



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

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VIAAA Partnerships 2014-15

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Gearboss by Wenger
Dick's Sporting Goods
Time Technologies/Fairplay
Sports Image
Big Teams
ESC
Spirit Fundraising

Patron Partners
Disco Sports
Nevco

President's Message

Greetings Members of the VIAAA,
I would like to begin by thanking Bobby Stratton and the CVIAAA for a wonderful conference at the Hilton Inn & Spa in Richmond. The location was an excellent venue. I have to say that I loved having all of our events on one floor, certainly made it easier to find all of the sessions and the vendors' area. I am looking forward to the second year of the conference at this location. I would also like to thank the

vendors for attending the conference. The vendors play a vital role in helping provide our association with financial support and new information about updated products available on the market. The VIAAA Conference is always an opportunity for each of us to not only better ourselves, but bring back new and innovative ideas, techniques, and a renewed excitement to our athletic programs. The conference is an opportunity for us to build upon our skills and network with our peers throughout the state. Bob Stratton and the CVIAAA will host the next state conference April 12 – 16, 2016. Congratulations to all who were recognized as Award Winners during our Annual Awards Luncheon. Your dedication and contributions to your schools and communities are exemplary.

I am looking forward to a great year as we continue to build upon this great organization that we call the Virginia Interscholastic Athletic Administration Association. Many of us are faced with difficult challenges on a daily basis and worry how to tackle one more task. I say look no further. I would like to encourage you to use the members of VIAAA as a resource for your daily operations. Please do not hesitate to reach out to one of your peers if you are faced with a challenging personality or situation. My father always preached to my family as we were growing up that, "We are not put on this Earth to see through one another, we are put here to help see one another through." This statement is true of what we as Athletic Administrators do on a daily basis. So feel free to share a great idea or concept and help someone in need.

I have three goals for the VIAAA during my term as President. First, I would like to continue the road map that Scott Morris has laid for the organization this past year. We will to continue to work to grow the



Lisa Corprew, CAA

Continued...

VIAAA Board of Directors



President

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John Handley High School
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Executive Director

Bruce W. Bowen, CMAA - Retired
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Ex-Officio

Joyce Sisson
VHSL
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membership of the VIAAA. We want to incorporate the ability to use electronic payments for membership, the conference, and leadership training classes. Secondly, we want the website to be a resource of information that you will be able to use at anytime and anywhere without a hitch. Thirdly, we will continue to improve our leadership training program by offering a variety of different professional development opportunities. We need to work on our brand. What comes to mind when you hear about the VIAAA? We want every athletic administrator to understand the function of the VIAAA and to continue to be a viable resource for everyone in the state.

I am excited to have the opportunity to work with an excellent group of officers—each of us from a different background but all coming together for one common purpose, and that is serving you as officers of the VIAAA. I am excited that you have chosen me to help pave the way for the athletic administrators throughout the commonwealth of Virginia. I would be remiss if I did not thank Scott Morris for the work that he has done for the VIAAA during his term. So Scott, on behalf of the membership and the board of directors, I would like to say thank you for your time, your loyalty, your dedication and your commitment to the VIAAA.

In closing, as you make plans for your well-deserved summer vacations and updates to your calendars for next school year, I would like to thank you for moving mountains in the lives of the young people we inspire each day. When we look at the mountains in our lives, they can appear to be overwhelming. But we can move a mountain by removing one stone at a time together. Just ask Confucius! He says, “The person who moves a mountain begins by carrying away small stones.” Every day, in many different ways, that person is you! Continue to move mountains! I know that you will continue to make a difference in your buildings and communities. I hope that you have a great end of school year and enjoy your summer. Please do not hesitate to contact me if you have any questions or concerns.

Again, thanks for what you do! I look forward to seeing everyone in September.

Lisa Corprew, CAA
VIAAA President



The VIAAA Officers from the 2014-2015 year are (pictured from L to R)

Treasurer - Chris Robinson, RAA - Glen Allen High School
Executive Director - Bruce W. Bowen, CMAA - Retired
Past President - Kevin Cole, CMAA - Hickory High School
President Elect - Lisa Corprew, CAA - Bayside High School
President - Scott Morris, CAA - Fluvanna High School
Secretary - Rick Lilly, CAA - John Handley High School

Question and Answer Session

Bruce Bowen, CMAA

VIAAA Executive Director



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

How was the State VIAAA Conference in Richmond this year?

We moved the Conference to the Short Pump Hilton in the West End of Richmond to the delight of the Eastern Athletic Directors! We had another great Conference with 172 in attendance including 23 Middle School ADs. In

addition, we had 60 Vendor Booths that were busy both days they were open. There were lots of great sessions, plenty of time to exchange ideas and socialize. Our Golf Tournament was a big success with 52 players, one of our biggest ever. The Vendor Gala on Wednesday evening was a highlight with lots of food, drink, music and door prizes. The Hospitality Room was well attended each night. Our Awards Luncheon on Thursday had over 150 in attendance. We honored four ADs of the Year (by school size), six Student-Athlete Scholarship winners and a number of other deserving people. At our Business Meeting, we recognized retiring Athletic Directors and gave recognition for longevity. The Board finished on Saturday morning and then headed home. Thank you to our Conference Chair, Bob Stratton!

How has your year as our Executive Director gone?

For a retired guy, I keep busy. I serve the VIAAA Officers and Board of Directors and help in a variety of areas such as the Conference, Vendor support and Corporate Partnerships. I also represent the VIAAA in various ways. I attend all the VHSL membership and Executive Committee meetings in addition to serving on the VHSL Foundation Board and the Virginia High School Hall of Fame Selection Committee. I attended our State Conference, the NIAAA Conference in National Harbor and the National Executive Director Conference (NEDC) in Lake Tahoe. In addition, I also serve on the NIAAA Board of Directors as the NEDC rep. I also represented the NIAAA and the VIAAA at the US Army All American Bowl game and the USA Football Conference.

How are our Partnerships compared to last year (show me the money)?

The economy is still slow but we had a good year with Partnerships. When all is said and done, we secured \$80,000 worth of Partnerships with \$50,000 in cash. 25% of this total goes to help fund the Conference. In the past five years, we have added \$455,000 in new Partnership funding with cash or product!

What are you plans for this summer in regards to your position?

I will be traveling to Louisville with Lisa Corprew and Dave Nelson for the Section 2 meeting in June. July will be a busy month as I will attend the VHSCA Clinic asking vendors to pencil in our State Conference for next year. I then head to Indianapolis for the NIAAA BOD meeting, attend the VIAAA Officer's Retreat and help

with the New AD's Workshop in Charlottesville. Finally in August I will be hosting the National Executive Directors Conference here in Williamsburg. I will regroup after that and be ready to start all over in September!

With seven years under your belt, tell us about your Executive Director Position?

It has been a fast seven years but I am still enjoying the opportunity I have to represent the VIAAA. Fundraising takes a lot of effort but we have been able to partner with companies who believe in what we are doing. Of course, they do want exposure in return and so we let you know what they offer and let you choose if you want to use them. I have become more involved as I spend more days each year representing the VIAAA at meetings and Conferences. The job is challenging but I am honored to be able to serve the VIAAA.

News for Retirees

Thanks to all retirees who attended the State Conference! It was a great time had by all.

Some concerns came up that need to be addresses. How do we get more retired AD's involved? Why do we have to fill out a new membership each year? How do we get the new form to fill out? These and many more items came up at the retiree's breakfast. I sent out 80 plus emails to the retired AD's that I have emails, only 2 responded. Not good, if you change emails please send me an update so I can change or add you to our list.

The VIAAA values our retired AD's, but we need to be able to reach them. So please send updated email addresses to dpoverton74@gmail.com and to john.williams@vbschools.com

Our thoughts and prayers go out to the families of Dave Nelson, and Jeff Dietze, for the speedy recovery of their loved ones.

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

Congratulations to Our Award Winners

VIAAA Scholarships Sponsored by Allstate Insurance



VIAAA Scholarships were presented to the following students: The John C. Youngblood scholarship to: Maeve Dale, Wakefield Country Day School; Michelle Heinitz, Robert E. Lee High School – Springfield; Judith May, East Rockingham High School; and Leslie Walters, Fluvanna County High School. The Claudia Dodson scholarship to: Elizabeth McClaugherty, Hickory High School; and the Past President's scholarship is Anna Clark, Wakefield Country Day School

VIAAA Distinguished Service Awards



The VIAAA recognized the following individuals with the Distinguished Service Award. (L to R) Gary Hess- nominated by the Past Presidents; Lou Hair- nominated by Midlothian High School; and Rich Herod- nominated by St. Christopher's School.

NIAAA State Award of Merit

Scott Morris, CAA
Fluvanna County High School



Scott Morris (center) receiving the State Award of Merit. The award is being presented by President-Elect Lisa Corprew and Mic Spicclati of Daktronics- the national sponsor of the award.

Scott Morris has been a fixture at Fluvanna County High School for 16 years, starting in August of 1999. Scott joined the Fluco staff, teaching and coaching some combination of girls' and boys' basketball, football and softball until he became athletic director in January of 2005. While serving as athletic director, Scott has led numerous changes in the athletic department and provided critical leadership in helping open a new school two years ago. Scott's emphasis on a family-based and community-based environment can be seen in many ways in Fluvanna. This includes holding preseason meetings at a local business or at Fluco games where you might see his wife taking tickets, his son performing his duties as the Junior AD and playing football, or his daughter on the volleyball or softball teams. Scott has held a number of leadership positions at the local and state levels, currently serving as the President of the VIAAA where he has led a focus on increasing the number of athletic administrator memberships and certifications. He has also introduced a mentor program and presented session topics at several NIAAA conferences. Before serving as President, Scott assisted the VIAAA as its Chairman of the Professional Development Committee. He has served in many roles at the district, conference and region levels. Scott graduated from Albemarle High School and Radford University, attained his Master's Degree from Longwood University and earned his CAA designation in March of 2009.

