



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
Virginia High School League

Visit us on the web:
www.VHSL.org
&
www.VIAAA.ORG

VIAAA Partnerships 2015-16

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Dick's Sporting Goods
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Big Teams
ESC
Spirit Fundraising

Patron Partners
Disco Sports

President's Message

Greetings Members of the VIAAA,
Welcome back to another exciting year for the VIAAA. As you embark upon another year in athletic administration, I trust that you will continue Moving Mountains in the lives of the people that we inspire each day. Remember we can continue to Move Mountains by removing one stone at a time together.

I would like to thank several individuals for their assistance with the New Athletic Directors Workshop hosted this summer in July at the Virginia High School League Office. Thank you Melody Modell for organizing and heading the workshop this year. Thank you to the following people for sharing their knowledge and expertise with our new athletic administrators: Bruce Bowen, Jeff Dietze, Tom Dolan, Christopher Felton, Steve Heon, Tom Horn, Dick Kemper, Rick Lilly, Scott Mankins, Darren McCauley, Scott Morris, and John Reynolds. I would also like to thank Kevin Adams for organizing our summer leadership training seminar.

I am proud to congratulate Ted Salmon for his induction into the Virginia High School League Hall of Fame. Congratulations to Dave Nelson and Dave Morgan, who will be inducted into the NIAAA Hall of Fame in December at the National Conference. This year the NIAAA Conference will be held in Orlando, Florida at the Marriott World Center Hotel and Conference Center from December 12 – 15, 2015. Remember to pencil in the VIAAA State Conference, April 12 – 16, 2016 at the Short Pump Hilton in Richmond hosted by the CVIAAA. I hope that you are able to make plans to join us. Both conferences are an opportunity to not only better ourselves, but bring back ideas, techniques, and excitement to our programs and local community.

Please continue to use the VIAAA as a resource throughout the school year. Many of us are faced with difficult challenges on a daily basis and worry how we could possibly tackle one more task. Feel free to reach out to one of your peers if you are faced with a challenging personality or situation. Collectively in the VIAAA, we have a wealth of knowledge and experience to assist you with almost any situation.

Thank you for your current and future contributions to our profession as athletic administrators. Let's continue to Move Mountains, one small pebble at a time.



Lisa Corprew, CAA

Lisa Corprew, CAA
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VIAAA Board of Directors



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A.D.Mission Newsletter comes out quarterly and will be posted on the website and sent out via email as well. If you are interested in contributing to the A.D.Mission contact John Williams at john.williams@vbschools.com

Dates to Remember:

- Board of Director Meetings:
 - Monday, September 21 - Charlottesville
 - Monday, November 9 - Charlottesville
 - Monday, January 25 - Charlottesville
 - Tuesday, April 12 - Pre-Conference - Richmond
 - Monday, May 16 - Charlottesville
- VIAAA State Conference - Tuesday, April 12 - Saturday, April 16, 2016 - Short Pump Hilton - Richmond, VA
- NIAAA Conference - Saturday, December 12 - Tuesday, December 15, 2015 - Marriott World Center Hotel and Conference Center - Orlando, FL
- CAA Test Dates:
 - Wednesday, October 14, 2015 - VHSL Office, Charlottesville, VA
 - Monday, January 24, 2016 - VHSL Office, Charlottesville, VA
 - At the State Conference - TBA - Richmond, VA

VIAAA Professional Development

Melody Modell, CMAA

The VIAAA Professional Development Committee has long emphasized the professional development path of certification through NIAAA programs (RAA, RMSAA, CAA, CMAA). The committee is now branching out to a two-pronged approach to professional development: 1) the NIAAA certification process and 2) any other opportunities (non-NIAAA) we can find to share (some will even be free!). We have a new page on the VIAAA website where this information will be shared. Some opportunities will be continual and others will have deadlines and will only be available for a limited amount of time. We encourage you to check the website frequently to see what is available and what has changed! We will look for the best ways to make athletic directors aware of these opportunities. Obviously, this is a new initiative, so please be patient as the information available and website will surely become more robust with time. Click [HERE](#) for more information.

LTI News:

COMING IN 2016

Online Course Evaluations

Print your own Certificates
(after submitting evaluation)

New Courses
(Foundation 503 & Legal 510)

Stay Connected with the VIAAA!

Check out the website: www.viaaa.org

Sign-Up for Emails: Email your Name/School/Position to
VIAAA1973@gmail.com

Sign-Up for Text Message Reminders:
Text - "@viaaa" to 1-703-822-5976

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

Question and Answer Session

Bruce Bowen, CMAA

VIAAA Executive Director



NEDC Summer Summit in Williamsburg- Bruce Bowen, Executive Director

Each summer the Executive Directors from around the country meet for four days in what we call the **NEDC Summit**. It is a chance for the sharing of ideas, hearing guest speakers, updates from the NIAAA and the NFHS along with some social time. This past August, my wife and I hosted the Summit in Williamsburg. We

had 39 attendees representing 32 States and DC, including reps from California and Hawaii, a first. Bruce Whitehead and Mike Blackburn from the NIAAA attended along with Trish Witkin, the current NIAAA President. Bob Gardner, the ED of the NFHS, also joined us. Counting the guests, Sponsors and Partners, we hosted 80 people! This was by far the largest Summer Summit we have ever had-some 50% bigger than last year. Everyone who attended raved about our location, the agenda and the meals. Many came in early or stayed late to tour that historic area. VIAAA Past Presidents Tom Horn and Tom Dolan both led sessions while Ken Tilley and Past President, Dick Kemper served on a Panel discussing Issues in Athletics. We were able to enjoy a dinner in a Tavern in Colonial Williamsburg and then take a tour afterwards. We also gave the attendees a big dose of southern cooking and hospitality. After spending a year working on this Conference, when it ended, I was weary but proud of what Virginia and the VIAAA had to offer.

What else did you do this Summer?

I did spend additional time representing the VIAAA, attending the Section 2 meeting in Louisville, meeting with our Officers for two days and helping with the New Athletic Director Workshop. We had over 30 new ADs attend, all eager and excited, who then left armed with a boatload of material and advice to help this coming year. I also traveled to Indianapolis for the Summer NIAAA Board of Director's meeting.

What is the status of our Corporate Partners and vendors?

We had a good year last year with our Corporate Partners supporting us with \$70,000 in cash and product. The challenge every year is to keep this revenue stream going so we can continue our many worthy projects. Partners do want access to our ADs and we try to provide visibility and info about them to you. It is still your call who to use but please at least consider our Partners.

As for vendors, we filled 60 booths at our State Conference in Richmond and would like to add a few more this coming spring. 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.

What projects have you helped with this year?

Herff Jones will continue sponsoring our HOF Ring and AD of the Year Ring programs. We are also adding Hall of Fame lapel pins for our VIAAA members in the HOF. These are copied from the very nice NIAAA HOF pins they give out to their inductees. We look forward to seeing **Ted Salmon** inducted in October in the Virginia High School Hall of Fame. **Dave Morgan** and **Dave Nelson**, both VIAAA Past Presidents, will be inducted into the NIAAA Hall of Fame in Orlando in December. Dick Kemper, another Past President, will be awarded the prestigious Thomas E. Frederick Award in Orlando.

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

How can our membership help you?

I continue to be honored to represent the VIAAA, which is well regarded around the country.

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.

Seven Truths for Bosses

Here are seven truths I've discovered in my struggles to be an effective boss:

1. *It's not what you say that matters; it's what people hear.* Just because you said it doesn't mean they heard it. Just because you wrote it doesn't mean they read it. Be sure your message is received and understood.
2. *There are lots of things you don't know and lots of people who hope you don't find out.* The boss rarely hears the truth, the whole truth, and nothing but the truth. You've got to walk around, look around, listen, and ask direct questions.
3. *Hire for character, train for skills.* Integrity, responsibility, and the ability to work with others are vital competencies. You've got to screen out or weed out people you can't believe or rely on or who are toxic to the team.
4. *Settling for warm bodies turns one problem into two.* You still have to get someone who's right for the job, but first you have to deal with and remove the wrong person. If you can't find the time to do it right, when will you find the time to do it over?
5. *What you allow, you encourage.* If you don't enforce your values and rules, they're not your values and they're not rules.
6. *Doing nothing is doing something.* Indecision and inaction cause as much harm as poor decisions. Indecisiveness is incompetence.
7. *It's all about relationships.* Your most important job is to get the most out of the people who work with you. You've got to be ready to be a boss, motivator, mentor, counselor, disciplinarian, or friend.

Bodily Integrity

On October 25, 2010, William Croce was a 10th grade student and junior varsity football player at West Chester East High School. During the game, Croce blacked out briefly after a collision on the field. When he regained consciousness, the young man experienced severe pain in his head. Leaving the game, Croce told an assistant coach on the side line that his head was hurting him. According to testimony, the athletic training staff and coaches never examined Croce to determine if he had sustained a concussion. Near the end of the game, Croce was reinserted into the game as a member of the special team for a kick off and was knocked unconscious again. After the game, Croce told his mother that he did not feel well. The next morning he reported to the athletic trainer and asked to undergo an impact test that revealed that his scores were lower than his initial baseline test scores. He was then sent to the school nurse who immediately gave him instructions to see the doctor. Subsequently, Croce was seen by several doctors, failing all balance and concussion tests. One doctor could not find his retina. The 10th grader was unable to attend school and was placed on brain rest until mid-December when he was cleared to meet with a tutor for one to two hours at a time. As a result of his injury, Croce had problems with sleeping, eating, memory loss, cognition, appetite, nausea, headaches and academic performance.

After the injury, this formerly excellent student who previously attended honors level classes was incapable of reaching the same level of academic performance. On November 25, 2013, over three years after the injury, William Croce filed a legal complaint against the West Chester School District alleging that the school district violated his constitutional rights when he suffered the concussion during a high school football game in 2010. Croce's legal team argued that the school district deprived him of his bodily integrity under the Due Process Clause of the Fourteenth Amendment. The cause of action argues that the concussion was actually an assault and a state-created danger because West Chester School District, coaches, athletic trainers and staff were not adequately prepared to recognize and react to a concussion. Being put back into the game on kickoff coverage intentionally caused an assault and battery on the Junior Varsity football player.

