**MARCH 2020 ISSUE**
THE FIAAA NEWSLETTER IS THE OFFICIAL PUBLICATION FOR THE FLORIDA INTERSCHOLASTIC ATHLETIC ADMINISTRATORS ASSOCIATION.

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# MISSION STATEMENT

The mission of the Florida Interscholastic Athletic Administrators Association is to develop, enhance and preserve the educational values of interscholastic athletics. The FIAAA serves its members by providing resources to develop and enhance leadership skills, developing mentorship programs for new athletic administrators and offering numerous opportunities for professional growth. In conjunction with the Florida High School Athletic Association, the FIAAA promotes the spirit of sportsmanship and fair play in all athletic contests and works to safeguard the physical, mental, social, and moral welfare of all high school students.

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# President's Message

**By: Roger Mayo, CMAA**

**District Athletic Director of Escambia County School District**

**FIAAA President - FHSAA ADAC**

Dear Fellow Athletic Administrators:

When this spring issue of the FIAAA newsletter reaches you, it is hard to believe that we will be staring at the end of another school year. I will be completing my 37th year in education. For 33 of those years I was a baseball coach and many of those years was an assistant football, basketball, or track coach. If that was not enough, I took on the added role of Athletic Director for the last 15 of those years. As I reflect on the thousands of nights spent on ballfields and other athletic venues, I sometimes ask myself where has all the time gone? With every season and year time just seems to move faster every day.

There is no single answer to that question, especially if you are in this profession. Time passes with preseason parent meetings, physical exams, grade eligibility checks, repairing and ordering equipment, improving facilities, scheduling, coach evaluations, contracting officials, banquets, tournaments, professional development, graduations, classroom teaching and other school responsibilities and the list goes on and on. Then there is the responsibility to find the necessary support and fundraising required to provide all of those things.

Many of you know the stress of our everyday schedules is many times overwhelming, yet totally unknown to those around us in other professions. There are administrators and other educators that actually think we just organize teams and watch games every now and then. So if you ask me why all of those years were spent doing this, I would say, as most of you would, that it is because of the kids. More importantly, we would proudly do it all over again!

If I could go back to my early years as an athletic director when I spent countless hours tackling issues and searching for ways to get the job done more efficiently, I would even try to solve problems using trial and error. I was failing to follow my own belief that a true indicator of future successes is how well you use OPE (Other People's Experiences). After attending my first FIAAA State Conference, I began to realize that there are many experienced AD's across Florida that are willing to provide information and resources to help anyone become a better athletic administrator.

FIAAA is "your professional organization" and you are a member already. Take advantage and make plans to attend the 42nd FIAAA State Conference May 1st - 4th in Orlando. At the conference you will have opportunities to choose from over 30 breakout sessions, a variety of 10 LTI Leadership Training Courses that provide credit toward your CAA or CMAA certification, earn required FHSAA Compliance Seminar credit and interact with the many outstanding vendors that have displays and information available. Plan to attend the Annual Awards Banquet (ticket included with registration) and see ADs from around the state receive recognition for their achievements. Monday morning you should join us for breakfast prior to the annual meeting.

The greatest benefit of the conference is spending time with old friends, making new ones and taking advantage of networking with your peers around the state. Next time you are have a problem and need assistance, someone around the state has already experienced it and is more than willing to help.

If I can ever be of assistance, call me anytime and I look forward to seeing you in Orlando.

Roger Mayo

FIAAA President

# President Elect's Message

**By: Jake Von Scherer, CMAA**

**FIAAA President-Elect**

As the Florida Winter turns into Spring we finally get to go back outside and onto the fields, the tracks, and the courts to enjoy those great Spring Sports!  Spring also means your annual FIAAA State Conference  which will be held May 1 - 4 at the Orando Airport Lakeside Marriott in beautiful Orlando, Florida.  Our theme this year is "2020 Vision with FIAAA - Leading Today, Mentoring Tomorrow."  We have a GREAT program for you this year and we want to make sure you are there to take advantage!

This year we are again offering 10 great NIAAA Leadership Training Courses including those required for certification as well as some elective courses.  For those who are qualified, you can also take the exam to become a Certified Athletic Administrator.  Please reach out and let us know if you have any questions about the NIAAA's Certification program!

We also have 24 great breakout sessions covering a wide range of topics plus a tremendous Keynote Speaker in Mark Speckman whose inspiring story will have laughing, crying, and cheering all at the same time! Along with all of these professional development opportunities we will again have the annual Golf Tournament, the Corn Hole competition, the FHSAA Compliance Seminars, and our annual FIAAA Awards Banquet and Hall of Fame ceremony! It's going to be a great weekend of collaboration and celebration and you don't want to miss it!

Copy and paste link below in browser for the Conference Agenda or visit the FIAAA.org website.  If you have any questions, email Jake von Scherrer at jvonscherrer@maclay.org  I'm looking forward to seeing you at the 2020 FIAAA State Conference!

**http://fiaaa.org/conference/conference-agenda/**

# E-Spective
# Winter 2020

**By:Jay Rader, E-Newsletter Editor**

**E-SPECTIVE**

As a retired AD who keeps “somewhat” involved as FIAAA BOD e-newsletter editor…and several other responsibilities at the state conference…plus being a FHSAA contest official (baseball)…and even at member schools many days as a substitute teacher….I try to keep at least peripherally knowledgeable about the pressing issues facing school based AD’s.

And as a former AD and current official, I obviously have been following that whole “pay raise” issue… and have some perspective and opinions; but as I have heard some county AD’s have expressed the thought…it (the pay raises) are a “done deal”…no sense in debating it further…emphasis is now on how to deal with it/pay for it…….so…I have nothing to add to that discussion….and just can say…”Good Luck” in finding ways to fund it.

I also know there are concerns with state series rankings and Max Prep, etc….not something a retiree like me has any relevant insight about….other than perhaps…” we are certainly glad that we are retired.”

And…to my knowledge as I write this in mid February… there are no other major concerns/controversy/ scandals to comment on…

Soo…I am left to fall back to repeat what I and others in the FIAAA leadership have said….the FIAAA state conference in May is really good….the Leadership Training Courses offered are really good….the FIAAA mentoring and certification programs are really good….the awards programs for both adults and student-athletes are really good.

The FIAAA, of which everyone reading this article is a member,…is really good….it is here to serve everyone/anyone who knows of its existence and reaches out to FIAAA leadership (found on fiaaa.org).

We’d love to see you at the state conference in Orlando in May…but we know for any number of reasons, not everyone can attend…but…both in theory…and actually in reality…everyone can access the fiaaa website, check out the e-newsletter, and contact FIAAA leadership and other AD’s in their area.

This message should reach most of you before spring break…and if so…enjoy the break…and to all… hope you have a successful spring season and closing of school.

Finally, I repeat my New Year’s Resolution from the previous issue….here’s hoping your “vision” for 2020 continues to be 20-20 !!!

