



Colorado Athletics Directors Association NEWSLETTER

WINTER 2008

3030 West 81st Avenue

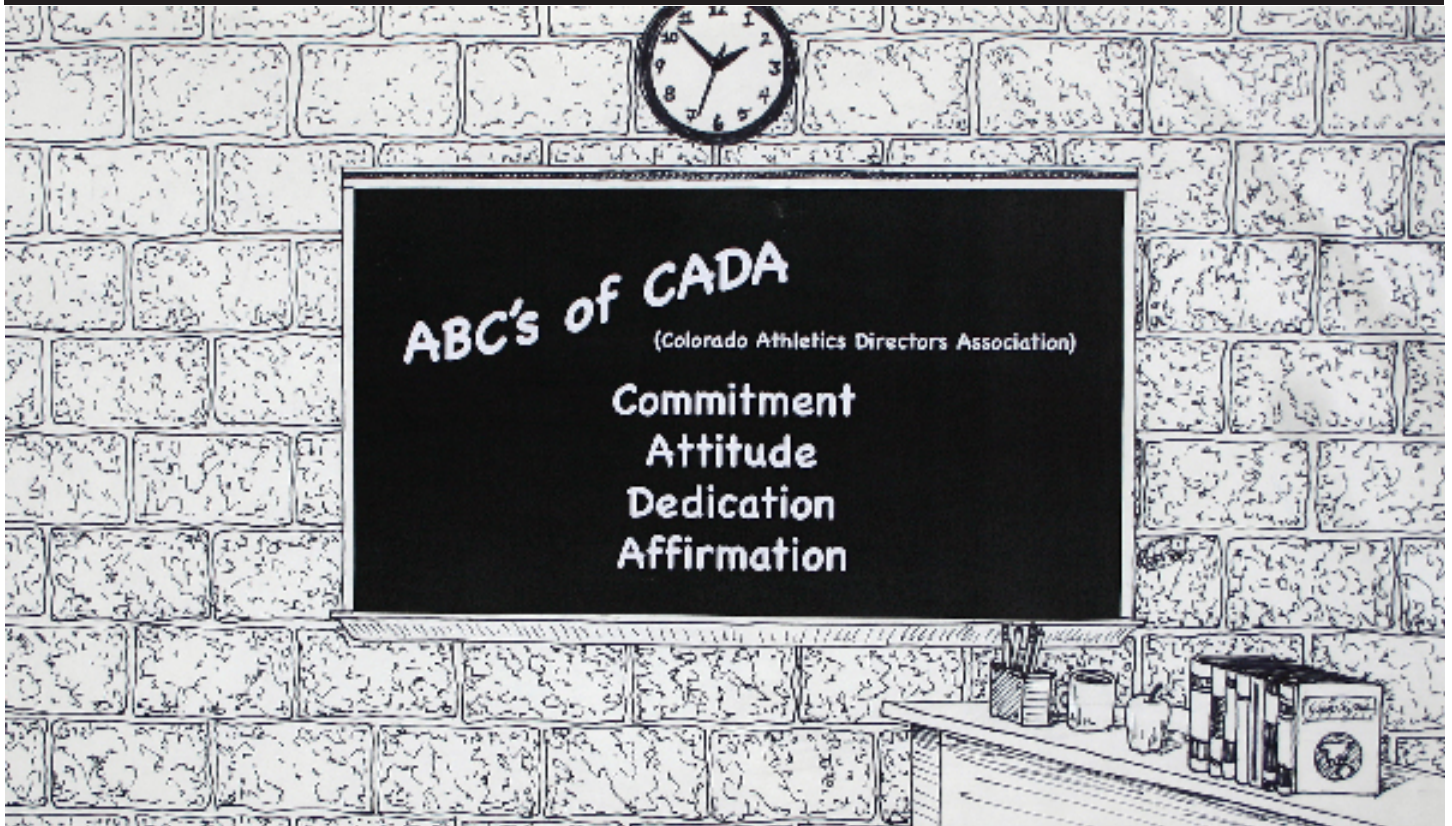
Westminster, CO 80031

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www.coloradoad.org

35th Annual Conference - Breckenridge, CO April 26-29, 2008



Hotel Information:

Beaver Run Resort, 620 Village Road - 1-800-525-2253

Your hotel accommodations should be reserved directly with the Beaver Run Resort. CADA has reserved a block of rooms at a special rate. Check-in time is 4:00 p.m.; Check-out time is 12:00 p.m. The room rates for the conference are as follows:

Hotel Room	\$97.00 per night
Deluxe Studio	\$106.00 per night
One Bedroom Condo	\$116.00 per night
Colorado Suite	\$116.00 per night
Premium One Bedroom Condo	\$136.00 per night
Two Bedroom Condo	\$164.00 per night
Two Bedroom Premium Condo	\$194.00 per night
Corporate Suite	\$250.00 per night
Three Bedroom Suite	\$225.00 per night
Four Bedroom Condo	\$280.00 per night
Presidential Suite	\$400.00 per night

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By: Dave Callan, Douglas County School District



As you receive this newsletter, our winter athletic season is coming to a close and we're thinking about the change in seasons (and the winter weather that doesn't change to spring as quickly as our athletic calendar does). Because of two resignations, the CADA Board of Directors also had some changes since the fall. Cherie Toussaint from Pueblo County has replaced Becky

Cafasso; and Bonnie Wallin-Kuntz from Otis has replaced Dennis Tjaden. The Board appreciates the time and efforts of Becky and Dennis, but are happy that Cherie and Bonnie agreed to serve out their respective terms and look forward to working with them. The Board has also been working on the spring conference. With the theme of *"The ABC's of CADA—Commitment, Attitude, Dedication, Affirmation,"* we hope you'll find it full of good information and good times. There will be a wide variety of speakers and topics as well as the golf tournament and socials. Also, be sure to check on the LTC classes offered. With national instructors, these are very informative and practical for the work we do. Check www.coloroad.org for the agenda and registration. I hope you'll plan to be in Breckenridge.

I was at a basketball game a few weeks ago and heard a coach trying to implore someone on the team to step up and show some leadership. I often think about leadership and our students. It seems that maybe they don't have as many opportunities to become leaders especially at younger ages. Instead of going out to play pickup games in the driveway or backyard, they are usually driven to a practice which is organized by adults, with rules made up by adults and play games coached by adults with adults on the sidelines. When do they get a chance to become leaders? What does leadership really look like? We have a great opportunity to help with that, but we can't assume kids know what to do—we have to provide them leadership skills and then put them into positions where they will have opportunities to use those skills. Athletics continue to be a great venue for that to occur.

Our organization also must continue to grow and we also need to take on leadership challenges. We have some interesting issues coming our way at various levels and CADA should be at the forefront in helping to solve them. Please try to get to the spring outreach (dates are in the newsletter and on the website at www.coloroad.org). We have some tremendous opportunities.

Look forward to seeing you at the CADA Conference in Breckenridge.

Dave Callan

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Suggested Guidelines For Management of Head Trauma in Sports

Head trauma is a common problem in sports and has the potential for serious complications if not managed correctly. Even what appears to be a "minor ding or bell ringer" without loss of consciousness has the real risk of catastrophic results when an athlete is returned to action too soon. The medical literature and lay press are reporting instances of death from "second impact syndrome" when a second concussion occurs before the brain has recovered from the first one regardless of how mild both injuries seem.

At many athletic contests across the county, trained and knowledgeable individuals are not available to make the decision to return concussed athletes to play. Frequently, there is undo pressure from various athletes to action A. S. A. P. In addition, often there is unwillingness by the athlete who wants to play to report headaches and other findings because the individual knows it would prevent his or her return to play.

SIGNS OF A CONCUSSION

Concussions can appear in many different ways. Listed are some of the signs and symptoms frequently associated with minor head trauma (e.g., "ding", "bell rung", dazed or confused). Most symptoms, signs and abnormalities after a head injury fall into the four categories listed below. A coach or other person who knows the athlete well can usually detect these problems by observing the athlete and/or by asking a few relevant questions to the athlete, referee or a teammate who was on the field or court at the time of the head injury. Below are some suggested observations and questions a non-medical professional like a coach or school administrator can use to help determine whether an athlete has suffered a concussion and how urgently he or she should be sent for medical care following a head injury.

EXAMPLE OF SPECIFIC INSTRUMENTS BEING USED TO DO SIDELINE ASSESSMENT OF ATHLETES WITH A CONCUSSION

Abnormalities of attention, processing speed, memory, balance, reaction time, and ability to think and analyze information appear to be those areas most likely to be involved and persist after a head injury. Several instruments such as the Sideline Concussion Checklist (SCC) and Sideline Assessment of Concussion (SAC) have been developed as reasonably user-friendly methods of monitoring an athlete on the sideline to determine whether he or she is stable or needs immediate referral for emergency care. The CDC has also developed a tool kit ("Heads UP: Concussion in High School Sports"), which has been made available to all high schools, and has information on head injuries for coaches, athletes and parents. The NFHS is proud to be a cosponsor of this initiative. Computerized tests that evaluate similar domains (IMPACT, Sentinel, CRI, or ANAM) are being used by some schools, professionals and others. Cost and availability vary. Balance studies such as Balance Error Scoring System (BESS) may be helpful sideline tools for monitoring athletes.

