Get the recognition you deserve for all the wonderful things you are already doing at your school and in the community. And... it’s easier than ever to enter!

What is it?
An award recognizing the top all-around programs in the country, which exemplify community service, outstanding school athletic support, spirit raising activities, academics, and overall, today’s cheerleading squad!

Who is Eligible?
Any high school cheerleading squad

What are the Prizes?
The overall winning team receives a trip to the National High School Cheerleading Championship for 2 coaches and 4 captains/squad members and...
• A feature spot on ESPN
• Awards for spring banquet
• A feature spot on Varsity.com & Varsity TV
• Gift certificate for UCA camp
• Pullover jackets
• A feature in American Cheerleader Magazine

What should we include in our entry?
• A Letter of Recommendation from: Your Principal or Athletic Director and a Community Leader
• One or two community service projects/charity work events (Involving the entire squad)
• Two of your most successful spirit raising activities
• Most notable academic awards/honors and recognition
• Interesting facts about your squad (tell us 3-5 things)
• Team Photos – Displaying your squad’s involvement in community service projects, spirit raising activities, and academics
• Materials must be enclosed in a 1.5 inch binder

Go to uca.varsity.com for complete entry info!

Entry Deadline: November 30, 2011
Winners Announced: December 12, 2011

Sponsored by

Special Recognition for:
• Highest Squad GPA
• Judges’ Favorites
• Most School Spirit
• Overall Winner
• Most Involved in the Community

Special recognized teams may receive:
• Varsity gift certificate
• Gift certificate for UCA camp
• Awards for spring banquet

High School Today™
The Voice of Education-Based Athletic and Performing Arts Activities

Title IX Compliance
May Be Affected By Outside Sources of Funding

Sports Attendance
510 million fans attend high school events

Student Participation
Athletics is a privilege, not a right

Above and Beyond
Kentucky tennis player defies all odds
Olympic Education Parallels
U.S. High School Aspirations

BY ROBERT B. GARDNER, NFHS EXECUTIVE DIRECTOR, AND RICK WULKOW, NFHS PRESIDENT

We are pleased to have Rick Wulkow serving as our president this year. Rick is executive director of the Iowa High School Athletic Association and has been involved with the IHSAA for more than 30 years. We all look forward to serving alongside Rick this year.

During the first 10 days of June, I was privileged to represent the United States Olympic Committee at the 9th International Session for Educators at the International Olympic Academy near Ancient Olympia, Greece. The opportunity provided historical and cultural experiences for this sport lover that will last a lifetime. At the same time, I gained new friends and a new appreciation for educators around the globe who see the value of sport and how it enriches the lives of young people. And, I reaffirmed my belief in our American way and our system of high school sports in particular.

It took some adjusting to the seven-hour time difference and the work schedule on arrival. We worked each morning until lunch around 1 p.m. Afternoons were free, with evening work sessions running from 5:30 to 8:30 p.m. Dinner is late by my judgment in Greece. Despite these cultural differences, I soon found that all our delegates (91 from 46 different nations) had a story to tell. This sharing reinforced the educational values of Olympism and – as I hope you will see – the values of high school sports for the youth we serve.

This term “Olympism” was first coined by the founder of the modern Olympic Games, Baron Pierre de Coubertin. He understood that sport would become a central point of popular culture. He interpreted Olympism as a school of nobility and of moral purity as well as of endurance and physical energy – but only if honesty and sportsmanlike unselfishness are as highly developed as the strength of muscles. Coubertin aimed at the harmonious development of the intellectual, moral and physical aspects of a human being through athletic competition.

We must keep in mind that this thinking was taking place at or near the time that many of our current state high school associations were formed. In many instances, it was the need to control and reinforce educational values that led to the formation of our member associations. The education of the total human being remains one of the core values in which we believe and strive to base our programs for today’s student-athletes.

The Fundamental Principle 1 of the Olympic Charter states, “Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind, blending sport with culture and education. Olympism seeks to create a way of life based on the joy of effort, the educational value of good example and respect for universal fundamental ethical principles.”

This mirrors our aspirations for our education-based school programs. We believe in the values of development of the whole person. Sport programs, as well as our performing arts programs, work in harmony with our curricular programs in development of the individual. We believe there is value in effort, in being part of the team. We believe so strongly in the value of good example, good role models. It is why we believe coach education is vital today to create this positive model for our students. And we are reaffirming sportsmanship and respect today as a core of our programs. It is one reason why we have developed the online Sportsmanship course through the NFHS Coach Education Program and urge everyone – student, coach, administrator and parent – to take the free offering.

UN Secretary General Kofi Annan proclaimed, “Sport – used wisely – brings people together, regardless of their ethnic and social origin, religion or economic status.” As we worked together in Ancient Olympia with such a diverse group of delegates, we were reminded that sport does bring people together. It is indeed a catalyst that builds bridges and breaks barriers among disparate people. It is this power that makes our programs so valuable in our communities, in our states, in our nation and in our world. We must resolve to see that our programs do that for our students. They are counting on us.

As I reflected on my time in Greece, I realized that everyone present had a story to tell how sport had shaped their lives. I realized, too, that many of them had depended on government-run programs for their positions today. They marveled that our programs receive little or no government support in our schools. The universal wish of the delegates from other nations was that their programs could be more like ours. As we take on the challenges of the new school year, let us take pride in our programs. Let’s build bridges and break barriers. We have stories of the future that need telling. ☺
Bird’s-eye View
Football officials from Nebraska measure the placement of the football. Is it a first down?

Photograph provided by Nebraska School Activities Association.
Welcome
We hope you enjoy this publication and welcome your feedback. You may contact Bruce Howard, editor of High School Today, at bhoward@nfhs.org.

VOLUME 5, NUMBER 1

Editorial Staff
Publisher ....................... Robert B. Gardner
Editor ......................... Bruce L. Howard
Assistant Editor ............. John C. Gibbs
Production ................. Randall D. Orr
Advertising .......... Judy Shoemaker
Graphic Designer ....... Kim A. Vogel
Online Editor ........ Chris Boone

Publications Committee
Superintendent .......... Darrell Floyd, TX
Principal ............... Ralph Holloway, NC
School Boards ............. Jim Vanderlin, IN
State Associations ...... Treva Dayton, TX
Media Director .......... Robert Zayas, NM
Performing Arts ......... Steffen Parker, VT
Athletic Director ........... David Hoch, MD
Athletic Trainer ........... Brian Robinson, IL
Coach ....................... Don Showalter, IA
Legal Counsel .............. Lee Green, KS
Contest Official .......... Tim Christensen, OR

Contents

Booster Clubs and Title IX: Tough Times and Tough Decisions: Contributions from outside sources, such as booster clubs, can impact a school’s compliance with Title IX.
– Peg Pennepacker, CAA

Subscription Price
One-year subscription is $24.95. Canada add $3.75 per year surface postage. All other foreign subscribers, please contact the NFHS office for shipping rates. Back issues are $3.00 plus actual postage. Manuscripts, illustrations and photographs may be submitted by mail or e-mail to Bruce Howard, editor, PO Box 690, Indianapolis, IN 46206, <bhoward@nfhs.org>. They will be carefully considered by the High School Today Publications Committee, but the publisher cannot be responsible for loss or damage. Reproduction of material published in High School Today is prohibited without written permission of the NFHS executive director. Views of the authors do not always reflect the opinion or policies of the NFHS.
Copyright 2011 by the National Federation of State High School Associations. All rights reserved.
FEATURES

14 SPORTS EQUITY
Outside Sources of Funds – Are They Really Under Title IX?: Private funds used to support athletic programs can cause unequal benefits under Title IX.
–Rhonda Blanford-Green

18 SPORTS ATTENDANCE
510 Million Fans Attend High School Sporting Events: In a survey by the NFHS, it was determined that about 510 million fans attended events in 2009-10.
–Eamonn Reynolds

28 STUDENT PARTICIPATION
Athletics is a Privilege, Not a Right: Being a part of a high school athletic team is not a guarantee and carries a number of responsibilities.
–Dr. David Hoch, CMAA

34 COMMUNITY INVOLVEMENT
Communities Assist High Schools in Tornado Relief Efforts: Schools in Missouri, Georgia and Alabama continue on the road to recovery after spring tornadoes.
–Eamonn Reynolds

HST ONLINE

You can access previous issues online at www.nfhs.org/hstoday.

DEPARTMENTS

1 NFHS Report
6 Quick Hits
Interesting Facts and Information
16 Legal Issues
2011 Brings Explosion of Title IX Complaints in Scholastic Athletics
20 Above and Beyond
Kentucky Tennis Player Defies All Odds in Pursuit of Goal
24 Performing Arts
• Honor’s Recital Provides Music Performance Opportunity
• Association Provides Quality Benefits for Speech Directors/Coaches
• Five Potential Debate Topics Selected for 2012-13
30 Ideas That Work
Senior Athlete Recognition Programs are Worth Extra Effort
32 Technology
DropBox – an Online Data-sharing Program
36 Sports Medicine
Recruitment of Your Team Physician
38 In the News
40 Voices of the Nation

IDEAS THAT WORK
Senior Athlete Recognition Programs are Worth Extra Effort
–Eamonn Reynolds

SPORTS EQUITY
Outside Sources of Funds – Are They Really Under Title IX?: Private funds used to support athletic programs can cause unequal benefits under Title IX.
–Rhonda Blanford-Green

SPORTS ATTENDANCE
510 Million Fans Attend High School Sporting Events: In a survey by the NFHS, it was determined that about 510 million fans attended events in 2009-10.
–Eamonn Reynolds

STUDENT PARTICIPATION
Athletics is a Privilege, Not a Right: Being a part of a high school athletic team is not a guarantee and carries a number of responsibilities.
–Dr. David Hoch, CMAA

COMMUNITY INVOLVEMENT
Communities Assist High Schools in Tornado Relief Efforts: Schools in Missouri, Georgia and Alabama continue on the road to recovery after spring tornadoes.
–Eamonn Reynolds
Cunningham v. Lenape Regional H.S. District  
U.S. District Court New Jersey 2007  

Facts: The father of a wrestler filed suit claiming a violation of the father’s free speech rights when he was banned from school property for openly criticizing the coach at matches, circulating a petition to have the coach fired, and behaving in an abusive manner to the coach and other school employees.

Issue: Are the free speech rights of sports fans violated by limitations imposed by public schools on the expression of opinions about athletics personnel at athletics events?

Ruling: The school’s ban did not violate the father’s free speech rights because his actions had become so aggressive that he was creating a material disruption and posing a safety threat to the coach and other school employees.