VIAAA Outstanding Service Awards

Derek Farrey

Tuscarora High School



There is not a day that goes by at Tuscarora High School where the influences of Derek Farrey, the school's athletic director, are not evident. Since the school opened in 2010, Derek has been a force in the growth and fostering of the school's culture and development. Derek became an assistant athletic director at Loudoun County High School in 2004 and ascended to become the first and only athletic director in Tuscarora's five

year history. His passion for the job has led to countless hours creating and refining the school's image as a centerpiece of the Leesburg community. His support for all programs, not just the revenue generators is one of his greatest attributes. He went as far as lobbying his state senator to gain access to a state-held property for cross country teams to run on after access to this area was taken away. He also stepped up to the plate to host the 2014 Region 5A Wrestling Championships with only 48 hours of notice when weather conditions restricted other school districts from carrying out the task. In 2014, as the Tuscarora community mourned the passing of one of the school's dearest coaches and teachers, Derek immediately organized and mobilized Tuscarora High School and its community to unite and to remember the positive influence that Coach Adam Fortune was to so many people. He created a scholarship fund in the coach's honor to help young athletes who may not otherwise receive financial assistance to attend college. He petitioned the school board to re-name the Tuscarora stadium in honor of Coach Fortune and then made it a personal mission to solicit the large donations required to install a new scoreboard and video display brandishing Adam's name. Derek is an institution at Tuscarora High School due to his service to the school and community.

Melody Modell, CMAA

Fairfax County Public Schools



Melody Modell is currently the Student Activities and Athletics Specialist for Fairfax County Public Schools. A past president of the VIAAA, Melody currently serves as the Professional Development Chair for VIAAA and coordinates the Athletic Director of the Year voting process for the Past

Presidents' Council. She attained her Certified

Master Athletic Administrator certification from the NIAAA in 2007. Prior to her current position, Melody served as assistant director of student activities and, for six years, as director of student activities at Thomas Jefferson High School for Science and Technology. As Chair of the Professional Development Committee, Melody is responsible for the organization and conduct of the annual New Athletic Directors' Workshop and for the promotion of the NIAAA's certification program within the VIAAA. A detail person with long range vision, Melody has developed the NADW into a very productive workshop to give new athletic administrators a solid foundation of information, background material and confidence as they begin their administration careers. Additionally, she has written several certification articles for the A.D.Mission and has coordinated NADW follow up workshops annually at our state conference. Melody also hosts a CAA test annually in Northern Virginia and is a trained NIAAA Leadership Training Institute instructor. Melody has coordinated a very workable revision of the selection process for the Athletic Director of the Year Awards and has transformed it from a paper process to a very efficient electronic format. The time and energy that Melody has put into her responsibilities has resulted in well run activities, high on detail and organization, which produce consistently effective programs that benefit the entire VIAAA membership.

JOHN C. YOUNGBLOOD LIFETIME AWARD OF MERIT

Bill Knowles, CAA

Retired Western Branch High School



Bill Knowles, tonight's recipient of the John C. Youngblood Lifetime Award of Merit, has spent a lifetime as an educator and coach in the Chesapeake Public Schools. A U.S. Army and Army Reserves Veteran, Bill spent almost 30 years in public education, most of those at Western Branch High School. He

was born in Portsmouth in 1936 and graduated from Woodrow Wilson High School. He went on to attend VMI before signing on with the Chesapeake Schools in 1962 after serving in the military. Bill coached football, basketball, track and field, and baseball. He started at Western Branch in 1968, coaching varsity football for four years. In 1976 he was appointed as Western Branch's athletic director, a position he held until his retirement in 1991. While at Western Branch, he directed numerous Southeastern District basketball tournaments as well as region and state softball tournaments. He was instrumental in helping to create the Southeastern District Athletic Directors Association as well as the Eastern Virginia Athletic Directors Association. In 1987, he was elected president of the Virginia State High School Athletic

Directors Association, an organization that would later change its name to VIAAA. That same year Bill chaired the state conference, and a year later he became a Certified Athletic Administrator. Bill was selected to serve on the Eastern Region Principals Council along with the VHSL Executive Committee. Bill also participated in the NIAAA as a member of its Awards Committee. He has received a number of outstanding honors including the NIAAA State Award of Merit, the NIAAA Distinguished Service Award and induction into the Virginia High School Hall of Fame. In his retirement, Bill enjoys playing golf, fishing, some gardening and traveling with his wife, Sue. They have two children, Patrick and Susan, and one grandchild, Anna Marie.

VIAAA ATHLETIC ADMINISTRATORS OF THE YEAR



Pictured Left to Right:

*Charlie Williams, CAA- Timberlake Christian School
Greg Wade, RAA- Radford High School
Tim Wolf, CMAA- Kempsville High School
Steve Heon, CAA- Western Albemarle High School*

Steve Heon, CAA

Western Albemarle High School

Spending seventeen years in collegiate athletic administration prepared Steve Heon well for what he was going to encounter when he took the job as athletic director at Western Albemarle ten years ago, a position he still holds today. Steve received his undergraduate degree and Master's Degree from the University of Virginia where he played baseball for the Cavaliers. He served as assistant baseball coach at UVA for seventeen seasons while also holding down the positions of assistant promotions and marketing director for five years followed by a nine year stint as the university's licensing director. Steve then left Hooville to become Western Albemarle's athletic director in 2004. Steve has held a number of leadership positions at the state and local levels as he is finishing up the first year of his three year term on the VHSL Executive Committee. He is also a member of the VHSL Coaches Education Committee. He has served the VIAAA for the past six years as the chairman of the Scholarship Committee, and he has also directed the Association's fund raising golf tournament each of the past six Octobers. Steve has mentioned that one of the highlights of his career was presenting the Virginia High School League Courageous Athlete Award to a Western Albemarle

student. Steve is married to his wife, Brenda, and they have a 16 year old daughter, Nichole, and a 13 year old son, Kendall.

Greg Wade, RAA

Radford High School

A 1985 graduate of Richlands High School, Greg Wade has been the athletic director at Radford since 2003 where he has also served as the school's head varsity boys' soccer coach, winning his first state championship as a coach in 2007. Greg obtained his undergraduate degree from Virginia Tech, and he attended Radford University for his Master's. He also coached football and soccer at both Martinsville High School and Dalton Intermediate School during his earlier career. As a high school AD, Greg has directed over eighty post season tournaments at the district or conference, region, and state levels, including the 1A VHSL Jubilee at Radford University. Under Greg's leadership, Radford High has received the Claudia Dodson Sportsmanship Award four times and the Stay in the Game Award on three occasions. Additionally, Radford has earned the Wells Fargo Cup for athletic excellence five times and last year the school captured both the athletic and academic Wells Fargo Cups. Greg and his wife, Dreama, have one daughter, Emily, and one nine-month-old granddaughter, Emily Kate.

Charlie Williams, CAA

Timberlake Christian School

For twenty-one years, Charlie Williams has been at the helm of the athletic program at Timberlake Christian School in Forest, Virginia. Additionally, for two of those years, Charlie was at the helm of the entire school, serving as its principal. A member of the VIAAA since 2002, Charlie has assisted the organization as a member of the Board of Directors representing the Southwest Independent Schools. He has taken on several leadership roles as the president of the Virginia Independent Conference and the president of the Blue Ridge Conference for a total of nine years. Charlie has coached basketball at Timberlake for thirteen years, and five times he was named Coach of the Year for the Virginia Independent Conference. His leadership has been in high demand as he has served on the State Basketball Committee. He is also an accomplished NCAA soccer official being tapped to call several high school state championships as well. Charlie and his wife, Nancy, live in Lynchburg. They have two adult sons, Nathan married to Bethany and Corey married to Kylee, and three grandchildren Katelynn, Cole, and Stella.

Tim Wolf, CMAA

Kempsville High School

Tim Wolf has worked in athletic administration at Kempsville High School in Virginia Beach for the past twelve years as the school's student activities coordinator and assistant student activities coordinator. A graduate of Monmouth College in Illinois, Tim received his Masters' Degree in Administration from George Washington University. His professional career began in Varna, Illinois where Tim coached track and basketball while serving as the school's senior class sponsor. After a year working in Varna, Tim moved to Virginia and Indian River High School where he stayed for nine years coaching track and football and sponsoring

the chess club. In 1999, Tim left Indian River to begin working at Kempsville where he continued to coach football and track. In addition to his teaching and coaching responsibilities in 2002, Tim became the assistant student activities coordinator, a position he held until taking over the SAC role in 2010. An innovator in incorporating technology into his athletic administration position, Tim has developed several interactive methods to inform Kempsville students, parents and community members about information they need to know. Additionally, Tim has completed seventeen Leadership Training classes on his way to earning his CMAA. He's also served on the VIAAA Board of Directors as the chairman of the Technology

Committee. Keeping high school sports in the family, Tim's wife Maria is an athletic trainer in Virginia Beach, and they have two sons, Adam and Paul and a daughter, Mallory.



Jack Kirby, Broad Run High School received his 35 years of service award at the VIAAA Business Meeting.



The presentation of the Presidential Ring to Scott Morris from Past-President Kevin Cole



The Presidential Gavel is presented to incoming president Lisa Corprew by Scott Morris.

VIAAA Golf Tournament

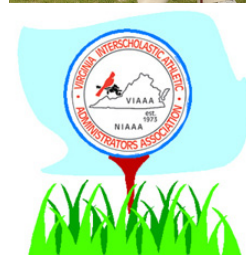
The VIAAA Golf Tournament was held on Tuesday, March 24th at the Sycamore Creek Golf Course in conjunction with the State AD's Tournament.

Special thanks to Ted Salmon, tournament chairman, for all of his hard work with the tournament.



Tournament Winners

Pictured are the First Place team from the Conference Golf Tournament the Luck Stone Team of Jimmy Rodgers, Mike Ellis, Larry Estep and Steve Hartley



Second Place Team:

Steve Heon, Marc Cole, Jim Woodson and Rick Lilly

Long Drive Winner: Todd Price

Closest to the Pin: # 4 Darrell Jenkins - # 15 Dennis Murray

Longest Putt: Harry Bryant

Virginia Interscholastic Athletic Administrators Conference

Bob Stratton, 2015/16 Conference Chairman

Please mark on your calendar to attend next year's 44th annual State Conference April 12 – 16, 2016. The conference will again be held at the Hilton Richmond Hotel and Spa. Let's make the 2016 conference one of the largest ever attended during the history of our state association.

I would like to personally thank the CVIAAA members who were a big part of making this past year's conference a tremendous success. A successful conference is the direct result of many people working together to produce a 1st class event. To each of you who had any part in the conference planning or running of the conference I say "Thank You" for your time and effort. To each of you who took time out of your very busy day to day schedule to attend the conference I hope you left at the end of the week feeling rewarded for attending and look forward to coming back to Richmond next year.

This year we had 60 vendors, 174 athletic administrators in attendance, 66 Leadership Training course were taught, and 46 people renewed their membership. Our awards luncheon was attended by 154 people including Athletic Directors, award winners and their families and friends. While these numbers look good on paper I really believe we can hit the 200+ mark of attendees in 2016. Please let me know if you have any suggestions, speakers or topics you would like to hear as I start to prepare next year's agenda.

School and Legislative Strategies to Prevent Cyberbullying

Lee Green, J.D.