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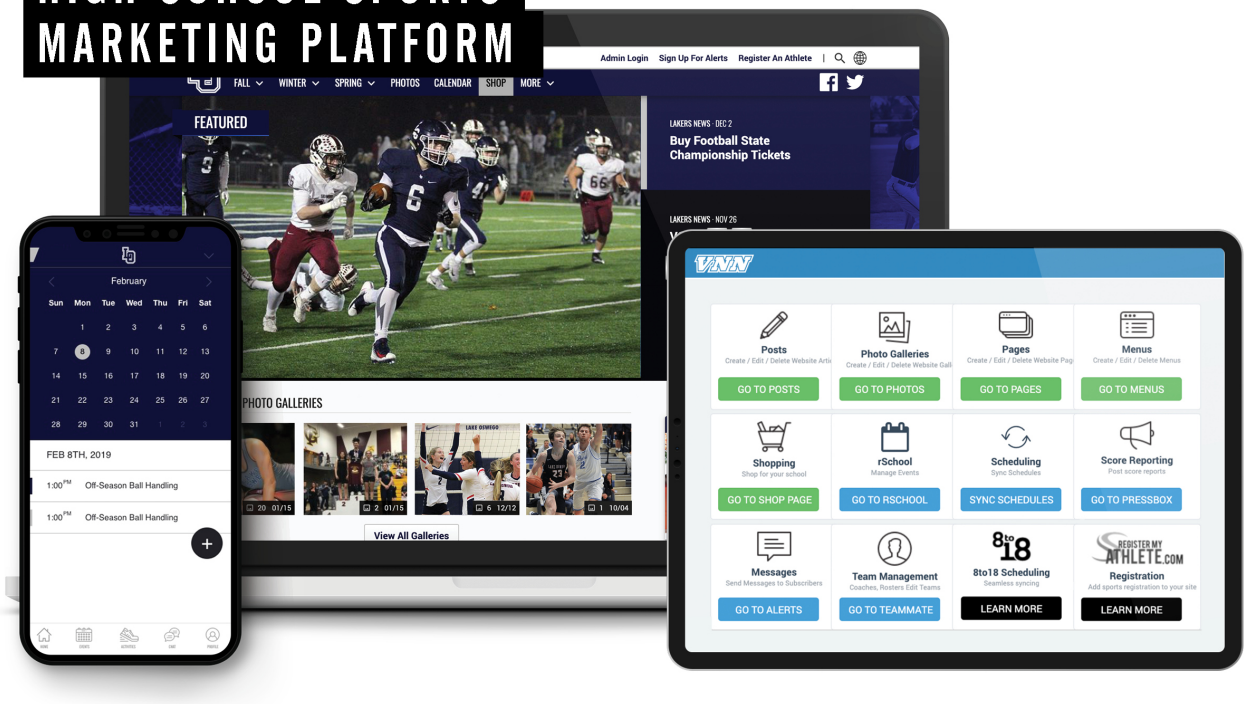


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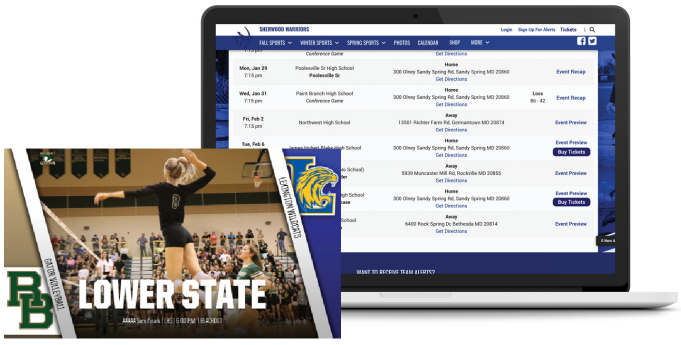


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# Deadlines...Dates to know...News and Notes

NEWS AND NOTES…AT A GLANCE

- APPLICATION DEADLINES…Chris Hixon Sportsmanship…April 1st…..Mandy Stoll Scholar Athlete and NIAAA Scholar Athlete …April 9…due to FIAAA District Directors. Hixon Sportsmanship and Mandy Stoll Scholar Athlete applications are on fiaaa website (fiaaa.org)…NIAAA Scholar Athlete Application on the niaaa website (niaaa.org)
- NEW FORMAT FOR HIXON SPORTSMANSHIP AWARDS….athletes, coaches, and teams can be nominated (previously only athletes)…and there is no longer judging based on classification.

*** CONFERENCE "DID YOU KNOW" INFORMATION

***NEW CONFERENCE REGISTRATION PROCEDURE…YOU SHOULD HAVE RECEIVED AN E-MAIL FROM FINAL FORMS WITH ALL THE DETAILS….COPY OF THOSE DIRECTIONS ARE ON A STAND ALONE PAGE ELSEWHERE IN THIS NEWSLETTER. (If you did not receive an e-mail, there is a contact e-mail address on that stand alone page in this newsletter)

* at the conference you receive free parking and in room wi fi…

*The conference agenda is on the website and also as a link at the bottom of president Jake von Scherrer column in this newsletter… so for any AD's whose principals want a justification for allowing you to attend, you can show them the educational value of attendance.

*FHSAA Sections 2 and 4 have to attend FHSAA compliance seminars….and attendance at this conference can fulfill that requirement (rather than having to take a day out of your summer.

* FIAAA LEADERSHIP….do you know who your district director is…would you like to contact someone on the executive board….or someone on the Board of Directors in charge of a specific area…the entire board of directors (officers, district directors, at large directors) are listed…with individual contact information…can be found on the website.

NIAAA CHARITY INITIATIVE…after a very successful initiative by the NIAAA for the Wounded Warrior Project last year, a part of which the FIAAA exceeded our goal of financial support, this year's initiative is the Tunnels to Tower Project, a post 9/11 charity. Donation options will be available at this year's state conference.

# AD Checklist

MARCH

Coaches

☐ Check on NFHS and Coaches Education Certification

Fiscal

☐ Pay bills

Pre Season

☐ Spring sports eligibility lists on file
☐ Parent night preparation – Schedules and other handouts
☐ Spring sports team pictures
☐ Spring sports program – pictures, articles, rosters, schedules
☐ Update website
☐ Schedule, send out agenda for any Athletic Department meeting
☐ Individual practice rules met prior to first contest
☐ Check Tournament Dates and confirm room reservations for state tourney
☐ Confirm all spring schedules with school calendar and review for conflicts: ie-junior/senior prom
☐ Winter sports inventory, storage of equipment. Equipment order for Winter sports
☐ Make arrangements for FIAAA conference

Misc:

☐ Summer Camp Schedule publicized. (May/June)

APRIL

Fiscal

☐ Coaches' salaries/budget to proposals for next year to administrative team

Misc.

☐ Physical day date with team physician.
☐ Handle rainout and weekly schedule
☐ Order flowers or gift for National Secretaries Day (April 22nd)
☐ Prepare for Spring Football (Equipment, spring game date confirmed, ect)
☐ Update coaches personnel file

## Post Season

- ☐ Submit FHSAA Academic Team Championship forms.

## Maintenance

- ☐ Schedule gym floor recoating date for summer.
- ☐ Schedule gym bleacher and hoops maintenance for summer.
- ☐ Review/set date maintenance work on scoreboards over the summer

# MAY

## Coaches

- ☐ End of the year coaches meeting
- ☐ Coaches review changes for student athletic handbook
- ☐ Update website
- ☐ Set "End of the Year" Board presentation
- ☐ Start loading next year's schedules onto website and Home Campus.
- ☐ Schedule, send out agenda for any Athletic Department meeting
- ☐ Confer with administration regarding enrollment plans for next school year
- ☐ Confirm/Schedule Spring Sports Physical Night

## Post Season

- ☐ Spring sports spouse thank you letters
- ☐ Prepare and schedule end of the year coaches' breakfast & Dinner.
- ☐ Fall sports final team/individual records. Update school record book
- ☐ Notify parents of physical date, site, cost, etc for the coming year
- ☐ Fall sports scheduling
- ☐ District playoff information, gate lists, supervisors, roster
- ☐ Schedule Spring Sports banquet
- ☐ Inventory Spring sports equipment
- ☐ Spring Sport Coaches Evaluations
- ☐ Spring sports final team/individual records. Update school record book.
- ☐ Attend the FIAAA State Athletic Directors Conference

JUNE/JULY (Summer)

## Coaches

☐ Meet with spring coaches for season evaluation, Inventory and storage
☐ Remind coaches of clinic and professional development dates.

