call and say hi?
You better slow down, don't dance so fast,
Time is short, the music won't last.

When you run so fast to get somewhere,
You miss half the fun of getting there.
When you worry and hurry through your day,
It's like an unopened gift thrown away.
Life is not a race, so take it slower,
Hear the music before your song is over.

The question isn't whether this makes sense to you. It's what are you going to do about it, and when are you going to start?

This is Michael Josephson reminding you that character counts.

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More...How To Maintain A Healthy Level Of Insanity in Retirement

Tell Your Children over dinner: 'Due to the economy, we are going to have to let one of you go...

Go to a large Department store's fitting room and yell out: "THERE IS NO PAPER IN HERE!"

No Bullying "Excellent Sportsmanship"

By Josh Aldrich, Former Student Activities Director
Deep Run High School

I recently read an article in a coaching magazine about player bullying – this occurs on teams more than we all want to know – it can become an epidemic and sometimes when you think you may have it under control, you don't. This can be a big issue when it comes to sports teams – many cases that we hear about are known to end with drastic consequences. Lives are at stake and kids (as well as adults) can be guilty of bullying.

We see kids taunting opposing players (as well as their own) - We hear about fans screaming towards officials, towards coaches, and even screaming at opposing players — this is bullying and definitely bad "Sportsmanship". Educating players, coaches, parents and the community may take some time, but it's well worth the effort in the long run!

Coaches are so capable of stopping much of this before it even starts – they have the power, they are the role models, and they in turn can create a culture of respect. The power of coaches goes way beyond the calling of plays, making player decisions, and communicating with parents. Let them know you support communicating to players and parents that supporting their teammates and keeping ego's in check is the right way of doing things.

This comes up and many of us think that it's not going to happen on your watch – it happens in the NFL it can happen anywhere. It needs to be a constant focus on teams as we find many kids wishing failure on the player that plays in front of them – it's a defense mechanism for many kids (or parents) not mature enough to separate their on agenda's from the team goals.

As we go through this year and focus remains on excellent "Sportsmanship" consider what can happen within the programs in your school to stop the bullying! Educating coaches and letting them know their Athletic Director supports them talking with their teams about bullying behavior goes along way. You can help them to incorporate this in their practice plans either before, after, and even during the practice. This in turn carries over when they play against other opponents. They treat teammates with respect – they will treat other teams with respect. Parents will understand their roles and help in the process if they buy into the establishing excellent Sportsmanship by having a "no bullying policy". We all know it's unacceptable but a constant reminder will make your job easier as the leader of your athletic department.

Wishing us all a fantastic year in sports and "Excellent Sportsmanship!!!"

Stone Bridge Booster Club

David J. Hembach, Athletic Director, Stone Bridge High School

In 1999, I was appointed Athletic Director of Stone Bridge High School in Ashburn, VA. The new school was to be made up of students who had been attending Broad Run and Loudoun County High Schools. Broad Run had a unified booster club but, Loudoun County did not. At Loudoun County High School, each team organized their own club. We set a meeting date to determine what kind of booster club we would adopt for Stone Bridge High School, and I made sure we had representation from each group. The organizational meeting is a SALES meeting of sorts. The people who attend are concerned, but you want to take that one step further and get them CONCERNED AND INVOLVED. At the first parent meeting, I informed the group that I wanted a united booster group so that the school could promote a family atmosphere where everyone was involved and participated for the good of the whole athletic department.

I asked some the LCHS parents to explain their view of the individual booster club and they listed the following as positive points:

1. More control of the money you raised
2. Parents were more willing to volunteer to help a team if their child was a member of that particular team.
3. It was what they were accustomed to in youth leagues.

Next, we listed the negatives:

1. Individual clubs looked out only for their own interest
2. There was no group for the athletic department to go to for help, in general.
3. Lack of knowledge of what other teams were doing

By the end of the meeting, the group had agreed not to limit each member's concerns to one sport only. You want to get the entire community involved, so start by involving the entire sports curriculum. We had agreed to have one booster club.

Since the school was new and we already had new equipment and uniforms, we agreed to work on capital projects like an outdoor concession stand on the main field and press boxes/concession stands for baseball and softball. It was my feeling that we could raise a substantial amount of money as a group. With these things in mind, I went to the coaches and parents with my recommendation to start a booster club.

Over the next six months, a group of parents, some coaches and I met to discuss the formation of the Stone Bridge High School Bulldog Booster Club. We had to agree on the purpose of the club, status, membership, executive council, elections, meetings, removal or resignation, finances, relationship with the school, liability of officers and amendments. We approved the constitution and by-laws at the May 2000 meeting, in time for the school to open in the fall of 2000. On May 4, 2000, the club sent a check for \$ 75.00 to Clerk of the State Corporation Commission to incorporate the Stone Bridge Booster Club.

Below are some things we have learned over the years that can help your booster club.

PEOPLE: USE 'EM BUT DON'T WEAR 'EM OUT!

Try to involve everyone who shows an interest. But remember, they are volunteers. Don't make it a career thing. When our school first opened, we had a concession committee chair who volunteered for the whole year. Today, we have concession committee chairs volunteer by the season. It reduces confusion and spreads interest and involvement throughout the sports curriculum.

TRY TO ATTRACT PARENT PARTICIPATION FROM EACH SPORT TO CONSTITUTE YOUR VOTING BODY

We use Parent Athletic Liaison committee members. Parents serve as a liaison between sports programs and the booster club. We task them with three responsibilities:

1. Solicitation of new booster members
2. Keeping communication open between your sport and the booster club
3. Making sure we have parent volunteers to work concession stands and sell tickets at sporting events.