The Challenge

The 2013 Youth Risk Behavior Surveillance Survey, the most recent study by the Centers for Disease Control (CDC) summarizing data from the national, state and local levels across the United States regarding the leading causes of injuries and death among young people, concluded that six categories of priority health risks exist for youth and young adults from ages 10-24.

The first category examined in the study – behaviors inflicted against individuals leading to physical or psychological harm, violence or death – included traditional, in-person bullying and its newer manifestation, cyberbullying. The data indicated that during 2013, 19.6 percent of high school students had been the victims of in-person bullying on school property and 14.8 percent of students had been subjected to electronic bullying through social media, texting, e-mail, voicemail, chat rooms, instant messaging or websites.

Cyberbullying manifests itself in ways that often makes it more difficult to address than physical bullying, including the anonymity afforded to individuals using pseudonyms for postings or setting up "fake" social media accounts, the lack of normative constraints

on bullies hiding behind such anonymity, the irrelevance of physical strength to the bully's ability to attack and psychologically injure the victim in cyberspace, the ubiquity of social media communications among young people who often maintain an obsessive focus on their devices (especially cell phones), and the ability of the cyberbully to intrude into the one safe environment where victims of bullying historically have been able to seek sanctuary – their homes.

The challenge for school administrators and state legislators struggling to enact school policies and state laws that effectively address the problems associated with in-person and electronic bullying is that, although physical bullying on campus is clearly within the jurisdiction of educational institutions, cyberbullying typically originates off-campus via technology owned by students (computers, tablets and cell phones) and the legal authority of schools to sanction off-campus communications using privately-owned devices is limited by the First Amendment free speech rights of the perpetrators.

As illustrated by the following two recent judicial decisions dealing with the constitutionality of state laws targeting cyberbullying and the enforceability of school policies addressing the issue, cyberbullying is a societal problem regarding which the evolution of the law has not kept up with the evolution of technology.

People of the State of New York v. Marquan M.

In July 2014, the New York Court of Appeals, the state's highest court, held that the language of a 2010 Albany County law criminalizing cyberbullying was "overbroad and vague" and was therefore an unconstitutional infringement of the First Amendment freedom of speech rights of a high school student who had pleaded guilty to violating the law.

The Albany County Legislature enacted its cyberbullying law because of perceived defects in a state law adopted by the New York Legislature, the Dignity for All Students Act, prohibiting bullying on school property or at school functions and directing the creation and implementation of school board policies designed to reduce bullying in schools. The statewide law did not criminalize bullying; instead, it focused on educational efforts and sanctions by schools such as detentions and suspensions. In contrast, the Albany County law affirmatively criminalized bullying and incorporated a new crime – the offense of cyberbullying – a misdemeanor punishable by up to a year in jail and a \$1,000 fine, with cyberbullying defined as:

"any act of communicating or causing a communication to be sent by mechanical or electronic means, including posting statements on the internet or through a computer or email network, disseminating embarrassing or sexually explicit photographs; disseminating private, personal, false or sexual information, or sending hate mail, with no legitimate private, personal, or public purpose, with the intent to harass, annoy, threaten, abuse, taunt, intimidate, torment, humiliate, or otherwise inflict significant emotional harm on another person."

Less than a month after the Albany County law was enacted, Marquan M., a minor attending Cohoes High School, created a Facebook page using the pseudonym "Cohoes Flame" and anonymously posted photographs of classmates with detailed,

vulgar and highly offensive descriptions of their alleged sexual predilections, sexual exploits, sexual partners and other forms of falsified personal information. Because of the highly sexualized nature of the postings about underage students, a police investigation ensued, leading through a trace of its IP address to the discovery that the Facebook page's creator was Marquan, who admitted his involvement and was charged with cyberbullying under the new local law. He pleaded guilty but reserved his right to appeal on the free speech issue and after a lower court upheld the local law's constitutionality, the New York Court of Appeals agreed to hear the case.

The state's high court struck down the Albany County law as a violation of the Free Speech Clause of the First Amendment because its definition of cyberbullying was overbroad – in addition to prohibiting bullying behaviors, it also restricted a wide array of protected types of expression and effectively banned a broad range of online political commentary that might be appropriately targeted at government officials or corporations. The high court also found that the Albany County law was vague because it did not give adequately precise notice to the public of the specifically proscribed language and conduct that was being criminalized. The court noted that the local law was motivated by the laudable public purpose of shielding children from cyberbullying, but that the statute needed to be rewritten more narrowly to focus solely on criminalizing sexually explicit photographs and information designed to inflict emotional harm on children.

Rosario v. Clark County School District

In July 2013, a federal court in Nevada refused to dismiss a free speech claim by a student who had been suspended for violating his school's cyberbullying policy. Rosario was a varsity basketball player at Desert Oasis High School who was initially cut from the team, but was placed on the squad following protests by his father about tryout procedures. Following the last game of the season, Rosario used his Twitter account to post eight lewd, vulgar and profanity-laced tweets about school administrators and his basketball coaches.

After a hearing and an appeal, Rosario was reassigned to another high school for violating the district's cyberbullying policy which included language from a Nevada state law stating:

A member of the board of trustees of a school district, any employee of the board of trustees, including, without limitation, an administrator, principal, teacher, or other staff member, or any pupil shall not engage in bullying, cyberbullying, harassment or intimidation on the premises of any public school, at an activity sponsored by a public school or on any school bus.

Rosario's family then filed a lawsuit, asserting violations of the young man's due process rights, equal protection rights, search and seizure rights, privacy rights and free speech rights. Following a motion by the school district for summary judgment, the court dismissed all of the claims except for the plaintiff's First Amendment argument. The court determined that one of the tweets was obscene and therefore not entitled to any free speech protection. However, the other seven tweets, despite being in the words of the court "racist, violent, offensive and hateful," were held to not satisfy the legal definition of obscenity. The issue in the case then became whether the school had the authority to discipline a student for the non-obscene, off-campus speech

contained in those seven tweets.

The court stated, "[i]t is well established that schools may discipline students for off-campus speech in certain situations" and emerging case precedents nationwide have established the legal standard that "school officials have the authority to discipline students for off-campus speech that will foreseeably reach the campus and cause a substantial disruption." Therefore the court refused to dismiss Rosario's First Amendment claims related to the seven non-obscene tweets and ruled that a full trial on the merits was warranted to determine whether an on-campus substantial disruption was a reasonably foreseeable outcome when the tweets were posted and whether an on-campus substantial disruption had in fact occurred.

Recommendations

Some basic principles have emerged from the growing body of case law addressing the authority of schools to discipline students for off-campus digital communications used to cyberbully other students.

- A cyberbullying policy needs to be highly precise with regard to defining prohibited conduct and should prohibit no more speech than is necessary to protect minors from the deleterious effects of cyberbullying.
- A policy will be considered legally effective only if it sets forth in detail how and to whom students and/or their parents should report bullying.
- A policy will be considered legally sufficient only if it also sets forth in detail how school personnel should handle the discovery that cyberbullying has occurred, along with how and to whom a report about the incident should immediately be submitted.
- For most districts, the appropriate school official to be designated as the person to receive, process and investigate reports of cyberbullying, along with reports of other forms of bullying, harassment, hazing or sexual harassment, is the district's federally mandated Title IX compliance officer.
- A policy will be considered legally effective only if it also includes a clear explanation of the applicable state child abuse reporting law and details regarding the agencies to which reports must immediately be submitted by mandatory reporters.
- Schools should incorporate into their policies a focus on education programs for students and school personnel designed to proactively combat cyberbullying.
- In the event of an incident, schools should carefully document all manifestations of the cyberbullying, including screen shots of postings, copies of online videos or audio related to the incident, and transcripts of all interviews with parties and witnesses.
- Schools should focus on preserving evidence of all disruptions that occur on school property or at school-sponsored events as a result of a cyberbullying incident, including those taking place in classrooms, hallways, cafeterias, commons areas, athletic facilities, buses, parking lots, or any other environment hosting a school-sponsored event. Proof of "substantial disruption" is the most clear-cut legal justification supporting school authority to sanction the perpetrator(s) of cyberbullying.

Anti-Hazing Education: an Athletic Administrator's Responsibility

Daniel Uszaki, CAA

The earliest reports of hazing occurred in the early 1600s. At that time, it was referred to as “pennalism.” In some countries, this early form of hazing became a requirement for graduation in ancient and medieval schools.

The word “hazing” actually originated about 400 years ago from the punishment of sailors on long voyages. The rookies were forced to take part in acts that demonstrated their loyalty to fellow crew members, and these activities often would take place on “hazy” days, thus the term hazing was born.

Athletic administrators are now confronted with the responsibility of educating athletes on the dangers of hazing. It is important to implement programs that focus on the ramifications of such practices. With proper planning and communication of expectations towards conduct, organizations can deter undesirable behavior of high school student-athletes.

Defining Hazing and the Purpose of Hazing Education

Earlier this year, the athletic department at Northern Burlington County Regional School District in New Jersey piloted an anti-hazing program at the middle school level. This introductory effort was made at the middle school level as a precursor to establishing a program in the high school. Students were given a baseline test to identify general knowledge of hazing practices. The results were astonishing as more than 70 percent of the students tested could not accurately define or give examples of hazing.

Northern Burlington County Regional School District made a commitment to share the anti-hazing message with middle school students before they entered the high school setting. However, while the athletic department realized that this was a vital step to combating hazing, the main goal was to eventually work anti-hazing messages into the lives of high school student-athletes.

Athletic administrators should consider the students who will be exposed to the anti-hazing education program. While more mature individuals may have a better grasp of hazing, the purpose of the instruction needs to be clear. School policies and procedures, and Board of Education materials and forms should reference the district's response to hazing practices.

Model a College or University Program

Rutgers University has a comprehensive website dedicated to hazing prevention, and many other colleges and universities have devoted equal attention to this illegal activity. Colleges and universities have confronted the problem of hazing, and effective protocols have worked their way down to the high school level. High school leaders should find a college or university website that fits the needs of their high school athletic program.

Many of these websites will specifically address college or

university fraternities and sororities. It is, therefore, important to alter materials to suit the educational and athletic needs of the local school district.

Athletic administrators can communicate with other members in their league or association to ascertain what they have done to prevent hazing. Policies and procedures can be adopted that fit the mold and student population of their high school athletic programs.

Utilize High School Hazing Resources

Various professional organizations, including the NIAAA and NFHS, have tremendous resources on hazing prevention. For example, the NIAAA offers a Hazing Education DVD on the Publications and Products area of its website (www.niaaa.org). The NFHS offers anti-hazing resources on its website (www.nfhs.org) separated into four categories: General Information, School Staff Materials, Parental and Student Resources.