PREVENTION

Although all concussions cannot be prevented, many can be altered or avoided. Proper coaching techniques, good officiating of the existing rules and use of properly fitted equipment can minimize the risk of a head injury. Although the NFHS advocates the use of mouth guards in nearly all sports, there is no convincing science data that their use will prevent concussions.



Commissioner's Report

By: Bill Reader

We Are A Community

A community is defined as a group that has a common interest. We are united by the understanding that what we all provide for students will give them a better life and provide fun when many parts of their world have become increasingly demanding and difficult. The need for community has become even more necessary when many parts of our society have caused isolation because of social maladies and the use of technology. Interscholastic activities and athletics require socialization and community. Kids must learn to work together on a team, take pride in the accomplishment of their peers and perform for a school, town or area. We must take pride in our community and work to maintain this as one of the few parts of a student's life that makes them a part of a social realm. In our community students can interact, have joy, sorrow and learn all the requirements needed to be a contributing member of a society. This is another great value of participation; one that has not been diminished by the individual interests that attack our world.

It is a given that we are here to do what's best for students. What is not always understood, that what is best for students may be something that causes stress and pain; something from which they can overcome and ultimately grow and become a better person. Our community is tailored to help students learn the highs and lows of life. We are here to teach that loss or a negative experience is an opportunity to learn, grow and to make a bad situation good. These are all lessons that have been tested and refined in our community that need and will be continued.

What our community stands for is important. We are all social beings in spite of the attempts to create isolation in our world. People understand the need and value of our interscholastic athletic and activities community. We need to work hard to maintain and even enhance our community. Having a community is a treasure. Let's work hard to enhance this opportunity for people to gather together with a common interest.

Back from Vacation

By David Paling

David Paling is the Director of Athletics, Health, and Physical Education for the Middleboro (Mass.) Public Schools. He is a frequent contributor to Athletic Management. When student-athletes go on a family vacation during their playing season, should you penalize them? More and more athletic programs are revising their policies in this area. Last May, when Middleboro (Mass.) High School Head Softball Coach Tanya Sullivan learned that one of her starting players would be leaving the team for a two-week vacation at the mid-point of the season, she was thrown for a loop. The starting third-baseman wouldn't be back until the final game of the regular season. To make matters more complicated, the player had been elected as a team captain and was a senior. In past seasons, she had established herself as a reliable, dedicated, and talented player. She had provided advance notice of the trip and described it as a once-in-a-lifetime family opportunity. Clearly, her absence would negatively affect the team. The squad was small and she was by far the best at her position. And when she returned, any games she missed due to a suspension would continue to hurt the

team as it finished the regular season and began the playoffs. A 27-year veteran coach, Sullivan was divided between upholding standards or compromising them in hopes of winning. "Should I suspend the player for the same number of games she will miss?" Sullivan asked me. "Should I allow her back to the team only after she eventually works her way back to a starting role at practice? Or should I dismiss her from the team altogether?" She continued. "What about her captancy? I'd like to teach a life lesson about commitment, while at the same time recognizing the importance of family and doing the best thing possible for the team." In the past, athletic directors and coaches met little resistance when enforcing attendance requirements with athletes. The rules were clear and athletes and parents followed them. But there has been a gradual paradigm shift. Now, family vacations, as well as student council and class trips, have become more prevalent. And parents are demanding that their kids not be penalized for choosing family or other extra-curriculars over their athletic team. Athletic

Continued on page 5...

departments with inflexible policies come under fire for having unreasonable expectations. Yet, policies that extend allowances and give athletes opportunities to work their way back to their team can put coaches between the proverbial rock and hard place. How much time to “re-train” is enough? How do you achieve the right balance between the family and the team? How long do you wait to restore the absent athlete to their original position when the team clearly needs them?

HOW IT READS

As Athletic Director at Middleboro, I worked with Sullivan to review our policy and listened as she talked through the options. The dilemma made me realize how vacation policies have become a tricky situation and prompted me to ask other athletic directors about their ideas on the issue. I found that many athletic departments are currently re-examining their policies, and that they vary greatly from school to school. At our school, the policy says family vacations are not excusable absences from team practices or games, and penalties may range from game suspensions to dismissal from the team. Here’s how it reads:

Athletes are expected to attend all scheduled competitions and practices during the course of the entire season (including tournament competition after the regular season has ended). Exceptions may be granted by the coaches and may include medical/dental appointment, family emergency, religious obligation, and tutorial assistance. Coaches may suspend athletes from competition for unexcused absences and dismiss athletes from teams for repeated offenses of this rule. Athletes who miss practices or games due to family outings or holidays, vacations, jobs, or participation in extra-curricular activities other than athletics risk losing their position in the team lineup and may not receive letter awards. Coaches may dismiss athletes from teams if, in their opinion, there have been excessive misses for these reasons. With this policy, we are trying to emphasize that commitment to the team is critical, and even trips planned ahead of time aren’t always allowable. When the team is in season, its success very much depends on all players contributing during practices and games. We strive to have athletes and parents understand and accept this. We then purposely leave the determination of consequences for violations up to the coaches. This way, unique factors can be considered. At Blackstone Valley (Mass.) Regional Technical High School, the athletic department has taken a different approach. Athletic Director Mike Denise recently changed the policy to make it more family-friendly and encourage greater levels of participation. Blackstone Valley’s policy states that: All student-athletes are expected to attend all practices, scheduled scrimmages, and games on varsity and sub-varsity levels. One exception to this policy is a planned family vacation in which the student-athlete will be in the company of his or her parents and have so informed the coach in writing at least two weeks in advance of the scheduled vacation dates. Denise has been working hard over the last few years to increase the level of participation in his programs, and

he feels this new policy is helping to prevent problems. “Different coaches were dealing with family vacations in different ways,” he says. “I think this policy will keep us all on the same page. With more and more athletes on teams, there certainly was the potential for conflicts.” However, student-athletes who take vacations also understand that they may be compromising their position on the team. “We tell them that a coach’s first priority is to those student-athletes who are faithful to the tradition of the team player,” Denise explains. “Yes, we allow an athlete to miss time in a season because of a family vacation, but the athlete understands that when he or she returns, their role on that team may have changed. “We don’t specify in our policy exactly what that role change will be, as we believe it should be up to the coach to decide,” he continues. “But we make it clear that our focus will be on those athletes who are here from start to finish.” Hamilton-Wenham (Mass.) High School has also recently revised its policy. Previously, athletes who missed time for vacations would have to sit out the same number of days they missed. So if they missed two practices and one game, they would not be allowed back on the team for another three days after returning. When Athletic Director Don Doucette assumed his new job at Hamilton-Wenham two years ago, the superintendent urged him to formulate a more lenient vacation policy. There had been complaints about the way athletes were being penalized, and the superintendent felt parental problems could soon follow. A committee consisting of teachers, coaches, and the principal was formed to review the policy and help come up with changes that didn’t penalize athletes so harshly. The school’s new policy begins with a statement regarding the importance of commitment and obligation to the team. It states:

Upon returning from a vacation, the vacationing student-athletes will immediately begin practicing and dressing for games. A student who has missed four to six days should practice a minimum of three days prior to participating in a game. A student who has missed three or fewer days should practice a minimum of two days prior to participating in a game. However, it will be at the coach’s discretion to evaluate the length of the absence and the amount of re-conditioning necessary for their sport. Bill Johnson, the longtime Athletic Director at Silver Lake (Mass.) Regional High School, has no detailed policy on this issue. He explains that his school expects athletes to attend practices and games, even during school vacation periods, and lets coaches handle specific situations. “We let our coaches decide how and when athletes can participate as they return from vacations, and also whether or not penalties are applied,” Johnson says. “Although this allows inconsistencies to exist among teams, we’ve found no standard policy to be best.” Duxbury (Mass.) High School makes a distinction between varsity and sub-varsity level athletes. Freshman and junior varsity players have optional practices during vacation, while varsity athletes must attend practices and games at the discretion of their coach. From there, individual coaches determine any penalties they feel are necessary for missed time. The penalties range from less playing

HEADLINER'S



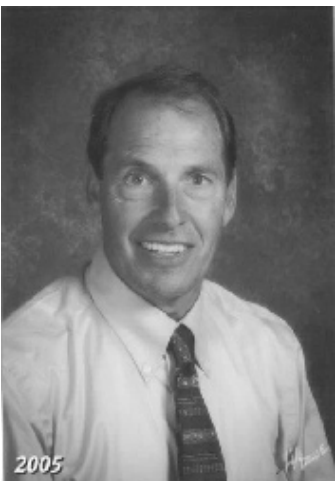
CADA Headliner: Ed Hartnett

ED HARTNETT-
Ed Hartnett is the Athletics Director and Assistant Principal at Northglenn High School in Adams 12 Five Star School District.

He has been there for the past six years. Ed has been an Athletics Director for ten years.

He is a Nationally Certified Athletics Director, and serves as the chair of the CHSAA Equity Committee, and is an active member of CHSAA Vision, he also has served on numerous post season seeding committees for CHSAA. Ed graduated from Broomfield High School. He holds a Bachelor of Arts degree from Metropolitan State College and a Masters degree in Education Administration from the University of Phoenix.