ADOPT A PROJECT:

Over the years, the boosters have taken on many fundraising projects, from mattress sales to raffling off a car. We do seasonal projects that each sport is required to participate in. This year, we are selling a restaurant card in the fall, mattress sale in the winter, and mulch sale in the spring. Some projects can be successful year after year, while others need to be rotated.

COACHES' REQUESTS

Coaches can make a request for a product or service for their program. The head coach needs to explain how the item can be of immediate and /or future benefit to their program. Below are the guidelines:

- Coaches prepare request.
- Should be for items that stay within the Stone Bridge Athletic Dept. (for example, no district championship t-shirts for team or athletic shoes)
- Forward to Athletic Director for endorsement (electronic submission **PREFERRED**).
- Athletic Director will forward to booster club for review and approval.
- A written estimate of the product or service should be submitted with the request.
- Any approved funds will be transferred upon presentation of an invoice.

The coaches' requests help the coaches buy into all the fundraising projects.

More...Yogi Berra

When two streakers ran across the field during a Yankee game
 "I don't know if they were men or women running naked
 across the field. They had bags over their heads."



Kempers Korner

It has been a busy summer for the VISAA as the officers had a two day retreat in June to review the last year's goals and plan for the 2014-2015 goals from the Strategic

Plan of 2013-2015. The first review was the Mission and Vision statements of the Association. They were tweaked and are now:

VISAA Vision Statement

The Virginia Independent Schools Athletic Association (VISAA) will develop a nationally recognized community of student-athletes with unparalleled competitive opportunities for participation and strength of character.

VISAA Mission Statement

The VISAA will provide accredited member schools the resources and competitive environment that establish a foundation for excellence based on integrity, sportsmanship and leadership.

If you haven't checked out our new website please do so at www.visa.org.

We feel this new website helps our membership get the information they are looking for in under 10 seconds, or at less that was the goal and establishing the site.

The site also allows the VISAA to put all documents online such as the annual VHSL Category listing form, visa membership renewal, application form for NIAA/VIAAV renewal that brings up the information from the previous year and AD's can make the corrections/additions and the VISAA has the data base of all information for the membership. That saves this "old fellow" time and energy.

Important Initiatives for 2014-2015:

Professional Development: New VISAA membership benefit:

The VISAA is offering as a membership benefit the payment for all its athletic administrators' memberships into the state and national professional development associations the VIAA and NIAAA. The membership form has been sent to all athletic directors (It is also on the VISAA website under "ABOUT US"). The VISAA needs those form filled out and return by September 1st.

Establishment of a Hall of Fame Committee for the VISAA:

The VISAA is excited about establishing a committee to explore the formation of a Hall of Fame. The committee is to be made up of at least one representative from each region of the Association (If you have someone for this committee send me the name). Their task will be to formulate the process, categories and criteria for selection members for the first class to be inducted in November 2015. Hopefully the categories of the Hall and the criteria for selection can be established before the October Region members.

Partnership with NFHS Network/Play on Sports: The VISAA has

signed an agreement with Play On Sports (part of the NFHS network) for the exclusive online distribution rights to all VISAA-sanctioned Championship events for the next five years.

Development of the VISAA Standards of Operation manual:

This was review by the Officers at the summer retreat and will be presented to the Executive Committee for approval at the January 2015 meeting. This includes a plan of succession for the Executive Director.

Our ongoing goal is to continue to improve Communications between us, the VIAAA and the VHSL and become a national recognized Association for Independent athletics.

Our major goal this year is focus on Sportsmanship with the general theme being:

Sportsmanship = Learning to Win with Humility and losing with Grace

To be read at all VISAA Events that uses a PA system:

"The Virginia Independent Schools Athletic Association is committed to establishing and developing healthy environments for competition. We ask all spectators to remember to treat the officials and participating teams with respect. Cheer the strengths and victories of your team and do not denigrate the performance of your opponents, their fans or the officials. We expect that all fans will act in an appropriate manner, and respect the opposition and the officials. Failure to do so may result in dismissal from the premises. Your cooperation is greatly appreciated."

Watch and see how we do.

Social Media and Free Speech

The U.S. Supreme Court has agreed to hear a case that is to address one of the leading issues of free speech in the 21st Century. It will attempt to consider the following question: "When do threatening comments made on social media sites, such as Facebook, cross the line into criminal activity?"

Two federal courts have ruled that Anthony Elonis "crossed the line" when he wrote on Facebook about killing his wife, an FBI agent investigating his actions and others.

In his defense, Elonis said, "Art is about pushing the limits. I'm willing to go to jail for my Constitutional Rights, are you?"

The case goes back to 2010, when Elonis' wife left him after seven years of marriage, taking their two children with her. Elonis was arrested and tried based on his Facebook posts. He was convicted and given a 44-month prison sentence, plus three years of supervised release. Following his conviction Elonis said "the issue is growing in importance and communication online by email and social media has become commonplace."

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News from the VHSL

Ken Tilley, VHSL Executive Director



(Note: The following article by Jason Haddix, coordinator of sports at the National Federation of State High School Associations in Indianapolis, is reprinted with permission from the September issue of High School Today.)

High school students in Virginia will soon have another opportunity to showcase their talents and skills during a state championship-style event; however, unlike many of the other Virginia High School League (VHSL) competitions, this one will not be contested on a field, court or stage – it will be on the big screen at the newly established VHSL Film Festival.

The festival is the third state association-sponsored event of its kind, joining two other NFHS member associations in Texas and Iowa. The VHSL's inaugural event will take place May 29-30, 2015, in Richmond.

"It is what we need to be able to give young filmmakers the opportunity to have their work seen in front of an audience, which is a remarkable thing," said Mary Nelson, deputy director of the Virginia Film Office. "It gives them a goal to work towards. If there is something to work for, something special to achieve, boy, that is a remarkable thing. It makes all the difference in the world."