## Fiscal

☐ Schedule end of the year meeting with accounting to review previous year fiscal numbers and receive final budget for upcoming year.
☐ Finalize summer athletic facility schedule (put on Google Calendar)
☐ Notify all coaches of their budgets for next school year
☐ Check with vendors regarding outstanding purchase orders

## Misc:

☐ FHSAA Compliance Seminar
☐ Send fall officials preliminary schedules.
☐ Schedule Fall Parents Meeting
☐ Update Coaches Handbook
☐ Update Student Athlete Contract
☐ Confirm all fall schedules
☐ Start planning for next year team picture days.
☐ Contact those families of student-athletes that are not meeting eligibility in academics
☐ See that coaching openings are posted, interviews scheduled and hire coaches for the following year
☐ Get the end of the year report ready for board/administrators. (June)
☐ Send end of the year thank you notes to Coaches, Support Staff, Sponsors.
☐ Schedule & confirm Back to School Physical Night.
☐ Prepare date for fall coaches and parent meetings
☐ Finalize summer athletic facility schedule (put on Google Calendars)
☐ Schedule meeting with maintenance personnel and review needs for fall facilities (early June)
☐ Spring sport spouse thank you letters
☐ Confirm Football Classic and all fall preseason hosted events are sanctioned.
☐ Equipment requests for fall sports

## Maintenance

☐ Check stadium PA system, lights and scoreboard.
☐ Check ice machine in concessions and athletic training room.  Schedule maintenance as needed.

☐ Check gym: scoreboard, bleachers, hoops, & volleyball standards & nets.

## Post Season

☐ Lockers rooms emptied and sanitized.
☐ Complete FHSAA Continuing Membership forms
☐ Enter fall varsity schedules on Home Campus.

## AUGUST/ SEPTEMBER

### Coaches:

☐ Contact Head coaches about attendance for CPR/First Aid
☐ Update coaches education records and notify coaches of their current status
☐ Email fall & winter coaches to confirm final schedules.
☐ Remind Head Coaches about coaches meeting/PD day at school
☐ Schedule and send out agenda for any Athletic Department Meetings
☐ Review "Out-of Season" regulations through email.

### Pre Season: Fall Event Preparation:

☐ Announcers for Football & Volleyball (August)
☐ Confirm Scoreboard Operators for Football & Volleyball (August)
☐ Send out Ticket Seller Schedule (August)
☐ Put in Spring Bus Schedules (August)
☐ Petty Cash/Gate Ticket Box (August)
☐ Schedule Police security for any fall events.
☐ Preseason face to face coaches meeting with each head coach.

### Maintenance

☐ Check stadium PA system, lights and scoreboard.
☐ Check ice machine in concessions and athletic training room. Schedule maintenance as needed.
☐ Check gym: scoreboard, bleachers, hoops, & volleyball standards & nets.
☐ Check soccer goals & nets.

### Misc:

☐ Go through Orange FHSAA Calendar and mark in Outlook for important dates (sport start dates, district championships, state entry lists)

 Complete swimming/pool contract.
 Review current FHSAA Handbook, noting changes  (shaded sections)
 Update FHSAA Directory Information
 Confirm FHSAA dues have been paid.
 Confirm Football Classic and all preseason hosted events are sanctioned.
 Arrange for First Aid/CPR classes
 Schedule police and Ambulance for home football games
 Contact announcer/timer/chain crew for home football games
 Contact Team doctor for home football games and make sure they have schedules.
 Send out and publicize season ticket packages.
 Prepare Parent night presentatio
 Arrange for AV needed for parent night Prepare fall & winter coaching agreements/ contracts.
 Confirm fall, winter, & spring picture dates with team photographer
 Attend Freshman Parent Orientations
 Check in weekly with ATC on team updates on paperwork & eligibility.
 Email: theft and facility “etiquette” with coaches
 Check with Athletic Secretary or admissions director on new transfer students and complete paperwork accordingly.
 Schedule Fall buses.
 Send schedules (master & individual) to administrators and meet regarding game supervision
 Finalize fall practice schedules and locations (add to Outlook) Keys to coaches that need them.
 Send out (email) and publicize (newsletter & website) fall volunteer
 Write PO’s for officials for every sport needed for the entire year.
 Prepare Booster Club board meeting agenda with President.
 Update Website with all fall schedules & rosters.
 Check with student government for promo events
 Schedule and send out agenda for any Athletic Department meetings
 Prepare yearly calendar, note scheduled games, district meetings, SAT and ACT dates, ect.
 Update website with all coaches’ information, rosters, & schedules.
 Send updates to visiting schools on facility locations (for off campus sports).
 Schedule Yearbook Team Picture Days for fall sports.
 Send FHSAA forms for foreign exchange students to FHSAA. (Fall & Winter)
 Enter & confirm fall & winter schedules are entered into Home Campus.
 Enter & confirm all fall eligibility into Home Campus.
 Equipment requests for winter sports
 Complete fall sports program template for all home events.
 Send “visiting team information” letters to visiting football teams.

# Conference Registration from Final Forms

FIAAA: MEMBERSHIP, CONFERENCE, LTI, PAYMENTS & COMMUNICATION

The FIAAA is proud to launch a new system called AMP to boost membership, improve communication, streamline events and centralize payments. AMP, Association Management Platform, was designed by FinalForms in order to empower both Association leadership and members with useful features.

Ohio, Indiana, California, Washington, New York, North Carolina and Michigan are using AMP's revolutionary features to achieve record membership, event attendance and LTI participation. We look forward to joining this group, as a leader, to provide a first-class membership experience for all of our Athletic Administrators.

First and foremost, the #1-member benefit enhances communication throughout the state. Members will be able to contact other members by individual email or group (Member Type, Section, District) email. Think of the possibilities: Open Dates, Equipment, Coaching Openings, etc.

Beyond communication, membership, event registration and payments (online or check) will be run through the FIAAA AMP. LTI will also be managed and coordinated with the NIAAA via AMP.

IMPORTANT: The 'FIAAA AMP Mailman' will send you an email.

1. Click the 'click here to confirm your account' link
2. Enter and confirm your password
3. Login to AMP to:
    a. Renew/Pay NIAAA Membership
    b. View/Update Forms (contact information, school, section, district, etc.)
    c. Register for Events
    d. Communicate with fellow Athletic Administrators

Also, the following are detailed directions to guide you through the online registration process for the three events we currently have posted.

1. Locate the "My Events" section on your account page
2. To the right of the "My Events" row, click on the "Register for Events" button
3. Find the FIAAA event you want to register for and click on the "Register" button next to the event
4. You will be taken to the cost and fees page, Click the "Yes Register" button and this will take you to the registration form
5. Complete the registration form of the event(s) you are registering for and when the form is complete, type your name in the signature field and submit the form

You will be taken to the checkout page where you can download a "Generated Invoice" if needed for your Treasurer's Office and/or to mail with a check payment. You can also choose to pay online by credit card.

# DI and DII Requirements

NCAA Eligibility Center

## DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes enrolling at an NCAA Division I school need to meet the following academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment.

### Core-Course Requirement

Complete 16 core courses in the following areas:

| ENGLISH | MATH (Algebra I or higher) | NATURAL/ PHYSICAL SCIENCE (including one year of lab, if offered) | ADDITIONAL (English, math or natural/physical science) | SOCIAL SCIENCE | ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy) |
|---|---|---|---|---|---|
| 4 years | 3 years | 2 years | 1 year | 2 years | 4 years |

### FULL QUALIFIER

- Complete 16 core courses.
  - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
  - Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

### ACADEMIC REDSHIRT

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

**Full Qualifier**
College-bound student-athletes may practice, compete and receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division I school.

**Academic Redshirt**
College-bound student-athletes may receive an athletics scholarship during their first year of full-time enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

**Nonqualifier**
College-bound student-athletes will not be able to practice, compete or receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division I school.

**International Students**
Please review the **international initial-eligibility flyer** for information and academic requirements specific to international student-athletes.

**Click here for Division II academic requirements.**

# Test Scores

If a student plans to attend an NCAA Division I college or university in the 2019-20 or 2020-21 academic years, use the following charts to understand the core-course GPA he or she will need to meet NCAA Division I requirements.

A combined SAT score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of **9999** to send their scores directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts **CANNOT** be used in an academic certification.

