NFHS Coach Education
www.nfhslearn.com

Fundamentals of Coaching
COURSE DESCRIPTION
• Provides a unique student-centered curriculum for interscholastic coaches
• Supports the academic mission of the NFHS member state associations
• Addresses the needs of the NFHS member state associations as an affordable, accessible and relevant educational experience
• 41 states support Fundamentals of Coaching

Fundamentals of Coaching Soccer and Fundamentals of Coaching Wrestling
• Provide essential coaching techniques and methods for interscholastic teacher/coaches.
• Fundamentals of Coaching Soccer is now available, and Fundamentals of Coaching Wrestling will be available in November 2008.

Engaging Effectively with Parents
• Provides teacher/coaches with information and strategies to enhance their relationships with the parent.

NFHS First Aid For Coaches
COURSE DESCRIPTION
• Designed to help coaches, athletic trainers and other participants identify and eliminate potentially hazardous conditions in various sports environments, as well as recognize emergencies and make appropriate decisions for first-aid care. Meets first-aid requirements mandated for coaches and athletic trainers.
• Certified by the American Red Cross.

Crisis Communications Plan Essential In Schools Today

Officiating
States look to recruit difference-makers

Legal Issues
Supreme Court rules on Title IX, sexual harassment

Sportsmanship
Policy prevents coaches from arguing with officials
We are in a world of eroding trust... We are in an age of disbelief... We are in a time when our age and our circumstances cry out for all experiences in our nation to change our culture of thought and action."

So observed Thomas Paine at the time of the birth of our nation. He might as well have written it yesterday.

Why do we not hear more about America's present generation of heroes? What's happened to honesty, integrity and trust in this nation?

Today we are in an economic time of concern – but beyond that our time in this last decade or more has been riddled with disharmony, distrust, dishonesty and disbelief by far too many. The lack of leadership and good example by those in positions of visibility and responsibility has reached proportions that should give every citizen concern.

We all need heroes we can look up to – those individuals who can inspire us, teach us and help us become better human beings. Those individuals whose positive examples we strive to emulate. Those individuals who can restore our faith in all that is good and truly make a difference in our lives by living their own lives as models for others.

Heroes can come from all walks of life. They can come from business, politics or medicine, to name just a few examples. In truth, the list is endless. But where do the young people of today find them?

One obvious source of heroes may be found in the world of sports. For countless generations, the general populace has looked up to athletes to serve as their role models.

In recent years, however, a disturbing and disillusioning trend has emerged in the athletic arena as it has in so many other ways and walks of life.

Many of those same athletes who people formerly looked up to have done things to cause them to disappoint their fans and to fall from society's good graces.

One by one they have fallen – Mark McGwire, Sammy Sosa, Barry Bonds, Roger Clemens, Alex Rodriguez, to name only a few from the National Pastime. Lest we single out only baseball, how about Michael Vick, Adam "Pacman" Jones, Charles Barkley, Michael Phelps. Heroes? Models for our nation's young athletes?

Perhaps the current trend of professional and nonprofessional sports stars falling victim to steroid use, violence and other domestic issues is no different than previous generations. In the past, our "heroes" have dealt with gambling problems, alcohol addictions and ethical issues of circumventing rules. Are these sports idols truly our heroes?

Before we move on, this is not a bashing of professional sports. The names and incidents mentioned above are truly a small minority. Most of those who play the "games" for a living have done great things – on and off the field and court. Many professional athletes are heavily involved in their communities and are stellar role models for the millions of aspiring young athletes. But why are these actions rarely reported to our nation's young adults? Why are those who model good behavior silent entities in our lives?

As young people growing up playing sports, we all have had our favorite players who we admire or in some cases pattern ourselves after, but perhaps the use of the term "hero" is a bit of a misnomer. Those individuals such as professional athletes who are in the limelight are popular and famous and receive much publicity – both good and bad. We would suggest, therefore, that the term "hero" be reserved for those individuals who, day in and day out, are making a difference in the lives of our nation's youth and a difference in this nation.

At the top of the list of difference-makers would be high school coaches. "Hero" would be an appropriate term for those men and women across the country who have toiled in relative obscurity – from a national standpoint – to make a difference in the lives of young student-athletes or those involved in other activity programs.

It is often said that the most important – yet underappreciated and undercompensated – profession in America is that of the high school teacher. In reality, that's exactly what a high school coach does – teaches the young people of our nation valuable lessons, the only difference being they are taught on the fields and courts as opposed to inside the traditional classroom setting.

Those coaches who would fit the term of "hero" have done more than teach young people how to improve their battement stance or throw a perfect spiral. They have made investments in the lives of young people, helping them to grow up and become productive members of society. In many cases, as people look back on their lives, their hero is not a famous sports figure. In some cases, it's not even...
Team Spirit

The coed competitive spirit team from Champaign (Illinois) Central High School competes in the 2007 Illinois High School Association Competitive Spirit Championships.

Photograph provided by Illinois High School Association.
Welcome

We hope you enjoy this publication and welcome your feedback. You may contact Bruce Howard or John Gillis, editors of High School Today, at bhoward@nfhs.org or jgillis@nfhs.org.

Contents

High School Today, an official publication of the National Federation of State High School Associations, is published eight times a year by the NFHS.

Cover Story

Crisis Communications Plan Essential in Schools Today: Ways of handling media inquiries should be determined in advance.
– Robert Zayas, 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.

Copyright 2009 by the National Federation of State High School Associations. All rights reserved.

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 2009 by the National Federation of State High School Associations. All rights reserved.

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.
FEATURES

14

RECRUITING OFFICIALS
Sports Officials: In Search of Difference-makers: States looking for more individuals to be ambassadors of the game. –Dana M. Sanchez

18

SPORTSMANSHIP
Coaches: No Arguing With Officials: At Indiana school, high school coaches are not permitted to argue with officials. –Paige Flynn

22

RULES PROCEDURES
NFHS Writes Playing Rules for High School Sports. Rules committees focus on reducing risk of injury to student-athletes. –Bruce Howard

HST ONLINE

You can read all articles – and more not published in this issue – online at www.nfhs.org/htoday.

DEPARTMENTS

1 NFHS Report
Who are the Real Heroes?

6 Letter to the Editor

7 Quick Hits
Useful Facts and Information

10 Above and Beyond
Indiana Athlete Battles Back from Life-threatening Car Crash

16 Top High School Performances

20 Legal Issues
U.S. Supreme Court Rules on Title IX and Sexual Harassment

23 Fine Arts
Music Educator Awards

24 Did You Know?
• Multiplier Formula Adopted by Eight States
• Atlanta Falcons Honor High School Football at the Georgia Dome

26 Idea That Works
High Schools Broadcast State Championship Games

28 In the News
LETTER TO THE EDITOR

Kentucky Coach’s Arrest in Player’s Heat-stroke Death Should Force Changes to Better Protect Student-athletes

BY DOUGLAS J. CASA, Ph.D., ATC, DIRECTOR OF ATHLETIC TRAINING EDUCATION, UNIVERSITY OF CONNECTICUT

The decision by Kentucky authorities to charge a local high school football coach with reckless homicide in connection with the heat-stroke death of one of his players brings the entire athletics community into unchartered territory.

Max Gilpin, a 15-year-old football player at Pleasure Ridge Park High School in Louisville, collapsed during practice on August 20, 2008, and died as a result of the extensive hyperthermia three days later. The subsequent arrest of coach David Jason Stinson appears to be a first for high school athletics.

While the criminal charges play out in court, coaches and high school administrators should use the heightened awareness brought about by the Pleasure Ridge Park case to demand long-overdue changes to ensure athlete safety. Many existing policies designed to protect student-athletes during training are insufficient when it comes to preventing heat stroke. Some schools and states have no regulations regarding the phase-in of high school practices to protect players and some have substandard rules or those that do not apply to all sports during the August preseason training sessions.

New regulations regarding the phasing in of practice should be enacted based on existing medical and scientific research literature. This research has clearly established the risks and proposed guidelines to minimize health concerns for athletes who must do intense exercise during the hottest time of the year.