Nelson added that the Virginia Film Office is committed to supporting educational initiatives that bring workers into the film industry. After having worked with universities in Virginia, she is pleased to have a high school level component in place. "That is the start – that is where it all begins."

Allen Weintraut, the media advisor at Annandale (Virginia) High School, says his students are excited about the opportunity the event provides for them, not just for the venue to show their work but also to see what other students have done.

"The students crave seeing other student films more so than they do professional films," he said. "They are not just interested in competing with other students, but learning from them as well."

This new event affords high school students from the 314 VHSL member schools another avenue to prepare and compete for a state championship, or in this case earn a Best Picture Award. Lisa Giles, VHSL assistant director for activities, said as of this past April, there were 56 schools that have film programs.

"There are so many educational components to completing a film," Giles said. "There are so many bases covered. Video editing and storytelling are part of the Virginia standards of learning that our schools have to abide by. When you have a program

like this, it hits all those things – it hits English, technology, video production and editing."

She added that submissions are not limited to just students from schools with film programs. Any student from a VHSL member school can enter the contest, but he or she must have some adult oversight ensuring that the student meets deadlines and the proper forms are filled out, as well as to provide guidance and direction.

"What Iowa has found is that some schools have these talented kids who are doing this all the time anyway on their own," Giles said. "Their schools may not have a film program, but they have talented kids who can edit video and have creative ideas."

Students will have the option of creating a film in one of five categories established by the VHSL and which are typically offered at industry festivals. Narrative, documentary, animation, experimental and commercial/PSA emerged as the top five.

"The committee looked at what industry festivals offer, and narrative and documentaries were the most popular," Giles said. "Even though the commercial/PSA category is not strong at industry festivals, we thought it would be strong in our market for high school students."

Once a category is selected, the student(s), either in a solo venture or as part of a team, will create the film from concept to final edits. Some areas involved are writing, editing, directing, acting and filming.

Film length requirements vary, with the commercial/PSA submissions being an industry standard 30 or 60 seconds, and films from the other four categories lasting a minimum three minutes to a maximum of eight.

Each school can submit one film per category, totaling five films. Once the films are submitted they will be categorically reviewed by preliminary jurors who will rank the content with eight films from each category emerging as Official Selections. This process will be conducted online and after the April 1, 2015 submission deadline.

Films that are designated as Official Selections will then be viewed by category during the two-day film festival. During the view sessions, grand jury judges will critique and evaluate each film to determine what film will earn Best Picture honors.

Giles said during the preliminary selection process and the film festival viewing, the carefully selected jurors will have specific rubric-type criteria to use for judging the films and will vary from category-to-category. However, the jury is not the only determination of a winner. Those viewing the films will have the opportunity to cast a vote for one of the eight films, with the top vote-getter being named the Audience Choice winners.

Continued...

“The runner-up is considered the Audience Choice,” Giles said. “That is pretty industry standard, too. When you go to an industry film festival there is a best award, and then a lot of times they will award an audience choice.”

Nelson said that entertainment content production is an industry that is growing world-wide.

The film festival is not just about viewing and ranking films, but will also provide an educational opportunity for the attending students. Prior to each category view segment, an industry professional from the particular category will provide a 45-minute educational session based on the category.

Then following the eight films in each category, the student directors of the films will sit for a Q & A session with the audience. “We definitely did not want to ignore the educational piece,” Giles said. “We are hoping that schools that are not represented by films in the Official Selections will come for (the educational opportunity). We feel that will make for stronger programs.”

(Note: The following excerpts are from a June 3 VHSL press release announcing the Film Festival.)

The Virginia High School League has adopted film festival as its first all-new academic state championship since 1988 (Scholastic Bowl), ushering its programs into its next 100 years by embracing the Digital Age.

“Digital cameras are so pervasive in today’s society because they come with every smartphone and are so affordable,” said VHSL Assistant Director Lisa Giles. “Almost every student has one, and almost every student is already experimenting with amateur filmmaking. What we aim to do with our festival is encourage participation, support filmmaking education, and recognize student achievement in filmmaking.

“We wanted our students to have as authentic of an industry experience as possible,” said Giles. “So, we also looked at what Sundance, Tribeca and even RIFF (Richmond International Film Festival) were doing.”

Active high school educators Michelle Gary (Patrick Henry High School, Ashland), Alan Weintraut (Annandale High School, Annandale), and Randy West (Meadowbrook High School, Chesterfield) were also part of fine tuning the rules and procedures.

From The Gym To The Jury Special offer for VIAAA Members!

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What I’ve Learned: The Perspective From 13-Year-Olds

By Michael Josephson

A few years ago I got a note from Sam Rangel, an eighth-grade teacher in Corona, California. He distributed some of my commentaries on “What I’ve Learned” to his students and asked them to write down what they’d learned over the past year or in their lives. Here’s the world of growing wisdom from the 13-year-old perspective:

- I’ve learned that work comes first; fool around later.
- I’ve learned that being popular isn’t everything.
- I’ve learned that being pretty on the inside is better than being pretty on the outside.
- I’ve learned that not everything in life is fair.
- I’ve learned that all people want is someone to listen to them.
- I’ve learned that girls seem to fight with their friends a lot, but almost never with their enemies.
- I’ve learned that it takes a long time to make a friendship and a fraction of a second to destroy it.
- I’ve learned that your imagination is as important as your knowledge.
- I’ve learned that to say no to someone is not wrong.
- I’ve learned that by following others, you aren’t following yourself.
- I’ve learned that the harder it is to do something, the stronger it makes us.
- I’ve learned that I am responsible for me.
- I’ve learned to give everybody a second chance.
- I’ve learned that teenagers will do dumb things.
- I’ve learned that if you respect your elders, they will respect you too.
- I’ve learned that words do hurt people more than sticks and stones.
- I’ve learned that when I come to a fork in the road, ask for help.
- I’ve learned that the easy way is not the best way.