The defendant school district filed a motion for the case to be dismissed on April 10, 2014, and the United States District Court for the Eastern District of Pennsylvania granted the motion to dismiss the assault claim. However, the court allowed the state-created danger claim to go forward. The plaintiff claimed that by putting him back into the game after the first head injury constituted deliberate indifference and a reckless disregard for the health and safety of a student athlete. To prevail on the claim, the plaintiff would have to show a direct causal link between policy and a constitutional violation.

The district court found undisputed evidence that the school district had a policy and custom of taking sport safety seriously according to Head Athletic Trainer Mark Grothmann. He stated

that an athletic trainer was always present at football games and that the athletic trainers were well prepared in concussion protocols and diagnosis. All of the coaches had received instruction regarding concussion diagnosis and protocols. The concussion protocols used by the school district we devised at the Third International Conference on Concussions in Sport held in Zurich in November, 2008. All of the junior varsity football players were baseline tested with ImPACT testing prior to the season.

There was a mandatory requirement that all coaches watch the United States Department of Health and Human Services video Heads Up Concussions in High School Sports. There were nine reported concussions on the varsity and junior varsity football players between August 2006 and May 2010, and there was no evidence that the coaches or athletic trainers failed to follow the proper concussion protocols. There was absolutely no evidence presented through discovery that suggested the defendants were indifferent to the health and safety of student athletes. As a result, the United States District Court for the Eastern District of Pennsylvania granted the defendant's motion for summary judgment.

Croce v. West Chester School District, United States District Court for the Eastern District of Pennsylvania, 2015 U.S. Dist, LEXIS 45665

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SPORTS QUOTES YOU'VE PROBABLY NEVER HEARD

"We were tipping off our plays. Whenever we broke from the huddle, three backs were laughing and one was pale as a ghost."
- John Breen, Houston Oilers

"The film looks suspiciously like the game itself." - Bum Phillips, New Orleans Saints, after viewing a lopsided loss to the Atlanta Falcons

"When I'm on the road, my greatest ambition is to get a standingboo." - Al Hrabosky, major league relief pitcher

"I have discovered in 20 years of moving around the ball park, that the knowledge of the game is usually in inverse proportion to the price of the seats." - Bill Veeck, Chicago White Sox owner

"Because if it didn't work out, I didn't want to blow the whole day." - Paul Horning, Green Bay Packers running back on why his marriage ceremony was before noon.

Let's Keep Sports in Perspective

Michael Allen, Director of Athletics
Norfolk Christian High School

Let me paint a picture:

It's a Tuesday afternoon. The sky is clear on this beautiful fall afternoon as your boys soccer team takes the pitch. As the game gets underway, you feel a knot in your stomach and a sense of nervousness take over. This game is an important conference match which could have implications on your state ranking.

As the game moves late into the second half, the score is tied 1-1 and an opposing player gets taken down on a breakaway at what appears to be on the borderline of the penalty box. The referee blows his whistle, awards a penalty kick, for which the opposing team converts as the game-winner. You are livid, your players are visibly upset and your fans are berating the referee as the final whistle blows. You just lost on a questionable call.

We've all been there, whether as a player, the coach or a spectator.

Now let me paint you another picture:

You have a young man in your school driving home on a Friday night after his school's graduation. He had just celebrated with his friends, gave one of his best friend's a ride home and was heading home himself. Suddenly, a deranged shooter pulls up next to his car and fires at him for no reason. This young man was killed instantly and the world that his family, friends and school community knew, would be rocked to its core and forever changed.

Now let me ask you a question: Tuesday's soccer match doesn't seem as significant now, does it?

When I kicked off my Fall Coaches meeting this past August, I asked my coaches to think back to when they were in school and try to recall what their (insert their sport of choice) overall team record was. After a few minutes, not one of them could remember. I'm sure they could remember a particular game or moment that was one of exhilaration or pure disappointment. But no one could recall their team's final record.

This leads me into another question: Why do we get so worked up about the outcome of a game?

I understand the passion, the drive to compete and the desire to excel but why do so many of us, whether a participant, a coach or a spectator, become obsessed or enraged with sports? I've fallen prey to this numerous times in my past but through the help of a couple close mentors, as well as educating myself, and unfortunately being exposed to some real life tragedies like the aforementioned student, I have learned to put sports in proper perspective. It's just a game and in the overall scheme of life, it's not that big of a deal.

We should not define ourselves by the outcome of games and we

definitely should not pressure our student-athletes into feeling any less adequate if they fail from time-to-time while playing a game. It's not life or death and as confirmed by my fall coaches, it will be long gone and not remembered by the majority of them as life moves on.

Here are some ways I encourage my coaches to challenge their athletes and their parents with a Good Day vs. Bad Day perspective:

- We ask that all parties please keep things in proper perspective. If an athlete doesn't quite perform to their expectations, whether in a game, having the desired position or playing time, or whatever the case may be, you as their coach can mentor and help them see the bigger picture. They are not fighting cancer and hopefully none of them are worrying about where their next meal comes from. It is a game that should be fun. Encourage them and challenge them but ultimately we should be having fun.
- Same with parents. So many times they view their child's athletic experience as their own. Unfortunately we spend a lot of time educating parents more so than our athletes. Regardless, if and when you have parent concerns, try to help them see the bigger picture and put things in the proper perspective. It's not life or death, it's a game.
- As a coach, hold your kids accountable to the standards of doing things the right way. But don't forget that a game on a Tuesday afternoon does not make or break your season and the impact you can have. There are bigger and more important things in life than whether we win or lose a game at our school.

This doesn't mean we just dismiss the goal of preparing ourselves, giving our all and ultimately striving to win. If they keep score, then of course let's try to win. However, sometimes we lose sight of the bigger picture and get so wrapped up in winning or "what we want" that we forgot the truly important things.

In conclusion, as coaches and most importantly mentors, we should all keep sports in its proper perspective and model this for our athletes and parents. We simply need to Show up and do the job we're entrusted to do, Trust the process and Accept the outcome. However, most importantly we should Have Fun!

SPORTS QUOTES

"I have a lifetime contract. That means I can't be fired during the third quarter if we're ahead and moving the ball." - Lou Holtz, Arkansas football coach

"I won't know until my barber tells me on Monday." - Knute Rockne, when asked why Notre Dame had lost a game

How to Succeed by Failing Forward – Turning Stumbling Blocks to Stepping Stones

The best way to teach our children to succeed is to teach them to fail. After all, if getting everything you want on the first try is success, and everything else is failure, we all fail much more often than we succeed. People who learn how to grow from unsuccessful efforts succeed more often and at higher levels because they become wiser and tougher.



Two great American inventors, Thomas Edison and Charles Kettering mastered the art of building success on a foundation of what others might call failure.

Edison liked to say he “failed his way to success,” noting that every time he tried something that didn’t work he moved closer to what did. “Now I know one more thing that doesn’t work.” he would say.

The lesser known Kettering (head of research for General Motors from 1920-1947) talked about “failing forward,” calling every wrong attempt a “practice shot.”

The strength of both men was that their creativity and confidence was undiminished by setbacks and unsuccessful efforts. They accepted that trial and error is an essential strategy for breakthrough innovation and simply rejected the notion of failure. Thomas Watson, the founder of IBM, cautioned his leaders from being so careful that they never failed. He went so far as to say, “The way to succeed is to double your failure rate.”

Of course, failure is never desirable, but it is inevitable and, with a proper attitude, can be quite useful.

The only way to avoid failure is to avoid the risks and challenges and that probably is a case of real failure. The great hockey player Wayne Gretzky used to say, “You miss 100% of the shots you don’t take.”

Whatever your goal, whether it’s to get something, do something, or improve yourself as a person or professional, the secret of success is learning to transform unsuccessful experiences from stumbling blocks to stepping stones.

Three qualities can turn adversity into advantage: a positive perspective, reflection, and perseverance.

First, learn from the inventors. Don’t allow yourself to think of any

failure as final, and never allow unsuccessful efforts to discourage you or cause you to give up. Remember, failure is an event, not a person. Even failing repeatedly can’t defeat you unless you start thinking of yourself as a failure. The way you think about your experiences shapes the experience in ways that either stimulate or stymie further efforts.

Second, don’t waste the experience. Unsuccessful efforts are wasted and debilitating only if you don’t learn from them. Reflect on your actions, attitudes and the results to discover the lesson within the experience and use that knowledge to guide future efforts.

Third, persevere. Try and try again. Just be smarter each time.

And finally, learn to enjoy the process. Simply being absorbed in the pursuit of any change that will improve your life or the lives of others is a blessing.

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If You Love Competition, You Never Lose

Suppose you’re an Olympic athlete and you hear that the only person who has a chance to beat you is ill and may have to withdraw. Are you overjoyed at your good luck or disappointed that you will not be able to compete against the very best?

If you really love and understand sports, you ought to be disappointed. John Naber, winner of four gold medals in swimming, says that a true sportsman wants to compete against his best competitor on his best day. Yes, that makes winning more difficult and less likely, but it also makes the event more exciting and a victory more meaningful. Being declared the winner is not real victory; being the best is.

If you play tennis or any other sport, what’s more fun: to play against someone you easily dominate or against someone who forces you to be your best and makes every point an exciting challenge? You see, the point of sports is to have fun trying to win and loving the game enough that you can have fun whether you win or not.

Athletic competition is not a form of war. The people you compete against are also the people you play with. They are not your enemies. The word competition comes from the Latin root *competere*, which means to strive together, not against each other. Be thankful for quality competitors who push you to your limit. You’ll find sports more healthy and enjoyable when you respect and even like your opponents rather than hate them.

When you compete with someone as good or better than you, you may not always win, but you never lose.

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One Last Hole

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

While golfing, have you ever seen thunderous clouds approaching or a few lightning bolts off in the distance and then played just one more hole? I have. Now, I haven't played a full 18-hole round like the priest in the film *Caddyshack* did but, I have swung the metal lightning rod in my hand a few extra times. "The storms are a ways off and I'll play quickly," the rationale always went.

