THE WASHINGTON COACH
OFFICIAL PUBLICATION OF THE WASHINGTON STATE COACHES ASSOCIATION

Congratulations Winter Champions!

Girls' Basketball:

4A - Roosevelt
3A - Meadowdale
2A-Chelan
1A- Colfax
B- St. George's

Boys' Basketball:

4A- Kentwood
3A- O'Dea
2A- Hoquiam
1A- Brewster
B- Republic

Wrestling:

4A- Lake Stevens
3A- Sedro Woolley
2A- Othello
A/B- Warden

Boys' Swimming:

4A- Thomas Jefferson
2A/3A- Mt. Rainier

Bowling:

Wenatchee

Gymnastics:

4A- Redmond
3A- Issaquah

SPRING
2004

WASHINGTON STATE COACHES ASSOCIATION

2004 – 2005
Membership Application

Date _____

Name _____

Home Address _____ ❒Address Change

City, State, Zip _____

Home Phone _____

Email Address _____

Please help us communciate more efficiently by including your email address

School Where Coaching _____

School Address _____

City, State, Zip _____

School Phone _____

School Email Address _____

Please help us communciate more efficiently by including your email address

Which sport group should receive credit for your membership? _____

Send completed application with $35.00 to:

Jerry Parrish, Exec. Secretary
18468 8th Ave NE, Poulsbo, WA 98370

Or, see our application on our new website: www.washcoach.com

Benefits effective upon receipt of application and $35.00.
Membership is from August 1, 2004 through July 31, 2005.

Check Sports Coached

- ❒ Baseball
- ❒ Basketball (B)
- ❒ Basketball (G)
- ❒ Bowling
- ❒ Certified Trainer
- ❒ Cheer
- ❒ Cross Country
- ❒ Dance and Drill
- ❒ Football
- ❒ Golf (B)
- ❒ Golf (G)
- ❒ Gymnastics
- ❒ Retired
- ❒ Soccer (B)
- ❒ Soccer (G)
- ❒ Softball
- ❒ Swimming (B)
- ❒ Swimming (G)
- ❒ Tennis (B)
- ❒ Tennis (G)
- ❒ Track (B)
- ❒ Track (G)
- ❒ Volleyball
- ❒ Wrestling

Benefits Include:

- State Tournament Pass accompanied by picture ID.
- The Washington State Coaches Association (WSCA) has placed the Member's General Liability with Combined Specialty Insurance Company. The $1 million coverage for General Liability provides for claims brought about by a Third Party against a registered member of the WSCA while working at a scheduled, sanctioned and supervised WIAA Scholastic Sports Event. Insurance contact number is 1-800-853-5899.
- Your senior son or daughter would be eligible to receive scholarships being offered by WSCA.
- Hall of Fame eligibility.
- Eligibility for "Coach of the Year" honors State-Regional-National.
- Makes you eligible to be selected as All-Star Coach.
- Enhanced professional growth and opportunity to contribute to your profession.
- Provides a line of communication and a forum for the exchange of ideas and information.
- Window decal upon request.
- Coaching clinics.
- Opportunity to express your opinion or write an article for your magazine THE WASHINGTON COACH.

The Washington COACH

Executive Board

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President Jerry Koester

1st Vice President Norm Lowery
2nd Vice President Vacant

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3rd Year Position Mike Schick

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2nd Year Position Pat Fitterer

1st Year Position Chuck Bowden
1st Year Position Jan Kirk

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Baseball - Brad Conn ..... **Sedro-Woolley**
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Basketball (G) - Mike Grady-Thomas Jefferson
Cheerleading - Pam Headridge ..... **Oak Harbor**
Cross Country - Craig Bowen ..... **M-Pilchuck**
Football - Mark Perry ..... **Snohomish**
Golf - Dave Hall ..... **North Central, Spokane**
Gymnastics - Karen McQuiston ..... **Capital**
Soccer - ..... **open**
Fastpitch - Tom Harmon ..... **Nooksack Valley**
Swimming-Don Helling ..... **Sehome**
Tennis - Jim DeBord ..... **Columbia Burbank**
Track & Field - Mark Ward ..... **Central Kitsap**
Volleyball - Jan Kirk ..... **Fife**
Wrestling -Craig Hanson East Valley (Spokane)

For more information contact one of the following:

Secretary-Treasurer
Jerry Parrish
18468 8th Ave NE, Poulsbo, WA 98370
360-598-8475 (O), 800-441-7776 (H-WSCA)
360-779-4326 (FAX), Jparrish@silverlink.net

Magazine Editor
Terry Ennis
1415 Madrona Avenue, Everett, WA 98203
425-259-6028, terry_ennis@msn.com

The WSCA falls under the WIAA umbrella. For information contact:

WIAA, Mike Colbrese, Executive Director
435 Main Ave. S.
Renton, WA 98055
425-687-8585

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Check out our website at www.washcoach.com

From The President

President's Message

My wife is an elementary principal and was recently involved in a work session with other principals concerning potential budget cuts within the district. One of the other principals in her group recommended that as a budget cut the district should drop all extracurricular activities and more specifically sports since they were not part of the academic curriculum. My wife presented the group with several facts that changed the opinions including the individual that made the proposal. I know we have all had similar experiences with people opposing sports in the school system.

I had an interesting and enlightening experience a few years back in this area. I was in Idaho during a spring break and was visiting a college friend who was president of the school board in Boise. He asked me to accompany him to a district sponsored workshop for coaches of all levels in Boise. The keynote speaker's topic was "The Importance of Sports in Student's Success in Life". The speaker presented several interesting points but one in particular always stuck with me. There was a survey about ten years ago conducted with Fortune 500 Companies. The survey was aimed at what factors could be identified in people who had been considered successful in the business world. Several factors were measured among them were GPA in high school and college, SAT and ACT scores, colleges attended, majors studied, and involvement and experiences outside the classroom. It was interesting for me to learn that the number one factor that was identified by the survey in these successful people was their participation in extracurricular activities. This held firm across gender and age differences. It was also interesting to know that these individuals when looking to hire employees for their companies listed a candidate's involvement in extracurricular activity as being a quality they wanted in 95% of the candidates.

I also wanted to pass on some important facts that the WIAA has gathered from studies conducted by high school activity associations in other states as well as Washington. Several factors were measured and all were significant and positive in relation to students participating in activities. Students GPA's were measured and the range was from .25 to .7 points higher on a 4.0 scale for activity participants versus the general student population. Students involved in activities also had much better attendance than those not involved. The range was from just under one day to over six days per year better attendance rate. The drop out rate is almost non-existent in students participating in activities and it ranges from one to five percent with those not participating.

Several studies by other groups have shown a variety of benefits from students' participation in athletics and activities. Young men and women are less likely to become involved with drugs or use tobacco. Doctors say participation helps students with fitness, weight problems, depression, and other teen related health problems.

Certainly although it may not be as easy to measure, we are aware that athletics and activities aid young people in dealing with success, failure, accepting direction, teamwork and many other social skills.

The cost to school districts to fund an activity program is generally between 1-2.5% of the general budget. Educators are constantly searching for new programs to help students succeed. I believe with athletics and activities we have a program established that has been proven successful in meeting that goal. All of us can be proud of our association with coaching and be strong proponents of athletics and activities in the school system. Keep up the good work.

Jerry Koester
President WSCA

WASHINGTON STATE COACHES ASSOCIATION

FROM THE SIDELINES

by Jerry Parrish

ORCHIDS AND ONIONS

ORCHIDS

- To the college recruiters who visit high schools, are sharply dressed, and represent their colleges and universities in a dignified manner. There are many.
- To the many school districts that are enrolling their total coaching staffs in WSCA to take advantage of the many benefits.
- To Mike Colbrese and his WIAA staff for establishing the first WIAA Hall of Fame class.
- To administrators who have as their slogan, "The Main Thing is to keep the Main Thing, the Main Thing"
- To the vendors who support every WSCA sport.
- To those who use www.washcoach.com to communicate with WSCA secretary.

ONIONS

- To the membership who calls and wants to know where his/her magazine is but yet have failed to submit their change of address.
- The harvest of ONIONS for this issue is rather small. Let's keep harvesting our ORCHIDS.

FROM THE SIDELINE

Tidbits and Crumbs

Thanks to Kevin Griffin, WIAA Assistant Director, for sharing with all football coaches the new rules for 2004 along with Points of Emphasis. Informed coaches are better coaches.

I would strongly recommend that if there are any of you that have not heard Bruce Brown's presentations at a recent clinic, contact people who have heard him. You will hear outstanding recommendations for the material that Coach Brown shares and how much the information is usable with your student athletes.

There are some significant proposed amendments coming up at Rep assembly. Perhaps you should find out the timeline for proposed amendments. The voting numbers for passage of amendments has changed. We, as coaches, need to do our "grassroots" work to make sure our voices are heard. Contact your AD for proposals and ways to communicate your views.

WHAT YOUR VARSITY LETTER MEANS:

Be proud of your letter it represents
ABILITY
ACHIEVED GOALS
APPROVAL
COACHABILITY
COMMITMENT
DEDICATION
DETERMINATION
GOOD ATTENDANCE
HARD WORK
HIGH IDEALS
HONOR
LOYALTY
PRAISE
RECOGNITION
TEAMWORK
TRADITION

DEADLINE: April 20, 2004
Burnett-Ennis Scholarship
DEADLINE: APRIL 20

By completing the information required in this application, you will enable us to determine your eligibility to receive funds provided specifically to help students whose parent/parents are members of the WSCA. This application becomes valid only when the following has been submitted. This scholarship is open to any member's son or daughter planning on attending an institution of higher learning.

To be eligible for the scholarship:

- Your mother or father must be a member of the Washington State Coaches Association.
- Submit the below application.
- Submit a letter of recommendation from your principal, counselor or teacher.
- Submit your High School transcript.
- Submit a statement on what the scholarship would mean to you.

Name _____
Last *First* *M.I.* *Social Security Number*

Permanent Address _____
Street *City* *Zip Code*

Date of Birth _____ Telephone Number _____
Month/Day/Year

Parent/Guardian _____ Years Member of Association _____

Address of Parent/Guardian if different from applicant

_____

High School Attended _____ Graduation Date _____

Address _____
Street *City* *Zip Code*

Principal _____ College Planning to Attend _____

Check List

- ☐ Letter of recommendation
- ☐ Transcript
- ☐ Statement from applicant

Your application must be received before April 20, 2004
Mail to: Susan Doering, 708 South Lake, Colfax, WA 99111

Selected winners must submit a picture of themselves with their member parent to the WSCA by June 30, 2004.