This is Michael Josephson reminding you that character counts.

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More...Yogi Berra

On being the guest of honor at an awards banquet:
“Thank you for making this day necessary.”

“The towels were so thick there I could hardly close my suitcase.”

“Half the lies they tell about me aren’t true.”

As a general comment on baseball:
“90% of the game is half mental.”

National Program Targets HS Hazing, 'Full-Scale Culture Change'

Details by Claudia Rowe

SEATTLE - As an eager, if nervous, ninth-grader, Anya Meleshuk allowed several older girls to blindfold her one afternoon, put her in a car and drive her to a park where she was told to "propose" to a stranger. Later, dressed in fairy wings, she downed a dozen flavors of ice cream while her friends watched, and went home afterward feeling as if she had been accepted, initiated into Garfield High School, where such "froshing" has a long history.

Many alumni cherish similar memories and were outraged last fall when Principal Ted Howard, long an opponent of this tradition, showed up unannounced at a Homecoming Weekend event to quell what would become Garfield's moment of hazing infamy.

In a local park, the principal found at least a hundred students, many of them blind drunk. Freshmen, wearing diapers and black body paint, were being paddled by upperclassmen, and when Howard, who is African-American, began sending them home, one of the ringleaders threw eggs, cursing him with a racial epithet.

Afterward, seven students were suspended for arranging a drinking game beforehand, school counselors refused to write them letters of recommendation for college, and Garfield - an academic powerhouse accustomed to the media spotlight - found itself the object of unwelcome attention.

This year, Howard is hoping for a very different Homecoming. With \$11,000 contributed by parents, the school sent five teachers to California for training in a freshman-orientation program called Link Crew, which is used around the country.

The target of Link Crew is not just hazing, but full-scale culture change.

By saturating a school with upperclassmen trained to connect with freshmen throughout the year, Link Crew can obliterate the fear of ostracism that leads many ninth-graders to submit to hazing in the first place, say those who have used the program.

"When kids go along with this stuff, what they're saying is 'I want to count. I want someone to pay attention to me. I want to be a part of the big picture,'" said Kevin Ozar, an English teacher at North Farmington High outside of Detroit, who credits Link Crew with stemming ninth-grade absenteeism and discipline problems at his school by more than 30 percent.

"There are myriad ways we can include people that don't involve dangerous levels of alcohol or physical violence or being the butt of a joke," Ozar said. "But we have to teach the skills we want students to exercise, and I don't know that traditional schooling really teaches leadership."

On a recent Monday, 92 juniors and seniors from Garfield gathered during the final days of summer vacation for coaching on how to draw out intimidated kids, encourage the shy, educate the overwhelmed. The following Wednesday, they would put those skills to the test as 477 newcomers flood the building for freshman orientation.

Though teachers at Garfield insist that hazing was not the primary reason for importing Link Crew - indeed, students had requested a mentoring program for more than a year - last fall's scrum in the Arboretum galvanized parents to step up with funding.

"It was one of these moments when it became clear that it's not enough just to complain about it," said Eric Liu, a parent leader.

Liu isn't expecting an instant turnaround but hopes Link Crew will make Garfield, which has about 1,600 students, more "human scale."

A half-dozen miles north at Roosevelt High, the program has contributed to a more positive school culture, said Principal Brian Vance. One key is training the right mix of upperclassmen - not only the smartest kids, or the most athletic or the perennially popular.

For Link Crew to work, its leaders must mirror the entire student population, Vance said.

RELATED: [Stopping Hazing in College and High School Athletics](#)

Though the program markets itself as leadership training, it was conceived in response to a hazing incident 24 years ago at a Silicon Valley high school, where upperclassmen forced freshmen to enter the first dance of the year on their hands and knees, crawl into a corral and get "branded" with an F - for freshman - inked on their faces.

"All in good fun, right?" said Carolyn Hill, a co-founder of Link Crew. "What they were doing wasn't dangerous, so much as humiliating. Upperclassmen felt it was a welcoming thing, but it created a level of fear and anxiety that got in the way of student success."

Data suggest that ninth-graders are at the highest risk for failure in high school, and Ozar, in Michigan, said academic difficulty among ninth-graders there prompted his initial interest in Link Crew. After eight years of using the program, the freshman failure rate has dropped 19 percent.

During Hill's 22 years with Link Crew, trainers have worked with more than 14 million ninth-graders in 1,986 schools, and she has come to believe that a few key interventions can make a huge difference: creating safety, with upperclassmen looking out for younger students; providing information on what's essential to know from a student's perspective; and forging connection.

Continued...

"If we give them all these things, hazing goes away because it doesn't fit anymore," she said.

There were no material incentives attracting Garfield's upperclassmen to the program, and at first, faculty worried about generating enough interest. But 120 students applied to be Link Leaders, among them Meleshuk, now a junior.

She recalls her brush with froshing as a happy, "consensual" thing, but signed up for Link Crew because, overall, life as a ninth-grader at Garfield was daunting.

"I didn't even tell anyone I was a freshman for months," she said. "And when I did, it seemed like their attitude toward me kind of changed."

JT Williams, who graduated in 2002, described hazing as popular primarily with white students, though he was ceremonially dragged through the mud as a ninth-grade football player.

"It was a frat-mentality kind of thing. Black students didn't really participate in that culture," said Williams, who is African-American. "It was usually kids who'd had it done to them and now were doing it to their younger siblings as sort of a 'welcome to Garfield.' Those who took part didn't like it, but it was a rite of passage, something kids wanted to do because it had been done to them."

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Can Athletic Administrators Play a Role in Instruction?