With this death, we are reminded of 1905 when Theodore Roosevelt became appalled at the numerous deaths in college football. His mandate was the impetus for the founding of the NCAA and was the emotional foundation for the legendary quote at this time from the president of Syracuse University, James Roscoe Day: “One human life is too big a price for all the games of the season.”

There are many steps schools and coaches can take to deal with exertional heat stroke. First and foremost, all high school athletic departments should employ athletic trainers to provide on-site medical care for their athletes during practices and events. On-field assessment and treatment of emergency sport injuries is key. Other measures that can be taken include: ensuring proper hydration, taking rest breaks and scheduling to avoid the hottest time of the day.

Phasing-in practices during the first week in terms of amount of equipment, number of practices, length of time, intensity, etc., is an extremely potent way to prevent heat stroke. Most problems occur in the first two to three days of preseason practice, so it is essential to be extra cautious during this time. If exertional heat stroke does occur, the chances of survival dramatically increase if the athlete is immediately cooled on-site by immersion in cold water. A $100 investment in a sturdy Rubbermaid plastic tub filled with icy water at practice time can be a key piece of equipment in saving lives. Cool first, transport second is the exertional heat stroke mantra when appropriate medical staff (athletic trainer or physician) is on-site. The importance of having trained medical staff on-site cannot be overstated. There are many reasons why an athlete may collapse during practice that would warrant immediate immersion in icy water, such as a head or spinal cord injury, a cardiac problem, asthma, diabetes, a lightning strike or some other event.

In the wake of this tragic death, athletes and their parents should stand up and demand action. The policies and procedures to prevent and treat exertional heat stroke that are currently in place by most schools and states need dramatic improvement. Maybe this strong message from the criminal justice system in Kentucky will finally provide a long-needed wake-up call to the coaches and administrators that something needs to change.

LETTERS TO THE EDITOR

If you would like to respond to any issues in high school athletics or fine arts, please send your Letter to the Editor electronically to Bruce Howard (bhoward@nfhs.org) or John Gillis (jgillis@nfhs.org).
Check Out This Web Site

RESOURCE FOR HIGH SCHOOL COACHES

www.nfhslearn.com

- Level 1 – Accredited Interscholastic Coach
  (Available September 1, 2009)
  - The coach must complete the following courses:
    - NFHS Fundamentals of Coaching
    - NFHS First Aid for Coaches (American Red Cross) or its equivalent
    - Fundamentals of Coaching (Sport-specific) or Teaching Sport Skills

- Level 2 – Certified Interscholastic Coach
  - Level 1 + (Core Courses and Elective Courses)

- Level 3 – Master Interscholastic Coach
  - Level 2 + (Core Courses and Elective Courses)

The Cost

HIGH SCHOOL BASKETBALL UNIFORM

- Custom Jersey $89
- Custom Shorts $74
- Socks $6
- Shoes $80

Total: $249

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

Around the Nation

Question: Does your state association sponsor a statewide hall of fame?

25 YES

26 NO
If a gunman were to enter your school campus, or if a student suffered a catastrophic injury during a sporting event, or if a faculty member were arrested by police, is your school prepared to respond to the media?

Many superintendents, principals and athletic directors do not have a defined plan to follow if a crisis that attracted local, state or national media attention were to occur today. Every staff member at your school, including administrators, faculty and support staff, must understand the process by which the media will be informed of the crisis and the manner media inquiries will be answered.

This process is the most important aspect of dealing with the media during difficult times and can prevent a negative situation from becoming worse. Your school should have a crisis communications plan in place well before anything occurs that would require its implementation.

Crisis communications can be defined as responding in an appropriate and positive manner to difficult, challenging, newsworthy situations that directly impact your school. If handled correctly, the damage can be minimized. If handled incorrectly, the damage could be astronomical. The goal of crisis communications is to protect your school’s integrity and reputation. A well-executed crisis communications plan can contain the story to one day or one week, instead of having the situation drag on longer through the media.

The first item to consider when creating a crisis communications plan is to ensure that one consistent message is being used during the crisis. This is probably the most critical piece to the plan; if multiple messages are used by the school regarding the same issue, the impact and coverage can differ.

If two or three people comment to the media regarding the same situation, it is very possible that their quotes, the manner by which they respond and the tone they use to deliver their message will vary. Even the smallest variation in messaging could result in a significantly different idea or reaction being portrayed to the public. This could lead to confusion, uncertainty and, in some situations, litigation. Having one message, shared by multiple people, can result in a stronger message that solidifies the point(s) being made.

Prior to answering the first question about the situation, be sure to have a clear understanding of your position and develop several key speaking points. Speaking points should be the specifics of the crisis that the school wishes to provide to the general public – for example, the “when” and “where” of the crisis and how your school is handling the situation. Three key points are enough; any more than three can get confusing.

Speaking points help to stay on task and to the point throughout an interview or press conference. One important consideration, depending on the crisis, is to show empathy. Sticking to facts can be perceived as cold and disengaged. If the situation warrants, expressing concern for victims should be one of the key messages.

It also is important to designate an official spokesperson to gather the facts, respond to the media inquiries and to ensure that the comments being made to the media are all consistent and clear. It may be necessary for the superintendent or principal to speak to the media, but the message should be reviewed and coordinated by the designated spokesperson. It is vital that all school staff understand this process to ensure the correct message is used when commenting to the media.

In addition, your spokesperson should be comfortable in front of cameras when answering tough questions. Realizing that your designated spokesperson has a fear of cameras when four televi-
sion stations show up on the front steps of the school will only make your challenging situation worse. Providing this person with the opportunity to practice speaking in front of cameras and answering questions is all part of the planning part of your plan.

Your spokesperson also should respond to media inquiries – or pitch stories – that are of a positive nature; this allows for the opportunity to develop a relationship with the media and provides practice time for the “not-so-positive” situations. Designating an official spokesperson to handle media strategy, including message development, is an important part of any communications plan, not just a crisis communications plan.

Your spokesperson should be someone who is reliable and always on campus – or available to be on campus when needed. Asking a coach who happens to work off campus to be your spokesperson is not a good idea, even if he or she is comfortable with the media. The spokesperson must be accessible to the media at all times.

If you do not communicate your position immediately, you lose your greatest opportunity to control events. Your first news release or interview should include, at a minimum, the who, what, when and where of the situation. If it’s an ongoing crisis, it also is important to provide the media with a timeframe of when the next update will be provided. This helps control the story’s progress and, again, shows that the school is a “partner” in providing information the media and public need. Again, the spokesperson must make sure that if the crisis involves injuries, death or emotions, that the response is not only factual but empathetic to the situation.

Understanding the media also is critical during a crisis. Members of the media all have a specific job to do during a crisis. Reporters have the right to interview anyone they want to, and if they do not get the answers from the spokesperson, they will ask other individuals at the school. Controlling the interview process is a key element to managing the complex situation. Whether involved in a crisis or not, it is a good idea to have a policy that prevents any staff member from commenting to the media without permission from the spokesperson.

When responding to the media, keep in mind that people typically tend to remember what they hear first and last, so be prepared for an opening statement that is concise, clear and to the point. Be prepared to provide all information quickly and honestly. Do not feel compelled to answer every question; however, saying “no comment” only hurts your school. It is more effective to provide a rationale as to why the question cannot be answered or return to your speaking points and continue to reiterate what you have already said. Saying “no comment” may provide others with the opportunity to tell their story first, it portrays that your school is attempting to hide something and you could potentially lose credibility with the public. It is important to acknowledge that, depending on the situation, there are some questions that you will not legally be allowed to comment on. The media will understand this.

Remember, being prepared for a high-profile media situation well before it occurs helps to ensure that the situation will be handled appropriately, efficiently and correctly. In a time of crisis, speed is much more beneficial than deliberation. And having a crisis communication plan in place will help you be prepared.

Robert Zayas, CAA, is an assistant director of the New Mexico Activities Association and is a member of the High School Today Publications Committee.
On February 14, Carmel (Indiana) High School’s girls swimming and diving team did something very few teams have ever done before: win 23 state championship titles – in a row.