## DIVISION I
### FULL QUALIFIER SLIDING SCALE

| Core GPA | SAT* | ACT Sum* |
|---|---|---|
| 3.550 | 400 | 37 |
| 3.525 | 410 | 38 |
| 3.500 | 430 | 39 |
| 3.475 | 440 | 40 |
| 3.450 | 460 | 41 |
| 3.425 | 470 | 41 |
| 3.400 | 490 | 42 |
| 3.375 | 500 | 42 |
| 3.350 | 520 | 43 |
| 3.325 | 530 | 44 |
| 3.300 | 550 | 44 |
| 3.275 | 560 | 45 |
| 3.250 | 580 | 46 |
| 3.225 | 590 | 46 |
| 3.200 | 600 | 47 |
| 3.175 | 620 | 47 |
| 3.150 | 630 | 48 |
| 3.125 | 650 | 49 |
| 3.100 | 660 | 49 |
| 3.075 | 680 | 50 |
| 3.050 | 690 | 50 |
| 3.025 | 710 | 51 |
| 3.000 | 720 | 52 |
| 2.975 | 730 | 52 |
| 2.950 | 740 | 53 |
| 2.925 | 750 | 53 |
| 2.900 | 750 | 54 |
| 2.875 | 760 | 55 |
| 2.850 | 770 | 56 |
| 2.825 | 780 | 56 |
| 2.800 | 790 | 57 |
| 2.775 | 800 | 58 |

## DIVISION I
### FULL QUALIFIER SLIDING SCALE

| Core GPA | SAT* | ACT Sum* |
|---|---|---|
| 2.750 | 810 | 59 |
| 2.725 | 820 | 60 |
| 2.700 | 830 | 61 |
| 2.675 | 840 | 61 |
| 2.650 | 850 | 62 |
| 2.625 | 860 | 63 |
| 2.600 | 860 | 64 |
| 2.575 | 870 | 65 |
| 2.550 | 880 | 66 |
| 2.525 | 890 | 67 |
| 2.500 | 900 | 68 |
| 2.475 | 910 | 69 |
| 2.450 | 920 | 70 |
| 2.425 | 930 | 70 |
| 2.400 | 940 | 71 |
| 2.375 | 950 | 72 |
| 2.350 | 960 | 73 |
| 2.325 | 970 | 74 |
| 2.300 | 980 | 75 |
| 2.299 | 990 | 76 |
| 2.275 | 990 | 76 |
| 2.250 | 1000 | 77 |
| 2.225 | 1010 | 78 |
| 2.200 | 1020 | 79 |
| 2.175 | 1030 | 80 |
| 2.150 | 1040 | 81 |
| 2.125 | 1050 | 82 |
| 2.100 | 1060 | 83 |
| 2.075 | 1070 | 84 |
| 2.050 | 1080 | 85 |
| 2.025 | 1090 | 86 |
| 2.000 | 1100 | 86 |

ACADEMIC REDSHIRT

*Final concordance research between the new SAT and ACT is ongoing.

NCAA is a trademark of the National Collegiate Athletic Association.
September 2019

NCAA Eligibility Center

# DIVISION II ACADEMIC REQUIREMENTS

College-bound student-athletes enrolling at an NCAA Division II school need to meet the following academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment.

## Core-Course Requirement

Complete 16 core courses in the following areas:

| ENGLISH | MATH (Algebra I or higher) | NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered) | ADDITIONAL (English, math or natural/physical science) | SOCIAL SCIENCE | ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy) |
|---|---|---|---|---|---|
| 3 years | 2 years | 2 years | 3 year | 2 years | 4 years |

## FULL QUALIFIER

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

## PARTIAL QUALIFIER

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II partial qualifier sliding scale (see back page).
- Graduate high school.

### Full Qualifier

College-bound student-athletes may practice, compete and receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division II school.

### Partial Qualifier

College-bound student-athletes may receive an athletics scholarship during their first year of enrollment and may practice during their first year of full-time enrollment at a Division II school, but may NOT compete.

### Nonqualifier

College-bound student-athletes will not be able to practice, compete or receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division II school.

### International Students

Please review the **International initial-eligibility flyer** for information and academic requirements specific to international student-athletes.

**Click here for Division I academic requirements.**

## DIVISION II
### FULL QUALIFIER SLIDING SCALE

| Core GPA | SAT* | ACT Sum* |
|---|---|---|
| 3.300 & above | 400 | 37 |
| 3.275 | 410 | 38 |
| 3.250 | 430 | 39 |
| 3.225 | 440 | 40 |
| 3.200 | 460 | 41 |
| 3.175 | 470 | 41 |
| 3.150 | 490 | 42 |
| 3.125 | 500 | 42 |
| 3.100 | 520 | 43 |
| 3.075 | 530 | 44 |
| 3.050 | 550 | 44 |
| 3.025 | 560 | 45 |
| 3.000 | 580 | 46 |
| 2.975 | 590 | 46 |
| 2.950 | 600 | 47 |
| 2.925 | 620 | 47 |
| 2.900 | 630 | 48 |
| 2.875 | 650 | 49 |
| 2.850 | 660 | 49 |
| 2.825 | 680 | 50 |
| 2.800 | 690 | 50 |
| 2.775 | 710 | 51 |
| 2.750 | 720 | 52 |
| 2.725 | 730 | 52 |
| 2.700 | 740 | 53 |
| 2.675 | 750 | 53 |
| 2.650 | 750 | 54 |
| 2.625 | 760 | 55 |
| 2.600 | 770 | 56 |
| 2.575 | 780 | 56 |
| 2.550 | 790 | 57 |
| 2.525 | 800 | 58 |
| 2.500 | 810 | 59 |
| 2.475 | 820 | 60 |
| 2.450 | 830 | 61 |
| 2.425 | 840 | 61 |
| 2.400 | 850 | 62 |
| 2.375 | 860 | 63 |
| 2.350 | 860 | 64 |
| 2.325 | 870 | 65 |
| 2.300 | 880 | 66 |
| 2.275 | 890 | 67 |
| 2.250 | 900 | 68 |
| 2.225 | 910 | 69 |
| 2.200 | 920 | 70 & above |

## DIVISION II
### PARTIAL QUALIFIER SLIDING SCALE

| Core GPA | SAT* | ACT Sum* |
|---|---|---|
| 3.050 & above | 400 | 37 |
| 3.025 | 410 | 38 |
| 3.000 | 430 | 39 |
| 2.975 | 440 | 40 |
| 2.950 | 460 | 41 |
| 2.925 | 470 | 41 |
| 2.900 | 490 | 42 |
| 2.875 | 500 | 42 |
| 2.850 | 520 | 43 |
| 2.825 | 530 | 44 |
| 2.800 | 550 | 44 |
| 2.775 | 560 | 45 |
| 2.750 | 580 | 46 |
| 2.725 | 590 | 46 |
| 2.700 | 600 | 47 |
| 2.675 | 620 | 47 |
| 2.650 | 630 | 48 |
| 2.625 | 650 | 49 |
| 2.600 | 660 | 49 |
| 2.575 | 680 | 50 |
| 2.550 | 690 | 50 |
| 2.525 | 710 | 51 |
| 2.500 | 720 | 52 |
| 2.475 | 730 | 52 |
| 2.450 | 740 | 53 |
| 2.425 | 750 | 53 |
| 2.400 | 750 | 54 |
| 2.375 | 760 | 55 |
| 2.350 | 770 | 56 |
| 2.325 | 780 | 56 |
| 2.300 | 790 | 57 |
| 2.275 | 800 | 58 |
| 2.250 | 810 | 59 |
| 2.225 | 820 | 60 |
| 2.200 | 830 | 61 |
| 2.175 | 840 | 61 |
| 2.150 | 850 | 62 |
| 2.125 | 860 | 63 |
| 2.100 | 860 | 64 |
| 2.075 | 870 | 65 |
| 2.050 | 880 | 66 |
| 2.025 | 890 | 67 |
| 2.000 | 900 | 68 & above |

*Final concordance research between the new SAT and ACT is ongoing.

## Test Scores

If a student plans to attend an NCAA Division II college or university in the 2019-20 or 2020-21 academic years, use the following charts to understand the core-course GPA he or she will need to meet NCAA Division II requirements.