By Ryan O'Meara, Student Activities Coordinator, Green Run High School

Recently, a coach at my school discovered a teacher had incorrectly weighted the grades in her gradebook. This particular coach is diligent when it comes to checking the grades of his athletes and tends to notice if something doesn't look quite right. Thanks to his finding, the grade of the athlete should have been higher. Many other students in the class also benefited from the correction. The situation made me think about the relationship between the instructional and athletic components of our school and how they can better interact with one another. The term student-athlete gets used often. Athletic administrators should remind themselves to continually think of what the term means. Specifically, we should ask ourselves if we are doing all we can at our respective schools to impact the instructional side of the building. Instead of merely checking the grades to determine if a child is eligible to play, can we proactively impact how that child does in class beforehand? Personally, I think we can. I know I'm setting out to do a better job at my own school. Here are some strategies to consider:

Effective Study Halls - Many coaches hold mandatory study halls for their teams. While this is an excellent practice, does

it really mean the student is getting the targeted remediation they need? If the student is having trouble in Math but the coach is an English teacher, the student may not be getting the proper help. In a recent survey of coaches at my school, several responded that they would like to see more tutoring available. I am currently working with our School Improvement Specialist and National Honor Society sponsor to determine if there is a way to offer more tutoring during and after school to athletes. Grade Checks- It would not surprise me to learn that the most accomplished coaches also probably know the most about what their athletes are doing in the classroom. That is certainly the case at my school. An athletic administrator can assist in this area by helping the coaches access the grades. It may be as simple as making a group in the student database or connecting the coach with a guidance counselor who can sit down and pull up the grades of the athletes. Once the coach has access to the grades, make sure to encourage him or her to follow up with the teachers on how the athlete can improve.

Re-dos and Retakes - In sports, when an athlete fails, he or she is encouraged to try again until they master the skill. Applying that same thought to academics, many school divisions are beginning to explore new grading practices which include allowing students to redo assignments or retake tests for full credit. Find out if the teachers in your school are adopting these practices and encourage the coaches to push athletes to take advantage of the opportunities to not only boost their grades but to master the material as well.

Communication between Coaches and Teachers - I encourage teachers to know which of their students play sports at our school. When an athlete is struggling, I encourage them to contact the coach and provide teachers with an email list online to help them do so. It is important, though, to remind teachers that coaches are not miracle workers and that one email will not turn an athlete into a perfect student. On the flip side, it is important to make sure coaches are following up on the teacher's email about the athlete. Communication is the key.

Don't Be Afraid to Ask about Instructional Practices - When I see an athlete get all A's and B's but fail one class, I question how that is happening. Perhaps the student just isn't very good in that subject area. However, don't be afraid to question whether the issue lies with the teacher just as you would not hesitate to question whether an underperforming team may have something to do with the coach. When you see these grade anomalies, bring the subject up with an assistant principal and ask for them to look into it. It could be a case, as was discovered by the coach at our school, that the gradebook was set up incorrectly. Asking about it may help the student-athlete.

I firmly believe most all athletic administrators would rather see students succeed in the classroom than on the field. Ideally, we would like for both to happen. The academic and extracurricular sides of school can and should interact, hopefully to the benefit of both. Don't hesitate to learn more about instructional practices in your school and how you might be able to help improve them. The student-athletes deserve it.



NIAAA Notes

Dave Nelson, CMAA, N.I.A.A.A. Liaison

You can get a dual membership to the NIAAA and the VIAAA for \$115.00 – we encourage you to belong to both of these professional organizations!

Be sure to check out the new NIAAA website – www.NIAAA.org. There is a great deal of information available at this site.

The NIAAA National Conference will be held at the National Harbor in Maryland from December 12 to 16, 2014. This is the first time that a national conference has been so close to us – you are encouraged to attend.

A reminder of future NIAAA Conferences:

- Dec. 11-15, 2015** Orlando Florida Marriott World Center
Room Rate - \$195.00 plus tax
- Dec. 9-13, 2016** Nashville, Tennessee - Opryland Hotel
Room Rate - \$175.00 plus tax
- Dec. 8-12, 2017** Phoenix, Arizona - Convention Center
Hyatt/Sheraton Hotels
Room Rate - \$150.00 plus tax

The NIAAA will start their fourth Strategic Plan Committee in the near future – Contact them if you are interested in being a part of this committee.

Future conference bids: Austin, Dallas, Indianapolis, and San Antonio

Potential sites: Tampa, Atlanta, New Orleans, Orlando, National Harbor

A great way to get involved in the NIAAA is to volunteer for one of their many committees.

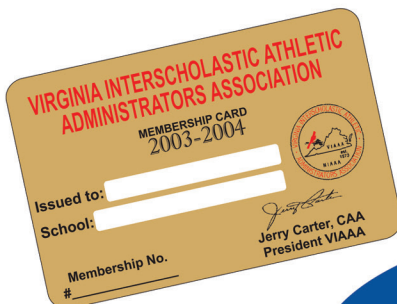
LTI classes are available at conferences and there are also Webinar opportunities. Check the NIAAA website to see some of the 40 courses that are offered for professional growth. CAA certification testing dates can be found on the NIAAA and VIAAA websites.

There are also opportunities to pursue a Master's Degrees through the NIAAA.

Our state association continues to lead the nation with many of our members being recognized for their outstanding service. This year our own – Mr. Bruce Bowen, CMAA, Executive Director of the VIAAA will receive the NFHS Citation at the national conference at the luncheon! Congratulations Bruce! The VIAAA and Virginia are proud of you!!! Be sure to support Bruce at this year's National Conference.

Please feel free to contact me with any questions or concerns at: ednelson@cox.net.