A recent discussion with our golf coach made me realize the danger of "finishing out this one last hole." Our golf team was practicing recently as storms started to roll into the area. Just as I have been wont to do, our golfers begged the coach to finish out the hole, their last for the day. Thankfully, the coach denied their pleas and hurried the players off the course. About 15 minutes later, a tree on a nearby hole (pictured) was struck by lightning, scattering shards of splintered wood in all directions.

The incident served as a poignant reminder that Mother Nature should not be tempted. Storms near and far can approach quickly and strike without distinguishing between a tree and a person holding a golf club. I was glad our coach did the right thing for the safety of our student-athletes. Whether having the round of my life or not, I know I will follow his example in the future, too.



Legal Brief

Analysis of a landmark court case highlighting a key standard of practice for school administrators.

Gorthy v. Clovis Unified School District U.S. District Court (California) - 2006

Facts: Jacob Gorthy, a 14-year-old high school football player at Clovis West High School reported late to practice. As punishment for his tardiness, Gorthy was required to perform "bear crawls" on an asphalt surface next to the football field. The air temperature was 95 degrees, the heat index was an estimated 102 degrees, and the temperature of the asphalt was estimated as being in excess of 135 degrees. On all areas of his body that were in contact with the asphalt during the bear crawls – fingers, palms, arms, chest, and legs – Gorthy suffered burns resulting in immediate blistering. He was not provided with immediate medical assistance and was forced to complete practice. When his mother picked up Gorthy after practice, she immediately transported him to a hospital emergency room where he was diagnosed with second-degree and third-degree burns, injuries that ultimately required skin graft replacement surgeries. The family sued the school district and school officials, including an athletic director, coaches and an athletic trainer, for Gorthy's injuries.

Issues: Under what circumstances will a school district and school officials incur liability for physical punishment administered to a student-athlete as discipline for violating team rules, including punctuality mandates?

Ruling: Although the federal court dismissed the Gorthy family's claims of intentional infliction of emotional distress and cruel-unusual punishment, the court declined to apply California's statutory immunity law to shield the defendants from liability and the case was ordered to go forward to a full trial on the issue whether Gorthy's right to substantive due process – the right to be treated with basic, fundamental fairness and with due regard for physical safety – had been violated by the allegedly excessive punishment imposed on Gorthy by school athletics personnel. Following the court's decision, the defendants reached an undisclosed settlement with the Gorthy family.

Standard of Practice: The Gorthy case and many others like it in recent years at both the high school and college level reinforce the need for athletics personnel to avoid imposing unsafe forms of punishment and excessively-intense types of discipline on student-athletes. Although the defendants in the Gorthy case attempted to assert the defense that they were entitled to use reasonable corporal punishment techniques, courts have consistently ruled in recent years that, especially in education-based athletics, the era is long over of shaking face masks, throwing balls at players, physically shoving players, and similarly over-the-top disciplinary and "motivational" strategies.

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A National Initiative in Making High School Football Better and Safer For All Students

Rusty Hodges, Director of Student Activities, Thomas Jefferson High School for Science and Technology



There is no doubt that the game of football at any level carries a level of risk. In fact some people even regard football as a violent sport. Along with the obvious risk as with any sport head injuries have become a major concern as it relates to student participation in high school football. This concern has resonated across the country at the Professional level and youth level as well. In fact concussions related to high school football programs has been a hot topic and frequently makes the local headlines. The National Football League consistently makes national news in regards to their liability in providing adequate health care for their current and retired players who have sustained concussions throughout their careers. The media seems to have generated a great deal of national concern that has fostered a great deal of uncertainty as parents must decide whether their child's participation in high school football is really worth the risk. This has also generated a great deal of concern for high school athletic programs across the country whose participation numbers have steadily declined due to the impact of concussions and level their participation in football. As the awareness of injuries related to concussions increases the level of apprehension of school communities across the country also increases. Although concussion awareness is necessary, useful and informative it has morphed into a negative connotation that participation in contact sports like football increases the chances of a player sustaining a concussion or

wore permanent injury to the brain. In order for high school athletic programs to address sports related injuries in contact sports, mainly concussions, high school coaches are no being mandated to engage in school system-wide coaches education programs, changing their thinking and approaches when it comes to developing skills, modifying their drills and they are even tasked in reducing the amount of time, specifically in sports like football when it comes to engaging in contact drills. Athletic Administrators must devote a lot of time, energy and allocate the appropriate resources to ensure that their coaches are providing the safest environment possible while preparing their athletes for athletic competition.

The impact of concussions especially in sports like high school football has generated a lot of apprehension among parent communities across the nation. This apprehension has had a negative impact on student participation in football programs across the country. This has forced many school systems to establish coaching education training programs to ensure that their athletic programs are addressing the risk associated with their student's participation in contact sports like football. In addressing these concerns school systems are implementing several initiatives that have actually created a more positive approach in their promotion of their athletic programs to provide their parents with useful information in addressing sports related concussions. One initiative that has been adopted by several school systems requires all coaches, parents and students to engage in a comprehensive concussion education program that provides an overview of "what you need to know" as it relates to head injuries and concussions. This training is mandated by some school systems and is even a preseason requirement for student athletes before they are allowed to participate in any sport.

As part of the hiring process some school jurisdictions require coaches to engage in certification training as a condition for hire. Along with concussion education training they are required to take CPR and First Aid and Coaching Principals Education courses. School systems have also partnered with national organizations like "Heads Up Football" that provides a comprehensive collection of resources, programs, applications and promotions to create change and address the current challenges of a players health and safety in youth and in high school football. School systems are using the "Heads Up Football" initiative to provide education and certification for their coaches by requiring their coaches to obtain training on equipment fitting, information on Heat and Hydration and provide training in proper tackling and blocking techniques and most importantly teach football coaches Concussion Recognition and Awareness.

Participation in high school sports has become more complex as we live in an age of liability especially as it relates to contact

sports like high school football. A lot of misinformation exists along with the constant surge of negative press regarding the risk of playing contact sports; the risks of concussions appear to be extremely high. Athletic Administrators and school systems alike should direct more attention and focus on all the positive initiatives that are currently in place to address concussions and contact sports like football. Public school systems and high school athletic programs across the nation are committed in providing their coaches with the best educational resources available to ensure that their student athletes remain safe while preparing them for competition. National initiatives like “Heads Up Football” have been instrumental in providing high school athletic programs with the necessary support in addressing any misconceptions the public may have about sports related injuries. Their programs have been successful in supporting coaches and educating the school parent community by inviting them to parent meetings to listen to the experts in the field of neurology, sports medicine and even engaging parents in actual drills related to teaching proper tackling and blocking techniques. Most of all “Heads Up Football” has been effective in reducing the amount of anxiety parents may experience in allowing their children to play contact sports like football. The value of students participating in high school football and athletics outweighs the risk of injury as many valuable life lessons of teamwork, health and fitness and leadership are learned in the athletic arena, lessons that cannot be experienced in the classroom.

Fundraising Responsibly

Mark Halsey, Athletic Director
Chillhowie High School

Today public schools are burdened with increasing cost to operate while at the same time are receiving less financial support to meet their needs. One answer to this problem is fundraising. This is when we reach out to people and businesses in our community and ask for support. The need to raise money has never been greater than it is for today’s high school athletic programs. As athletic directors, we need to monitor the amount of fundraising our programs are doing and help coaches plan fundraisers to help meet financial needs.

Athletic programs have different financial needs for various reasons. Football has the largest number of participants while a golf team may only have a few members. Some coaches want more extras for their players as well. Some coaches will fundraise year round if they could while other do very little or nothing to raise extra money for their program. Balancing these issues and more are our responsibility as athletic directors.

Each program should have a plan to identify what their expenses will be for the coming year. This plan should include how much revenue they will need to earn, what the money be used for, how they will reach this goal, and when the fundraiser will take place. These plans should be coordinated with the athletic director to insure compliance with school policies and not interfere with

other fundraising activities. The plan should also include who will be solicited for donations or sales. A good plan will help each fundraising activity be more successful.

Booster clubs are another source of revenue designed to help meet the financial needs of athletic programs. Some clubs are sport specific while others cover all sports. Regardless of how these are setup, the athletic director should coordinate their activities with the other fundraising programs in their school. Booster clubs should also have goals and how they plan to accomplish these goals each year. These should be coordinated with the coaches and athletic director. Good communication and planning with these groups will help everyone.

The need to raise money will only increase in the years ahead. As athletic directors, it is important that we help our programs earn this needed money, and be responsible about how we fundraise. It is important that our schools show appreciation of businesses support by supporting their business. People should be able to see where money is being spent when possible so they feel better about their donations. Good management of these funds and how and where they are spent are very important.

One of the most important details of fundraising is the handling of money. This is a problem we read about much too often when money cannot be accounted for. As athletic director, make sure your programs have accountability measures in how students and staff handle money. A little extra planning and organization can save a lot of heartache down the road.

With the good planning and leadership, athletic programs can find the needed funds to help support their programs to the level they desire. It is important for athletic directors to be a part of this process to help maintain good relationships between the community, businesses, and these programs who reach out for their support.

SPORTS QUOTES

“I tell him ‘Attaway to hit, George.’” - Jim Frey, K.C. Royals manager when asked what advice he gives George Brett on hitting

“I learned a long time ago that ‘minor surgery’ is when they do the operation on someone else, not you.” - Bill Walton, Portland Trail Blazers

“Our biggest concern this season will be diaper rash.” - George MacIntyre, Vanderbilt football coach surveying the team roster that included 26 freshmen and 25 sophomores.

“The only difference between me and General Custer is that I have to watch the films on Sunday.” - Rick Venturi, Northwestern football coach

Make a Sportsmanship Video!!

Josh Aldrich, former Activities Director - Deep Run High School

With today's social media and the ability to make such videos – consider a Sportsmanship Video for your school – this is a great way to get students, parents, coaches, administration, and the community involved.



Students – putting students in front of a camera is an amazing way to get the point across – the host (who can be a student in your school or anyone you choose) can ask questions such as “what does Sportsmanship mean to you?” “How do you think the Sportsmanship is in our school?” What is a good way for students to promote Sportsmanship?”

