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Sexual Harassment in Athletic Programs
Legal Issues and Strategies

Athletic Directors
Roles become increasingly complex

Fund-raising
Thinking outside the box to cover rising expenses

Above and Beyond
Down Syndrome does not stop wrestler
The 2008-2011 Strategic Plan for the National Federation of State High School Associations (NFHS) was approved by the NFHS Board of Directors at its April meeting and will be presented to the membership at the 89th Summer Meeting in Washington D.C.

The Strategic Plan, which provides a three-year road map for the organization, was formulated by the 27-member Strategic Planning Committee in January. It is the fifth three-year plan developed by the NFHS, and continues the organization in a planning mode that commenced with the first plan in 1996. The strategic planning process has served the NFHS well by providing representation from the membership with the opportunity to participate.

The committee developed 26 objectives to accomplish during the next three years. Fourteen of the 26 objectives were developed by the Operations Subcommittee, three by the Fiscal/Funding Subcommittee and nine by the National Presence Subcommittee. Each subcommittee also developed a number of tactics to help accomplish each objective.

Two objectives developed by the Operations Subcommittee dealt with NFHS sport rules: “Strive for consistency in the development of interscholastic sport rules” and “Provide leadership of the promulgation, dissemination and interpretation of rules for high school sports and activities ensuring fair play and minimization of risk to participants.”

The tactics developed for the latter objective include experimenting with two-year rules books for a couple of sports. The selection of sports and the implementation date for the two-year rules books will be no later than 2009-10, and will be researched and established through staff input and Board action.

The Operations Subcommittee also developed two objectives dealing with the promotion of the educational NFHS message: “Provide necessary resources to enhance the NFHS Web site” and “Continue to promote the educational message of the NFHS through production of high quality media.”

To enhance the NFHS Web site, the committee developed tactics to survey the membership to prioritize the needs and purposes of the Web site, create a Web site for students, and to explore multimedia promotion of the National High School Hall of Fame.

One of the three objectives developed by the Fiscal/Funding Subcommittee was to “continue to expand revenue through relevant marketing initiatives.” The committee outlined eight tactics, including increasing potential for advertising and sponsorship through the enhanced Web site and providing NFHS materials in electronic and other formats for co-marketing use at the state level. The committee also developed a tactic to “increase revenue by providing an officials education program.” The second objective developed is to “maintain fiscal security through a balanced budget.”

The National Presence Subcommittee developed two of its nine objectives to maintain the position of the NFHS as the authority for interscholastic sports and fine arts: “Establish the NFHS as the pre-eminent authority on high school sports related injury data” and “Continue to be the national authority on rules governing interscholastic athletic and fine arts activities and enhance the efficiency of the NFHS rules committees.”

Within the first objective, the committee developed four tactics including developing an injury surveillance system to provide data on all high school sports related injuries, expanding the current system that is focused on catastrophic injuries.

Another objective developed by the National Presence Subcommittee focused on promoting the educational message of interscholastic activity programs by “developing, marketing and monitoring interscholastic athletic and fine arts activities and enhancing the efficiency of the NFHS rules committees.”

The National Presence Subcommittee also developed an objective to “examine the feasibility of conducting invitational national championships and, if desired, forward an articulated plan for consideration by the NFHS membership.” This objective will be considered by the Board of Directors by July 2009. Tactics developed for this objective include identifying any NFHS bylaw changes required, considering a school year or non-school year date, defining/differentiating national event and national championships, considering athletic or activity programs for national championships and considering individual or team invitational national events/championships.

The Strategic Planning Committee was led by Dan Ross, commissioner of the Ohio High School Athletic Association. Mike Savage of Connecticut chaired the National Presence Subcommittee; Gary Tripp of New Mexico was chair of the Fiscal/Funding Subcommittee; and Ennis Proctor of Mississippi chaired the Operations Subcommittee.
Home Plate Covered

More than 477,000 boys participate in baseball at about 15,450 schools nationwide. Shown here is action from teams at a previous Indiana High School Athletic Association tournament.

Photograph provided by 20/20 Photographic, Mt. Pleasant, Michigan.

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You can read all articles – and more not published in this issue – online at www.nfhs.org/hstoday.
Sexual Harassment In Athletic Programs: Legal Issues and Strategies for Prevention

BY LEE GREEN

Background

Sexual harassment lawsuits involving schools or athletic programs are shocking, and the facts presented in such cases offend every precept of the mission of interscholastic athletics and secondary education. Media coverage of these lawsuits is so extensive as to make utterly implausible any lack-of-awareness arguments by school districts regarding the scope of the problem. And yet the pervasiveness of the sexual harassment claims continues to grow, with the rate of both criminal prosecutions and civil suit filings increasing each year.

Sexual harassment in athletic programs—employee against employee, athletic personnel against student-athlete, and student-athlete against student-athlete—has become one of the greatest sports liability concerns for schools and one with which every institution must be proactive in developing effective and legally sufficient policies. Consider the following sets of facts from 10 recent high-profile sexual harassment cases (case names, each of which includes the name of the school, have been omitted to protect the not-so-innocent).

Case One: A middle-aged, male, high school football coach who was also a physical education teacher at the school repeatedly engaged in sexual intercourse with a 15-year-old female student, often on school grounds during the school day. A criminal prosecution for statutory rape was accompanied by civil lawsuits against the school district, various district and school administrators, and the high school’s athletic director.

Case Two: A female physical education instructor repeatedly engaged in oral sex with an 18-year-old male student-athlete both on school grounds and in her car off school grounds. A criminal prosecution for violation of a state law banning teacher-student liaisons was accompanied by civil lawsuits against the school district, various district and school administrators, the high school’s athletic director, and the school’s physical education department chairperson.

Case Three: A young, male, assistant high school football coach who was a first-year teacher at the school began dating an 18-year-old cheerleader who was a student at the school. Their relationship ended after four months and the civil suit that ensued was not filed until a year later. Named as defendants in the suit were the school district, various district and school administrators, the high school’s athletic director, and the school’s head football coach.

Case Four: A young, male, high school tennis coach repeatedly called one of his female players at home and engaged her in conversations of a highly personal nature. On several occasions he asked her out on dates and on two occasions he gave her gifts, the first a diamond pendant and the second an article of lingerie. Although the student declined her coach’s requests for dates and no physical contact ever occurred between the two, she was successful in her civil lawsuit against all the usual suspects for hostile environment sexual harassment.

Case Five: A male coach of a girls’ soccer team often gave the 16-year-old female plaintiff a ride home from practice during
which time he would question her about her boyfriend, her love life and her sex life. Although no physical contact ever occurred between the two, she was successful in her hostile environment civil suit.

**Case Six:** A female coach of a girls’ field hockey team repeatedly had one-on-one, intimate discussions with team members regarding problems that she-the-coach was having in her personal relationships and inquiring about the personal relationships of her players, including details regarding their love and sex lives.

**Case Seven:** A male coach of a girl’s basketball team consistently used profane, sexually explicit, and sexually derogatory language during practice, often making sexually derogatory comments directed at a specific player. Despite arguing in his own defense that most of his coaching experience was in boys’ basketball where he believed the use of such language was appropriate, the female plaintiffs were successful with their hostile environment suit.

**Case Eight:** A male football coach, over a number of years and towards a number of different girls at the school, repeatedly made comments such as “you really look sexy in that outfit” and “you really should be a model.” He also repeatedly made comments regarding the specific physical attributes of the girls.

**Case Nine:** A male athletic trainer, over a number of years and towards a number of different female student-athletes, repeatedly made non-medical comments regarding the appearance of the girls’ legs, breasts, buttocks and other physical attributes.

**Case Ten:** A male coach of a girls’ basketball team, at an unchaperoned, out-of-town tournament, asked the 17-year-old female plaintiff to meet with him after hours to discuss the upcoming game. He took her to the hotel bar, ordered an alcoholic drink for her (which she refused), asked her to dance (which she refused), and asked her to accompany him to his hotel room (which she refused).