Ed has been a Head Football, Swimming and Baseball coach. Ed and his wife Shelley have two children - Eddie (5), and Jacqueline (8). Both are very much involved in activities and will be future NORSE if Ed has his way.



CADA Headliner: Peter Chandler

PETER CHANDLER-
Peter Chandler is Athletic and Activities Director at Peak to Peak High School in Lafayette which is part of the Boulder Valley School District. He serves as head coach of both the varsity boys' and girls' soccer programs.

The boys' team was the 2005 3A State Champions and Chandler was named 3A Coach of the year. In 2006-2007 the Peak to Peak Boys were the Metro League

Champions and the girls qualified for the post season for the first time since its inception in 2001.

Mr. Chandler was a professional soccer player in the North American Soccer League (NASL) from 1976 to 1981. He also played for three years with the Connecticut Bicentennials, three years with the Tampa Bay Rowdies and with Team America in 1976 against Italy, England, and Brazil. Peter played with such NASL greats as Pele, Giorgio Chinaglia, Bobby Moore and Rodney Marsh.

Peter has a B.S. and an M.A. in physical education from the University of South Florida and holds a USSF "B" coaching license. Peter is married (Jeri) and has 6 children including quintuplets, all seniors at Peak to Peak.

CADA 2007-2008 Outreach Meeting Dates...

Region	Dates	Location	Contact
Denver Metro	Thursday, April 3 @ 7:30 a.m.	Jeff. Co. Education Center	Tim Walker
Northern	Wednesday, April 2 @ 9:00 a.m.	Thompson R2-J Admin. Building	Gene Alvine
Southern	Thursday, April 3 @ 9:30 a.m.	Tesla Center	Diane Shuck
Western	Tuesday, April 3 @ 9:00 a.m.	Basil T. Knight Center	Carol Sams/Mike Hughes
Eastern/Limon	Wednesday, April 2 @ 6:30 & 9:00 a.m. (Golf and Meeting)	Tamarack Golf Course - Limon	Rick Kolm
Southeast/Lamar	Wednesday, April 2 @ 9:00 a.m.	Lamar Truck Plaza	Kyle Boydston
Northeast/Sterling	Wednesday, April 2 @ 9:30 a.m.	Northeast Junior College-Sterling	Tom Hessler

time to dismissal from a team. Duxbury Athletic Director Thom Holdgate believes the vacation policies are working. While policies may vary, there does seem to be a consensus that flexibility is important and that coaches should have the final say. Written policies are removing words such as “will” and “must” in favor of “should” and “may.” When you state, for example, that athletes may be suspended from competition (rather than will be suspended), the coach has the ability to make a determination based on the individual situation. More and more schools are deciding that one size does not fit all.

BACK IN THE LINEUP

The one downside of flexible policies, however, is that they put the onus on the coach to make tough decisions on when an athlete should be allowed to compete again. A way to give coaches some guidance is by asking them to evaluate the conditioning of the athlete. “We don’t want to risk injury or decreased performance because of an athlete’s conditioning level, which may have dropped off during their absence,” says Doucette. “That’s why our policy states that an athlete must attend a certain number of practices after they come back from vacation before competing again.” Sullivan appreciates the safety and conditioning aspects of requiring an athlete to undergo “re-training” once they’ve returned to the team. After all, training and performance levels do diminish quickly. But she finds this method problematic for some sports and would not want a blanket policy on it. “I suppose a track athlete could be timed in their event to see what they might have lost,” she says. “But how do you do that for baseball or softball? It would present large inconsistencies between how different coaches operate.” Coaches also need to make decisions on when a first-string player can return to their starting position. Whenever possible, I ask coaches to base this judgement on hard facts. For example, a tennis player who was absent can challenge a teammate in an established team leader position. Now the coach has an accurate appraisal of where, from a performance standpoint, the player belongs. In track and field, you can time an athlete to see if he or she should resume their position on the relay team. Of course, the decision is harder in sports such as basketball and baseball. You have to trust the coach to decide how and when the vacationing athlete has the right to return to the position they left. Reason and balance have to prevail.