You would be amazed at the answers you may get – these student athletes will surprise you how much they are interested in good sportsmanship (and) promoting good sportsmanship in your school.

Parents – ask some parents their take on sportsmanship – they will say things that they want to see from student athletes when they attend games – it could very easily change the culture within your school – not only the culture of parents involved, but these parents can be role models for the rest of the parents who attend events at your school daily!!

Coaches – ask them their expectations of their players – they will always have great things to say and begin to take it more seriously in their programs – this will lead others to follow – when they get on the camera for all to see, they may even change their own outlook on sportsmanship.

Administration – the leaders in your school need to be heard – they will lay out their definitions of good sportsmanship as well their expectations - they will lead by example – in previous articles we talked about “doing the right thing = good sportsmanship” – they will reiterate this point.

Community – ask some leaders in the community to be interviewed – the business owners, local politicians, and community leaders - these stakeholders will make a huge impact on the sportsmanship culture – (using these people will also gain the support of all the area leaders as they realize you are trying to make a difference in high school athletics!)

The video has a chance to make a huge impact on everyone – it can be shown to the school, it can be added to your website, and it can be viewed at all school wide AD meetings – it will be positive way to promote good sportsmanship and everyone will take notice on how important it is to you as an AD!

Our school will be taking on this challenge soon and we expect it to make a huge difference with our kids – when we roll it out, I will share the link for all to view!! Hopefully it will make an impact so that many schools will make their own “Sportsmanship Video”!!

Qualities of a Good Athletic Director

Dwayne Peters, CAA - Heritage HS (Newport News)

The job of an Athletic Director is the same as a manager of a corporation. It is an exciting and challenging job. For as the Sports industry grows, the job of an Athletic Director grows and changes along with it. This growth however can sometimes cause confusion for the Athletic Director whom is now called upon to be “all things to all people”. I would like to analyze the meaning of the word “**MANAGE**” as it pertains to athletics and coaching

Motivation. There is no single answer to the problem of motivating athletes and coaches, but there are three universally held principles which when put into practice will increase motivation. 1. Proper training for coaches- All coaches properly trained will feel secure and motivated to succeed. 2. Recognition must be given for a job well done. 3. Supportive management- the Athletic director must support and show they care for their coaches for a job well done in meeting goals and objectives.

Ambition. A successful Athletic Director has clearly defined goals and a sense of direction for himself as well as his athletic dept. They need to have a strong desire to achieve goals.

Nurturance. Successful sports programs not only pay attention to the needs of the coach and teams, they also consider their greatest assets to be their coaches. To nurture a coach an Athletic Director must be a coach, counselor and cheerleader. He must be able to correct unacceptable attitudes or performances but at the same time care about each coach. They need to help the coach grow.

Availability. An Athletic Director of today are encouraged to rethink their priorities and work schedules to include quality time for wandering around, listening and staying in tuned with their coaches. This means spending more time on the front lines, seeing and feeling what a coach is experiencing in their quest to be successful. The Athletic Director availability will make the coach feel important and that they are valuable to the staff.

Genuineness. The Athletic Director must be a genuine and sincere, as the coach will be quick to detect a phony AD who is only pretending to be interested in them. An AD should not waste time practicing and nurturing participative style of management unless he truly cares about the coach. The AD must make the coach feel important no matter what the situation or time constraints.

Education. It is the AD responsibility to see each coach is given the opportunity to not only learn their job but also acquire new skills. Coaches are motivated by opportunities to learn and grow; it is a wise AD who provides an atmosphere conducive to learning success. The AD needs to develop training programs for coaches to perform and encourage them to learn new skills and improve the ones they already have.

Other qualities to be considered are **MATURITY, ENTHUSIASM, and NEGOTIABILITY AND TRUSTWORTHINESS**. These will be discussed at another time.

The Joys and Challenges of Being “The School with a Pool”

Jack O'Brien, Athletic Director

Saint Michael the Archangel High School

As the Athletic Director for a very small private Catholic High School nestled in the shadows of the great city of Fredericksburg, I have to say how thankful I am that we have a large indoor pool. Excuse me, my media director is telling me to call our facility an “Aquatic Center.” Since we have no real media director, my wife often fills this role for me. As I was saying, I am truly thankful that we have a fully functional indoor aquatic center.



Our school is a humble one. In the 2014-15 academic year, our enrollment totaled 95 students. Although we charge tuition to attend, we are committed to keeping student costs as low as possible while covering our operating costs. One major reason why we are successful in doing this (we project our enrollment to be up nearly 20 percent in the upcoming year) is that we take full advantage of our po... ahem, aquatic center.

We have established strong relationships with two tremendous organizations. One is Little Fish Swimming and the other is the Regency Park Swim Team. Both of these organizations foster a community atmosphere where more than just swimming is taught. Within the framework of teaching excellence in swimming, these folks teach character and teamwork. The philosophy that they adhere to fits well within our school environment. I trust and respect them so much that my daughter Reilly learned to swim with Little Fish. We enrolled her when she was 6 years old, and within a year, she was swimming competitively. We kept her with Little Fish until she was able to join the Regency Park Swim Team. Reilly is now 10 years old and is looking forward to really learning how to hone her skills and compete on a team.

In our agreements with these two partners, we have sought out their assistance in running and maintaining our aquatic center.

This has worked out very well for all concerned. Scheduling can be tight at times, but that is a reflection of getting good use of our facility. On any given day, there is usually someone in the pool from 5:00 a.m. to 9:00 p.m. We have learned to maximize the value of having the pool.



The Benefits:

Besides generating funds through contracting out the use of the facility, our school reaps immeasurable advantages from having an aquatic center. Among these are:

- The impact on our Athletic Program is huge. Besides the obvious advantage of being able to field a highly competitive swimming team, just about all of our other sports take value from having a pool. Everything from low impact cardio vascular training to flexibility and strength training can all be accomplished in the water.
- Our competitive cheer squad teaches most of its preliminary stunts, pyramids, etc. in the safety of the pool.
- A pool is also a great place to rehab a minor injury like a hamstring pull and most doctors will allow athletes, who are recovering from a concussion, to maintain a moderate training regime in a pool.
- Nearly half of our students are Red Cross trained in Life Guarding. As we have a continuous need for qualified life guards throughout the year, this generates a steady source of income for these students.
- By renting out our facility, holding regional swimming events, and providing many free community-based activities, we gain a subtle yet pervasive identity of being a secure, safe, and fun venue where a community can come together.
- Even our curriculum has been positively affected. We have had everything from science classes studying physical laws when Dry Ice is released into the pool (this made the follow-on swim practice quite interesting!) to English and Art classes writing and drawing their impressions of the water.
- Our summer camp programs have received a boost because we have the ability to offer up an hour in the pool to split up the day.

- Finally, our academic year comes to a close with our traditional “Senior Plunge.” This is when all of our graduating students line up and jump into the pool to begin a day of celebration.

The Challenges:

Of course there are some days when I wonder if it is truly worth having a pool. Here is a picture of some piping that connects to our pool humidifier. I was literally floored and scared out of my wits when I came into work one morning to open up the facility only to stumble upon this seemingly impossible science defying condition. You have to understand that the systems for the pool are housed above our administrative offices. I pictured an explosion of water erupting at any moment.



No that is not a taffy pulling machine! That is our intake pipe which started out being the same size in diameter as the pipe next to it!

I learned later that one of the reasons for a transition to PVC piping in the plumbing industry is the flexibility of the piping. If we had had steel or copper piping the seals would have been the weak point of the system and most likely would have given out when the vacuum occurred in our system. Well, I can certainly attest to that flexibility!

As scary as this situation looked, it turned out to be a fairly low-cost fix.

Unfortunately, not all fixes come in the low-cost variety. The system that dehumidifies and cools our pool air completely broke down a few weeks ago. The system was old, and we had been nursing it along for the last few years. The system itself is huge in size. A small portion of it is depicted in the picture above. It is that massive grey monstrosity which the PVC piping feeds into. We are

currently looking at both replacement models and strategies. I say strategies because the system is so massive that one suggested installment method is to remove the roof and lower it into place via sky crane. Fortunately, progress has been made in both the size and in the installation technologies available. We are hoping to be able to replace the old system without having to have a major impact on our aquatic center operations.

The Bottom Line:

The benefits far outweigh the negatives of the maintenance and operational costs associated with running the facility. The impact upon our school has been substantial. It has truly become a part of our identity. The friendships and community relationships we have established because of our aquat... no check that ... our POOL, are priceless. We are “the School with the Pool” after all (please just don’t tell my wife).

Sports Trivia Contest

sponsored by:



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

Answers appear on page 21.

1. What year, was the first World Series played?
2. What Dodger pitcher broke a 62-year-old record when he struck out 29 batters during the 1965 World Series?
3. Game 3 of the 1989 World Series was postponed due to an earthquake. Which two teams were playing that year?
4. What player holds the record for the most World Series homeruns?
5. What player tied his own record by stealing 7 bases in the 1968 World Series?

A.D.Mission

A.D. Mission is a publication of the Virginia Interscholastic Athletic Administrators Association. If you have questions regarding this publication, please contact the VIAAA Publication Chair:

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Top Ten Sports Law Issues Impacting School Athletics Programs

Lee Green, J.D.

Risk Management

In a society and an era where the trend is toward individuals with any grievance whatsoever – whether a substantive dispute with potential merit as a lawsuit or a frivolous claim lacking the solid legal foundation for a legitimate cause of action – immediately pursuing litigation as their preferred recourse, risk management in the context of minimizing legal exposure has become an inescapable part of the job description for school and athletics personnel. It is imperative that a wide range of school officials – superintendents, principals, athletics directors, coaches, athletic trainers, event supervisors, and other athletics personnel – be aware of and familiar with the details of the ever-increasing scope of legal issues related to school athletics programs.

The following is a checklist of 10 key sports law topics, ranked in order of importance with regard to the incidence with which each category is generally resulting in legal claims against districts, school administrators and athletics personnel (#1 is the topic of highest current relevance).