**Legal Standards:**

There are two forms of sexual harassment. The first is *quid pro quo* harassment, where the pressure by the offending party on the victim to engage in sexual behavior is derived either from threats by the defendant to impose tangible detriments if the plain-

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**Policy Recommendations**

The vast majority of the sexual harassment lawsuits related to schools and athletic programs are hostile environment cases and one of the keys to preventing the occurrence of hostile environment harassment is to ensure that school and athletics personnel strictly avoid “words or actions of a sexual nature.” The following recommendations incorporate the decisions from numerous court cases as to the types of behavior that are legally considered to fit within the definition of “words or actions of a sexual nature.”

**Ten Recommendations:**

1. Teachers and athletics personnel should never use sexually explicit language or tell sexually explicit or off-color jokes in the presence of students or student-athletes.
2. Teachers and athletics personnel should never display sexually explicit pictures or materials on school property and should never show such materials to students or student-athletes under any circumstances.
3. Teachers and athletics personnel should avoid engaging in excessively personal conversations, both in-person and on the phone, with students or student-athletes.
4. Teachers and athletics personnel should avoid sending excessively personal letters, cards, gifts or e-mail messages to students or student-athletes.
5. Teachers and athletics personnel should avoid commenting on the physical appearance of students or student-athletes, including manner of attire and specific physical attributes.
6. Teachers and athletics personnel should avoid, to the greatest extent possible, physical contact with or the touching of students and student-athletes.
7. Teachers and athletics personnel should avoid giving students or student-athletes rides home alone or even in groups where eventually only one student or student-athlete remains alone in the car with the adult.
8. Teachers and athletics personnel should avoid off-school-property, one-on-one meetings alone with students or student-athletes, especially in the home of the student or student-athlete or in the home of the teacher or athletics personnel.
9. Teachers and athletics personnel should never plan or take unchaperoned school or athletics-related trips and, even on properly chaperoned trips, they should exercise a greater degree of caution and propriety regarding interaction with students and student-athletes on the trip.
10. Teachers and athletics personnel should never date students under any circumstances. Issues of power differential, consent, credibility and appearance of impropriety make such relationships untenable.
tiff refuses or from promises by the defendant of tangible benefits if the plaintiff complies. In a school or athletics situation, quid pro quo sexual harassment cases typically involve allegations that the defendant made threats or promises regarding grades, treatment at school, being cut from a team, playing time on a team, or treatment as a team member.

The second form of sexual harassment is *hostile environment* harassment, where the offending party has perpetrated upon the victim unwelcome words or actions of a sexual nature in such a severe and pervasive manner so as to have created a hostile or abusive environment. Note that there are four elements in a hostile environment case – 1) unwelcomeness; 2) words or actions of a sexual nature; 3) severe and pervasive conduct; and 4) creation of a hostile, intimidating, or abusive environment.

In school or athletics sexual harassment suits, courts have consistently ruled that unwelcomeness is not a required component of the plaintiff’s burden of proof because true consent is not possible by a student to the offending behavior of a teacher or coach, especially in situations where the student is a minor. Therefore, hostile environment sexual harassment will be considered to have occurred whenever there are words or actions of a sexual nature, perpetrated in a severe or pervasive manner, which result in the creation of the abusive environment.

Hostile environment claims form the basis for the vast majority of all school and athletics sexual harassment lawsuits. Therefore, an effective anti-sexual harassment policy should mandate that teachers and athletics personnel strictly avoid all “words or actions of a sexual nature.” This prohibition should include not only explicit sexual behavior and physical contact, but also sexually explicit language, off-color jokes, excessively personal conversations, excessively personal gifts, comments on physical appearance, flirting, and any other interaction that might in any way be construed inappropriately.

**U.S. Supreme Court Sexual Harassment Cases**

In *Franklin v. Gwinnett County Board of Education*, the Supreme Court held that the anti-gender-discrimination provisions of Title IX provide a private cause of action for money damages by victims of sexual harassment in an educational setting. The case provides a strong statutory basis for civil lawsuits that can be used to supplement the common law protections of quid pro quo and hostile environment sexual harassment claims.

In *Burlington Industries v. Ellerth* and *Faragher v. City of Boca Raton*, the Court concluded that employers will be strictly liable for sexual harassment perpetrated by employees against other employees unless the employer had an effective sexual harassment reporting policy in place and the victim failed to access the protections of that policy. The case essentially mandates that employers, including school districts, develop and implement anti-sexual harassment policies.

In *Gebser v. Lago Vista Independent School District*, the Court ruled that schools and school personnel will be strictly liable for teacher-student sexual harassment when personnel in a position to take remedial action have knowledge that the harassment is occurring and exhibit deliberate indifference by failing to take preventative action. The case essentially mandates the reporting, investigation and resolution of all suspected teacher-student or athletic personnel-student incidents of harassment.

In *Davis v. Monroe County Board of Education*, the Court ruled that schools and school personnel will be strictly liable for student-student sexual harassment when school personnel in a position to take remedial action have knowledge that the harassment is occurring and exhibit deliberate indifference by failing to take preventative action. The case essentially mandates the reporting, investigation and resolution of all instances of suspected peer harassment.

In *Oncale v. Sundowner Offshore Services*, the Court ruled that sexual harassment does not have to be perpetrated by someone of the opposite gender in order to be actionable. The case affirms the validity of same-sex harassment claims, thus bringing the rapidly expanding athletics-related problem of hazing into the purview of sexual harassment law.

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he commitment required is incredible – six days a week, 80 hours a week. The skills and knowledge required – administrative, cognitive, communication, interpersonal, leadership, technical, motivation, organizational, self-management – are almost mind-boggling. The roles and responsibilities of the modern-day athletic director have become increasingly complex. This individual must be able to manage a myriad of issues ranging from mundane administrative tasks to sensitive and complex issues involving the emotional and psychological well-being of coaches, students and parents.

There are several variables, over which athletic directors have no control, that have intensified the challenges and have increased the demands on their time, skills and talents. The factors range from scarcity of resources, equity issues, increased involvement of stakeholders in decision-making and a changing world. How one responds to these variables determines success.

Every organization deals with finite resources; however, as school systems respond to No Child Left Behind (NCLB) and other mandates for increasing academic rigor, funding for other school needs diminishes. State and local government organizations struggle with maintaining levels of funding. Of course, increasing tax revenue is never a popular choice, especially in increasingly “graying” communities that have little or no vested interest in schools. As a result, school systems and schools seek and compete for other sources of funding – often from the same funding sources. This is exacerbated in communities where public and private schools compete for revenue.

Title IX has brought needed equity by providing opportunities and equal access to female students. However, scheduling, use and condition of facilities, providing equipment, and distribution of already scarce resources pose ever-increasing challenges for athletic directors. Knowledgeable parents expect compliance and accountability from schools. In a society in which athletics and sports is embedded in our way of life, the athletic director must know the law and find ways to work with limited budgets to ensure equity for all students.

The strength of a democracy is that it allows for involvement and diversity of opinion as we seek to resolve problems and issues. The decision and resolution is made better by the collective wisdom and expertise of the stakeholders. When consensus is reached, clear direction and priorities are established. Though the process is invaluable, it requires much patience.

The students who leave the hallowed halls of our high schools are entering a world that is opportunity-rich for those who are prepared for a rapidly changing world. It is a world in which increasing levels of knowledge and skills are an absolute necessity if students are going to successfully compete for jobs and careers in a global economy. Our students are no longer competing with students in their neighborhood, city, state or nation, but with students anywhere and everywhere in this world. Students and their families seek competitive advantage as they respond to these pressures. In turn, they are demanding more from our schools in every arena – academics, athletics and extracurricular experiences.

It is a given that an effective athletic director must have the ad-
ministrative and organizational skills to successfully create and coordinate schedules, establish budgets, and handle a plethora of managerial tasks. To be successful in this new work environment requires that the athletic director possess and is able to consistently utilize another body of knowledge and set of skills that enables him/her to manage the human dynamics of leadership and change. The challenge for the principal is finding and/or developing an individual who embodies these qualities. Though presented as separate characteristics, they are closely intertwined.