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NIAAA Certification Program for Athletic Administrators

By Melody Modell, CMAA

Specialist, Student Activities and Athletics Programs,
Fairfax County Public Schools

The NIAAA's Certification Program offers athletic administrators opportunities to further their professional education by taking advantage of the experiences of speaking, writing, directing tournaments, taking Leadership Training Institute courses and mentoring colleagues. As you do this, you become more knowledgeable in your position and your school community recognizes your dedication, expertise and leadership. As you continue your career, please take advantage of the NIAAA's and VIAAA's professional opportunities and we strongly urge you to consider continuing your certification by beginning the process to attain your Registered Athletic Administrator (RAA), Registered Middle School Athletic Administrator (RMSAA), Certified Athletic Administrator (CAA), or Certified Master Athletic Administrator (CMAA) designation. If you have questions or want to discuss certification - Please contact Jeff Dietze, jeffdietze1@verizon.net, 703-915-8528 or Melody Modell, mrmodell@fcps.edu, 571-423-1265

About The Program

The NIAAA Certification Program is a voluntary professional service to athletic administrators and is based on the premises of continuing education, professional growth and program development in the vocation of interscholastic athletic administration. It recognizes and incorporates the professional development opportunities provided by the Leadership Training Institute. The attainment of professional certification demonstrates the completion of a comprehensive plan for self-improvement that will enhance the ability of the athletic administrator to better serve the school, community and profession. The NIAAA became a member of the National Certification Commission in October 1995 in an effort to stay abreast of information pertinent to the Certification Program on a national scope. On October 26, 2001, the NIAAA Certification Program was granted "full registration" by the National Certification Commission recognizing the NIAAA Certification Program as one meeting the commission's rigid standards of excellence.

Certification Objectives

The NIAAA certification program objectives are:

- To promote the professional standards, practices and ethics of athletic administration
- To encourage administrator self-assessment by offering guidelines for achievement
- To improve administrator performance by encouraging participation in a continuing program of professional growth and development
- To identify levels of educational training essential for effective athletic administration
- To foster professional contributions to the field

- To maximize the benefits received by the school community from the leadership provided by certified athletic administrators

Certification Benefits

- Develops a sense of personal and professional satisfaction
- Demonstrates a commitment to excellence in the profession
- Provides growth of professional knowledge and expertise
- Enhances the perception of the profession
- Increases the potential for employment opportunities or incentives
- Participation in a nationally registered certification program

www.niaaa.org/niaaa-programs/niaaa-program-certification

After many years as a teacher, coach, and administrator, I discovered that there is quite an education gap between the "on field", and classroom experiences we have as school administrators and the innumerable technical and administrative challenges we face as athletic administrators. To me, closing the gap between knowing what I know by experience and knowing all that I should know meant achieving the only professional certification available for Athletic Administrators. The NIAAA certification program takes you from just being an ad to being an asset to your school.

Thomas W. Horn, CAA

George Mason HS, Falls Church City Public Schools

I encourage all Athletic Administrators to obtain a NIAAA certification (RAA, CAA and CMAA). The certification program promotes professional standards, practices and ethics of athletic administration. Receiving my CAA and CMAA has afforded me the opportunity to demonstrate my commitment to excellence in our profession. The program has also provided me growth of professional knowledge and expertise that i am able to use every day in my job. Thank – you niaaa for providing these certifications to all Athletic Administrators throughout the country

Sandra A. Hadaway, CMAA

Assistant Principal, Athletic Director, Salem High School

The main reason I chose to attain these certifications was they enhanced my knowledge of issues pertinent to athletics and helped me to become a better professional. The time investment is well worth the reward of knowledge to build confidence in decision making abilities concerning the daily operations of an athletic program.

Dan Jones, CMAA

Athletic Director, King William High School

I believe that the NIAAA certification program is one that honors professionalism in the field of Athletic Administration, a field which sometimes suffers from public misperception. Athletic Administrators who attain their certification are dedicated to their craft and committed to continuing to learn both from one another as well as from valuable NIAAA leadership training courses. Sometimes Athletic Administrators are wrongly seen as those who have no interest in professional development, those who are only keeping a seat warm before retirement, or those who embrace "win at all costs" attitudes. However, I'm proud that motivated Athletic Administrators have an opportunity to attain credentials that certify them in their work, recognizing their devotion to a very rewarding job that helps countless student-athletes. For this reason, I decided to work toward achieving the designation of "Certified Athletic Administrator".

David Rhodes, CAA

Coordinator of Student Activities, Virginia Beach City Public Schools

Are You A Multiplier?

By Kathleen A. Keough, SAC – Corporate Landing Middle School

It is widely known that one of the essential skills of an Athletic Administrator is the ability to manage an unbelievable number of tasks simultaneously. The most impactful administrators know that successful programs require the help of others to most efficiently and effectively accomplish all that needs to be done at any given time. Behind every great program is an army of people who are paid coaches, volunteer coaches, concession workers, ticket sellers, program makers, spirit wear sellers, custodians, announcers, equipment managers, bus drivers, bookkeepers, secretaries, schedulers, referees, the list goes on and on. We have all had days where we wish we could have at least two of ourselves to get everything done.

Liz Wiseman, Lois Allen and Elise Foster are authors of a new book entitled, “The Multiplier Effect, Tapping the Genius Inside Our Schools”. The book highlights the qualities of administrators who know how to multiply the talents, gifts, skills, ideas, and abilities of those who work with and for them. If we can learn how to motivate and inspire those who work with our programs, our students will ultimately benefit greatly. Wiseman, Allen, and Foster purport that we are all “Multipliers” and “Diminishers”.

If you have ever worked in an environment filled with tension where even the best employees always seemed to be walking on eggshells, where the boss made the majority of employees feel small or ineffective, where people constantly questioned their effectiveness even when everything else around them suggested that they were indeed effective, then you have met a Diminisher firsthand. Diminishers underutilize talent, create tense environments where people’s ideas and capabilities are suppressed, they often make decisions that further their own personal interests over the good of the organization, and they thrive on showcasing how much they know.