Carmel passed Honolulu (Hawaii) Punahou’s girls swimming and diving team for the national record of most consecutive state championships. The two schools were previously tied with 22 straight state titles. Carmel also ranks fourth on the all-time championship list with 24 (the Greyhounds won their first state title in 1984 before their streak began).

Led by third-year coach Chris Plumb, Carmel dominated at Indiana University-Purdue University Indianapolis’s (IUPUI) Natatorium. It was there, Carmel’s Web site boasts, that history took place as the girls swimming team established itself as the longest-standing active winning streak in the United States, regardless of sport and gender. Not only that, but it did so with record-breaking speed.

The 200-yard medley relay team of seniors Jessie Hammes and Megan Detro, junior Lauren Stauder and sophomore Devin Mason raced to a 1:41.68 finish, besting Hartland (Wisconsin) Arrowhead High School’s previous national-record time of 1:42.71 in 2005. Hammes and Detro, along with fellow senior Logan Mason and junior Trish Regan, also swam their way to a national record of 1:32.75 in the 200-yard freestyle relay. Ann Arbor (Michigan) High School’s girls swimming and diving team was the previous record-holder with 1:32.77 in 2002. The team also recorded a time of 3:24.22 in the 400-yard freestyle relay to set yet another state meet record.

Following an unparalleled day in the pool, Hammes was presented with the Mental Attitude Award by the Indiana High School Athletic Association (IHSAA). The IHSAA Executive Committee gives the award annually to a senior, nominated by her principal and coach, who demonstrates excellence in mental attitude, scholarship, leadership and athletic ability. Hammes is a first-year captain of the Greyhound girls swimming and diving team. According to Carmel’s Web site, she also is an active member in her community and plans on swimming for Stanford University in Palo Alto, California, in the fall.

Photo provided by The Indianapolis Star, Joe Vitti.
Brooke Bisping owns Illinois record for consecutive free throws

BY PAIGE FLYNN

Brooke Bisping owns Illinois record for consecutive free throws

BY PAIGE FLYNN

Morton (Illinois) High School senior Brooke Bisping has grown accustomed to being in the spotlight as she is the defending Peoria Journal Star’s Athlete of the Year for basketball. Her most recent accomplishment, however, has earned her more than media praise. In Morton’s 48-31 victory over Metamora (Illinois) on January 13, Bisping sealed the deal on her state record for most consecutive free throws made with 53.

Bisping’s record exceeded that of Brittany Johnson from Olney (Illinois) East Richland, who connected on 47 consecutive shots during the 2004-05 season, according to the National High School Sports Record Book. Bisping’s 53 consecutive free throws ranks fourth nationally behind three streaks by Shannon Zolman from Syracuse (Indiana) Wawasee. Zolman hit 70, 63 and 54 consecutive free throws in the 2001-02, 1999-00 and 2000-01 seasons, respectively.

Bisping broke another record a week later, this time at the Morton level. On January 27, the senior guard scored her 1,979th career point, passing the 1,977 mark set by alumnus Cindy Bumgarner in the early 1980s.

Bisping’s record-breaking abilities may continue to soar as she is close to exceeding several more school records. As Morton accepts the No. 1 seed in its six-team regional, Bisping is only 24 steals away from yet another individual title.

“I think it’s doable,” Morton coach Bob Becker told the Journal Star. “I haven’t made a big deal out of the offensive ones.”

Although Bisping has also excelled at volleyball and soccer (she was starting goalkeeper her rookie year), she has decided to stick with basketball and will play at Bradley University in Peoria next year.

“I love volleyball, but I decided my freshman year that I wanted to devote all of my time to basketball once I got to college,” Bisping said. “It was a tough decision, but overall I felt it was the best fit for me.”

Although Morton will be sad to see its star player go, Becker also expresses excitement for Bisping’s future with Bradley.

“I hope it’s a great fit for her and I know Bradley got a super kid,” Becker said. “I’ve never had a harder worker in anything. And she’s got a lot of upside by playing three sports.”

Who are the Real Heroes?

(Continued from page 1)

mom or dad. Quite often, the person they admired and respected most was their high school coach. Why? Perhaps because the coach cared when others were too busy to listen. Perhaps because the coach believed in the young person and made him or her feel special.

The NFHS is using a tag line that describes this relationship between coach and student — “Take Part – Get Set for Life.” Studies have shown that those young people who are involved in high school activity programs are more successful in their professional careers than those nonparticipating students.

And, without a doubt, the key factor in many cases in making this happen is the high school coach. For it is that individual who truly makes a difference in our young people’s lives.

Their efforts beget all of the real heroes in our society, the moms and dads, honest people in business, government, industry and other parts of our society – and especially those who wear the uniform of this great nation and protect our way of life here in America and around the world.
Be part of the picture!

Operation: American Spirit!
Coming 9.9.09
Find out more this summer at camp!

1.888.CHEERUCA • uca.varsity.com
Iowa player sets state rebound record

BY LAUREN HENSLEY

On January 29, Joscelyn Coleman grabbed 45 rebounds in a game against Clarinda (Iowa) Academy. In doing so, the 5-foot-11 junior from Essex (Iowa) High School also grabbed the Iowa state record for most rebounds in a game.

In addition to her state record, Coleman is now tied for fourth all time for most rebounds in a game, according to the National High School Sports Record Book.

With the 2008-09 regular season complete, Coleman was the state leader in rebounds with 369 and in rebounds per game with 17.6. During her sophomore season, she was not a starter for the Trojanettes, but finished the season with 281 rebounds coming off the bench. With the 2009-10 season remaining in her career, Coleman is also on pace to have the second-highest per-game rebounding average in Iowa’s history.

In addition to rebounding, Coleman also excels at the defensive end of the court. Currently tied for fourth in Iowa with 4.9 steals per game, Coleman’s coach Allen Stuart said that is what made her record-breaking game so interesting.

“She did not have a steal in the game against Clarinda Academy,” he said. “We played her in the middle of a 2-3 zone defense and we did not put any pressure on them.”

A three-sport athlete, Coleman also participates in volleyball and track at Essex. While she has not yet made plans to play a sport in college, Coleman’s athletic talent offers many opportunities.

“She is really best in the hurdles,” Allen said. “But she wants to be a college volleyball player because that is really her favorite sport.”

Lauren Hensley is a spring intern in the NFHS Publications/Communication Department. She is a senior at Franklin (Indiana) College majoring in journalism and public relations.
The following words all have a common thread: fraternity, camaraderie, passion, enthusiasm, fellowship, enjoyment, dedication, challenge, exercise, interaction, leadership, community and kids. What is the common bond? They are all words used to describe the wonderfully unique avocation of interscholastic sports officiating.

Officiating is an extremely important and often forgotten part of athletics. There are very few people who have the same strange dichotomy in their workplace. If officials do a good job, no one really thanks them, or even notices them for that matter. If it is perceived that they have done a “bad” job, they are greeted by a montage of hollers, screams and occasional vulgarities for their efforts. Each call can make half the people in the stands happy and the other half upset. The conditions under which officials work is certainly unique and not always desirable, but the job of rules enforcer is one that needs to be done — and it takes a certain caliber of individual to step up to the plate and become an official.

So, why do people officiate? That is where the aforementioned words come into play. People officiate for their love of sports. They do it to build relationships with other individuals. They do it for the mental and physical challenges involved with being on the field of play. They do it to be a part of their community and to give back to sports that once provided them with so much. They do it because they enjoy it. Overwhelmingly, when you ask an official why he or she officiates, the reason for officiating can be summed up in one simple sentence — “I do it for the kids.”

Officials, as a general rule, feel honored to be a part of the lives of the youth with whom they work. Surely it is a great feeling to experience firsthand the emotions that are present on the field of play. Officials get to witness up close the happiness and excitement, as well as the anxiety and disappointment, of interscholastic sports participants. The officials get to see student-athletes grow and develop their skills from year to year. They become a part of the interscholastic athletic lives of the youth in our great nation. While officials feel honored to be a part of the educational process of interscholastic sports, all of us should feel honored that we have in-
individuals who have dedicated themselves to the student-athletes in this country.