SCHEDULING

As parents want more leniency in athlete vacation policies, I think we will see fewer and fewer games scheduled over school breaks. I make a conscious effort at Middleboro to schedule games over vacations only for those coaches who indicate they want games then. I ask coaches to perform a head count to be confident they will have a full team, or at least enough of one to perform competitively. Silver Lake’s schedule in the nine-member Patriot League is intentionally structured to include games over school vacation periods only when absolutely necessary. To take advantage of hard-to-get indoor track facilities, for instance, all league members may be required to schedule one meet during winter vacation. Spring baseball and softball schedules, on the

other hand, have no scheduling conflicts, so they do not utilize April vacation days. “Not scheduling games helps in part because it minimizes problems,” Johnson says. “But I also think that when you don’t schedule games, you may be leading athletes and parents to view these periods as not part of the season, which may lead to more athletes going away during school vacations.” At Apponequet Regional High School in Lakeville, Mass., Athletic Director Bob Liljedahl uses preseason surveys to determine athletes’ intentions. The school is part of the South Coast League, which routinely schedules games over school vacations, and some Apponequet teams have struggled to be competitive during those time periods. “Because we have practices and games during vacations, we consistently find ourselves in problem situations,” Liljedahl says. “So we administer a questionnaire before our seasons start to help us determine our athletes’ availability. That way, we at least have some idea of how to proceed with developing the team and possibly rescheduling games, and there are no surprises.”

A DELICATE BALANCE

When the Middleboro High School softball player came back from her two-week hiatus, only one regular season game remained. She dressed in uniform, but was relegated to the bench to support the team. Middleboro won the game, and the team began practicing the following day to prepare for postseason competition. One week later, the squad took the field for state competition, which is a single-elimination tournament. The vacationing player had worked out with the team in the days leading up to the game, and was placed in the lineup as the designated hitter. “The designated hitter she replaced at that point had the lowest batting average on the team, so that part of it was not complicated,” Sullivan explains. “But I had to perform a balancing act between this player’s absences, some absences by the player who replaced her at third base, fairness to the team as a whole, winning the game, and the fact that it was possibly the last game the seniors would ever play.” Sometime around the fourth inning, the opposing batters began successfully laying down bunts on the third-base side. Sullivan inserted the vacationing player at third to counter the tactic. Middleboro eventually lost the game, with three seniors (including the vacationing player) striking out in a row to bring the season to a close. “I had told the individual players and the team what I was thinking in advance of the game,” Sullivan says. “I think they understood, and accepted the decisions I made. But this was difficult. I’m not sure you can get something like this exactly right in everyone’s mind. But you follow policy and make your best judgement and keep reminding yourself that it’s all a learning experience.”

We welcome your feedback on this article. Please e-mail us at: amfeedback@momentummedia.com.

Headliners

By Abigail Funk

Athletic directors are often both the face and the behind-the-scenes support of an athletic department, trying their best to keep things running smoothly. Decisions aren't always easy, and the pressure athletic directors feel on a daily basis often goes unnoticed by the public. Here, Athletic Management has put together a collection of links to recent newspaper stories featuring both high school and college athletic directors on the job.

When Beverly (Mass.) High School's search for a new athletic director was unsuccessful, two former athletic directors for Beverly in the 1990s stepped forward to share the duties and be named co-athletic directors for the 2007-08 school year.

Despite numbers that would allow it to play smaller opponents under Georgia's recent reclassification, the Savannah Chatham County Public School System has decided to continue to hang with the big schools. The athletic directors reason that time and money—not to mention the school's traditional rivalries—would be lost if they moved to another classification.

After a championship football game hosted by this Connecticut high school ended with visiting players urinating and defecating in locker rooms and spectators causing traffic jams, the town's mayor blames the host school's athletic director. He says the athletic director failed to adequately alert police forces to be prepared for the large crowd that also included athletes and fans of wrestling and swim meets the high school hosted the same evening.

Both of these high schools and one college have athletic trainers stepping in to lead their respective athletic departments. In the wake of the athletic director's surprise resignation at Mentor (Ohio) High School, Jeff Cassella, Head Athletic Trainer at Mentor for the past 17 years, will become athletic director. After starting the 2007 fall sports season without an athletic director, this Maryland school board has selected Todd Fuhrmann, its athletic trainer for the past four years, as the man to fill the position. And when the athletic director at Bluefield College quit unexpectedly, Head Athletic Trainer Ewell Vernon was asked to take on the athletic director's job. He will continue to oversee athletic training as well.

With two student deaths due to alcohol-related incidents occurring in the last month, Minnesota State-Mankato Athletic Director Kevin Buisman has announced that the athletic department will stop taking ads from alcohol companies.

These high school athletic directors are not having an easy time on the job, and it's all happening publicly. After several admitted scheduling errors and a tumultuous financial period in his first two years on the job, this Indiana high school athletic director is now being fingered as the reason for a decline in the department's reserve funds. And this North Carolina high school athletic director

was suspended—along with two football coaches—with pay while officials investigate a possible case of athletic ineligibility due to the use of a fake address for a standout athlete.

Dick Baniszewski, Athletic Director at Hamilton High School in Chandler, Ariz., has seen success as an administrator, coach, and player. In his second year at Hamilton, Baniszewski recently took a few moments to talk with The Chandler Republic about his role as an athletic director, his school's football program, and his career.