Standard of Practice: The court’s ruling is parallel to prior cases dealing with the free speech rights of students that conclude schools may limit speech where it creates a material disruption of the educational environment or poses a safety threat. To ban a spectator from sports venues, school administrators should carefully document that the behavior has become so extreme or aggressive that a material disruption or safety threat has clearly been created.

Around the Nation

Question: Does your state conduct a state championship in swimming/diving?

46 YES  
5 NO
You are 1 degree away from changing your world. Which 1 will it be?

You are one degree away from achieving more. American Public University has 87 online degrees. Our tuition is far less than other top online universities so you can further your education without breaking the bank. You are one click away from making it happen.

Learn more about one of the best values in online education at studyatAPU.com/high-school.

APU was recognized in 2009 and 2010 for best practices in online education by the prestigious Sloan Consortium.

Text “APU” to 44144 for more info. Message and data rates may apply.
The Cost

CROSS COUNTRY UNIFORM

- Shorts $19
- Singlet $19
- Shoes $80-120
- Total: $118 to $158

*These prices serve as approximate costs and are not intended to reflect any specific manufacturer’s prices.

Top High School Performances

Weissenbach sets national record in girls 800-meter run

Despite having to battle rainy conditions, North Hollywood (California) Harvard-Westlake High School junior Amy Weissenbach set the girls 800-meter run national record of 2:02.04 June 4 at the California Interscholastic Federation State Track and Field Championships in Clovis. In the process, she defended her state title and lowered the previous standard of 2:02.90 set by Chanelle Price of Easton (Pennsylvania) Area High School in 2008.

Weissenbach started out fast, with a blazing 57-second time at the midpoint. Although struggling during her final 200 meters, she held on to set the national record. Compounding her challenges, Weissenbach had been sidelined over the winter with stress reactions in both of her hips. Amazingly, Weissenbach’s performance was a faster time than any college female has run this year.

Iowa school extends national baseball winning streak

With a convincing 8-3 state championship game victory over Lansing (Iowa) Kee High School on July 30, the Martensdale-St. Marys High School baseball team both won its second consecutive Iowa High School Athletic Association (IHSAA) Class 1-A state title and extended its national record winning streak to 87 games.

Martensdale-St. Marys’ streak marked the second time this year that the national record for consecutive wins had been broken.

During the 2004 and 2005 seasons, Homer (Michigan) High School won 75 consecutive games to set the standard.

On May 19 of this year, Portsmouth (New Hampshire) High School won its 76th consecutive game to eclipse Homer’s streak.

The Clippers went on to extend their winning streak to 83 games.
For the Record

For the Record


on June 18 when they won the New Hampshire Interscholastic Athletic Association Division II state tournament.

Adding yet another record angle was the fact that Kee High School coach Gene Schultz is the nation’s winningest high school baseball coach with 1,675 wins, according to the NFHS’ National High School Sports Record Book. He also has coached the Hawks to 11 state titles.

“We were well aware of Portsmouth and its great success,” Martensdale-St. Marys head coach Justin Dehmer said. “After we broke the Iowa record, we said ‘Let’s give it a shot and see if we can catch them.’

“But we never forgot about the one and only goal we had set - which was to win the state title again. Our players were thinking about winning it again about 30 minutes after we won it last year. The streak is great, but winning back-to-back titles means more to them.”

Holley sets national softball home run records

Living up to Alabama’s nickname of the “Yellowhammer State,” Shelby Holley has been doing some hammering of her own this spring. The senior softball star from Pisgah (Alabama) High School belted the ball for two national records.

First, she smacked a single-season national record of 35 home runs. Interestingly, she did it in her very last high school at-bat in Pisgah’s 16-2 victory over Geneva High School for the 2011 Alabama High School Athletic Association (AHSAA) Class 3A state championship. That game was played May 21 at Lagoon Park in Montgomery. Under the direction of coach Billy Duncan, that win gave the high-flying Eagles (43-13-1) their seventh AHSAA state title since 1999.

That home run also gave Holley 72 career homers, a second national record. She also hit six home runs as an eighth-grader on the varsity, but the National High School Sports Record Book recognizes performances for grades 9 through 12 only.

In the process, Holley easily eclipsed the previous career and single-season home run national records held by her near-namesake and fellow Pisgah alum Holly Currie. Currie hit 61 career home runs from 2000 to 2003, and 24 during her sophomore year in 2001.

During her senior year, the versatile Holley collected 54 runs, 16 doubles, 98 RBIs, 55 walks and a .617 batting average.

Holley’s long-ball exploits evidently were contagious, as her teammates collectively amassed a season-long production of 71 team home runs, also a national record. The previous mark of 59 homers was set in 2006 by St. Amant (Louisiana) High School.

<table>
<thead>
<tr>
<th>Most Saves, Season</th>
<th>Krisha Giammarco (Bethlehem Catholic, PA), 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Katie Krafft (Kirkwood, MO), 2005</td>
</tr>
<tr>
<td></td>
<td>Nora Feely (St. Louis University City, MO), 2004</td>
</tr>
<tr>
<td></td>
<td>Stephanie Mueller (Chesterfield Marquette, MO), 2003</td>
</tr>
<tr>
<td></td>
<td>Maura Breen (Downington Bishop Shanahan, PA), 2005</td>
</tr>
</tbody>
</table>


FIELD HOCKEY

Most Saves, Season

<table>
<thead>
<tr>
<th>Krisha Giammarco</th>
<th>508</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katie Krafft</td>
<td>321</td>
</tr>
<tr>
<td>Nora Feely</td>
<td>315</td>
</tr>
<tr>
<td>Stephanie Mueller</td>
<td>286</td>
</tr>
<tr>
<td>Maura Breen</td>
<td>278</td>
</tr>
</tbody>
</table>

From his small-town Texas roots, Baylor University Head Football Coach Art Briles is realizing his dreams. He grew up in the tiny town of Rule, Texas, where he was coached by his father who instilled in him a very strong work ethic. Playing quarterback and earning all-state honors there, he accepted a scholarship offer by Bill Yeoman at the University of Houston. There, he switched to wide receiver and played three seasons, including the 1977 Cotton Bowl Classic.

Briles has overcome many obstacles in his life, but none more devastating than the loss of his parents and aunt in an October 1976 car crash while they were on their way to see him play.

After finishing the 1976-77 school year, Briles left Houston and transferred to Texas Tech University to complete his bachelor's degree in 1979. He then went on to earn a master's degree in education at Abilene Christian University before entering the coaching profession.

Briles’ entire coaching career has been spent in Texas. After coaching in Sundown, Sweetwater, Hamlin and Georgetown, in 1988 Briles took over the head coaching duties at 4A Stephenville High School, a school that had not reached the playoffs in football since 1952. After a 4-5-1 first season, Briles’ teams made the playoffs in 1990 and every year thereafter.

During his tenure at Stephenville, Briles’ teams won four state championships, including back-to-back titles in 1993 and 1994, and again in 1998 and 1999. In the late 1990s, Briles successfully adapted and transformed the spread offense, and today he is one of the coaches credited with introducing the spread offense to Texas high school football. His 1998 team posted 8,664 yards of offense, breaking the 73-year-old national record of 8,588 yards originally set by Pine Bluff (Arkansas) High School in 1925.

Briles left Stephenville, Texas after the 1999 season to join Mike Leach’s staff at Texas Tech University. In 2003, Briles was hired as head football coach at the University of Houston. In his first season, Briles led the Cougars to a 7-5 record, including a triple-overtime loss to Hawaii in the Sheraton Bowl. In five years, Briles led the Cougars to four bowl games.

In this third season at Baylor last year, Briles led the Bears to their first bowl game in 15 years as they participated in the Texas Bowl. Without a doubt, Briles small-town Texas roots have served him well.

Unusual Nicknames

Seabreeze Sandcrabs

While most high schools don’t typically have their mascots naturally roaming the campus (e.g., tigers, falcons, etc.), Seabreeze High School in Daytona Beach, Florida, may have quite a few actual sandcrabs roaming its fields. With a campus a mere block from the Atlantic Ocean, Seabreeze’s mascot is fitting. The origin of the name came from a group of students who watched a sand crab dig a hole on the beach even after waves filled it with water. The students thought that its attitude and tenacity would make for a good mascot. The school opened in 1908 and counts among its alumni the Allman brothers, Duane and Gregg; former NASCAR president Bill France Jr.; and NFL kicker Sebastian Janikowski.
HIS ATHLETES GO FAR.
THEY REFUEL WITH CHOCOLATE MILK.

Cal Dietz
STRENGTH AND CONDITIONING COACH
University of Minnesota

14 GOLD Medalists
7 NCAA Championships
28 BIG 10 TITLES

Cal Dietz knows how to take athletes all the way. And after strenuous workouts, he tells them to Refuel with Chocolate Milk. Lowfat chocolate milk has the right mix of protein and carbs to refuel exhausted muscles. Plus it naturally offers high-quality protein and key electrolytes like calcium, potassium, sodium and magnesium. Most sports drinks have to add those in the lab. But chocolate milk has always had what it takes. To learn more about the science behind Nature's Recovery Drink, visit us at RefuelWithChocolateMilk.com.

© 2011 American Milk Producers, Inc. got milk? is a registered trademark of the California Milk Processor Board.
The current difficult national economy may be the driving force in many school budgets more so than federal and state policies. However, it is equally important for schools to understand and process the effect on Title IX compliance in an athletic program relative to booster club activity.

Booster clubs, alumni and in some instances corporate sponsors contribute to athletic program budgets. These groups may raise money for sport-specific teams or for the overall athletic program. As a result, a school may have a greater amount of resources for some teams or programs.

Boys programs have typically received more of these resources because they have been around longer and men earn more than women on average in this country. In many cases, the booster clubs may provide benefits or services to the boys teams that the girls teams do not receive.

Title IX does not require boys and girls budgets to match dollar for dollar; however, the bottom line is that the benefits provided must be equal. According to the interpretation of Title IX by the OCR (Office for Civil Rights), “Educational institutions cannot use an economic justification for discrimination.”

When a school accepts funding from an outside source such as fundraising, corporate sponsors, booster clubs or private contributions, the school can use the money in the manner specified by the outside source. However, the school cannot use the circumstance or condition as a reason or excuse for discrimination. If the school accepts funds from any of these outside sources and the source benefits a boys sports program, the school is obligated by law to find resources somewhere to ensure that the girls program has the same benefit.