⑩ **Retaliation Against Complainants**

In the decade since the ruling by the U.S. Supreme Court in *Jackson v. Birmingham Board of Education* that retaliation against an individual who complains about violations of Title IX in a school setting is itself a separate violation of Title IX, a flood of retaliation lawsuits have been filed against educational institutions. The typical high school sports retaliation suit involves a coach, student-athlete or parent who either voices concerns to school officials regarding an alleged Title IX issue or files a formal complaint to the U.S. Office for Civil Rights (OCR) and then suffers some form of disadvantageous treatment or negative consequences from school personnel as “blowback” for having expressed his or her point of view on the issue. And although the Jackson case dealt with retaliation only in the context of complaints regarding alleged Title IX violations, other cases have found retaliation to be actionable in cases where the constituent’s concerns related to other athletics program issues.

It is imperative that school and athletics administrators not only avoid any form of actual retaliation, but that they also endeavor to avoid even the appearance of retaliation against anyone who expresses concern or disagreement with athletics program policies or strategies. The financial liability of institutions and personnel for retaliation has in many cases been greater than the damages for the substantive violation of law that had initially motivated the complainant; for instance, in the landmark retaliation suits by three persons (an assistant athletic director and two coaches) who had complained of Title IX violations at Fresno State University, resolution of the Title IX cases resulted only in injunctions directing the school to correct athletics inequities in its sports program, whereas the three individuals received a total of \$14.64 million in damages for the retaliation they suffered after

originally bringing the issues to the attention of university.

⑨ **Title IX & Gender Equity in Athletics Programs**

Since the mid-1990s, between 125 and 150 Title IX complaints against school districts have typically been filed each year with the OCR, with approximately half resulting in a resolution agreement (settlement) after the initial phases of an OCR investigation and the other half resulting in federal lawsuits. And in a few anomalous years, the number of complaints has soared. For instance, in 2011, 210 school districts encompassing 525 high schools were named in formal complaints filed with the OCR.

The incidence of complaints and lawsuits illustrates the need for school and athletics administrators to ensure that they have a thorough understanding of the Title IX regulatory framework, including the expectations of both the OCR and the federal courts with regard to compliance. Most important for high schools is a complete and accurate grasp of the OCR’s so-called “laundry list” of 11 areas of “other athletics benefits and opportunities” out of which the vast majority of Title IX complaints arise, including equivalence between girls teams and boys teams with regard to facilities and locker rooms, equipment and uniforms, travel and transportation, access to quality coaching, publicity and marketing support, game and practice scheduling, and other categories of program resources and support. It is also critical for school personnel to have a thorough understanding of the nuances of the so-called “three prong test” for evaluating whether a school provides adequate sports participation opportunities for its female students. And as part of a proactive compliance strategy, schools should conduct periodic self-audits in an effort to identify and correct any violations of either the letter or the spirit of Title IX law.

⑧ **Disabilities Law Applied to Athletics Programs**

Issues continue to arise in school athletics programs involving the application to sports of the Americans With Disabilities Act, the Individuals With Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973. In January of 2013, the OCR issued a “Dear Colleague Letter” clarifying the obligations of schools with regard to providing sports participation opportunities for students with disabilities. The core message of the directive is that students with disabilities should be granted equal opportunity to participate alongside their peers in school athletics programs, club sports, intramural sports and physical education courses. If a student with a disability is not otherwise qualified and reasonable accommodations are not available to allow the student to participate in mainstream programs, the letter makes it clear that pursuant to existing disabilities laws, schools have an obligation to provide sports participation opportunities through adapted athletics programs – ones specifically developed for students with disabilities – or allied programs – ones designed to combine students with and without disabilities together in a physical activity

⑦ **Transgender Policies for Athletics Programs**

The development of fair, practical and legally sufficient policies

regarding the inclusion of transgender athletes in school sports activities is one of the latest civil rights challenges facing educational institutions. In April 2014, the OCR issued an updated policy guidance clarifying that the civil rights guarantees in Title IX extend to all students, regardless of their sexual orientation or gender identity. The inclusion of transgender students in the new guidance reflects evolving legal standards nationwide, both through laws enacted by state legislatures and via policies implemented by state associations.

Currently, 33 state associations have adopted formal policies setting forth anti-discrimination directives regarding transgender student-athletes and guidelines governing their participation in school athletics programs. School personnel seeking guidance on the issue might consult a 2010 position paper titled *On The Team: Equal Opportunity for Transgender Student-Athletes* that was endorsed by the NFHS and NCAA. The 57-page document, available full-text at www.nclrights.org, sets forth detailed recommendations for policy development; protection of the privacy, safety and dignity of transgender student-athletes; and best practices for schools, athletic administrators and coaches.

⑥ **Sexual Harassment in Athletics Programs**

Hostile environment sexual harassment claims involving allegations of inappropriate relationships between athletics personnel and student-athletes continue to plague schools and fracture communities across the country. A closely related issue is the failure by school officials in many instances of alleged sexual harassment of student-athletes who are minors to follow the requirements of state child abuse reporting laws regarding mandatory reports to law enforcement or child protective services agencies.

Effectively combatting the problem requires in-depth knowledge by school and athletics administrators of the elements of a hostile environment sexual harassment claim, along with the development and implementation of a strong and effective anti-sexual harassment policy that is communicated to all athletics personnel, student-athletes and parents. Also important to minimizing vicarious liability for sexual harassment is the process of in-servicing all athletics personnel regarding both sexual harassment and the specific requirements of the state's child abuse reporting statute.

Over the last decade, in sexual harassment civil suits, based on U.S. Supreme Court precedents, courts have tended to find school and athletics personnel vicariously liable in those instances where the official had knowledge that the harassment was occurring and exhibited deliberate indifference to correcting the situation.

⑤ **Hazing in Athletics Programs**

Hazing continues to be a widespread problem in school athletics programs and one of the most highly litigated claims against districts and athletics personnel, with courts typically imposing liability either because of the failure to create an anti-hazing policy or for developing a policy that is substantively inadequate or ineffectively implemented.

Since the beginning of 2014, more than 150 incidents of alleged hazing in school athletics programs have been reported by national media, including many involving physical abuse or sexual assaults resulting in criminal prosecution of the direct perpetrators for felony assault or sex crimes, some involving prosecution of school personnel for failure to report child abuse, and almost all leading to civil suits. Using the same standard employed in sexual harassment cases, courts have tended to find school and athletics personnel vicariously liable in those situations where the official had knowledge that hazing was occurring and exhibited deliberate indifference to immediately correcting the situation.

④ **Constitutional Rights of Student-Athletes**

In cases involving the suspension of a student-athlete for violating athletic department or team codes of conduct, increasing numbers of lawsuits have been filed alleging a violation of the young person's constitutional and civil rights. A student-athlete suspended for inappropriate criticism of a coach often challenges claiming a violation of his or her First Amendment freedom of speech. A suspension for attendance at a party where alcohol is served often results in a First Amendment freedom of assembly challenge. Suspension for failing a drug test often brings a Fourth Amendment search and seizure challenge. A suspension for misbehavior often results in a Fifth/Fourteenth Amendment due process challenge. A suspension alleged to be more severe than that given to other students for the same offense often brings a Fourteenth Amendment equal protection challenge. In order to proactively ensure that sanctions against student-athletes withstand judicial scrutiny, school and athletics personnel must have a thorough understanding of the interpretation by courts of constitutional rights in sports settings.

③ **Social Media Issues and School Authority to Sanction Student-Athletes**

Courts continue to struggle with the issue whether schools have the authority to sanction students or student-athletes for inappropriate, off-campus postings on social media websites in violation of school or athletics codes of conduct. Since 2011, six cases have been decided on the issue by U.S. Courts of Appeal and a dozen other rulings have been issued by U.S. District Courts. In precisely one-half of those cases, courts have held that such punishments violate student-free-speech rights, while in the others, courts have upheld school action because the speech in question created a substantial disruption at school, constituted bullying or harassment, or manifested a true threat of violence against members of the school community.

② **Liability for Sports Injuries and the Duties of Athletics Personnel**

Since the mid-1990s, hundreds of civil suits per year have been filed by injured student-athletes against schools, administrators and athletics personnel, most asserting a negligent failure to exercise reasonable care to safeguard the health and well-being of the athlete. Out of these cases has emerged an extensive body of law focusing on the need for athletics personnel to understand the legal responsibilities imposed on them with regard

to student-athletes, including the duties of planning, supervision, technique instruction, warnings, safe playing environment, safe equipment, matching and equating athletes, evaluation of injuries, return-to-action protocols, immediate medical response, emergency medical response planning, safe transportation, and other categories of responsibilities intended to protect athletes from injury.

① **Concussion Management and Return-To-Play Protocols**

On January 30, 2014, the governor of Mississippi signed into law the *Mississippi Youth Concussion Act*. All 50 states and the District of Columbia now have a sports concussion law in place. Most of the state laws contain three common tenets: ① any athlete suspected of having sustained a concussion must immediately be removed from play; ② the athlete may not be returned to action the same day; and ③ the athlete may be returned to action only after written clearance is provided by a licensed health-care professional (the definition of which varies widely from state-to-state).

Some of the state laws contain additional requirements, including mandates that athletics personnel complete an annual concussion education course, that baseline testing be implemented by schools or that student-athletes and parents be provided with concussion education materials and sign a concussion-information form. Administrators and coaches should be familiar with the details of their state's concussion statute; the full-text of each state law may be accessed through the National Conference of State Legislatures at www.ncsl.org/research/military-and-veterans-affairs/traumatic-brain-injury-legislation.aspx.

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Thoughts on Conservation and The Role of the Athletic Director

Daniel K. Jones, CMAA, Athletic Director
King William High School

I would like to share with you a few topics that surfaced in a discussion with one of my student aides. The discussion stemmed from my interest in learning more about the student's studies at the Chesapeake Governors School. Our students, if accepted, can choose to attend this school to further their studies in math and science in a college atmosphere. The program is a half day program that allows our students to attend both schools and remain a part of their home school where they can participate in academic, social, and athletic activities with their peers. A small piece of background information for full disclosure this student is also my son. The conversation narrowed in focus very rapidly to two discussion points: the conservation of and quality of water. The conversation led to my son and me looking at our schools' practices of irrigation and fertilization of over six acres of game fields during the period of the year when the fields are not in use from June to August. Our goal was to document our practices

and gather information to see if we were being responsible in regards to this valuable resource.