Athletic administrators should work with coaches and other school leaders to determine how these resource materials can be worked into informational parent nights, preseason speeches with high school athletes or other platforms that effectively communicate the district's attention toward anti-hazing tactics.

Involve School Personnel

Hazing prevention does not have to be an isolated endeavor for the athletic administrator. He or she can involve principals, guidance counselors, school resource officers and coaches in the process. A PowerPoint can be created to involve others in the process. Most people have concerns for any activity that is potentially harmful.

Develop a Calendar and Concentrated Goal

Anti-hazing education should not start and end with a preseason speech. Other school-based programs that address safety of student-athletes – first aid response, automated external defibrillators protocol, epi-pen and allergy procedures, and other emergency practices – typically require reminders throughout the season. Hazing prevention efforts should be no different.

A start and end date for anti-hazing education should be developed and a specific group of athletes should be selected. The coaching staff should be involved in the process so that proper planning and adjustments can be made toward the practice schedule. Anti-hazing education can be just as effective on the tennis courts as the wrestling room.

Gather Data and Spread the Word

It is easy to assume that at the end of an anti-hazing program, student-athletes have learned something; however, it is more important to show the results of the learning process. A plan can be implemented that shows the growth of the student-athlete. Create a baseline test and use this as the focus of the instruction. The results should be shared with the coaching staff and other building administrators. Objective data will communicate a program with purpose. This information can be used as a means

for introducing the concept of anti-hazing education and as a means for inspiring a culture that takes hazing prevention seriously.

Display Sensitivity in the Process

Student-athletes may want to share personal experiences. They should be assured that there is a process for reporting hazing incidences without fear of repercussion. Students should be taught the differences between subtle hazing, harassment and violent hazing. An open forum should exist that allows students to express themselves and ask questions. An approachable attitude during the process will communicate an open-door policy for any future incident.

Evaluate Current Systems and Practices

A school's athletic policies and practices may be outdated. These systems should be evaluated, and policies and procedures should be implemented that are reflective of the current times. Feedback from the coaching staff should be requested, and the school's anti-hazing protocol should be assessed on an annual basis.

Hazing practices can affect the most prestigious of organizations – no institution is impermeable. Accordingly, anti-hazing procedures should be absorbed into the school athletic culture and appropriate team-building activities should be communicated that will properly build on student-athlete values.

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Sports Quotes You've Probably Never Heard

Last year we couldn't win at home and we were losing on the road. My failure as a coach was that I couldn't think of anyplace else to play. - Harry Neale, professional hockey coach

Blind people come to the ballpark just to listen to him pitch. Reggie Jackson commenting on Tom Seaver

I'm working as hard as I can to get my life and my cash to run out at the same time. If I can just die after lunch Tuesday, everything will be perfect. - Doug Sanders, professional golfer

All the fat guys watch me and say to their wives, 'See, there's a fat guy doing okay. Bring me another beer.' - Mickey Lolich, Detroit Tigers Pitcher

When it's third and ten, you can have the milk drinkers; I'll take the whiskey drinkers every time. - Max McGee, Green Bay Packers receiver

Let's Remember the Mission

*Kenneth Bennett Activities Director, Head Varsity Baseball Coach
Poquoson High School*

As we complete our first two year cycle of the new classification system of the Virginia High School League and move into our next two (or four year cycle), there are several important points we must remember as we make decisions and determine the next path our league will take.

Each school has a wide variety of opinions in which direction our league should move concerning alignment, and ALL of them are valid and important. We each have a responsibility to represent our school and share those concerns with other league members. After all, our school system is the one writing our paycheck and making sure food is on each of our tables. We are each passionate about our school and our great league we call the VHSL.

However, as we move into summer and begin to share our concerns and ideas in which direction the league should move and how that would help or hurt our individual schools, let us not forget the mission we all have in common. The VHSL web site very clearly states a mission that we have all agreed upon. We are charged to "promote education, leadership, sportsmanship, character, and citizenship by establishing and maintaining high standards for school activities and competition."

This mission has nothing to do with alignment, school size, wins, losses, conferences, districts, or even state playoffs. This mission is a job we all share and all believe is the most important thing we do on a daily basis.

Much of our conversation over the past two years, and moving into the summer, has been about playoff structure, finances, and what plan we feel will put our individual school in a position to be successful. What I want each of us to remember as we go forward in the next few months is what makes us successful: our mission is to promote education, leadership, sportsmanship, character, and citizenship.

I dare say each of us can find examples of how our programs are doing just that on a daily basis in our schools. So by doing our job each day at school, we are successful.

There are at present approximately 311 VHSL member schools. Only 6 of those schools can be champions in each sport or activity. (Less in the case of multi-class championships). If my math is correct only approximately 2 percent of the member schools are champions in each sport or activity. Obviously not many of us would be successful if state championships were the only way we were evaluated.

As we move into the next cycle of our alignment and begin making decisions about the direction of our league, I want each of us to remember our mission to make sure we model all those characteristics we are charged with promoting on a daily basis. This ideal is what makes each of us successful.

Focus on Health of Pitchers Continues in High School Baseball

Chris Boone

From youth leagues to high schools to the major leagues, protecting the health of baseball pitchers has been evolving for many years. In addition to examining arm mechanics and keeping them from running the bases, limiting the amount of pitches is the latest trend in the sport.

Gone are the days when Major League Baseball (MLB) pitchers threw an unlimited number of pitches in a game and worked more than 300 innings a year. Pitch counts have become an increasingly popular tool to measure a pitcher's workload. At the professional level, when starting pitchers reach the seventh inning or approach 100 pitches, the call is made to the bullpen.

In 2007, Little League Baseball adopted pitch count limits in response to increased elbow and shoulder injuries, and in November, MLB and USA Baseball partnered to launch the "Pitch Smart" initiative for youth players. Pitch Smart provides age-appropriate guidelines to help players, parents and coaches avoid overuse injuries. Among the recommendations are pitch count limits.

At the high school level, with risk minimization being a key principle of all NFHS playing rules, the NFHS Baseball Rules Book includes an article mandating pitcher protection. Rule 6-1-6 states: "Each state association shall have a pitching restriction policy to afford pitchers a reasonable rest period between pitching appearances."

In most states, restrictions are based on innings pitched and required rest days. For example, one state limits a pitcher to nine innings in one day, but not more than 15 innings in any seven-day period. Rest days are determined by the number of innings pitched in a day.

Although Vermont currently is the only state that has a pitch-count restriction, Colorado has approved a policy for next year and several other states, including Maryland, Delaware and Florida, have proposals in the works or have had initial discussions.

Elliot Hopkins, NFHS director of sports and student services and liaison to the Baseball Rules Committee, believes states should decide what restrictions work best for their players, but some type of limitation is important for the health of young pitchers.

"These kids are still developing," Hopkins said. "We owe it to them to provide their coaches and administrators with the best up-to-date practices."

To that end, the NFHS will host an arm-care initiative in June. Held at the conclusion of the annual Baseball Rules Committee meeting,

Hopkins plans to have representatives from state associations, USA Baseball, MLB and the NFHS Sports Medicine Advisory Committee discuss different pitching restrictions and arm care.

"We want our membership to know what's available and to walk away evaluating their current policies," Hopkins said.

The Michigan High School Athletic Association (MHSAA) has an outs limitation for pitchers, but has discussed the possibility of a pitch count limit.



"Our baseball committee has discussed the issue a great deal recently," said Mark Uyl, MHSAA Assistant Director. "While one could argue that a pitch count would be a better measure of the stress on a pitcher's arm and body, we've found many challenges in moving to pitch counts over limits on innings."

Uyl said those challenges include whether pitch counts can be tracked easily and who keeps track. While a solution would be to have a scoreboard with a visible pitch count, that puts new costs on a school to update or modify their scoreboards.

Uyl believes coaches play a critical role in protecting pitchers beyond any official policy.

"How do you regulate a pitcher that reaches his limit, but his coach moves him to catcher, where he throws just as many times as the pitcher? That's another tricky part of the problem."

Vermont adopted its policy in 2008, which states that a pitcher cannot throw more than 120 pitches during one outing, and must have three calendar days of rest if more than 75 pitches are thrown.

Jeff Stetson, the baseball coach at Mount Abraham High School in Bristol, Vermont, is a member of the state's baseball committee that instituted the rule. He said it was adopted because the committee didn't think the previous innings limit was working well.

"Pitchers were still throwing a ton of pitches. It was unhealthy for kids and didn't make sense," Stetson said. "Our goal was to come up with a system that works with reasonable pitch limits. It's worked very well."

Stetson said there was very little pushback from coaches for the new rules. The biggest hurdle was deciding who would track pitches during games. In order to keep umpires' focus on the game and not pitch counts, it was determined that an adult from each team would keep track of each pitcher's total and confer at the end of each half-inning on the number thrown.

Even though many coaches already employed some form of a pitch count limit, Stetson believes having a rule eliminates any question about when to take a pitcher out.

"I had to go get a pitcher in the top of the seventh inning of a state title game because he had reached his limit," he said. "I didn't think that the rule was going to cost us a state championship. I just did it because that's the rule."

"I hear stories of kids having Tommy John surgery younger and younger," he said. "We're in a small state, but I haven't heard of any pitcher in our area that has had the surgery."

Bert Borgmann, assistant commissioner of the Colorado High School Activities Association (CHSAA), thinks that more states will take a look at pitch count limits in the future. The CHSAA will become the second state to institute limits next year.

"Pitchers at every level except high school are on pitch counts. This is the natural progression," Borgmann said. "And, Colorado wanted to do something to stay out in front of the issue."

The CHSAA created an ad hoc committee to study the feasibility of pitch counts and other risk minimization efforts for pitchers. The committee, comprised of coaches, physicians, athletic trainers and athletic directors, found that many coaches in the state were already incorporating pitch count limits. The CHSAA's limits vary slightly from the Pitch Smart guidelines.

"We know that some adjustment will be needed once more research is done," Borgmann said. "The committee wanted coaches to be able to work with kids they know and make these decisions."

In addition to implementing pitch count limits, the committee created a series of recommendations for coaches. It suggested that coaches expand their pitching staffs to teach more players the correct way to pitch, and to improve communication between high school coaches and club coaches about pitchers' workloads. "Our coaches only have control over a pitcher for about 25 percent of the year," Borgmann said. "If a player is working out for a club coach on Sunday during the season, the high school coach needs to know that."

Whatever method is used to help protect young arms, it's clear that pitchers will continue to be closely watched.