When considering all boys and girls sports, a school is obligated to distribute all of its resources including outside funding in a non-discriminatory method. A school may accept outside funding and/or donations and, depending upon the circumstances, may be used as the donor specifies. The outside funding cannot result in disparities between the boys and girls programs. If the outside sources result in an inequity between boys and girls programs, the school must correct the inequity using its own funding, if necessary.

According to the OCR:

“The private funds that are used to support district athletic programs, although neutral in principle, are likely to be subject to the same historical patterns that Title IX was enacted to address. In the experience of the OCR, sponsors, as a whole, are more interested and willing to assist boys teams than girls teams, and male-oriented ‘booster’ activities generate more public interest than girls activities. If all benefits are not considered in examining interscholastic athletics, the purpose and effect of the Title IX requirements could be routinely undermined by the provision of unequal benefits through private financial assistance.”

“While it may appear that this policy is discouraging private ini-
tatives (which are unquestionably valuable to recipients and students), we cannot diminish the protection of Title IX by exempting benefits, treatment, services or opportunities provided to athletes through the use of private funds. Private fundraising, including student-initiated fundraising, has been, and continues to be, permissible under Title IX.

It should also be noted that this does not mean that teams must “share” proceeds from fundraising activities. It does, however, place a responsibility upon the district to ensure that benefits, services, treatment and opportunities overall, regardless of funding sources, are equivalent for male and female athletes.²

The bottom line is that the source of funds is irrelevant. The benefit provided is the measure. Booster club funds or monies designated for a particular purpose or team does not relieve the school’s obligation to provide equal benefits.

Title IX attorneys have long considered booster club money clandestine financing for major school sports programs, most of which are overwhelmingly male. According to federal law, booster club money is equivalent to regular taxpayer dollars. So, in effect, booster club money or any outside resource must be used to support each gender.

Generally speaking, athletic directors and superintendents as well as school boards have a difficult time understanding the concept of booster clubs and their effect on Title IX. It is often difficult for them to understand why a particular booster club that works hard to raise funds for a particular sport can cause a Title IX disparity.

While the OCR acknowledges that this policy may be seen as discouraging private initiatives that are arguably valuable to students, the protection of Title IX cannot be diminished by exempting benefits, treatment, services or opportunities provided to student-athletes through the use of outside resources.

To reiterate, outside resources are permissible. Teams need not "share" proceeds from fundraising. However, it is the responsibility of the school to ensure that benefits including services, treatment and opportunities regardless of the sources are equivalent for male and female student-athletes.

This is a difficult conversation to hold given the difficult economic times in this country. As a result, school districts tend to avoid implementing a plan for overseeing booster clubs and monitoring their activity. Many school districts will maintain that booster clubs are not their responsibility and that they are groups that function on their own. Simply operating under the “that’s the way we have always done things” mentality is not an acceptable practice.

It is important for school boards, superintendents and athletic directors to keep fairness in mind while juggling limited budgets, a greater emphasis on academics, and the realization that one unhappy parent can be the catalyst in triggering a federal investigation. The key in monitoring a school’s Title IX compliance process is to support the athletic endeavors of girls, while not limiting the progress of boys. It is a delicate process that will require good governance and making difficult decisions in economically challenging times while following the law.

Footnotes
1 See Jurupa Unified School Dist., OCR File No. 09-01-1222 (Feb. 7, 1995).
2 Id.

Peg Pennepacker, CAA, is director of athletics at State College Area High School, State College, Pennsylvania, and has been in public education for 30 years and a high school athletic director for 20 years. She is an advocate for Title IX at the high school level and serves as a Title IX consultant for the Pennsylvania State Athletic Directors Association. She can be contacted through e-mail at: ppaackf9@yahoo.com.
The answer to the question in the headline is a resounding “Yes.” In recent years, more Title IX court cases have centered on outside funding being used to support interscholastic and sport-specific teams. From team uniforms to upkeep of grounds, booster clubs and outside sources of funds play a pivotal role in creating disparities within interscholastic programs once the funds are used to meet individual team needs.

The Office for Civil Rights’ (OCR) position on booster clubs, donations and outside source of funding has not been challenged. The OCR has stated that “attributing inequities from booster-raised funds does not absolve schools from providing equitable treatment to student-athletes — regardless of gender.”

Paraphrased, OCR has said that the private funds used to support or activate athletics programs, though they come from non-school budgets, can cause unequal benefits under Title IX law. School administration must be involved on every level of how funds are used to conduct their athletic programs.

Recently, a parent called because he wanted to purchase warm-up suits for his son’s high school soccer program. He said that the school informed him that he could make a monetary donation to the school’s general booster fund and his dollars would be distributed per the policies adopted by the school in conjunction with the booster club committee. He was informed that his dollars had no guarantee of being used specifically for the boys soccer team. He said he thought that was the dumbest thing he had ever heard. He couldn’t believe that he could not commit thousands of dollars and dictate where he wanted his money to go. His last comment before abruptly ending the conversation was, “You people need to use common sense.”

Common sense and abiding by Federal law can present some challenges. Now more than ever, school funding and athletic budget cuts are a reality. Athletic administrators are cutting coaching staffs, reducing games, eliminating or combining lower-level teams, mandating payment for transportation, and implementing “pay-to-play” fee structures. Booster clubs and outside sources of funds have changed from being complimentary gifts to enhance the athletic team budget, to being the primary source for meeting the team’s operational needs.

From the perspective of a parent, fund raiser or donor, it looks pretty simple: “The team has needs. I or we have the means or connections to make that happen, so what is the problem?”

Accepting funds and creating equitable opportunities for all student-participants should never be a problem. Equity experts advise you to take every dollar offered to your school or athletic programs with the understanding that if you don’t manage the distribution of those funds, then you become liable for the use of those funds that cause red flags with across-the-board participation.

More and more Title IX cases have been argued in court over the use of donated dollars to operate predominantly male programs. In Colorado, we had a case in which one of our professional sports teams donated a baseball field — with all the bells and whistles — to one of our local high schools. The only request was that the field be named for one of the school’s outstanding players. So, obviously, the school accepted the donation.

The parents of the softball players, however, felt that their daughters were being asked to play on fields and at a site that did not come close to the facility in which the boys baseball team played. They communicated their concerns to the athletic administration and were told that the current budget didn’t include scheduled upgrades to the softball field. The parents filed a complaint with OCR.

The school argued that the donation from the professional team was an honor and boost to the school and community so it accepted — not realizing it would have an obligation to improve facilities or commit to comparable upgrades for the under-represented gender. The school claimed and provided documentation that the district had no funds to meet the softball needs in the fiscal year.
The school lost its complaint and was told that the girls softball team was entitled to equitable standards, and that it had a certain timeline (not at the fiscal year's budgeting meeting) to find the funds and make improvements. Lack of education or funding doesn’t bode well in OCR court cases.

This issue is about administrative control and education of all parties involved or who want to become involved with the school’s athletic programs. It is also about developing written policies and procedures to ensure that benefits to gender equity are maintained whenever the district or individual schools make budgetary decisions on the distribution of funds from outside sources.

Educating all district activity/athletic administrators, principals and coaches regarding the acceptance of outside assistance in relation to their district or school contract or budget is a must, as well as having written copies of the policies distributed to booster club presidents and members, team sponsors and potential donors. Also, district and school policies should be posted on the Web site, and, finally, everyone should be reminded that this is not just about Title IX, but about sending the message that all sports and all athletes matter.

The Colorado High School Activities Association Legislative Council passed Bylaw 1640.12 in 2009 that stated “any benefits provided by the outside organizations, which could include monetary contributions, facility improvements, equipment, transportation, awards, additional team support, etc. are subject to State/Federal Regulations.” It continues with “All booster club and similar donations to sport-specific teams or general athletic/activity funds by outside organizations must be approved by school and/or district administration.”

This bylaw has empowered our athletic administrators to break from booster club or donor traditions, such as The Helmut Boosters or The Home Run Club, to re-organize and set policies that benefit all their school programs. It also holds them accountable to monitoring outside funds, equipment, assistance, etc., that impact their programs.

When the question comes, “Why can’t I support my son’s football team?” you can explain the Federal law, recent court losses and OCR statements on school accountability or you can explain about the mission of athletics within your school and district and end with, “It’s the right thing to do for all student participants in our programs.”

Rhonda Blanford-Green is associate commissioner of the Colorado High School Activities Association. She is a former track and field athlete at Aurora (Colorado) Central High School and the University of Nebraska and is one of this country’s Title IX experts at the high school level.
2011 Brings Explosion of Title IX Complaints in Scholastic Athletics

BY LEE GREEN

The Complaints

Since the late fall of 2010, 210 school districts encompassing more than 525 high schools have been named in Title IX complaints filed with the U.S. Department of Education’s Office for Civil Rights (OCR) claiming that the targeted districts and schools are failing to provide girls with sports participation opportunities equivalent to those provided to boys.

In November of 2010, the National Women’s Law Center (NWLC) filed Title IX complaints with the OCR against 12 school districts across the country composed of more than 200 high schools. During the first three months of 2011, complaints were filed against 60 districts in Washington state consisting of more than 125 high schools, filings for which the OCR declined to identify the complainants. In April of 2011, complaints were filed against 60 districts in Oregon composed of more than 100 high schools, also by unidentified complainants. And in June of 2011, complaints were filed against 78 districts in Idaho encompassing more than 100 high schools, likewise through filings by unidentified complainants.

The NWLC Complaints

Based on data collected by the Department of Education in 2006, the National Women’s Law Center chose one school district against which to file a Title IX complaint in each of the OCR’s 12 enforcement regions across the country. The NWLC’s targeted districts are: Chicago Public Schools (IL), Clark County School District (NV), Columbus City Schools (OH), Deer Valley Unified School District (AZ), Henry County Schools (GA), Houston Independent School District (TX), Irvine Unified School District (CA), New York City Dept. of Education (NY), Oldham County Schools (KY), Sioux Falls School District (SD), Wake County Public School System (NC) and Worcester Public Schools (MA).

According to the complaints, the full-text of which may be found at www.nwlc.org/rallybriefing, the schools in the named districts fail to comply with Title IX’s three-prong test which provides three alternative methods by which an institution may demonstrate that it provides sports participation opportunities for girls equivalent to those provided to boys.

The first prong, substance proportionality, requires that the ratio of female athletic participation be close (generally within five percent) to the ratio of female enrollment at the school. All of the schools included in the NWLC target districts allegedly have double-digit participation gaps and fail to satisfy prong one.