SEATTLE SEAHAWKS CONTINUE PARTNERSHIP WITH WSCA

For the past several years, the Seattle Seahawks and the State Football Coaches Association have selected a Coach of the Week throughout the regular season and a Coach of the Year at the conclusion of the football season. Winners receive $1000 for their respective school budgets, and also are guests of the Seahawks at one of their home games. This year's recipients are:

Week 1	Kent Nevin	Fife HS
Week 2	Andrew Sage	Auburn Riverside HS
Week 3	Roger Hoel	Othello HS
Week 4	John Giannandrea	Medical Lake HS
Week 5	Ted Beyer	Anacortes HS
Week 6	Rob Friese	Willipa Valley HS
Week 7	Tom Yearout	Lewis & Clark HS
Week 8	Bob Bourgette	Kennedy HS
Week 9	Buddy Bland	Issaquah HS
Coach of the Year	Butch Goncharoff	Bellevue HS

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Deadlines for the WASHINGTON COACH Magazine

Next Issue - Summer: May 14

Fall Issue: August 14, Winter Issue: December 1
Spring Issue: February 14, Summer Issue: May 14

SUBMISSION PROCESS

Submit via email as an attachment to Terry Ennis at terry_ennis@msn.com

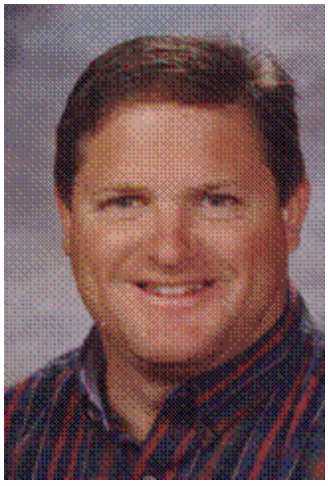
Please submit on-line photos in black and white

If you do not have access to email you may submit via one of the following:

Fax: 425-385-2875
or *Mail:* 1415 Madrona Avenue, Everett, WA 98203

ON THE SIDELINE

by Michael Schick

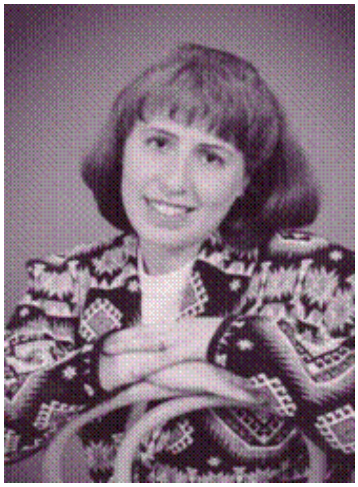


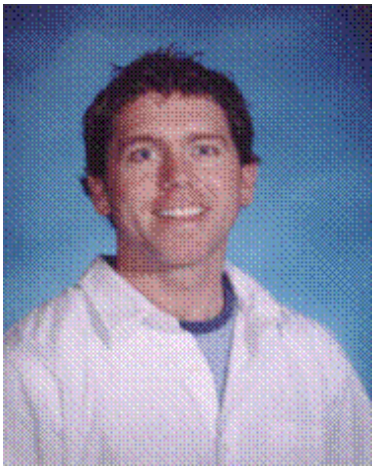
Dan Martin — Ephrata High School

Dan has coached football for 15 years working at WVC, Wenatchee, Eastmont and Ephrata. Dan has also been coaching track for 12 years. A graduate of the University of Idaho ('86), his family includes his wife Bobbie Jo, son Conner (6) and his daughter Madison (3). Dan was coach of the year in 2001 & 2002 and his boys' and girls' track teams were league champs for 4 straight years, '99-02 with the boys' team finishing third at state in 2000 and the girls' team taking third at state in 2001. Dan states he coaches "to be a part of the development of young student athletes through their successes and failures." Dan's athletes have had a positive impact on his life and as their coach as he hopes he has had the same positive impact on their lives. Dan states, "to reach success as a team, you are only as strong as your weakest link." Dan has been a WSCA member for 5 years.

Ryan Fleisher — Issaquah High School

Ryan has been the head gymnastics coach at Issaquah for the past three years after being in the program as an assistant coach the previous five years. She has taught recreational classes for twelve years and coached competitive club gymnastics for six years. Husband Mike and daughters Mikayla (4) and Raelynn (1) make up Ryan's household. Her gymnastics teams were the best the state in 2002 and 2003 as they went undefeated winning championships in the KingCo league, district, and state tournaments. Ryan coaches gymnastics "to share my passion for this sport and to make each girl a better gymnast while also making them a better person". Ryan knows her coach and mentor, Pat Hatmaker, would be proud as Ryan has coached with values and style and "...the world may be different because I was important to the life of a child."



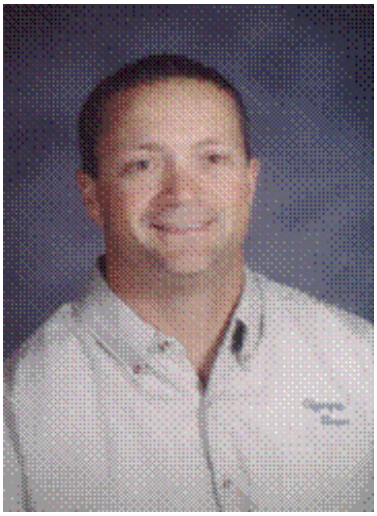


Chris Blake — Chief Kanim Middle School

Chris has been teaching and coaching at Chief Kanim for the past eight years. He is a graduate of Whitworth College ('96) holding a degree in elementary education and has since completed a masters degree in education technology. His family includes his mom Nancy and his sister Erin. Chris is the 7th grade (varsity) coach for football, boys' basketball, and girls' basketball at Chief Kanim. His football teams have posted undefeated seasons in three of his coaching years going 6-0 all three times and his boys' basketball record is 47-13. During the 2001 boys' basketball season, his team ended with a perfect 10-0 record. Chris enjoys coaching simply because he loves being with kids. "Believe in yourself!" Chris has been a member of the WSCA for three years.

ON THE SIDELINE

Scott Ditter — Olympia High School



Scott has coached track for thirteen years and is the head boys' track and field coach at OHS. He is also an assistant football coach. He is a graduate of Central Washington University ('91) finishing with a degree in English and physical education. Scott's family includes his wife Jennifer, sons Kyle (6) and Cameron (3), and their daughter Madison (1). In 2003, Scott was part of the success of the football team as they finished as the Narrows league champs and went on to be in the state semi finals. Also in 2003, the track team finished in 7th place at the state track meet. Scott enjoys coaching "for the opportunity to extend relationships beyond the classroom." He is also "passionate about the challenges of preparing athletes for success, on and off the field." His proudest moments in coaching come from watching his athletes accomplish their goals as those moments give him "gratification and is an affirmation for what we do". "Success is not the destination...it is the journey." Scott has been in the WSCA for eight years.

ON THE SIDELINE NOMINATION FORM

The WSCA needs your help! If you know a current member of the WSCA who deserves recognition for his/her contributions to coaching, please fill out this form and send it to Mike Schick. Your nominee will then be contacted to obtain additional information.

Nominee's Name _____

Home/School Address _____

City _____ Zip _____

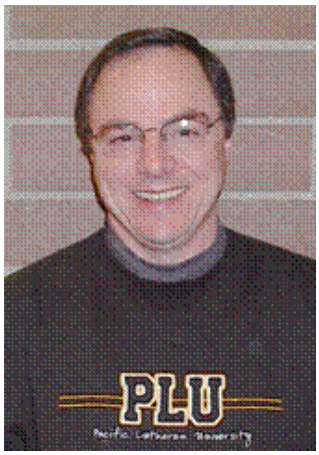
Current teaching/coaching location _____

Send this form to Mike Schick,
Edgemont Junior High, 2300 110th AVE E, Edgewood, WA 98372

Thank you for your efforts

ON THE SIDELINE

by Michael Schick



Randy Jones — Edgemont Junior High School

Randy coaches 9th grade (varsity) volleyball, 7th grade volleyball, and 8th grade (jv) boys' basketball at Edgemont. He has coached volleyball for the past twelve years and coached girls' basketball for seven years and the boys for four years. His coaching resume also includes a former position as an assistant gymnastics coach. His family includes his wife Shelley and daughter Sarah. A graduate of the University of Puget Sound ('74) note picture, Randy has a passion for baseball as he is a huge Mariners fan and the MVP of his softball team. Randy views his coaching as an extension of his classroom as the court provides opportunities to extend learning connections for student athletes. Rewarding moments in coaching come from every time a former player chooses to pursue a career in education or coaching. "Whose turn is it to bring treats?"

Larry Royce — Bellevue Christian High School

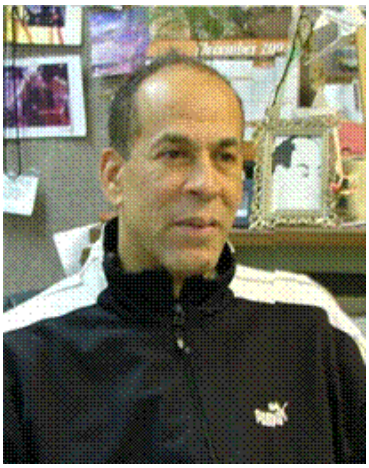
Larry has been coaching track for 32 years and soccer for 28. He earned a B.A. at WWSU ('70) and his M.S. from SPU ('88). Larry was selected as the NCC Womens' Soccer Coach of the Year '98-99, the WSTFCA Womens' Track Coach of the Year '92, the Adidas National Soccer Coaches Association of America "Private School Womens' Soccer Coach" for the state of Washington in '99, and the Chinook league Womens' Soccer Coach of the Year in 2002-03. Larry's family includes his wife Jerrie and their daughters Tia and Ande. One of the highlights of his coaching career came with the 1-0 win over Seattle Christian in girls' soccer ending their 70 game win streak. Back to back Girls' "A" track championships in '92 and '93 was another proud moment for his program. Larry is coaching for the joy of developing relationships with young people and for the excitement of watching athletes and teams improve and progress in a multitude of ways. "Success is a journey, not a destination." Larry has been a member of the WSCA for 15 years.

Remember to fill out a Nomination Form if you know a current member of the WSCA who deserves recognition for his/her contributions to coaching.

ON THE SIDELINE

by Michael Schick

Rodney Thornley — Rose Hill Junior High School



Rodney has been coaching for over 27 years. Basketball and track have been his sports of choice and he has been the coach of the year, involved with five league championships, captured three select championships, and his team was awarded team GPA scholarship title. A graduate of the University of Washington ('74), Rodney has chosen to coach because he enjoys watching athletes "go from A to B" while having fun, develop self-esteem, and prepare for the real world. Having former players return years later and stating their experiences and how the program made a difference in their lives is one of the most rewarding aspects of his coaching career. "If you think you can or can't, you are right." Rodney has been a member of the WSCA for 20 years.

Dennis McGuire — Central Valley High School

A graduate of the UW ('76), Dennis is the head girls' coach for both track and cross country at CVHS in Spokane. He has coached cross country for 20 years and track for 19. His family includes his wife of 31 years Janet, sons Brien a WWU graduate and coaching cross country coach at Squalicum, Evan a freshman at WWU and daughter Katie a junior at WWU. Dennis was named the GSL Girls' Track Coach of the Year '99-00. His teams were GSL track champions for three years in a row, 1999, 2000 and 2001. In 2002, the CV cross country team placed 8th at state. Dennis absolutely loves the sports he coaches because they allow for individual achievement no matter the level of the athlete. He finds there is nothing more satisfying than watching a young athlete achieve his or her goal. Coaching his children was a great experience and watching any athlete when he or she gets a "PR" provides him rewards in coaching. "Some people dream of worthy accomplishments while others get up and do them."