Even though officiating is such an honorable avocation, state associations across the country are continually faced with the same problem: a shortage of those willing to don whistles and stripes and serve as ambassadors to the game. So the question becomes, “Where do we find more people with the same passion and enthusiasm and the same desire to give back to their communities?”

Many national trends in the officiating world point to the fact that there are many officials who are veterans and many officials who are brand-new. There seems to be a very slim “middle section,” which is the population we need to most to fill the shoes of those officials who are in the golden years of their officiating careers and are preparing for retirement.

The issues of recruitment and retention of officials are always hot topics of conversation at national conventions and meetings and no one is sure if there is a definitive solution. While some states seemingly have recruitment of officials down to a science, they may struggle with retention. Once we get them in, how do we keep them? Many young officials get turned off to officiating within the first couple of years because of negative experiences with coaches or fans, conflicts with their “real” jobs or school, as well as the struggle of juggling officiating with a personal life. Other states can keep officials once they recruit them, but have problems bringing new officials into their associations. Their veteran population remains strong, but there is no one in line to fill their shoes once they leave officiating.

State associations continue to look for officials in a variety of places. Many states are looking at targeted recruiting of officials, as well as ways to keep officials in their associations once they sign up. Below are just a few recruitment and retention strategies that some state associations are using:

**Recruitment**

1. **College Students** – Many state associations are getting involved with college freshman orientation days, career fairs and other opportunities for interaction with college students. In addition, some states are working with college job placement programs to help bring individuals into the avocation.

2. **Recreation Programs** – There is an existing group of officials that many states are now starting to tap into at the city and county recreational levels, as well as in military base recreational programs. Many of the individuals who officiate at these levels already have some live-game experience and can often be mentored in to the high school ranks.

3. **Use of Technology** – In the 21st century, it is inevitable that states turn to available technology to bring new officials into the ranks. Many states have developed recruitment DVDs to send to colleges, recreational programs and other groups where they believe prospective officials may exist. In addition, some states have put together recruitment videos that can be viewed on their state association Web sites.

**Retention**

1. **Mentoring Programs** – One of the best ways to keep officials with your association is to mentor them into the system. By using “future veteran” programs, you can pair a new official with a veteran official and this ensures that the new officials are taken by the hand and fully integrated into the system prior to being put into a situation where they may not yet be ready.

2. **Incentive Programs** – Some state associations offer incentives to their officials in order to retain them. One such incentive is allowing complimentary admission into state tournament events. This is a reward to all officials for their work during the regular season.

3. **Sportsmanship Improvement Programs** – Many states have implemented sportsmanship programs in order to clean up some of the negative behaviors in high school sports. By providing a positive atmosphere for kids to participate, this provides a great climate for officials to officiate. It is great to have a game wherein officials only have to call plays and manage the game, rather than having to deal with the extracurricular issues that sometimes take place during a game. Having coaches, players and officials on the same page relative to sportsmanship can provide a great environment for all members of the interscholastic family.

These are just some of the methods to recruit and retain officials in our nation. While there are many more strategies available, state association leaders are recognizing that we all must think outside the box with our approach to getting and keeping officials. Officials are some of the best ambassadors we have in our communities. They are providing an invaluable service to our schools and our student-athletes and should be appreciated for their services by everyone involved in interscholastic athletics. For those individuals who are already officials, we thank you. For those who are thinking about officiating, we need you and your students need you. Officials ensure an equal playing field for student-athletes, always have the best seat in the house and truly make a difference in our schools and communities. Be a difference-maker wherever you are! 🌟

---

Dana Sanchez is commissioner of officials for the New Mexico Activities Association.
Indiana Athlete Battles Back from Life-Threatening Car Crash

BY LAUREN HENSLEY

With plans to celebrate her 17th birthday, Haley Chaney was riding to dinner with a teammate following an end-of-the-year basketball meeting. Instead of celebrating, Chaney was rushed to the hospital when the car in which she was a passenger collided with a school bus en route to pick up the Norwell (Indiana) High School boys basketball team.

Chaney experienced hemorrhaging in 12 areas of her brain and left doctors questioning if she would live. Following her six days on life support, the then-junior from Norwell was breathing without a respirator and upgraded to stable condition.

During her recovery process, Chaney was determined to play sports again and spent many hours in rehabilitation working to improve her balance and coordination. Chaney’s volleyball coach, Josh Lee, left Norwell following her junior year, but said Haley always had the heart of a competitor.

“She fought for everything,” he said. “If we were doing a drill, she wanted to be the best. If we were doing running lines, she wanted to be first. Haley truly has a heart of gold.”

Only six months after her accident, Chaney returned to the court for her senior volleyball season. Although the accident caused brain trauma, affecting her jumping and the ability to judge the distance of the ball, she spent time before and after team practices working to regain strength.

As basketball season approached, the 5-foot-9 guard continued to overcome obstacles. Knowing that the next hard blow to the head could cause the loss of her eyesight, hearing or the ability to...
walk, she chose to compete in her final high school basketball season.

“It was obvious that Haley’s ball-handling skills, strength and explosiveness were not what they were before,” said Eric Thornton, varsity basketball coach at Norwell. “What didn’t change was her competitiveness.”

During a 2008-09 regular-season game, Chaney was struck in the head by an opponent’s elbow, putting an end to her athletic career for good.

Thornton devised a plan that would allow Chaney to continue her involvement with the team – he made her a student-coach.

Even with Chaney contributing as a coach, teammates and coaches wanted her to have one last chance playing the game she loved.

On February 4, Norwell hosted Adams (Indiana) Central High School in its last regular-season home game, which honored the three senior team members. After reading a book by University of Connecticut coach Geno Auriemma, Thornton found a way to properly end Haley’s career. With both teams in agreement, Chaney was put in the game for one final shot with no contact.

“Haley started the game and we gave Adams Central the tip and allowed them an uncontested layup,” Thornton said. “Senior Andrea Vogel took the ball out of bounds while fellow senior Kylie Dial dribbled down the court and passed the ball to Haley for an uncontested layup. The officials took a time-out to give her time to be recognized.”

The very next day, she was honored again by the National Federation of State High School Associations (NFHS).

During its annual Girls and Women in Sports Day luncheon in Indianapolis, the NFHS honored Haley as the 2009 Courage Award recipient. The award, which was presented in front of nearly 500 people, is given to someone who has overcome adversity through persistence and determination and who has shown exceptional courage in both academic work and participation.

Overcoming more than most could imagine, Chaney will soon be graduating from high school and moving into her first year of college. With plans to remain in Indiana, both Indiana Wesleyan and Huntington (Indiana) University recruited Haley as a player and presented her with an offer to be an assistant coach as a student. After she made her decision, Haley decided to attend Indiana Wesleyan.

“Haley’s teams will take on her personality and will bring that same fire to the court that she did,” Thornton said.

Lauren Hensley is a spring intern in the NFHS Publications/Communications Department. She is a senior at Franklin (Indiana) College majoring in journalism and public relations.
Principal Joe Loomis has seen many policies pass over his desk at Fortville (Indiana) Mount Vernon High School. During his years as an administrator, he has tried to be an advocate of good behavior and better reputation for the students and educators for whom he is responsible. He also doesn’t like what he has seen evolve on television, with professional coaches on the sidelines visibly arguing with the game officials.

About 10 years ago, Loomis realized he had a problem. Mount Vernon was having difficulty hiring people to officiate its athletic contests. Loomis says that he already considers the number of officials in the state low, but he wonders who would even want the job. In addition to being a low-paying position, Loomis feels that officials are given a “bad time” by everyone — parents, administrators, players and especially coaches.

This singular concern a decade ago inspired him to turn things around. Loomis instilled a new philosophy for Mount Vernon athletics: coaches were no longer permitted to argue with officials. The program is still in effect there in programs and contests across the board.

Loomis admits to rocky roads of adversity when first trying to implement the new policy. He says the transition was easier for some than it was for others, and regrets that some coaches were not able to continue working for him when the idea was introduced. After a tough period of change, he saw the opportunity of hiring new coaches as the key to a fresh start.

“You’ve got to set a good example for players and fans alike to follow.”

“I think most coaches in most schools think it’s part of their job,” Loomis said. “They think it’s OK. Regardless, sportsmanship is critical.”