University of Wisconsin Athletics Director Barry Alvarez recently asked state lawmakers to help Wisconsin's athletic department avoid a potentially huge tax liability. The request came after the state's Department of Revenue threatened to start collecting sales tax on donations made to Badgers' athletics by fans trying to qualify for season ticket purchases. Alvarez says the athletic department would owe \$400,000 in the first year and up to \$2 million if the tax is collected retroactively back to 2001.

Clemson University Athletic Director Terry Don Phillips voiced his disappointment over a billboard apparently paid for by Clemson fans that glorifies the school's recent football victory over the University of South Carolina.

Have athletic directors recently made the headlines in your hometown newspaper? If so, we want to hear from you. Please submit links to: rja@MomentumMedia.com.

If you'd like to comment on this article, please e-mail us at: blogfeedback@momentummedia.com. All comments will be reviewed before they are posted.

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NIAAA Leadership Training Certification Program

Certification Objectives

The NIAAA athletic administrator certification program objectives are:

- To promote the professional standards, practices and ethics
- To encourage self-assessment by offering guidelines for achievement
- To improve performance by encouraging participation in a continuing program of professional growth and development
- To identify levels of educational training essential for effective athletic administration
- To foster professional contributions to the field
- To maximize the benefits received by the school community from the leadership provided by certified athletic administrators

Certification Benefits

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

Certification Process

Step 1: Complete a program application found on the website labeled "Application" or contained in the Certification booklet and return it along with a non-refundable ten (10) dollar application fee to the NIAAA Certification Committee. Make your check payable to NIAAA. (For CAA applicants only: The NIAAA office must be in receipt of the application 30 days prior to the scheduled exam date.) Following processing of the application, you will receive a packet of additional information including a "Personal Data Form" (PDF). CAA applicants will also receive an examination study guide and sample exam questions.

Step 2: Complete the "Personal Data Form" (PDF) which provides a systemic method of documenting your educational background and professional experiences. The completed PDF is then submitted with the requested documentation and the appropriate fee (listed below) to the NIAAA office.

Processing Fees	NIAAA Member	Non-member
Registered Athletic Administrator	\$75.00	\$140.00
Certified Athletic Administrator	\$150.00	\$215.00
Certified Master Athletic Administrator	\$175.00	\$240.00

Step 3: The certification committee will review your PDF and documentation to confirm attainment of the minimum number of required points/criteria. The committee will notify the Registered Athletic Administrator and the Certified Master Athletic Administrator candidate/applicant of their status. The PDF form for the CAA applicant must reach the NIAAA office 21 days prior to the

CAA examination date. The CAA candidate/applicant will then be notified of their qualifying status to sit for the written examination along with specifics of the examination location, date and time. The CAA candidate's/applicant's final step is to correctly answer at least 75 of 100 multiple-choice questions covering a broad spectrum of topics relevant to secondary school athletic administration.

Step 4: Selection Process - The committee will award certification after a candidate has met all criteria for that level of certification. The committee will notify each candidate by letter of his or her individual status. Unsuccessful applicants for the CAA may retake the test without charge. Unsuccessful RAA, CAA and CMAA applicants may appeal the decision. Each appeal will be reviewed on its own merits. It should also be understood that an appeal does not guarantee a waiver of the prerequisites or a decision upholding the appeal.

WHY BECOME CERTIFIED IN ATHLETIC ADMINISTRATION?

Certification "means different things to different people." For some, there is a narrow concern of additional requirements for a position that is already over-burdened. For others, certification may serve as a practical vehicle for attaining continuing education requirements or salary enhancements. The process of certification certainly has the potential to provide systematic, professional growth in a profession that has been characterized by various educational preparations.

The NIAAA Certification Program is intended as a service to athletic administrators with various levels of experience and preparation. The athletic administrator may earn certification as a Registered Athletic Administrator (RAA), Certified Athletic Administrator (CAA) and/or Certified Master Athletic Administrator (CMAA). Inexperienced athletic administrators, master coaches and graduate students may choose to make themselves more marketable with the RAA designation. The more experienced athletic administrator will still be able to earn the designation of CAA as a result of involvement in the NIAAA Leadership Training Program as well as other professional growth opportunities and services. Finally, through additional leadership training coursework, education, experience, leadership and the development of school/community-based programs, an athletic administrator can attain the designation of CMAA.

The NIAAA certification program has received "full registration" from the National Certification Commission.

The NIAAA Certification Program is based on the premises of continuing education, professional growth and program development in the field of athletic administration. It recognizes and incorporates the benefits of the structured, professional development opportunities that are provided by the NIAAA Leadership Training

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Program. 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 serve school, community and professional organizations. Professional certification will result in a genuine sense of accomplishment and confidence in self.