A combined SAT score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

NCAA is a trademark of the National Collegiate Athletic Association.
September 2019

*Are you a new athletic director or in need of assistance?*

*The Professional Networking Committee can help.*

**For more information, contact Dan Comeau at dcomeau19@comcast.net or call 772-834-5875.**

*Don't reinvent the wheel, let us help.*

## *NIAAA SCHOLAR ATHLETE ESSAY*

***Usually submitted along with Mandy Stoll Scholarship Application (although it is optional), the male and female state winners receive a plaque, sectional winners receive $1500 and a plaque, and national winners receive $2500 and a plaque. Separate application form can be found on the NIAAA website (niaaa.org)...click on awards and then student scholarship. Academic requirements are less stringent than for Mandy Stoll but require a short paragraph describing a sportsmanship moment and a longer essay about" how high school sports impacted my life". Below are the national winning essays from several years ago as originally printed in the IAA Magazine , a publication of the National Interscholastic Athletic Administrators Association (NIAAA),Vol 45, Number 3, spring 2019***

# Student Scholarship Program

**2018 Essay Winners**

The 12th annual NIAAA Scholarship/Essay Program ceremony was conducted on December 15 at the Opening General Session of the 2018 National Athletic Directors Conference in San Antonio, Texas. Both the female and male national recipients shared their essays with the attendees, which was entitled; "How High School Athletics Has Impacted My Life". In addition, the student-athletes received awards for themselves and their schools, as well as a $2,500 scholarship acknowledging their national accomplishment.

The 2018 recipients are Sarah Rauch from Grayslake (Illinois) North High School, Grayslake, Illinois; and Evan Gwozdz from Middleboro (Massachusetts) High School. The athletic administrators at the scholarship recipient's respective schools are Tina Woolard, CMAA, at Grayslake High School, and Ryan Sylvia, CAA, at Middlesboro High School.

As you read the messages that these scholarship winners have shared, it will help once again to recognize the key role of leadership that athletic administrators contribute in offering programs that provide grounded, safe and abundant programs each day.

## How High School Athletics Has Impacted My Life

*By Sarah Rauch*

August 25, 2016, began as any regular day for me. I opened my eyes to my father waking me up to ensure I had time to eat breakfast before my Student Council meeting that morning. As I was rushing out to my car, I stopped at the door yelling, "bye Dad!" as he had already resumed his position back in bed. In that moment, it was any normal day for me, but my ignorance was short lived.

"Bye Dad" were the last words I said to my father. Bye to my number one fan in the volleyball stands, bye to my closest ally, bye to my best friend. August 25th, 2016, marks the biggest challenge I have ever faced: the day I lost my father to suicide.

However, on August 26, the day following my father's death, I woke up on my own. No reminder to get out the door on time, no yelling "Bye, Dad," instead, I woke up with an urge to set out and accomplish something. The best way to push past this obstacle was to continue working in the things that made my father proud. That evening, I joined my volleyball team helping lead us to victory in two matches.

That day sparked my realization of the true emotional connection of a team.

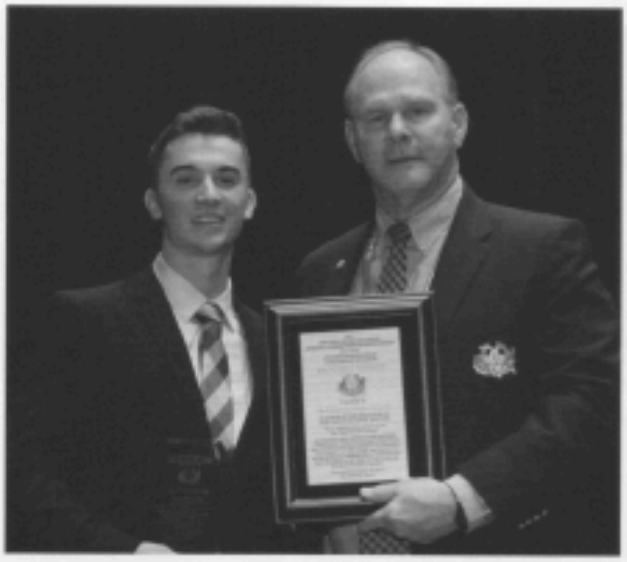
Although they felt my pain, my teammates understood that I needed them to be strong and I would follow in their lead. I was blessed in that day with moments of joy in a time when I thought I could feel no such thing. I was supported and comforted without words, but rather by actions which spoke in larger measures.

With my house a whirlwind of family members and loved ones demonstrating their deepest condolences, I turned to my teammates. I knew that in a moment of despair when everything was changing in my life, my team was one constant. I always relied on them to treat me as the strong athlete they were confident I was. The laughter, team bonding and positivity I received from my volleyball team truly saved me that fall. In moments when I felt my world had crumbled and I did not recognize myself, my team reminded me who I was. They were my escape. The normality in my life that became my bliss.

High school sports became my everything. As the year progressed, basketball and soccer continued to provide me this same relief. Practices and games were my get away; a time to forget about the pressing responsibilities and grievances of life. I was reliant on my teams for daily giggles and smiles that reminded me of the kind hearts of individuals and allowed me joy even in the hardest of days.

Sports have taught me to be accepting and understanding, whilst being resilient and taking responsibility for my actions. I have learned to put the needs of others above the needs of

myself, as my actions dictate the future for more than just me. But most importantly, high school sports have shown me that I have a family outside of blood relatives. Becoming my rock and my happy place, high school sports did not just impact my life, but they have truly saved it, and for that I am forever grateful.



## How High School Athletics Has Impacted My Life

*By Evan Gwozdz*

As a microcosm of society, high school athletics have shaped me into a promising future global leader by teaching me the value of responsibility, respect, diligence and passion. Playing sports has allowed me to understand the correlation between working hard and achieving success, but more importantly, I've come to realize that failure doesn't exist if I give my best effort: there is only winning and learning opportunities.

Midway through my senior season, for example, I threw four interceptions in the game before the playoffs. That night, my coach called me: "Just row the boat, Evan." Freshman year he introduced me to this philosophy of competitive rowing teams: you can't control what happens outside the boat-wind, waves, lightning. So you have to focus inside the boat and how you respond to these adversities, how hard you work. Above all, you just have to row the boat with your back to the future, only focused on the present, and count on the people rowing with you to be there for you.

Throughout high school when I've been stressed out with exams or important games, I've reminded myself to row the boat: work as hard as I can, remain confident, and rely on my family, friends and teachers to keep rowing with me.

Motivated to continue rowing, I worked harder, studied more film and challenged myself in different ways each day at practice. After this learning experience, I led my team through five postseason wins which climaxed with a Super Bowl victory in which I scored six touchdowns.

Ultimately, high school athletics have instilled within me an unparalleled ability to overcome adversity by remaining optimistic, thinking tactically and not emotionally, and turning to my teammates and coaches for support. As I transition into college, I will be empowered knowing that four years of pushing through pain, suppressing fatigue, and pouring my heart into achieving team goals has prepared me for any challenge thrown my way.

With pressing global issues like unmitigated greenhouse emissions and lack of access to clean drinking water and vaccines, it's imperative that kids of my generation be able to effectively communicate and collaborate in order to devise solutions to these pervasive problems. Immersing oneself in an environment of passionate, intellectual, goal-oriented people is one of the most mutually beneficial experiences.

Thus, as I pursue a career in chemical engineering and seek to make revolutionary discoveries, my experience as a team member working toward a common goal alongside a diverse group of kids will benefit me tremendously. In addition to helping me obtain vital skills, playing high school sports has fostered unbreakable relationships with my peers that have made my high school experience unforgettable.

By playing with so many genuine leaders, I've made lifelong friends who have been there to support me in all my endeavors, constantly reassuring and inspiring me to be the best version of myself. My coaches similarly have become like family and have been instrumental in the development of my exemplary character. Serving as mentors to me on and off the field, my coaches have offered valuable advice and lessons that I will carry with me forever.