The second prong, history and continuing practice of program expansion, requires that a school demonstrate a recent history and ongoing pattern of expanding participation opportunities for girls, a criterion with which the NWLC named districts are allegedly failing to comply because each purportedly exhibits a trend towards declining opportunities for girls.

The third prong, full and effective accommodation, requires that a school demonstrate that it has “maxed out” its sports offerings for girls and that there is no unmet interest among the girls enrolled at the school, a criterion with which the NWLC named districts are allegedly failing to comply because each purportedly offers fewer sports for girls than are sanctioned by the activities association governing high school sports in its home state.

The Oregon Complaints

The OCR collects data on education and civil rights issues through its Civil Rights Data Collection (CRDC) system, the purpose
of which is to provide information relevant to evaluating whether the nation’s public schools are fulfilling their obligations under federal laws such as Title IX. The Oregon complaints, the full-text of which may be found on the OCR’s Web site at www2.ed.gov/about/offices/list/ocr, are based on CRDC data from 2004 and 2006 for the 100-plus target high schools, each of which allegedly has a double-digit sports participation gap and purportedly fails to satisfy any of the alternative compliance criteria provided by Title IX’s three-prong test.

Representative of the filings in Oregon is the complaint against South Eugene High School in the Eugene School District 4J. With regard to Title IX’s prong-one substantial proportionality test, the complaint states that “the 2006 participation gap of South Eugene High School is 28.7 percentage points” and that “there are further indications of erroneous or fictitious CRDC numbers that inflate girls participation numbers that have also been padded with cheerleading and dance activity numbers” (the OCR does not, to-date, permit participants in cheerleading, dance or poms to be counted as athletes for purposes of evaluating substantial proportionality).

With regard to prong-two’s history and continuing practice measure, the complaint states that because of the increase in the participation gap between 2004 and 2006 (from 24.1% to 28.7%), “the District’s 2006 CRDC data also show increasing female participation gaps at South Eugene High School, which is the opposite of a history and continuing practice of program expansion.”

And with regard to prong-three’s full and effective accommodation test, the complaint alleges that “information on the OSAA state-sanctioned interscholastic sports not currently being offered to girls at South Eugene High School indicates that the district is unlikely to be able to demonstrate that it is fully and effectively accommodating girls’ interests and abilities. OSAA athletic participation records support a conclusion that there is a reasonable expectation of competition in several girls’ sports that are not currently offered by the district.”

The Washington Complaints

The OCR’s investigation of the Title IX complaints filed in Washington state has taken a different course. Washington state law requires each high school to annually conduct a Title IX self-audit and submit the data to the Washington State Office of the Superintendent of Public Instruction (WA OSPI) for review and implementation of corrective measures.

In early May of 2011, the OCR decided that it would close its investigations against the individual districts and schools in Washington state and instead conduct a consolidated Title IX investigation of the WA OSPI. In the press release announcing the move, the OCR stated “… it will investigate how WA OSPI ensures the accuracy of the reports … and it will further examine how WA OSPI addresses reports indicating that districts are not in compliance with Title IX.”

The OCR’s strategy in consolidating 125-plus complaints into a single investigation is one of efficiency – to attempt to ensure that state agencies such as the WA OSPI, with the power and resources to continually monitor Title IX compliance by schools at the local level, will in so doing improve the sports participation opportunities available to girls in the state.

The Idaho Complaints

Like the Oregon complaints, the allegations in Idaho are based on CRDC data from 2004 and 2006 indicating that the named schools fail to satisfy the three-prong test because all have double-digit sports participation gaps that have increased over time and all fail to offer sports sanctioned by the state athletic association in which there is an interest among the female enrollment at the schools. And similar to the Oregon complaints, many of the Idaho complaints include allegations that schools are attempting to inflate their participation numbers by counting cheerleading and dance participants in violation of OCR policy. The full-text of the complaints – 600 pages total – is available at http://kbcibim.s3.amazonaws.com/Idaho_TitleIX_Complaints.pdf.

Lessons To Be Learned

Historically, most Title IX complaints were filed by student-athletes, parents or coaches based on sports disparities between girls and boys related to what the OCR designates as “the other athletic benefits and opportunities that accompany sports participation” – a category that includes items such as equipment, uniforms, facilities, locker rooms, quality of coaching, travel, scheduling of practices and contests, and other program resources.

Typically, the analysis of three-prong test issues and sports participation ratios would be conducted by the OCR during an investigation, but numerical participation gaps were not the factor that initially created a perception of inequity by student-athletes, parents or coaches and led to the filing of a Title IX complaint.

Recently, however, a trend has emerged in which advocacy groups are filing mass complaints against large numbers of districts and schools based solely on numerical participation analysis and, therefore, it is imperative that school administrators have a thorough understanding of the three-prong test, annually conduct self-audits of their schools to monitor all three-prong test issues, and take any corrective measures necessary to add meaningful and legally acceptable sports participation opportunities for girls. Only through the use of such proactive strategies can a school minimize the risk of being included in a mass filing of Title IX complaints by an advocacy group.

Lee Green is an attorney and a professor at Baker University in Baldwin City, Kansas, where he teaches courses in sports law, business law and constitutional law. He is a member of the High School Today Publications Committee. He may be contacted at Lee.Green@BakerU.Edu.
More fans attend high school basketball and football events than the same sports at the college and professional levels combined, according to a survey conducted by the National Federation of State High School Associations (NFHS).

During the 2009-10 school year, approximately 336 million fans attended high school regular-season and playoff games in football and girls and boys basketball – more than 2½ times the 133 million spectators who attended events in those sports at the college and professional levels.

In addition, attendance at events in the top 16 high school sports from a participation standpoint was approximately 510 million during the 2009-10 school year, including 468 million during regular-season events and 42 million for state association playoff contests.

The NFHS surveyed high school athletic directors at small (up to 1,000 enrollment), medium (1,000 to 2,200) and large (more than 2,220) high schools and multiplied the average regular-season attendance (based on the schools that responded) in each sport by the number of schools in each enrollment category that sponsor the sport. A similar method was used to determine overall attendance at postseason events conducted by NFHS member state associations.

In addition to basketball and football, others sports included in the survey were baseball, cross country, field hockey, golf, ice hockey, lacrosse, soccer, softball, swimming and diving, tennis, track and field, volleyball, water polo and wrestling. Where applicable, attendance for both boys and girls contests was included.

When combining attendance at regular-season girls and boys contests, basketball led the way with about 170 million fans, followed closely by football with 166 million. Soccer ranked third at 24 million, followed by baseball (20 million), volleyball (17 million), softball (15.8 million), wrestling (10 million), track and field (6.6 million), ice hockey (6 million), swimming and diving (4.8 million), lacrosse (4.5 million), cross country (3 million), water polo (1.8 million), tennis (1.8 million), golf (1.3 million) and field hockey (800,000).

While there are about 40 sports listed in the NFHS High School Athletics Participation Survey, the remaining sports not included in the attendance survey have minimal participation numbers nationally and would collectively add fewer than a million spectators annually. This is the first attempt (through the means of a survey) by the NFHS, the national leadership organization for high school athletic and performing arts activities, to determine national attendance figures at the high school level.

“This first-of-its-kind survey of attendance figures at the high school level is certainly a great sign that high school sports continue to be a big part of communities throughout our nation,” said Bob Gardner, NFHS executive director. “A ticket to a high school sporting event remains one of the best values for the entertainment dollar.”
Athletic directors who participated in the survey indicated that they are constantly implementing new strategies to increase attendance, maintaining a heavy emphasis on ticket affordability for fans.

“While ticket prices for professional and collegiate athletics continue to increase significantly, the ticket prices for high school athletics remain affordable,” said Lane Green, athletic director for the Olathe (Kansas) School District. “Fans can watch a well-played, competitive contest without feeling like they need to take out a second mortgage on their houses to attend the game.”

Other athletic directors believe that in addition to keeping the seats cheap, striving to give fans incentives to attend events through various in-game promotions is equally as important.

“At our school, our girls basketball coach offered free admission to any student who contributed one non-perishable food item to a food drive,” said Gary Stevens, athletic director at Saco (Maine) Thornton Academy. “Our student body also frequently participates in what they call a ‘white-out,’ a promotion where all students are encouraged to wear a white shirt to the game. Promotions like these create a sense of community and help reinforce school spirit.”

Johnny Evers, athletic director at Newburgh (Indiana) Castle High School, supports the idea of using promotions to boost attendance, and believes that making high school athletic events “fan-friendly” should always be a priority of any athletic program.

“We have watched the professional leagues and colleges market their product for years with the promotions they do outside and inside the games,” Evers said. “All too often, high school athletic administrators do not feel the need to compete with such initiatives. Every time we make a game a special event, it is a powerful drawing card. Many high school athletic directors now understand the need to reach out to the fans and make sure a high school event is a ‘cool’ destination again.”

Not unlike the pattern at higher levels, a team’s success certainly plays a role in attendance figures. For example, if a football team competes well into the state tournament, attendance numbers are likely to increase the following season. However, Dewitt Central Clinton (Iowa) Athletic Director Brent Cook believes that in order for any school to lay the foundation for a successful athletic program, getting the youth of the community involved is imperative.

“At some of our football games we invite our youth teams to scrimmage during halftime, as well as our youth dance teams and baton groups,” Cook said. “This helps boost our gate receipts, but mostly we are interested in bringing our young players and families into our facilities and letting them watch our high school teams.”

Overall, high school athletic directors agree that maintaining high attendance numbers is simply a part of the goal of educational-based athletics, which is to give kids opportunities to grow and learn valuable life lessons during their time as student-athletes. According to Jay Hammes, athletic director at William Horlick High School in Racine, Wisconsin, those who regularly attend high school events help to establish this initiative.

“With the lack of parent and community support in some schools, we all need to support and focus on student engagement and the importance of keeping our youth involved with education-based activities,” Hammes said. “This should be a concern of everyone involved in interscholastic sports because by working with professional educators, it ensures that we are keeping these kids off the streets and off the couch.”

With current budget issues forcing schools to cut back on athletics, programs will face some challenges to keep attendance numbers at current levels. Despite this looming issue, Air Academy (Colorado) High School Athletic Director Diane Shuck believes that schools’ efforts regarding positive sporting behavior will always reflect high attendance numbers.

“I will always commit the funds to help get our student body excited about supporting our athletes,” Shuck said. “Since there are so many other things kids have as options today, it’s important to support our athletes and activities. I hope that schools will continue to give kids a positive outlet, and what better place than at an athletic event that supports their peers.”