**Communicates! Communicates!**: The athletic director must be articulate and convey information clearly and effectively orally, in presentations and in writing. He/she is expected to share ideas and address audiences frequently. All printed material must be of the highest quality; written documents must be flawless. Every word that is uttered or written is a reflection of the standard of excellence that is embraced by all members of the school community. The individual must actively listen to others, demonstrating his/her understanding by the comments made and/or questions asked. There is a reason we have one mouth and two ears.

**Develops Relationships**: In an increasingly diverse society, one must relate to all people in an open, friendly and accepting manner showing sincere interest in others and their concerns. Though sometimes a challenge, consistently showing and fostering respect and appreciation for each person is fundamental to success. Every individual should be treated with dignity and respect. The athletic director must seek to understand the agendas and perspectives of others. Cultivating strong formal and informal networks and partnerships in order to get things done and garner needed resources is essential. Some would characterize this as “politics” – politics is life.

**Makes Conflict a Friend**: Conflict management, not conflict avoidance, is a fundamental skill of the effective athletic director. As soon as there are two or more individuals, conflict is natural and inevitable. It has been said that, “If you and I always agree, then one of us is useless.” Individuals who seek to see differences in people as an opportunity to learn about and approach things differently meet with greater success. Bringing conflict into the open and resolving issues collaboratively – though time consuming – is time well spent.

**Builds a Team**: Success is about “we” not “i.” Utilizing the skills and talents of one’s colleagues, students and parents is simply working smart. Being the “Lone Ranger” is self-defeating. Athletic directors who work with their school community to develop a shared mission and vision are able to provide clear direction and establish meaningful priorities. Involvement engenders enthusiasm, a willingness to invest time and energy, and the desire to excel. Mobilize coaches, students and parents to seek the support and commitment from the larger community to help build the athletic program.

**Sets High Standards for Performance**: High standards, coupled with a support system, are motivating to all. Those expectations should speak to performance on the athletic field, in the classroom and students’ behavior in the community. Representing one’s school by wearing an athletic uniform emblazoned with the school’s name is a privilege. Leadership is expected. Ethical behavior is the expected norm. The standards are applicable to all – students, staff, parents. Establish clear and reasonable consequences for those who do not meet those standards. What one learns from the athletic experience – responsibility, teamwork, time management, persistence, perseverance, resilience, etc. – are the lifelong lessons that characterize a “winner.” Wins and losses are momentary and soon forgotten.

**A Strong Sense of Self**: It’s about integrity – demonstrating consistency among one’s principles, values and behavior. The athletic director who follows through with commitments builds trust with his/her coaches, students and parents. There is no debate that the day-to-day work challenges of an athletic director are significant. The director who is able to adjust to multiple demands and shifting priorities, shows resilience in the face of obstacles, and demonstrates flexibility will have success. The athletic director who seeks and welcomes feedback, and is willing to modify his/her behavior in light of that feedback, will earn the trust and respect of the school community.

There are no guarantees for success. The best any of us can do is to develop the skills and competencies that enable success and practice them on a daily basis. The athletic directors possessing the qualities described are those who enjoy the admiration and respect of their colleagues, students and parents. 

Lyle Patzkowsky is an area assistant superintendent for the Baltimore County Public Schools in Baltimore County, Maryland. He is a former high school principal at Dulaney High School and Patapsco High School in Baltimore County.
Creative Fund-raising Ideas for High School Athletic Departments

By Karl Heimbach, CMAA

Every year, athletic directors are expected to create and maintain a budget that covers the increasing costs of running an extensive athletic department and the accompanying athletic facilities. This needs to be done while maintaining an often-expanding number of programs that are offered to our students. Providing more opportunities to participate should always be one of the goals in an education-based program.

In order to maintain current levels of programs and hopefully improve facilities and other areas overseen by the athletic department, it becomes necessary to think outside the box in order to raise the additional money needed to cover the ever-growing expenses.

At Magruder High School, our goal is to always raise an additional $25,000 or more a year through fund-raising. This is accomplished through direct donations, athletic department fund-raising and the efforts of the booster club, which do not involve athletes selling items directly to the general public. Students at our school already are asked to raise funds for their specific class, individual teams, activities and clubs. This also places an additional burden on coaches who already are stressed with completing necessary forms and paperwork.

The money raised through athletic fund-raising has helped purchase items that are not covered in our normal budget plan. Some items purchased in past years include:
- Industrial dryer and washing machine
- Security gate for the stadium
- Banners on light poles of parking lots
- Team record boards in gym lobby
- Irrigation systems for all athletic fields
- Field tarp for the stadium field
- Additional signs for athletic fields
- New scoreboards on athletic fields

In addition to the budget allotment from the school district, creative approaches and gate receipts are used to fund these projects.

One successful idea that is similar to what many colleges offer is a multi-tier booster club membership. Our four-tier membership is set up as follows:

- **Gold Level** – For $250, a member receives two sweatshirts, one basketball polo shirt, booster club sport book and a reserved parking pass.
- **Big M** – For $150, an individual would get two sweatshirts, booster club sport book and a reserved parking pass.
- **Colonel** – When someone pays $75, he or she gets two padded seat cushions, booster club sport book and a reserved parking pass.
- **Blue/Gray** – For $25, an individual gets a booster club sport book.

Schools can substitute prices, items and packages as they see fit, but we have been very successful in selling the more expensive packages to our parents. Our school is located in an area with a great deal of traffic and limited public transportation and pedestrian walkways. This means that students and parents must drive to all home games.

With the help of our Junior ROTC program, the back parking lot is reserved for individuals with booster club parking passes or visiting team’s administration and security. We usually sell all 50 spaces reserved for this program, which generates additional income with little expense but provides our parents the ability to:
- Enter in a special gate, which is guarded by a staff chaperone, thus avoiding lines at the ticket booth.
- Have guaranteed parking.
- Be able to have an easy exit after the game.

To boost concession sales, we invite local businesses to sell items at athletic events that do not compete with what is sold in the concession stand by our booster club. At home football games, we invite local restaurants to sell barbecue sandwich platters or Mexican food.
items and we receive a pre-determined percentage of the sales. Another favorite among everyone was Italian Ice during the hot months in the fall and spring, which also generated huge sales and did not compete with the booster club.

One might believe this would decrease sales at the concession stand, but these items tend to be more expensive and bought mainly by adults who would rather have a meal platter than a hot dog or hamburger. The final review found that sales at the concession stand did not drop and the extra revenue gained helped to cover the cost of overtime salaries for custodians required to clean up after athletic contests.

Another way to get business support for the athletic department is through advertising banners. Local businesses can buy a 3 x 5 foot banner and have it displayed in our stadium for events held in the fall and spring, and for an additional fee it is also displayed in the main gym during the winter. The fees and other benefits can be easily changed and altered by individual schools, but at Magruder we charge the following:

- $400 for first year for banner displayed for the fall/winter/spring seasons.
- $250 for first year for banner displayed only for the fall/spring seasons.
- $250 to renew for the fall/winter/spring seasons.
- $100 to renew each year for only the fall/spring seasons.

The cost of producing the banner is about $125 and the school retains the banners from year to year. Each game in the fall or spring requires hanging the banners up and taking them down which only involves a few minutes for each athletic contest. Banners displayed in the main gym during the winter are permanently hung on the wall and removed at the conclusion of the season to be used in the stadium for spring sports.

A small plaque is also given to each company which can be displayed at their business and is greatly appreciated by all sponsors. We have found many businesses that signed up for fall or spring only option elect to renew for a full year the following year which generates almost a 100 percent profit for the athletic department.

Another useful idea to generate additional money is the printing of sports schedule calendars with advertising that can be displayed in the school and community. The ads can be solicited either directly by the school or by several professional companies that secure the ads and then produce the calendars for the school. Our only requirement is to fax our athletic schedules each season to the company. Clearly the percentage of profit is reduced by having the company do all the work for us, but it requires very little effort on our part and the amount generated is roughly $1,500 a year.

An additional creative and unique fund-raising source is an online store for athletic team wear. Through this effort, the athletic department or school store does not have to maintain a large inventory because the supplier ships the items directly to the students or parents.

Much of the apparel can be customized, which allows for a personal touch and this is extremely well-received by our students. On a monthly basis, the online company sends a check to the athletic department based upon the agreed percentage of the sales.