I will present to you now a generalization of our findings based on our practices:

1. We use an automated in ground irrigation system to water fields in the early morning, however, our system is not equipped with a rain sensor to automatically shut off the system if we have rain. I manually shut the system off if we have rain.
2. We charted how many days we irrigated the fields some days we watered more than once or not at all. Our average was 1.5 watering's per day.
3. We noted our method to determine how often to water was based solely on the color of the grass. If the grass was green and looked healthy we stayed status quo if it was browning out we increased watering per day.
4. We documented that we fertilized our Bermuda on average every 3.5 weeks with a high nitrogen fertilizer. This fertilizer is recommended to push Bermuda for optimum growth to repair bare spots.
5. Our fertilization charting did not include the use of round up to kill weeds when the Bermuda was dormant or the use of pre-emergent chemicals.
6. We documented that our water run-off is part of the Chesapeake water shed.

The above information made it very clear to us that our practices have no data that can be used to determine if we are conserving water or protecting water quality. This has now sent us on a path to discover information on testing soil content for moisture and proactively taking core soil samples to our local extension office to determine the correct types of fertilizer and how often they should be utilized. I have recently found an article in *Sports Turf Management* magazine, 10/14/15, titled "[Environmental conservation: one sport turf manager's story](#)". I have quickly glanced over the article and have realized that I need to increase my knowledge of this subject to become a better steward of our valuable resource water.

In conclusion I like many of you have been given the responsibility for field maintenance without much formal training and now I must set a course for attaining more information to become more educated in this area. One of the next steps I thought of was to reach out to you my fellow colleagues to see if you have resources you have used to handle these same issues at your school. I look forward to your responses which you can send to my [email](#).

SOME TRUTHS AND WISDOM ABOUT THE GAME OF FOOTBALL

"Gentlemen, it is better to have died a small boy than to fumble the football" John Heisman / Georgia Tech

Legal Brief

Analysis of a landmark court case highlighting a key standard of practice for school administrators.

Douglas ISD v. Oklahoma Secondary Schools A.A. Oklahoma State Trial Court - 2014

Facts: On November 28, 2014, with 1 minute, 4 seconds remaining in an Oklahoma Class 3A quarterfinal football playoff game between Douglass High School of Oklahoma City and Locust Grove High School of northeastern Oklahoma, a bad call nullified a Douglass touchdown and cost the team the game and a spot in the state semifinals. The OSSAA admitted that the penalty had been incorrectly administered, but concluded that under state and national bylaws it did not have the power to change the outcome of a game based on a mistaken ruling by game officials. Therefore, the Oklahoma City Public Schools and Douglass High School filed a lawsuit seeking an injunction ordering either a replay of the final 1:04 of the game or the entire game. On Thursday, December 4th, one day before the scheduled state semifinal games, a state court trial judge issued a Temporary Restraining Order putting the playoffs on hold and on Monday, December 8th, in oral arguments before the court, the plaintiffs argued that the OSSAA's refusal to grant relief to Douglass High School was arbitrary and capricious.

Issue: Should courts exercise the power of judicial review over bad calls by sports officials and mandate remedies such as replays of part or all of athletics contests or reversals of the outcome of contests?

Ruling: On Thursday, December 11th, the court ruled in favor of the OSSAA, denying the plaintiffs' request for a partial or total replay of the game. Although acknowledging the unfairness of a bad call impacting the outcome of an athletic contest, the court stated, "[m]ore tragic, however, would be for this Court to assert itself in this matter. While mindful of the frustrations of the young athletes who feel deprived by the inaction of the [OSSAA], it borders on the unreasonable and extends far beyond the purview of the judiciary to think this Court more equipped or better qualified to decide the outcome or any portion of a high school football game." The court continued, "[t]he pursuit of further judicial action would result in the frustration of the world of athletics as we know it. This slippery slope of resolving athletics contests in court would inevitably usher in a new era of robed referees and meritless litigation due to disagreement with or disdain for decisions of game officials."

Standard of Practice: The ruling, identical to decisions by many courts in similar cases over the years, reinforces the standard that bad calls are an inherent part of sports and that courts should not play the role of "Monday Morning Quarterbacks" providing judicial review for such situations.

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News from the VHSL



Ken Tilley
VHSL Executive Director

It's probably safe to say that no other single topic has generated more attention, interest and discussion among member schools over the past five years as the issue of alignment. With this latest article, the conversion from three to six classes and all of the related adjustments has now been the subject of four of my VIAAA **A.D.mission** columns.

Following a breakout session presentation at the March 2015 membership meeting, there seemed to be a strong consensus (unanimously recommended by the Alignment Committee in April and subsequently adopted by the Executive Committee in May as second-vote legislation) to create greater stability by extending the alignment cycle to a four-year period but provide for a method to make mid-cycle adjustments for significant changes in school enrollment.

Also receiving overwhelming support was the concept of converting to four regions per class (12 to 14 schools per region although the actual number of schools per region could be subject to adjustments) and removing conferences altogether. Schools would play a district schedule and then use the smaller regions as the playoff grouping. In October the Alignment Committee recommended such legislation, and the Executive Committee will vote on this proposal as a regular two-vote item in December (2nd) and February (17th). The effective date for any such changes would be beginning with the 2017-18 school year.

This proposal was the major subject of discussion at a breakout session at the October 15 membership meeting, with Tom Dolan leading discussion featuring an extensive PowerPoint presentation. Driving the proposal itself are continuing concerns that changes are necessary in order to address significant travel and loss of class time.

Among the points offered by proponents in support of the proposal were:

- The new alignment contains favorable elements of the former three-class format
- Districts and regions can work to develop/propose their own alignment preferences
- Regions have the latitude to determine their own playoff format for seeding of postseason play by utilizing an "all in" option or some other method
- The new alignment has the potential to reduce travel and reduce loss of class time
- Eliminating conference tournaments could open the playoff calendar and result in reviving interest in district tournaments
- Eliminating conferences helps to simplify and shrink governance from three levels to two
- Two teams advancing from each region can create an eight-team bracket in most state events, thus restoring quarterfinal play

Continued...

- Regional football finals would fall more readily within the established calendar
- Restores focus on district regular season scheduling

Those who express concerns about the proposed alignment maintain that:

- Depending on the actual format, an “all in” scenario might not actually reduce travel
- Executive Committee governance (and region representation) might have to be adjusted
- For those conferences and regions that are satisfied with the status quo, change may be viewed as unnecessary
- Steps will likely be needed to create a seeding mechanism in certain instances

Above all else, regions should be thoroughly and carefully discussing this entire concept, and it may even require that both regions in a given classification arrange for a common meeting time and discussion. It is noteworthy to consider the following timetable relevant to alignment:

December 2 – Executive Committee meets; takes first vote on proposed legislation.

December 17 – Alignment Committee meets to develop a recommended plan (effective for the 2017-18 and 2018-19 school years) for the 24 regions. Regions would need to provide input for the first draft of their region configuration. It may also be important to develop parameters at this meeting to decide what is absolute and what is flexible. There was agreement that a basic premise of alignment is that it provides for more equitable playoffs, with teams of similar size competing against each other in the postseason.

Date TBD – Schools will be given an opportunity to file an appeal of the Alignment Committee’s Initial Recommended Plan. The appeal must be submitted in writing to the League office and should include all rationale and supporting information for committee review. A schedule of the appeals will be posted online.

January 13 (snow date of January 26) – Alignment Committee meets to hear and act on appeals to its initial recommended plan. Prepare the final plan and the record of action on appeals for presentation to the Executive Committee at its February 17 meeting.

Date TBD – Schools can appeal the decision of the Alignment Committee in writing to the Executive Committee. There would be no hearing on the appeal; instead, it would be considered on the merits of its written presentation along with the record of the Alignment Committee.

February 17 – Executive Committee meets to take second vote on the proposed legislation and to act on any written appeals. The decision by the Executive Committee with regard to any appeals

and with regard to the adopted alignment shall be final.

March 10 – Membership Meeting (Group Boards and regions would meet on March 9); any legislation adopted or rejected by the Executive Committee is subject to review by the membership in accordance with standard VHSL By-Laws.

A copy of the October 5 Alignment Committee Meeting Minutes is posted on the VHSL website along with the PowerPoint presentation that was discussed at the October 15 Membership Meeting breakout session.

Thanks are extended to the following individuals who have been involved in this process through their service as members of the Alignment Committee:

Chairman Dave Jeck, Fauquier County Public Schools
 6A North, Matt Ragone, South County High School
 6A South, Cherif Sadki, Gar-Field High School
 5A North, Joe Pisani, Massaponax High School
 5A South, Kevin Cole, Hickory High School
 4A North, Ron Petrella, Heritage (LC) High School
 4A South, Randy Johnson, Dinwiddie High School
 3A East, Buddy Herndon, Spotsylvania High School
 3A West, Steve Spangler, Cave Spring High School
 2A East, Dan Jones, King William High School
 2A West, Jamie Talbott, James River (B) High School
 1A East, Andrew Layne, West Point High School
 1A West, Stan Dunham, Northwood High School
 Ken Tilley, VHSL Executive Director (non-voting, ex officio)
 Lora Bickley, VHSL Recording Secretary

SOME TRUTHS AND WISDOM ABOUT THE GAME OF FOOTBALL

“Show me a good and gracious loser, and I’ll show you a failure.” Knute Rockne / Notre Dame

“I make my practices real hard because if a player is a quitter, I want him to quit in practice, not in a game.” Bear Bryant / Alabama

“It isn’t necessary to see a good tackle, you can hear it! Knute Rockne / Notre Dame

“At Georgia Southern, we don’t cheat. That costs money, and we don’t have any.” Erk Russell / Georgia Southern

“Football is only a game. Spiritual things are eternal. Nevertheless, beat Texas.” Seen on a church sign in Arkansas prior to the 1969 game.