EARL BARDEN FOOTBALL CLASSIC ALL-STARS

EAST TEAM

FIRST	LAST	HT	WT	POSITION	SCHOOL	COACH
David	Cofer	6'	175	QB/S	Pullman	Bob Wollan
Keith	Schmidt	6’2	205	QB/LB	Med. Lk.	John Giannandrea
Phil	Hinrichs	5’9	155	WR/DB	Pullman	Bob Wollan
Marcus	Walker	6'	190	RB/LB	Pullman	Bob Wollan
Robby	Shaw	6’3	280	OL/DL	Lakeside	Brian Dunn
Frank	Kepler	5’11	230	OL/DL	Med. Lk.	John Giannandrea
Ryan	Callahan	5’11	200	RB/LB	Cascade	Jack McMillan
Jason	Yell	5’11	195	RB/S	Cascade	Jack McMillan
Pete	Zukowski	5’9	173	RB/LB	Cashmer	Phil Zukowski
Brett	Sasseen	6’1	216	DL	Cashmer	Phil Zukowski
Steve	Allyn	6’3	230	OL	Cashmer	Phil Zukowski
Sonny	Garza	6'	190	QB/DB	Othello	Roger Hoell
Mark	Lathim	6'	215	C/LB	Connell	Wayne Riner
Joel	Garza	5’11	225	OL/DL	Othello	Roger Hoell
Adam	Brown	5’11	230	OL/DL	Toppenis	Mark Mochel
Seth	Strother	6’5	285	OL/DL	EV	Barry Reifel
Jordan	Troutt	5’10	185	WR/DB	EV	Barry Reifel
John	Dresbach	6'	180	QB/DB	Freeman	Jeff Smith
Matt	Mellor	6'	225	LB/OL	Colfax	Mike Morgan
Jamison	Maj	6’4	240	DL	Colfax	Mike Morgan
Robt.	Reyes	5’9	170	RB/DB	Warden	Jerry Powell
Feliciano	Ramirez	5’10	180	RB/LB	Royal	Wyle Allred
Jesus	Rodrique	6’2	235	DE/RB	Royal	Wyle Allred
Travis	Freeman	5’11	240	C/DL	Royal	Wyle Allred
Louis	Santana	5’9	155	QB	Zillah	Terry Duncan
Shane	Stoneme	5’10	180	RB	Zillah	Terry Duncan
Justin	Ross	6’2	220	OL/LB	Zillah	Terry Duncan
Colt	Carpente	6’1	210	OL/DL	Granger	Gary Ely
Lee	Morrison	5’7	165	WR	Okanoga	Dennis Neely
Steve	Breeze	6’7	225	TE/DE	LR	Matt Bona
Ryan	Phillips	5’9	160	WR/DB	Brewster	Ed Ashworth
Colby	Boyer	6’2	250	OL/DL	Oroville	Tad Hutchinson
Mason	Garner	5’9	155	WR	Reardan	Dan Graham
Thomas	Casalberr	5’9	175	RB/DB	Reardan	Dan Graham
Josh	Cobb	6’2	220	OL/DL	Reardan	Dan Graham
Trenton	Briney	5’11	260	OL/DL	Davenpor	Skip Pauls
Leon	Gray	6’2	230	LB	Watervill	Mike Gray
Travis	Mason	6’3	260	OL/DL	Waitsbur	Jeff Bartlow
Brycen	Bye	5’10	168	QB/DB	Pomeroy	Mike Gwinn

EARL BARDEN FOOTBALL CLASSIC ALL-STARS

WEST TEAM

First Name	Last Name	Height	Weight	Positions	School	Coach
Kiel	Greenleaf	6'3"	235	OT/DT	Woodland	Mark Greenleaf
Jeremey	Teel	5'11"	180	RB/LB	LaCenter	John Lambert
Jordan	Davis	6'1"	195	QB/RB/DE	Ridgefield	George Black
Brady	Emmons	5'10"	180	FB/ILB	Meridian	Bob Ames
Cody	Bowden	6'1"	205	DE/OLB/RB/WR	Meridian	Bob Ames
Kyle	DeBoer	6'2"	170	R/DB	Lynden Christian	Dan Kaeminak
Wes	Nordstadt	5'11"	178	QB/WR/DB	Mt. Baker	Ron Lepper
Ty	Willemsen	5'10"	160	DB	Nooksack Valley	Rob Myhre
Steven	Auld	6'2"	215	OT/DE	Meridian	Bob Ames
Jessy	Dykstra	6'0	245	DT	Nooksack Valley	Rob Myhre
Keith	Williams	6'2"	206	TE/OT/LB/DE	Mt. Baker	Ron Lepper
Willy	Evans	5'11"	185	RB/LB/DE	Mossyrock	Dusty Nelson
Shawn	Friese	5'9"	150	RB/DB	Willapa Valley	Rob Friese
Tye	Giddens	6'1"	240	G/LB/DL	Mossyrock	Rusty Nelson
Ian	O'Brien	5'9"	150	WR/DB	Eatonville	George Fairhart
Danny	Wilm	6'0"	185	HB/C/S	Steilacoom	Eric Miller
David	Miller	6'4"	195	QB/DB	Foster	Mike Shannon
Nick	Gallaway	5'9"	160	RB/C	Port Townsend	Jim Fleisher
Cody	Balogh	6'6"	295	OT/DT/DE	Steilacoom	Eric Miller
Ryan	Gutiessez	5'9"	178	G/LB	Port Townsend	Jim Fleisher
Jonny	Peru	5'9"	165	RB/C	Ridgefield	George Black
J.D.	Nebel	6'1"	210	TE/DE	Lake Quinault	Ron Hoiness
Carl	Hoque	5'9"	190	RB/LB	Adna	Casey Johnson
Kyle	Halpin	6'1"	175	QB/DB	Onalaska	Dieter Antoni
Colton	Oliphant	6'0"	225	OL/DL	Onalaska	Dieter Antoni
Brian	Dahl	5'11"	190	RB/DB	Cascade Christian	Chris Vanslightenhorst
Beau	Leaman	5'11"	170	WR/DB	Tacoma Baptist	Mark Smith
Evan	Bratz	6'0"	180	QB/DB	Cascade Christian	Chris Vanslightenhorst
Dan	English	6'2"	200	DL/TE	Cascade Christian	Chris Vanslightenhorst
Josh	Brannon	5'11"	160	DB	White Pass	Ken Cheeseman
Mitch	Olson	5'8"	160	RW/C	Elma	Jim Hill
Gene	Piffero	6'2"	275	OT/DT	Hoquiam	Todd Hoiness
Kevin	Abena	5'11	190	OL/LB	Wahkiakum	Eric Hanson
Jevon	Butler	6'1"	205	RB/DB	AMHS	Terry Ennis
Doug	Vanderwel	6'2	205	RB/TE/OLB	AMHS	Terry Ennis
Zach	Coggins	6'1"	220	G/FB/LB	Concrete	Ron Rood
Walter	O'Toole	6'3"	250	C/T	Orcas	Dennis Dahl
Nathan	Thompson	5'10"	226	C/DT	AMHS	Terry Ennis

Congratulations to the 2003 Football Hall of Fame Inductees

Fred Vogel

Dave Braddock

Alex "Sandy" de Carteret

Joe Ortolf

Silver Helmet Award

Jim Reding

Silver Helmet Award

Craig Smith

Gold Helmet Award

Bill Cheatley

WISCA SWIMMER OF THE YEAR AWARD HISTORY

In 1996, the Washington Interscholastic Swimming Coaches Association (WISCA), voted to establish a "Swimmer of the Year" award. The recipient would be the swimmer in each classification who scored the most points on the NISCA Power Point tables for their two individual events in the prelims or finals at the state meet. These tables are highly respected and can be used to equate performance from event to event and even gender to gender. The tables are built on a scale of 1-200 (relays score triple value) for each event including diving and relays. They cover a wide range of times – national high school records are mostly in the 170s and any point value over 150 is truly outstanding. The tables were revised in the summer of 1999 and made tougher. Each winner receives a plaque from WISCA. Also note that the 4A classification was added in the 1997-98 school year.

Year	Class	Girls		Boys	
2003-04	2A/3A	316	Emily Silver, Sr, Bainbridge	298	Peter Wicklund, Sr, Skyline
	4A	313	Missy McIntyre, Jr, Oak Harbor	292	Evan Bernier, Jr, Inglemoor
				292	Kerry Tannhauser, Jr, Ballard
2002-03	2A/3A	320	Rebecca Sturdy, Sr, Anacortes	317	Sean Sussex, Sr, Mercer Island
	4A	315	Emily Kukors, Sr, Auburn	288	Joon Youm, Sr, Decatur
				288	Kerry Tannhauser, So, Ballard
2001-02	2A/3A	303	Emily Silver, So, Bainbridge	295	Sean Sussex, Jr, Mercer Island
		303	Katie Willis, Sr, Kennedy	295	Brian Davis, Sr, Issaquah
	4A	317	Dana Kirk, Sr, Bremerton	290	Joon Youm, Jr, Decatur
2000-01	2A/3A	305	Lauren Hill, Sr, Issaquah	301	Paul Fahey, Sr, Interlake
	4A	290	Jamie Tannhauser, Jr, Juanita	290	Nate O'Brien, Sr, Eastlake
				290	Joon Youm, So, Decatur
1999-00	2A/3A	304	Sara Platzer, Sr, Lakes	302	Ross Buffington, Sr, O'Dea
	4A	286	Jackie Lobdell, Sr, Gig Harbor	318	Evan Martinec, Sr, Wilson
1998-99	2A/3A	310	Courtney Ellis, Sr, Edmonds-Woodway	308	Pat Fowler, Sr, Seattle Prep
	4A	302	Karyl Johnson, Sr, Lake Washington	316	Evan Martinec, Jr, Wilson
1997-98	2A/3A	305	Courtney Ellis, Jr, Edmonds-Woodway	310	Pat Fowler, Jr, Seattle Prep
	4A	296	Karyl Johnson, Jr, Lake Washington	301	Evan Martinec, So, Wilson
1996-97	2A	314	Corrie Murphy, Sr, Highline	303	Zane Dewitz, Sr, Eastmont
	3A	314	Julie Massey, Jr, Decatur	284	Pat Touhy, Sr, Wilson

Congratulations to the 2003-2004 Swimmers of the Year!

Emily Silver - Bainbridge, Missy McIntyre - Oak Harbor,
Peter Wicklund - Skyline, Evan Bernier - Inglemoor,
Kerry Tannhauser - Ballard

A View of the Eligibility Process

by Donald W. Bagnall, WIAA Hearing Officer
reprint Interscholastic, Fall 2003

The eligibility process has a number of constants. The number of appeals heard by district eligibility committees has averaged over 600 cases each year for the last five years. District 3 continues to hear the most cases, while District 9 hears the fewest cases. These statistics are directly related to the size of those districts. Transfer and season limitation rules accounted for 501 of the 582 statewide appeals during the 2002-03 school year.

The high number of new coaches and new athletic directors is another constant that demands education for the new people charged with the responsibility of implementing the eligibility process. It is equally important that veteran athletic administrators maintain continuing inservice education in the eligibility process.