Eamonn Reynolds was the summer intern in the NFHS Publications/Communications Department and is a senior at Ohio University majoring in journalism and public relations.
In sports, the term “courageous” is used to describe players who strive to overcome the inevitable physical and emotional obstacles that confront them during their athletic careers. Athletes are heralded as heroic when they achieve an exceptional feat in the face of adversity, their efforts driven solely by a refusal to concede. They are the iron men and women of sports who believe that a setback is simply a setup for a comeback.

In the case of Jacob Raleigh, a tennis player at Whitesburg (Kentucky) Letcher County Central High School, not only did he persevere through adversity, he conquered it head-on.

After losing in the first round of the Kentucky High School Athletic Association State Tennis Championships as a sophomore in 2009, Raleigh made a personal vow to return to the state tournament before his high school career concluded.

“My sophomore year was when I really started to get competitive,” Raleigh said. “My doubles partner and I made it to the state tournament and got beat, but I made the vow to get back there if it meant I had to play singles or doubles to do it.”

What Raleigh didn’t know was that he would have to do it all with one arm.

After being diagnosed with cancer in the summer of 2010, Raleigh’s left arm was amputated later that year in October. Raleigh said that it all started after a bump on his left wrist began throbbing during practice one day in March, which forced him to go see a doctor with his parents in Bristol, Virginia. Sure enough, a tumor was removed from his arm and the samples were sent to three clinics across the country for testing. Shortly after, doctors at the Mayo Clinic in Rochester, Minnesota delivered the news that Raleigh and his family were dreading.

It was cancer.
“When I first heard it was cancer, I was absolutely scared to death,” Raleigh said. “It was the scariest thing I’ve ever been through.”

A visit to the Mayo Clinic left Raleigh and his family with three decisions: amputate the arm, undergo radiation therapy or perform reconstructive surgery that would replace the lost tissue in his arm with tendons from both of his legs. The family went with option three, which proved to only be a temporary solution to the problem. A continuing pain in his left wrist prompted Raleigh back to the doctor in Bristol in September, where again, samples were sent out for testing. On the Mayo Clinic’s final biopsy, it was determined that the cancer had returned.

“When the surgery, I was doing well and my arm felt fine,” Raleigh said. “When it started to swell up again, it just hurt so badly. I went back to get it tested and the doctors told me the only thing left to do was to amputate it.”

A once-left-handed power hitter on the court, Raleigh was now faced with the challenge of living everyday life without his dominant arm. However, he said that he has yet to find anything he cannot do that he was able to do before.

“I really don’t know how I got through it, but it must be by the grace of God that I did,” Raleigh said. “The time after my initial surgery, I had my left arm in a cast for months, so that really helped me get adjusted to using my right arm.”

However, in January – just three months after the removal of his arm – Raleigh attempted to do something that even he himself did not think would ever be possible.

He was going to get back on the tennis court.

“I absolutely love tennis, and before all of this happened I was on the court three-fourths of the year,” Raleigh said. “My dad, who was my coach, said he couldn’t stand to let me sit on the sidelines, and I knew that I couldn’t let my teammates down like that. So I decided to get back on the court.”

Raleigh said it only took him about a month to feel comfortable playing with his right arm and stressed that it was the mental part of the game that proved to be the most difficult.

“At first, I just thought too much about it,” Raleigh said. “I’m nowhere near where I was before, but my game has shifted to more of a placement game than a power game.”

In his first action back on the court as a senior, Raleigh won his first match and proceeded to win six of his eight regular-season singles matches. Later in the season, Raleigh and his doubles partner went on to win two matches at the regional stage, qualifying them for a berth in the state tournament.

He fulfilled his vow.

“It felt amazing,” Raleigh said. “After everything that happened to me, I never thought that I would make it back. It was one of the best feelings I’ve ever had.”

Despite losing that first-round state tournament match, Raleigh said that it was the never-ending support of his family, friends and teammates that guided him toward his goal, thanking them for “not taking it easy” on him and pushing him to pursue his passion.

“It is not the cancer people need to focus on, it’s his story,” father Rick Raleigh said. “He is an exceptional young man, and what he has done is so special. Simply put, he is my hero.”

Raleigh was offered a tennis scholarship from the University of Pikeville (Kentucky), but has instead decided to attend a local college. He hopes that when people hear about his story, especially other student-athletes whose careers have been affected by injury or misfortune, that they take it as an inspiration.

“Don’t give up. You just can’t give up,” Raleigh said. “If you truly love something, don’t ever give it up.”

Eamonn Reynolds was the summer intern in the NFHS Publications/Communications Department and is a senior at Ohio University majoring in journalism and public relations.
HTM Mission:
Home Team Marketing is dedicated to the financial support of high schools and their athletic programs. Our mission is to maintain the reputation of being the best high school funding mechanism in the United States with the highest respect for the high school sports experience.

JOIN OUR NETWORK OF HIGH SCHOOLS, 5,000+ STRONG!

Contact Information:
Patrick Spear
Vice President
866-810-2111
pspear@hometeammarketing.com
WAS YOUR HIGH SCHOOL IN THE GAME LAST YEAR?

GAME STATS

- NFHS Licensing Program YEAR ONE
- 6,300+ high schools shared over $820,000
- National and regional retail distribution

SIGN UP TODAY AT www.nfhslicensing.com

Get in the Game!
For many of the nation’s school musicians, their school’s music ensemble experience – whether it encompasses concert band, jazz, vocal, marching or otherwise – is their only performance opportunity. How often and how complete those opportunities are varies by school, district, region and state, but all provide the student-musician with a conclusion to their efforts in ensemble rehearsal.

And for most students, that exposure and concert setting is a fully satisfying experience. However, a student’s individual or small ensemble efforts are normally not included in any aspect of a school’s music program and, therefore, do not have many, if any, opportunities for a performance experience.

In Clinton County, New York, the county’s music educators have, for many decades, provided students a performance opportunity for their solo and small ensemble efforts. Based on recommendations from adjudicators from the local New York State School Music Association (NYSSMA) Solo & Ensemble Festival and teacher applications, the chosen performers fill out a concert held in late May, which is attended by parents, teachers, students and community members and hosted by a local school. The performance is scheduled for a Sunday afternoon and is free to the public.

The goals of the recital are threefold: 1) to recognize and reward exceptional solo and small ensemble performances by Clinton County students in each year’s NYSSMA Evaluation Festival; 2) to reinforce and/or teach solo or chamber ensemble performance skills within the confines of the school music program; and 3) to encourage public awareness of the excellence in music education and student performance being taught in Clinton County’s schools. A volunteer music educator serves as chair of the event and provides the leadership and direction needed to provide this experience for the students, following the guidelines as set by the county organization.

Those guidelines provide direction for the organizer as to when the concert should be scheduled (no more than three weeks after the Evaluation Festival) and that the concert should not exceed one hour and 15 minutes. These requirements allow the students to feel prepared for the performance without significant additional practice and the event can feature 10 performers. Each student performance is limited to six minutes and students with multi-
movement solos will be asked to perform only one movement. This gives everyone an equal opportunity to shine and share in the spotlight.

To help the students in their preparation, a dress rehearsal experience is offered to all participants in the performance space either the day of or a few days prior to the recital. To help mark the occasion and further honor the student, each student receives a certificate of participation at the conclusion of the recital.

If the student piece is written for piano accompaniment, a quality piano is provided and an accompanist is required (most often the piece was accompanied at the Solo & Ensemble Festival and thus this is not a concern). All the equipment required for any small ensemble selected to perform is provided by the host school, organized through the event chair, and that can include any needed percussion equipment as well as stands and chairs.

The students selected are first recommended by their adjudicator and then complete an application that requires their school music teacher support and signature. The grade level of the initial Solo & Ensemble Festival is not the only aspect considered as part of the selection process, as there are some high-quality performances of all music grade levels occurring at the Solo & Ensemble Festival.

Beside the grade of the piece, there are three other criteria used for selection for the recital: balance of the program, school representation and the student’s grade level in school. The chair of the event recruits a small committee of music educators to read and evaluate each application and together these individuals determine the participants and program order for the event.

As with any event, the Honor’s Recital requires some additional effort made by the music educators in the county, but the benefits to their students, their colleagues’ students, their music programs, and especially the awareness of music education in the county. And while the recital’s audience will mostly be family members of the participants, the opportunity to encourage each student’s principal, superintendent and school board to attend can reap untold benefits for each school’s music program.

Steffen Parker, a ninth-generation Vermonter, has been an instrumental music educator for 31 years, with degrees in performance, education and conducting. Parker organizes several music events in his state and region, and is in his 17th year as the Vermont All State Music Festival Director. He started a computer company, Music Festival Software Solutions, to help other states move their data processing online and provides that type of service to several groups, including the Vermont Principals’ Association and the Vermont Superintendents’ Association. Parker is a member of the High School Today Publications Committee.
Association Provides Quality Benefits for Speech Directors/Coaches

BY EAMONN REYNOLDS

For high school speech, debate and theatre directors and coaches looking to expand and develop their programs, becoming a member of the National Federation of State High School Associations Speech, Debate and Theatre Association (NFHS SDTA) is the first step toward achieving that success.

Composed of a membership of 51 member associations involving more than 19,000 high schools, the NFHS provides a wide range of activities for nearly 12 million high school students, including speech, debate and theatre.

The NFHS SDTA strives to coordinate speech, debate and theatre programs at the state and national levels, creating a network of educators who prepare students for contests and festivals, as well as provide opportunities for sustained professional development. By establishing a reliable communication network of professionals involved in speech, debate and theatre, the NFHS SDTA works to share information, ideas, coaching techniques and contest management skills among prospective coaches and current high school and college directors.

Membership in the NFHS SDTA is $20 per year, and one annual payment provides member benefits for the entire year. (The form is located on the next page.) Atop the list of valuable membership benefits is excess liability insurance coverage for member speech, debate and theatre educators when they are performing that part of their duties that is extracurricular. This includes situations that could occur during travel and participation in speech tournaments and other school-sponsored speech, debate and theatre activities.

In addition to the valuable insurance benefit, NFHS SDTA members also receive unlimited online member-only access to 30 NFHS speech, debate and theatre booklets. These booklets are written by a number of distinguished authors and provide functional and practical information for both novice and experienced coaches and directors. The focus of many of the booklets is debate; however, a number of the publications are directed toward individual speech events and One-Act Play. Directors and coaches will find these booklets easy to access and print, which will make them very useful in the classroom.