Loomis refers to his “no-arguing” philosophy as a practice rather than a policy, because the rule hasn’t been set in writing. In-
stead, Loomis relies on the state of Indiana to outline the penalty for unruly coaches, with the option of schools imposing their own penalties for varying situations.

The Indiana High School Athletic Association’s (IHSAA) bylaws outline course of action for unruly coaches. In most instances, the IHSAA mandates a one-game suspension and a filed report by the principal of the school.

The IHSAA has tips for good sportsmanship on its Web site for teens, parents and coaches. Under all three headings, there is a pointer about respecting the officials. For coaches, tip No. 4 reads: “You’ve got to set a good example for players and fans alike to follow. This means treating game officials with respect – even when you disagree. And no arguing, gesturing or throwing stuff – including your hat, clipboard, or jacket.” The IHSAA also has an unsporting behavior form available on its Web site for officials or anyone else to file a complaint against an offending school or coach.

Loomis adds that some states issue additional punishment for severe disciplinary cases, such as ejection, and he expresses hopes that these actions expand to the national level. There is also a coach education program available from the NFHS designed to assist coaches in creating healthy environments for student-athletes.

What about at the local level? Loomis expresses regret that he does not have more authority at the middle and elementary school athletic levels at Mount Vernon. He does hope, though, that the younger athletes see examples that his staff is setting for all sports at the high school level. Loomis is also relying on the program directors at his level to steer the next generation in the right direction.

“We’re learning,” he says. “Younger kids see the examples we set.”

So far, Loomis says he sees his program as a success. He boasts that Mount Vernon very seldom gets declined by an official. Now that Loomis is set to retire at the end of the year, he hopes to see his practices continued after he’s left the school.

“Now that it’s here, I don’t think it’ll leave,” Loomis says. “We don’t want teachers acting inappropriately in the classroom, so we don’t want coaches acting inappropriately at a game.”

Paige Flynn is a spring semester intern in the NFHS Publications/Communications Department. She is a sophomore at Butler (Indiana) University, majoring in journalism (public relations and advertising) and minoring in digital media production.
On January 21, 2009, the U.S. Supreme Court ruled 9-0 that in cases of alleged sex discrimination in schools, Title IX does not bar victims from also pursuing claims under a separate federal civil rights law designed to provide remedies for violations of the Equal Protection Clause of the Fourteenth Amendment to the U.S. Constitution.

The decision could have significant implications for school districts and school personnel across the country. The rule of law set forth by the Supreme Court in the case makes it possible for students and school employees who have suffered any form of gender discrimination to sue all potentially liable parties for a full range of damages. In an era when the number of sex-bias cases involving educational institutions has dramatically increased, including incidents of sexual harassment, bullying, hazing and cyberbullying, the Court’s ruling will place additional pressure on school officials to ensure that effective anti-harassment policies and investigatory procedures are enacted and consistently enforced.

The case, Fitzgerald v. Barnstable School Committee, addressed the issue whether Congress intended Title IX of the Education Amendments of 1972 to be such a comprehensive and exclusive remedy for sex discrimination in schools that the statute would preclude the use of 42 U.S.C. Section 1983, an older federal law that was created to provide redress for the infringement of citizens’ Equal Protection rights under the Fourteenth Amendment.

Title IX provides: “No person in the United States shall, on the basis of sex be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

The statute has been interpreted as providing three types of remedies: withdrawal of federal funding from educational institutions that are not in compliance, injunctive relief to force institutions to take corrective measures, and financial damages. However, the enforcement of Title IX has been limited to lawsuits against institutions, not against school officials in their capacity as individuals such as administrators, teachers and coaches. And financial damages under Title IX are limited to compensatory damages, not punitive damages.

42 U.S.C. Section 1983 provides: “Every person who under color of any statute, ordinance, regulation, custom or usage, of any State or Territory or the District of Columbia, subjects, or causes to be subjected, any citizen of the United States or other person within the jurisdiction thereof to deprivation of any rights, privileges, or immunities secured by the Constitution and laws, shall be liable to the party injured in an action at law, suit in equity or other proper proceeding for redress.”

The statute is used to enforce and provide remedies for violations of the Fourteenth Amendment’s Equal Protection Clause, including sex discrimination and gender-related harassment, hazing and bullying. The law allows suits against government institutions, including public schools, and against individuals for a full range of financial damages, including both compensatory amounts and punitive awards.

The dispute in the Fitzgerald case arose when the parents of an elementary school student in the Barnstable, Massachusetts school system reported to school officials that their daughter had been the victim of sexual harassment and bullying by an older boy on the school bus and at school, including repeated instances of being forced by the boy to lift her skirt, pull down her underpants, and spread her legs. School personnel investigated by interviewing the bus driver and other students, but claimed they were unable to corroborate the girl’s version of the events. The local police department conducted an independent investigation and concluded there was insufficient evidence to bring criminal charges against the boy.

Dissatisfied with these investigatory efforts and with the limited remedial measures proposed by school officials to protect their daughter from future harassment, the parents filed suit in federal District Court, claiming that the district’s response to the allegations of sexual harassment had been inadequate. Their complaint included a claim under Title IX against the district and claims under Section 1983 against the district and against school personnel in their capacity as individuals, including the district superintendent and the school principal. The District Court dismissed the suit and
the parents appealed to the First Circuit.

The Court of Appeals affirmed the lower court dismissal of the Title IX claim, concluding that it lacked merit because the response of school personnel to the reported harassment had been “objectively reasonable.” The Court of Appeals also affirmed the lower court dismissal of the Section 1983 claim, holding that it was precluded by the Title IX claim. “Congress saw Title IX as the sole means of vindicating the constitutional right to be free from gender discrimination perpetuated by educational institutions.”

The Court of Appeals’ decision deepened a conflict among the Circuits regarding whether Title IX pre-empted the use of Section 1983 in harassment cases, a preclusion that would insulate school personnel from personal financial liability and that would limit institutional liability to compensatory awards only. Nationwide, seven federal Courts of Appeal had considered the issue with four ruling in favor of preemption and three holding that victims could assert claims under both statutes. The U.S. Supreme Court agreed to hear the case in order to resolve the conflict among the Circuits and to create uniformity of law across the country related to the issue.

Writing the unanimous decision of the Court, Justice Samuel Alito stated, “Title IX reaches institutions and programs that receive federal funds … but it has consistently been interpreted as not authorizing suit against school officials, teachers and other individuals. The Equal Protection Clause reaches only state actors, but Section 1983 equal protection claims may be brought against individuals.”

“It is essential that districts and personnel act to ensure that effective anti-harassment policies are developed, implemented and consistently enforced.”

“Even where particular activities and particular defendants are subject to both Title IX and the Equal Protection Clause, the standards for establishing liability may not be wholly congruent. For example, a Title IX plaintiff can establish school district liability by showing that a single school administrator with authority to take corrective action responded to harassment with deliberate indifference. A plaintiff stating a similar claim via Section 1983 for violation of the Equal Protection Clause by a school district must show that the harassment was the result of policy or practice.”

“In light of the divergent coverage of Title IX and the Equal Protection Clause … we conclude that Title IX was not meant to be an exclusive mechanism for addressing gender discrimination in schools, or a substitute for Section 1983 suits as a means of enforcing constitutional rights.”

“Accordingly, we reverse the Court of Appeals’ judgment and remand the case for further proceedings consistent with this opinion.”

The Supreme Court’s ruling makes it clear that students or employees who are alleged victims of sexual discrimination in educational settings may seek redress under both Title IX and the Fourteenth Amendment’s Equal Protection Clause, ensuring that they may sue both the school and its personnel in their capacity as individuals for a full range of compensatory and punitive damages. Encompassed by the decision are instances of teacher against student or athletic personnel against student-athlete sexual harassment, peer sexual harassment as that which occurred in the Fitzgerald case, gender-related instances of bullying or cyberbullying, and hazing that takes place in the context of school organizations or sports teams.