The process is paradoxically simple and yet complex. The rules of eligibility have been established by the member schools of the WIAA, and all member schools are obligated to support those rules. The simplicity continues with the understanding that all member schools must have a system in place to screen all athletes prior to interscholastic competition. Those students who do not meet the eligibility standards must be declared ineligible and informed of their right of appeal. This mandate requires that an in-house system has to be in place. The system has to be carefully monitored. If your school has not discovered an ineligible student in the past five years that school is an anomaly or its screening system is suspect.

When a student is declared ineligible, the situation slides from simple to complex. It is at this point that there is a need to maintain that delicate balance of professional duty and objectivity. Declaring a student ineligible does not negate supporting that student. It is important, however, to be fully informed of the language of the WIAA Handbook as it relates to hardship. Use your student advocacy position to correctly inform the student and parents that appealing to a district eligibility committee requires important preparation.

All nine districts maintain a standing eligibility committee composed of knowledgeable representatives from the district who are authorized to waive eligibility rules. Their decisions are well thought out and often very difficult, but those decisions are constantly based on the criteria established by the hardship definition.

Students and parents need to be prepared to provide the necessary documentation to support their position. Providing documentation of a financial situation, hospital bills, court orders, police reports and an accurate up-to-date transcript are more valuable than letters of support from faculty and friends. District committee members appeal to you to prepare the student and parents for the hearing. You need to tell them that they will be expected to state their position to a group of strangers. Committee members will maintain the confidentiality of the situation. Committee members will ask questions, instruct the petitioners to be candid and to share their whole story. Your personal position of support should not be determined by a litany of unfortunate life experiences of the student, but only if those experiences fall within the hardship definition. Before you take a position ask yourself the following questions. Were the circumstances beyond the control of the student? Were the circumstances the result of the acts of the students or family? Were the circumstances truly different from the experiences of other students? Was the family decision made for an athletic reason? These are the types of issues each eligibility committee member will consider before reaching a decision.

One of the complexities that has crept into the process is the mistaken belief that after a denial at the district level an appeal to the state is a second chance. Please correct this misunderstanding. The state hearing is designed to hear new evidence not shared with the district committee or to correct a procedural error. A denial by the district committee is not considered an error.

The paradox continues. Students want to participate. WIAA members encourage participation and yet the rules prevent some students from participation. The constancy of the need to provide fair and equal opportunity for all participants and the need to promote a uniformity of standards in interscholastic activities can be maintained through the eligibility process. Know the process. Support the process. Be part of the process.

PRIORITY OF ATHLETICS IN SCHOOL

It's a Matter of Priorities: What are Ours?

by Dr. Philip M. Snowdon
Superintendent, Cheney School District

I love athletics! Growing up I played every sport they offered, invented a few new ones with buddies in the backyard, competed at the collegiate level, and even in my mid 50s, still relish the "thrill of victory and the agony of defeat" associated with team and individual sports. On my bookshelf at home are When Pride Still Mattered (Vince Lombardi), It's Not About the Bike (Lance Armstrong), and almost every book by author John Feinstein. I recently played the Old Course at St. Andrews, and sat in the Rose Bowl to watch both the Michigan and Oklahoma Cougar games. I also think we're "out of whack" with regard to our high school athletic programs, and should consider giving them back to the communities and individuals that support them, drive them, and sometimes ruin them!

After 32 years in public education, the last ten as superintendent in the Cheney School District, I had the opportunity to work with and observe hundreds of outstanding educators as they poured their hearts and souls into children at all levels. I met and consulted with a wide array of gentle and loving parents who wanted a "better life" for their children, and were willing to sacrifice to make this a reality. I saw communities rally together to fund raise and support families and/or individuals in their times of need. I also went to ball games and observed these same caring folks berate officials, unmercifully criticize players and coaches, myopically determine who should play or take the next shot, and just generally make boorish fools of themselves at the expense of the children they profess to love and care deeply about. I often muttered in disgust that we all lost 30 "common sense" IQ points when we took a seat in the bleachers. And that estimate may be low! What is wrong with this picture?

To clarify, we had good teachers coaching in the Cheney School District, a supportive and understanding high school administration and School Board, and a community that consistently supported levies and bonds that benefited *all* our children. As with all schools and communities, we faced a multitude of challenges to prepare our students to leave our care with both the educational and emotional skills to make a contribution to our world. We agonized over teen suicide and drug addiction, fretted about test scores, and attempted to find programs for kids who did not feel they "fit." We spent millions of tax dollars on updating buildings and curriculum, and consistently tried to grasp the elusive "big picture" of education for the betterment of our students. These sincere and genuine efforts aside, we spent the most time and emotional energy talking and worrying about sports! Whether in the high school lobby, the superintendent's office, the Board room, or the coffee shop, it often appeared that the security and prosperity of life as we knew it hung on the outcome of Friday night's game. In fairness, it didn't totally revolve around wins and losses, but more around the skewed self-esteem of our community believing that the worth of our schools was somehow elevated or diminished in a box score on Saturday morning. Although not an everyday occurrence, it was not at all unusual to spend several hours performing an "intellectual autopsy" on the fate of a coach, while spending mere minutes on a curriculum matter that impacted the educational lives of thousands. In ten years, I never received a parent complaint or concern about our reading or math scores. However, I fielded dozens about our defensive alignment, practice schedule, selection of coaches, and a myriad of other athletic issues. Something continues to be wrong with this picture.

I fully understand the value of athletics in our schools, and the opportunity presented to many of our students that would not be available without organized programs. I have also seen kids remain in school because of a team or coach that "made a difference" during a time of distress or confusion. But at what price and at what sacrifice? Although I have no magic elixir that will address all, or even a part, of the dilemma described above, I do know that a dialogue must continue as we attempt to retain what is truly beneficial to *all* our students, and address what is not merely distracting, but destructive.

reprint WSSAAA News Winter 2004

HAWKES SQUAWKS

By Dee Hawkes
Retired

It is a simple fact that as a retired coach, my interest in prep sports hasn't diminished since the first column I wrote over thirty years ago. This seems like a mighty long time to address the continually changing issues about the way school sports are played. It still rattles my bones to pursue the answers as to why things happen in athletics. They say time makes a man mellow. My aim is to engage your curiosity and interest about high school sports. Most coaches remain silent about issues that affect the preps, and a few fire warning shots. I still climb up on my soapbox to be heard.

COACHING THESE DAYS IS SO DIFFERENT

It's hard to believe now, but at one time high school coaches could get away with treating their players on an impersonal basis. Communication between players and coach simply involved doing what the coach asked, no questions asked. No matter if the coach was unfair, unreasonable, or embarrassing, there was no discussion. As might be expected, under this style of coaching the players did just what they were told. A coach spoke the gospel, parents supported him with open arms, and school officials did not interfere.

Today, coaches are strongly influenced by society. Coaches must be ready and willing to relate to their players on a personal basis as well as on a professional level. We cannot kid ourselves about the power of parent involvement. With so much emphasis on winning, they carry a mighty big stick. Without too much fanfare, they can and will deliver a knockout blow. It is my theory that unless trained in athletics, many school officials look at athletics as just an extracurricular activity. Sadly, some just resort to putting up with it after the academic day.

It's hard to imagine how much more difficult it is today to coach kids who are so influenced by the woes of society. Also, an increasing number of kids enter into organized sports earlier in age. Their expectations are often fueled by their parents. There are no easy answers when certain things are tolerated in society, but not in school sports. These days, like it or not, it comes with the territory.

THE RECENT OUTCRY

A series of articles in the Seattle Times, which described how some adults with a history of sexual misconduct continue to coach kids, grabbed my interest. What especially caught my attention was how much our sport programs relied on the honor system. Schools are now required to do criminal background checks of coaches to make sure they provide no threat to kids. The WIAA also directs the schools to certify their coaches through coaching standard programs. This way, everyone involved has a clear understanding of what it means to coach.

There are few non-school programs that require training to be a coach. They rely mostly on volunteers to do the coaching. It was reported in the articles that if you appeared to be mature, could talk the sport, and showed a charming personality, then you could coach that team. It is a sad commentary when coaches are given responsibility only to abuse it. There are certain sports that require a level of competency before working with kids. Youth soccer has been requiring this for many years.

A HIGH-WIRED BASKETBALL TEAM

"Fasten Your Seat Belts" is the basketball motto of the Grinnell College Pioneers. As the three waves of five players enter the game, they press and hound their opponents while they race up the court shooting mostly 3-point shots. They are of 6-footers who do not play defense by running back to their end of the courts, but instead press every single time all over the court. Of course, after a minute of double and triple teaming the ball, they do get tired. Thus, at every whistle or dead ball, another five are waiting at the scorer's table. Rival coaches say, "To beat them, you have to adjust to that tempo." To avoid being worn out, the referees have to position themselves at either end of the court.

The Pioneers average 130 points a game with over 100 field goal attempts. They shoot more than 63 3-pointers a game. It's not hard to guess why they play in sold out gyms. You would be exhausted just watching them play. Oh, by the way, their prac-

tices are unconventional too. There is no scrimmaging; they just shoot 3-pointers from everywhere outside the circle.

PERHAPS LOST IN THE SHUFFLE

What is this? Snowboarders and skiers get a day off from school to hit the slopes for competition. They head for snow atop a mountain in South Lake Tahoe. As part of the California Nevada Interscholastic Ski and Snowboard Federation, they can race six Mondays and receive excused absences if this conflicts with school days… Two of the biggest issues affecting high school sports today are sexual harassment and hazing. According to a survey by Alfred University, 45 percent of Division I and II college athletes said they were hazed in high school.

We know sexual harassment and hazing can get you fired, jailed, and loss of credentials to teach and coach. The message here is to protect yourself… Despite all the controversy surrounding Barbara Hedges decision to retire, she still gets my vote for doing what's best for the student athlete. In her position running a major sports program, Barbara placed a high value on academics. She sought excellence in sports and took pride in each athlete's progress towards a degree. Let's face it, academics and athletics have little in common in a big time program. Often the connection between them is a loose thread. There is much to like about the way Barbara brought them closer together under her watch… John Woodin's advice to Coach Lorenzo Romar at the UW: "Always have your players double-knot their shoes laces, and make sure there are no wrinkles in their socks"… At the spring meeting, the WIAA Executive Board wants to remove the "super majority" (2/3) vote and replace it with a "simple majority" (1/2) vote on all proposed amendments. Everything points to this being a positive change for monitoring school programs…

CALL A HALT TO THIS KIND OF RECRUITING

In search of talent, many college recruiters give little attention to an athlete's character. The radar guns are pointed at the same athlete by different schools, and while some back off when bad behavior is shown, others don't care. It's certainly no secret that signing a kid with a criminal track record can be a big risk. In February, the University of Miami signed a linebacker who had broken probation on felony charges, been arrested 10 times, and had numerous misdemeanor charges for sexual harassment, punching out a guy, and discharging fire extinguishers in a hotel. He was first arrested at the age of 14. You would think that the red flags were flying so high that they should have backed off, even if he is a great athlete. It is frustrating to watch the UM staff believe that when this linebacker joins their program he'll change. It is my take that they are asking for trouble. As long as College Presidents turn a blind eye to recruiting, this kind of athlete will continue to play.