Chris Boone is the NFHS Assistant Director of Publications/Communications.

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I found out that it's not good to talk about my troubles. Eighty percent of the people who hear them don't care and the other twenty percent are glad you're having them. Tommy LaSorda, LA Dodgers manager.

I don't know. I only played there for nine years. Walt Garrison, Dallas Cowboys fullback when asked if Tom Landry ever smiles.

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Sports Trivia Contest

sponsored by:

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

Answers appear on page 25.

1. What was the first sport in which women were invited to compete at the Olympics?
2. In 1939, what famous American athlete starred on UCLA's undefeated football team and was the top scorer in the Pacific Coast Conference for Basketball?
3. How many world records did swimmer Mark Spitz set when he won seven gold medals at the 1972 Olympics?
4. What Baseball Hall of Fame pitcher hit a home run in his first major league at-bat--and never hit another?
5. In the National Football League, how many footballs is the home team required to provide for each game?
6. Why is the site of a boxing match called a ring when it's square?
7. What professional ice hockey star didn't hang up his skates until he was 52?
8. Who was the famous great-great-grandfather of San Francisco 49er quarterback Steve Young?

Legal Brief

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

Yatsko v. Berezwick
U.S. District Court Pennsylvania - 2008

Facts: Tracey Yatsko was a starter and the star player for the girls' varsity basketball team at Tamaqua Area High School. During a game, as she jumped to get a rebound, her head collided with the head of a player on the opposing team. Following a timeout during which she explained to her coaches the pain she was experiencing from the blow to her head, she was reinserted into the game. Afterwards she began to suffer lightheadedness, vision problems, and a severe headache. She informed her coaches about the symptoms, but they did not refer her to an athletic trainer or a doctor because she was the team's star player, a big rivalry game was next on the team's schedule, and they allegedly feared a medical expert might recommend holding Yatsko out of that contest. After the second game, she collapsed and was transported to a hospital where she was diagnosed with a severe concussion. As a result of treatment being delayed, she suffered serious brain injuries, missed more than two months of school, and incurred extensive medical expenses. The Yatsko family sued the school district and coaches for negligence, arguing violations of the duties to properly evaluate injuries, to provide immediate medical assistance, and to use appropriate return-to-action protocols.

Issues: To what extent are school districts and coaches liable for traumatic brain injuries suffered by student-athletes during school sports activities?

Ruling: Although the federal trial court ultimately ruled in favor of the district and coaches based on some technicalities in the case, the court recognized the duty of athletics personnel to follow appropriate return-to-action guidelines following a suspected concussion. The court stated, "in this case, the dispositive question is whether [the coaches] engaged in the sort of egregious behavior that shocked the conscience," but because at the time only one state had a concussion protocol law in effect, the court concluded that the coaches had not deviated from the then-prevailing national standards of care for concussions.

Standard of Practice: Yatsko would almost certainly prevail if her case was litigated in 2015. With the enactment in early 2014 of Mississippi's concussion statute, all 50 states and D.C. now have laws in place addressing return-to-action protocols following a head injury. Pennsylvania's Safety in Youth Sports Act, effective since July 1, 2012, mandates the immediate removal from play of a student-athlete suspected of having sustained a concussion, prohibits same-day return to action, and requires clearance by a physician trained in the evaluation and management of concussions or similarly-trained medical personnel specifically set forth in the law. The case and many others like it nationwide are also relevant for school and athletics administrators because they illustrate that concussions frequently occur in sports other than football, including many in basketball, soccer, lacrosse, and competitive cheer.

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

Mathis and McGuire v. Wayne County Board of Ed.
U.S. Sixth Circuit Court of Appeals - 2012

Facts: The plaintiffs' sons, John Doe and James Doe (minors), were subjected to hazing of a sexual nature in an unsupervised locker room by four of their basketball teammates at Waynesboro Middle School (TN). The harassment ranged from sexually-oriented verbal harassment to sodomy with foreign objects. Some of the hazing activities had allegedly been suggested to the perpetrators by their head coach. After school officials discovered what had been happening, the perpetrators were only temporarily suspended from school and the team and neither law enforcement nor child protective services were notified regarding the situation. When the parents of the victims were informed, they withdrew their sons from the school and they filed a civil suit against the district and school officials alleging hazing and student-on-student sexual harassment. After a three-day jury trial, the plaintiffs prevailed and were awarded \$100,000 each.

Issues: Under what circumstances will a school district and school officials be held liable for financial damages for hazing perpetrated via student-against-student sexual harassment or sexual violence?

Ruling: Schools and school personnel will be liable for hazing perpetrated through sexual harassment when a school official in a position to take remedial action has knowledge that the harassment is occurring and exhibits deliberate indifference to correcting the situation. A showing of deliberate indifference requires proof that the defendants' response was unreasonable under the circumstances and ample evidence was submitted at trial by the plaintiffs to support the jury's decision that the response of the school and its personnel – a brief suspension for the perpetrators from school and the team – was unreasonable and constituted deliberate indifference to the victims. Therefore the jury's decision and its award of damages to the victims was upheld.

Standard of Practice: The two key criteria regarding the liability of schools and personnel to victims of sexually-oriented hazing, bullying, or harassment are knowledge and deliberate indifference. Upon discovery of such a situation, immediate action must be taken by school officials to protect victims, including ensuring that the perpetrators are prevented from any further contact with the victims and that full compliance is made with all state child abuse reporting mandates.

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School Legal Challenges to State Association Rulings

Lee Green, J.D.

The Issue

In recent years, an increasing number of legal challenges have been filed in courts by schools and athletics programs disputing the decision of a state athletics association with regard to the outcome of an athletic contest. In some cases, the origin of the dispute is an erroneous call by game officials that allegedly cost a team a game and the resulting lawsuit seeks to have the contest replayed in whole or in part. In other cases, the dispute arises out of a state association ruling that a game must be forfeited because of the use of an ineligible player by the winning team and the lawsuit seeks to have the forfeiture overturned.

Both scenarios typically involve schools challenging governing body rules agreed to in advance by the institutions based on their voluntary membership in the state association and concern regulations being disputed only because their application in the case-in-question resulted in a negative outcome for the plaintiff-school with regard to qualifying for or advancing farther in state playoffs. Such lawsuits involve issues broader than the application of the specific rule in question and deal in particular with the question as to the role of the judicial system in resolving disputes involving school athletics contests and whether athletic competitions should ultimately be decided not on the field, but in a courtroom.

Douglass ISD v. Oklahoma Secondary School Activities Association

On Friday, November 28, with 1 minute, 4 seconds remaining in an Oklahoma Class 3A quarterfinal football playoff game, Douglass High School of Oklahoma City scored on a 58-yard pass play to take a 25-20 lead over Locust Grove High School, located in the town of the same name in northeastern Oklahoma. As the Douglass wide receiver was running to the end zone, a Douglass coach running excitedly down the sideline parallel to the receiver unintentionally impeded one of the game officials, resulting in a flag being thrown on the play. High school football rules call for a 5-yard penalty to be assessed on either the extra point or the ensuing kickoff; instead the referees incorrectly annulled the touchdown. Locust Grove won the game 20-19, thereby advancing to the state semifinals.

The Oklahoma Secondary School Activities Association (OSSAA) admitted the penalty had been erroneously 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 Public Schools filed a lawsuit seeking an injunction ordering a replay of the last 1:04 of the game or, in the alternative, a replay of the game in its entirety.

On Thursday, December 4, one day before Locust Grove was scheduled to play Heritage Hall High School in the state semifinals, a state trial court judge issued a Temporary Restraining Order putting the Class 3A playoffs on hold pending a resolution of the

case. The following Monday, in oral arguments before the court, the attorney for the Oklahoma City Public Schools argued that the OSSAA's denial of Douglass High School's appeal was arbitrary and capricious and that no rational basis existed for refusing to overturn the result of an athletic contest when a bad call by an official costs a team a game.

On Thursday, December 11, the district court issued a ruling in favor of the OSSAA, denying the plaintiff's request for an injunction ordering a replay of part or all of the disputed game. The court found that the state association rules – regulations enacted by the member schools and to which Douglass High School had always previously acquiesced based on its voluntary membership in the OSSAA – were not arbitrary and capricious. In its written opinion, although acknowledging the unfairness of a bad call potentially impacting the outcome of an athletic contest, the court stated, “More 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. Courts ought not meddle in these activities or others, especially when [the Oklahoma City Public Schools and Douglass] have agreed to be bound by and have availed themselves to the governance of the [OSSAA].”

The court continued, “There is neither statute nor case law allowing this Court discretion to order the replaying of a high school football game ... [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 athletic 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.”

As have many courts in similar cases over the years, the *Douglass v. OSSAA* decision reinforces the standard that bad calls by officials are a part of sports and that, despite the unfairness of losing an athletic contest because of an erroneous on-field or on-court ruling, such incidents are an inherent part of athletic events and providing judicial review for every bad call would result in a flood of litigation across the country that would substantially interfere with the far more serious legal issues which already-backlogged and resource-deprived court systems are struggling to resolve.

Aquinas High School v. New York State Public High School Athletic Association

In a similar case involving a slightly different factual scenario, Aquinas High School (Rochester, New York) sued the NYSPHSAA for upholding the forfeiture of the school's October 25, 37-20, Section V Class AA quarterfinal playoff win over Pittsford because Aquinas used an ineligible player, its star quarterback, in the game. The forfeit was announced October 28 after reports to the state association that the quarterback, who because of injuries had played in only two games prior to the Pittsford game, had violated the state association's rule mandating that a football player must

play in at least three regular-season games to be eligible for the postseason.

At a hearing before a state trial court judge on the morning of October 31, the attorney for Aquinas argued that the player had been medically cleared to play in the team's October 18 regular-season finale, which would have been his third of the regular season, and was held out of that game only to provide more recovery time in advance of the sectional playoffs. The attorney also asserted that the player's participation in the October 18 pre-game coin toss, although he was not in uniform, pads and helmet and could not have entered the game itself, satisfied the requirement of playing in the game. Finally, arguments were made that the NYSPHSAA's forfeiture decision was made in violation of the lawful power of the association, that the forfeiture was arbitrary and capricious, and that the association had abused its discretion by making a decision that lacked a rational basis.