Conversely, Multipliers recognize talent and then create an environment where people are encouraged to do their best thinking, where employees or volunteers are pushed to stretch themselves, where opportunities for growth are presented, and where the workers are given credit for the successes within the organization. It all sounds like common sense and every athletic administrator on the planet would of course say that they would want to be a Multiplier. However, all of us have traits of both the Diminisher and the Multiplier that manifest themselves in our personalities and in our work. The goal is to learn how to recognize and enhance our Multiplier strengths and to lessen our Diminisher traits.

Wiseman, Allen and Foster found that multipliers, although they may come from very different backgrounds and have all kinds of personalities, they share three basic mindsets or assumptions. First, Multipliers believe that fundamentally people are “smart and capable”. All of us have schools that are bursting at the seams with talented people and we all have communities filled with smart, capable people who are willing to share their resources with us. Second, multipliers know that “intelligence

is dynamic”, meaning that when people work with others who are multipliers their intelligence has actually been scientifically proven to increase. The intelligence truly multiplies! The third basic mindset of a Multiplier is curiosity. Multipliers “continually ask why and are always looking to stretch their own intelligence”. That curious spirit sparks others to search for the best ways to accomplish tasks, start new programs, and pursue creative ideas.

If you think you are a Multiplier and wonder if you might have sneaky little traits of a Diminisher that are lurking under the surface, link [HERE](#) and find out if you are an “Accidental Diminisher”. All of us are works in progress who can develop new skills. Learning to enhance your Multiplier skills and to recognize where you might have Diminisher traits will ultimately result in improved programs and more motivated and supportive people who work with your students every day. If you are interested in reading more on this subject check out “The Multiplier Effect” by Liz Wiseman, Lois Allen, and Elise Foster. Go Forth and Multiply!

Work cited: “The Multiplier Effect, Tapping the Genius inside Our Schools”, Liz Wiseman, Lois Allen, Elise Foster, Sage Publications, 2013.

Parents Are Teachers First

By Michael Josephson

When John Wooden, the legendary basketball coach, referred to the last game he “ever taught,” he was asked about this phrasing. He said simply that a coach is first and foremost a teacher who should not only improve his players’ athletic skills, but also help them become better people. And he was a superb teacher whose lasting influence is reflected in the values he instilled, not the championships he won.

Henry Adams said, “Teachers affect all eternity.” As those who are taught teach others, the teacher’s legacy grows. Sadly, the way we select and reward schoolteachers and coaches shows how much we undervalue their crucial role in shaping the character and destiny of our children.

But even worse, we tend to forget that the first and by far the most important teachers are those engaged in parenting. Good child-rearing involves more than providing food, shelter, and education. It also involves instilling good values and habits, teaching right from wrong, and showing how to make good decisions that are both effective and ethical.

Yes, it’s important to help kids become smart and competent, but as Teddy Roosevelt said, “To educate a person in the mind but not the morals is to educate a menace to society.” Parents need to be attentive and dedicated to assuring that their children have the tools to lead truly good lives, lives with purpose and meaning and value. That means we need to **teach, enforce, advocate, and model** the best we want our children to be.

This is Michael Josephson reminding you that character counts.

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Alabama-based Surgeon to the Stars Pleads with Parents to Give Young Athletes a Break

By Cliff Sims, In Faith & Culture • Sports

Dr. James Andrews appeared on a CBS News special titled, “Dr. James Andrews: The most important man in sports?”

My summers growing up were consumed by “travel ball.” I feel like I saw most of the southeastern United States before I was 12 because every summer weekend meant another district tournament, state championship, world series, or showcase.

During the school year, football season overlapped with basketball season, which led right back into baseball.

I loved it. Unlike some of the other kids, I was fortunate in that my parents were always supportive, but never pressured me to do more than I wanted to. Other kids weren’t so lucky.

The father of one of the kids on my travel baseball team growing up was a firefighter. He would throw batting practice to his son almost all day. He would leave him sitting on a bucket in the batting cage just long enough to answer a call from the fire station, then return and get right back to it. They did that for years. The kid went on to play in the Atlanta Braves organization, so maybe it paid off. But while the rest of us were having fun, baseball for him was already a job at the age of 10.

When high school rolled around, there were days during the summer when basketball and baseball games would be scheduled on the same day. My basketball coach would bench me for weeks if I missed a game, so I played both on the same day whenever possible.

When it was time to decide what I wanted to play in college, I chose basketball. The NCAA had strict rules on the amount of time we could spend practicing, but by that point basketball for me was a year-round thing.

But as active as I was in sports growing up, it absolutely pales in comparison to what kids are being put through today.

I can’t recall a single friend of mine growing up from elementary school through high school who had to have surgery to repair an injury that could be attributed to overuse. Sure, there were some torn ACLs, a few broken bones and some severely sprained ankles — heck, most of my front teeth were knocked out — but nobody was going in for Tommy John surgery to fix a frayed ligament that resulted from throwing a curveball all summer in elementary school.

My how things have changed.

Nowadays it’s not abnormal at all for a middle-schooler to come

in for a surgery to repair a repetitive stress injury, and world-renowned Alabama-based doctor James Andrews — orthopedic surgeon to the stars — has had enough.

“I started seeing a sharp increase in youth sports injuries, particularly baseball, beginning around 2000,” Andrews told The Cleveland Plain Dealer in an [interview](#) last year. “I started tracking and researching, and what we’ve seen is a five- to sevenfold increase in injury rates in youth sports across the board.”