Ted Salmon

VHS Hall of Fame

VHSL Torch of Honor



Ted Salmon's contributions as a high school athlete, coach, teacher and athletic administrator are unsurpassed during a lifetime committed to the Virginia High School League. He begins his 42nd year serving with distinction as athletic director and director of student activities. In addition to his induction to the Virginia High School Hall of Fame, Salmon will be honored with the Virginia High School League's Torch of Honor this fall – the VHSL's highest honor.

Entering his 42nd year as athletic director/director of student activities, Salmon has been at Cosby High School since 2006 and served in that same position at Clover Hill from 1974-2006. He has directed over 200 district, conference, regional and state events, including 20 regional basketball tournaments and the past nine VHSL state basketball championships at the Siegel Center. His numerous awards and honors include athletic administrator of the year at the district and region level; VIAAA state athletic administrator of the year in 2005; VHSL Regional Award of Merit in 1999 and the NIAAA State Award of Merit in 2013. He has also served on the VIAAA Board of Directors in various leadership roles since 1976 to present, in addition to serving as chairman on numerous VHSL district and conference committees.

Salmon served as Clover Hill's football coach for 26 years (1975-2000) winning 151 games and five district championships. He was named district coach of the year and the Richmond Touchdown Club Coach of the Year four times. He was inducted into the Clover Hill Hall of Fame in 2005 and the stadium at Clover Hill is named Ted Salmon Stadium. He began his teaching/coaching career at Craddock High School in Portsmouth in 1972-73 before moving to Clover Hill in 1973-74.

A Richmond native, Salmon graduated from Meadowbrook High School in 1969 where he captained both the football and basketball teams and was selected the school's athlete of the year as a senior. He was inducted into the Meadowbrook Wall of Fame in 2006. He attended East Carolina University on a football scholarship and was a three-year letterman and two-year starter for the Pirates. Salmon graduated in 1972 with a degree in history and political science. He resides in Chesterfield.

Self-Control

A frazzled mother with a fussy child caught the eye of a grocery store manager. He overheard her say, "Lily, you can do this. We just have to get a few things."

Moments later, when the child became more upset, the mother said calmly, "It's okay, Lily. We're almost done."

When the child became hysterical in the checkout line, the mom took a deep breath and said, "Lily, just hold it together for a few more minutes."

As she was leaving, the store manager stopped her. "I just wanted to compliment you on how remarkably calm and patient you were with little Lily."

The mother laughed. "Well, thank you, but my baby's name is Lisa. I'm Lily. I was just holding it together for myself."

Self-control is a virtue that doesn't come easily. This mother had to work on it, talking herself through each challenge. According to Dr. Daniel Goleman, controlling impulses like frustration and anger is a crucial aspect of character that he calls "emotional intelligence." In fact, he says, "Those who are at the mercy of impulse – who lack self-control – suffer a moral deficiency."

The good news is, this deficiency in self-control can be cured by continuous efforts to identify and overcome negative emotions with rational thought. Although most of us experience negative emotions, inducing us to express anger, give in to frustration, or surrender to temptation, self-control is well within our power. We may not be able to suppress all our emotions and reactions, but we can dictate what we say and do. And whether we'll allow negative feelings to dominate us.

It's hard work to harness powerful impulses and redirect our thoughts toward positive attitudes, but those who do live happier lives in a happier world.

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SOME TRUTHS AND WISDOM ...

"After you retire, there's only one big event left, and I ain't ready for that." Bobby Bowden / Florida State

"The man who complains about the way the ball bounces is likely to be the one who dropped it." Lou Holtz / Arkansas - Notre Dame

"When you win, nothing hurts." Joe Namath / Alabama



Kempers Korner

VISAA Vision Statement:

Develop a nationally recognized community of student-athletes with unparalleled competitive opportunities for participation and BUILDING strength of character

VISAA Mission Statement:

We provide accredited member schools the resources and competitive environment that create a foundation through athletics for excellence based on integrity, sportsmanship and leadership.

The VISAA continues to work on its word for 2015 building **“relationships”**.

Since May, following the settlement of the Liberty Christian Academy lawsuit with the VHSL, our relationship with the VHSL could be altered drastically. As a result of that settlement private schools except for boarding schools will have the opportunity to join either association. The schools have the opportunity to make the choice that best fits their schools mission.

In addition, the terms of this settlement allows the VISAA the opportunity to be associated with the VHSL as a private school division. The wording concerning that part of the settlement is being crafted but understand the VISAA is excited for the opportunity to be recognized by the VHSL.

8--2--1

Formation of Private and Public School Divisions – VHSL will seek from the Virginia Independent Schools Athletic Association (“VISAA”) and agreement to incorporate and include VISAA in VHSL as a private school division, which will have its own autonomous rules, governance, finances, and management, but will have VHSL member status (hereafter, the “private school division”). The private school division will exist alongside the current VHSL membership (hereafter, the “public school division”). In interscholastic sports, the private school division may have regular season and post-season playoff schedules that are separate from those of the public school division, but shall be treated equally for competitive purposes as provided in the VHSL Football Raging Scale.

Once this agreement is finalized it will be submitted to the NFHS to see if the VISAA would be eligible to become a full member of the National Federation. That relationship would certainly enhance the athletic experience for VISAA member schools.

On the lines of professional development the VISAA entered into a three year agreement with Positive Coaching alliance to offer workshops twice a year in the four regions of the state for coaches and potential team leaders on **“Developing Leaders”**-

a Coaches workshop, and **“Developing the Triple- Impact Competitor”** designed for team leaders. The first workshop was held in August for three of the regions and in October for the final region. Attendance was good and we expect that the other workshops in early December will be even better.

Our ongoing goal is to continue to improve the relationship between the VISAA and the VHSL and the VIAAA. Our goal concerning our relationship with the VHSL is to have a statement approved by the VHSL Executive Committee that states that we are in partnership with them to ensure that all accredited schools in Virginia provide educational based athletic and activity programs for their member schools. We continue to explore ways to make this relationship better and more meaningful.

Our annual Officers Retreat was held this past June. The officers reviewed the past year and compiled a list of accomplishments and non-accomplishments based on the strategic plan.

I. Accomplishments

1. New website with a part time web-site administrator
2. Development of the Head’s Committee
 - i. No sportsmanship issues that come to mind
3. Upgrading venues for sports championships
 - i. Softball to Dinwiddie, Boys and girls lacrosse to University of Richmond and Randolph Macon, Volleyball and Girls Basketball moving to best site for 2015-16
4. Did better with the budget – financial outcome in the positive
5. Strides made in professional development
 - i. PCA workshop in November 2014
 - ii. Pay for membership for AD’s to VIAAA and NIAAA
 - iii. Set up contracts for coach and student-athlete PCA workshops by region
6. Dealt with several complex negotiations/issues
 - i. Fuqua school
 - ii. Liberty Christian Academy
7. Partnership with G3 Company to develop website
8. Bringing in Gary Leake to help us identify potential partnerships
9. Signing a deal with NFHS network
10. Establishment of the VISAA Hall of Fame and committee

II. Areas of needed improvement

1. Continue to struggle with recruitment and inducement and semester rule and wording in the POP
2. Did not secure a second major sponsor for our events

And finally the VISAA Executive Committee will start the process of developing its fourth 3-4 year strategic plan to be ready for implementation in 2016. A lot of solid accomplishments in 2014-2015 but always a lot of work ahead to get where we want to be as a national recognized community of student athletes.

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1. Understand the foundations of, and believe in, Education-Based Athletics.
2. Becomes key for all campus activity when the bell rings dismissing the regular school day.
3. Serve as a mentor and model for coaches, students, school personnel and spectators.
4. Seek best practices, sound knowledge and research, professional interpretation, keen insight and proven positions on current issues and difficult issues related to interscholastic athletics.
5. Provide abundant and safe participation opportunities for student-athletes.
6. Manage risk and reduce susceptibility to areas of liability.
7. Establish a sound philosophy from which decisions are made, conduct codes are established, integrity is an expectation and leadership is developed.

A few of the many benefits provided NIAAA members include:

- Cost savings for the national conference, Leadership Training Institute courses, certification, products and services.
- \$2,000,000 liability and \$2500 life insurance provisions, and reduced rate on additional insurance opportunities.
- Access to member portal for personal data and **Members Only** information items.
- Selection from Leadership Training 40 course curriculum, plus 4 levels of Certification.
- Application for Student Scholarship/Essay program at national, section and state levels.
- *Interscholastic Athletic Administration* print and digital journal.
- Awards Program and Hall of Fame
- Service in various NIAAA leadership opportunities.
- Opportunities to teach, publish, present and lead.
- Communication via various print and technological medias.



Learn more by visiting our website:
www.niaaa.org

NIAAA Membership Commendations

Mike Blackburn, CMAA
Associate Executive Director
National Interscholastic Athletic Administrators Association

Congratulations to the qualifying state associations. You will soon receive an email with an attached pdf of your respective commendation banner. We encourage you to display the banner on your state athletic administrator association website, in your newsletter, or other appropriate acknowledgement. Perhaps your state athletic/activity association would assist in promotion of your accomplishment in some way as an outreach to the educational leaders of your state.

Commendation qualification requirements include raising NIAAA membership by 10% or more over the previous year, being at record NIAAA membership, or by maintaining at least 70% NIAAA membership among athletic directors in schools belonging to your state athletic/activities association

The following record high 39 states received a Membership Commendation in 2014-15:

Alabama – Arizona – Arkansas - Colorado - Connecticut – Delaware – Hawaii – Idaho – Illinois - Indiana – Iowa – Louisiana - Maine – Maryland – Massachusetts – Michigan – Minnesota – Mississippi – Nebraska - Nevada - New Hampshire – New Jersey – New Mexico - New York – North Carolina - North Dakota – Ohio - Rhode Island – South Carolina - South Dakota – Tennessee – Texas - Utah – Vermont – Virginia – Washington – West Virginia - Wisconsin - Wyoming.