JOIN THE ABW MOVEMENT

The Athletes for a Better World movement, started four years ago by John Northup, is now primed, pumped, and ready to impact athletes. Under the direction of Dr. Dan Tripps, Chair, Dept. of Physical Education at Seattle Pacific University, this program is going nationwide. The program is based on the Code for Living, which uses sports to develop character, teamwork and citizenship. Wouldn't it be cool if every coach and team signed on to be positive role models and gave back to their communities all the values they were taught through athletics? Best of all, the Code of Living allows local leadership to personalize it in a way that is important to them. By all means, don't let this pass you by. It directly and positively affects your kids.

SOLD A BILL OF GOODS

The more teachers know about the No Child Left Behind Law, the less they like it. This law's one size fit all requirements just don't hold water. Anyone who has wandered the halls knows that standardized tests should not be the only way to measure student performance. For those who coach, leadership, self-motivation, and teamwork outweigh standardized tests. Leadership is all about teaching the athlete to complete the task and take charge when necessary. When students master their self-discipline skills and work toward continuous improvement, they are motivated. They learn that they can accomplish a lot more with others through teamwork than by themselves. Given a choice, would you want your kid to ace the WASL, or develop the personal life skills needed to succeed as an adult? This will be a no-brainer for my grandkids.

For those who enjoy reading my squawks, send me an email. Looking back or peering forward, if you have something to say, let loose. Whether you agree or disagree, coaches make their wishes known. Even money says some of you will be in contact.

We'll talk again in the summer issue.

See you around, I hope.

hawkes32@comcast.net

Survivor Skills for Coaches

by Dr. David Hoch, Director of Athletics
Loch Raven High School
Baltimore County, MD

Many new coaches enter the profession with enthusiasm, high energy and a passion for their sport. They probably know the skills and strategies involved and are confident that they are fully prepared to coach.

If this were all that coaches had to contend with, it would be so easy! There is, however, much more involved in coaching today. As a matter of fact, if several other areas aren't mastered, careers can easily be derailed or shortened.

Some of the hurdles that coaches also need to be prepared to handle are:

- Understanding and dealing with parents
- Time management
- Finding a balance and the place coaching fits in the total picture
- Dealing with pressure and avoiding stress

Looking at these aspects involved with coaching and developing an approach to deal with them is an important step for all coaches.

Understanding and Dealing with Parents

Dealing with parents of athletes can be both exasperating and rewarding. With a little understanding and developing a good approach, the experience can become less painful and more positive for a coach.

Most parents love their children and want the best for them. It is also important for coaches to understand that love may often override logic and reason. Therefore, effective communication and educational efforts are critical for coaches to effectively deal with parents.

The following suggestions may help you with your goal of understanding and dealing with parents.

1. Conduct pre-season parent meetings. It is during these meetings that you should explain how you select your team, the requirements to earn a letter, your team rules and your sportsmanship expectations for athletes and fans. Why these four items? From experience, you will find that they are the basis of most of the problems that erupt. Clearly explaining how they will be handled can go a long way toward preventing potential problems.

2. Communicate with the parents of your athletes via a newsletter or more frequently by using an e-mail distribution list. Giving parents advance notice and letting them know what is happening is another good technique to short-circuit possible problems.

3. Host an open house practice session one time during the early part of the season. In this fashion, parents can see first-hand what occurs in preparation for not only the season but for individual games. They can see your drills, organization and how you relate to the players, which of course means their son or daughter.

4. Explain the procedure for parents to contact you with questions and concerns. Providing the parameters, times and method for communicating with you will not only eliminate confusion, but also ensure a better working relationship.

Time Management

When you consider that many coaches are also teachers and may have family responsibilities that is an enormous load for anyone. Becoming more effective with time management is essential in order to not only succeed, but to survive as a coach. The following are some hints:

1. List in chronological order all important due dates. This should include eligibility forms, tourney entries, awards lists and whatever is required in your particular setting. Failure to complete these obligations on time is a sure cause for problems and may be accompanied by stress and tension. Instead, aim to complete everything the day before it is due. This gives you a buffer zone.

2. Tackle little steps or parts of the total project so that you can avoid being overwhelmed by the enormity of the task.

3. Prioritize what has to be accomplished during a day or week. Many of us lean towards doing what we enjoy or something that isn't stressful first and postpone things that aren't pleasurable or are tedious. Instead, learn to first tackle responsibilities that involve deadlines and those which directly affect your team and your position.

4. Plan ahead. Analyze what has to be done by checking what was done in the past or by asking experienced coaches. With this information you can more effectively determine what and when something has to be done.

Finding a Balance between Coaching and Life

It is easy for a young coach to pour everything into coaching and forget that there are other elements of life.

Actually, for many coaches, this is a lesson that takes quite a while to master.

1. Make time for your family. In tough times, they may be the only ones around to support you. However, it is unfortunately very easy to neglect them.

2. Delegate some duties to your assistants. Also, find tasks that your student managers can handle. This will allow you to become more efficient and by becoming more functional, you should have more time for your family.

3. Develop a week-by-week seasonal plan. In this manner, you can organize your time better and actually schedule family time.

4. Spend more time with your family – particularly your children – in the off-season. This is a good time to plan for some special events that would not be possible during your season.

Dealing with Pressure and Avoiding Stress

While a good percentage of pressure is self-imposed, it is important to find a way to handle the accompanying pressure of coaching. Most athletic administrators don't focus on wins, but do look for coaches who help young people to grow and improve.

1. Find a half-hour during the day to exercise. Even though this represents more time in an already overloaded schedule, exercise does help to reduce stress. This should be a priority for coaches.

2. Use your athletic director or a long-time coach as a sounding board and mentor. Their advice and wisdom can be critical in handling the emotions, possible frustrations and disappointments involved during a typical season.

3. Surround yourself with positive, supportive people. In addition to your family, this could include your coaching staff, other coaches at the school and friends. They all can provide a useful buffer from undo criticism and pressure.

Not surprisingly, these four areas involved in coaching are interrelated. Attention to and improvement in any one of them should help with the others. While these hints are not meant to be all-inclusive, they may just help you to survive longer and ultimately enjoy your coaching career more.

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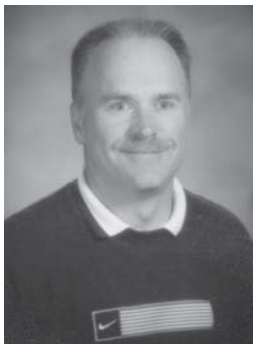
2003 DISTRICT AWARD WINNERS

	DISTRICT I	
HEAD COACH	Adam Mathieson	Ferndale HS
ASSISTANT COACH	Mark Kreutz	Jackson HS
JR HI/MIDDLE SCHOOL	Mark Matthiesen	Lynden MS
	DISTRICT II	
HEAD COACH	Dick Nicholl	Mercer Island HS
ASSISTANT COACH	Paul Moody	Bothel HS
JR HI/MIDDLE SCHOOL	Todd Daugherty	Inglewood JH
	DISTRICT III	
HEAD COACH	Bill Beattie	Olympia HS
ASSISTANT COACH	Jim Hadland	Bethel HS
JR HI/MIDDLE SCHOOL	Troy Halfaday	Ballou JH
	DISTRICT IV	
HEAD COACH	Eric Hansen	Wahkiakum HS
ASSISTANT COACH	Mark Rego	Evergreen HS
JR HI/MIDDLE SCHOOL	Larry Hendrickson	Wahkiakum
	DISTRICT V	
HEAD COACH	Terry Duncan	Zillah HS
ASSISTANT COACH	Ted Homme	Southridge HS
JR HI/MIDDLE SCHOOL	Ben Schuldheisz	Desert Hills MS
	DISTRICT VI	
HEAD COACH	Mike Gray	Waterville HS
ASSISTANT COACH	Gene Palmquist	Waterville HS
JR HI/MIDDLE SCHOOL	Pat Messenger	Okanogan JH
	DISTRICT VII	
HEAD COACH	John Giannandrea	Medical Lake HS
ASSISTANT COACH	Larry Petersen	Medical Lake HS
JR HI/MIDDLE SCHOOL	Jim Pettet	Lakeside MS
	DISTRICT VIII	
HEAD COACH	Sean Carty	Mead HS
ASSISTANT COACH	Jeff Reyburn	Lewis & Clark HS
JR HI/MIDDLE SCHOOL	Tim Gaebe	Shadle Park

Successful Student/Athletes... The Formula has to be taught!

Bryan E. Hoddle, Head Coach, US Paralympic Track and Field Program
www.hoddlespeak.homestead.com/files



Why are some student/athletes successful when others aren't? What are the common characteristics of those who are successful? Can you as a coach do anything to move more student/athletes into the successful category? These are some often-pondered questions we all face as coaches in the 21st Century.

Sure, it's always wonderful to have super human athletes dumped into your program. Nothing is more refreshing than to have a 10.5 sprinter, a 4.4 40 defensive back, or a female who's head is 3 feet above the net on a spike. But often times, we aren't blessed with pure natural talent and we as coaches have our work cut out developing student/athletes. It's really our obligation and responsibility to give our student/athletes the skills needed to become successful and contributing members of both the team and in life. Whether we are training an Olympic athlete, a 9th grader, or someone in our academic class, the characteristics are the same. "We must open the doors of opportunity, but we must equip those we help to walk through those doors." Sound familiar?

So what can we do? We often spend all our time on the physical characteristics needed to be successful. It's the…make stronger, faster and quicker syndrome. But what about the psychological things that can be done for both the superior student/athlete and the developing student/athlete, to help them achieve success? We have to become teachers. Sometimes the student/athlete simply doesn't have the formula for success. It's our job to provide them with the formula. While visiting the Olympic Training Center, I witnessed a video talking about, what I call, "the formula." The following five characteristics must be taught. They won't just happen by accident or luck.

First, we must teach the student/athlete to have VISION. We must teach them to prepare for the future both athletically and academically. Do they see cause and effect? Each student/athlete must ask themselves, what are they doing today that will affect tomorrow. Too many student/athletes live day to day. We must teach them to have VISION and look at the future. They must prepare now to succeed later.

Second, we must teach the student/athlete to become FOCUSED. Some people say that great athletes get in the zone. I'm not sure there is a zone. I believe the Michael Jordan's and Mia Hamm's of the world simply focus better than those around them. They focus daily on the things that will affect their performance during a competitive situation. They are able to block out things others simply can't block out because they understand the importance of being focused and practice it daily in their lives. There are so many distractions today and we must teach our student/athletes to block out and filter the things that will impede their success in a given endeavor.

Thirdly, we must teach the student/athletes to be PERSISTENT. It's easy to give up today. But by using sports, we will teach them, no matter what the obstacle, that they must find a way to overcome and never give up. It takes 500 hours to establish a habit. Every minute will require persistence. At 300 hours, that's when the persistence really begins. Are you talking about the 300-hour mark to your student/athletes or just hoping they'll figure it out on their own?

Next, we must teach the student/athletes to be DISCIPLINED. "Discipline yourself, so others won't have to." Discipline starts at home, but we as coaches also have an obligation to teach the student/athlete the importance of being disciplined. Discipline in the classroom carries over to the practice field/mat/court/track. Likewise, lack of discipline in the classroom will carry into the competitive arena. Discipline taught inside your program will carry over into life and that's really what it's all about.