In a 12-page written opinion issued late in the afternoon of October 31, the court rejected all of the arguments proffered by Aquinas, concluding that the player had clearly failed to satisfy the three-game requirement and that Aquinas had failed to request a medical waiver to the rule as was its right under state association bylaws and as schools commonly do throughout the state for players who are in danger of not meeting the three-game rule because of injuries. The court also ruled that the forfeiture decision was within the lawful power of the NYSPHSAA because Aquinas was a voluntary member of the association and, as such, had agreed to abide by its bylaws. The court also held that the forfeiture was not arbitrary and capricious, nor was it an abuse of the NYSPHSAA's discretion, stating, "[a] court may not substitute its judgment for that of the board or body it reviews" and that "in regard to school athletics, [case precedents] have repeatedly indicated that courts should not interfere with the internal affairs, proceedings, rules, and orders of a high school athletic association."

In essence the court ruled in the same way that the vast majority of courts around the country have ruled in such cases over the years – a school is obligated to follow the rules and procedures set forth by the state association of which it is a member and it is not the proper role of courts to second-guess the decision of an athletics governing body regarding the implementation of regulations that a school has agreed, in advance, to adhere to as a condition of its membership in the association.

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My knees look like they lost a knife fight with a midget. E.J. Holub, Kansas City Chiefs linebacker regarding his 12 knee operations

My theory is that if you buy an ice-cream cone and make it hit your mouth, you can learn to play tennis. If you stick it on your forehead, your chances aren't as good. Vic Braden, tennis instructor

Engaging Students in Field Preparation

Kevin Turner, DSA Stonewall Jackson High School-Manassas

A well painted athletic game field can be a source of pride for your school. Traditionally, it is the Athletic Director/DSA who is in charge of mowing and painting these fields. Other times it is a helper or group of people contracted by the DSA. The purpose of this article is for DSA's to consider engaging student-athletes with some of these responsibilities.

The student-athlete field crew can be assembled with students from your Advanced PE classes. These classes are filled with students who have a love for all things related to sports, coaching and sports management. Most of them are student athletes who thrive on learning more in this curriculum. There are excellent opportunities for students who have an interest in sports management to further their knowledge of field dimensions for various sports and field painting techniques. They also learn how the machines work and ways to personalize "their" field. Finally, they can use their efforts as volunteer hours.

The Advanced PE class curriculum established by the VDOE focuses on "skilled movement, principles, personal fitness and active lifestyles." There is also a "responsible behavior" component which is perfect for helping them to "establish group goals, and organize a safe environment" for athletics.

First, meet with the instructor and obtain a list of interested student-athletes. Choose 2-4 classes that meet on different days and 6-8 students from each class. This will enable you to organize your time to be ready for the crew after they dress out. Next, inform them ahead of time that field paint can be messy and to keep an old pair of shoes on hand for paint days. Then, provide them with a field layout ahead of time as well and explain what they will be in charge of. Finally, prepare for the possible jobs assignments: measuring the field, pulling string, painting yards marks, painting numbers, moving stencils and clean-up.

If your school does not offer Advanced PE, speak with your Principal and Guidance Director for more information on how to offer this class to your Juniors and Seniors. Explain the many benefits for the upper-classmen student-athletes. They may perceive the idea as only a weight-lifting class, but it is much, much more.

If you are able to organize this in September, your crew will be well-prepared to work for Homecoming week. You may find that they will want to decorate certain parts of the field with personalized numbers for their Class. That would be a good time to discuss with them your athletic budget for purchasing paint. Hopefully, you can come to a compromise on that.

After the field is ready and before the game, head up to the press-box a snap a few pictures. Give the student field crew recognition and credit for a job well done (and don't forget to reward them with a few slices of pizza at the end of the season).

News from the VHSL



The following article is reprinted with permission from the March issue of High School Today.

The Challenges of School Reclassification for a State High School Association

Ken Tilley, Executive Director – Virginia High School League

In his book, Leading Change in Your School, Douglas Reeves states that “change results in resistance because it is a loss – and the loss is often seen as the change of prior actions.”

Throughout the history of state high school associations, perhaps no issue has ruffled more feathers than reorganizing the classification structure of schools within the state. By nature, people are resistant to change, particularly when change involves ending traditions that span many years.

Many state associations reclassify on a regular basis, with the goal being that the changes are beneficial to the majority of schools in the state. Inevitably, however, some schools – and their parents and communities – are not pleased when reclassification occurs. The Virginia High School League (VHSL) is in the second year of a major reorganization of its high school classification structure. Virginia moved from a three-class system to a six-class system during the 2013-14 school year. This was the most significant change in alignment and playoff structure in more than 40 years, and it was designed to accommodate the VHSL’s member schools as a whole.

Even though the concept had been discussed for at least four years, and more than 70 percent of the schools supported some increase in the number of classifications, and the change had been in the planning states for 19 months, this new alignment was met with mixed reviews throughout the state among students, parents, communities, coaches, athletic administrators, principals and superintendents.

Some individuals viewed the change as an opportunity for more exposure while others were concerned about losing some of those entrenched traditions.

In making this landmark change, the VHSL had three primary objectives – equity in the sizes of the schools in each class, better balance for schools and more opportunities for participation in state championships.

The previous three-class system, which permitted schools to “play up” out of their natural size classification, eventually resulted in

great disparities among the size of schools in each class, with ranges of more than 800, 1,500 and 2,100 students. The new system, in which schools are locked into a class and cannot play outside of their designated size, has ranges of 406, 234, 362, 350, 381 and 1,038. This is a great improvement from the nearly 2,200 range that existed in Class AAA alone.

Regarding balance, the old format had 130, 86 and 97 schools in the three classes. The new system has between 50 and 54 schools in each class. Each of the 12 regions has between 24 and 28 schools now, whereas the old format had one region with just 16 schools while another had 39. Playoffs in all sports except football now begin at the conference level, and each region has four conferences with most conferences having six or seven schools. The final goal was to provide more opportunities for kids and schools to experience the magic of our state playoffs. In meeting this goal, the VHSL expanded from 90 to 150 state championships. Overwhelmingly, schools, fans and participants who have had the opportunity to share in this magic have been excited.

“Before last year, we had never had a swimmer advance to state; we had two last year in the six-class format,” said Susan Bechtol, principal of Churchland High School in Portsmouth. “My swim coach called from regions this year to say we had four relay teams qualify for states, and they were thrilled to be going. From zero to two to 16-plus is quite an accomplishment. This has created a buzz at school that never existed before.”

Based on the three objectives, a review of the first year of reclassification would be overwhelmingly positive. After all, the core goals were met. Considering the preferences and needs of the vast majority of its 314 member schools, the VHSL can cite numerous successful experiences for its nearly 200,000 student participants.

Carroll County High School was one of just a few schools that ended up in a higher classification, facing larger schools in district play. But as sophomore basketball and soccer player Haley Turman observed, “The new district was good for us because we had a lot more competition. The travel times were a lot longer and it gave us a good way to bond as we passed the time. . . . The new district is a good thing because it gives us more exposure and makes us work harder for what we want.”

As stated previously, however, not everyone was pleased with the changes. While our objectives met the needs of the majority of our schools, some with longstanding traditions were not as pleased. Some schools and communities, which had been doing the same thing for more than 40 years – and in some cases doing it very well – resisted this reorganization emphatically. Most of the opposition was related to increased travel and loss of class time, wider span of geography, change in historical rivalries, greater costs with less income, and general confusion with the new system.

After one year of the new structure, some of these concerns are valid, but the overall objectives have been met and the process continues to be evaluated and tweaked by the VHSL Executive

Committee, staff and leaders among the member schools.

- Among the ideas being considered to correct some of the concerns from schools are: Aligning every four years instead of the current two-year cycle in order to achieve more stability and avoid having schools bounce between classes, regions, conferences and districts so often.
- Considering sectional pairings that would reduce travel within the regions during post-season play.
- Giving regions the option of advancing fewer teams to certain playoffs to eliminate situations where teams with losing or significantly weaker records were paired with much stronger or more dominating opponents.

The topic of alignment and playoff formats remains a priority in Virginia. Representatives at the grassroots level meet regularly to review ways they can improve the system while still enjoying the many benefits that resulted from the significant changes.

Participation in high school activities is a huge positive component for our youth. All state high school associations, including Virginia, strive to provide as many meaningful and worthwhile opportunities as possible while students are in high school. While challenges will come, state associations are committed to doing what is best for all students. In Virginia, we strive to overcome the obstacles and allow more students opportunities to experience the magic.

Ken Tilley is executive director of the Virginia High School League.



Kempers Korner

VISAA Vision Statement:

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

VISAA Mission Statement:

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

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

We continue to develop positive and meaningful relationships with the different association we are affiliated with and continue to develop positive relationships with all schools in Virginia as we further the goal of developing athletics in educational based programs.

The Association continues their efforts of promoting professional development for our member schools. It will continue to do this for the 2015-2016 school year and will offer to pay the cost of our athletic administrators to become members of the NIAAA/VIAAA as one of our membership benefits. Hopefully this will encourage more of them to take advantage of the many professional development activities offered by both Associations. The goal is to get more of our athletic administrators' nationally certified.

On the lines of professional development the VISAA has 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”**, (Coaches workshop), and **“Developing the Triple- Impact Competitor”** (for team leaders). The first of the workshops will be conducted in August with coaches and team leaders meeting separately for an hour and then together to develop a school plan that will be brought back to the schools and put into action. The second of these workshops will be conducted in December to make sure we have reach all winter/spring coaches and leaders.

Our Sports Medicine Advisory Board is exploring an on-line program for coaches in the areas of concussion awareness, hydration, and the proper fitting of protective equipment.

We are working toward the goal of going “paperless”. This means that most of our information will be available on the website and through social media outlets. This will be a learning process for many with hopes that we will take advantage of the technology that is available to reduce the amount of paper used for meetings and Association business.

The Association continues to look at how our website can better serve our membership. How can we continue to expand the site to offer the information needed in a concise and efficient manner?

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

Our annual Officers Retreat in June will continue to explore major topics covered in our strategic plan: development of a Code of Conduct; look more closely at the issue of student/athlete repeaters where transfer students gain an extra year of eligibility; development of a state wide 6 semester rule for participation once a student has entered the sophomore year for the first time; the establishment of the VISAA Hall of Fame with the first class of inductees scheduled for 2016; looking at the makeup of the VISAA Executive Committee and whether it should remain an elected representative body or a Conference appointment committee.

A lot to do before the start of the next school year but for right now the effort is on **“Finish Strong”**.



NIAAA Notes

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

Can you believe that another successful year has come to a close? I hope all of you are looking forward to a relaxing summer!

The NIAAA Section 2 meeting will be held on June 19, 2015 in Louisville. The VIAAA will be represented by Executive Director- Bruce Bowen, President Lisa Corprew and NIAAA Liaison- Dave Nelson.

Nominations for the NIAAA Distinguish Service Award- Mr. David Rhodes and NFHS Citation- Mr. Tom Dolan have been submitted. Virginia has had great success with the recognition of our members. Both of these gentlemen are excellent representatives of our organization.