Members also receive access to The Forensic Educator, an online publication designed for directors and coaches of speech and debate to share their insights related to competitive forensics, in addition to a monthly subscription to High School Today, the NFHS’s magazine for all education-based athletic and performing arts activities. The extensive list of benefits also includes professional development opportunities through NFHS regional workshops for coaches and discount privileges on car rentals.

Membership in the NFHS Speech, Debate and Theatre Association is a must for all speech, debate and theatre coaches and directors. For a yearly membership fee of $20, it is the best bargain around.

Eamonn Reynolds was the summer intern in the NFHS Publications/Communications Department and a senior at Ohio University majoring in journalism and public relations.
Five potential topics for the 2012-13 national high school debate topic were chosen August 5-7 at the NFHS Debate Topic Selection Meeting in Denver, Colorado.

The 2012-13 debate topic will be selected from among civil rights, transportation infrastructure, immigration, Medicare/Social Security reform and higher education.

Forty-one delegates from 23 states, the National Catholic Forensic League, the National Debate Coaches Association and the National Forensic League attended this year’s meeting.

Balloting for the 2012-13 debate topic will take place in a twofold process. During September and October, coaches and students will have the opportunity to discuss the five selected problem areas. The first ballot will narrow the topics to two, and a second ballot will determine the final topic.

Each state, the NFL, NCFL and the NDCA will conduct voting in November and December to determine the favored topic area. In January, the NFHS will announce the 2012-13 national high school debate topic and resolution.
Prior to one winter season, a youth detention center located in suburban Philadelphia advertised for basketball games and, obviously, it was only interested in home contests. One local high school coach responded, recognizing the educational opportunity that this potential game offered.

Upon arriving at the youth facility and going through security, the team was met by an administrator at the center who escorted the team and coaches to the locker room. Progressing through the hallway, the administrator remarked, “This will be the most problem-free game that you’ve ever played. The inmates who will attend as spectators will be extremely well-behaved. They know that even the slightest misstep will cause them to lose this privilege.”

The administrator continued, “Other than the normal physical contact in basketball, there will be no problems with the players either. They cherish the two hours a day that they get to practice or play a game and know that they will be removed from the team if there is ever a problem. And considering what the rest of the day includes and why the players are here at the center, you have nothing to worry about.”

One should not draw the conclusion that youth correctional centers are the same as high schools, even though a few selected students may argue this point. The concept that participation in athletics is a privilege should and does also apply to secondary schools. Receiving a public education is a right, but this guarantee does not include athletics.

The courts around the country have continually supported the philosophy that athletic participation is a privilege and not an entitlement protected under federal or state law. Therefore, this vital concept also includes implications for athletes and their parents, and the school.

Since every child has a right to a public education and athletics is part of the school’s offerings, the concept of participation in athletics is often misunderstood by athletes and their parents. Being part of a team may also be taken for granted and assumed that it is guaranteed.

It is important that athletic department policies and procedures include explanations of the concept of athletics as a privilege as well as the responsibilities that have to be met. While the following is not intended to be all-inclusive, some of these standards might be included.

- Athletes are expected to be positive role models and ambassadors for the school. This would include not only at or during athletic contests, but also throughout the school day and in transit.
- All team members should treat other athletes, coaches, opponents and officials with respect. This means listening to and following directions, being receptive to instruction and playing within the spirit and rules of the contest. In addition, hazing and bullying are unacceptable behaviors.
- Class attendance, participating in classroom activities and exercises, completing assignments and making progress in the various academic courses are part of the responsibilities that must be maintained by all athletes.
- All athletes will refrain from smoking, and using illicit drugs and alcohol. In order to maintain a spot on a team, an athlete will meet all citizenship standards that are detailed and expected of all students.
- In order to meet the expectation of serving as a role model and ambassador, this responsibility also extends to social Internet sites, chat rooms and online bulletin boards. It is unacceptable for any athlete to post or communicate anything that disrupts the educational or athletic environment.

Failure to meet these standards or responsibilities could result in the athlete being suspended or removed from a team. It is vital that these expectations are communicated in as many vehicles — handbooks, newsletters and Web sites — as possible, so that there is no misunderstanding by any athlete and his or her parents.

The flip side of understanding the concept involving the privi-
lege of participation and the accompanying responsibilities, is that the athlete has to meet responsibilities in order to remain as a team member. Ideally, mom and dad should also be able to reinforce these expectations with their child and support any decision by the school.

Emotional pleas, complaints or threats by parents cannot and should not be allowed to overturn any decision by the athletic department or school based upon responsibilities that are not met by athletes. Standards must be uniformly, consistently and fairly upheld. The integrity of the athletic department and school is at stake.

In rare instances, a parent may threaten to retain legal counsel in an attempt to intimidate school administrators to ensure a spot for their son or daughter on an athletic team. It is wise to be proactive and get advice from your district legal department and, of course, follow your well-established policies.

If athletes are held to high standards, not only does the school establish and maintain an incentive for the athletes, it also demonstrates to the entire student body that responsibilities have to be met. An additional benefit of taking this approach further establishes the philosophical position that athletics is an integral part of the educational offerings within a school system.

When the concept that athletic participation is a privilege is communicated and used by an athletic department and school, it presents a great educational opportunity. Privileges are maintained when responsibilities are met, and if there is neglect with respect to compliance, there will be consequences. Doesn’t this happen in life?

The privilege of participation in athletics is not only a basic tenet of high school athletic programs, it is also a great teachable entity in and of itself.

References


Dr. David Hoch retired last year as the athletic director at Loch Raven High School in Towson, Maryland (Baltimore County). He assumed this position in 2003 after nine years as director of athletics at Eastern Technological High School in Baltimore County. He has 24 years experience coaching basketball, including 14 years on the collegiate level. Hoch, who has a doctorate in sports management from Temple University, is past president of the Maryland State Athletic Directors Association, and he formerly was president of the Maryland State Coaches Association. He has had more than 350 articles published in professional magazines and journals, as well as two textbook chapters. He is the author of a new book entitled Blueprint for Better Coaching. Hoch is a member of the NFHS High School Today Publications Committee.
Ideas That Work

Senior Athlete Recognition Programs are Worth Extra Effort

BY DR. CAROL R. CHORY, CMAA

The recognition of student success is nothing new to a high school program as awards nights and banquets for club and sport participation occur throughout the year in high schools across the country. While acknowledging outstanding performance and excellence is certainly a “must” in any high school curriculum, another form of recognition can be devoted specifically to honoring your senior athletes and highlighting their roles and leadership both on and off the field.

Senior athletes are a critical component to the legacy of any athletic program as they foster support from underclass participants and serve as mentors to younger players. While there are many variations of senior recognition programs, the program at Kempsville High School in Virginia Beach, Virginia has garnered ongoing support and accolades from coaches, faculty, parents and most of all, the student-athletes.

Three opportunities for seniors to be recognized in front of their family, faculty, coaching staff and peers can occur during a home game, at a “signing day” event or at an evening event dedicated solely to your senior athletes.

Home Game Recognition

Athletic directors can designate the last home game of the season as a senior recognition game where each senior athlete is introduced and acknowledged by a special “school” token, i.e., flower, school lapel pin, pennant, mascot key chain, etc. The event is personalized by inviting family members to participate in the presentation of the token to the honored senior. Senior players can be escorted on the field during a pregame ceremony with introductions including where they will attend college and their contributions to the team.

This memorable and ceremonious event is a formal recognition night and not intended as a jovial, joking-type introduction by a coach that sometimes occurs in traditional athletic dinner banquets where the mood and tone is different. Pictures of the evening can be given to the athlete and can serve as a lasting memory of the last home game of his/her high school career.

Senior Signing Days

This is a great way to recognize your senior athletes who receive college athletic scholarships and with some sports, such as football, the signing event can coincide with an already existing National Signing Day. Since many sports do not have a National Signing Day, it is important to make this event equitable and consistent across all sports.

The selection and acceptance of a college is the single-most important event in a high school senior athlete’s career. The acknowledgment by the athletic department of this decision by the student-athlete creates excitement throughout the school. Show your support of your senior athletes by staging a mock signing of their college acceptance in the principal’s office and take several pictures of each of these participants with the principal, coach and athletic director.

These pictures can then be given to the senior and also sent in a press release to local newspapers. The newspaper then has the option of using it in a human-interest story (especially for top athletes in the area) or as an announcement in the sports section. The feedback regarding the Kempsville High School “Signing Day” from scholarship recipients, their families and the local media has been overwhelming!

Senior Athlete Recognition Night

A culminating event at the end of the school year offers a way to recognize senior athletes and their families for all of their contributions to your athletic program. This recognition night almost becomes a graduation-type event in and of itself.

Senior Athlete Recognition Night is a more formal occasion than a team dinner. Parents and athletes are sent a personal invitation to the event and asked to RSVP. As athletes and their families arrive, they are welcomed by junior marshals and parents are escorted by these marshals to their seats. The marshals are underclass athletes selected for their leadership.

When the event begins, background music “We are the Champions” is played while coaches are introduced and senior
players enter. Guest speakers are former athletes who share a story about the impact that high school athletics had on their lives. Past speakers have included a former state champion, an Olympic athlete, a professional athlete and an athlete inducted into the state sports hall of fame. Awards presented to students include: an “Outstanding Athlete Award” (male and female – voted by the coaches), a “Highest GPA Athlete Award” (male and female) and the “Circle of Champions Award” (given to the varsity team with the highest GPA during their sports season).

There is also a “Three-sport Athlete Award” and an “Academic Award” given to athletes graduating with at least a 3.3 GPA. These awards help recognize the senior athletes who go above and beyond on the field or in the classroom. It is important to recognize every athlete during this event so a participation medal is given to all athletes in attendance.

This event also has become a way to acknowledge coaches for all of their work during the year in support of the seniors. Coaches are recognized with various awards, including the “Rookie Award” given to all first-year coaches with the date of their first win, and an “Appreciation Award” given to any coach who is leaving the program.

At the conclusion of the awards program, the coaches are asked to line up and shake the hand of every senior as he or she proceeds to the bleachers for the final group picture. Coaches and honored guests are placed around the group of senior athletes before the picture is taken by a professional photographer.

The evening concludes with a reception hosted by the athletic booster club. Parents, coaches and seniors often take additional pictures to help create fond memories of their high school athletic experience. One rewarding accomplishment of this program has been to see all the senior athletes go from this event to the spring sports awards night that follows, proudly wearing the medals they have earned as seniors.

Following the event, a letter is written by the athletic director to the senior athletes acknowledging their efforts throughout the year. This letter and a copy of the Senior Recognition Night picture are given to each senior athlete at the graduation ceremony in his/her diploma envelope. This event has quickly become a new tradition for the athletic program and has overwhelming support from parents and the athletic booster club that finances this event.