Finally, we must teach the student/athletes the importance of COMMITMENT. As a member of the team, commitment is essential. Commitment begins in the individual and spreads to the team. Commitment is understanding that the name on the front of the jersey is much more important than the name on the back of the jersey.

Given the right formula, and knowing how to implement it into their lives, your student/athletes will have the skills to succeed. How many student/athletes will find success because you took time to teach the formula?

25 Ways to Build your Sports Program

by Bryan E. Hoddle
Head Coach - USA Paralympic Track and Field Program -Road To Athens 2004
www.hoddlespeak.homestead.com/files

The successful programs all share commons traits. Having traveled this great country, I've had the wonderful opportunity to dialog with and discover what the great coaches are doing. Here are some of the common items that the winning programs possess. Our state is very fortunate to have so many wonderful coaches, who go that extra mile. These coaches aren't just winning, they are developing the community, state, and national leaders of tomorrow. I dedicate this article to those amazing and caring coaches of this great state and to the Paralympic Athletes who will represent the United States at the 2004 Paralympic Games in Athens, Greece, this September.

1. Develop a philosophy that you believe in. Communicate your philosophy and the philosophy of your program to all parties involved. Have a Vision and Mission Statement. Communicating your philosophy is essential to the success of your program. Does your program teach, VISION, FOCUS, DISCIPLINE, and PERSISTENCE AND COMMITMENT?

2. Do your best to hire assistants who enjoy being with student/athletes. Be sure your assistants share your philosophy. Knowledge will come. Don't micromanage your assistants. If you hire them, then delegate, trust, and support them.

3. Encourage your coaches to attend clinics and coaching education programs. "When you are through learning, you are through!"

4. Have a list of guidelines for your student/athletes and parents to sign. If your administration won't back one of your guidelines, don't have that guideline. It's critical that your administration back you in all areas you ask everyone to sign. . Your guidelines will reflect your philosophy.

5. Have a pre-season gathering of your parents and student/athletes to discuss expectations for your program. Call it, "Night of Champions!"

6. Give your meet/game results to all your faculty members. Keep the school staff involved and engaged in your program.

7. Have a "THEME for the year. Have the theme reflect a life lesson(s) you are attempting to teach your student/athletes through your sport.

8. Encourage your athletes to dress up on competition days. "Dress the way you want to be."

9. Sell your program to your community and to the media. Educate them in your sport. Some in the community and media may not completely understand all the nuisances of your sport.

10. Share your practice plans/game plans with your student/athletes. Engage them in the process. Empower them in decision-making.

11. Emphasize the importance of warming up and down each day. Warming up is important, but so is warming down. It's tough to win with injured athletes.

12. Don't rip your athletes for losing. Ask questions. Some athletes are afraid of winning and some are afraid of losing. No one wakes up planning and hoping to lose. Would you prepare your math class for a test, then stand up and scream at them during the test. Would you allow the parents to stop by on math test day and scream at their sons or daughters during the test.. You wouldn't allow that. Practice and games should be no different. Prepare, then execute!

13. Don't be afraid to say, "I made a mistake!'Like athletes, you want them to admit their mistake, learn from it and just move on.

14. Outline responsibilities of all parties involved in your program, including your parents. Often times responsibilies can become confused.

15. Seek out the help of other great coaches. Get a mentor and also mentor someone. This state is full of great coaches.

16. Emphasize the importance of off-season training. Also emphasize the importance of multi-sport athletes. Nothing has done more damage to the modern high school athlete, than the single-sport athlete.

17. Have athletes of the week and academic athletes of the week. Reward athletic and academic excellence. Drive home the message that academics are very important. You can be an academic and athletic school. Don't settle for anything less.

18. Teach your student/athletes to write both outcome and performance goals. Performance goals are often overlooked. Performance goals

are things your athletes do on a daily basis. Outcome goal are what you want to accomplish in the end, like winning a state title.

19. Have potential athletes apply for their captain positions. Being a captain is an honor. "With rights come responsibilities." The selected captains need to understand that.

20. Test and diagnose your athletes. Call on your physical education department for testing results, as you evaluate current athletes and prospective athletes. (30 meter fly, standing long jump, standing triple jump, vertical jump tests)

21. Create a website for your team. It's time to join the information super-highway to disseminate information.

22. Use your sport to teach good character traits. Honesty, integrity, humor, altruism, friendship, etc… Community tax dollars are being spent on your program. Show the community you want to win, but your program is more than just a win loss-machine. Show them their tax dollars are developing the leaders of tomorrow, through sport. In tough economic times, if the community sees no value in your program, it will be cut!

23. Don't overanalyze your athletes. Sometimes the best advice is no advice.

24. Help your junior high and middle school programs. Have your high school student-athletes run mini-camps. There is no better way to learn something, than to have to teach it.

25. Study winners. Study why they win, how they win, and what characteristics their programs have.

Coach Hoddle is the former President of the Washington State Track and Field Coaches Association as well as the former sprint, hurdle and relay coach at River Ridge High in Lacey, Washington. Currently he is leading the USA Paralympic Track and Field Program.

WIAA EXECUTIVE BOARD OUT-OF-SEASON INTERPRETATIONS AS OF JANUARY 10-11, 2004

Q1: What students are affected by the out-of-season coaching rules?

A1: "Current members or future squad members grades 7-12th applies to students in the school district in which the coach is hired to coach.

1. The school district for public schools is defined by public school boundaries.
   a. If a school district has specific boundaries for its high school(s) and middle school(s), a high school coach may coach students in the high school and the middle school(s) that feed directly to the high school only during their designated season (when the high school and middle level programs overlap or if that coach is hired to coach at both the high school and middle level) or during the summer.
   During the out-of-season time period, the coach could coach high school students attending a different high school or a middle school that does not feed directly to the high school in which the coach was hired to coach.
   b. If a school district has an open enrollment policy, then a high school coach may coach students only in the high school in which the coach is hired to coach during the designated high school season or during the summer.
2. The resident area for private schools is a fifty (50) mile radius from the school address.

Q2: At what point does an individual become a "coach" and at what point does the out-of-season rule apply to that new coach?

A2: A newly hired coach is considered a coach when a verbal/written agreement is made with the school district.

1. If the new baseball coach was hired by the school district after the first day of fall sports practice for that school year, then he/she would end involvement with current and/or potential athletes on the first day of the baseball season.
2. If the new basketball coach was hired by the school district in April of 2004 for the 2004-05 school year, the coach must end involvement with current and/or potential athletes on the first day of the 2004-05 fall sports season.

Q3: Could a gymnastics coach be coaching in the same facility with current and/or potential athletes, even if those athletes are being coached by someone else?

A3: YES, as long as no coaching is taking place.

Q4: Could a track coach run with his/her team during the winter for conditioning purposes?

A4: YES, as long as no coaching is taking place.

Q5: Could a cross country coach follow in a car behind his/her squad during the spring?

A5: YES, as long as no coaching is taking place.

Q6: Although not coaching a team, could a basketball coach take his/her players to a spring tournament?

A6: No, The coach may provide, post or distribute information to his/her players regarding the spring tournament (17.8.0.A), but could not take them to the site or be involved in coaching.

Q7: Could the high school basketball coach work with the middle school basketball team during the fall (which is the designated season for this middle level basketball league)?

A7: No. A high school coach may sponsor, coach or direct activities to current and/or prospective members ONLY during the designated season for that sport (17.6.9). A high school coach could coach middle level players during the time period that the middle level season overlaps the high school season, or if the school district has a written agreement with this coach to coach at both levels.

Q8: Could a high school senior assist with the middle level basketball program in the fall?

A8: Yes. High school students may serve as middle

level assistant coaches/volunteers during the designated middle school season when under the direct supervision of the middle level coach (23.2.1.F.1.c.)

Q9: Could a female swimmer serve as manager for the boy's swim team?

A9: YES, as long as no direct coaching is taking place.

Q10: Could an eighth grade boy serve as manager for the high school boy's basketball team?

A10: YES, as long as no direct coaching is taking place. NOTE: A manger is restricted to preparing water/drinks and providing supplies to the coach and/or players. Coaches would be violating the out-of-season coaching rules by including managers in any warm-up or practice drills in the same role as the athletes.

Q11: Could a middle level softball coach hit balls with his/her daughter in the neighborhood park?

A11: Yes. WIAA out-of-season rules do not prohibit immediate family obligations. If another member of the daughter's team participates, however, the out-of-season rules would be violated (17.6.8.).

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CHEERLEADING & DANCE DRILL BECOME A SPORT

by Pam Headridge
Cheer Coach, Oak Harbor High School
President, Washington State Cheerleading Coaches Association

Big changes are happening for Cheerleading and Dance Drill in Washington in the 2004-2005 school year. WIAA has voted to provide members schools the opportunity to offer cheerleading and/or dance drill as either an activity or as a sport. Should a member school wish to treat cheerleading or dance drill as a sport, the first practice starts on November 8 and the end of the season will be February 12.

Several proposed amendments concerning these changes will be voted on at the 2004 Representative Assembly in April. Specifically Amendment #4, #24, #25, #29, and #30 apply to cheerleading and dance drill. Amendments #24, #25, #29 and #30 will determine the minimum practice days per individual and regular contest limit for the high school and middle school.

You as the coach of cheerleading and dance drill need to keep up to date on the changing rules and how they could impact your program for the upcoming school year.

Amendment #4 submitted by Skyview High School, Hudson's Bay High School, Kelso High School, Columbia River High School and Camas High School wants to include a section about cheerleading to section "17.6.1 Out of Season". The new rule would state

"For the purpose of the out-of-season regulations, the WIAA has determined that slow pitch and fast pitch shall be considered separate and distinct sports. In addition, high school interscholastic wrestling, freestyle wresting, and Greco-Roman wrestling shall be considered separate and distinct sports. **Also the activity of sideline cheer, with the focus on spirit, leadership, crowd management and support of athletes other than themselves during traditional athletic competitions, shall be considered separate and distinct from the sport of competitive cheer, which consists of scored performances of set routines, ranked against similar squads during its own competition setting, focused on the athletic ability of the cheerleaders themselves, and totally unrelated to any other sport, team, athletes, or traditional athletic contests**."

Purpose of this amendment is to establish a distinction between the activity of sideline cheer and the potential sport of competition cheer so that schools that wish to declare competitive squad as a sport in the new winter season can do so without having to hire a separate coach for the fall sideline season. The rationale is

1. WIAA is now provide the parameters to schools to designate cheer as a sport, and is in the process of defining a season for competition cheer. Under proposed configuration, schools would be violating the out-of-season rule if they used the same coach for fall sideline cheer as they do for winter competition squad.
2. Since it is difficult even under the current status of cheer as a n activity to find qualified cheer coaches, the addition of an out-of-season situation in the fall would make it almost impossible for any school to then designate cheer as a sport and comply by hiring tow coaches.
3. Recognizing "sideline cheer" and "competition cheer" as two separate and distinct entities, and keeping one as an activity while the other is designated a sport, would solve the out-of-season dilemma and allow schools to count participants in the new sport for Title IX purposes.
4. The differences between sideline and competition cheer is as great, or greater than, the differences between the two types of softball and three types of wrestling, which WIAA already recognizes.