Please consider becoming a member of one of the NIAAA Committees. A committee application is available on the NIAAA Website www.NIAAA.org. Applications are placed in a pool for three years upon submission. Consideration for becoming a committee member are:

1. The recommendation of officers, board members and committee chairpersons.
2. Qualifications of all applicants.
3. Diversity
4. Geographic balance
5. Committee choices on application.

The NIAAA Board discusses applicants and makes selections at the summer meeting. Letters of appointment are sent in early August. The appointees are invited to attend the national conference in December and to attend committee meetings. The appointment begins on the following January 1 after the conference. Terms are 3 years, but maybe extended to 6 years.

Please contact me if you have any questions about getting involved. It is a very rewarding opportunity.

Feel free to contact me with any questions or concerns regarding the NIAAA – Thank you. ednelson@cox.net



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Sharing Best Practices with Others

Ryan O'Meara

Student Activities Coordinator, Green Run High School

Each year, many athletic administrators in Virginia attend the VIAAA State Conference, the NIAAA National Conference, or both. At these events, a wealth of information is shared between peers from across the state and around the country. However, the idea sharing at those conferences that many of us find so beneficial does not need to stop there. By simply looking around you, the learning can be ongoing throughout the year.

If you are in education these days, you probably have heard the term Professional Learning Communities (PLC). PLCs allow teachers to routinely meet to grow professionally. Athletic directors in some localities may be a part of a PLC at their school. As a Student Activities Coordinator in Virginia Beach, I am not required to officially belong to a PLC. However, my colleagues from around the city make it a point to regularly meet to share and discuss best practices. Over the years, I have used these meetings as an invaluable resource to help me tackle issues back at my school by listening to what others do at theirs.

Athletic administrators are amongst the busiest people in a school building. Therefore, finding time to get a group of ADs together to share ideas is no small task. If you would like to organize a best practice session in your area, here are a few tips to help make it work:

- Try to meet on Staff Days or other days that may be a bit slower
- Meet in conjunction with another planned meeting ADs will be attending
- Meet first thing in the morning (before the day gets started)
- Limit the meetings to one hour in length
- Make the meetings optional
- Ask other ADs ahead of time for topics on which they would like to present
- Limit the number of presentations to 2-3 per session
- Create an agenda so the meeting moves purposefully

Finding the time to either plan or attend a local best practices session can pay dividends down the road. The athletic administrators in your city or area are likely facing many of the same challenges you face on a daily basis. Listening to colleague's share their tried and true solutions to those challenges can save you the time of trying to figure it out for yourself. If you see another athletic administrator deliver a worthwhile presentation, don't forget to encourage them to share it statewide at the next VIAAA conference too.

When they operated, I told them to add in a Koufax fastball. They did but unfortunately it was Mrs. Koufax's.

Tommy John N.Y. Yankees, recalling his 1974 arm surgery

Leadership Training Program

Summer Institute

English Inn

Charlottesville, Virginia

The VIAAA will offer the 13th Annual Summer Leadership Training Program Institute in Charlottesville, Virginia at the English Inn on Tuesday, July 14, 2015. The institute will offer eight Leadership Training Courses during the one day workshop.

The following courses will be offered:

FOUNDATION COURSES

LTC 504 Athletic Administration: Legal Issues I (Risk Management)

This course has in-depth coverage of all aspects of liability for sports injuries and risk management, including the duties imposed on athletic administrators, coaches, athletic trainers, and other athletic personnel, documentation requirements for an effective risk management program, and development of a strategic plan for risk management in the context of an interscholastic athletic program.

LTC 506 Athletic Administration: Legal Issues II (Title IX, Sexual Harassment)

This course will have in-depth coverage of compliance issues regarding Title IX and gender equity in an interscholastic athletics program, including the methodology for a school to perform a Title IX self-audit, and in-depth coverage of the issues and strategies related to the development of an effective policy for the prevention of sexual harassment in an interscholastic athletics program.

LTC 511 Athletic Administration: Concepts and Strategies for Interscholastic Budgeting and Finance Using Excel Spreadsheets

This course of study provides an overview of accepted management practices and strategies. Included are budget models, timelines, documentation practices and suggested strategies for long range planning. A major component of this course will be desktop budget management using Excel Spreadsheets. It is highly recommended that attendees bring a laptop computer with at least Windows 2003, including Excel.

Enrollees who will derive the greatest benefit: Administrators desiring to incorporate Microsoft Excel and computer programs into budget management practices.

OPERATIONS AND MANAGEMENT COURSES

LTC 614 Athletic Administration: Technology III – Enhancing Public Presentations

This course is designed for those who would like to learn to use some of the advanced features of PowerPoint such as action buttons, master slide design, narration, sound and video insertions. Participants will also learn to use Photo Story 3 as a

means of creating video stories and converting PowerPoint to video. Innovative methods of presentation and steps to better presentations, as well as public speaking, are included in the course. The hands-on course offers the athletic administrator opportunities to actively take part in the presentation of the course. For maximum benefit, it is highly recommended that attendees bring a laptop computer with at least Windows 2000, including PowerPoint and Photo Story 3, to this class.

Enrollees who will derive greatest benefit: Administrators seeking to improve their speaking and presentation skills as well as those who wish to improve their ability to use technology to enhance public presentations.

LTI 620 Athletic Administration: Concussion Assessment and Management and the Proper Fitting of Athletic Protective Equipment

This course examines the role of the athletic director and other school administrators in supporting the use of the three principle P's – the principles of concussion awareness and management, proper fitting of protective equipment; proper preparation of athletes for participation. Part I consist of principles of concussion awareness and management; Part II: proper fitting of all protective athletic equipment; Part III: preparation for participation: This also includes a description of the PPE (pre participation evaluation form) and neurological testing.

LTC 627 Athletic Administration: Administration of Interscholastic Sports Strength & Conditioning Program

This course will examine the role of the athletic director and other school administrators in supporting and developing the interscholastic strength & conditioning program within a school or district. In this regard, topic coverage will include: (1) philosophy of strength & conditioning for ages 12-18; (2) function of strength & conditioning in rehabilitation of injury; (3) roles and responsibilities of coaches and athletic administrators; (4) the interscholastic weight room – specifications and equipment; (5) financial issues and strategies; (6) helping parents, athletes and the general public understand the role strength and conditioning; (7) legal issues and risk management strategies; (8) certification of strength & conditioning personnel; (9) performance enhancing substances in interscholastic strength & conditioning; and (10) contemporary administrative issues and response strategies.

Enrollees who will derive greatest benefit: Administrators seeking methods to better support strength & conditioning programs in middle and high school programs.

LEADERSHIP COURSES

LTC 710-A Athletic Administration: Current Issues in American Sports

(Dealing with Parents, Ath.Dir. Burnout, Ethics & Media Relations, Retaining Coaches, Technology). A panel of secondary level athletic administrators and outside experts will lead small-group discussions of important issues and effective response strategies for 3 topics of contemporary issues selected to be presented

will be examined by using a moderator to guide the discussion and cover certain aspects of the topic. Participants will have an opportunity to participate in the discussion. The instructional format of the course will consist of lecture, seminar discussion and audience interaction. Enrollees who will derive greatest benefit: Administrators seeking discussion of current issues and problem resolution strategies.

LTC 720 Athletic Administration: Community Centered Educational Athletics—A Character Based Approach to Identifying and Unifying the Whole Team

Character based educational athletics can only truly succeed when the entire community—School Board, Superintendent, Principal, Parents and Boosters—support and embrace the values and views lived daily in the school setting by the student and strategies needed to implement these programs within the entire community athletes, coaches, athletic department and school faculty. Without question, teachable moments in athletics prepare students for life when the whole community supports and reinforces those life lessons. This course will empower the athletic administrator to motivate the entire community to walk the talk by creating strategies to use in your school community. Cost for the institute is based on the number of courses a student takes. See listing below:

1 course - \$100.00

2 courses - \$190.00

Late Registration Fee after 7/1/2015 is \$10.00 for one course and \$20.00 total for more than one course.

The Summer Institute has a block of rooms at the English Inn for the night of July 13, 2015.

For reservations call:

English Inn	Phone (804) 786-5400
200 Morton Drive	(434) 971-9900
Charlottesville, Virginia. 22903	

Reservation Forms are on the VIAAA Website.

(Go to www.viaaa.org, Leadership Training, Summer Institute Registration Form) or Email – Kevin G. Adams at kgadams1@henrico.k12.va.us

The registration form is on the following page.

We recommend you bring a laptop that you will be using at work or home.

Registration forms should be mailed to:

Kevin G. Adams, CAA
8211 Post Land Court
Chesterfield, VA 23832

You will be emailed a confirmation of registration upon receipt of your registration form and check.

For more information, call Kevin G. Adams at, 804-640-3242(Cell) or email him at kgadams1@henrico.k12.va.us.

VIAAA LTP Summer Institute Registration Form

Tuesday, July 14, 2015
English Inn – 2000 Morton Drive, Charlottesville, Virginia 22903

Registration deadline is – **July 1, 2015**. Late registrations will be accepted but there will be an additional fee. Manuals and certificates will be shipped after the course for all late registrations. The late fee is for shipping or mailing.

Name _____ School _____

Home Address _____ School Address _____

City/County _____ City/County _____

State _____ Zip _____ Home Phone _____ Work Phone _____

Email address _____ or _____

Certification (Circle) RAA CAA CMAA

Please place an X on the line in front of the course you wish to take.

July 15, 2014

8:00am

- ☐ LTC 504 – Legal Issues I
☐ LTC 511 – Budgeting & Finance
☐ LTC 620 – Concussion Assessment & Proper Equipment Fitting
☐ LTC 627 – Strength & Conditioning Programs

July 15, 2014

1:00pm

- ☐ LTC 506 – Legal Issues II
☐ LTC 614 – Technology III
☐ LTC 710A – Current Issues In American Sports
☐ LTC 720 – Character-Based Approach to Athletics

Cost of Course(s): **All checks are to be made payable to the VIAAA**

1 class - \$100.00

2 classes - \$190.00

Late Registration Fee of \$10.00 for one course and \$20.00 total for more than one course.

Registration forms should be mailed to:

Kevin G. Adams, CAA
 8211 Post Land Court
 Chesterfield, VA 23832

You will be emailed a confirmation of registration upon receipt of your registration form and check.

For information, call Kevin G. Adams at 804-640-3242(Cell) or email him at kgadams1@henrico.k12.va.us.