The implementation of three levels of NIAAA Certification affords every athletic administrator with a "blueprint" for achieving professional growth through a systematic, progressive process of

developmental experiences.

You will need to print a copy of the application form to send along with your payment to the NIAAA to begin the certification process from this link: http://www2.niaaa.org/PDF/caa_application.pdf

- For more information, go to the NIAAA website: www.niaaa.org (select "Certification Program" link on the left side of the page) or contact Patty Conrad at the NIAAA office at phone: 317-587-1450.

Use E-mail to Your Advantage

By: Dr. David Hoch

Even if my incoming phone calls are being screened by the answering machine at my desk, the phone remains the most intrusive part of my day. If used properly, E-mail can be much more effective and efficient. It is my preferred mode of communication. As surprising as it may be, however, there are athletic administrators who still don't use e-mail as effectively as possible. Care must be taken to ensure that E-mail does not take control of your professional life and make you a slave to it. The first thing I do when I enter my office in the morning is to log onto my e-mail server and check to see if anything needs my immediate attention. Regardless of the explanation marks attached to the messages, I make this decision based upon the name of the sender and the Subject line. After a quick scan for messages in need of an immediate reply, I delete as much of the Spam as possible. Now, all that remain are the messages which will need my attention, but can be handled throughout the day within the limits of my schedule.

The following thoughts and hints may help evaluate E-mail to your advantage:

1. Limit your E-mail messages to two-three questions. Surely, you've received longer and more complicated e-mails. This makes it extremely difficult to quickly and succinctly answer. If you have additional questions, send another e-mail message later in the day. This will facilitate your message and insure better and quicker answers.
2. You can effectively answer messages which contain multiple rambling questions immediately after each question, by using a different, contrasting color for each answer. I usually use red and make it a point to tell the reader at the beginning of my reply that he will find the answers immediately after his question in the body of the message.
3. Don't say anything in a e-mail message that you wouldn't be comfortable seeing on the sign board in front of your school. It takes only a few seconds to hit the Forward button on the tool bar, enter an email address, and send it anywhere in the world.
4. Be careful what you say and how you phrase your messages. It is important to remember that email messages can be used as legal documents. While one of the appealing features of email is that it is fast and easy, these messages also represent you. For that reason,

you should always use spell-check, capitalize, and generally make them as professional as possible.

5. Let the sender know that you received their message. This can be as simple as stating, "Got it! Thanks!" Just as with face to face conversations, it is just common courtesy.
6. Save copies of selected important email messages - either hard copies or on your hard drive - as a source of documentation. With the time and date as part of every message, you have a great reference point.
7. Create distribution lists of your coaching staff. If you put together three separate lists by sport season, you can quickly send messages to specific groups to which the information is necessary. You can also send a message to your entire staff by merely entering each of the three seasonal lists. This is also great, quick, and efficient method for forwarding memos from county or league offices, or the state athletic association.
8. Suggest to your coaches that a distribution list can also be an extremely valuable vehicle with which to communicate with their players' parents. Parents will greatly appreciate being informed of developments, policies and upcoming events in a timely manner and this effort could be a definite factor in building better working relationship with them.
9. Consider the possible perception created when carbon copies are also sent. For example, one very demanding, obnoxious parent regularly sent a CC to my principal whenever she was complaining or demanding something. It was her way of saying "See, I'm letting your supervisor know so that you have little alternative other than answer me immediately and placate me." Use the golden rule and if you personally find CC's as threatening, be careful of using them yourself. Of course, there are perfectly legitimate reasons for also keeping some else informed on these occasions.
10. Use small parcels of time to answer one or two messages. many of us start the day with a to do list and it may be organized into priority tasks or when they best fit into your schedule. However, we occasionally wind up with a few minutes here or there waiting for the next appointment or meeting. Some items may also require more uninterrupted time than we have to complete them.

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Colorado Athletics Directors Association
3030 West 81st Avenue
Westminster, CO 80031

The advertisement for Fisher Tracks is set against a background of a running track with lane numbers 1 through 6. At the top, the 'FT' logo is prominently displayed in a stylized, italicized font. Below it, the words 'FISHER TRACKS' are written in a bold, italicized, sans-serif font. The website address 'www.fishertracks.com' is centered below the company name. A testimonial quote reads: 'The "Contractor of Choice" for the construction of synthetic running tracks.' At the bottom left, the phone number '1-800-432-3191' and the text 'Certified Track Builder on Staff' are listed. On the bottom right, there is a small logo for the 'INTERNATIONAL ASSOCIATION OF TRACK BUILDERS'.