With these changes come lots of questions that cannot be answered until more details are ironed out. You as the coach of cheerleading and dance drill need to keep up to date on the changing rules and how they could impact your program for the upcoming school year.

Make your plans now to attend the

8th Annual WIAA Coaches School

July 30-31, 2004

Yakima Convention Center
10 North 8th Street, Yakima
(800) 221-0751

ANOTHER OPPORTUNITY TO LEARN BEYOND THE X'S AND O'S

The annual conference for Washington Coaches presented by Washington Coaches and Athletic Administrators

In an effort to continue to better serve coaches and administrators statewide, the 2004 Coaches School will again feature a weekend format. Registration will open at 7:30am on Friday, July 30, 2004. The closing session will conclude Saturday afternoon, July 31, 2004. At the request of many coaches, there will be a pre-conference, hands-on athletic taping workshop hosted by the Vocational Athletic Trainers Association and a workshop on "True Colors-Communicating with your Athletes" available to all Coaches School participants on Thursday, July 29th at 6:00pm. Sports Medicine First Aid and CPR training will also be offered July 29th at 12:00pm. This course will cover first-aid for coaches and will include an on-field assessment, ideas, rehab ideas and some taping.

The WIAA is exploring the opportunity for coaches to bring their team captains to the Coaches School where they would be provided breakout sessions on team leadership and the role of the team captain. Additionally, the WIAA Coaches School is an excellent opportunity for coaches, advisors and administrators for all activities and athletics to interact, to learn, and to share experiences that contribute to the professionalism of interscholastic coaching.

The Coaches School topics focus on the Coaches Standards Categories: Medical Aspects of Sports, Psycho/Social Foundations, Sport Philosophy and Sports Management and Sport Pedagogy.

Enjoy a power-packed conference that will inspire, motivate, and prepare you for the upcoming school year.

If you need Coaches Education hours for WIAA Coaches Certification, don't miss this clinic…

Note: WIAA will provide one (1) additional complimentary registration for every ten (10) paid registrations from a school district.

Registration materials and the 2004 Coaches School schedule and speakers will be mailed to all member schools and will be posted on the WIAA website (www.wiaa.com) in the spring of 2004.

Baseball Hall of Fame

Bob Mullikin-Evergreen(Seattle)

Bob was born in Leeper, Missouri graduating from Piedmont High School in 1949. He attended Central College in Fayette, Missouri, the University of Missouri, and then graduated from the University of Washington in 1959 following four years in the Navy. Bob served in the Navy from 1951-1955.

During his Navy years Bob was a member of the "Guam Mariners", a naval league All Star team which participated in the National Baseball Congress Tournament in Wichita, Kansas in 1952. He was a member of 2 league championship teams at Whidbey Island Naval Air Station in 1953 and 1954. Bob later played semi-pro baseball in the Seattle area for B & B Hardwood coached by Bob Milroy.

After graduating from the University of Washington, Bob began his teaching/coaching career in 1959 at Evergreen High School in Seattle. He retired from teaching in 1993. Bob taught every subject, eventually settling into his major areas of Physical Education and Health. Bob retired from coaching in 1989. He was a dedicated professional educator for 34 years.

In 1959, Bob served as the assistant baseball, basketball, and football coach at Evergreen. He became the Head Baseball coach after Bing Dahl retired as Head Coach in 1962. He coached 2 North Puget Sound League Championships and one second place finish. He was selected twice as Coach of the Year. Two notable members of his championship teams at Evergreen were current UW head baseball coach Ken Knutson and former WSU and NFL quarterback Jack "The Throwing Samoan" Thompson.

In 1971, due to the "appointment" by Mel Krause, Head Baseball Coach at the University of Oregon at a coaching clinic in Oregon, he became Chairman of the Steering Committee, along with Jim Tevis, Jim Gard, Merle Hagbo, and Frank Osborne to organize the Washington State Baseball Coaches Association-with much help from John Hardman(WIAA) and Jim Harryman(Bellevue C.C.). Bob became the first President of the Washington State Baseball Coaches Association.

Bob's coaching philosophy centered strongly around teaching his players to play the game correctly, i.e. be disciplined, hustle, be fundamentally sound, have respect and especially to wear the uniform with pride.

Bob is very grateful for the support of his family and friends throughout the years. He is especially grateful to daughter Christine, son-in-law Rob, son Robby, daughter-in-law Rhonda, granddaughter Lauren, grandsons Jarred, Jordan, and Evan.

Since retiring from teaching in 1993 Bob has enjoyed riding into the sunsets of the Great Northwest in his R.V.

Congratulations Bob on an outstanding career!. Welcome to the Hall of Fame!!!!!

Barry Traynor-North Thurston

Barry Traynor first coached baseball with Hall of Famer Jim Fouts at North Thurston High School in Lacey, WA. He worked as the freshmen coach one year and the JV coach for 9 years before taking over the varsity helm when Coach Fouts retired in 1992. A strong friendship developed and Jim introduced him to the WSBCA which has led to many more close friendships and tremendous coaching relationships over the years. When the Association decided to produce a newsletter, Barry volunteered to be the editor and has been responsible for its production 3 times a year ever since.

Coach Traynor's overall record is 306-110, a 73.6 winning percentage. As a varsity coach, it is 165-56, a 74.7% winning clip. His coaching achievements include leading the Rams to the playoffs in 10 of his 11 years, including 5 regional appearances, 3 times playing for the regional championship. The crowning achievement was coaching his Ram ball club to a State Championship in 2002, finishing with a perfect 24-0 record.

Barry was drafted by the Minnesota Twins out of high school in Southern California but chose to go on to college. He played for one of the great junior college coaches in the nation, Wally Kincaid at Cerritos College. Transferring to Cal Poly, Pomona, his junior year, Barry had the opportunity to play for legendary coach, John Scolinos, who sowed the seeds for his future in teaching/coaching.

Barry has been married to his #1 fan, Laralee for 24 years. They have 2 children, Breena of Buffalo, New

York, and Brandon, a senior at North Thurston.

Barry has taught Adapted Physical Education in the Special Education Program for North Thurston Public Schools for 22 years after teaching for 3 years in L.A.

Coaching honors and awards received are:

- National High School Baseball Coaches Association, District 8 Coach of the Year.
- Washington State Baseball Coaches Association, Coach of the Year, 2000 & 2002.
- League Coach of the Year, 1999, 2000, and 2002.
- WSBCA Service Award in 1996 and 1999.
- Coach Washington State All State Series, 1986 and 2002
- Coach Cascade Classic All Star Series, 2003

Barry feels fortunate to have played for some great coaches and has been surrounded by many quality coaches throughout the years. This is a tribute to all who have contributed and shared in his coaching success, assistant coaches, players, parents, friends, colleagues, and family. He believes that being selected as a member of the WSBCA Hall of Fame is the honor of a lifetime.

Ed Bator-Mose Lake

Ed was surprised and honored as being a recipient of the Washington State Baseball Coaches Hall of Fame selection. It has been more than 20 years since Ed has retired from teaching and coaching, but the lessons that Ed taught his students and players continue to live on.

Cle Elum, Washington was Ed's "home town." He graduated from high school in 1940 then enlisted in the Navy. He became a radioman, serving for over 3 years.

In 1950, he graduated from Washington State University and accepted a teaching contract with the Moses Lake School District. Shortly after that he was called back into the Navy to serve in the Korean War for a year and a half. Upon discharge, he resumed his teaching career in Moses Lake.

Ed taught for thirty-three years, during which he coached baseball for twenty-three years. Ed had an overall record of 289 wins, 207 losses, and 2 ties. His teams won 7 Central Washington League titles, they finished second 7 times, and third a number of times. This was before there were state playoffs. Ed was still coaching when Moses Lake became a member of the Big Nine Conference. He coached many outstanding players headlined by Dave Heaverlo who had a long career in the major leagues as a pitcher.

During Ed's career the Chieftains over a several year span played ten games against the Washington State University freshmen team, this was before freshmen were eligible to play varsity sports. The Chieftains played both when Buck Bailey and Bobo Brayton were coaching the Cougars. Ed's record against the Cougars was 1 win, 8 losses, and 1 tie. He is proud of the Chieftains 1-0 win over the Coubabes. Ed scheduled the games against the Cougars so his players could play on a very nice baseball field and play against better competition, so his players would learn that they were not as good as they thought they were.

Ed has been married to Helen for fifty-three years and she has been his best supporter and fan. Their sons, Vince and Dan also graduated from W.S.U. and reside with their families in the area. Ed and Helen still reside on their farm on Crab Creek.

Congratulations, Ed on a job well done!!!

Don Ressa-University (Spokane)

Don has been a teacher and coach at University High School in Spokane for 32 years. He spent 5 years as an assistant to Hall of Famer Dan Iyall then has been the head coach for 25 years. During his 25 years as the head varsity coach Don's teams have won 302 games and lost 232. Don's teams have made the Greater Spokane League record 13 consecutive district tournament appearances. The Titans were the Greater Spokane League Champions in 1991 and 1995. In the 90's only Ferris has won more games than the Titans under Don's guidance. University has made Regional appearances in 1980-91-95-97-98-2002. The Titans were District Champions in 1980-95-2002. He was named Greater Spokane League "Coach of the Year" three times by his peers in 1991, 1995, and 2002.

Don's teams are always well-coached and disciplined. They are sound fundamentally, and rarely make mistakes; both mental or physical. He has the respect of his players, parents, and peers for his work-ethic and dedication to the game. Don just likes being a baseball coach and it was all he ever wanted to do.

He has coached in the All-State Feeder Game 8 times, and in 1991 Don coached in the All-State Series. For 25 years, he has been the camp director of the University Titan Baseball Camp.

Don graduated from Gonzaga Prep where he played baseball for Hall of Famer Bill Frazier. After graduation, he attended Whitworth College where he played for Paul Merkel and Spike Grosvenor.

Don has been married to Joan for 32 years. They have 2 children. Tony is a teacher in Peoria, Arizona. Amy is a physical therapist in Spokane.

Great job, Don! Congratulations!

THE FINANCIAL CORNER

by Ed Crafton
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Ed is a Retirement Planning Specialist and Investment Advisor with Shelgren Financial Group, Inc. in Renton, WA.

Legislative Update -

Nothing of significance was passed in the legislature with regards to retirement issues. Retire/rehire remains the same and is not expected to change in the near future.

For additional information on Retirement issues, call the DRS office or go to their website. DRS website, www.wa.gov/DRS/leg/index.htm

Market Update - "Did you miss the bounce back?"

In my last article, I talked about whether you "missed the bounce back" that occurred during 2003 in the markets. The DOW was up 25% in 2003 and the NASDAQ was up 50%. Most mutual funds have seen considerable growth for the past year. The markets bottomed 1 year ago and we have seen the market slip back from the 52 week highs recently. Most experts expected to see increased volatility this year, especially since it is a presidential election year. It will definitely be a stock pickers market, terrorism, oil prices and the presidential campaign will have short term effects on the markets going forward.