In an effort to spread the word that there is an epidemic of repetitive stress injuries in youth sports, Andrews partnered with Don Yaeger, a former editor at Sports Illustrated, to write [“Any Given Monday: Sports Injuries and How to Prevent Them, for Athletes, Parents and Coaches — Based on My Life in Sports Medicine.”](#)

“I’m trying to help these kids, given the epidemic of injuries that we’re seeing. That’s sort of my mission: to keep them on the playing field and out of the operating room,” Andrews said. “I hate to see the kids that we used to not see get hurt... Now they’re coming in with adult, mature-type sports injuries. It’s a real mess. Maybe this book will help make a dent.”

Here are some other interesting nuggets from Andrews’ interview with the Plain Dealer:

“Specialization and “professionalism” are leading to a spike in youth injuries

Specialization leads to playing the sport year-round. That means not only an increase in risk factors for traumatic injuries but a sky-high increase in overuse injuries. Almost half of sports injuries in adolescents stem from overuse.

Professionalism is taking these kids at a young age and trying to work them as if they are pro athletes, in terms of training and year-round activity. Some can do it, like Tiger Woods. He was treated like a professional golfer when he was 4, 5, 6 years old. But you’ve got to realize that Tiger Woods is a special case. A lot of these kids don’t have the ability to withstand that type of training and that type of parental/coach pressure.

The whole youth sports system has gotten out of control

The systems out there in youth sports, particularly travel ball, have been important financial resources for the people who run them. Parents spend a fortune keeping their kids in a year-round sport, with travel and everything else. What’s happening is, the tail is wagging the dog. The systems are calling the shots: If your son or daughter doesn’t play my sport year-round, he or she can’t play for me. Never mind that your kid is 12 — I need year-round dedication.

Simply giving kids a little bit of a break could prevent most of these injuries

Kids need at least two months off each year to recover from a specific sport. Preferably, three to four months. Example: youth

Continued...

baseball. For at least two months, preferably three to four months, they don't need to do any kind of overhead throwing, any kind of overhead sport, and let the body recover in order to avoid overuse situations. That's why we're seeing so many Tommy John procedures, which is an adult operation designed for professionals. In my practice now, 30 to 40 percent of the ones I'm doing are on high-schoolers, even down to ages 12 or 13. They're already coming in with torn ligaments.

Give them time off to recover. Please. Give them time to recover. There's a lot more that can be gleaned from Andrews' interview, and the [full post at The Plain Dealer](#) is worth a read.

But the bottom line is, as the summer wraps up and the school year begins, this might be a good time to give the superstars of tomorrow a break, and let them just be the kids of today.

High School Sports Participation Increases Again

By John Gillis

For the 19th consecutive year, the number of student participants in high school athletics increased in 2007-08, according to the National Federation of State High School Associations (NFHS).

Based on figures from the 50 state high school athletic/activity associations, plus the District of Columbia, that are members of the NFHS, participation for the 2007-08 school year set an all-time high of 7,429,381, according to the 2007-08 High School Athletics Participation Survey conducted by the NFHS. In addition, boys and girls participation figures reached all-time highs, with 3,057,266 girls and 4,372,115 boys participating in 2007-08. The girls figure surpassed the total of 3,021,807 set last year, while the boys figure eclipsed the former record of 4,367,442 set in 1977-78.

Through the survey, it was also determined that 54.8 percent of students enrolled in high schools participate in athletics.

"This is certainly another great report on the interest of high school sports in our nation's schools," said NFHS Executive Director Robert F. Kanaby. "The fact that we experienced all-time records for both girls and boys reflects the fact that the high school sports participation experience is more viable than ever and is of great interest to our nation's young people. In addition, the results support the NFHS 2008-2011 Strategic Plan, in which the organization committed to providing stronger leadership and support for high school athletics and fine arts activities."

Two years ago, the NFHS began a new brand identity emphasis using a communications tag line of "Take Part. Get Set For Life.™" In addition to its chief task of writing playing rules for high school sports, the NFHS is striving to gain awareness and support from state and local governments, media, corporate partners, and especially students and their parents.

Competitive spirit squads gained the most female participants in 2007-08 with 16,130, followed by soccer with 8,913 and cross country with 6,973.

Lacrosse gained the most participants among boys sports in 2007-08 with 11,336, followed by soccer with 5,562, swimming and diving with 5,158 and cross country with 5,042.

In terms of combined participation, the emerging sports of bowling and lacrosse continued their rise in popularity with significant percentage increases. Overall participation in bowling increased 17 percent, while lacrosse participation was up 14 percent.

Basketball remained the most popular sport for girls with 449,450 participants, followed by outdoor track and field (447,520), volleyball (397,968), fast pitch softball (371,293), soccer (346,545), cross country (190,349), tennis (172,455), swimming and diving (147,197), competitive spirit squads (111,307) and golf (69,243).

In boys sports, 11-player football once again topped the list with 1,108,286 participants, followed by basketball (552,935), outdoor track and field (548,821), baseball (478,029), soccer (383,561), wrestling (259,688), cross country (221,109), golf (159,958), tennis (156,285) and swimming and diving (111,896).

Texas held its title as having the most sports participants with 779,049, followed by California (735,497), New York (380,870), Ohio (346,571), Illinois (336,646), Michigan (315,734), Pennsylvania (286,992), New Jersey (256,837), Minnesota (230,068) and Florida (227,157).

The participation survey has been compiled since 1971 by the NFHS through numbers it receives from its member associations. The complete 2007-08 Participation Survey is available on the NFHS [website](#).

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A.D.Mission

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Dick's Trivia Questions... Questions on page 7.

1. Drew Bledsoe in 1994;
2. Dallas Cowboys in '93, '94, and '96.
3. Beattie Feathers in 1934
4. Bart Starr
5. Tom Brady – 16 in Super Bowl XLVI
6. Roger Staubach – 5 in 4 games