Being an active community member is a critical element of democracy that is essential for societal progress. While I give back to my community through various service projects, high school athletics have allowed me to cultivate a strong bond with the town of Middleboro. Every Friday night during the fall I look forward to the smiling faces of future Middleboro Sachems eager to high five us. Each time I wear my jersey I remember the players who built the foundation for us, and it exhilarates me to know how many of them relive their high school days vicariously through us. The love and support of our town is incredible, and watching our success unify the community is such an honor. I was fortunate enough to quarterback my last game at Gillette Stadium, but I was even more fortunate to bring home a state championship to my town for the first time in 34 years.

Witnessing the pride, spirit, and solidarity elicited within the community because of this Super Bowl victory, I experienced an unprecedented feeling of jubilation. Local restaurants made congratulatory signs, the entire town shut down for a parade, and championship shirts swept across town. Since this season was dedicated to our former coach who tragically passed away over the summer, it felt especially uplifting to bring joy to the community where he lived, taught, and coached. Standing in front of hundreds of screaming fans all season long, it's not the fame, glory or attention that I'll remember, but rather the elation that our team evoked in our community. The ability of my football team to impact our town so significantly makes me incredibly optimistic that through teamwork and passion, my peers and I will one day change the world. **IAA**

# IAA Article...Leading The Second Shift

# LEADING THE SECOND SHIFT:

## Addressing Safety and Security in Interscholastic Athletics and School Activities

*By Gary Stevens, CMAA*

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

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

Educational leaders have expended significant financial resources and offered professional development for staff to make schools safer from the moment of the opening bell until closing. However, in many cases, the "second shift" of the school day – the time when interscholastic activities and community events take place on school campuses – has been widely ignored or forgotten in the planning process. Lou Marciani, Director of the National Center for Spectator Sports Safety and Security (NCS4) at the University of Southern Mississippi, observes that school facilities are "soft targets" during after school hours and subject to dangerous activity. Furthermore, he argues that school administrations must "harden our campuses" to protect both children and adults during this highly vulnerable time. Marciani advocates that addressing safety on the "second shift" be incorporated into the functional annexes that comprise a school system's emergency operations plan.

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

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

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

## First Steps: Creating the Safety Team

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

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

1. School administration
2. Assistant athletic directors
3. Certified athletic trainers
4. Coaches
5. Facilities management personnel
6. Custodians
7. Game-day personnel, such as parking attendants or additional security

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

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

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

## Prioritizing Practice: Preparing for the Worst Case Scenario

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

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

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

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

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

# IAA Article...The Athletic Director Answers to Everyone!

## The Athletic Director Answers to Everyone!

*By Bill Fitzgerald, CMAA*

An athletic/activities director in today's educational system has one of the more time consuming and public jobs in the school system. An athletic director may very well have more contacts with community members, parents, students and professional colleagues than any other position in a school system. The job descriptions vary from district to district, as do their duties in general.

Athletic directors deal with the day-to-day matters of scheduling, hiring officials, hiring coaches and budget decisions such as equipment, uniforms, facilities rentals, and travel costs. Usually, an athletic director answers to the principal of the building, and to the superintendent of the district. But, due to the numerous daily contact with the public, they are always answering to other people, as well.

For the most part, an athletic director is allowed to handle the duties as assigned with little question. However, there are situations that can make an athletic director's job go from pleasant to difficult to downright unenjoyable. Knowing the difference, and when to draw the line or beg for forgiveness can mean the difference between a long career or a short tenure.

There is no "one size fits all", but I have tried to come up with some key considerations to make when an athletic director is in that pressure point of the job.

- **Make Sure All Are on the Same Page:** Do all parties have an idea of the philosophy of the activities and what this entails? Understanding what you want to accomplish and the willingness to do what is necessary to reach this is imperative to the success of the programs. A good way to do this is to come up with your goals for the programs that everyone can buy into and follow. It is also a good idea to review decision making in specific areas, such as hiring coaches. Make sure you know if you have the final decision on these hires, or if you need approval prior to offering a position.
- **Always Do What is Best for the Kids in Your School:** Without question, doing what is in the best interest of students in programs (within the guidelines and regulations of your school and state organization) is the best way to be viewed as a successful activities director. There will be times when students, parents, and even upper level administration will want something that would be hard to sell to the multitudes. But,

if you do what is best for the kids, you are doing your job, and more will agree than disagree with your decision.

- **Hire Good Coaches and Personnel:** Putting the people in place in your programs that have the best interests of the students is essential to building solid and successful programs. You do this by finding the best candidates, asking challenging yet pertinent questions in the interview process, and then hiring the best "fit" for the job.
- **Evaluate Regularly:** It is also necessary to follow up by visiting practices and yearly evaluations. Although it is sometimes difficult to find the time, attending practices regularly gives a feel for not only what the coach is doing in building a program, but how the students are responding to his or her methods. It is important to do this in all programs, not just the ones with "concerns." You can observe various methods – both good and bad – in action, and suggest other options to help the program improve.
- **Listen Attentively:** If coaches, students, or parents have concerns – LISTEN. It does not mean you agree or feel the same way as they do, but you might find out information of which you may not have previously been aware. Investigate the concerns, and visit with the parties involved, if necessary.
- **Regularly Attend Contests:** We all know how busy the job is and how few hours we have to do what we need to accomplish. But, the finished product our coaches and sponsors put on the floor, court or field is what the community, parents, superiors and school board members see. You need to be there to see things for yourself, and not be afraid to visit with those people with comments or questions. You also can see the teams in action, as well as your sponsor's actions on the sideline and the locker room. Don't be afraid to step in on a team conversation before, during or after a contest to listen and learn at appropriate times.

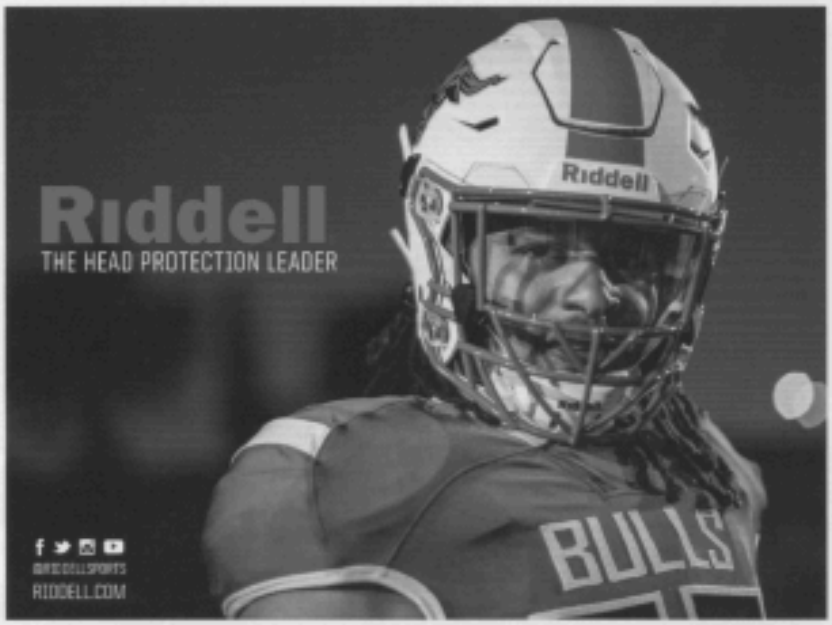
One of the most difficult aspects of the job is when you apply things one way, yet your superiors see it differently. This can be management of a specific program, hiring of coaching or sponsorship positions, or even such things as scheduling and uniform rotations. These concerns could also be coming from an outside influence, such as a patron with the principal's ear or a discussion with a school board member. This is usually due to a personal connection of having a child on the team or friends who have kids playing. Sometimes administrators (including some athletic directors) have difficulty separating job related discussions and friendship communications.

When those situations arise, it is in your best interest to visit with your superior and discuss the concerns. By relating to them why you chose to go the direction you have, they are able to see your views from a different vantage point. You also are given a clue into their rationale, which might be something you had not considered. If it involves your immediate superiors, remember that ultimately you work for them. You may be able to compromise, or try something differently, but if they tell you something needs to be done, you need to do it. You may not agree with this, but you need to follow the directive of your superiors.