The bond market will be volatile as well, though munibonds continue to perform exceptionally well. Gold and silver prices are pushing up again, also. I believe it is important to be well diversified in your retirement portfolio's through the remainder of the year.

The Basics of Bond Funds

Most of us do not truly under "bond" funds or bonds themselves. A bond is a debt security. When you buy a bond, you're loaning money to the government entity or corporation issuing the bond. In exchange, you typically receive regular interest payments and the return of the bond's principal value on a specified maturity date. Although, generally less volatile than those of stocks, bond prices change on a daily basis. A bond's current price is dependent on a variety of factors, including market supply and demand, interest rates and the bond's own credit quality and maturity date.

That said, a bond fund is a mutual fund that invests in a portfolio consisting primarily of one or more types of bonds. Instead of paying interest, as individual bonds do, a fund may pay dividends on a monthly or other periodic basis. While the investment objectives of bond funds vary, portfolio mangers commonly seek to maximize current income and/or total return while attempting to stay within stated risk parameters. (stay with me, I'm almost done) You can find a description of a particular fund's objectives in the front section of its prospectus.

In evaluating performance, look at both *"yield"* and *"total return"*. Yield is a measure of the income generated by the securities in the fund's portfolio during a specific period. It is normally calculated on a monthly basis. Total return is a measure of the income earned and the capital gain or loss produced when bonds in the portfolio are sold.

Bond funds are a popular choice among investors seeking yields higher than those available through more traditional vehicles, such as CD's and money markets.

Here are the various types of bond funds:

U.S. Government Bond Funds -Backed by the US Government, these bonds have a higher degree of safety from default and consequently, provide low yields relative to other types of bond funds.

Municipal Bond Funds - Issued or backed by local and state governments, muni-bonds pay investors income that may be exempt from federal and, in some cases, state and local taxes.

Corporate Bond Funds - Issued by corporations, these debt securities vary widely in yield, maturity and credit quality, depending on the issuing compnies' creditworthiness and other factors.

Foreign Bond Funds - Issued or backed by various foreign corporations or governments, these bonds may trade overseas and may be denominated in either a foreign currency or in US dollars.

I will leave additional information on bonds and bond funds for my next article. In that I will discuss what makes bonds fluctuate, comparing bonds, bonds vs. bond funds and the impact of interest rates on bonds.

Contribution Rate for 403(b), 457, Traditional & Roth IRA's

For 2004 School Employees are allowed to contribute up to these levels:

403(b) & 457 Plans: $13,000 plus $3000 more if you are 50 or older. *Note: Additional MAC contributions of $3,000 per year for 5 years are allowed for employees with 15 years of service with their current employer.

Traditional & Roth IRA's- $3,000 per person, plus $500 more if you are 50 and older. Traditional IRA & Roth contributions must be completed by the deadline for submitting your taxes (April 15th for most), excluding extensions.

Are you retiring this year?

For those of you that are retiring this year it is important to have all the information available to you regarding your retirement benefit options, health care benefits, sick leave buyback options and beneficiary options. I have a checklist for retirees to follow to help make this process a little easier. Call, email or write to me and I will send you a copy of this retirement checklist.

Quotes to live by!

Attitude is Everything! Attitude is the way you think. Your attitude is something other people can actually see. They can hear it in your voice, see it in the way you move, feel it when they are with you. Your attitude expresses itself in everything you do, all the time, wherever you are. **Positive attitudes always invite positive results.**

WIAA 2003-2004 STATE TOURNAMENTS

May 14 or 15
- Baseball Regionals
  Sites TBD

May 24-25
- Boys' & Girls' Golf Championships
  4A Boys: Canyon Lakes (Tri-Cities)
  4A Girls: Meadow Springs (Tri-Cities)
  3A Boys/Girls: Apple Tree (Yakima)
  2A Boys/Girls: Sun Willows (Tri-Cities)
  1A/B Boys: Columbia Point (Tri-Cities)
  1A/B Girls: Tri-City Country Club (Tri-Cities)

May 28-29
- 4A & 3A Baseball Championships
  Everett Stadium
- 2A, 1A & B Baseball Championships
  Yakima County Stadium & Parker Field

May 28-29
- 4A & 3A Softball Championships
  SERA, Tacoma
- 2A & B Softball Championships
  Wenatchee
- 1A Softball Championships
  Moses Lake

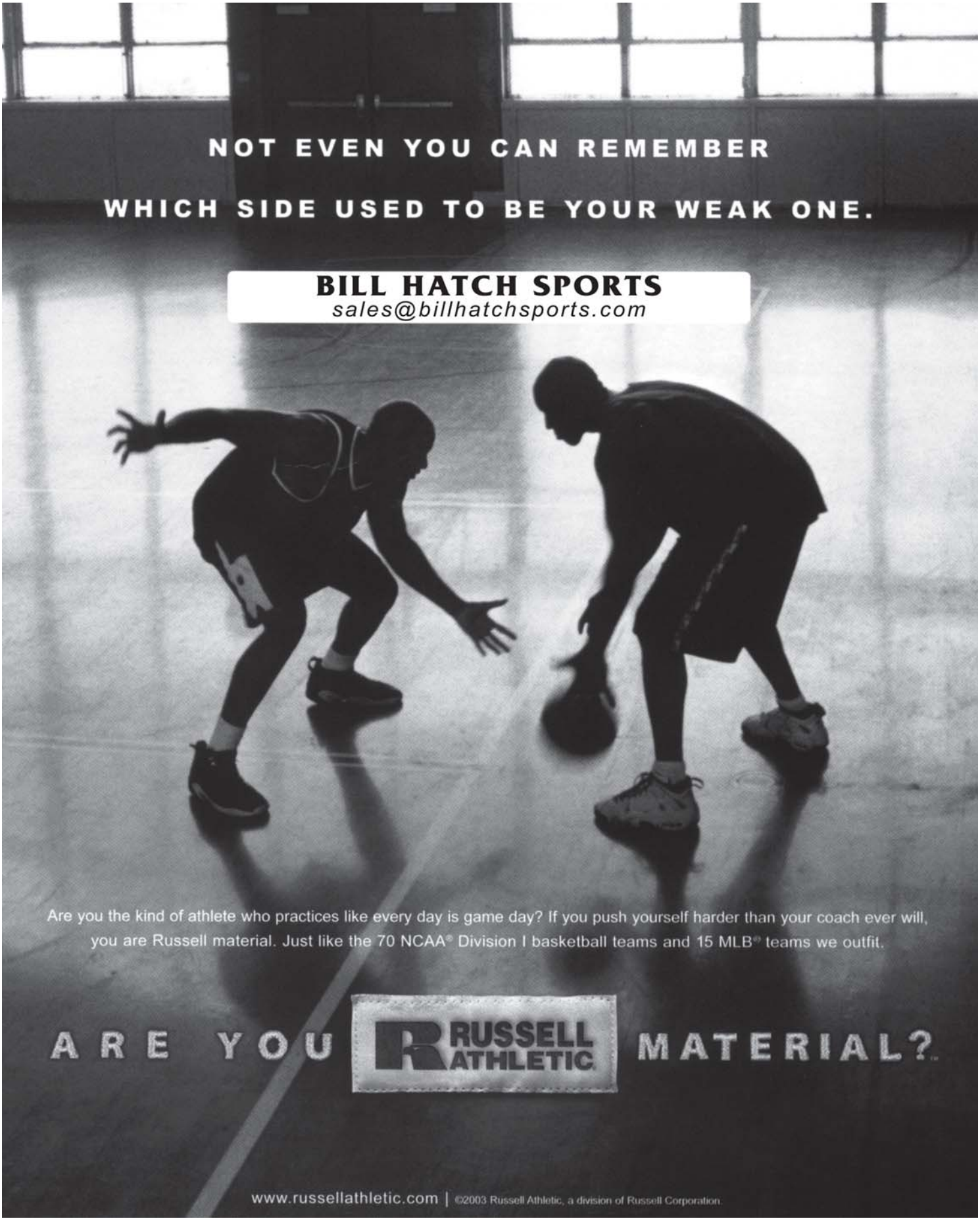
May 28-29
- 4A, 3A & 2A Boys' Soccer Championships - Camas HS
- 4A Boys' & Girls' Tennis Championships - TBD
- 3A Boys' & Girls' Tennis Championships - University of Washington, Seattle
- 2A, 1A/B Boys'/Girls' Tennis Championships
  Yakima

May 28-29
- 4A/3A Boys' & Girls' Track Championships
  Pasco
- 2A, 1A, B Boys'/Girls' Track Championships
  Easter Washington University, Cheney

CONGRATULATIONS!

WSCA Career Milestone 2003-2004 Award Recipients

Name	Sport	Level(s)
Bob Lucey	Football	Level 1, 2, 3
Larry Lunke	Football	Level 1, 2
Rob Friese	Football	Level 1
Ron Rood	Football	Level 1, 2
Rodney Fletcher	Football	Level 1, 2
Jack McMillan	Football	Level 1, 2, 3
Dan Mack	Football	Level 1
Dick Nicholl	Football	Level 1, 2, 3
Skip Pauls	Football	Level 1, 2, 3
Gary Smith	Football	Level 1, 2, 3
Eric Kurle	Football	Level 1
Jon Schuh	Softball	Level 1
Steve Barker	Softball	Level 1
Larry Culver	Softball	Level 1
Reg Head	Softball	Level 1, 2
Steve Andersen	Soccer	Level 1, 2
Gary Spidahl	Soccer	Level 1
Jamie Gay	Soccer	Level 1
Greg Powell	Volleyball	Level 1, 2
Pete Schweiger	Volleyball	Level 1, 2, 3, 4
Nancy Zehnder	Volleyball	Level 1, 2, 3, 4
Bob Benson	Boys' Basketball	Level 1
Paul Mayer	Boys' Basketball	Level 1
Perry McCormick	Boys' Basketball	Level 1, 2
Mike Willis	Boys' Basketball	Level 1
Tom Johnson	Boys' Basketball	Level 1, 2
Duane Magee	Boys' Basketball	Level 1, 2
Joe Williams	Boys' Basketball	Level 1, 2
Richard Belcher	Boys' Basketball	Level 1, 2, 3
John Felton	Boys' Basketball	Level 1, 2
Mac Fraser	Boys' Basketball	Level 1, 2, 3, 4
Garrick Phillips	Boys' Basketball	Level 1
Bryan Peterson	Boys' Basketball	Level 1, 2
Jamie Nilles	Boys' Basketball	Level 1
Ron Rowe	Boys' Basketball	Level 1, 2
Gary Smith	Boys'/Girls' Basketball	Level 1, 2
Jack Cleveland	Boys'/Girls' Basketball	Level 1, 2, 3, 4
Bob Dow	Girls' Basketball	Level 1
Pat Green	Girls' Basketball	Level 1
Rodney Fletcher	Girls' Basketball	Level 1, 2
Mark Albertine	Girls' Basketball	Level 1, 2, 3
Dave Johnson	Baseball	Level 1, 2, 3, 4
Lem Elway	Baseball	Level 1, 2, 3
Thad Nelson	Baseball	Level 1
Gary Groenen	Baseball	Level 1, 2, 3, 4
Jim Waller	Baseball	Level 1, 2
Scott Knight	Baseball	Level 1, 2, 3, 4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