Update: A Guide for Special Needs Inclusion

Rick Lilly, Director of Student Activities - John Handley High School

In the Spring of 2014, I wrote about the 2010 US Government Accountability Office report that stated that students with disabilities participate at a consistently lower rate than students without disabilities. It was noted that this disparity was primarily due to the lack of guidance from schools on their responsibilities in this area (Ed.Gov, OCR Report). In response to these findings, the Office of Civil Rights (OCR) sent out a Dear Colleague Letter (www2.ed.gov/about/offices/list/ocr/letters/colleague-201301-504.pdf) to provide further guidance to school districts. It has become clear to me in the year since I first wrote on this subject that special needs inclusion and inclusion as a whole is not a special education issue, but an education issue.

With this in mind, I met with our Area 13 Special Olympics coach and representative within our school. We discussed what obstacles there were to participation by student with disabilities, what supports we had in place, and what we needed to move forward. We identified three issues that needed to be addressed: fundraising, student support in programing, and student recognition. All three of these items took very little time and have had huge pay offs for the athletic department.

In the past, the Special Olympics athletes did not have the organization or overall support to be able to raise funds at the school level. So, we incorporated our school Special Olympics athletes as a school club, assigning our coach as the sponsor to allow them to utilize the infrastructure offered to other school groups for fundraising purposes in accordance with the 501C3 status of the school division. Since last spring, this has allowed our team to hold fundraisers at Chik-fil-a that brought in much needed financial resources to the program. In addition, one of the unintended consequences is that raised awareness about the program and helped with our volunteer base.

In terms of student support, we made sure we incorporated the athletics venues into our ADA renovations and were able to identify some weakness in infrastructure that might discourage students from participation. For example, we added visual aids for certain events and additional hand railings, mats, and towel racks in certain locker rooms. These changes have created a more open environment, emphasized our interest in making safety and inclusion a top priority.

With regards to recognition, we fully integrated the lettering policy for the Special Olympics athletes in our athletics handbook, like all other varsity athletes, and we ended the separate end of the year banquet for the Special Olympics athletes. We incorporated the Special Olympics athletes into the Spring seasonal banquet and senior night celebrations attended by all of our student athletes. Again, this was a zero budget item that paid huge dividends to the Special Olympics program in terms of increased awareness and added volunteer support.

As noted last spring, for our next phase of growth we targeted the expansion of the traditional programs in our school to incorporate more community partnerships and utilize the many resources available outside of the school. To this end, we applied for and received a grant from Special Olympics Va. to start a Unified Sports® Track Program. A Unified athletic team is comprised of high school students with and without intellectual disabilities. While our team is composed of only students from Handley, teammates may all be from one school or from multiple schools. Unified Sports® give students with and without intellectual disabilities the opportunity to train and compete as team-mates in traditional competitions and, ultimately, pave the way for social inclusion community wide (www.vhsl.org/disabilities). The grant can be used for anything a school needs to cover the costs of the program, uniforms, transportation, coaching stipends, team shirts, etc... Knowing the needs and demands for students with disabilities, we used this grant to grow our program and provide leadership in the process of further developing inclusion in our school.

The inclusion of students with disabilities into the school requires a deliberate effort to end the two separate systems that have existed for too long. We feel as though we have taken great strides toward creating a truly integrated program that is as fully inclusive as possible. To run our first track meet, we partnered with Central High School (Woodstock). I also used the same sales representative as Central to purchase our team shirts and uniforms to save on shirt and uniform printing costs and stretch our grant as far as possible. Central joined our invitational track meet, the 74th Annual Handley Invitational which, per our Area Supervisor, was the first Unified Sports Track event held in Virginia. I have been running track meets for my entire 13 year career in education, including the Dogwood Invitational in 2007 that had 104 national elite performances... but, I have never seen a track event take over an invitational like the Unified Relay did on April 11, 2015 in the Handley Bowl. The amount of unity and support every person in the stadium showed for the athletes was something to aspire to in every event. Similarly, I, along with our coaches, have noticed the amazingly positive impact the inclusion of our Special Olympics athletes has had on our students without disabilities. This, along with the joy of inclusion we have observed on the faces of our students with disabilities, is what makes the program so beneficial for the school community.

The 2013 Dear Colleague Letter from the OCR offers guidance on how we can support special education students in athletics with curricular decisions. The guidelines help schools provide reasonable modifications for students with disabilities. The items referenced in this piece required relatively low investment in terms of time and financial resources, and really just involve incorporating students with disabilities into events that are already being held. The grant made the actual track team possible financially, but the relationships and investment in inclusive practices is what made the difference. In the end, the inclusion and engagement of our Special Olympics athletes has not only helped them earn the school monogram just like other athletes, but also help them develop a positive self-concept and other vital

life skills. It is important to incorporate students with disabilities and have a well-defined, inclusive curriculum that will not only allow schools to harness the great potential of inclusion but also help avoid legal issues in the process. It is my opinion that school climate is not something that is handed to you by a higher authority; it is something you have to deliberately create. And, there is no better place in schools to facilitate this process than student activities and athletics.

Resources and reference material: www.vhsl.org/disabilities

I Just Talk to People

Marta was a hard-working single mother. When her minister sermonized about “living a life that matters,” she worried that working to raise her kids and going to church wasn’t enough. So, on the bus to work she made a list of other jobs she could do and volunteer work she could try.

Sylvia, an elderly woman, saw the worry on Marta’s face and asked what was wrong. Marta explained her problem. Sylvia said, “Oh my, did your minister say you weren’t doing enough?”

“No,” Marta said, “But I don’t know how to live a life that matters.”

“You don’t have to change jobs or do more volunteer work,” Sylvia consoled her. “It’s enough that you’re a good mother. But if you want to do more, think about what you can do while doing what you already do. It’s not about what you do, but how you do it.”

“You don’t understand,” Marta said. “I sell hamburgers. How do I make that significant?”

“How many people do you deal with every day?” Sylvia asked.

“Two to three hundred.”

“Well, what if you set out to cheer, encourage, teach or inspire as many of those people as you could? A compliment, a bit of advice, a cheerful hello or a warm smile can start a chain reaction that lights up lives like an endless string of Christmas bulbs.”

“But that’s just being nice,” Marta protested.

“Right,” said Sylvia, “Niceness can change lives.”

Marta looked at the old woman. “What do you do?”

“I was a housekeeper until I retired,” Sylvia said. “Now I just ride the bus talking to people.”

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The Pressure to Win in Sports and Business

Michael Josephson

A former successful college coach and athletic director once wrote me a note about the state of college sports.

The pressure to win in high-profile schools is so great, he said, that it’s almost impossible to resist rationalizing. When competitors cheat or engage in other unethical conduct, the tendency is to redefine the ground rules for competition rather than be at a disadvantage.

He compared the way win-hungry boosters blur the vision and undermine the integrity of coaches and administrators with the way money-hungry shareholders stress stock prices, which promotes accounting manipulation and other ethical shortcuts.

In sports, outsiders who aren’t concerned with a college’s educational mission or notions of sportsmanship and character building promote a “no excuses” demand on coaches that can transform an athletic program into a business driven by the pursuit of money and glory.

In business, shareholders (from day traders to money managers of mutual and pension funds) who aren’t concerned with the ethics or long-term viability of a company create pressures and incentives that can promote short-term decision making and undermine the economic and moral health of their firm.

We need people to act as guardians who will understand and protect the soul of their enterprise. Coaches should be allowed to think about more than winning, and business executives should be given the opportunity to consider more than stock prices and short-term profits.

If we don’t recalibrate our incentive systems and insulate coaches and managers from unhealthy influences, things will only get worse.

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Dick’s Trivia Questions... Questions on page 11.

Answers:

1. Tennis, at the 1900 games in Paris. Charlotte Cooper of Great Britain was the first gold medalist.
2. Jackie Robinson, who later gained national fame playing professional baseball. At UCLA, he earned letters in baseball, basketball, football and track.
3. Seven—one in each of the races in which he competed.
4. New York Giant knuckleballer Hoyt Wilhelm, in 1952.
5. 24—although from 8 to 12 are usually used.
6. Boxing rings were originally circular.
7. Gordie Howe, who played in 1,687 games in the National Hockey League.
8. Mormon leader Brigham Young.

Good Sportsmanship

Josh Aldrich, Former Activities Director – Deep Run High School

Good “Sportsmanship” does make an impact – and sometimes you don’t see how much!

Since I have been writing “Sportsmanship” articles for the VIAAA newsletter, I have received stories, letters, and emails from Coaches, AD’s, players, and parents about many situations that warrant attention, both positive or negative about sportsmanship. When it happens right in front of you, an act of great “sportsmanship” truly hits home and you see just how much of an impact it can make.

In a recent game (baseball), an incredible diving play was made by the centerfielder moving to his left and backwards. (One of the most difficult angles for an outfielder). The game was close at that point and the play ended what could have been a scoring rally. The opposing coach waited at third base for the center fielder to run towards his dugout – the coach gave him a high five and said “what an incredible play! Awesome!” It was a great show of sportsmanship on the coach’s part. However – the real impact took place after the game – the two teams shook hands and the home team began cleaning the field – while raking and fixing home plate, two kids were talking – they didn’t know someone was listening – the one said “Wow, that was pretty cool of their coach to wait at the bag and give him a high five and say great play!” The other turned and said “coach talks about the right thing to do and good sportsmanship – that was an act of good sportsmanship at its best.” They kept doing their work and conversing about different parts of the game but the “sportsmanship” word was mentioned! These young men didn’t know their coach was listening, it was

unsolicited and they mentioned it because it made an impact on them – they saw something that evening that may happen again somewhere in their lives - a play (or situation) happens to them (or their children’s lives) someday – they will remember its ok to say great job to an opposing competitor when something great happens and hopefully let that act of kindness continue to teach. Isn’t that the big picture – those learning situations not missed! In our everyday craziness, world issues, states issues, local issues, even school system and school issues, always seem to be negative? The news has become negative publicity with minimal acts of kindness. Personally I try and promote all the positive aspects that happen with kids. Parents are quick to judge but if we remain positive and encourage good sportsmanship it just might make a difference. The more they see of the positive the less they will harp on the negative.

All my best to everyone for a great rest of the spring and a fantastic safe summer!!

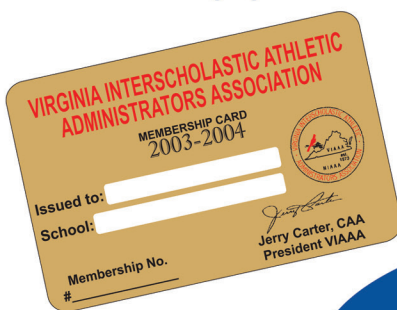
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