At times like this, it might be best to evaluate your job standing. Sometimes a change in school leadership or philosophy can lead to a different direction for your programs. You then need to consider your options: work it out, wait it out, or move on to a different opportunity.

Ultimately, it is best to have a good working relationship with your school, helping to build the programs and department you envision. If you are managing your program within the framework of education-based activities and doing so in an exemplary manner, your abilities will be appreciated wherever you are. **IAA**

**ABOUT THE AUTHOR:** *Bill Fitzgerald, CMAA, is a former athletic director from Nebraska and member of the NIAAA Publications Committee. He can be reached at bill-fitz54@gmail.com.*



# What is Certification? Why should I get Certified?

**By Jake Von Scherer, CMAA**

**FIAA President-Elect**

The NIAAA Certification Program is a voluntary professional service to athletic administrators and is based on the premises of continuing education, professional growth and program development. This is important as the attainment of professional certification demonstrates the completion of a comprehensive plan for self-improvement that will enhance the ability of the athletic administrator to better serve the school, community and profession.

There are 4 Certifications available through the NIAAA but the two primary ones are shown below along with the requirements. If you have an interest in pursuing certification through the NIAAA / FIAAA please feel free to contact Jake von Scherrer, CMAA (Certification Coordinator) or Dan Talbot, CMAA (LTI Coordinator) for more information.

### Certified Athletic Administrator (CAA)

• Two (2) or more years of experience as an athletic administrator

• Employed by (or retired from) a school, school district or state high school athletic/activities association in such capacity that the administration of interscholastic athletics is (was) among job responsibilities

• Completion of LTC 501, LTC 502, LTC 503 LTC 504 & LTC 506

• Successful completion of the CAA examination

### Certified Master Athletic Administrator (CMAA)

• Attained CAA designation

• Completion of LTC 508 & LTC 510 in addition to a minimum of five (5) LTI Electives, one 600 level, one 700 level, and three additional electives from any level.

• Employed so that administration of interscholastic athletics is/was one's primary responsibility

• All requirements and points earned since CAA designation

• Submit one of the following: A.) a practical written exercise or B.) present an oral project

# Award Winners

## 2020 FIAAA HALL OF FAME CLASS:
## BILL MASSEY.....Boca Raton
## TOMMY ST. AMANT...Panama City/Lynn Haven
## E. MICHAEL STUTZKE...Sebastian River

Dr. Clarence Noe Athletic Administrator of the Year: Tammie K. Talley, CAA/Duval County Athletic Director

NIAAA State Award of Merit: Ronald Allan/Lecanto HS Activities Coordinator

Wayne Taylor Distinguished Service Award: Mark Feely/Leon HS Athletic Director/Dean of Students

Sectional AD of the Year Award (Section 1): Bobby Johns/Wewahitchka High School

Sectional AD of the Year Award (Section 2): Jen Darty/Oviedo HS Athletic Director

Sectional AD of the Year Award (Section 3): Mark Butler/Cambridge Christian School Athletic Director

Sectional AD of the Year Award (Section 4): Dr. Lisa Starks/Booker T Washington HS Athletic Director

Dorothy W. Brunson Special Service Award: Wilbur Johnson/Retired--GMAC Wrestling Officials Assoc.

Dorothy W. Brunson Special Service Award: Rick Hatcher/Treasure Coast Sports Commission Exec. Director

Dorothy W. Brunson Special Service Award: Kathy Diaz/Palmetto Ridge High School Administrative Assist. To Activities Coordinator

Dorothy W. Brunson Special Service Award: Lee & Mabel Carroll/Martin County High School

Dorothy W. Brunson Special Service Award: Eddie Looper/Hernando High School

FIAAA Lifetime Membership: RJ Castello/Retired

FIAAA Lifetime Membership: Lori Nelson/Retired

FIAAA Lifetime Membership: Paul McLaughlin/Retired

FIAAA Lifetime Membership: Carlos Barquin/Belen Jesuit Preparatory School Athletic Director

# FACA CALENDAR

**Mar 6-7**
**Girls Soccer All Star Classic - TBA - Tentative Dates**
**Mar 7-8**
**Boys Soccer All Star Classic - TBA - Tentative Dates**
**Mar 9-13**
**Cheer/Girls Weight/Wrestling Nominations - Nominatons for All State/All Academic**
**Mar 13-14**
**Girls & Boys Basketball All Star Classic - Lakeland**
**April 6-10**
**Flag Football All Star Nominations - Nominations for All Stars, Player & Coach-of-the-Year**
**April 13**
**Baseball All Star Meetings - Nominations for All Stars, Player & Coach-of-the-Year**
**April 20**
**Softball All Star Meetings - Nominations for All Stars, Player & Coach-of-the-Year**
**May**
**Girls & Boys Tennis All Star Classic - TBA**
**May 11-15**
**Lacrosse/Track/Boys VB/Water Polo/Boys WL/Tennnis - Nominations for All State/All Academic**
**May 15-16**
**Flag Football All Star Classic - TBA**
**May 24-26**
**Baseball All Star Classic - Tigertown, Lakeland**
**June 5-6**
**Softball All Star Classic - Florida Southern College**
**June 24**
**FACA Board of Directors Meeting - The Shores Resort, Daytona Beach - 12:00 pm**
**June 25-27**
**FACA Summer Clinic - Soccer, Cross Country, Football, Golf, Volleyball - The Shores, Daytona Bch**

***ADs: we send mass emails as a notification of All Star meetings, clinics, membership, etc. Everything we send to the coaches we also send to the ADs, so they know what is going on and can follow up with their coaching staffs.**

## NIAAA INITIATIVE

**Last year the NIAAA embarked on the charitable initiative described in the article below and invited individual state associations to be a part of it. Through donations made at registration and several 50/50 drawings at the state conference, the FIAAA made a donation of $1674 to the Wounded Warrior Project.**

**The NIAAA Initiative for this year is Tunnel to Towers, a post 9/11 charity. Similar donation activities are planned for this year's state conference.**

# Thousands of Athletic Directors Join Forces to Support Wounded Veterans

JACKSONVILLE, Fla. (Jan. 27, 2020) – Some kids in the Kidder County School District in central North Dakota travel up to 50 miles each way to school; the district is larger than Rhode Island. Regardless of their commute, all students and faculty went the extra mile recently to support wounded veterans and their families through Wounded Warrior Project® (WWP).

For a $1 donation, students could wear a hat to school on a designated day. 350 kids in grades pre-K to 12, with help from their teachers, raised more than $1,800 for wounded warriors.

“It’s our culture here,” said Ryan Larson, elementary school principal and activities director for the Kidder County School District. “Our kids realize the work our military members and their families do for us.”

The efforts in Steele, North Dakota were part of a larger campaign through the National Interscholastic Athletic Administrators Association (NIAAA) and its National Initiative and Assistance Network committee (NIAN). The NIAAA encouraged each of its 12,000+ members to donate $5 to support injured veterans.

“It was very rewarding for us. We really had fun with it,” said Fred Balsamo, Executive Director, Connecticut Association of Athletic Directors and Vice Chair of the NIAN committee.

The campaign ran throughout 2019 and raised more than $40,000. The NIAAA presented a check to WWP at the annual NIAAA conference in Maryland in December.

“I was humbled and pleased at the way our membership stepped up and donated to such a worthy organization,” said Joni Pabst, Executive Director, Arizona Interscholastic Athletic Administrators Association and Chair of the NIAN committee. “We need to model the behavior of benevolent giving to our coaches and young people.”

The campaign supported warriors like Army veteran Shane Parsons and his mother Cindy, who served as his caregiver for ten years. Shane experienced two cardiac arrests plus serious brain and leg injuries while serving in Iraq in 2006.

Cindy shared her and Shane’s stories with athletic directors in Connecticut and Ohio during the campaign.

“Many in each state stood up to teach our youth to never forget wounded warriors and their families’ sacrifices to our country,” Cindy said. “We are truly grateful!”