Recently, this approach has expanded due to its ease of use, simplicity and 24-hour availability to include athletic season passes. This also has proven to be a gigantic time-saver and one less tedious task for the athletic director. Online sales provide additional revenue while decreasing headaches and managerial responsibilities.

These simple programs help generate the additional revenue necessary to sustain current programs at our school and allow us to be creative and improve our facilities with new equipment and displays.

As budgets continue to be strained and the demands upon them grow, the athletic director must spend more time raising additional funds.

Karl Heimbach, CMAA, is athletic director at Colonel Zadok Magruder High School in Derwood, Maryland.
State Associations Broadcast Games on Web

BY CASSIE KRISHER

High school state championships are a treasured experience for fans of any sport. But with high gas prices and busy schedules, not everyone can attend these events in person. Luckily, many state associations now broadcast state championships on their Web sites in audio and video formats.

Anyone around the country can listen to or view these games. Grandparents, parents, aunts, uncles, cousins, friends, community members and sports fans in general can tune in to see or hear their favorite team vying for victory.

Some state associations broadcast every game of the state tournament in all classes or divisions. Others broadcast regular-season games as well. Most states include basketball because of its high-profile tourney action, but some include sports such as football, soccer, cheer, baseball, softball, and swimming and diving.

The Wisconsin Interscholastic Athletic Association (WIAA) uses its Webcast site to stream state series games that are not broadcast on television. In most team sports, quarterfinal and semifinal games can be found on the WIAA.tv site. Todd Clark, director of communications for the WIAA, said the site has generated more than 100,000 views.

Of the 23 state associations that use Webcasts, each has different features. Some states have both live viewing during the actual game and archived streaming for fans and participants to relive the game after it is completed. Some states choose to use only live Webcasts, and others choose to have only archived Webcasts.

Another difference is the type of Webcast featured. Most states broadcast some games in audio and others in video, depending on what is available. Some states broadcast audio only, such as Illinois and Oregon. A few states broadcast video only, such as Wisconsin and Indiana.

The Indiana High School Athletic Association (IHSAA) started a Webcast service in July 2007 with its radio partner, Emmis Communications. The intent is to provide all sports to all fans without the terrestrial limitations of television broadcasting, said Ira Maher, associate brand manager at IHSAAsports.org. Live coverage of state finals in many sports is available for free, as well as regular-season games for football and boys and girls basketball. The site also provides archived videos of game highlights and interviews with players and coaches. State finals average 5,000-15,000 views per game, Maher said.

Most states’ Webcasts are free to the public thanks to helpful sponsors; however, some are based on a pay-per-view basis, much like buying a ticket to the actual event. Pay-per-view Webcasts are typically $5 to $10 per game, but some sites offer a pass for the entire tournament at a discounted price.

The ability to broadcast state championships across the world is the main feature that draws state associations to use Webcasts, but Webcasts also have uses beyond sporting events. Wisconsin uses its site to post public-service announcements and educational videos, such as “Why We Have High School Sports.” The WIAA also broadcasts its annual meeting in April live over the Internet and plans to post videos of its rules meetings online for mandatory
viewing. This is to help alleviate situations “where extensive travel is involved for coaches and officials,” Clark said. In addition, Indiana has plans to develop and post instructional videos from various sports camps this summer, said Maher.

Webcasts are an effective way for state associations to reach out to the community at large. They enable fans to participate in the state series, and regular-season games where available, without physically being there. By using new technology, state associations that use Webcasts are widening the audience not only for state championships, but also for educational content. Coaches and officials may no longer have to travel to attend rules meetings; they could soon be doing that from the comfort of their living room. Most importantly, webcasts are another line of communication that brings state associations closer to the fans and supporters of high school activities.

Cassie Krisher is a spring semester intern in the NFHS Publications/Communications Department. She is a senior at Butler (Indiana) University, majoring in journalism and media arts.
Cullen Fitzgibbons was born with an extra chromosome in his DNA, but he doesn’t see that as an obstacle to participating in high school sports.

Fitzgibbons, who has Down syndrome, has wrestled for Los Alamitos (California) High School for the past four years, and out of 28 matches, he has not won a single one.

He carries a bag of Cheerios with him to every meet, but he doesn’t use them to measure the number of wrestling matches he’s won. If he did, he’d be empty-handed. Instead, he uses Cheerios to measure the number of friends he’s gained through high school wrestling. Cullen has to have a lot of trust in someone before he will share his Cheerios, but he has done so with several of his teammates.

“I knew I was in when I finally got a Cheerio from him,” said Los Alamitos head wrestling coach Kenny Torres.

Cullen’s developmental disabilities make learning a struggle, but his parents fought to keep him in regular classrooms.

When it was time for him to start high school, the Fitzgibbons were afraid they would have to put up a fight to keep Cullen in a challenging educational environment. However, they were pleased to work with Karen Maffett, the special needs coordinator at Los Alamitos, who not only welcomed the idea of keeping Cullen in regular classrooms, but also encouraged him to try wrestling.

Cullen’s dad Billy, who was a Top 10 NCAA Division I wrestler in college, quickly offered to help as an assistant coach. When Cullen showed up for his first practice, coach Torres introduced him to the team so that they would be aware of his special needs.

“They embraced the idea of having him on the team and took him under their wing,” Torres said. “They make sure he’s included in everything and doing the right exercise.”

Since then, Cullen has been the first to arrive at practice, five days a week, and he’s never missed a practice or a tournament. He doesn’t get to wrestle at every meet and he’s never made varsity, but that doesn’t stop him from coming back. He does the best he can and is always positive and smiling, Torres said.

“When he first came in as a freshman, he was nonverbal and very shy,” Torres said. “Over the years, the kids have pulled it out of him and he’s much more vocal.”

Just as Cullen’s teammates have helped him open up in social situations, he has also had an influence on the wrestling team.
Some wrestlers who were not willing to put in the hard work have seen Cullen’s commitment, which motivated them to put forth their best effort. Also, his frequent hugs and kisses on the cheek have helped some teammates widen their acceptance of affectionate physical contact.

In the final match of his high school wrestling career, there was a glimpse of hope for Cullen’s first victory. Two more points would have won the match, but when time ran out, the referee raised his opponent’s arm.

Cullen briefly had a look of disappointment, but when the crowd started cheering for him, he raised his arms high and celebrated a successful end to his high school wrestling days.

At the California Interscholastic Federation (CIF) state wrestling championship finals, Cullen was honored as “Inspirational Wrestler of the Year.” He was the first-ever recipient of the award, given by the California High School Wrestling Coaches Association.

After seeing himself on the Jumbotron, Cullen grabbed his medal and raised it high above his head.

“I was curious to see if he would fully understand it, but I think he fully got it,” Torres said. He said the award shows that “hard work does not always result in the championship.”

After four years of never winning a match, Cullen Fitzgibbons is still a winner in the hearts of many in southern California.

“For a coach, any time a kid wants to be on your team who has some type of special need, it’s a great opportunity to teach the kids on your team values that they’ll be using for the rest of their lives,” Torres said.

Cassie Krisher is a spring semester intern in the NFHS Publications/Communications Department. She is a senior at Butler (Indiana) University, majoring in journalism and media arts.
Several girls basketball teams in Missouri traded in their school colors for a week to unite under one color — pink.

During the week of February 11, the teams of Central, Glen- dale, Hillcrest, Kickapoo and Parkview high schools in Springfield, and others, donned pink game-day T-shirts to raise awareness for the “Think Pink” initiative. “Think Pink” is a national effort sponsored by the Women’s Basketball Coaches Association to raise awareness and funds for breast cancer research.

For these Missouri schools, however, the initiative hit close to home.

Kickapoo coach Stephanie Phillips was diagnosed with colon cancer in August, and has helped lead the effort.

“When I contacted the other coaches in the area, they were all very interested in being involved,” Phillips said. “We wanted to be a part of helping fund efforts to fund a cure as well as raise awareness in our community.”

The schools donated the proceeds from the T-shirt sales to the Kay Yow/WBCA Cancer Fund, established for North Carolina State women’s basketball coach Kay Yow, who is also battling breast cancer for the third time.