Of most concern to school personnel, including superintendents, principals, athletic directors, teachers and coaches, is that the Fitzgerald ruling makes it possible for them to be held personally, financially liable in any of the various types of harassment cases. In light of this landmark decision, it is essential that districts and personnel act to ensure that effective anti-harassment policies are developed, implemented and consistently enforced.

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 may be contacted at Lee.Green@BakerU.Edu.
NFHS Writes Playing Rules for High School Sports

BY BRUCE HOWARD

Since its founding in 1920, the chief function of the National Federation of State High School Associations (NFHS) has been the writing and publishing of playing rules used for high school sports competition in the United States.

Today, the NFHS publishes playing rules in 17 sports for boys and girls competition, including baseball, basketball, cross country, field hockey, football, boys gymnastics, girls gymnastics, ice hockey, boys lacrosse, soccer, softball, spirit, swimming and diving, track and field, volleyball, water polo and wrestling.

To maintain the sound traditions of each sport, encourage sportsmanship and minimize the inherent risk of injury, the NFHS writes playing rules for varsity competition among student-athletes of high school age. There are differences in high school rules from those of college and professional sports — and for good reasons.

The sheer numbers and varying skill levels of young people competing in high school sports demands adaptability and a strong focus on risk minimization. In football, for instance, more than one million young people compete in high school football at schools ranging in enrollment from 50 to 5,000 or more. High school rules stress a balance between offense and defense and emphasize fair play. In addition, ample lead time is given, if possible, to incorporate equipment or facility changes that require substantial expenditures on the part of high schools.

An annual review of NFHS playing rules is conducted by the various sports rules committees, which are composed of coaches, officials and administrators. Most NFHS rules committees have 11 members — one voting member from each of the eight NFHS sections, plus a representative of the NFHS Officials Association, the NFHS Coaches Association and a chairperson. The Football Rules Committee is unique in its structure with one voting member from each state association that uses NFHS playing rules.

Prior to the annual rules meeting in each sport, there is ample opportunity for coaches and officials, as well as administrators in state association offices, to submit rules proposals. Proposals for rules revisions usually come from rules committee members, state association staff members, NFHS rules editors or items from the annual questionnaire that is distributed to coaches and officials nationwide.

The NFHS distributes 1,000 rules questionnaires through member state associations to 500 coaches and 500 officials. The proportion of the 1,000 questionnaires distributed to each state is based on the number of schools participating in the particular sport in that state.

Part 1 of the questionnaire attempts to obtain feedback on rules revisions from the previous year, while Part 2 strives to determine new situations that have occurred in the current year. Part 3 looks at possible future rules revisions. Although rules committees are not bound by the results from the questionnaires, the committees give serious consideration to input from coaches and officials across the country.

The NFHS staff liaison in each sport sends a formal request for suggested rules changes to state associations and rules committee members. A preliminary agenda is developed and distributed to state associations and committee members. During this time, feedback is provided from state rules interpreters and state association staff. The NFHS staff liaison then develops a final agenda and distributes to state associations and committee members.

After the committee meets and votes on rules changes for the coming season, the proposed changes are submitted to the NFHS Rules Review Committee and then to the NFHS Board of Directors for final approval. Approved rules changes become effective with the next school year, unless specifically stated otherwise.

Once the changes have been approved by the Board of Directors, a news release is distributed and the information is posted on the NFHS Web site. Production of the various rules publications begins.
after the conclusion of the meeting, and the rules book in each sport is distributed approximately three months after the rules meeting.

In addition to rules books, other publications are printed in most sports, such as case books, officials manuals, handbooks and simplified and illustrated rules. Case books are published separately in baseball, basketball, football, softball, and track and field as a supplement to the rules books. These books contain actual play situations.

Officials manuals are made available in baseball, basketball, football, softball, and track and field on an every-other-year basis. These manuals are directed specifically to individuals who want to enter the avocation of officiating or for those who wish to improve their competence in the sport. Handbooks are published every two years in football and basketball. These publications contain brief histories of the sport, procedures followed in developing the rules and an emphasis on the philosophy of the rules committees.

Simplified and Illustrated Rules and Rules By Topic publications are produced in baseball, basketball and football. The Rules By Topic publications address complex rules and organize the rules by category, providing officials, umpires and others with support information to better understand and apply the rules.

State associations voluntarily choose to adopt playing rules written by NFHS rules committees. NFHS rules leave to the state associations the responsibility for adoption of rules or standards regulating eligibility, discipline, awards, size of squads, tournament entry and advancement, and modifications for sub-varsity play.

Opportunity does exist for “grassroots” involvement in the NFHS rules-writing process. Athletic directors, principals and coaches are urged to contact their state association representative regarding any possible rules proposals. State association staff members then submit formal rules proposals to the NFHS staff liaison.

Without a doubt, risk minimization is the single most important consideration for NFHS rules committee. Most recently, the NFHS Football Rules Committee added the horse-collar tackle to the list of illegal personal contact fouls and prohibited coaches from being in the restricted area along the sideline during a live-ball situation. This will provide officials an open area to move up and down the sideline and reduces the risk of injury.

Additional information on the NFHS rules-writing process, as well as lists of rules changes, points of emphasis and rules interpretations in all sports, are available on the NFHS Web site at www.nfhs.org. Individuals interested in ordering any NFHS rules publications can call the toll-free phone number at 800-776-3462 or order online at www.nfhs.com.

Bruce Howard is director of publications and communications and co-editor of High School Today.

---

**MUSIC EDUCATOR AWARDS**

Twenty individuals have been selected to receive the 2008-09 Outstanding Music Educator Awards, given by the NFHS Music Association.

The Music Advisory Committee selected the recipients based on their significant contributions to high school music activities. The awards recognize high school or college band, choral or orchestral directors, supervisors and adjudicators. This year, six individuals were section winners and 14 were state winners.

For complete biographical information on this year’s Music Educator Award winners, visit the NFHS Web site at <www.nfhs.org/hstoday>.

---

**STATE WINNERS**

Byron Braasch, Nebraska
Karen Dismuke, Arkansas
Tom Fleecs, Colorado
Aaron Fleming, New Mexico
Sherry Freeman, Mississippi
Kenneth Griffin, Texas
Paul Kimpton, Illinois
Michael Lien, Minnesota
Beth Mazanec, Montana
Rebecca Raber, North Dakota
Jan Smith, Oklahoma
Clayton Southwick, South Dakota
Rob Tapper, Washington
Roy Vandelicht, Jr., Missouri
With eight of 51 state associations adopting a multiplier formula, some private schools have had to switch to different classifications within their states.

These formulas call for private schools to multiply the number of their enrolled students by a designated multiplier. This reclassification forces smaller, private schools to compete against larger, public schools in sporting events.

For some states, the formula may lessen the notion that private schools hold an advantage over public schools in sports. With the ability to attract athletes and pull students from a larger portion of a metropolitan area, private schools are not limited to only the students who fall into their school district boundaries as exists with many public schools.

Connecticut, which does not use a straight multiplier for all athletics, does apply similar criteria to two sports. Football classification is determined by a point system and basketball is divided into divisions based on enrollment numbers in each school.

“In basketball, the more powerful schools are small or private ones. Private schools that draw students from more than one district have their total enrollment doubled and then compete in the class in which those numbers fall,” said Matt Fischer, director of information services for the Connecticut Interscholastic Athletic Conference (CIAC).

In Alabama, the multiplier is 1.35 for each sport. In a possible scenario of 500 co-ed students in an Alabama private school, a 1.35 multiplier would force the private schools to compete against public schools with 675 students.

Although both Illinois and Tennessee have taken on forms of a multiplier, they do not follow the same formula as others. Illinois enforces a 1.65 multiplier on any non-boundaried school, and Tennessee divides its public and private schools into two divisions. All non-public schools that assist in need-based aid, or any tuition reduction to their student-athletes, compete in Division II. The non-public schools that individually choose to remain with the public schools are put into Division I.

To the south, Georgia and Arkansas had both applied the multiplier formula to their athletic programs, but they have since been dropped. After eight years, Georgia deleted its multiplier rule in 2007. In Arkansas, the multiplier was dropped and private schools decided for themselves to automatically move up one class after enrollment numbers were figured.