Discover ways you can give back (https://www.woundedwarriorproject.org/give-back) to warriors and their caregivers.

Contact

Chris Obarski – Public Relations, cobarski@woundedwarriorproject.org, 904.570.0823.

About Wounded Warrior Project

Since 2003, Wounded Warrior Project® (WWP) has been meeting the growing needs of warriors, their families, and caregivers – helping them achieve their highest ambition. Learn more by visiting https://newsroom.woundedwarriorproject.org/about-us.

# IAA Article...Make Losing Safe Again

# Make Losing Safe Again

*By Mark Rerick, CMAA*

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

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

- **Mistakes must be made in order to improve a skill or performance.** One of my sons is a new competitive swimmer who has been working on starting from the blocks. He's terrible at it right now, so his starts are not good.
- **Punishing mistakes leads to a fear of failure.** If his coaches (or I) yell at him for his terrible starts off the blocks, he will naturally do what he can to no longer get yelled at.
- **Fear of failure leads to a lack of risk taking.** He knows that he can start from in the pool, so to avoid getting yelled at, he will no longer start from the blocks.
- **A lack of risk-taking leads to a stale performance.** If he no longer starts from the blocks, his starts will not get better so he won't be able to swim to his full potential.
- **If a stale performance leads to more criticism, then the athlete will further fear failure, and the cycle will repeat.** If he no longer wants to get yelled at for his poor starts from the blocks, and if he's also getting yelled at for starting from the pool, the only option he has left would be to no longer participate in swimming. And, then, how is he going to learn those fantastic life lessons that sports can teach if he isn't participating in sports?

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

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

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

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

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

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

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

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

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

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

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

# FIAAA Code of Ethics

The FIAAA membership is dedicated to acting ethically in all we do. The FIAAA member: Strives to develop and maintain a comprehensive athletic program which seeks the highest development of all participants and which respects the individual dignity of every athlete.

Considers the well-being of the entire student body as fundamental in all decisions and actions.

Supports the principle of due process and protects the civil and human rights of all individuals.

Organizes, directs and promotes an interscholastic athletic program that is in harmony with and contributes to the total school program.

Cooperates with the staff and administration in establishing, implementing and supporting school policies. Acts impartially in the execution of basic policies and the enforcements of the conference or league and state high school association rules and regulations.

Fulfills professional responsibilities with honesty and integrity and upholds the honor of the profession in all relations with students, colleagues, coaches, administrators and the general public. Honors all contracts untilfulfillment or release.

Avoids using the position for personal gain or political, social or religious influence.

Seeks to improve the professional status and effectiveness of the interscholastic athletic administrator through participating in local, state and national in-service programs.

Is committed to high standards or ethics, sportsmanship and personal conduct on the part of the administrator, members of the coaching staff and the athletes representing their school.

# State Conference Break Out Sessions:

A major purpose/goal of the FIAAA is to provide education/information for the individual school athletic director to use in his/her daily duties and responsibilities in managing a high school athletic program. The annual state conference is probably the “best” place to provide that information, but the FIAAA recognizes that, for a variety of reasons, not everyone can attend the conference.

There were about 25 breakout sessions at the conference last May….and they covered a wide variety of topics. Invoking the philosophy that “you don’t need to re-invent the wheel”, the FIAAA invites you “to pick the minds” of our session presenters…gain access to their presentations and/or their expertise on a topic or topics you have an interest in learning about.

If you’d like any further information on any topic(s), feel free to contact our current FIAAA president Roger Mayo at RMayo@escambia.k12.fl.us

- **UNDERSTANDING HEAT INDEX ISSUES**
- **GETTING INVOLVED IN THE NIAAA AND FIAAA**
- **IMPORTANCE OF COACHES EDUCATION AND CERTIFICATIONS**
- **PROFESSIONAL NETWORKING OPPORTUNITIES AND RESOURCES AVAILABLE IN ATHLETIC ADMINISTRATION**
- **DO’S AND DON’T’S OF PRESENTING AN FHSAA APPEAL**
- **WHAT YOU DON’T KNOW ABOUT ZAPPING**
- **MEDICAL ISSUES IN ATHLETICS: THE HEALTHCARE TEAM AND YOU:OPTIMIZING CARE AND COMMUNICATION**
- **FRIDAY NIGHT LIGHTS: DISASTER RESPONSE**
- **UNIQUE CONSIDERATIONS OF THE FEMALE STUDENT-ATHLETE**
- **TITLE IX AND GENDER EQUITY COMPLIANCE**
- **MIDDLE SCHOOL ISSUES**
- **MEDICAL ISSUES IN ATHLETICS: CONCUSSION MANAGEMENT AND RETURN TO PLAY PROTOCOL**
- **NEW AD TOOLBOX: LEARNING WHAT YOU DON’T KNOW YOU DON’T KNOW**
- **SOCIAL MEDIA**
- **DEVELOPING A SUCCESSFUL CULTURE WITHIN YOUR ATHLETIC DEPARTMENT**
- **NCAA UPDATE**
- **CAA TO CMAA: EVERYTHING YOU NEED TO KNOW**
- **BRANDING AND MARKETING YOUR ATHLETIC PROGRAM**
- **ISSUES FACING THE FEMALE ATHLETIC DIRECTOR**
- **EMERGENCY PREPAREDNESS: MORE THAN A SHEET OF PAPER**
- **TIME MANAGEMENT ORGANIZATIONAL TIPS**
- **WORKPLACE TECHNOLOGY FOR ATHLETIC DIRECTORS**
- **MANAGEMENT TIPS FOR HANDLING OFFICIALS AND EVENTS**
- **INCREASING YOUR ATHLETES PERFORMANCE ON A SHOESTRING BUDGET**
- **SPORTS LAW YEAR IN REVIEW**

# NIAAA Code Of Ethical & Professional:

### Prologue: Why a code of Ethics for Athletic Adminstrators?

The athletic administrator is an educational-leader who oversees one of the most visible and scrutinized aspects of the school community. Athletic administrators understand that athletics are an extension of a dynamic education program. As a result, this serves as a guide to support the day-to-day decision making of an athletic administrator. It clarifies the mission, values and principles of education-based athletics and how they translate into everyday decisions and actions.

**The Interscholastic Athletic Administrator is committed to the student-athlete:**

Develops and maintains a comprehensive education-based athletic program which seeks the highest development of all participants and which respects the individual dignity, self-worth and safety of every student-athlete.

Considers the health and well-being of the entire student body as fundamental in all decisions and actions.

Supports the principle in due process, protects the civil and human rights of all individuals, and endeavors to understand and respect the values and traditions of the diverse cultures represented in the respective school community.

Strives to provide inclusive education-based athletic programs that provide participation opportunities for student-athletes of all abilities and backgrounds.

**The Interscholastic Administrator is committed to education-based athletics:**

Organizes, directs and promotes an interscholastic athletic program that is an integral part of the total educational program, and enhances the learning process.

Cooperates with the staff and school administration in establishing, implementing and supporting school policies.

Promotes high standards of ethics, sportsmanship and personal conduct by encouraging administration, coaches, staff, student-athletes, and community to commit to these high standards.

Acts impartially in the execution of basic policies and in the enforcement of the local, district, state and national governing body's of rules and regulations.

**The Interscholastic Athletic Administrator is committed to the profession:**

Fulfills professional responsibilities with honesty, integrity and a commitment to equity and fairness.

Upholds the honor of the profession in all relations (both personal and digital) with students, colleagues, coaches, officials, members of the media, administrators and the public.

Improves the professional status and effectiveness of the interscholastic athletic administrator through participation in local, state and national professional development programs including, but not limited to, the NIAAA Leadership Training Institution and Certifications Program.

Avoids using his or her position for personal promotion.

Leads by helping others achieve their goals.

**Visit the FIAAA.org website for all the latest information regarding conferences, professional development, awards, sponsors, current and past newsletters, photos and AD resources.**

FLORIDA INTERSCHOLASTIC ATHLETIC ADMINISTRATORS ASSOCIATION

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