More importantly, the shirts stressed the importance of the continued fight against cancer. With the slogan “Hand Checks Allowed,” the shirts made a humorous allusion to such a serious subject.

Locally, the Stephanie Phillips Foundation was created to help financially support the Phillips’ family through her treatment, as well as other families fighting cancer. Currently, the Foundation has raised $19,000.

“The feeling that I get when I’m able to help others is priceless,” Phillips said.

Phillips is grateful to her team and her community for their support through her tough battles.

“My team has been incredible,” Phillips said. “They were very understanding on the days that I wasn’t feeling my best, but they still gave their best. They would send me motivational notes and cards to keep me going. They would always ask how I was feeling and check to see if there was anything they could do. They’re a great group of kids and their parents have been incredible too.”

Phillips said many members of the community have sent cards, e-mails and phone calls offering their support and prayers. Many have also helped the Phillips family by bringing meals and babysitting its two boys.

“All the support has been completely overwhelming and very humbling,” Phillips said.

The fight continues for Phillips, who said her children and her team are her inspiration to fight.

“My two little boys are all I need to keep fighting,” Phillips said. “They are precious gifts from God and I couldn’t ask for anything more special. I also know that my team and many people in the community are watching to see how I handle everything. I want to be a good example to them so that they will keep fighting when they face adversity.”

Jennifer Searcy is a spring intern in the NFHS Publications/Communications Department. She is a junior at Franklin (Indiana) College majoring in journalism news editorial and public relations.
Don Mattingly was a high school baseball star at Reitz Memorial High School in Evansville, Indiana, before he wore the pinstripes of the New York Yankees. Mattingly is still ranked in the National High School Sports Record Book published by the NFHS. From 1976 to 1979, Mattingly stroked 25 triples, which ranks in a tie for eighth all-time. Mattingly played 13 seasons for the Yankees and had a .307 career average. He won the American League batting title in 1984 (.343 average) and was American League MVP in 1985 with a .324 average, 35 home runs and 145 runs batted in. Mattingly currently is a special assignment coach with the Los Angeles Dodgers after coaching with the Yankees for the past four years.
Indiana Finals Feature State Record, Buzzer Beater

BY CHRIS BOONE

In the Indiana High School Athletic Association (IHSAA) boys basketball state finals, Brownsburg (Indiana) High School and Washington (Indiana) High School claimed the Class 4A and Class 3A titles, respectively. However, each school won in very different ways.

In the 4A title game, senior Gordon Hayward gathered a loose inbounds pass with 2.1 seconds remaining and hit a layup as the final horn sounded, giving Brownsburg a 40-39 win over Marion (Indiana) High School.

After Marion junior Scott Wood hit a three-pointer with three seconds left to give the Giants a one-point lead, Brownsburg drew up an inbounds play from the opposite frontcourt for senior Julian Mavunga. Initially, a Marion player caught the inbounds pass, but Mavunga tipped it to Hayward, who gave the Bulldogs their first boys basketball state title.

Marion was attempting to win its eighth state basketball title and tie Muncie (Indiana) Central High School for the most in state history.

Mavunga led Brownsburg with 17 points and 14 rebounds, while Hayward added 10 points.

While Brownsburg won a nailbiter, Washington took home the 3A title with ease, handling Fort Wayne (Indiana) Harding High School, 84-60.

However, the game was not without excitement as Washington senior Tyler Zeller scored a state finals-record 43 points. Zeller hit 14 of 22 field goals and 15 of 18 free throws, breaking the finals record of 40 points set by Carmel (Indiana) High School’s David Shepherd in 1970.

The seven-foot Zeller also added 16 rebounds, and 6-foot-11 teammate Seth Coy tallied 20 points and 16 rebounds, proving to be an unstoppable inside combination.

Zeller, who will play for the University of North Carolina next year, is the younger brother of Luke Zeller, who helped Washington win a state title in 2005 with a half-court shot at the buzzer and who now attends the University of Notre Dame. Another Zeller brother, Cody, was a freshman on this year’s team.

The title is the fifth all-time for Washington.

Chris Boone is the online editor of High School Today.

Hall of Fame members reach milestones

BY CASSIE KRISHER

Two National High School Hall of Fame coaches recently achieved milestones in their high school coaching careers. John Lowery of Shenandoah Junction (West Virginia) Jefferson High School reached his 1,000th baseball victory, and Dick Katte of Denver (Colorado) Christian High School achieved his 800th boys basketball victory.

Lowery was inducted in 2002 while Katte was a 2004 inductee.

Lowery has been building up to the 1,000 milestone since 1971. He started the 2008 season just two wins away from that magical number.

Lowery’s penchant for the tradition of high school athletics is carried on in his son, Rusty. In the game that moved Lowery to the threshold, his team was pitted against South Riding (West Virginia) Freedom High School, where Rusty is the athletic director.

Jefferson won, 10-0, in a six-inning victory with a combined no-hitter.

Lowery is the 10th baseball coach to achieve 1,000 victories. He has coached Jefferson teams to nine West Virginia 3A titles, including the most recent one in 2007.

Dick Katte celebrated his 800th career win in February, an achievement 44 years in the making. He coached the Denver (Colorado) Christian High School boys basketball team to a 77-60 win over Lafayette (Colorado) Peak to Peak High School. His grandchildren were there to commemorate the event, holding up three signs – an eight, a zero and another zero.

During his time at Denver Christian, he has coached the Crusaders to seven state titles, spanning from 1970 to 2006. However, Katte’s contributions to basketball go beyond his winning career. His coaching philosophy emphasizes basketball as a way to develop student-athletes into good citizens beyond their actions on the
Tradition, excellence, success, citizenship. The Jersey City (New Jersey) St. Anthony boys basketball team exemplified all of these characteristics in its extraordinary history.

St. Anthony finished the 2007-08 season undefeated, winning the New Jersey State Interscholastic Athletic Association (NJSIAA) Non-Public B state title and the NJSIAA Tournament of Champions, in which all four class champions compete for an overall state title.

The state title is St. Anthony’s 25th, placing them at the top of the list for most all-time state championships in the National High School Sports Record Book. Nine of those titles were consecutive (1983-91), placing St. Anthony at No. 1 for most consecutive state titles as well.

St. Anthony also participated in and won the 2007 NFHS T-Mobile Invitational basketball tournament this past December.

Bob Hurley, St. Anthony boys basketball head coach, is also recognized in the record book. With this season’s record, he has accumulated 933 wins since 1974 and is listed as one of the top coaches for most all-time wins in boys basketball.

Hurley was honored in March with the first-ever Naismith National High School Coach of the Year award for his outstanding season.

In 35 years of coaching, Hurley has inspired his players both on and off the court. Through basketball, he has motivated them to earn good grades and become productive citizens during their high school years and in life beyond high school. Against the odds, Hurley’s players enjoy great success not only in athletics, but also in academics.

Six seniors from this year’s St. Anthony team will continue to play at NCAA Division I schools, where they have all received scholarships.

After eight overtimes and 109 minutes of play, the Michigan High School Athletic Association (MHSAA) was forced to declare a tie for the Division I ice hockey state final in Plymouth, March 8.

Marquette (Michigan) Senior High School and Orchard Lake (Michigan) St. Mary’s Prep School tied, 1-1, at the end of regulation play, but neither team could score another goal by the end of the eighth overtime. As exhaustion wore on, the MHSAA decided to declare both teams co-champions.

Mark Peterson scored for Marquette in the second period, and St. Mary’s Tim Hooker made a goal in the third. St. Mary’s goalie Ryan Morley-Stockton made 58 saves, a Michigan state championship game record. Marquette’s Joe Nezich made 33 saves.

The game is tied for second in the National High School Sports Record Book for most overtimes. Minneapolis (Minnesota) South and Thief River Falls (Minnesota) played 11 overtimes in 1955. Aurora (Ohio) defeated Solon (Ohio) in eight overtimes in 2007. Because the time allotted for overtime periods was increased in 1979, the Ohio and Michigan games actually had longer play times than the 1955 Minnesota game.

The Michigan game was a rematch of last year’s state final, in which St. Mary’s took home the trophy with a 4-2 win over Marquette.