Nevada’s multiplier of 2.0 will go into effect in 2013, a higher multiplier than other states that have adopted such rules.

In Minnesota, a reverse multiplier is used, which is based on the number of students in a school activity program and who are registered for free or reduced lunch.

Other state associations have discussed using a multiplier formula, but only eight have adopted such rules as part of their high school athletic programs. Fischer said that Connecticut has had no major complaints from around the state regarding the change.

“A majority of the schools are happy,” he said. “The least happy are those [schools] that have a lot of numbers added, but for the most part, powerful schools want the competition so they do not mind going against larger schools.”

Lauren Hensley is a spring intern in the NFHS Publications/Communications Department. She is a senior at Franklin (Indiana) College majoring in journalism and public relations.
A visitor to the Georgia Dome in Atlanta, Georgia, might find a crowd near lower Gate C on any given Sunday. That’s where you’ll find the Georgia High School Association’s (GHSA) football helmet display.

The display was unveiled in early December 2008. The wall is a permanent addition to the Dome, and was opened just in time for proud players and alumni to view at the GHSA state football championships, which also are held at the Dome. The display features helmets from nearly all 350 GHSA-member high school football teams.

Earlier in 2008, the Atlanta Falcons and Georgia World Congress Center Authority, which operates the Dome, approached GHSA Executive Director Ralph Swearngin about securing the helmets from the schools with football programs.

“We thought that was great,” Swearngin says of the wall. “When the finished product came out, it was so much more amazing that we had ever anticipated.”

Swearngin says the idea spawned from the National Football League’s (NFL) effort to keep the grassroots constituents of football in mind. With such a short season, there is concern about how to keep younger generations interested in football rather than sports with longer seasons. Swearngin says that although the NFL began this movement with players and coaches in youth football leagues, it is now moving up the chain to charm high school athletes as well.

“They’ve made elaborate signs to direct people to the exhibit,” Swearngin says, “even in the nosebleeds [seats]! It’s a busy crowd, even during pro games.” With 12 new GHSA high schools set to open in fall 2009, it’s a good thing the Georgia Dome has left room for expansion.

Although the GHSA is not currently involved in any other direct projects with the NFL, it appreciates the love it has been shown this past season. On December 13, 2008 (the Saturday before the high school championship games), the Falcons sponsored a luncheon for all GHSA-member head coaches. Falcons head coach Mike Smith was a guest speaker at the luncheon.

However, the GHSA isn’t the only one teaming up with the NFL for high school football. Most NFL teams have scholarship programs and opportunities available for student-athletes on their Web sites. Swearngin also points out that two other NFL teams – the Seattle Seahawks and the Carolina Panthers – have also dedicated permanent helmet wall displays in honor of high school football.

“It’s a great experience,” he says.

Paige Flynn is a spring semester intern in the NFHS Publications/Communications Department. She is a sophomore at Butler (Indiana) University, majoring in journalism (public relations and advertising) and minoring in digital media production.
High Schools Broadcast State Championship Games

BY PAIGE FLYNN

While some students from Smith Center (Kansas) High School watched their school’s fifth consecutive Kansas State High School Activities Association (KSHSAA) state football title from the stands, others were lucky enough to witness it from behind a camera. A week later, students from Olathe (Kansas) Northwest High School were braving a stormy mix of snow and rain to capture the KSHSAA Class 6A title game. Both groups, however, were working toward a common goal: to broadcast state championship high school football.

KSHSAA Executive Director Gary Musselman initiated the plan of a student-run broadcast and turned it into action when he contacted the schools about the idea. Greg Hobelmann, the athletic director at Smith Center High School, agreed that it would be a great opportunity for his students.

“It’s a great experience for the kids,” Hobelmann says. “It’s something that kids in our size school don’t get to do a lot of, and it’s definitely a career opportunity … We’d been doing a lot of video stuff in the past year, and our football team had been doing well since 2004; everything was just going really well.”
There are five classes of 11-player football in Kansas, with 2-1A as the smallest and 6A the largest. Smith Center agreed to produce the 2A championship game, which included its football team earning its fifth consecutive state championship. While the football team at Olathe Northwest did not play in the Class 6A game, students in its television production class took the opportunity of doing a live broadcast.

Both schools executed dry runs in the classrooms, as well as doing their team research ahead of time. In late November, nine students from Smith Center and 18 students from Olathe Northwest successfully broadcast the 2A and 6A championship high school football games, respectively. The students did everything from running cables and hauling equipment to running cameras and audio. Highlights, instant replays and still photography were also tasks left up to the students.

Doug Kapeller, a television production teacher at Olathe Northwest, said that his students created a lot of the graphics in the class time they had leading up to the game. He maintains that practice makes perfect. “They all knew their tasks pregame, during the game and postseason,” he says of his students.

Of course, the high schools’ sophomores, juniors and seniors couldn’t have done it without a little assistance. Kapeller and Hobelmann both praised the help of college students, a few adults and some television station employees to get them through the games smoothly.

“T.J. McGinnis worked a lot with me and my students,” Kapeller said of the recent Olathe Northwest alum who aided with the technicalities of the production. “He helped us with contacts, using royalty-free music and the replay system.”

Although the Minnesota State High School League has used students for live Webcasts for the past two years, the Kansas high schools believe that they have set a benchmark.

“Some of my colleagues within the district and state thought it was produced locally by an affiliate before they heard the announcers say it was a group of high school kids,” Kapeller says of his school’s success.

Olathe Northwest and Smith Center expressed a desire to be involved in such an excellent opportunity for the students again next year. However, they speculated that the KSHSAA might pass the broadcasting honors on to other schools in the state. DVDs of the 2008 productions are available on the KSHSAA Web site, www.kshsaa.org.

Paige Flynn is a spring semester intern in the NFHS Publications/Communications Department. She is a sophomore at Butler (Indiana) University, majoring in journalism (public relations and advertising) and minoring in digital media production.
The 10th annual Girls and Women in Sports Day luncheon was held February 5 in Indianapolis to honor outstanding female sports participants. Since 2000, the National Federation of State High School Associations, along with the NCAA and the Indiana High School Athletic Association (IHSAA), has hosted the event in recognition of the achievements by girls and women in interscholastic sports and activities throughout Indiana.

The luncheon included a presentation of seven awards and special keynote speaker Lin Dunn, former Purdue University women’s basketball head coach and current head coach of the Indiana Fever of the Women’s National Basketball Association.

Dunn, a six-year coach for the Fever, grabbed audience attention by sharing her four keys to success.

“These four keys to success are not just in sports; they are four keys to success in life,” Dunn said. “Be the best you can be, expect to fail, overcome handicaps, or better stated, overcome excuses, and know what true success really is,” she said.

In addition to her emphasis on success, Dunn educated the audience of nearly 500 on the importance of the 1972 Title IX legislation, which was made a law in 1976. Title IX gave equal rights to women in schools that received financial assistance from the government.

“Thank goodness for Title IX,” Dunn emphasized. “Thank goodness for Title IX.”

She went on to humor audience members with stories from her playing days and early coaching career. Guests were able to meet and receive autographs from Dunn following the conclusion of the award presentations.
The seven awards were presented to five Indiana athletes, one high school coach and one high school athletic director.

- **Megan Schmett**, a senior at Evansville (Indiana) North High School, was the recipient of the Leadership Award.
- **Hannah Farley** of Indianapolis (Indiana) Park Tudor High School won the Outstanding Contribution to Sport Award.
- **Marlee Maddigan**, a senior at Indianapolis (Indiana) Southport High School, was honored with the Achievement Award.
- **Haley Chaney** of Norwell (Indiana) High School received the Courage Award.
- **Mary “Betsy” Jones** of Indianapolis (Indiana) Cardinal Ritter High School was this year’s recipient of the NCAA Robert F. Kanaby Citizenship Award.
- **Barbara Guhl** of Indianapolis (Indiana) Warren Central High School was presented the IHSAA Sportsmanship Award.
- **Janis Qualizza**, an athletic director at Merrillville (Indiana) High School, was given the Spirit of Sport Award.