Senior athletes are the foundation of your school’s athletic program and their involvement as team leaders and role models are important to the future of a successful program. These types of events help keep athletes engaged in your school and not distracted by the many other activities outside your school. It lets senior athletes and parents know how much you appreciate them being a part of your program.

Senior recognition programs such as these are well worth the extra effort. A little bit of extra effort can go a long way to get parents to help support your athletic program as a booster club officer, fund-raising chairman or team representative, and all the many jobs that help make an athletic program successful.

Dr. Carol Chory, CMAA, retired last year after 31 years as student activities coordinator at Kempsville High School in Virginia Beach, Virginia.
Along with our ever-changing use of technology comes an improvement in how we are able to effectively and efficiently meet the challenges of our work and an increase in the amount of documentation that we need to access each day. Add to this the mobile nature of our lives and the multiple types of electronic devices that we use to perform our duties, and the need for synchronization in our document and data storage – as well as easy access – becomes even more critical. This can be accomplished either by using a single device for all of our document creation, viewing, printing and sharing, or by storing all of our data on a single, portable type of media that we then need to constantly update as well as physically tote along. Now there’s a third possibility.

Internet-based data storage sites have been around for many years and with Windows’ Cloud and Apple’s iCloud, both major operating system providers now have a solution for their users who need to manage data from different devices in different locations.

But to take advantage of those corporate solutions (and with Apple’s not even available yet), you need to have all of your computers, tablets, smartphones and laptops running the same operating system – and its latest and greatest version. Both of these offerings are designed to primarily include music and video (the real selling point) and only share documents as an additional aspect. Also, sharing your data across platforms (Windows at work, but Macs at home, for example) is difficult, if not impossible.

Those missing features can be obtained through one of the online data-sharing programs, and one of the easiest to use is DropBox, a free (up to 2 GB) application that works on several platforms, regardless of which version of the operating systems is involved. If the initial offer of space becomes too small, additional space can be purchased for a reasonable monthly fee.

DropBox offers automatic synchronization of your files from device to device and has several methods for the user to share those files with others. And with a bit of creative file management, it can also serve as an off-site data storage for your most valuable documents.

The basic premise of DropBox is a folder on each device that is synchronized with its matching folders on your other devices every time you connect to the Internet. Downloading the software from the DropBox Web site (www.dropbox.com) installs that folder on your computer and gives you the opportunity to create a secure account for yourself.

When you download the DropBox software to your second (and third . . .) device, you log-in to your account and the folders are connected and synched. Each time you change, add or delete a file or folder within any of your DropBox folders, those alterations are made in all others when you connect those devices to the Internet. So the document you created on your computer and saved in that device’s DropBox is available on your iPhone at the meeting that evening. And if you change the document during the meeting on your iPhone, those changes are made to the document on your computer the next morning when you start your day. Any type of document, whether it is Word, Excel, music, photo or others, will work with DropBox.

Additionally, DropBox has several features that provide the op-
opportunity to use your data in other significant ways. Each Dropbox folder has a Public Folder where you can place documents and then share them (via a link) with others. Individuals with those links are the only ones who can access those files and can only download them to their computer (they cannot change them in your folder nor upload their version).

This feature is handy when you have documents that you wish a group to have, but do not want to send an attachment (often blocked by some e-mail servers) and do not have a site to place them for download. If you update that file in your Public Folder, subsequent downloads by those who have the link will include those changes. As a result, you do not need to send them a new link each time you make changes.

DropBox has the Shared Folder feature to enable a group of people to work on the same file and to share their changes. One person creates a shared folder and then invites another person in the group to join. Each group member will then have that shared folder (named by the creator) in his or her Dropbox and can view or update any document. As a result, collaborative work is made easy as each person can see what others have done and share their own changes using any type of document.

If you need your data when you do not have your own electronic devices, you can access all of your documents through a secure Web site and download them for use on another computer. You can also upload new or updated documents to your folders through the same site. While not as convenient as your regular Dropbox access, being able to do so from any Internet-connected device is valuable.

There are several other sites (www.Box.net, www.livedrive.com, www.egnyte.com) that provide similar or comparable services, so it would be wise to spend a bit of time reviewing the pluses and minuses of each before committing to one. But given our ready access to the Internet that continues to expand and our need to have our personal information available at all times through the latest technology, it seems a wise plan to take advantage of what is widely offered for little or no cost and make that work to your advantage.

Steffen Parker has worked with computers since the mid-1970s and has been a Macintosh user since its introduction in 1984. Owner-operator of Music Festival Software Solutions, he develops online registration and information Web sites for music festivals, state organizations and professional societies. Serving as an IT support person for the Vermont Principals’ Association and the Data Coach for Addison Rutland Supervisory Union, Parker supports computer use for adults working in education, administration, finance and publications, including the NFHS High School Today Publications Committee serving as the performing arts representative.

Together We Make Our Mark
On Sports Safety and Fairness.

THE NFHS AUTHENTICATING MARK program improves the high school sports experience. The National Federation of State High School Associations works with these companies as they commit to the highest quality and consistency for all balls and pucks used in competition, and as they support services and research that benefit the entire high school community. Take Part. Get Set For Life.™
n many communities across the country, high school athletics stands for something much larger than just sports. It is a symbol, a point of unity where members of these communities connect through a cherished, collective passion for the teams they love and follow each year. And often, a team’s accomplishments on and off the playing field can shine as a ray of hope for those towns in need of an even bigger inspiration.

For three high schools, though, the relationship between athletics and community has never had to be stronger.

The string of deadly tornadoes that ravaged parts of the Midwest and southeast United States throughout April and May left the people of many small towns feeling abandoned and uncertain about any chance of recovery. But in any tragedy, destruction must lead to creation, and that is exactly what three high schools in Missouri, Alabama and Georgia are working tirelessly to achieve. It is a story of rebuilding, one that is written by people who possess an everlasting devotion to their communities, and those involved in high school athletics are among the groups leading the way.

On May 22, Joplin (Missouri) Senior High School was destroyed by what was recorded as the single-deadliest U.S. tornado in more than 60 years, according to www.CNN.com. As the only public high school in town, Joplin was reduced to a sobering heap of brick and debris in the wake of the storm – a scene Joplin Athletic Director Jeff Starkweather described as “astonishing.”

“We’ve never seen devastation like this before – nobody has,” Starkweather said. “It was a state of shock at the very beginning because the city you grew up in is now gone. All of a sudden you don’t even know your way around town.”

However, Starkweather maintains that the “Miracle of the Human Spirit,” a theme featured on the city’s Web site, is more alive than ever – especially in the hearts of his student-athletes.

“We’ve just tried to reach out as much as possible, and our kids are doing the same,” Starkweather said. “They’re still doing their summer athletic camps, but when they’re not there, they’re out helping with the clean-up efforts.”

Starkweather said that the outreach from surrounding communities, including many opposing schools, has helped Joplin get back on its feet despite the many questions that still linger.

“In athletics, we want to beat the other teams and conferences we play, but when it’s all said and done, we’re a big family,” Starkweather said. “Those who have helped, whether it’s donating money or volunteering, have been unbelievable.”

Starkweather said that ninth- and 10th-grade students will hold classes in the former Memorial High School building, while the rest of the students will attend school at Northpark Mall, a former shopping center that has been renovated into what Starkweather calls a “21st century high school.” Joplin still plans to participate in all of its fall sports as neighboring high schools and universities have also of-
ferred the use of their practice facilities for the upcoming season. Starkweather said Joplin will play all of its fall home games at different locations.

“We’re moving forward,” Starkweather said. “We couldn’t have done this without the help of others, but people need to know that this is not a one-year fix. It will be a several-year process, but the support thus far has been simply amazing.”

For Hackleburg (Alabama) High School, even the loss of essentially its entire campus could not prevent its baseball and softball teams from competing in their respective state tournaments. Hackleburg Athletic Director John Hardin said that even in light of the devastation, it only seemed right to let his student-athletes compete.

“We talked to our kids and our community about it and we decided to go ahead and play,” Hardin said. “We wanted to keep things as normal as we could and it was a way to give our people something to do.”

Hardin emphasized that immediately following the tornado, it was the community’s goal to allow the school’s senior class to graduate on its own campus at the school’s football field. With the help from dozens of student-athletes from Hackleburg and opposing schools and members of the community who worked together to get the stadium ready, that goal was achieved.

“We’re a small town, so everybody helps everybody,” Hardin said. “I had people who had lost their own houses and property come up to me saying that unless we started rebuilding the school, they wouldn’t even start rebuilding their own houses. It just pulls on your heartstrings when you hear that.”

Hardin said that they have made significant strides in the rebuilding process, and the school expects to start on schedule in the fall by using mobile units as temporary classrooms.

“It’s been a long summer, but we started the recovery right away and we’re slowly making our way back,” Hardin said. “It’s been that kind of thing, and it’s been great knowing that other people are so willing to help you.”

Similarly, Ringgold (Georgia) High School lost both its baseball and football stadiums to the violent storms, which killed eight people, including two Ringgold students. Robert Akins, Ringgold athletic director and head football coach, described the April night as a “living nightmare.”

However, after conveying a relief message and setting up a relief fund at a local bank the following Monday, Akins said the help arrived almost immediately.

“We started receiving funds from schools all over the state and even the Chattanooga area,” Akins said. “I’ve had coaches send donations, and the Georgia High School Association even put us on its Web site. People just started reaching out. I’m having calls almost every day with donations.”

Students and coaches from the Ringgold area have made their own courageous efforts to help with the recovery, including a benefit run that recently raised approximately $32,000. Akins also said that many of his student-athletes have assumed volunteer roles in their local churches, lending a helping hand wherever it is needed.

“The spirit of volunteerism here in Ringgold has been awesome,” Akins said. “People just want to help because they love their community.”

Akins said that the school still has a lot of questions about its athletic facilities. He said that while the majority of the fall sports should carry on as usual, the Ringgold football team will play all of its home games at Finley Stadium at the University of Tennessee at Chattanooga. With the help of the Federal Emergency Management Agency and the continuing support of his community, though, Akins believes Ringgold will be back.

“It’s given me a new look on life,” Akins said. “As coaches and administrators, we tell our kids to never give up and to make sure they make every opportunity the best they can make it. Now they are living these lessons, and we couldn’t be more appreciative.”