Cassie Krisher is a spring semester intern in the NFHS Publications/Communications Department. She is a senior at Butler (Indiana) University, majoring in journalism and...
DUTIES OF ADMINISTRATORS REGARDING HEAT ILLNESS

BY JON ALMQUIST

TURN UP THE HEAT

Playing sports when the thermometer approaches triple digits, or even the 80s or 90s, can place a student-athlete at risk of suffering heat-related illnesses such as heat exhaustion or heat stroke. The higher the humidity, the lesser impact evaporation (sweat) has on cooling and, thus, the higher heat stress to an athlete. School districts that leave the decision to play when the heat stress index approaches the risky range in the hands of the individual coaches are at risk for criticism, and in a worst-case scenario, a lawsuit. The development of a Participation in Heat Protocol, based on scientifically sound information, will provide a consistent and defensible approach to minimize risk to student-athletes when competing and practicing in the heat.

Developing the Protocol

The development team should consist of representative coaches from the sports impacted by the protocol as well as a medical professional, such as the certified athletic trainer, and athletic administrators. To help the group stay focused and on track, the mission of the team should be discussed and agreed upon early in the process. When creating the policy, the development team should review the most recent scientific studies available as well as the protocols used by surrounding school districts or other prominent forward-thinking programs.

Accountability

A policy or protocol is only as good as the rules that support it. Having a policy in place that is not followed by the coaches can be considered negligence on the part of the coach, or negligence on the part of the school for not enforcing the rules. Coaches, athletes and parents are more likely to buy into a policy when policies are consistent within a certain geographical area.

Education

Education is the most beneficial intervention a school can implement. Everyone involved in the athletic program, including the athletes, parents, coaches and officials, should be educated in the prevention strategies and signs and symptoms of heat illness. Catastrophic consequences from heat illness are often avoidable. Recognizing the signs and symptoms of heat illness AND immediately implementing the appropriate intervention are two critical components to maintaining a safe environment and are critical components of a policy. Education of coaches and athletes to proper fluid replacement practices is essential to maintain a “heat healthy team,” and is also a vital component of preventing heat illness.

Prevention Strategies

Limiting the amount of exercise during high heat stress times will help in the prevention of a heat-related illness. Restriction of sports equipment that prevents heat loss such as helmets and shoulder pads can prevent heat illness and still allow some activity to take place. An example of a progressive restriction of activity and equipment is available in Appendix 1.

Determine a method to assess the heat stress in your system. Most scientific documents use the wet bulb globe temperature (WBGT) as an indicator of heat stress. This method requires use of a fairly expensive apparatus that calculates the heat stress based on the ambient (dry) temperature, wet bulb temperature and radiant heat. Another method commonly used is the wet bulb temperature (WBT), which takes into consideration the cooling effect evaporation has at a given ambient temperature and the humidity level. A third method is using a heat stress chart, which uses the ambient temperature and humidity to determine a heat stress value. Each of the methods will provide a different number associated with the heat stress value. Your protocol should choose a method and craft the restrictions based on that heat stress value.

Emergency Action Plan

Development of an Emergency Action Plan specific to the topic of heat illness is important to ensure that a rapid and appropriate response is provided to any athlete, coach or official with signs and symptoms of heat illness. Immediate cooling is the key to proper
Sample heat policy:
Fairfax County Public Schools Athletic Training Program
Protocols Governing Extracurricular Activity during Extreme Hot and Humid Weather Conditions

WET BULB TEMPERATURE RECOMMENDATIONS

<table>
<thead>
<tr>
<th>Level</th>
<th>FWBT</th>
<th>Duration</th>
<th>Attire</th>
<th>Fluid Consumption</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Less than 60°</td>
<td>3 hours maximum</td>
<td>Full gear</td>
<td>Insist that adequate fluid be ingested</td>
<td>Never restrict water consumption</td>
</tr>
<tr>
<td>2</td>
<td>60.1° – 65.9°</td>
<td>3 hours maximum</td>
<td>Full gear</td>
<td>Insist that adequate fluid be ingested</td>
<td>Provide minimum of 2 water breaks per hour</td>
</tr>
<tr>
<td>3</td>
<td>66° – 74.9°</td>
<td>3 hours maximum</td>
<td>Full gear</td>
<td>Insist that 4 – 6 oz minimum fluid be ingested every 20 minutes</td>
<td>Provide minimum of 3 water breaks per hour</td>
</tr>
<tr>
<td>4</td>
<td>75° – 76.9°</td>
<td>3 hours maximum</td>
<td>Remove helmets unless active in drill</td>
<td>Insist that 6 – 8 oz minimum fluid be ingested every 20 minutes</td>
<td>Monitor athletes, rest as needed</td>
</tr>
<tr>
<td>5</td>
<td>77° – 78.9°</td>
<td>3 hours maximum, every 45 minutes of work &gt; 15 minutes of rest each hour*</td>
<td>Protective equipment removed for non-contact drills</td>
<td>Insist that 8 – 10 oz fluid be ingested every 15 minutes</td>
<td>Removal of helmet unless active in drill, removal of pads (i.e., shoulder pads) when teaching or non-contact portions of practice exceed 10 minutes in length</td>
</tr>
<tr>
<td>6</td>
<td>79° – 80.9°</td>
<td>3 hours maximum, every 45 minutes of work &gt; 15 minutes of rest each hour*</td>
<td>Shirt, shorts only</td>
<td>No helmets or equipment</td>
<td>Insist that 8 – 10 oz fluid be ingested every 15 minutes</td>
</tr>
<tr>
<td>7</td>
<td>81° – up</td>
<td>NO OUTDOOR PRACTICE</td>
<td>The Heat Policy also applies to indoor practice</td>
<td>Re-hydrate 24 oz for every pound of body weight loss per day</td>
<td>Practices conducted indoors must follow the Heat Policy</td>
</tr>
</tbody>
</table>

RED ALERT DAYS – When the Council of Governments (COG) issues a RED ALERT, all outside athletic activities will be suspended between 11 a.m. and 6 p.m. unless the air quality improves. Changes to the air quality forecast will be available after 2 p.m. and information provided to ATC’s via E-mail.

*Recommendations are consistent with NATA, ACSM, and NCAA guidelines.

RECOMMENDATIONS:
- Replace fluids at a rate of 24 fluid ounces for every pound of body weight lost after exercise.
- Encourage athletes to wear light colored, loose clothing during activity in hot weather.
- Encourage athletes to wear sunscreen on exposed skin during hot, sunny conditions.
- Make readily available an adequate fluid supply to athletes at all times during activity in hot weather.
- Recommend replacement of sodium (sports drinks, salty foods) if dehydrated, or when activity continues over multiple days of heat stress conditions.
- Discourage athletes from taking caffeine, energy, ergogenic, and/or dietary supplements such as ephedra containing products as these products may cause an increase in dehydration and heat-related illness and/or injury.
- The following athletes are at increased risk for heat-related illness/injury and should be monitored closely or placed on a modified participation schedule:
  - Individuals poorly acclimatized, overweight or poorly conditioned
  - Athletes having a pre-existing dehydrated state (recent fever or gastro-intestinal illness) or pre-existing heat injury
  - Athletes taking certain medications including diuretics, antihistamines, beta blockers and anticolinerics
  - Overweight athletes
care. If an athlete has any sign or symptom of heat illness, immediate removal of any equipment and immediate cooling should reverse the symptoms quickly. If symptoms don’t resolve quickly, EMS should be activated and aggressive cooling efforts should be continued. Mechanisms to provide immediate cooling for overheated athletes, such as ice towels, cooling tub, electric fans and coolers of cold water, should all be identified in the emergency action plan. Protocols to follow regarding EMS activation, providing access for the ambulance to reach the athletic fields, and emergency contact information for athletes’ parents are all components to include in an Emergency Action Plan.

Other Considerations

A heat protocol should also address the return to participation after someone suffers a heat-related incident. Supplements and medications can also make an athlete more susceptible to a heat illness. Education regarding supplements and general nutrition to athletes as well as the awareness by staff of the medications students may be taking are also important aspects to consider. Schools in suburban and urban areas may also be faced with air quality indexes (smog and ozone) that may impact an athlete’s ability to accommodate heat stress during exercise.