National Student Leadership Conference is life-changing experience

**BY LAUREN HENSLEY**

During the weekend of **July 16-19**, Indianapolis will house nearly 300 of the world’s most outstanding young leaders.

The 2009 National Federation of State High School Associations (NFHS) National Student Leadership Conference (NSLC) will soon take over the Indianapolis Hilton downtown as a result of a grant from T-Mobile USA, Inc. For one weekend, high school students from the United States, Canada and Israel gather with adult delegates to partake in group sessions, community service and a ton of fun, all of which is free to participants.

“Every year the bar is raised as to what students the state associations will choose for the conference,” said Elliot Hopkins, NFHS director of educational services and coordinator of the Student Leadership Conference. “This conference is truly a life-changing experience for everyone who attends.”

Student and adult delegates spend four days participating in group discussions regarding teamwork, sportsmanship and leadership, all of which they take back and share with their respective schools and communities.

At past conferences, the annual community service project typically allowed delegates to spend about five hours – rain or shine – cleaning up Indianapolis parks, but this year participants will be volunteering at local schools. In addition, the delegates can choose which daily speaker sessions they would like to attend, some of which include ACT/SAT preparation suggestions or financial advice.

After speaking sessions and discussion groups wrap up for the day, the delegates are treated to an array of fun activities.

A night at the Children’s Museum of Indianapolis allows students to have complete access to exhibits, as well as a pasta dinner for all delegates. On Friday night, students will attend the “Night of Olympians,” which will feature past Olympic athletes, and as the conference begins to wind down on Saturday evening, students will attend a dinner-dance.

Delegates attending the NSLC also have some downtime, which allows them to take full advantage of the T-Mobile lounge.

Open until midnight, the lounge is not a typical teenage hangout spot. It features six computers for students to check e-mail or surf the Web, 50-inch flat-screen TVs, sofas and loveseats for relaxing, magazines, games and an endless supply of popcorn and lemonade. A new addition to this year’s lounge will include a tripod and digital camera for students to upload photos and videos to the Internet.

Sunday marks the final day of the conference with delegates spending the morning at a non-denominational church service. As
they leave, students are once again encouraged to go back and share what they have learned with their schools and communities.

“When students return home, it is also life-changing for them to discuss what they have learned with others,” Hopkins said. “The entire four-day experience alone is beneficial enough for even one student from each state to come.”

Lauren Hensley is a spring intern in the NFHS Publications/Communications Department. She is a senior at Franklin (Indiana) College majoring in journalism and public relations.

Atlanta schools charging participation fees, while Ames, Iowa, high school loses fees

BY PAIGE FLYNN

High schools across the country are dealing with the issue of whether or not to charge athletes and their families a participation fee. For many students in Atlanta, Georgia, you have to pay to participate.

According to The Atlanta Journal-Constitution, 38 out of 68 metropolitan schools in the Atlanta area charge a fee to student-athletes. In some cases, these prices during football season are as high as $500 per player.

A guideline in the Georgia Department of Education states that schools may charge participation fees as “donations” only; athletes who do not pay the fee may not be excluded from the sport.

“I’ve had to have conversations with athletic directors telling them they need to say it in such a way as to indicate that it’s highly encouraged, not mandatory,” said Steve Jones, athletic director for Cobb County. “You can’t tell a kid he can’t play football because he can’t pay his fees.”

At Ames High School in Ames, Iowa, it’s another story.

The school recently suffered from a ruling by the Iowa Department of Education, saying that the school could not charge its participation fee of $40 per athlete. With more than 1,000 participants, those losses add up to more than $40,000. In the meantime, Ames High School is using money from its emergency reserve to make up for this sudden budget crisis. However, with such a huge blow to its income, athletic director Judge Johnston predicts that things may not be the same next year.

“In one budgetary year, we could quickly erode what good coaches and good programs have built up for many years,” Johnston said.

Carter retires in Tennessee; Childress named director

BY PAIGE FLYNN

In Ronnie Carter’s 31 years at the Tennessee Secondary School Athletic Association (TSSAA), he has seen more than 180 executive directors from all 50 states come and go. Now, in June 2009, the TSSAA’s third executive director will himself retire.

Carter has dedicated the past 40 years of his life to the education of high school student-athletes. He has worked as a teacher, coach, official and administrator, pioneering the TSSAA in the world of emerging high school sports. In 1996, the TSSAA held its first state cheerleading championship, before most states even recognized it as a sport, and in 2001, became one of the first states to sanction bowling as a sport.

Carter joined the TSSAA in 1978 as an assistant executive director and was named executive director in 1986. Prior to joining the TSSAA, Carter taught math and coached football, basketball, wrestling and track for 11 years at the secondary school level in Nashville.

Carter has also served on several NFHS committees, including the Football Rules Committee for 25 years and the Basketball Rules Committee for 12 years, including eight years as chair. He served on the NFHS Board of Directors for four years and was president of the NFHS during the 2001-02 school year. He is the fifth-longest tenured active executive director in the NFHS.

Carter’s successor will be Bernard Childress, who joined the TSSAA as assistant director in 1995. Childress’s current responsibilities include
overseeing the Tennessee Middle School Athletic Association and the TSSAA’s Coaches Education Program. In 2005, he was also awarded the NFHS Citation Award, one of the most highly regarded achievements in high school activities. He will assume the duties as the TSSAA’s fourth executive director immediately following Carter’s retirement on June 30.

Football fatality update

BY PAIGE FLYNN

According to the updated Annual Survey of Football Research, there were seven directly related football fatalities and seven indirectly related deaths at the high school level in 2008. The 14 combined deaths represent an increase over last year’s total of nine.

Direct fatalities are a result of participation in the fundamental skills of football – tackling and blocking. Indirect fatalities are caused by the systemic failure as a result of exertion while participating in football activity or by a complication which was secondary to a non-fatal injury, according to the study.

Of the seven direct fatalities, three were caused by tackling, two from collision, and one each from being tackled while running the ball and blocking. These incidents led to five brain injuries and two internal injuries.

Fredrick O. Mueller, Ph.D., University of North Carolina at Chapel Hill, is the author of the study and strongly believes that direct fatalities would decrease under current rules if coaches teach the proper fundamentals of blocking and tackling.

“Coaches who are teaching helmet or face-to-the-numbers tackling and blocking are not only breaking the football rules, but are placing their players at risk for permanent paralysis or death,” Dr. Mueller says in the report. He goes on to explain that there are legal repercussions in the event of a catastrophic football injury due to illegal blocking and tackling techniques.

In many cases, the actual playing of the sport of football is not responsible for fatalities. In 2008, three deaths were attributed to heart-related causes and four from heat stroke.

The report encourages coaches, trainers and physicians to take all safety measures and precautions in order to avoid fatalities in football, including physical examinations, weight monitoring and adequate water consumption. The author also recommends that proper coaching techniques be observed to ensure strict enforcement of the rules.

Paige Flynn is a spring semester intern for the NFHS Publications/Communications Department. She is a sophomore at Butler (Indiana) University, majoring in journalism (public relations and advertising) and minoring in digital media production.
National Interscholastic Athletic Administrators Association

7,750 members include:
- High school athletic directors
- City athletic directors
- District athletic directors
- County athletic directors
- Middle school athletic directors
- Athletic coordinators
- Executive directors of state athletic administrator associations
- Retired athletic directors
- College student memberships

Benefits to Members:
- Interscholastic Athletic Administration magazine
- Leadership Training Program of 30 course curriculum
- Student Scholarship/Essay Program
- Opportunity to attend annual national conference
- Three levels of professional certification
- Liability insurance
- Professional Outreach Program
- NIAAA Hall of Fame
- Life insurance
- Special rate for From the Gym to the Jury Risk Management newsletter
- Opportunities to serve national committees
- Selection of helpful media products and published materials
- Collegiate credit & degree programs in athletic administration that utilize NIAAA LTP
- Application for the Sport Turf Field Renovation project
- Awards & recognition program
- Endowment Program
- Approved Fundraiser Guide
- National Emergency Network
- On-line logo shop
- Discount on Long Term Health Care
- On-line Buyer’s Guide

Go to www.niaaa.org for further information on membership, services, programs, partnerships and professional development opportunities.