Eamonn Reynolds was the summer intern in the NFHS Publications/Communications Department and is a senior at Ohio University majoring in journalism and public relations.
Recruitment of Your Team Physician

BY CARY KELLER, M.D.

Do you need a team physician?

The team physician fulfills legal and medical roles and enhances efficient management of the team. Increasingly, state law and NFHS and state activities association policies, as well as standards of medical care and coach conduct, mandate physician input into team decision-making.

The ability of the coach to manage a team, and the school administration to observe legal and organizational standards, depends upon a close relationship with a team physician. As an example, both medical and legal issues are addressed when physicians are required to provide pre-participation evaluations, clearance for return to play after injury, wrestling skin checks, and concussion diagnosis and management.

With a team physician, the players gain improved access to medical care and increased input into medical decision-making. This ensures more rapid care for an injured or ill athlete, provides ready reassurance to anxious parents, and takes the responsibility for making medical and legal decisions off the coach's shoulders. The more quickly illness or injury is evaluated and properly treated, the more rapidly the athlete recovers and returns to play. This allows the coach to more efficiently plan and provide for the needs of the team if the athlete is unable to play.

What training does the team physician need?

A team physician should be knowledgeable in emergency care of athletic trauma, musculoskeletal injuries and medical conditions that affect the athlete. He/she must be comfortable with the on-field evaluation of injury without the resources of an office or hospital environment.

A good team physician must be able to rapidly and accurately determine an athlete's ability to return to play, and should be familiar with techniques to help the athlete return safely. He or she should be an expert in pre-participation physical evaluations and in the prescription of injury prevention exercises. He/she must be familiar with the rules of each sport and with NFHS and state association policies.

Team physician competence is not obtained in routine medical training. This competence can be obtained by completion of a Sports Medicine Fellowship. Physicians receive their training by attending medical school, then complete residency training in a specialty such as pediatrics, family medicine, internal medicine or orthopedic surgery. Following residency, the physician pursues Sports Medicine Fellowship training.

Alternatively, team physician competence can be developed by training in a primary care specialty combined with experience as a team physician. While only Fellowship training represents specialty training in sports medicine, many physicians without a Fellowship background can, with experience, become excellent team physicians. In fact, most community-based team physicians have no formal sports medicine training; they simply need to have the desire to learn.

In most cases, the team physician should be a medical doctor (M.D.) or doctor of osteopathy (D.O.). When an M.D. or D.O. is not available, physician assistants, nurse practitioners, podiatrists and chiropractors, can, with additional sports medicine training, provide service to the team as team physician. Review your state laws and state activities association policy to determine who may perform pre-participation evaluations and skin checks, evaluate concussions, and return injured athletes to play. The rules vary by state.

What are the personal characteristics that you look for in a potential team physician?

Look for a physician with eagerness to learn and grow, a passion for the sport, the ability to dedicate to a mission, a strong work ethic, and the desire to be an integral part of the team.

The ideal team physician values family and relationships, enjoys his/her work, and is able to find personal balance in life. He or she needs to be passionately supportive of the team and its goals, commitment and work ethic. The team is a family, and the team physician is a member of that family. Who is most likely to possess those characteristics? You may look to the parent of an athlete on the team, a former athlete, an alumnus of the school or someone who has committed themselves to special training in sports medicine.
The Search Process

1. Ask the principal or athletic director if there is a protocol or local “political considerations” to be respected. Members of a search committee should be defined, and the coach should be included as a member. Public requests for volunteers to serve on the search committee and for volunteers to serve as team physician will reflect that there is equal opportunity and that the process was open.

2. Seek recommendations from the booster club, school nurse, athletic trainers, the School Board and other team physicians. The State Medical Society or local hospital can provide lists of physicians in the community.

3. Word of mouth is perhaps the best way to find a local physician whose personality and interests match those you seek.

4. While someone who already knows the physician might make the first contact, the dialogue should be between the coach and the potential team physician, as that will be the primary enduring relationship.

5. Selecting a team physician on the basis of training, experience and personality will be a better investment than a selection based upon politics or personal friendships.

How to Ensure a Successful Relationship with the Selected Team Physician

1. Discuss and agree upon expectations of each other and, ideally, create a document summarizing these expectations. Review these agreements and their satisfaction periodically.

2. Make sure that the team physician is granted the unrestricted, non-contested responsibility to make medical decisions that affect the athlete’s safe participation.

3. Decide if the team physician position is paid or volunteer. It may be prudent to review with the school district’s attorney the liability implications of declaring a team physician and how that is affected by the fiduciary relationship.

4. Write Emergency Action Plans together and regularly rehearse them together. Clarify the roles and responsibilities of each member of the Sports Medicine Team so that there are shared expectations. Develop protocols, forms and communication techniques together for efficient management of the team. (See the NFHS Sports Medicine Handbook, 4th Edition for further details on Emergency Action Plans.)

5. Generate a consistent medical record-keeping system coordinated with the school athletic trainer and school nurse.

6. The coach, athletic trainer and team physician are all in key positions to promote collaboration and synergy among all members of the sports medicine and athletic teams. This must be a shared goal.

7. Treat the physician as part of the team. Provide a gate pass, a parking space, team clothing, invitation to all team events/meetings/ceremonies, easy access to the locker room and training room, and reimbursement for expenses incurred on behalf of the team.

8. The team physician, in particular, needs to communicate well with all parties. Recognize that the team physician serves the athlete, the parent, the coach and the school. They are all part of the family and deserve to be treated with equal respect. However, the team physician’s primary responsibility is to the athlete.

As society becomes more sensitive to the implications of athletic injury and becomes more litigious, we will increasingly look to the team physician to fulfill a legal role for the school and the team, in addition to his or her traditional medical duties. As sports medicine becomes more specialized and as high school sports become more competitive, we will increasingly depend on the team physician for prompt and accurate medical decisions.

Suggested Reading:


Dr. Cary Keller is a Fellow of the American College of Sports Medicine, team physician for the University of Alaska-Fairbanks, team physician for the Fairbanks North Star Borough School District, a member of the NFHS Sports Medicine Advisory Committee, chairman of the Alaska School Activities Association Sports Medicine Advisory Committee, and chairman of the Department of Orthopaedic Surgery at Fairbanks Memorial Hospital.
✔ Keep 75% of all money collected
✔ Sell 2-year subscriptions to ESPN The Magazine for $40, and keep $30 for your team!
✔ No minimum orders to sell
✔ No inventory to worry about
✔ No upfront or hidden costs
✔ Simple and easy to run

Sell 50 subscriptions = $1500
Sell 100 subscriptions = $3000
Sell 200 subscriptions = $6000

Contact Pete Bryden / (407) 947-4021
Pete.Bryden@espn.com  www.coaches.espn.com
Competitive Balance Proposal Defeated in Ohio

BY EAMONN REYNOLDS

The Ohio High School Athletic Association (OHSAA) announced that a referendum on a Competitive Balance Proposal was defeated in a vote of its member schools.

The proposal, which would have allowed the OHSAA to use a formula for determining athletic count numbers used in assigning schools to divisions was voted down by a vote of 332-303.

“This fall, the OHSAA will conduct a survey of our membership to gather feedback on the competitive balance issue,” OHSAA Commissioner Dan Ross said. “The Competitive Balance Committee will then meet to study the survey results and determine if a new proposal should be forwarded to the Board of Directors for consideration of a new referendum issue next May.”

The sports that would have been affected were football, soccer, volleyball, basketball, baseball and softball. Rather than place schools into OHSAA tournament divisions based strictly on male or female enrollment, the proposal recommended the development of a sport-by-sport athletic count that begins with enrollment and then adds enrollment based on how schools secure students (boundary factor) and a four-year tradition of success factor, while schools could potentially lose enrollment based on a socioeconomic factor (high school students involved in the free lunch program).

Ross noted that the OHSAA’s goal is to keep public and non-public schools together in the same tournaments, but also to create a more balanced method for how schools are placed into divisions.

New NFHS Officers, Board Members Elected

Rick Wulkow, executive director of the Iowa High School Athletic Association (IHSAA), is the new president of the National Federation of State High School Associations (NFHS) for 2011-12. Wulkow, the 52nd president of the NFHS, began his one-year term July 5 following the NFHS Summer Meeting in Philadelphia, Pennsylvania. Wulkow, was named IHSAA executive director in 2005 after 25 years as assistant executive director. Prior to joining the IHSAA, Wulkow was a teacher, coach, athletic director and principal at several Iowa high schools.

Kevin Charles, executive director of the Delaware Interscholastic Athletic Association (DIAA), was elected by the NFHS Board of Directors to the position of president-elect for the upcoming year. Charles joined the DIAA in 2004 as coordinator of officials and was named executive director in 2005. He previously was employed by the Delaware Division of Public Health for 25 years before his retirement in 2004.

In addition, three new NFHS Board of Directors members were approved for four-year terms. All Board of Directors members were approved by the NFHS National Council. Tom Mezzanotte, executive director of the Rhode Island Interscholastic League (RIIL), Section 1; Lance Taylor, executive director of the Arkansas Activities Association (AAA), Section 6; and Linda Henrie, superintendent of the Mesquite (Texas) Independent School District (MISD), at large, Sections 2 and 6, will begin their terms this year.

Mezzanotte was named executive director of the RIIL in 2004, after serving more than 30 years in the Providence (Rhode Island) School Department. He has held administrative positions at various high schools and middle schools in Rhode Island.

Taylor was named executive director of the AAA in 2006, after seven years as the organization’s associate executive director (2000-03), deputy executive director (2003-05) and executive director-elect (2005-06).

Henrie has worked in the Mesquite ISD since 1967, where she started as a business teacher at Mesquite High School 44 years ago. Henrie has served the MISD in a variety of administrative positions, including assistant superintendent for instructional services and deputy superintendent.
A good team leader is, above all, a good role model for his or her teammates, opponents, spectators and school. A good team leader maintains a positive attitude no matter the outcome of the match. This individual knows that camaraderie, fitness, school spirit and love for the game are the team’s common bonds. Discipline, organization, courage, honesty, strength and confidence define a good team leader’s character. This leader motivates his/her team to come together as a team, because it is only as a team that success is achieved. A good team leader not only strives to personally become a better player, but also looks for ways to help improve the performance of fellow teammates.

A team leader is a vital component to any sports team. There is always someone who others look up to and can come to for help – that’s the team leader. Team leaders want the best for their team and are willing to do anything for their fellow teammates. They put academics first, have good attitudes and are the leaders on the floor. A team leader is more then willing to help underclassmen on the floor or in the classroom. All of these things are necessary to become a successful team leader.