Conclusion

If you are developing a heat policy, or revising an existing one, it is essential that the most recent scientific evidence is used as a reference. It is also important to include appropriate personnel to craft a policy that can be approved by the school district administration. Inform, implement and enforce the policy with consistency under all circumstances.

Additional Resources:

- Gatorade – www.gatorade.com/hydration/
- ZUNIS – www.zunis.org

Jon Almquist is a certified athletic trainer and is the athletic training program administer for the Fairfax County Public Schools in Falls Church, Virginia.
Life lessons.
Cleverly disguised as a game.

Every time these students take the court, they’re learning valuable life lessons about leadership, commitment and respect for themselves and their community. That’s why T-Mobile and the National Federation of State High School Associations (NFHS) have partnered to create the T-Mobile Invitational. It’s the only national high school tournament sponsored by the NFHS. And it provides students with skills—and memories—that’ll last a lifetime. It’s just our way of celebrating everything that’s great about high school athletics.
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Imagine If You Treated Opponents Like Guests

BY RALPH SWEARNGIN

The Georgia Recreation and Parks Association asked me to speak at a regional conference on “Sportmanship from the Georgia High School Association (GHSA) and NFHS Perspectives.” As I was preparing for the presentation, I began to think about sportsmanship issues that have come through the GHSA office so far this school year. That got me to IMAGINING....

IMAGINE that you invite some guests over to your house for a cookout.

IMAGINE that you do not meet them when they arrive, but expect them to find their way to where they are supposed to be on their own.

IMAGINE that you arrange to have neighbors hanging around the driveway taunting them as they make their way to the back yard for dinner.

IMAGINE that you pick out the best chairs and the best food for you and your family and let your guests fend for themselves.

IMAGINE that you ridicule them about their physical characteristics or their mistakes every chance you get.

IMAGINE that you play cards with them, and you place your guests with their backs to a mirror so you will have a competitive advantage.

Unfortunately, many of these imaginary scenarios are played out in actuality at GHSA sporting events. These kinds of behaviors undermine the level of civility that education-based competitions need to have. Intense competitiveness is not incompatible with the exhibition of good sportsmanship.

Then I thought:

IMAGINE that GHSA schools that host athletic events would treat their opponents as honored guests, and the visitors would respond as respectful guests.

I believe that it can be accomplished through a concerted effort of educating your school’s constituencies and by consistently enforcing the standards for appropriate behavior. It’s all a matter of RESPECT. ☺

The National Athletic Trainers’ Association (NATA) released a statement earlier this year with recommendations for athletic trainers, athletic directors, coaches and parents explaining how to handle an athlete with an eating disorder or at risk for one. The statement provides access to resources on the topic, guidelines for early detection and treatment, and educational programs for prevention.

The signs of an eating disorder most often involve poor nutritional behaviors and an emphasis on weight control. The No. 1 trigger for eating disorders is a preoccupation with dieting. Some specific signs that an athlete might be at risk for an eating disorder include: binge eating, fasting, purging, excessive exercise, inadequate caloric intake, constant dieting and avoidance of eating situations.

The statement says that athletes in all sports are at risk for disordered eating habits. Although it is most often associated with activities in which appearance often plays a large role, such as ballet and gymnastics, and activities with weight restrictions such as wrestling and rowing, disordered eating can arise in any sport or activity.

Much blame for eating disorders is put on the media for emphasizing thinness and appearance, but pressure on athletes to manipulate weight and food intake for the sake of performance also plays a large role in the prevalence of eating disorders in athletes.

The NATA statement encourages education for athletes, coaches, administrators and athletic trainers on the topic of eating disorders. Such education helps increase awareness of the problem and create an open and truthful atmosphere for discussion. Only one-third of high schools provide educational programs on the topic. However, only nine percent of those schools require students to attend, and only 15 percent require coaches to attend.

Such educational programs help coaches, parents and administrators identify signs of disordered eating as early as possible. Early detection can lower the risk for medical complications arising from an eating disorder, such as malnutrition, cardiovascular, musculoskeletal and reproductive conditions, and even death.

Treatment for eating disorders is available, and it is effective. The NATA is working to establish a network of individuals who can skillfully intervene with at-risk athletes, provide proper care and develop educational programs for prevention.

Evan Excell to retire in Utah

Evan Excell, executive director of the Utah High School Activities Association (UHSAA), will retire from his position June 30. He has been involved with Utah high school sports for 42 years, the last 14 of which he has served as UHSAA’s executive director.

When Excell took the role as leader of the UHSAA, the organization was financially strapped as several corporate sponsorships came to an end. Under his direction, the UHSAA implemented a small increase in ticket prices and worked aggressively to find new sponsors. Five years ago, the association was able to move into a new $1.2 million building and now boasts more than $1 million in its endowment fund.

Excell also initiated the consolidation of many state championship events from several events for each class into one all-encompassing championship tournament. In effect, this reduced operation expenses from renting and staffing several facilities, as well as travel for coaches, officials and players.

He said one of his greatest accomplishments as executive director was “maintaining over a period of 14 years the values that were already in place.” He was also proud to say that the communication between the association and member schools had strengthened during his tenure.

Excell served on the NFHS Board of Directors from 1998 to 2002. “It was one of the highlights of my career, and I have much respect for the NFHS and its leaders,” he said.

He also served on the Football Rules Committee, Annual Meeting Advisory Committee and Appeal Board.

One week after Excell announced his retirement, the UHSAA
Board of Trustees voted unanimously to promote Dave Wilkey, assistant director, to the executive director position effective July 1, exactly 30 years after Wilkey’s first day at the UHSAA.

Excell said he will miss the administrators and staff, as well as the tournament atmosphere and interactions with the students. He and his wife have attended a high school function every Friday for the past 14 years and plan to continue doing so after he retires.

“I’m just going to sit back and see what comes,” Excell said. “Thanks to everyone along the way for mentoring and support, from the Federation to the member schools. It’s been a great ride.”

The NFHS will honor Excell for his dedication to high school activities with a Citation Award, to be presented at the 89th Annual Summer Meeting in Washington, D.C.

Washington Supreme Court rules against drug testing

BY CASSIE KRISHER

The Washington state Supreme Court ruled unanimously in March that random drug testing of student-athletes is unconstitutional because it intrudes on a student’s privacy.

The issue in the case was whether a student’s right to privacy, as outlined in the Washington Constitution, was violated by the Wahkiakum School District’s random drug-testing policy for student-athletes.

Justice Richard Sanders wrote in the majority opinion, “If we were to allow random drug testing here, what prevents school districts from either later drug testing students participating in any extracurricular activities, as federal courts now allow, or testing the entire student population?”

After surveys of students in the Wahkiakum School District showed that drug and alcohol use was prevalent among students, the district implemented a random drug-testing policy for student-athletes to combat the problem. The families of two students who were subjected to these random tests sued the school district, saying that students’ private affairs had been disturbed.

A main issue of the case was whether suspicionless, random drug testing is supported by the law. The court found that the law supports suspicion-based searches, such as a reasonable search and seizure without a warrant, but there is no such protection for suspicionless searches. Therefore, if the school district does not have reason to suspect a specific individual of drug use, then the district cannot force a student to submit a urine sample for drug testing.

Although the case specifically states that random drug testing is unconstitutional, in its majority opinion, the court also dismissed the notion of suspicion-based drug testing of students because teachers who are not trained to spot signs of drug use could single out troublesome students for testing.

Although the court ruled unanimously, there were three concurrences, or opinions that have minor differences from the majority opinion.

Justice Jim Johnson also concurred with the majority but added that a student’s right to privacy is “not absolute and thus not all drug-testing programs are invalid.” He said a constitutional drug-testing program is possible, but it needs to serve a compelling interest, be narrowly tailored to specifically address the problem of drug use in schools, and be the least intrusive method.

“Since we have established that random mandatory urinalyses here are significant invasions of privacy, even of minor students, the standard to prove compelling interest is high, although not impossible,” he said. He also suggested the use of saliva tests or sweat patches as less intrusive forms of drug testing.