***Special recognition goes to Idaho, Maryland and Michigan** as states that received commendations in **all three** categories. **Colorado, Connecticut, Delaware, Hawaii, Illinois, Iowa, Minnesota, New Hampshire, New Mexico, North Dakota, Ohio, South Carolina, South Dakota, Texas, Virginia, Washington, West Virginia and Wisconsin received commendations in two categories.**

***Connecticut, Delaware, Hawaii, Indiana, Maryland, Nevada, New Hampshire, Rhode Island, Utah and Virginia** are all over 100% membership for 2014-15. The highest number of states to do so.

***The following states, the most ever, regardless of whether qualifying for a commendation, or not, currently stand at an all-time record for NIAAA membership:**

Colorado, Connecticut, Delaware, Hawaii, Idaho, Illinois, Iowa, Maryland, Michigan, Minnesota, Nebraska, New Mexico, North Dakota, Ohio, South Carolina, Texas, Virginia, Washington, West Virginia and Wisconsin.

***And statistics for Section accomplishment include:**

Section 2 – Best % per capita growth (10.3%) AND highest number of new members gained (266).

Section 1 – Highest number of total members (1901) AND highest percentage of possible members (89.1%).

A sincere thank you for your efforts this past membership year endeavoring to reach untouched athletic administrators in your state.



NIAAA Notes

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

By now you should have received your e-mail containing National Conference information. Please take a moment to update profile on NIAAA [website](http://www.niaaa.org). Note that you now must print out your own membership card. We now have 9610 members and still growing!

Career Awards- Members are eligible for NIAAA Career Awards to be given at our annual VIAAA Conference. You MUST notify Dave Nelson if you are scheduled to receive your award just like the VIAAA Career Awards. You may also go to the www.niaaa.org web page and print a Career Award Application and forward that to Dave Nelson by February 1, 2016. Awards begin at the 15 year level and continue in 5 year increments.

Contact Dave at ednelson10@cox.net

Dave is also able to receive regular mail at:

Dave Nelson, C.M.A.A.
NIAAA Liaison
224 Cedar Road
Poquoson, VA. 23662-2112

The 2015 NIAAA National Conference will be held December 11-15, 2015 in Orlando, Florida at the Marriot World Center. Cost for rooms is \$170.00 plus tax per night.

Remember to nominate a female and male senior athlete for the NIAAA scholarship.

Be sure to join your professional organization and recruit fellow Athletic Directors to do the same!

As always any comments or questions are welcome.

Dick's Trivia Questions... Questions on page 12.

Answers:

1. 1903
2. Sandy Koufax
3. San Francisco Giants and Oakland Athletics.
4. Mickey Mantle
5. Lou Brock

SOME TRUTHS AND WISDOM ...

"Motivation is simple. You eliminate those who are not motivated." Lou Holtz / Arkansas - Notre Dame

"If you want to walk the heavenly streets of gold, you gotta know the password, "Roll, tide, roll!" Bear Bryant / Alabama



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2015 VIAAA Claudia Dodson Memorial Golf Tournament

The VIAAA Claudia Dodson Memorial Golf Tournament sponsored by Pepsi was held on Wednesday, October 14. Close to 50 golfers played in beautiful weather at Old Trail golf Course in Crozette, Virginia. The tournament was under the director of Steve Heon, AD at Western Albemarle High School. Proceeds from the tournament will used to support six \$1,500 VIAAA student-athlete scholarships.

A special thanks to Steve Heon for the great job that he does with the tournament and to all of the golfers who supported this event

First place honors were awarded to the team of:
(L-R) Billy Russell, Lamont Davis and Marshall Parker



Closest to the Pin:
Kristy Hunter - Ladies
Ted Salmon - Mens

Longest Drive:
Joyce Sisson and Jim Woodson



1A Tom Dolan Scott Sisson Nate Doughty 67	12 Tom Malloy Rollison Metzger Metzger 64	14 Bill Smith Marshall Parker Tribus Brown 63	17A Bill Russell Marshall Parker Team 58
1B Jim Woodson Scott Morris Cole John Hartness 59	13A Tom Carter Starzenski Warner Frye 59	15 Tom Peters Kristy Hunter Price Kockman 63	17B Bill Lilly Dennis Omps Nate Dufrene Daly 71
11 Ted Salmon David Cooper Danny Parsons Dick Overton 67	13B Wayne Davis Wells Sampson Dodds 69	16 Tom McNanley Nate Obias Miller Farrey 70	18A Jim Stimmell Team Team 66

Where Are they Now?

Dick Overton

Dick graduated from JR Tucker High School before heading to serve in the US Air Force for 4 years. Dick graduated from the University of Arizona in 1973 and got his first teaching job in West Point, VA. He got married, moved to Richmond and started in Chesterfield in 1975. He earned his M.Ed. from VCU and became AD in 1980 finally retiring from Midlothian in 2009.

I am in my sixth year of retirement, and life is really good. We live on 20 acres in Powhatan, raise a few chickens and keep bees. Pat (my wife) retired three years ago. Now we have time to do as we please. With four children and six grandchildren we stay on the road.

Our retirement plan was to travel, read more, and just do whatever we wanted, so far it's worked out fine. We have gone to Italy, the Rock and Roll Hall of Fame, and the NFL Hall of Fame. We have also been to Arizona and Iowa for family visits and a few basketball games. Our next stop is Amsterdam in April.

I still sell tickets at the home games for football, Midlothian only. I also work track meets and cross country meets, doing finish line stuff on the computer. I am still active in the VIAAA, enjoy the meetings and the state conference. I also sub at Powhatan HS, not the Junior High, and only on rainy days, keeps me young. Now that I'm in my seventy's, life just keeps getting better, only thirty more to go to reach my goal. Hope you are around for my 100th birthday, I'll keep you posted and see you there!!!

Pictured below is Dick and a friend at his farm in Powhatan (Dick is the one on the left.)



Bruce Patrick

Bruce Patrick first worked at Mount Vernon HS from 1973 until 1983 as a Social Studies Teacher. He then worked as the DSA from 1983-1988. Bruce was the Assistant Football Coach and Basketball Coach from 1973-1978 and the Head Football Coach from 1979-1988. Bruce then moved to the Superintendent's Office serving two superintendents Dr. Spillane and Dr. Domenech from 1989-2003 as the Director of Athletics and Student Activities. Bruce had an excellent run as the Head Football Coach at Mount Vernon where he won five district championships, three regional championships, one regional runner-up, and in 1983 AAA State Football Championship.

Here's what Bruce is up to now:

After 30 years, I retired from Fairfax County Public Schools in June, 2003. I joined the VHSL staff in September 2003 as an Assistant Director and thoroughly enjoyed working with the League staff, a hard working group of professionals. During my three years with the VHSL I had the pleasure of meeting many outstanding coaches, administrators, and officials across the Commonwealth. After my stint with the VHSL I took a short break and then joined Neighborhood and Community Services in 2007, an Agency of Fairfax County Government. I work as an Operations Manager in the Annandale/Falls Church area. This has been a rewarding experience working with the diversity of central Fairfax County. My wife Paula and I stay close to our two children Seana and Jim and our seven grandchildren. Seana is married and lives in Dallas, Texas with her husband (Jared) and three children. Seana works for the Stryker Corporation. Many of the State AD's know our son Jim, who lives in Burke, VA with his wife Susie and four children. Jim is the DSA at McLean High School. While Jim served as the Head FB Coach at McLean (2008-2011) I had the opportunity to join his staff. That was a dream come true.



In 2007, my wife and I purchased a family vacation home in Charleston, SC, on James Island. We enjoy walking our two German Shepherds on Folly Beach, the great Cuisine that Charleston offers and the wonderful year round weather. Life is good.

Pictured is Bruce with his wife Paula- they have been married for 37 years.

Ask the AD

Communication Hurdles with Non-teacher Coaches

Dr. David Hoch, CMAA

Question: In our district, we have to rely on an increasing number of non-teacher coaches, but I face a huge problem of effectively communicating with them. What can be done? Todd, Idaho

Unfortunately, many schools have to rely on coaches from outside the building and, Todd, you identified the major problem. Effective, efficient communication with this group is extremely challenging, but a concern which needs solutions. You might try the following.

1. Require – if you can in your setting – non-teacher coaches to attend your pre-season coaches meeting. It is in this meeting that you normally introduce new regulations and requirements, and reinforce important policies and procedures. This information is essential in order to avoid problems with coaching assignments.
2. Strongly suggest that non-teacher coaches check their e-mail throughout the day. With changes in bus times, postponements and other developments, it is necessary to check several times and not just once in order avoid mistakes. Also, you can't call every coach with all changes.
3. Set up a mail box for coaches from outside the building. Even in this age of digital and electronic messages, there

are still documents and materials which are in the hardcopy form and these need the coaches' attention. Clearly explain that coaches must regularly – daily if possible – check their mailbox.

4. Ask that coaches drop by your office daily for 1 minute just to check in – perhaps they can pick up their mailbox at the same time! During this quick 'hello,' cover any reminders or developments which suddenly unfolded during the coach's travel to school.
5. Explain to the coaches that it is their responsibility to communicate – via e-mail or cell phone – with you as soon as possible after any problem at practice or a game. Explain that this effort helps you from being blindsided and gives you advance notice to start working on solutions.
6. Schedule a one-on-one meeting with coaches to provide reminders for upcoming requirements connected with coaching such as submitting eligibility forms, tournament entries, awards procedures, etc. Be proactive, anticipate potential problems and cover them with non-faculty coaches.

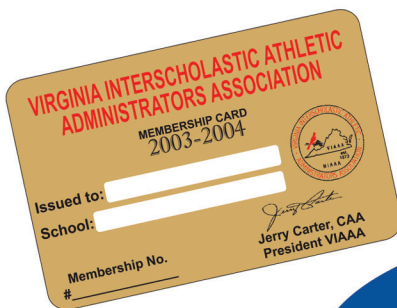
Communication is essential with all coaches, but it does take a little more planning and extra steps with non-teacher coaches.

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SOME TRUTHS AND WISDOM ...

"We live one day at a time and scratch where it itches."
Darrell Royal / Texas Mississippi State

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