Justice Barbara Madsen concurred with the majority that random drug testing is not the most effective and least intrusive way of alleviating the problem of drug use, but she wrote that a “special needs exception” should allow random testing when suspicion-based testing is ineffective. She said, “The majority’s analysis sweeps far too broadly, casting doubt on the validity of even suspicion-based school searches.”

Justice Tom Chambers concurred but wrote separately to observe that in its decision, the court had awarded greater privacy interest to a person’s urine than previous cases had given to a person’s saliva.

Citations to be awarded to outstanding members

BY CASSIE KRISHER

Twelve individuals have been selected to receive NFHS Citations at the 89th NFHS Summer Meeting July 6 in Washington, D.C.

The NFHS Citation, an award designed to honor individuals who have made contributions to the NFHS, state high school associations, athletic director and coaching professions, officiating avocation, and fine arts programs, is one of the most highly regarded achievements in high school activities.
Each year, Citation Awards are presented to individuals who have made significant contributions to high school activity programs. These individuals have dedicated many years to interscholastic athletics and activities and have a distinguished record of involvement with programs at both the local and state level.

The following is a list of this year’s winners:

SECTION WINNERS
- Virginia Anderson, Massachusetts Interscholastic Athletic Association
- Patricia Briscoe, District of Columbia Interscholastic Athletic Association
- B.J. Guzzardo, Louisiana High School Athletic Association
- Alan Beste, Iowa High School Athletic Association
- Robert Hetler, North Dakota High School Activities Association
- Mario Martinez, New Mexico Activities Association
- Evan Excell, Utah High School Activities Association
- Joanne Austin, Montana High School Association

MUSIC
- Vicki White Miltun, Mercer Island, Washington

SPEECH, DEBATE, THEATRE
- Pam Cady Wycoff, Apple Valley, Minnesota

COACHES
- Marv Heater, Salem, Oregon

OFFICIALS
- Timothy Carr, Midvale, Utah

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

Cassie Krisher is a spring semester intern in the NFHS Publications/Communications Department. She is a senior at Butler (Indiana) University, majoring in journalism and media arts.

2008 National Student Leadership Conference trains leaders of the future

BY JENNIFER SEARCY

The NFHS National Student Leadership Conference (NSLC) returns to Indianapolis July 17-20 for a second consecutive year. Overall, it will mark the fifth time the NFHS has hosted the conference.

More than 300 high school students from 33 states, three Canadian provinces and an Israeli contingent of 24 will storm the city with one purpose — to become “agents of change.”

“The theme for each year is always ‘making a difference,’” said them to go back to their high schools and their communities and make an impact.”

Six students from each state are chosen by the participating state associations to represent their high schools as delegates at the NSLC. All accommodations for the student delegates are funded by the NFHS through a grant from corporate partner, T-Mobile, Inc. The NFHS also invites 75-100 adult delegates to serve as advisors and coaches for the delegates from their respective states.

“It’s an outstanding opportunity for a young person to be selected by his or her school as a representative,” Hopkins said. “It’s a distinction you can’t put a price on.”

This year, the conference will feature two general session speakers. Speaker and author Harvey Alston will open the conference and professional magician Stephen Bargatze will close the conference. There is also a variety of elective speakers from which the student can choose, including a parent’s perspective on the NCAA Clearinghouse; money matters with the vice president of Fifth Third Bank, Bill Harris; and SAT/ACT/PSAT prep tips from the Princeton Review. The students will also engage in educational workshops with topics in healthy lifestyles, community service, respect, positive values, perspective, sportsmanship and teamwork.

Several college facilitators from around the country help lead sessions and assist the conference with many of them returning year after year to help.

The students will also put their skills to use in a community service project July 19. The NSLC will partner with Indy Parks and Recreation to clean two local parks — Washington and Oscar Charleston Parks. Hopkins said he always enjoys seeing the transformation of the parks because of the efforts of the students.

“When we finish, we see the neighborhood kids come out and play, where they couldn’t play before,” Hopkins said. “We have given the parks a new, shiny face.”

Due to lack of funding, in 2003 the NSLC was forced to take three years off, but returned in 2007 with a three-year sponsorship deal with T-Mobile.

Hopkins said last year’s conference exceeded his expectations.

“There was such a heightened level of electricity,” Hopkins said. “The students wanted to learn, experience and give back. It’s contagious.”
Hopkins said one of the important aspects of the NLSC is mixing the students to gain new ideas from schools around the country and the world.

“What’s interesting is, at this international activities conference, there is never an instruction about any sports technique or fine arts instruction,” Hopkins said. “But, it’s the common thread that brings us together.”

Hockey alumni aid Maine high schools

By Jennifer Searcy

The 30th anniversary of professional hockey in Portland, Maine was marked with a special charity game benefiting the Portland Public Schools.

The February 27 game featured alumni from the Boston Bruins, Maine Mariners and Portland Pirates. The Bruins were victorious, but the real winners were the high school athletes from Portland and Deering (Maine) high schools.

As a part of district-wide budget cuts, the Portland Public Schools lost $153,000 of its $1.3 million athletic budget. It was these budget cuts that inspired Gary Prolman, co-owner of ProStock Advisors, to sponsor and organize the event. Prolman has been a coach for 20 years, and as a former student-athlete himself, sees sports as a great outlet.

“There are lessons you learn in sports that you can’t learn in a classroom,” Prolman said.

The game attracted 3,500 people, who were treated with 30 of the top professionals from both the National Hockey League (NHL) and American Hockey League, including Hall of Fame defenseman Ray Bourque, general manager of the Anaheim Ducks Brian Burke and North Yarmouth Academy coach and Pirates Hall of Famer Kent Hurst.

“To have 30 professional hockey players was phenomenal,” Prolman said. “You don’t normally get that at charity games. All the players were very accessible signing many autographs and were positively met by the fans. It was just a lot of fun.”

In addition to this charity game, Prolman also sponsors other opportunities for high school student-athletes. The annual Maine High School Hockey Invitational features 48 teams from around the country and Canada. The tournament is run solely to promote scholarships for student-athletes, but Prolman said the athletes also receive exposure that they might not receive otherwise. Since 2001, $70,000 in scholarships has been awarded.

At the game, scholarship recipients from the 2007 Invitational were announced, with help from the players. Prolman was amazed by the above-and-beyond passion Ray Bourque displayed.

“After the winners were announced, he skated up and shook all of their hands,” Prolman said. “To a kid, this was phenomenal, to have your idol come up to you and shake your hand.”

The amount raised from the game has not been determined, and though it was not enough to wipe out the deficit, Prolman is encouraged and hopes that the future games will help ease the deficit as much as possible.

“If schools eliminate sports, there will be a huge dent in society, and we need to keep those things in place,” Prolman said.

NDHSAA says ‘good-bye’ to Bob Hetler

By Jennifer Searcy

After 30 years at the North Dakota High School Activities Association (NDHSAA), Bob Hetler is retiring this summer.

As assistant to the executive secretary, Hetler has had the balancing act of many roles, including fine arts, media relations, publications and sports information.

His co-workers, however, said he always handled it efficiently.

“Bob is ambitious, full of energy, hard working and is a loving husband, father and grandfather,” said Dave Carlsrud, assistant to the executive secretary.

Hetler has no regrets about leaving, but said as he is reaching 65 years of age, his position is better suited for a younger person. He has enjoyed watching the fine arts and activities grow since he joined the NDHSAA in 1978.

“The coaches and music directors have been fantastic, and the students never cease to amaze me in what they can accomplish with a positive attitude and positive influences,” Hetler said.

Carlsrud described Hetler as “the face of fine arts in North Dakota,” and said he will be missed thoroughly.

Sheryl Solberg, assistant to the executive secretary, joined the NDHSAA the same year as Hetler. She said one of the reasons Hetler will be missed is his immense knowledge.

“Of course, he will be missed for many reasons,” Solberg said. “You gather much knowledge during 30 years at a job. He worked hard and always wanted what was in the best interest of the fine arts and activities.”

Hetler plans to spend more time with family and enjoy the outdoors through fishing, hunting and community service. He will be honored with an NFHS Citation July 6 at the NFHS Summer Meeting in Washington, D.C.
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